

МИНИСТЕРСТВО ОБРАЗОВАНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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## **АНГЛИЙСКИЙ ЯЗЫК**

Практическое пособие  
по обучению чтению текстов  
для студентов II курса филологического факультета

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Практическое пособие предназначено для студентов 2 курса филологического факультета. Пособие составлено в соответствии с программой по данному курсу и включает в себя тексты для чтения и упражнения к ним. Упражнения содержат задания, направленные на развитие навыков различных видов чтения, понимания и перевода, навыков монологической и диалогической речи.

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РЕПОЗИТОРИЙ ГГУ ИМЕНИ Ф. СКОРИНЫ

**Введение**

Пособие состоит из четырех разделов: «Language», «Literature», «Books», «Libraries». Каждый раздел включает тематически связанные между собой тексты для чтения с системой предтекстовых и послетекстовых заданий и упражнений к ним.

Цель упражнений – обучение студентов поисковому, просмотровому, ознакомительному и изучающему видам чтения, способствующим расширению активного словаря, развитию навыков монологической и диалогической речи, что в последующем может послужить основой для ведения дискуссий по данным тематическим аспектам.

В разделах пособия использованы аутентичные, но сокращенные в учебных целях материалы, сопровождающиеся краткими примечаниями.

Данное пособие может быть использовано для обучения студентов гуманитарных специальностей университета.

## **Unit 1. Language**

**I. According to formal indications find out what parts of speech the underlined words belong to. Analyze the formation of each grammatical structure and translate them.**

the most common system of communication

spoken or written speech

language allows people

language has made possible

language is often called

groups of a few hundred persons

speaker's native language

major languages, including English, French

learns to connect individual words with objects

languages have little use outside

**II. Find in the text sentences with Active Tense Forms. Analyze the formation and translate them.**

**III. Find in the text sentences with Passive Tense Forms. Analyze the formation and translate them. State the difference between Active Tense Forms and Passive Tense Forms.**

**IV. Give Past Indefinite Passive; Present Indefinite Active, Present Perfect Passive, Past Continuous Active, Future Indefinite Passive, Past Perfect Active Tense forms of the following verbs.**

to speak            to divide

to show             to write

to smoke           to read

to fly                to give

to spend            to tell

**V. Consult the transcription of the names of the major languages spoken in the world today. Read and remember them.**

Arabic – арабский язык	German – немецкий язык
Bengali – бенгальский язык	Hindi – язык хинди
Chinese – китайский язык	Japanese – японский язык
English – английский язык	Korean – корейский язык
French – французский язык	Malay – малайский язык
Italian – итальянский язык	Russian – русский язык
Indonesian – индонезийский язык	Urdu – язык урду
Spanish – испанский язык	Tamil – тамильский язык
Portuguese – португальский язык	

**VI. Insert the required languages from ex. V in the following sentences as it is shown in the example.**

*In the United Kingdom they speak English*

1. In Russia they speak ... .
2. In China they speak ... .
3. In Spain they speak ... .
4. In Italy they speak ... .
5. In France they speak ... .
6. In Japan they speak ... .
7. In Portugal they speak ... .
8. In Germany they speak ... .
9. In Korea they speak ... .
10. In Malaysia they speak ... .

**VII. Look up the title of text 1 and guess what the text is about. What languages do you know? Try to give your own definition of a language.**

**VIII. While reading text 1 find answers to the following questions:**

- 1) What is language?
- 2) Why is language so important in our everyday life?
- 3) How many languages are spoken in the world today?

**IX. Read the text. Before reading the text study the notes.**

**Text 1. Language**

1. Language is human speech, either spoken or written. Language is the most common system of communication. It allows people to talk to each other and to write their thoughts and ideas. The word *language* may be loosely used to mean any system of communication, such as traffic lights or Indian smoke signals. But the origin of the words show its basic use. It comes from the Latin word *lingua*, meaning *tongue*. And a language still is often called a *tongue*.

2. Wherever there is human society, there is language. Most forms of human activity depend on the cooperation of two or more persons. A common language enables human beings to work together in an infinite variety of ways. Language has made possible the development of advanced, technological civilization. Without language for communication, there would be little or no science, religion, commerce, government, art, literature, and philosophy.

3. Scholars have determined that there are about 3,000 languages spoken in the world today. This number does not include *dialects* (local forms of a language). Many languages are spoken only by small groups of a few hundred or a few thousand persons. There are more than a hundred languages with a million or more speakers. Of these languages, 19 have over 50 million speakers each: Arabic, Bengali, Chinese, English, French, German, Hindi, Italian, Japanese, Korean, Malay-Indonesian, Portuguese, Punjabi, Russian, Spanish, Tamil, and Urdu. People in many countries use some of these major languages, including

English, French, Spanish, Portuguese, and Arabic. Other major languages have little use outside their own areas.

4. Most people learn their own language without fully realizing what is taking place. Young children feel a need to communicate their particular needs and they begin listening to older persons and imitating them. They gradually learn to select and to make the sounds used in the language spoken around them. At the same time, children learn to connect individual words with objects, ideas, and actions. By the age of 5 or 6, most children have learned the patterns of their language fairly well. They can then communicate well enough for most of their own practical purposes. In school, the language-learning process becomes conscious and deliberate. Children become aware of how the sounds and words of their language are arranged in system. They can then learn to speak or write about more complex matters.

**Notes:**

communication – общение	thought – мысль
traffic lights – дорожные огни	idea – идея
to enable – давать возможность	loosely – свободно
variety – множество, разнообразие	science – наука
conscious – сознательный	religion – религия
infinite – бесконечный	commerce – торговля
advanced – продвинутый	a need – нужда
civilization – цивилизация	purpose – цель
gradually – постепенно	pattern – образец
government – правительство	tongue – язык
individual – отдельный	to select – отбирать
to connect – связывать, ассоциировать	
individual – отдельный	
deliberate – обдуманный	
to arrange – располагать	



- X. Answer the questions from task 7.**
- XI. Reread paragraph I and say where the origin of the word *language* comes from.**
- XII. Reread paragraph II and find the key sentence, showing the importance of language.**
- XIII. In paragraph III find answers to the following questions:**
- How many languages have scholars determined?
  - Does this number include dialects?
  - How many languages have over 50 million speakers? Name some of them.
- XIV. Reread paragraph IV and find sentences, describing children's learning native language.**
- XV. Answer in short "yes" or "no".**
- Is language spoken or written human speech?
  - Is language the least common system of communication?
  - Does word "language" come from Greek?
  - Does language always appear in human society?
  - Has language made possible the appearance of science, religion, commerce, government, literature, etc?
  - Does English language have little use outside its own area.
  - Do children always realize what they are doing when learning their own languages?
  - Do children learn their language in school consciously and deliberately?
- XVI. Make up questions to which the following sentences are the answers.**
- Language allows people to talk to each other and to write their thoughts and ideas.
  - Dialect is a local form of a language.

3. People in many countries use some of major languages such as English, French, Spanish, Portuguese and Arabic.
4. Scholars have determined about 3,000 languages spoken in the world today.
5. More than a hundred languages have a million or more speakers.

**XVII. Put the following points of the plan in logical order according to the paragraphs of the text.**

1. There are about 3,000 languages spoken in the world today.
2. Language is the most common system of communication.
3. Children learn their native languages gradually.
4. Language has made possible the development of advanced civilization.

**XVIII. Render the text according to the received plan.**

**XIX. " Try to guess" task.**

**Answer the following questions using the list.**

It is ..... Spanish  
... Cambodian  
... English  
... Egyptian  
... Esperanto  
... Mandarin Chinese  
... Indian

- 1) Which language in the world is spoken by most people?
- 2) Which language has the largest vocabulary?
- 3) Which is the oldest written language?
- 4) Which sub-continent has the largest number of languages?
- 5) Which language has no irregular verbs?
- 6) Which language has the most letters in its alphabet?

7) In which language is the largest encyclopaedia printed?

**See the key to check up your variants ( p. 94 )**

## **Unit 2. Learning a foreign language**

**I. Here are some sentences. According to formal indications find out what parts of speech the underlined words belong to. Analyze the formation of each grammatical structure, its function in the sentence and translate it.**

1. Learning another language, you gain knowledge. 2. Find-  
ing that other people may think, speak, and act in ways, different from yours, you gain a spirit of broad human tolerance. 3. The process of learning any language depends on the age of the person learning it. 4. The spoken language method is good after the age of 10. 5. They learn grammar while increasing their vocabularies. 6. Having been provided by self-instructions, students can use study-aids without a teacher. 7. Understanding Spanish, you can speak to Spanish – speaking people in Latin America, Spain, and other parts of the world. 8. Having learnt German, you can use your knowledge of this language to read books written in German.

**II. Change the following sentences, using Participles.**

1. If you speak English, you can communicate with over 400 million other persons. 2. When you learn French, you find out the customs and traditions of French people. 3. Computers, which correct student translations of words and phrases on video display screen are very useful study aids. 4. Before the age of 10, languages which are learned by the natural speaking method are equally easy. 5. When you learn a foreign language, you increase your range of communication.

**III. Make up a compound sentence from the given simple ones, using the required conjunction from the following:**

because when while then so if

1. Man adds to his general stock of information. Man learns a foreign language.
2. Children listen to the teacher. Children imitate the sounds, words and sentences.
3. English is difficult for foreigners. English differs from foreigners' native language.

**IV. Look through the text, find there the following words and try to guess what they mean. Then coordinate the given words with the required definitions according to their meaning.**

to increase range to unlock field tongue desirable

1. .... means worth having, doing.
2. .... means to unfasten the lock of.
3. .... means to make or become larger in amount, number or degree.
4. .... means a branch of knowledge or area of activity.
5. .... means the limits within which something operates, exists or is effective.
6. .... means the organ of speech.

**V. What is more important for you while learning a language? Put the list in order of importance, point 1 being the most important.**

- learning grammar
- learning vocabulary
- speaking and being corrected
- speaking and not being corrected all the time
- listening

- reading
- writing
- pronunciation practice

**VI. Work in groups. Compare your lists and justify your order, but remember that different people learn in different ways. Discuss your choice and work out the group variant.**

**VII. Read the title of the text and say what problem the text deals with. What is your own reason for learning a foreign language?**

**VIII. Read the text and find answers to the following questions:**

- What skills does learning any language involve?
- Is any language easy or difficult in itself?
- What are three methods of learning a foreign language?

**IX. Before reading text 2 study the notes.**

**Text 2. Learning a Foreign Language**

1. There are many important reasons for learning a foreign language. Among them are the following:

Learning a foreign language increases your range of communication. For example, if you speak only English, you can communicate with over 400 million other persons. If you also learn Spanish, you could speak to any of the 297 million Spanish-speaking people in Latin America, Spain, and other parts of the world.

2. Learning another language, you gain knowledge of the customs and ways of life of other nations. While learning French, you find out how French people live, behave, and think.

3. A foreign language can help add to your knowledge of your own language. For example studying Latin, you can improve your understanding of many of the thousands of English words that have their roots in Latin.

4. Learning a foreign language helps you add to your general stock of information. It can be a key that unlocks new fields of knowledge. If you learn German you will be able to read books written in German on almost any subject you may wish to study.

5. Knowledge of a foreign language can help you gain a spirit of broad human tolerance. You will find that other peoples may think, speak, and act in ways different from yours. But these ways are not necessarily less desirable than yours.

6. Learning any language involves four different skills: (1) speaking, (2) understanding, (3) reading, and (4) writing. If you understand a foreign language, and can make yourself understood in speech and writing, you have mastered it.

7. **Methods of study.** No language is easy or difficult in itself. The ease or difficulty of any language depends on the age of the person learning it. Before the age of 10, all languages are equally easy when learned by the *natural speaking* method (listening and imitating). After 10, our language habits are set in our own tongue. From then on, another language is easy insofar as it resembles our own language. It is difficult insofar as it differs from our own. Therefore, it is desirable to learn foreign languages as early as possible. Some children start foreign language learning in primary school.

8. After the age of 10, student can learn foreign languages by either, or both, of two methods: (1) the grammar method, and (2) the spoken language method. In the *grammar* method, students learn general rules of grammar and apply them to specific situations. A French grammar lesson may stress the correct use of *gender* (masculine or feminine). Students learn that *le livre*

(the book) is masculine and *la chaise* (the chair) is feminine. In this way, they learn grammar while they increase their vocabularies. In the *spoken language* method, students try to duplicate the process by which young children learn language. They listen to the teacher, then imitate the sounds, words, and sentences. Both the grammar method and the natural speaking method are effective. The ideal method for older children and adults seems to be combination of the two.

9. **Study aids.** For hundreds of years, language students have used grammar books, exercise books, and dictionaries. Modern study aids – especially for spoken language – include (1) voice recordings with accompanying booklets; (2) tape recorders, which permit students to listen, repeat, erase their repetition, then try again; (3) computers, which correct student translations of words and phrases on a video display screen. These language study aids provide not only instruction and practice, but also self-instruction, because they can be used without a teacher.

