

Министерство образования и науки Российской Федерации  
Федеральное агентство по образованию  
Ярославский государственный университет им. П.Г. Демидова  
Кафедра иностранных языков

# **АНГЛИЙСКИЙ ЯЗЫК**

***для студентов III – IV курсов  
исторического факультета***

*Методические указания*

*Рекомендовано  
Научно-методическим советом университета для студентов,  
обучающихся по специальности История*

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Рецензент  
кафедра иностранных языков Ярославского государственного  
университета им. П.Г. Демидова

Составитель И.В. Мартьянова

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Методические указания состоят из двух разделов. Раздел I включает три урока, цель которых – выработать у студентов навык понимания оригинальной литературы по специальности, развить умение излагать прочитанный материал в кратком и обобщенном виде, вести дискуссии и беседы. Каждый урок имеет базовый и дополнительные тексты, упражнения по грамматике (особенности употребления модальных глаголов и сослагательного наклонения), упражнения для активного усвоения лексики и развития навыков устной речи.

Раздел II содержит тексты из оригинальных источников по специальности для письменного перевода, написания аннотаций и обсуждения их содержания.

Предназначены для студентов, обучающихся по специальности 030401 История (дисциплина «Английский язык», блок ГСЭ), очной формы обучения.

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# Section I

## Unit I

**Grammar:** Modal verbs (Can/Could; May / Might)

**Text:** Irish Patriot

### Grammar Study

1. Change the following using “could” to sound your request more politely.

Model: I want to speak to Mr Smith. – Could I speak to Mr Smith?

1. Give me the names of the most famous ancient historians.  
2. Pay more attention to the way you speak. 3. Show me the way to Bond Street. 4. Repeat your question. 5. I want to leave a message to Mr Wilson. 6. I want to reserve the book. 7. Show me your passport. 8. Send up my breakfast to my room at 6.30. 9. I want just coffee and a croissant.

2. Interview your friend about his (her) physical and mental abilities.

Model: Can you work long hours? – Yes, I can. / No, I can't.

Use the list of abilities below. You may continue the list.

to run a marathon, to swim backstroke, to ride a horse, to drive a car, to look after small children, to do boring things, to be tolerant to e-mail mistakes, to memorize dates, to deal with angry people, to take strategic decisions, to read (speak, write) English

3. Change the statements to express a) doubt (сомнение), use “can't”; b) astonishment (изумление), use “can”. Mind the form of the infinitive.

Models: His information is valid. – a) His information can't be valid.

b) Can his information be valid?

His information was valid. – a) His information can't have been valid.

b) Can his information have been valid?

1. The fairy-tale is of Oriental origin. 2. He lives in this neighbourhood. 3. They promise a large reward for this book. 4. She is crazy about doing boring things. 5. The report produced an enormous effect. 6. The librarian lost an ancient manuscript. 7. The medicine has

accomplished wonders. 8. *Read this text and express your attitude (doubt or astonishment) to the information.* Nick Bourn decided to run from one end of Africa to the other. He got up at 3.30 a. m., ate a breakfast of cereal, and started running. After 20 miles he stopped for a rest and pasta lunch, before running another 20 miles. He drank up to 15 litres of liquid a day. After eleven months and 6.021 miles he arrived at the Pyramids.

4. *Paraphrase the following sentences using “may” or “might” to express supposition or uncertainty. Mind the form of the infinitive.*

Models: Perhaps they know nothing about it. – They may know nothing about it.

Perhaps they knew about it. – They may have known about it.

1. It is possible the pamphlets are still on sale. 2. Perhaps he was right, but I’m not sure he was. 3. Perhaps everybody in the town knew who the author of the pamphlet was. 4. It is possible that Shakespeare wrote some plays in collaboration. 5. Perhaps he has no sense of humour. 6. Perhaps they are afraid of the public opinion. 7. It is possible that they gave their reasons against the publication of the second edition of the book. 8. We are not sure but it is quite possible that we’ll go to Prague for Christmas this year.

5. *Read the story about Nick Bourn from exercise 3 (8) again. Suppose what kind of experience he had during his journey. Use “may” or “might” + Perfect Infinitive.*

Model: He might have come face to face with a giant cobra.

6. *Respond to the following expressing reproach (ynpek). Use the verb “might” + Perfect Infinitive.*

Model: A. It is very close here, isn’t – B. Yes awfully. They might have opened the window and let some fresh air in.

1. His handwriting is quite unreadable. 2. This suit-case is very heavy for your aunt to carry. 3. What a pity. All the flowers have withered! 4. Her English is rather poor, isn’t it? 5. Don’t you think our guide has neglected his duties? 6. There are many mistakes in my work. 7. He runs up huge telephone bills. 8. She spends hours chatting and sending e-mails.

## The Text

*Before you read the text, decide if the following statements are true or false.*

- a) The natural conditions of Ireland are good for arable farming.
- b) Irish art was at its height long before Europe's Middle Ages.
- c) English domination over Ireland was put an end to in the mid-16<sup>th</sup> century.
- d) Jonathan Swift, the famous English satirist, was linked to Ireland through business and professional interests.
- e) The Drapier's Letters were a periodical published for those who worked in the textile industry.
- f) The English authorities published a proclamation against the author of the Drapier's Letters.
- g) J. Swift wrote pamphlets to criticize the policy of the English authorities in Ireland.

*Read the text to see if you are correct; translate the text paying attention to Modal verbs.*

## **IRISH PATRIOT**

Off the western coast of England, separated from it by a narrow strip of water, lies a large island covered with green pasture land. This is Ireland, the Emerald Isle. Long before Europe's Middle Ages Ireland was a center of artistic and intellectual excellence. The sixth and the seventh centuries saw the Golden Age of Irish art. The country might have developed into a highly advanced, prosperous state. But then came the English domination and the centuries of oppression and cruelty.

Early English invasions were succeeded by a fanatical war of the mid-16<sup>th</sup> century. Another savage war erupted in 1641 when the English devastated the country with fire and sword. At the turn of the century England, anxious to crush Ireland into complete submission, passed a series of laws which destroyed Irish cattle-breeding, woolen industry, shipping and provision trades.

The man who then became the unofficial spokesman for the Irish interest was Jonathan Swift, the famous English satirist. Swift regarded his life as dedicated to the cause of liberty. Linked to Ireland by birth, education and profession, he could not bear the sight of his