**Notes:**

custom – традиция	to add – прибавлять
root – корень	stock – запас
to wish – желать	spirit – дух
skill – умение	to apply – применять
to permit – позволять	to erase – стирать
to provide – предоставлять	to duplicate – дублировать
to increase – увеличивать(ся)	to involve – предполагать
range – сфера, область	communication – общение
to resemble – иметь сходство	desirable – желательный
to gain – получать, приобретать	
to unlock – открывать, отпирать	
to lock – запирасть, закрывать	

tolerance – терпимость, толерантность  
habit – 1) привычка; 2) свойство  
insofar – в такой степени, в какой

**X. Answer the questions from task 8.**

**XI. Reread paragraphs 1-6 and say what they are devoted to.**

**XII. Write down from paragraphs 1-6 the reasons to learn a foreign language. Do you agree to these reasons? (give your opinion on every item). Add any other reasons to enlarge the list.**

**XIII. Reread paragraph 7 and state the main idea expressed in it. What age groups can we divide people learning a foreign language? What methods of learning a foreign language are used in each age group? What is the idea of each method?**

**XIV. Reread paragraph 8 and say in one sentence what it is about. Point out statements contradicting the contents of the paragraph:**

1. Grammar books and dictionaries were always used to help language students. 2. Voice recordings are not accompanied with booklets. 3. Students can listen, repeat, erase their own repetition, then try again with the help of tape recorders. 4. Students can't use computers for learning a foreign language without a teacher. 5. Language study aids provide only instruction.

**XV. Complete the following sentences according to the contents of the text.**

1. If you speak English and Spanish, you can ... .



2. With the help of another language you can gain ... .
3. A foreign language can be ... .
4. Learning a foreign language you will find that people ... .
5. Learning any language involves four ... .
6. Before 10, children learn a foreign language by ... .
7. After the age of 10, a student can learn a language by ... .
8. In the grammar method, students ... .
9. In the spoken language methods, students ... .
10. The ideal methods for older children and adults ... .

**XVI. Make up questions to which the following sentences are the answers.**

1. Because the thousand of English words have their roots in Latin.
2. You can speak to 297 million people.
3. It is desirable to learn foreign languages as early as possible.
4. A combination of the two methods is ideal.
5. They are voice recordings with booklets, tape recorders, computers, etc.

**XVII. Can you think of some suggestions for effective language learning?**

Example:

Practise as much as possible  
Read books and newspapers.

**XVIII. Speak on the following topic:**

"Learning a foreign language. Reasons, methods and study aids"

### Unit 3. English as a World Language

- I. According to formal indications find out what parts of speech the underlined words belong to. Analyze the formation of each grammatical structure and translate them. Compare the use of one word as different parts of speech.**

Water to drink; to water the flowers; a paper to read; to paper a bedroom; is walking along the street; it was a long walk; she gave him a kiss; having been kissed, he went away; the weather is warm; she warms her hands in front of a fire; dirty clothes; the clothes are dirtied; clean window; she is cleaning the floor.

- II. Fill in the gaps with the words given below:**

1. Her ... is so charming. 2. Englishmen usually ... tea at 5 p.m.  
3. She is a very neat girl, her clothes are always ... and tidy. 4. She ... as she was very happy. 5. Coca-Cola is a very popular soft ... . 6. His clothes are so ... , they need ... .  
(smile, to smile, drink, to drink, clean, to clean, dirty)

- III. Make up a compound sentence from the given simple ones, using the required conjunction from the following:**

although    where    when    and    so    because

1. English was spoken by a few million people in Shakespeare's time. English was unknown outside England.
2. English was exported from England in the seventeenth century. The first settlements appeared in North America.
3. Geographically, English is the most widespread language on Earth. English is second to Mandarin Chinese in the number of people who speak it.

**IV. Translate the following sentences into Russian (you may use notes to text 3)**

1. English has become a very flexible language over the past five centuries. 2. People learn English for administrative, professional or educational purposes. 3. English is spoken as a mother-tongue outside England. 4. In English the same word can operate as different parts of speech. 5. English is very widespread as the second language.

**V. Before reading the text think over the following statements. Do you think them to be true or false?**

1. English was an important world language four hundred years ago.
2. It is mainly because of the United States that English has become a world language.
3. One person out of seven in the world speaks perfect English.
4. There are no inflexions in modern English.
5. In English many verbs can be used as nouns.
6. In the future all other languages will probably die out.

**VI. Read text 3. Before reading the text study the notes. While reading find out the answers to the true / false statements from ex. 5.**

**Text 3. English as a World Language**

1. Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that this is a relatively recent thing – that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.
2. English has become a world language because of its establishment as a mother tongue outside England, in all the conti-

nents of the world. This exporting of English began in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, that has given the English language its present standing in the world.

3. People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose – administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

4. **Basic characteristics. Simplicity of form.** Old English, like modern German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

5. **Flexibility.** As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example **swim, drink, walk, kiss, look, and smile**. We can talk about **water** to drink and **to water** the flowers; **time** to go and **to time** a race; **a paper** to read and **to paper** a bedroom. Adjectives can be used as verbs. We **warm** our hands in front of a fire; if clothes are **dirtyed**, they need to be **cleaned** and **dried**. Prepositions too are flexible. A sixty-year old man is **nearing** retirement; we can talk about a **round of golf, cards, or drinks**.

6. **Openness of vocabulary.** This involves the free admissions of words from other languages and the easy creation of com-

pounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian, and Japanese languages are resisting the arrival of English in their vocabulary.

7. **The future of English.** Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport, and aviation. This will no doubt continue, although the proposition that all other languages will die out is absurd.

**Notes:**

recent – недавний	settlement – поселение
rest (n) – остаток	growth – рост, расширение
imagination – воображение	to realize – представлять себе
to force – заставлять	to assist – содействовать
bilingual – двуязычный	inflection – флексия
loss – потеря, утрата	flexibility – изменяемость
admission – принятие	creation – создание
to die out – вымирать	doubt – сомнение
relatively – относительно	
establishment – установление, введение	
to fall into – делиться, разделяться	
compound (n) – сложное слово	
to contribute – делать вклад	
to resist – препятствовать, сопротивляться	

**VII. Reread paragraphs 1-2 and find out which of these topics the paragraphs deal with.**

- the structure of English language;
- spreading of English languages;
- the arrival of English to other languages' vocabulary;
- the future growth of English vocabulary.

**VIII. Reread paragraph 3 and name three groups into which people who speak English are divided.**

**IX. Reread paragraphs 4-7 and name basic characteristics of the language. Point out the statements, contradicting the contents of the text.**

1. Old English had no inflections. 2. Now adjectives change according to the noun. 3. English is a very flexible language, because of the loss of inflections. 4. Every part of speech has its different form. 5. English creates compounds and derivatives very easy. 6. English has the most number of speakers. 7. There's no doubt that all other languages will die out.

**X. Here are answers to some questions. Work out the questions.**

1. A few million.
2. Because it is the mother-tongue of many countries outside English.
3. In the seventeenth century.
4. 75 %
5. 60 %
6. Yes, it had a lot of inflections.
7. Simplicity of form flexibility and openness of vocabulary.
8. Mandarin Chinese.

**XI. Put the following points of the plan in logical order according to the contents of the text.**

1. The future of English language.
2. People who speak English fall into three groups.
3. In Shakespeare's time English was unknown to the rest of the world.

4. Basic characteristics of English language are: simplicity of form, flexibility, openness of vocabulary.
5. English has become a world language because of its establishment as a mother tongue outside England

**XII. Describe English language using the plan from ex. XI**

**XIII. What do you think?**

1. Does the text come from:
  - a brochure for an English language school?
  - a preface to a book on modern language teaching?
  - a dictionary?
  - an encyclopaedia?
2. Do you agree that because of the USA English is a world language? Prove your point of view.
3. Which of the three groups of English speakers do you belong to? What is your reason for learning English language?
4. Do you know any words in Russian that have been borrowed from English and other languages?

**Unit 4. Esperanto**

**I. According to formal indications find out what parts of speech the underlined words belong to. Analyze the formation of each grammatical structure and translate it.**

will become more sympathetic; easier language to learn; the grammar is more similar to; the most informational points; more common language; the most difficult situation; the busiest man in the world; expressed more sophisticated ideas; has larger number of exceptions; less difficult problem; in shorter period of time; the least interesting case.

**II. Make up comparative and superlative degrees of the following adjectives.**

easy	important
difficult	short
hard	picturesque
many	talented
wonderful	great
long	little

**III. Find the following words in the text and try to guess what they mean. Then coordinate these words with the required definitions given below.**

sophisticated	vocabulary
artificial	approximately
advantage	exception
to invent	common

1. .... means to make or produce (esp. a new or useful thing or idea) for the first time.
2. .... means of no special quality or rank; of the ordinary type.
3. .... means words known, learnt, used.
4. .... means made by humans, esp as a copy of something natural.
5. .... means produced or developed with a high level of skill and knowledge.
6. .... means nearly correctly but not exactly.
7. .... means something left out from a number or group, not included.
8. .... means something that may help one to be successful or to gain a favorable result.



**IV. Translate into Russian the ideas of Professor Desmond Nesbit of the University of Edinburgh, who gives his point of view of Esperanto and English.**

1. If everyone speaks the same second language, it may help to understand each other better and be more sympathetic to each other's causes. 2. The central idea of Esperanto is an idea of human peace and justice. 3. People, using the same language are able to talk freely to each other about business, politics, culture, sport, hobbies, etc. 4. People, learning English have the problem of spelling, of the large number of exceptions to any rule, of prepositions. 5. English is one of those languages which for many seems easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross, and many people give up. 6. Esperanto has such internal logic that it could become the international computer language.

**V. Read the title of the text and say:**

- Do you know what Esperanto is?
- Do you know any facts about Esperanto?

**VI. Read text 4, before reading the text study the notes and find answers to the following questions:**

1. What is Esperanto?
2. Who invented it?
3. Do many people speak it?

**Text 4. Esperanto**

1. Esperanto is an artificial language. It was invented in 1887 by a Polish doctor, Ludwig Lasarus Zamenhof. The vocabulary of this language comes mainly from Western European languages and the grammar is similar to Slavic languages. It sounds like Italian. It is spoken all over the world by approximately eight million people and there are many who would like Esperanto to be official second language of the world.

2. Esperanto means "hopeful", and it was Zamenhof's hope that a common language would promote friendship and understanding among all people of the world. Esperanto is a neutral language, it doesn't have the national, political and cultural bias. If everybody has to learn Esperanto as a second language, then everybody is equal.

3. From the learner's point of view, it has the advantage that there are no exceptions to rules. Esperanto is a very easy language to learn. The grammar is based on just 16 rules which have no exceptions, there are only 5 vowel sounds.

4. The most remarkable thing about this artificial language is that after a very short time learners find that they can express quite sophisticated ideas, the same sort of things that they would want to say in their own language.

**Notes:**

artificial – искусственный

to invent – изобретать

similar(to) – подобный, схожий (с)

approximately – приблизительно

exception – исключение

advantage – преимущество

remarkable – замечательный

sophisticated – сложный

**VII. Answer the questions from ex. 6.**

**VIII. Reread paragraph 1 and find the sentence describing the vocabulary and grammar of Esperanto.**

**IX. Reread paragraph 2 and state the main idea of this paragraph.**

**X. Reread paragraphs 3-4. What argument can you put forward to support the following idea:**

Esperanto is a very easy language to learn.

**XI. Mark sentences which contradict the contents of the text.**

1. Esperanto is an invented language. 2. Esperanto is spoken by a few hundred people. 3. Esperanto is a second language in many countries in the world. 4. There are a few exceptions in the grammar of this language. 5. Esperanto appeared as an official language of Poland. 6. Learners of Esperanto can express their ideas after a very short time.

**XII. Find sentences containing the author's idea of Esperanto as "language of peace".**

**XIII. Find in each paragraph sentences or parts of them carrying the most important information in a compressed form, join them together and make a short summary.**

**XIV. What do you think?**

1. What do you think of Zamenhof's idea of common language promoting human peace and justice?
2. Would you rather learn Esperanto than English? Why/why not?
3. Work in groups. List the advantages and disadvantages of Esperanto as a world language and list the advantages and disadvantages of English as a world language (you may also use the text "English as a world language").

**15. Take vote in the class. Which language would the majority rather learn?**

## **Unit 5. What is Literature**

**I. Analyzing the form of the words say which part of speech they belong to and translate them into Russian.**

the broadest sense; has been written; a narrower sense; printed words; two main divisions; literature written in a certain literature; as early as 5,000 years ago.

**II. The following words are used in the text. Look them up in the dictionary. Use the correct form of the words in the following sentences.**

outstanding scholar praise sense create imaginary chief refer (to)

1. The United Kingdom of Great Britain and Northern Ireland is often ... to as Britain in everyday speech.
2. .L Tolstoy, A. Chekhov, F. Dostoyevsky are ... Russian writers who ... literary masterpieces known all over the world.
3. Everybody knows Leonardo da Vinci as a distinguished painter, but few people know that he was a ... and designer.
4. This book is based on real events but there are a lot of ... facts in it, too.
5. Some people think that reading classics makes no ... as they are terribly out-of-date.
6. His first book was ... by both critics and readers.
7. There are two ... forms of drama: tragedy and comedy.

**III. Match a word in A with its definition in B. Say if there is any difference in meaning of these words in English and Russian.**

A	B
◆ book	◆ the scheme or idea of a work of art, a topic
◆ pamphlet	◆ a relatively long story written in prose
◆ subject	◆ a bound set of printed or blank pages; a literary composition of fact or fiction.
◆ fine arts	◆ painting, sculpture, engraving valued for their aesthetic qualities.
◆ novel	◆ a thin, unbound booklet, usually attacking or supporting a cause; a brochure.

**IV. Which of the following, do you think, is the definition of the word “literature”?**

- ✓ everything that has ever been written
- ✓ the writings of a certain period or country
- ✓ writings valued for their excellence

**V. Read the text. Before reading the text study the notes.**

**Text 5. What is Literature**

1. Literature, in its broadest sense, is everything that has ever been written. It includes comic books and pamphlets on potato bugs, as well as the novels of Mark Twain and the plays of William Shakespeare.

2. In a narrower sense, there are various kinds of “literatures”. For example, we may read literature written in a certain language, such as *French literature*. We also study writings about a people – the *literature of the American Indian*. We often speak of the literature of a period, such as *literature of the*

1800's. We also refer to the literature of a subject, as in the *literature of gardening*.

3. But the word literature, in its strictest sense, means more than printed words. Literature is one of the fine arts. It refers to *belles-lettres*, a French phrase that means *beautiful writing*. We distinguish between literature and comic books much as we distinguish between a professional football game and a game of catch in the back garden. When we speak of a piece of writing as literature, we are praising it.

4. Literature has two main divisions: fiction and nonfiction. *Fiction* is writing that an author creates from the imagination. Authors may include facts about real persons or events, but they combine these facts with imaginary situations. Most fiction is narrative writing, such as novels and short stories. Fiction also includes drama and poetry. Nonfiction is factual writing about real-life situations. The chief forms of nonfiction include the essay, history, biography, autobiography, and diary.

5. The earliest literature may have been written by the ancient Sumerians, who lived in present-day Iraq. Scholars estimate that the Sumerians kept simple records in writing as early as 5,500 years ago. By the end of the 3,000's BC they were writing literature.

6. Other early peoples of the Middle East, such as the Assyrians, Babylonians, Egyptians, and Hebrews, also produced literature. These writings include fables, epics, histories, hymns, love songs, myths, and philosophical essays. Scholars regard the old Testament as the outstanding work of early literature.

7. Other important stages in the development of literature include ancient literature, the Middle Ages, the Renaissance, the Age of Reasons, Romanticism, Realism and literature of the 1900's.

**Notes:**

to include – включать

the Sumerians – самаритяне  
the Babylonians – вавилоняне  
the Assyrians – ассирийцы  
to regard – рассматривать  
narrative – повествовательный  
potato bugs – проволочник, картофельный вредитель  
belles-lettres – художественная литература  
to distinguish (between) – проводить различие (между)  
fiction – 1) вымысел 2) художественная литература  
nonfiction – научная (документальная) литература  
the Old Testament – Ветхий завет  
writing – 1) произведение 2) стиль письма  
diary – дневник  
the Hebrews – иудеи  
the Egyptians – египтяне  
ancient – древний  
fable – басня

**VI. Answer the question from ex. IV.**

**VII. Why are several definitions of literature possible? Why is football mentioned in the text?**

**VIII. Mark the following sentences as True or False. Correct the false statements.**

1. Comic books, pamphlets on potato bugs, the novels of Mark Twain and the plays of William Shakespeare are all examples of belles-lettres.
2. Literature can be divided into various kinds according to its period, language or subject.
3. Fiction books are never based on real facts.
4. When we say that a piece of writing is literature, we have a high opinion of it.

5. Essays, short stories, biographies and diaries are some of the examples of nonfiction.

**IX. In paragraph 7 the main periods in the development of literature are mentioned. Can you illustrate them with the names of some prominent writers of these epochs or the titles of books written at that time?**

**X. Summarize the contents of the text in 5-6 sentences. Make use of the following expressions: *to have several meanings, in the broadest sense, in a narrower sense, in its strictest meaning, two main divisions, important stages in the development.***

## Unit 6. Enjoying Literature

**I. Complete the following text with the words given below.**

Reading is a very popular ... . There are many reasons why people read books, but most often they just ... reading. Sometimes we read books to get some ... or to enrich our ... .

As to our likes and dislikes, they ... from person to person. A book considered ... by a reader can be ... for somebody else. That's why a lot of ... of the same book are possible.

vary	information	boring	enjoy
pastime	opinions	knowledge	entertaining

**II. Read the sentences and try to guess the meaning of the underlined words. Then look them up in the dictionary and check your answers.**

1. I like A. Christie's books for a variety of reasons.



2. This problem is not at all complicated, there are a lot of so-  
lutions to it.
3. His second book brought him popularity overnight.
4. Classic usually means a work of art of the highest rank.
5. Children often invent nonsense words, that is words without meaning.

**III. Form derivatives of the words given in brackets and complete the following sentences. Make use of the affixes given on the right.**

1. Many classics, although very old, still enjoy great ... among readers. (popular).
2. Jane is the most ... person I've ever met. She writes poetry, composes music, and her mind is always full of new ideas. (create)
3. I don't expect everybody to agree with me. It's just my private ... . (judge)
4. Robert Burns started his literary ... at the age of 15. (active)
5. His latest book caused a lot of ... debate. (critic)
6. Everybody has his or her ... opinion of a book. (person)
7. I often read detective stories for ... . (enjoy)
8. Parents often ... of their children's taste. (approve)

dis-  
-ive  
- ity  
-al  
- ment

- IV. Work in pairs and make up a list of reasons why people read books.**
- V. Here are three sentences to introduce three parts of the text.**

**As you read, write down the correct sentence for each part.**  
**Before reading the text study the notes.**

1. How to read creatively.
2. Judging literature.
3. Why we read literature.

**Text 6.                                      Enjoying Literature**

1. We all read for a variety of reasons. These reasons change with our age, our interests, and the literature we read. Our basic reason for reading is probably pleasure. We read literature mostly because we enjoy it.
2. We often read for information and knowledge. We find pleasure in learning about life in the Swiss Alps or on the Mississippi River. We find possible solutions to our problems when we meet people in books whose problems are like our own. Through literature, we sometimes understand situations we could not otherwise understand in real life.
3. We also read simply for enjoyment we get from the arrangement of words. We can find pleasure even in nonsense syllables, just as children like the sound of “ting-a-ring-a-roses”, although they may not know what the words mean.
4. No work of literature has wisdom or beauty in itself. The greatest poem ever written is only a printed sheet of paper until a reader reacts to it. Writing, to become literature, requires a reader. The reader helps create literature by responding to the writer’s thoughts, emotions, and beliefs.
5. A creative reader considers both what the writer wants to say and how it is said. Creative readers bring their own experiences of life and language to the experiences the writer presents on the printed page. They measure the honesty of the writer’s approach by their own ideas of truth. Creative reading leads to the deepest understanding of literature.

6. Reading is such a personal activity that there can be no final rules for judging a piece of writing. The taste and fashion of the times often enter into critical judgements. For example, a work considered a tragedy by one generation of readers may be regarded as a comedy by the next generation. Some books become best sellers overnight. But their popularity does not necessarily mean that they are great. Other works continue to be important for nonliterary reasons. Many students today read Uncle Tom's Cabin chiefly for its historical interest.

7. Yet, readers and critics do agree on certain writings that they consider classics, or literature of the highest rank. For example, thousands of stories have been published about young lovers whose parents disapproved of their romance. Most of these stories were soon forgotten. But for more than 300 years, Shakespeare's Romeo and Juliet has been considered a classic story of young love.

8. Shakespeare was a superb craftsman. In his play, he used words and phrases that are packed with meaning. But, perhaps more important, Shakespeare gave Romeo and Juliet broad human values. These values were not limited to one place, or to one period of time. The characters of the play seem to be real people who face real problems. They express feelings that people anywhere might have at any time. For the same reasons, the works of a novelist such as Jane Austen mean a great deal to creative readers of any generation. Her novels *Emma* and *Pride and Prejudice* express lasting truths and show the writer's skill. They will probably appeal to readers in the 2000's just as they did to readers in the 1800's.

9. Every reader is a critic. Even when we say we have no opinion of a book, we are making a judgement. But such a judgement is probably a poor one, based on little thought. Our ability to judge literature intelligently develops as our reading broadens. Our critical skills, like our muscles, develop with use.

**Notes:**

wisdom – мудрость

in itself – само по себе

lasting truth – вечные истины

ability – способность

the arrangement of words – расположение слов

experiences of life – жизненный опыт

to enter into – zd. становиться предметом

superb craftsman – великолепный мастер

broad human values – общечеловеческие ценности

respond – ответ

generation – поколение

to appeal to – нравиться

**VI. Compare your answers to ex. V with other students.**

**VII. Reread paragraphs 1-3 and say why people read books. What other ideas weren't mentioned in the text?**

**VIII. Reread paragraphs 4-5 and answer the following questions:**

1. What is necessary for a set of printed pages to become literature?
2. What does “to read creatively” mean?
3. Is it important to read creatively?

**IX. Reread paragraphs 6-7 and find sentences developing the following ideas:**

1. The taste and fashion of the times often enter into critical judgements.
2. Some literary works are important for nonliterary reasons.

3. Some books are considered to be of the highest rank and remain always important.

**X. Reread paragraph 8 and complete the following statements:**

1. Shakespeare used words and phrases that...
2. The values Shakespeare gave Romeo and Juliet were not ...
3. The characters of the play seem to be real people who...
4. Jane Austen's novels express ... and will probably ...

**XI. Reread paragraph 9 and state its main idea. Try to express the information contained in the paragraph in one – two sentences. Make use of the key words: a critic, ability to judge literature, develop critical skills.**

**XII. Here are the answers to some questions based on the text. Work out the questions.**

1. Literature of the highest rank.
2. No, there aren't. Because reading is a very personal activity.
3. Yes, they do. Even if they say they have no opinion of a book, they are making a judgement.
4. We meet people in books whose problems are like our own.
5. Pleasure.
6. To become literature.
7. Because it leads to the deepest understanding of literature.
8. He gave his characters broad human values that were not limited to one place or to one period of time.

**XIII. Rearrange the questions in ex. XII so as to have an outline of the text. Make a summary of the text according to the questions.**

**XIV. Comment on the following sayings:**

1. A classic is something that everybody wants to have read and nobody wants to read.
2. "Old wood best to burn, old wine to drink, old friends to trust and old authors to read". (F. Bacon)
3. "Reading is the best learning". (A. Pushkin)
4. The man who doesn't read good books has no advantage over the man who can't read them.

## Unit 7. The World of the Writer

- I. For each word in A find a synonym in B. Make up as many word combinations as possible matching them with the words given below. Try to use some of the word combinations in sentences.**

A. real, traditional, true, different, early, unpleasant

B. unusual, false, similar, imagined, agreeable, late

event	opinion	style	art	time
years	friend	books	person	

- II. The following words are from the text. Look them up in the dictionary, then match them with their definition.**

background attitude objective provide deal (with) describe  
 ... means a manner of thought or feeling.  
 ... means to touch upon a problem or to solve it.  
 ... means to give or to supply.  
 ... means the previous experience, especially social class, education, etc.  
 ... means real, not influenced by feelings or opinions.  
 ... means to give a verbal explanation of a thing.

**III. Fill in the gaps with the correct preposition where necessary and translate the sentences into Russian.**

1. The English Channel separates Great Britain ... the Continent.
2. M. Lomonosov made an enormous contribution ... the development of Russian versification.
3. Her parents died so she was taken care ... by her aunt.
4. This book deals mainly ... the problem of social inequality.
5. Have you read any works ... contemporary Belorussian playwrights?
6. "Gulliver's Travels" was Swift's reaction ... the social and political situation in England in the 18<sup>th</sup> century.
7. Sigmund Freud's psychoanalytical theory influenced ... virtually every 20<sup>th</sup> - century writer.

**IV. Translate the following sentences paying special attention to *if* clauses.**

1. If you learn better, you will never make this mistake again.
2. He wouldn't have become popular if he hadn't been talented.
3. He could have told the contents of the story if he had read it.
4. If you had read this novel, you would have a clearer idea of the writer's style.
5. If you knew English better, you would enjoy reading this book in the original.

**V. Make one sentence from two using relative pronouns: who that which where.**

1. Stratford-on-Avon is a town. Shakespeare was born in it.
2. Every language consists of words. We put the words together in sentences.
3. There are some scholars. They regard American as one of the dialects of the English language.

4. People know Arthur Conan Doyle as the creator of Sherlock Holmes. He was more proud of his historical books.
5. Some young writers expressed their discontent with traditional English politics, education, and literature during the 1950's. These writers were labeled the Angry Young Men.
6. He showed us a very good dictionary. He had bought it in England.

**VI. Find sentences containing a verb in the Passive Voice and translate them into Russian.**

1. Marshak translated Shakespeare's sonnets into Russian.
2. The historic details are handled by W. Scott with great ease and skill.
3. Lewis Carroll was educated in Oxford, where he later taught mathematics.
4. Literature can be subdivided into fiction and nonfiction.
5. Leo Tolstoy regarded B. Shaw a writer of great talent, original thought and deep insight into every kind of problem.
6. They put many of Byron's lyrical poems to music.
7. Jack London became famous all over the world after they had published his novel Martin Eden.
8. Pushkin and Zhukovsky admired Walter Scott and translated his poems into Russian.

**Change the verbs in the active voice into passive where possible.**

**VII. Read the title of the text. What do you think it is going to be about?**

**VIII. Read the text and make a list of things that influence an author's writing. Study the notes carefully before reading the text.**

**Text 7. The World of the Writer**



1. No literary work can be completely separated from the man or woman who created it. Authors must write from within their own experiences, both real and imagined. As readers, we can enlarge our literary understanding by looking into the world of the writer.
2. **The writer's outer world.** No author writes in a vacuum. The period and society in which the author lives, and the works of other writers, all influence the author.
3. Many of the greatest contributions to literature have resulted from an author's reaction to social conditions. For example, the writings of Martin Luther and John Calvin influenced and were influenced by the Protestant Reformation in the 1500's. Percy Bysshe Shelley would probably have rebelled against any society he lived in. But the economic, political, and social situation in England during the early 1800's provided material for Shelley's rebellious nature.
4. **The writer's inner world.** The background, interests, and physical assets and handicaps of authors also affect their writing. Likewise, the personal relationships of writers to their homes, families, friends, and enemies all become the materials of their art. For example, Charles Lamb would probably have written differently if he had not stuttered, if he had not taken care of his sister Mary, and if he had not been a bachelor. The poetry of Elizabeth Barrett and Emily Dickenson would have been different if the women could have exchanged lives.
5. Generally, the works of a writer have greater unity than do those of a period. For example, both the early and late works of John Donne show the poet's basic personality. This is true even though he was called "Mad Jack" in his youth and "Dr. Donne" as a mature man..
6. **The writer's attitude.** We cannot make a final generalization about the works of any author. Nor can we truthfully say

that “Shakespeare is always like this “, or “Ernest Hemingway is always like that“. But we can identify a writer’s attitude toward life .Perhaps the terms most often used in describing attitude are romantic and realistic.

7. *Romantic writers* admire the unusual, the picturesque, and the quaint in humanity and nature. They revolt against the traditional in thought and action, and emphasize the importance of the individual.

8. *Realistic writers* deal with the commonplace instead of the unusual. They try to record the world as they actually see it, even its most unpleasant aspects. They wish to present ideas as objective documents.

**IX. Compare your answers to ex. VIII with other students.**

**X. Which of the following aspects are not discussed in the text?**

- how the period and society influence an author’s writing
- what attitude toward life an author can have
- how a writer chooses characters and setting for his works
- how an author’s physical conditions affect his or her writing
- means with the help of which a writer presents his attitude toward life

**XI. Give short answers to the following questions:**

1. Can a literary work be separated from its author?
2. Were the writings of Martin Luther influenced by the society and period he lived in?
3. Was Charles Lamb married?

4. Is it possible to make a final generalization about the works of an author?
5. Do romantic writers emphasize the usual and commonplace?
6. Do realistic writers try to record the world as it is?

**XII. Reread paragraph 1 and say why it is important to look into the world of the writer.**

**XIII. Reread paragraphs 2-3 and point out the statements contradicting the contents of the text:**

1. Any author is influenced by the time and society he lives in.
2. Writers create their works independently, so they are not influenced by each other's books.
3. The writings of Martin Luther and John Calvin were reaction to social conditions.
4. If Percy Bysshe Shelley lived in the XX century he wouldn't have written rebellious works.
5. Shelley wrote about social problems of the early 19<sup>th</sup> century.

**XIV. Reread paragraphs 4-5 and answer the following questions:**

1. What does the author of the text mean when speaking about writers' inner world?
2. Where do writers often get the materials of their art?
3. What does the example of John Donne prove?
4. Which two books are more likely to be similar – two books written by the same writer at the beginning and the end of his literary career?

**XV. Reread paragraphs 6-8 and explain the difference between romantic and realistic writers.**

**XVI. Arrange the following key sentences according to the text.**

1. We cannot make a final generalization about the works of an author but we can identify his or her attitude toward life.
2. Authors are influenced by the society, that is people and things surrounding him.
3. Looking into the world of the writer can be very important for readers.
4. Family, friends and enemies, and even physical assets and handicaps provide material for literary works.

**XVII. Get ready to give a short talk on the following topic “Why is it important to study the writer’s world”. Use the plan you’ve got in ex. XVI.**

**XVIII. Analyze the literary work you are studying in your classes of Russian (Belorussian, foreign) literature in relation to the world of its author. Consider his/her outer world, inner world and attitude toward life and say how they are revealed in the book.**

## **Unit 8. Ernest Hemingway**

**I. Find non-finite forms in the following sentences. Analyze their form and function and translate the sentences into Russian.**

1. It is important for a student of philology to be well-read.
2. Ernest Hemingway began to write fiction about 1923, his first book being the reflection of his war experience.
3. His famous novel “Martin Eden” having been published, Jack London became known all over the world.

4. We know B. Shaw's plays to have been often reprinted and staged at our theatres.
5. It is typical for Hemingway to use the laconic style.
6. Walter Scott is known to be a creator of historical novels.

**II. Fill in the gaps with one of the linking words given below. You do not need all of them.**

who however although where during which because while so after

Francis Scott Key Fitzgerald's life resembles a fairy tale. ... World War I, Fitzgerald enlisted in the U.S. Army and fell in love with a rich and beautiful girl, Zelda Sayre, ... lived near Montgomery, Alabama, ... he was stationed. ..., Zelda broke off their engagement ... Fitzgerald was relatively poor. ... he went to look for literary fortune in New York city in order to marry her. ... his first novel "This Side of Paradise", became a best-seller ... they married.

**III. Translate the following sentences. Guess the meaning of the underlined words without looking them up in the dictionary.**

1. Hemingway's career started in the early 1920s.
2. During the war he volunteered for an ambulance, but was wounded and hospitalised for 6 months.
3. Hemingway's works are mainly apolitical and humanistic.
4. The action of many Hemingway's books takes place in exotic surroundings.
5. Some of Hemingway's characters belong to the "lost generation" of cynical survivors.

**IV. Translate the sentences paying attention to different meanings of the words in italics.**

- a) 1. Critical reading *involves* the examination of ideas.

2. Faulkner's style is not so simple, it is fairly *involved*.
  3. This professor was *involved* in the project which helped people learn to read faster.
- b)
1. I don't have much *spare* time as we are given a lot of work at the university.
  2. We couldn't mend the car ourselves as we didn't have the right *spare* part.
  3. Because of his laconic *spare* style, his letters sounded like telegrams.
- c)
1. The *ear* is the organ of hearing.
  2. Would you like me to tell you the story? – Yes. I'm all *ears*.
  3. People who have a good *ear* for music usually pick up pronunciation of foreign words easily.
- d)
1. "Two Gifts" is a story by O. Henry about two young people who sacrificed their most valuable things to make each other a Christmas *gift*.
  2. No wonder, he is doing so well in French, she has a *gift* for languages.

**V. The following words are from the text. Try to match each word with its definition and make up a word combination and match it with one of the words given below.**

- to hunt   to be injured   a hallmark   to inspire   to comprehend  
 huge  
 ... means to seek out animals to kill or capture them for food or sport.  
 ... means very large, enormous.  
 ... means to be hurt in an accident.  
 ... means to stimulate to some creative effort.  
 ... means a characteristic feature.  
 ... means to understand.

главная идея, настоящее искусство, количество, лучшее произведение, серьезно, дикие животные.

**VI. Make up a chart in your note book and write down what you know about Ernest Hemingway and what would you like to know.**

What I know	What I would like to know
e.g. He's an American writer	When was he born?

**VII. Read the text and try to find the answers to your questions. Study the notes before reading the text.**

**Text 8. Ernest Hemingway**

1. Few writers have lived as colourfully as Ernest Hemingway, whose career could have come out of one his adventurous novels. Like many fine novelists of the 20<sup>th</sup> century, Hemingway came from the U.S. Midwest. Born in Illinois, Hemingway spent childhood vacations in Michigan on hunting and fishing trips. He volunteered for an ambulance unit in France during World War I, but was wounded and hospitalised for six months. After the war, as a war correspondent based in Paris, he met expatriate American writers Sherwood Anderson, Ezra Pound, F. Scott Fitzgerald, and Gertrude Stein. Stein, in particular, influenced his spare style.

2. After his novel *The Sun Also Rises* (1926) brought him fame, he covered the Spanish Civil War, World War II, and the fighting in China in the 1940s. On a safari in Africa, he was badly injured when his small plane crashed; still, he continued to enjoy hunting and sport fishing, activities that inspired some of his best work. *The Old Man and the Sea* (1952), a short poetic novel

about a poor, old fisherman who heroically catches a huge fish devoured by sharks, won him the Pulitzer Prize in 1953; the next year he received the Nobel Prize. Discouraged by a troubled family background, illness, and the belief that he was losing his gift for writing, Hemingway shot himself to death in 1961.

3. Hemingway is arguably the most popular American novelist of this century. His sympathies are basically apolitical and humanistic, and in this sense he is universal. His simple style makes his novels easy to comprehend, and they are often set in exotic surroundings. A believer in the “cult of experience”, Hemingway often involved his characters in dangerous situations in order to reveal their inner natures.

4. Hemingway became a spokesperson for his generation. He wrote of war, death, and the “lost generation” of cynical survivors. His characters are not dreamers but tough bullfighters, soldiers, and athletes. If intellectual, they are deeply scarred and disillusioned.

5. His hallmark is a clean style devoid of unnecessary words. He once compared his writing to icebergs; “There is seven-eighths of it under water for every part that shows”.

6. Hemingway’s fine ear for dialogue and exact description shows in his excellent short stories, such as “The Snows of Kikimanjaro” and “The Short Happy Life of Francis Macomber”. Critical opinion, in fact, generally holds his short stories equal or superior to his novels. His best novels include *The Sun Also Rises*, about the demoralised life of expatriates after World War I; *A Farewell to Arms*, about the tragic love affair of an American soldier and an English nurse during the war; *For Whom the Bell Tolls* (1940), set during the Spanish Civil War; and *The Old Man the Sea*.

**Notes:**

to cover – освещать

to reveal – открыть, выявить



devoid – лишённые  
discouraged – приведённый в уныние  
devoured by sharks – проглоченный акулой  
spokesperson – типичный представитель  
adventurous novel – приключенческий роман  
expatriate – покинувший родину, эмигрировавший  
equal or superior – равный или превосходящий по качеству  
scarred and disillusioned - обезображенные шрамами и разочарованные  
fame – слава  
arguably – вероятно  
tough – стойкий

**VII. Which of your questions were answered? Can you guess the answers to the rest of the questions?**

**VIII. What interested you most about E. Hemingway? What did you learn that you hadn't known before?**

**IX. Here are summaries of 6 paragraphs of the text. Match them to the correct paragraph.**

- His best works
- His early life
- What makes his books popular
- The style of his books
- The characters of his books
- The highs and lows of his later life.

**X. Here are the answers to some questions from paragraphs 1-2. Work out the questions.**

1. The US Midwest
2. He went on hunting and fishing trips.
3. Yes, he did. He volunteered for an ambulance unit.
4. He worked as a war correspondent.

5. Stein.
6. The novel “The Sun Also Rises”.
7. Yes, they did. In fact, they inspired some of his best works.
8. In 1954.
9. The Old Man and the Sea.
10. In 1961.

**XI. Write questions based on paragraphs 3-6. Ask them to the rest of the class.**

**XII. Find in the text facts supporting the following ideas:**

1. Hemingway’s life could have come out of one of his adventurous novels.
2. He became a spokesperson for his generation.
3. Hunting the sport fishing inspired some of his best works.
4. His short stories are as good as and even better than his novels.

**XIII. Using the plan from ex. IX tell about life and works of Ernest Hemingway.**

**XIV. Tell about life and literary activity of your favourite writer using the same outline.**

## **Unit 9. The World of Books and it’s Inside Mystery**

**I. a) State the part of speech, say how the words are formed and translate them into Russian:**

protective, inexpensive, invention, workbook, reference, entertainment, hardbound, softbound, typical, even-numbered, odd-numbered, preface, additional.

**b) Make up word combinations with the words listed above.**

**II. Determine the tense-form and voice of the verbs in the following sentences. Translate the sentences into Russian:**

1. People have used books in some form for more than 5,000 years.
2. The first printed books in Europe appeared during the mid – 1400's.
3. Two covers are joined by hinges to the spine.
4. Millions of books have been printed on almost every subject and every written language.
5. The verso of the title page shows the official date of publication and where it was published.

**III. For words in point 1 find words in opposite meaning in point 2:**

1. ancient, to join, hardbound, typical, blank, preface, detailed, recto, protective, preliminary.
2. verso, softbound, final, original, separate, unprotective, general, appendix, filled, modern.

**IV. Guess the words by their definitions:**

1. ... is the side of a book to which the pages are glued together.
2. ... is a protective cover of a hardbound book.
3. ... is a softbound book with a paper cover.
4. ... is an illustration on the verso.
5. ... is the page that carried the full title of the book, the author's name and the name of the publisher.
6. ... is the information in a statement at the end of the book.

7. ... is the book's main topics or the headings of the individual units and their page numbers.
8. ... contains notes, charts, tables, lists or other detailed information discussed in the text.
9. ... contains important words, names and places in the text listed in alphabetical order.

**V. Make up sentences, using the words given at random:**

1. the, world, for, the, known, books, are, source, of, information, main, are, to be, peoples, knowledge, and, of.
2. hardbound, material, are, books, cover's, by, books, the, differed, softbound, from.
3. numbers, which, the, index, the, list, they, at, of, contains, items, page, they, situated, are, and.

**See the key to check up your variants (p. 94)**

**VI. Read the text. Before reading study the notes for the text. Skim the first sentences of paragraphs and guess the main point of the text.**

**Text 9. The World of Books and its Inside Mystery**

1. Book consists of written or printed sheets of paper or some other material fastened together along one edge so it can be opened at any point. Most books have a protective cover. Books are a reasonably inexpensive and convenient way to store, transport, and find knowledge and information. The book thus ranks as one of humanity's greatest inventions.
2. People have used books in some form for more than 5,000 years. In ancient times, people wrote on clay tablets, strips of wood, or other materials. The term *book* comes from the early

English word *boc*, which means *tablet* or *written sheets*. The first printed books in Europe appeared during the mid-1400's. Since then, millions of books have been printed on almost every subject and in every written language. Young readers are familiar with storybooks, textbooks, workbooks, and comic books. We often consult almanacs, dictionaries, encyclopaedias, and telephone books for reference. We read novels, books of poetry, and printed versions of plays for entertainment.

3. **Inside a book.** The pages of a book are glued or sewed together along one side, called the *spine* or *back*. Two *covers* are joined by *hinges* to the spine. Books are either *hardbound* or *softbound*, depending on the cover. Most hardbound books have covers made of cloth, plastic, or leather over cardboard. A paper *dust jacket* is often added to protect the cover of a hardbound book. Softbound books, called *paperbacks*, have paper covers. Usually, the book title and other information appear on a book's spine and front cover as well as on its dust jacket.

4. Inside the front cover of a typical book is a collection of pages called the *preliminary material*. The material begins with a blank *end paper*. The *recto* (front side) of this page carries the book's title. The *verso* (back of the page) may be blank, or it may carry an illustration, called a *frontispiece*. The verso may also carry a list of other books by the same author. Throughout the book, the verso is always an even-numbered page and the recto is always odd-numbered.

5. The next page, called the *title page*, carries the full title of the book on the recto, as well as the author's name and the name of the *publisher* – the company that issued the book. The verso of the title page shows the official date of publication and where it was published. A statement of *copyright* appears, stating that the book's contents are the property of the author or publisher. In the earliest printed books, the information now carried on the

title page appeared at the end of the book in a statement called the *colophon*.

6. The *preface* follows the title page. In the preface, the author discusses various aspects of the creation of the book. The *table of contents* usually comes at the end of the preliminary material. It lists in order the book's main topics or the headings of the individual units and their page numbers.

7. The *text* is the main part of the book. The text is usually divided into separate parts called chapters or books, several sections follow the text. The *appendix* contains notes, charts, tables, lists, or other detailed information discussed in the text. Many books have an *index*, which lists in alphabetical order important words, names, and places in the text. The index gives the page number where the reader can find these items in the text. Finally, some books have a *bibliography* that lists sources used by the author in writing the book. The bibliography also lists additional sources on important subjects covered in the text.

**Notes:**

preliminary – предварительный

frontispiece – фронтиспис

appendix – приложение

copyright – авторское право

tablet – дощечка (с надписью)

almanac – календарь, альманах

hardbound – книга в твердой обложке

softbound – книга в бумажной обложке

dust jacket – суперобложка (книги)

recto – полигр. правая страница

verso – левая страница

colophon – концовка, выходные данные

table of contents – содержание

index – алфавитный указатель

to rank – классифицировать

hinge – петля

end paper – форзац

preface – пролог

**VII. Reread paragraph 1 and give the definition for the word “book”.**

**VIII. Reread par. 2 and answer the following questions:**

- a) In what form did people use books in ancient times?
- b) What is the origin of the term “book”?
- c) When and where did the first printed books appear?
- d) The world of books is various, isn't it?

**IX. Reread par. 3-5 and explain the meaning and importance of the following inside elements of a book:**

spine      hinge      dust jacket      preliminary material  
title page      colophon

**X. Reread par. 6-7. Find sentences that prove the following ideas:**

- a) The preface follows the title page.
- b) The table of contents comes at the end of the preliminary material.
- c) The text is the main part of a book.
- d) The appendix and the index are necessary additional elements of a book.
- e) Bibliography is the source of literature used in the book.

**XI. Make up an outline of the text**

**XII. Take any book as an example and describe its inside structure and contents.**

**Unit 10.**  
**The History of Early Books and Books' Development in the Middle Ages**

**I. Translate and divide the following words into nouns, adjectives, verbs and adverbs:**

evidence, stem, to record, wooden, to adopt, gradual, specially, bookmaker, to fold, codex, major, to preserve, professional, religions, manuscripts, frequently, binding, precious, to indicate, punctuation, capital, to replace, demand, to satisfy.

**II. Look through the text and find the words that mean the following:**

1. The list writing material made from stems of the papyrus plant.
2. Specially treated animal skin.
3. A new type of a book that followed a scroll book.
4. Professional hand writers working in churches and monasteries.
5. Decorated books of the Middle Ages with colourful designs and pictures on the pages.

**III. Skim the text and write out the sentences with Participles in different functions. Translate the sentences and analyse the grammar forms.**

**IV. Substitute the subordinate clauses of the following sentences by Participles in the required forms:**

1. The Egyptian used wooden tablets, which were covered with wax as notebooks.
2. Priests and monks who worked in churches and monasteries preserved the skill of bookmaking.
3. Scribes made books by hand and bound them in codex form.
4. The Book of Kells that was created in a monastery in Kells is the most beautiful illuminated manuscript.



5. The scribes developed a new style of writing, because they used capital and small letters, set up a system for punctuation.
6. By the 1300's and left spaces between words. People began to look for cheaper and faster ways to make books to satisfy the new market.

**V. Look up the title of the text. Then read the first sentences of paragraphs and say what the text is about.**

**VI. Read the text. Before reading study the notes and determine true and false statements:**

1. It is stated that books were invented in Egypt. The Egyptians wrote by pressing marks into small tablets of clay.
2. Parchment was more convenient and lasting than papyrus.
3. In the Middle Ages illuminated manuscripts developed into codices, new books with designs and pictures on the pages.
4. The old Roman writing style used only capital letters without leaving spaces between words.
5. Scientists believe that the idea for making paper came from China. It had been known there since A.D. 105.
6. Paper was more convenient to use as a writing material because of its cheaper price.

**Text 10. The History of Early Books and Books' Development in the Middle Ages**

1. **Early books.** Historians do not know when the first books appeared, but there is evidence that books were written in Egypt as early as 2700 B.C. In Egypt, people wrote on *papyrus*, a writing material made from stems of the papyrus plant that grows along the Nile River. The word *paper* comes from *papyrus*. Egyptian books consisted of *scrolls*, which were long pieces of rolled papyrus. But books were not an invention of any one

time or place. For example, in Babylonia (now south eastern Iraq), people wrote by pressing marks into small tablets of clay about the same time the Egyptians were writing on papyrus scrolls. They recorded business and government record, stories, and histories and baked or dried the clay to harden it. About 3,000 years ago, the Chinese made books by writing on long strips of bamboo and tying groups of them together.

2. About 500 B.C., the ancient Greeks adopted the Egyptian papyrus scrolls as their chief writing material. They also used wooden tablets covered with wax as notebooks. From about 300 to 100 B.C., the Romans adopted the scroll book and wax tablet used by the Greeks.

3. The gradual replacement of papyrus with *parchment* was an important step in the creation of the modern book form. Parchment is specially treated animal skin. It was stronger and smoother than papyrus and lasted longer in the damp European climate. It also cost less than papyrus, which had to be imported from Egypt.

4. During the A.D. 300's, the Romans developed a new type of book called *codex* (plural *codices*). Rather than joining pieces of papyrus or parchment to make long rolls, bookmakers cut the pieces into sheets, folded them, and then sewed them together along the fold. They bound the pages with thin pieces of wood covered with leather. A codex was easier to use than a scroll because the reader could open it at any page, rather than winding and rewinding it. The codex also provided more writing space, because a person could write on both sides of the page. The codex remains the major form of book today.

5. **The Middle Ages.** During the Middle Ages, from the A.D. 400's to the A.D. 1500's, the Christian church was the centre of learning in Europe. Priests and monks working in churches and monasteries preserved the skill of writing and bookmaking. They made books by hand, binding them in codex form Pro-

professional writers, called *scribes*, wrote most books. Much of their work consisted of making copies of religious books, especially the Bible. They also copied some of the great writing of ancient Greece and Rome. In addition, they wrote new books about Christian history, tradition, and thought.

6. Most books of the Middle Ages were *illuminated* (decorated) *manuscripts*, with beautiful, colourful designs and pictures drawn on each page. Painters called *illuminators* frequently painted the designs in colours, even in gold. Leather bindings decorated with gold, silver, and precious stones indicated the importance and value of the books. The *Book of Kells*, created in a monastery in Kells, Ireland, is perhaps the most beautiful of these illuminated manuscripts (see Manuscript).

7. During the late 700's the scribes developed a style of writing that made books easier to read. They used capital and small letters, set up a system for punctuation, and left spaces between words. The old Roman writing style used all capital letters and ran all the words and letters together. The new writing style looked much like the type used in modern printed books.

8. During the 1200's, paper made of cotton and linen began to replace parchment as a writing material. Paper was not as strong as parchment, but it cost far less to make. The idea for making paper probably came from China, where it had been known since A.D. 105.

9. By the 1300's, the demand for books began to increase greatly with the growth of a literate middle-class population in cities. People began to look for cheaper and faster ways to make books to satisfy the new market.

**Notes:**

scroll – свиток, манускрипт

parchment – пергамент

to fold – складывать, сгибать	wax – воск
scribe – писец, переписчик	to wind – сворачивать
illuminator – оформитель	binding – переплет
capital letter – заглавная буква	linen – полотно, холст
replacement – замена, замещение	
to record – записывать, увековечивать	
to adopt – заимствовать, принимать	
codex – старинная рукопись, кодекс	

**VII. Reread par. 1-2 and find key sentences showing the origin of books in Egypt, China and Greece.**

**VIII. Reread par 3-4 and say what they are devoted to. Exclude unimportant information in these two paragraphs. Arrange key sentences in order of importance.**

**IX. Reread par. 5-6 and work out questions of different types to the following answers:**

1. Christian churches and monasteries were the centre of learning and bookmaking in Europe.
2. Yes, scribes copied religious books, especially the Bible and the great writings of ancient Greece and Rome.
3. The importance and value of the books were indicated by leather bindings with precious stones and metals.
4. The Book of Kells is the perfect example of the most beautiful illuminated manuscripts.

**X. Reread par. 7-9 and complete the following sentences with the words written below and arrange the sentences in order of information in the text:**

1. The ... for books in the 1300's created a book market to satisfy the ..... of a literate middle-class population.

2. The main ..... between the old Roman writing style and the new writing style of the late 700 was the use of small letters ..... between words.
3. The ..... price of paper gave the ..... for replacement of parchment with paper during the 1200's.  
(demand, difference, base, requirements, spaces, cheaper)

**XI. Speak about the origin and the development of bookmaking in the Middle Ages, using the following key expressions:**

1. to write on papyrus (scrolls)
2. to write on strips of wood
3. the gradual replacement of papyrus with parchment
4. to develop a new type of book called the codex
5. to copy religious books, illuminated manuscripts
6. illuminated writing style
7. the new writing style
8. the demand for books

## **UNIT 11. The Spread of Printed Books**

**I. Check up the meanings of the given words and get ready to remember them:**

carve, surface, spread, print, bind, associate, set, become, develop, produce, arrange, allow, require, invent, technique, inventions, alphabet, result, establish, method,.

**II. From the lists (1) and (2) write out the words close in meaning:**

1. king, copy, brief, combination, method, previous, probably, require;

- preceding, duplicate, demand, likely, type, concise, technique, system;

**III. From the lists (1) and (2) write out the words opposite in meaning:**

- exist, development, early, set up, famous, inexpensive, associate, movable:
- expensive, fixed, obscure, destroy, opponent, stagnation, late, disappear.

**IV. Skim the text and fill in prepositions or adverbial particles where necessary:**

- The Chinese spread ink ... the raised surfaces and printed it ... paper.
- The form of a modern book resulted ... the invention of printing ... movable type.
- In 1465 two Germans set ... the first press in Italy.
- Venice became a centre ... printing and the book trade.
- Aldus Manutius became famous ... his beautiful editions of classic Greek and Roman works ... small and inexpensive volumes.
- ... the late 1500's, books looked much like they do today.

**V. Skim the title and say what problem the article deals with. Then read the text and point out the historical facts of the process of printed book's development.**

**VI. After reading the text, get ready to retell it according to the following key words:**

to make a printed book; to carve a page; movable type printing; to develop the printing process; to include wood-cuts; to set up

the first printing press; a centre of bookmaking; to produce a book.

**VII. Read the text. Before reading study the notes.**

**Text 11. The Spread of Printed Books**

1. The development of printed books. The Chinese made the first known printed book, called the Diamond Sutra, in A.D. 868. They carved each whole page from a block of wood, spread ink over the raised surfaces, and printed it on paper. This kind of printing, called block printing, appeared in Europe during the late 1300's. People used the technique to produce many copies of playing cards, religious pictures, and other printed materials. They sometimes carved a brief text onto the wood and made books by binding several pages together. With block printing, people could rapidly make more copies of a page than could make by hand. But they still had to carve each page separately.

2. The book as we know resulted from the invention of printing with movable type. In movable type printing, each letter of the alphabet is made out of a separate piece of metal. Printers can arrange the metal type in any combination to produce the text they want. They can also reuse the type. The method allowed printers to produce many different pages in a shorter time than with any previous system of printing.

3. The Chinese invented movable type during the A.D. 1000's, and the Koreans began using it in the 1300's. Europeans developed movable type independently in the mid-1400's. The first books printed in Europe by movable type appeared in Mainz, Germany, between 1453 and 1456. There, Johannes Gutenberg and his associates worked to develop the printing process. One of the first books printed was a Bible in Latin. This Bible became known as the Gutenberg Bible, though Johann

Fust and Peter Schoffer probably printed it. They printed about 2000 copies, of which 21 complete copies exist. The Bible required six printing presses, many workmen and several months to produce. Scholars also call this book the 42-line Bible because most of the pages have 42 lines of type in each column.

4. Soon after the development of movable type, printers discovered that they could easily include woodcuts and block-printed illustrations in books. Woodcuts became the most commonly used type of book illustration in the 1500's. See **Woodcut**.

5. **The spread of printed books.** By the early 1500's, almost every European country had at least one printing press. German printers did most of the earliest work. In 1465, two Germans set up the first press in Italy. The northern Italian city of Venice soon became a center for printing and the book trade. A French printer, Nicolas Jenson, started a printing press there in 1470, and became famous as a designer of beautiful type styles. In the 1490's, Aldus Manutius established the Aldine Press in Venice. Aldus became famous for the beautiful editions of classic Greek and Roman works in small and inexpensive volumes. He also invented italic type.

6. Paris also became an important center of bookmaking in the 1500's. Such printers as Geofroy Tory, Simon de Colines, and the Estienne family made important advances in printing and illustrating. About 1474, William Caxton produced the first printed book in English, *Recuyell of the Historyes of Troye*. A few years later, he set up the first printing press in England and printed nearly 30 English books, including Geoffrey Chaucer's *Canterbury Tales*. This was the first printed version of a native English classic.

7. By the late 1500's, books looked much like they do today. Printers had stopped imitating manuscripts of the Middle Ages. They produced smaller sized books that were inexpensive and



easy to carry. Most had a title page, page numbers, a table of contents, and an index.

**Notes:**

to carve – вырезать, гравировать

block printing – ксилография

to result from – вытекать, происходить в результате

movable type – разборный способ

printing press – печатный станок

italic type – курсив

**VIII. Comment on the following statements of the text.**

1. Block printing appeared in Europe during the late 1300's.
2. The book is the result of the invention of printing with movable type.
3. Between 1453 and 1456 Johannes Gutenberg and his associates worked to develop the printing process.
4. German printers did most of the earliest work on developing a printing press.
5. Paris became an important center of bookmaking in the 1500's.

**IX. Complete the sentences below with the most appropriate word. Make sure that the sentences are correct according to the information that you have read.**

1. People used block printing to produce many ... of different printed materials such as playing cards and religious icons.  
a) papers                      c) images  
b) copies                      d) duplicates
2. In movable type printing, each letter of the is made but separately and can be arranged in the required order.  
a) idea                      c) alphabet  
b) word                      d) sentence

3. First books regard several printing presses, many workmen ... the process and much time to produce.  
a) to direct c) to analyze  
b) to observe d) to develop
4. During the Middle Ages printers changed the ... of their printing work from copying and imitating to books' producing.  
a) tendency c) object  
b) subject d) aim

**X. Make up questions below and write down answers to them using the information of the text.**

1. the first known printed book?
2. What kind of printing?
3. new system of printing?
4. develop the printing process?
5. 42-line Bible?
6. woodcuts?
7. italic type?
8. smaller sized books?

**XI. Discuss the following questions in pairs.**

1. What are the advantages and drawbacks of movable type of printing?
2. What are the achievements of the German, Italian and French printers in the developments of bookmaking?

**Unit 12. Gradual Change of Bookmaking into the Book Publishing Industry.**

- I. Check up the meanings of the words and get ready to remember them.**

elegant, to increase, to revive, decline, to turn, , to improve, to restore, to experiment, to decline, to enable, to enlarge, volume, exception, edition, legible, locksmith, quality, to dedicate, craftsman, comeback, technical, paperback, dime, brittle, photographic, to decline.

**II. From the lists (1) and (2) write out the words close in meaning:**

1. number published, commonly, to revive. elegant, to include, to allow, decline, to improve, incunabula, reproduction;
2. version, to renew, to make better, smart, to permit, a period of first-printed books, generally, quantity, to contain, decay, printed.

**III. Analyze non-finite forms of the verbs and translate the sentences :**

1. Book printers published large numbers of books including many small, cheap volumes of the kind first printed by Aldus in the 1500's.
2. John Baskerville in England and Giambattista Bodoni in Italy became famous for their elegant and well-made books.
3. By 1800, the market for books exceeded the number being produced.
4. The inventions of the 1800's included steam-powered printing presses and papermaking and bookbinding machines.
5. Many publishing houses began printing paperbacks and competing with each other for sales.
6. Nowadays libraries save space by reproducing books in small film reproductions called microfilm.

**IV. Skim the text to get the general idea of it and make up sentences, using the words given at random:**

1. design, attention, the , in, 1600's and 1700's, than, to, their, books', printers, more, payed, to, number.
2. inventions, the, improved, quality, books, printed, in, the, of, number, a, 1800's, by, of.
3. publishing, industry, a, book, 1900's, mechanised, during, became, the.

**See the key to check up your variants (p. 94)**

**V. Skim the text and fill in the given period of time when the following facts took place.**

1. In the ... the number of printed books increased greatly, but during the ... printers took more interest in line bookmaking.
2. In the early ... paperback books declined in popularity.
3. In the ... book manufacturing was revolutionised by a number of inventions.
4. There was a comeback of books' popularity in the ...
5. By the ....., several printers dedicated themselves to improving the quality of printed books.

1600's, 1800's, 1900's, late 1800's, 1700's, 1930's.

**VI. Read the text .Before reading study the notes .**

**Text 12 Gradual Change of Bookmaking into Book Publishing Industry.**

**1. The 1600's and 1700's.** During the 1600's in Europe, the number of people who could read increased greatly. Book printers published large numbers of books, including many small, cheap volumes of the kind first printed by Aldus in the 1500's. There was a general decline in fine design and fewer advances

in book design compared to the 1500's. One exception was in book illustration, where technical discoveries in the art of engraving made it the most commonly used form of illustration. In addition, the Elzevir family of Leiden, the Netherlands, produced many beautiful editions.

2. During the 1700's, some printers revived interest in fine bookmaking. Such type designers as William Caslon in England and Pierre-Simon Fournier in France produced handsome new type styles that were used by printers for many years. John Baskerville in England and Giambattista Bodoni in Italy became famous for their elegant and well-made books.

3. The first printing press in the New World was set up in 1539 in Mexico City. During the 1600's, printing became established in what is now the United States. An English locksmith named Stephen Daye and his son Matthew set up the first printing press, in Cambridge, Mass. The first book from the press was the *Bay Psalm Book* in 1640. By 1763, all of the Thirteen Colonies had printing presses. The best American books of the 1700's came from New York City, Boston, and Philadelphia.

4. **The 1800's.** By 1800, the market for books exceeded the number being produced. Printing took much time, because printers had to *set* (put together) the type for each page and print it by hand. Book manufacturing was revolutionised by a number of inventions during the 1800's. One invention was the *Linotype*, which set type mechanically. Other inventions included steam-powered printing presses and papermaking and bookbinding machines. All these inventions allowed publishers to produce more books at lower cost than ever before. The use cloth-covered rather than leather-covered bindings also helped keep costs low.

5. Paperback books became popular in Europe and the United States during the 1800's. A German publishing company named Tauchnitz began to produce paperback editions of the

classics in 1841. This series eventually included more than 5,000 titles. In the United States, the first series of paperback editions appeared in 1831. They became extremely successful after 1870. Many publishing houses began printing paperbacks and competing with each other for sales. By 1885, a third of the books published were a type of paperback called *dime novels* because they originally cost 10 cents. The mass production of books led to a decline in the quality. Publishers printed many books on cheap paper that quickly turned brown and brittle with age. Bindings were often glued, and they broke.

6. By the late 1800's, several printers dedicated themselves to improving the quality of printed books. The English designer and craftsman William Morris led one such movement to restore the printed book to its old dignity and beauty. In 1890, Morris and a group of friends established the Kelmscott Press near London. They designed and used styles of type much like those in incunabula. They printed books on handmade paper and bound and decorated them by hand. Other printers also made efforts to improve their product. Type designers, such as Rudolph Koch in Germany and Frederic Goudy in the United States, developed legible and beautiful types. Papermakers and printers experimented with more interesting techniques and styles.

7. **Modern book.** Paperback books declined in popularity in the early 1900's but made comeback in the 1930's. Penguin Books, founded in England in 1935, became a world leader in paperback publishing. Pocket Books, now one of the largest American paperback publishers, appeared in 1939. Today, about two-thirds of all books sold in the United States are paperbacks.

8. During the 1900's, book publishing became a huge, mechanised industry. Computers now rapidly set type for many books. Books are printed from photographic plates in a method called *offset lithography*. New colour printing techniques enable

publishers to produce beautifully illustrated books inexpensively. Modern machines print and bind books in a single operation.

9. New types of books include *talking books*, which are record or tapes of books read aloud. They are used by people who cannot read, such as young children or the blind. Libraries save space by reproducing books in small film reproductions called *microfilm or microfiche* (see Microfilm). People read these "books" on film viewers that enlarge the images on the film. In the future, computers may serve as "paperless" books and libraries. Book texts and illustrations can be stored on disks and read on a computer terminal.

**Notes:**

Linotype – линотип

dime novel – дешёвый бульварный роман

offset lithography – офсет литография

**VII. Comment on the following statements of the text.**

1. There was a general decline in fine design during the 1600's and fewer advances in book design compared to the 1500's.
2. The first printing press in the New World was set up in 1539 in Mexico City.
3. The inventions of the 1800's allowed publishers to produce more books at lower cost than ever before.
4. The mass production of books in the 1800's led to a decline in the quality.
5. Nowadays new types of books are being produced and published.

**VIII. Complete the sentences below with the words from the text. Correct the sentences if it's necessary.**

1. Technical discoveries in the art of ... made it the most commonly used form of illustration.

2. John Baskerville in Italy and Giambattista Bodoni in England became famous for their elegant and ... books.
3. Book manufacturing was ... by a number of inventions such as the inventions of the ..., steam-powered printing presses, papermaking and bookbinding machines.
4. The use of lather-covered bindings rather than cloth-covered bindings helped keep costs of the books low.
5. By 1910, a third of the books published were a type of popular paperback called ... .. because they originally cost 10 cents.
6. The German designer and craftsman William Morris tried to ... the printed book to its old ... and beauty.
7. Thanks to modern techniques book texts and illustrations can be ... on disks and read on a computer terminal.

**IX. Make up questions of different types to which the following sentences are the answers.**

1. The first printing press in the New World was set up in 1539.
2. No, the mass production of books led to a decline in the quality.
3. William Morris and a group of friends established the Kilmessock Press near London in 1890.
4. Type designers, such as Rudolph Koch in Germany and Frederic Goudy in the United States developed legible and beautiful types.
5. Yes, they do. Modern machines print and bind books in a single operation.

**X. Make up an outline of the text and give a short summary according to its points.**



## Unit 13. Library

**I. According to formal indications find out what parts of speech the following words belong to. Analyze the formation and translate the words :**

Recording, collection, original, exhibition, contribution, inaccurate, traditionally, expanding, recreation, advanced, officials, editor, layout, storage, available, collector, frequently, heritage.

**II. Read, guess the meaning of the underlined words. Then look them up in the dictionary and check your answers .**

Famous scholars, government officials, to preserve the heritage, physical layout, to perfect the contributions, an exhibition of paintings, collection of works by local artists, education storage, tape recordings, advanced students, to provide information for editors, constantly strive to find way, to accumulate the knowledge, to serve the recreation needs of people.

**III. Read and translate the following sentences.**

1. For people in all walks of life library is a major resource in their work. 2. A vital part of the world's system of education and information storage is considered to be formed by libraries. 3. Libraries help people to learn about their own community or about the culture of other civilisations. 4. Libraries throughout the world differ in contents and kinds. 5. Traditionally libraries were used largely for collections of books. 6. Libraries have a wide variety of materials: magazines newspapers, film and videos, photos, pamphlets, paintings, maps that inform, educate and entertain people. 7. Book discussions, film shows, lectures provided by various libraries are rather enjoyable for large numbers of people.

**IV. Find in the text and read sentences with Participles.**

**V. Change the following sentences ,using Participles .**

1. Libraries make available knowledge that has been accumulated through the ages .2.They also have a wide variety of other materials that inform, educate and entertain. 3. These materials that include magazines, newspapers ,pamphlets, tape recordings, maps, videos are available for people in all walks of life. 4. When large numbers of people turn to libraries they satisfy a desire for knowledge .

**VI. Read text 13 and say what new information it contains for you. What aim does the author pursue by writing this article? Find out whether the author only gives concrete facts or makes certain statements? Find the corresponding paragraphs.**

**V. Before reading text 13 study the notes**

**Text 13.**

**Library**

1. Libraries form a vital part of the world's systems of education and information storage. They make available – through books, films recordings, and other media – knowledge that has been accumulated through the ages. People in all walks of life – including students, teachers, business men, government officials, scholars, and scientists use library resources in their work. Large numbers of people also turn to libraries to satisfy a desire for knowledge or to obtain material for some kind of leisure time activity. In addition, many people enjoy book discussions, film shows, lectures, and other activities that are provided by their local library.

2. Libraries play an important role in preserving a society's cultural heritage. For example, some libraries have special collections of such items as rare books, authors' or composers' orig-

inal manuscripts, or works by local artists. The librarians in many libraries develop exhibitions and offer programs to help people learn about their own community or about the culture of other civilizations. All in all, the library ranks as one of society's most useful service institutions.

3. Today's libraries differ greatly from libraries of the past – not only in contents, kinds, and services, but even in layout and atmosphere. This is so because librarians constantly strive to find ways to expand and perfect the contributions that they and their institutions make to society.

4. Libraries throughout the world show great variation in terms of both contents and kinds. The contents of libraries have changed so much through the years that the word library itself is, in a sense, inaccurate. The word comes from the Latin word liber, which means book. It shows that libraries traditionally were largely collections of books. Today's libraries house many books, of course. But, they also have a wide variety of other materials that inform, educate, and entertain. These materials include magazines, newspapers, pamphlets, disc and cassette tape recordings, film and videos, photographs, paintings, musical scores, and maps.

5. In addition to expanding contents, librarians have developed many kinds of libraries to serve the information, recreation, and education needs of different people. University and research libraries maintain large collections of detailed research materials for advanced students and scholars. Public libraries tailor their collections to a broad cross section of the public. Government library collections serve the needs of government officials. Thousands of special libraries provide information for professional people, such as bankers, editors, engineers, historians, journalists, lawyers, doctors, teachers, and scientists.

**Notes:**

walk – слой общества	to strive – стремиться
score – партитура (муз.)	storage – хранение
all in all – в общем и целом	scholars – ученые
layout – оформление	to preserve – сохранять
to maintain – сдерживать	heritage – наследие
available – доступный, имеющийся	
to rank – относится к числу, принадлежать	
to provide – обеспечивать, оказывать	
vital – насущный, необходимый	
to tailor – приспособлять, приспособливаться	

#### **VI. Answer in short "Yes" or "No".**

1. Libraries make available for people knowledge that has been accumulated through the ages, don't they? 2. Do people in all walks of life strive to use library resources in their work? 3. The main aim of libraries is to satisfy a desire for knowledge, isn't it? 4. Today's libraries don't differ greatly from libraries of the past, do they? 5. The word "library" comes from the Latin word "liber", which means "collection", don't it? 6. Traditionally libraries were largely collections of manuscripts, weren't they? 7. Do libraries' materials include disc and cassette tape recordings, film and videos, photographs, paintings, musical scores and maps? 8. Research libraries maintain large collections of detailed research materials for advanced students, don't they? 9. Do public libraries tailor their collections to serve a certain part of the public? 10. Government library collections don't serve only the needs of governmental officials, do they?

#### **VII. Complete the sentences using the text .**

1. Some libraries have special collections of such items ... .
- 2..... as one of society's most useful service institutions.
3. University libraries maintain ... .

4. ... provide information for professional people.
5. Libraries traditionally were ... .

**VIII. Answer the questions from ex. IV.**

- IX. Reread paragraph 1 and say in what way libraries form a vital part of the systems of education and information storage.**
- X. Read paragraph 2 and find sentences which may serve as answers to the following question: Why is it established, that libraries play an important role in preserving a society's cultural heritage?**
- XI. Reread paragraph 3 and prove that today's libraries are considered to differ greatly from the libraries of the past.**
- XII. Reread paragraph 4 and say what it is devoted to. Why does the author emphasize the changes in the meaning of the word "library"?**
- XIII. After looking through the paragraphs, state the main idea expressed in the text.**
- XIV. Make up a plan of the text.**
- XV. Using the information from the text and your own knowledge explain the role which libraries play for people in all walks of life.**

## **Unit 14. Library Services**

**I. Read and memorize the following words:**

Engage, stored, carry out, rely on, supply, carry on, browse for, capture, provide, escape, challenging, aware of, evaluate, vast, amount, assistance, involve.

**II. Read and translate the word combinations, try to use them in your own sentences:**

Technological development stamp collector, to capture the interests, to provide a few hours of relaxation, to stay aware of new publications, just to browse for something.

**III. Translate the following sentences, guessing the meaning of the underlined words.**

1. Libraries supply materials for various popular leisure activities. 2. She was engaged in all kinds of activities. 3. Carry on filling in this form. 4. Visiting a library one can usually find something to browse for. 5. Library materials are always available for people in all walks of life. 6. Libraries maintain materials which capture the person's interest and provide a few hours of relaxation. 7. The library is a place to escape from the day-today world. 8. Being a vital service institution, librarians strive to interest people in many fields in library use.

**IV. Find in the text sentences with Gerund . Analyze the formation and translate them.**

**V. State the functions of Gerund in the following sentences:**

1. Reading and listening to recordings rank among the most popular leisure activities. 2. The job of providing materials for library users is a challenging one. 3. By reading reviews the librarian evaluates vast amounts of materials. 4. Librarians help anyone who wants assistance in finding information.

**VI. While reading text 14 find answers to the following questions.**

1. In what way do librarians interest people in many fields in library use?
2. What are the most popular leisure activities provided by libraries?
3. What do librarians evaluate and why?
4. What does the library service involve?

**VII. Read the text. Before reading the text study the notes.**  
**Text 14. Library Services**

1. Libraries today are a widespread, vital service institution. In many parts of the world, library materials are available to anyone who wants to use them. Librarians also work to interest people in library use, and they are engaged in a variety of activities that make the library an active force in society.

2. Viewed historically the library's role of making materials available ranks among the most important contributions ever made to human culture and technology. Libraries have long stored materials that enable ideas, knowledge, and experiences to be passed on from generation to generation. Without this line of communication, cultural and technological development would not be as advanced as they are.

3. Viewed as a factor in day-to-day life, the library's materials serve as important resources in the education, work, and recreation of millions of people. To students the library is a place where they can find materials that help them carry out their college work. Professional people in many fields rely on materials in special libraries for information they need in their work. For many people in all walks of life, the library is a place from which to get materials for leisure activities. Reading, looking at films or videos, and listening to recordings rank among the most popular leisure activities, and libraries supply materials

for all of them. Large numbers of people use a library to help them carry on a hobby. For example, stamp collectors can find books, pamphlets, and other materials to and them. Other people visit a library frequently just to browse for something such as a novel, that will capture their interest and provide a few hours of relaxation and escape from the day-to-day world.

4. The job of providing materials for library users is a challenging one. To do it well, a librarian must constantly stay aware of new publications and older materials that continue to be of value. The librarian evaluates vast amounts of materials – either through personal inspection or by reading reviews – and decides which ones should be available in the library. The service provided by librarians goes far beyond getting and arranging library materials. Librarians help anyone who wants assistance in finding information. In all kinds of libraries this service involves teaching people how to use library resources, helping them find material to answer their questions, and supplying answers to their questions.

**Notes:**

to carry out – выполнять	to be aware – знать
engaged in – ввести	to browse for – смотреть
to store – хранит, сохранять	to capture – захватывать
to supply – обеспечивать	to rely on - полагаться
to carry on – вести, продолжать	assistance – помощь
to escape – спастись, ускользнуть	review – рецензия
evaluate – оценивать	vast – обширный

**VIII. Correct the following statements.**

1. Viewed as a factor in day-to-day life, the library's materials serve important resources in recreation of millions of people. 2. The job of providing materials for library users is not a challenging one. 3. The librarians evaluate vast amounts of materials only by reading reviews. 4. The service provided by



librarians doesn't go far beyond getting and arranging library materials. 5. Librarians strive to interest people in library use and to engage in a variety of activities that make the library an active force in society. 6. Without libraries, cultural and technological developments would not be as advanced as they are. 7. Listening to recordings ranks among the most popular leisure activities for which libraries supply materials.

**IX. Answer the questions from task VI.**

**X. Make up questions to which the following sentences are the answers.**

1. Library materials are available to anyone who wants to use them.
2. A variety of activities makes the library an active force in society.
3. To students the library is a place where they can find materials that help them carry out their college work.
4. Many people in all walks of life use library to help them carry on a hobby.
5. Librarian profession is a challenging one.
6. Libraries make the most important contributions ever made to human culture.

**XI. Reread paragraph 1 and explain why library is a vital service institution.**

**XII. Reread paragraph 2 and develop the following idea:**

Without libraries, cultural and technological developments would not be as advanced as they are.

**XIII. Reread paragraph 3 and find sentences explaining the importance of libraries.**

**XIV. Using information from paragraph 4 and your own knowledge characterise a modern librarian.**

**XV. Arrange the following sentences according to the logic of the text.**

1. Librarian's job a challenging one.
2. People use library to help them to carry on a hobby.
3. Library's materials are available to anyone.
4. Library serves as an important resource in education, work and recreation of millions of people.

**XVI. Using the plan of ex. XV describe libraries' services.**

### **Unit 15. College and University Libraries**

**I. According to formal indications find out what parts of speech the underlined words belong to . Analyze the formation and translate them:**

A major resource, a significant place, a vital role, a complex institution, academic disciplines, natural sciences.

**II. Make up comparative and superlative degrees of the following adjectives:**

significant rare single academic quick broad social fine general

**III. Skim the text, find the following words and try to guess what they mean :**

Volume staff to contain access in-depth to tend

**Coordinate the given words with the required definitions according to their meanings :**

1.....means a book

- 2.....means detailed or thorough
- 3.....means to look through (a place) thoroughly in order to find someone or something
- 4.....means to take a particular kind of action
- 5.....means the right or opportunity to use something
- 6.....means the people employed in a company school or organization
- 7.....means to consist of something.

**IV. Look up the title and guess what the text is about. Then read the whole text and say whether you guessed correctly. What new information about the structure of library have you derived from the text?**

**V. Find answers to the following questions while reading text 15.**

1. What occupies a significant place in life at colleges and universities?
2. What is a university drawback?
3. In what way do college libraries meet the demands of both students and teaching staff?

**VI. Read the text. Before reading study the notes and make use of them translating the text.**

**Text 15. College and university libraries**

1. The library is a major resource of any modern institution of higher education. College students study such a vast, fast-changing body of knowledge that few courses can be taught with one, two or even a half a dozen textbooks. Research occupies a significant place in life at college and universities. The library has a vital role in this search for knowledge. It serves as a work shop for the entire college or university – students and teaching staff alike. The world’s largest university library, which contains

about 10 million volumes. Is at Harvard University in the United States.

2. A college or university library is a complex institution. It must have large quantities of books, magazines, documents, newspapers, films, recordings, photographs, and other materials to meet the demands of both students and teaching staff. Many university libraries have collections that are devoted to highly specialized subjects. Some university or college libraries contain very rare books or single copies of academic thesis that cannot be consulted anywhere else. Such documents may be looked at only in the library concerned.

3. A Large university may have as many as 50 or more libraries in its various departments, schools, and branches. An entire library may be devoted to a single field of study such as biology education, music, or psychology. Such specialization of libraries gives students quick access to in-depth materials for major courses of study.

4. Since the 1960 s, a trend in higher education ahs made too much subject specialization a drawback. Teaching and research in colleges and universities have tended more and more to cross traditional lines of academic disciplines. As a result, a new movement has emerged in the college and university library field. There is a trend in libraries toward organizing large collections of books that cover broad fields of knowledge, such as the natural sciences, the social sciences, and the fine arts, Such libraries are useful to students who ward information on several subjects from a general rather than a specialist point of view.

**Notes:**

significant – значительный  
entire – целый, весь  
quantity – количество  
trend – направление

thesis – тезис  
demand – спрос  
branch – отделение  
to contain – содержать

drawback – недостаток  
to tend – иметь тенденцию

to emerge – возникать

**VII. Define sentences which contradict the contents of text 15.**

1. Library serves as a workshop for the entire college or university students and teaching staff? 2. University composition is very simple to understand. 3. The world's largest university library contains about 5 million books. 4. Collections devoted to highly specialized subjects are very rare at college libraries. 5. Very rare books or single copies of academic theses can be consulted only at libraries. 6. A large university library consists of more than 50 libraries, containing in its various departments. 7. Specialization of libraries doesn't give students quick access to in-depth materials for major courses of study. 8. Research in colleges has tended more and more to cross traditional lines of academic disciplines.

**VIII. Give full written answers to the following questions.**

1. What is the new movement having emerged in the college and university library field?
2. What are its principles?

**IX. Reread paragraphs 1-2. Why can they be linked together? What unites them? Find:** *a) the key sentence explaining why library is a major recourse of any modern institution of higher education. b) the sentence proving that library's materials meet the demands of both students and teaching staff.*

**X. Reread paragraph 3 and complete the following statements according to its contents:**

- 1) A large university may comprise ... .
- 2) An entire library may be devoted to ... .
- 3) A single field specialization of libraries ... .

**XI. Reread paragraph 4 and find sentences explaining the necessity of a new trend in the college and university library field.**

**XII. Make up a detailed plan of the text.**

**XIII. Get ready to render the text.**

**XIV. Speak about your experience in visiting libraries.**

### **Unit 16. History of Libraries (I)**

**I. Read, translate and define the parts of speech the following words belong to:**

Parchment, magnetic, development, ancient, baked, assembled, marking, chiefly, improvement, probably, substitute, scrolls, scribe.

**II. Translate the word combinations and try to use them in your own sentences:**

the meaning of the markings, papyrus scrolls, wet clay, a great improvement, to develop parchment, to be found in the caves, variety of materials.

**III. Read, translate the following sentences, analyzing the verb forms.**

1. People around the world have kept the records their ideas, their relations with others on a variety of materials. 2. People have assembled collections of their records into libraries. 3. Some of the papyrus scrolls reached great length. 4. Scholars of

the ancient world wrote on leather, made from animal skins, when papyrus was not available. 5. Many leather scrolls were found in caves near the shore of the Dead sea. 6. The Dead Sea Scrolls probably belonged to the library of a Jewish religious group. 7. The word parchment comes from Pergamum, a city in Turkey. 8. Parchment was developed as a substitute to papyrus. 9. Scribes and librarians folded several sheets of parchment down the middle and sewed them together through the fold.

**IV. Find in the text sentences with Passive Tense Forms. Analyze the formation and translate them.**

**V. Translate and memorize the adjectives corresponding the following nouns.**

Egypt – Egyptian	Rome – Roman	Iraq – Iraqi
Greece – Greek	Turkey – Turkish	Syria – Syrian

**VI. Read and find on the map the location of the following geographical names:**

Iraq, Syria, Turkey, Rome, Mesopotamia, Greece, the Dead Sea.

**VII. While reading text 16 find answers to the following questions.**

1. In what way did people make records of their ideas, their relations with others, and world around them? 2. What materials were used to keep the records of people in ancient times? 3. What did scribes use when papyrus was not available? 4. What practice did librarians of the ancient world develop?

**VIII. Read the text. Before reading the text study the notes.**  
**Text 16. History of Libraries (I)**

1. The history of libraries parallels the history of writing. For about 5 500 years, people have made written records of their

ideas, their relations with others, and the world around them. They have kept their records on a variety of materials – bone, clay, metal, wax, wood, papyrus, silk, leather, parchment, paper, film, plastic, and magnetic tape. At almost every stage in the development of these materials, people have assembled collections of their records into libraries.

2. Libraries of clay were established in ancient Mesopotamia, a region that now covers part of Iraq, Syria and Turkey. The peoples of Mesopotamia discovered that lasting records could be made by making marks on wet clay, which was then dried or baked. Thousands of these clay tablets still exist, but scholars have not yet learned the meaning of the markings on all of them.

3. During the period that the peoples of Mesopotamia were writing on clay, the Egyptians were using papyrus, a writing material made from the papyrus reed. The Egyptians cut its stems into strips, pressed the strips into sheets, and joined the sheets to form scrolls. Some of the scrolls reached great length. One, called Harris Papyrus 1 is 41 meters long and dates from the 1100's B.C. This scroll is in the British Library. The great libraries of ancient Egypt, Greece and Rome all consisted of collections of papyrus scrolls.

4. When papyrus was not available, scholars of the ancient world wrote on leather – which is made from animal skins. During the 1940's and early 1950's, hundreds of manuscripts, chiefly leather scrolls, were found in caves near the shore of the Dead Sea. These Dead Sea Scrolls, as they are called, probably belonged to the library of a Jewish religious group called the Essenes. The Dead Sea Scrolls include the oldest known manuscripts of the Bible.

5. Parchment, made from thin layers of animal skin, was a great improvement over leather. The word parchment comes from Pergamum, a city in what is now Turkey. The people of



Pergamum developed parchment as a substitute to papyrus. Parchment sheets cannot be satisfactorily joined into rolls, as can sheets of papyrus. Therefore, scribes and librarians developed the practice of folding several sheets of parchment down the middle and sewing them together through the fold. This practice established the form that books have taken ever since.

**Notes:**

parchment – пергамент

to assemble – собирать

to establish – основывать

to bake – сжигать

reed – тростник

strip- полоса, полоска

chiefly – главным образом

Jewish – еврейский

to include – включать

record – учет, запись, список

scribe – писец, переписчик книг

improvement – улучшение

wax – воск

clay – глина

skin – кожа

scroll – свиток

stem – стебель

ancient – древний

cave – пещера

layer – слой

substitute – замена

to fold – сгибать

**IX. Using the material of text 16 confirm or disprove the following statements.**

1. People have kept the written records of their ideas on a variety of materials. 2. Libraries of clay were established in ancient Greece. 3. Scholars have learned already the meaning of all the markings on clay tablets. 4. The peoples of Mesopotamia were using papyrus to write on. 5. The longest Harris Papyrus is 30 meters long. 6. The great libraries of collections of papyrus scrolls were situated in ancient Egypt, Greece and Rome. 7. The Dead Sea Scrolls include the oldest known manuscripts of Old Testament.

**X. Complete the sentences using the text.**

1. ..., the Egyptian were using papyrus.
2. Harris Papyrus ... .

3. When papyrus were not available ... .
  4. Scribes and librarians developed ... .
  5. Parchment, made from thin layers of animal skin, ... .
- XI. **Answer the questions from task VI.**
  - XII. **Reread paragraph 1 and find sentences proving the existence of libraries in the ancient world.**
  - XIII. **Reread paragraph 2 and find the key sentence expressing the importance of establishment of libraries.**
  - XIV. **Reread paragraphs 3 and say what it is devoted to. Why does the author emphasize the use of papyrus by the Egyptians?**
  - XV. **Reread paragraph 4 and find sentences which may serve as answers to the following questions:**
    1. Why did scholars of the ancient world write on leather?
    2. What is a leather scroll? 3. Where were the leather scrolls found? 4. What were they called? 5. What do the Dead Sea Scrolls include? 6. Why was the leather writing so important in the history of libraries?
  - XVI. **On the basis of paragraph 5 explain a) the meaning of the word "parchment"; b) the establishment of the book form.**
  - XVII. **In each paragraph find a key sentence, expressing its idea.**
  - XVIII. **Using key sentences in each paragraph, make up an outline of the text.**
- It's interesting to know...*

#### **British Library**

British Library is the national library of the United Kingdom and one of the largest libraries in the world. It ranks in size with the National Library of Congress in the United States and the Bibliotheque Nationale in France. The British Library has about 15 million books, and collections of manuscripts, maps,

newspapers, stamps, and sound recordings. It automatically receives a copy of each new book published in the UK. Many of the library's greatest treasures are displayed in the British Museum building in Bloomsbury, London. Its collections include a Biblical manuscript called Codex Sinaiticus and two original copies of the Magna Carta. Magna Carta is a document that marked a decisive step forward in the development of constitutional government in England. It is a royal charter granted rights to the English aristocracy. (The Latin words Magna Carta mean Great Charter). It was approved by King John in 1215. The greatest value of Magna Carta was that it placed the king under the law, and decisively checked royal power.

**Notes:**

treasure – сокровище

value – ценность

royal – королевский

charter – хартия, устоя

to grant – представлять

to approve – одобрять, утверждать

decisive – решающий, решительный

\*\*\* **What is the British library famous for?**

## **Unit 17. History of Libraries (II)**

### **I. Read, translate and memorize the following words. Choose the international ones.**

Christian, monk, gain, monastery, contribution, discussion, manuscript, copy, feature, resources, exist, revolutionize, amass, person, start, bookmaking, preservation, instruction. afford, invention, chest, line,

### **II. Use the words of ex. II in the sentences of your own.**

**III. Translate the following derivatives:**

Contribute – contribution, preserve – preservation, learn – learning, act – active – activity, religion – religious, especial – especially, instruct – instruction, discuss – discussion, invent – inventor - invention, revolution – revolutionize, gold – golden, major -majority, change – changeable.

**IV. Memorize the adjectives corresponding to the following nouns:**

Africa – African, Europe – European, Asia – Asian, China – Chinese, Britain – British.

**V. Read and translate the following sentences, analyzing the verb forms.**

- 1.Chistian monasteries were a major source of the preservation of libraries during the early Middle Ages.
- 2.The monks who lived in monasteries copied the manuscripts.
- 3.From time to time the monks sold some of the copies.
- 4.The development of the modern university began in Europe during the 1100's.
- 5.Through the years research became the most important feature of the earliest universities.
- 6.By 1500, paper had almost completely replaced parchment.
- 7.The printed book brought many changes in libraries.
- 8.The Vatican Library was one of the first libraries to have shelves.
- 9.With the invention of paper, handwritten manuscripts were replaced by books.

**VI. While reading text 17 find answers to the following questions.**

- 1.What revolutionized book making?
- 2.What was the book order in first libraries?

3. What role did Christian monasteries play in the preservation of libraries during the Middle Ages?
4. What did the monks copy?

**VII. Read the text. Study the notes before reading.**

**Text 17. History of Libraries (II)**

1. Christian monasteries made major contribution to the preservation of libraries and learning during the early Middle Ages. The copying of manuscripts became a major activity of the monks who lived in monasteries throughout Europe and in parts of Asia and Africa. Most of the manuscripts they copied were from religious works, especially the Bible. The monks sold some of the copies they made and kept others in monastery libraries. One of the oldest copies of the Bible was found in St. Catherine's monastery, on the Sinai Peninsula at western tip of Asia. It was found in 1844 and is now in British library.

2. The modern university began to develop in Europe during the 1100's. Instruction and discussion rather than research were the main features of the earliest universities. But research gained importance though the years and the universities gradually amassed great library resources.

3. With the Chinese invention of paper its use grew rapidly in Europe and by 1500 paper had almost completely replaced parchment. Printing on paper revolutionized bookmaking. More and more books could be printed and more and more persons could afford to buy them. The printed book also brought many changes in libraries. Books gradually replaced handwritten manuscripts. The books were put on open shelves not in chests as the manuscripts had been. The Vatican Library, founded at this time, was one of the first libraries to have shelves. By 1600, libraries had started to look like present day libraries. Shelves of books lined the walls and tables for readers stood in the middle of the room. The 1600's were a golden age for libraries. Many

great libraries that still exist were opened in Europe, a number of them in universities.

**Notes:**

preservation – сохранение

monk – монах

instruction – обучение

feature – черта

to amass – накапливать

to afford – позволять

invention – изобретение

chest – сундук

to exist – существовать

to gain – приобретать, завоевывать

**VIII. Answer in short “Yes” or “No”**

1. The copying of manuscripts became a major activity of the monks living in monasteries, didn't it?
2. Did the monks sell some of the copies?
3. Most of the monasteries manuscripts were copied from New Testament, weren't they?
4. One of the oldest copies of the Bible was found in Africa, wasn't it?
5. The main features of the earliest universities in Europe were instruction and discussion, weren't they?
6. Did the paper invention replace parchment?
7. Printing on paper didn't revolutionize bookmaking, did it?
8. Did books gradually replace handwritten manuscripts?
9. The British Library was one of the first libraries to have shelves, wasn't it?
10. The 1700's were a golden age for libraries, weren't they?

**IX. Answer the question from task VI.**

**X. Arrange the words of the two columns into compatible combinations, find in the text and translate into Russian the sentences containing them.**

a major activity

to amass

to gain	to revolutionize
library resources	importance
invention	to replace
bookmaking	of paper
the main feature	of the monastery monks
handwritten manuscripts	of the earliest universities

**XI. Complete the following sentences according to the contents of paragraph 1:**

- a) Monasteries made great contribution ... .
- b) A major activity of the monks was ... .
- c) ... throughout Europe and in parts of Asia and Africa
- d) Most of the manuscripts were ... .
- e) ... some of the copies.
- f) One of the oldest copies of the Bible ... .

**XII. Reread paragraph 2 and say what it is devoted to. Why does the author emphasize the development of the modern university in Europe during the 1100's.**

**XIII. Reread paragraph 3 and find key sentences expressing: a) the importance of the Chinese invention of paper, b) the necessity of having shelves in libraries.**

**XIV. Write down key ideas of each paragraph in order of the text contents.**

**XV. Using information from texts 16 and 17 and your own knowledge get ready to speak about the history of libraries.**

*It's interesting to know....*

### **Vatican Library**

Vatican Library is the library of the Roman Catholic Church in Vatican City. It has one of the world's most important collections of early manuscripts and books. Nicholas V, pope from 1447 to 1455, founded the library as a library for handwritten manuscripts.

The Vatican library is still chiefly a manuscript library though it now also has about one million printed books in its collection. The library's manuscripts number more than 70.000 over 31.000 of which are valuable old Latin works. There are also nearly 4.000 Greek and Oriental manuscripts in the library. The library's collections are open to scholars.

**Notes:**

valuable - ценный

**\*\*\* What role did the Vatican library play in books' development ?**

#### **Key to ex. XIX p. 10**

1. The oldest written is Egyptian, which is 5000 years old.
2. India has the most languages, with 845.
3. There are no irregular verbs in Esperanto, an artificial language invented in 1887.
4. Cambodian has 72 letters.
5. The largest encyclopaedia is printed in Spanish.
6. Mandarin Chinese is spoken by 700 million people (70% of the population of China). English is the most widespread, with 400 million speakers.



7. English has the largest vocabulary, with approximately 500,000 words and 300,000 technical terms.

**Key to ex. V p. 50**

1. Books are known to be the main source of knowledge and information for peoples of the world.
2. Hardbound books are different from softbound books with the cover's material.
3. The index contains the list of items and their page numbers at which they are situated.

**Key to ex. IV p. 66**

1. In the 1600's and 1700's printers payed more attention to books' numbers than to their design.
2. In the 1800's the quality of printed books improved by number of inventions.
3. During the 1900's book publishing became a mechanized industry.

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