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ENGLISH GRAMMAR FOR HISTORY STUDENTS

*Методическое пособие
для студентов-историков*

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Настоящее методическое пособие предназначено для студентов исторического отделения, а также отделения зарубежного регионоведения.

В пособии предлагаются тексты и упражнения для закрепления грамматических навыков, которые зачастую вызывают серьезные трудности в обучении иностранному языку для специальных целей. Пособие состоит из трех разделов, включающих материалы для учащихся начального, среднего и продвинутого уровней подготовки. В основу положены оригинальные тексты по истории и культуре, посвященные различным этапам развития человеческого общества. Это позволяет обучающимся не только приобрести грамматические и лексические знания, но и значительно расширить кругозор в рамках своей основной специальности.

Данное пособие также представляет интерес для учащихся классических гимназий, лицеев, школ с углубленным изучением английского языка, поступающих на гуманитарные факультеты вузов, всех изучающих английский язык и всех интересующихся историей.

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**GRAMMAR EXERCISES
FOR ELEMENTARY AND PRE-INTERMEDIATE
STUDENTS**

1. Put the verb in brackets into the past simple or past continuous.

William Tell

"This is the legend of William Tell, the national hero of Switzerland. There was a very cruel ruler, Hermann Gessler. One day his soldiers arrested William Tell and his son. Gessler (know) that Tell was an expert with a crossbow. He took Tell's son and put an apple on his head. He (order) Tell to shoot the apple.

Tell took two arrows and (put) one in his crossbow. He aimed carefully and hit the apple without touching the boy. While the people (cheer) Gessler asked Tell about the second arrow. Tell said, "It's for you."

Gessler was very angry and decided to take Tell to his castle on the other side of Lake Lucerne. While they (cross) the lake a storm started and Tell was able to escape. Later, when Gessler and his soldiers arrived at the castle, Tell (wait) for them there. As they (walk) along the path to the castle, Tell (jump) out. With his crossbow and the second arrow, Tell (kill) Gessler. Tell's example encouraged his people to fight for their freedom.

2. Complete the text with the past simple form of the verbs in the boxes. They are all regular verbs.

Sir Isaac Newton: *scientist and mathematician*

die

change

provide

Isaac Newton was born on December 25, 1642 in Woolsthorpe, near Grantham in Lincolnshire, England. He was born in the same year that Galileo Newton is probably the most important scientist in history. His work on mathematics and physics

..... a basis for modern science, and his ideas
the world.

design

use

publish

Newton his work in two books, *Opticks* and *Principia*. These contain his laws of motion and gravity. He these laws to predict the movements of the stars, and the planets around the Sun. He also and built the world's first reflecting telescope.

produce

live

study

move

Newton at Trinity College, Cambridge, from 1661 to 1696. In this period, hemost of his important work. Then, in 1696, heto London, where he until his death on March 20, 1727.

3. Complete the text with *there is / a aren't, it is / isn't, they are / aren't*.

Vincent's Bedroom at Arles

.....a picture next to this text,
.....a famous painting by Van Gogh of his bedroom at Arles. a small room,some furniture in the room. For example, a bed on the right of the picture, a bed for one person. Above the bed some pictures on the wall. Next to the door, on the left, a chair. another chair between the table and the bed. The table and chair are below the window. On the table some objects – a jug, a glass and a bowl. Next to the door on the right a towel on a peg. Behind the bed some more things on the wall but easy to see. Of course, any modern things in the room and very comfortable.

4. Match the dates to the historical events using the passive form. Say when they happened using the prompts.

1939 1919 1963 1961 1912 1981 1953 1941 1990

1. Nelson Mandela / free
2. Kennedy / assassinate
3. Everest / first / climb
4. The Titanic / sink / iceberg
5. Second World War / declare
6. Atlantic / first / cross / plane
7. Pearl Harbour / attack
8. A man / launch / into space for the first time
9. The first IBM 'PC' / sell

5. Read this text about Elizabeth Bathory. Then complete the text with the bare infinitive, to-infinitive or -ing form of the verbs in the boxes.

die stay murder watch start stop do

marry send investigate take stop confess

Elizabeth Bathory: "The Blood countess" (1560–1614)

Elizabeth Bathory was a Hungarian countess. According to legends, four women helped her between 20 and 2,000 girls. She did not let her victims quickly, and liked them suffer. They say that she hoped young by drinking blood.

She was born in Hungary in August 1560. In 1575, her family made her Francis Nadasdy, a soldier. Her husband knew about her activities, but he did not try her. He was busy fighting wars, so he allowed her what she wanted. A witch taught Elizabeth black magic and encouraged her torturing and killing for pleasure. At first her victims were poor people,

but later she began inviting rich families
 their daughters to the castle. Because of her
 social position, it was difficult her, but in the end
 the complaints forced the Emperor action. He
 ordered the prime minister the case. The
 prime minister arrested Elizabeth and her four helpers.

Elizabeth denied doing anything wrong, but the investigators made
 three of her helpers under torture. They were
 burned alive and Elizabeth was sealed into the walls of her castle. She
 survived for three years and died on August 21, 1614.

6. Put the phrases in the appropriate gap. They are all objects of transitive verbs.

some weapons
 change and progress
 the Republic
 bad equipment

that the war was over
 a quick victory
 Guernica
 communities and families

The Spanish Civil War

All wars are terrible but perhaps civil wars are the worst. They
 divide with brothers sometimes fighting on
 different sides. The Spanish Civil War (1936–1939) was no different. It
 lasted for three years and at the end over 350,000 were dead.

In 1936 Spain had big political and social problems. The
 Republicans, Socialists, Communists and Anarchists wanted
 On the other side there were Monarchists,
 Carlists, the Falange and the Catholic Church. They wanted to keep
 their power and position and they hated the new republican
 government.

Franco and some other Spanish army generals began the war on 18
 July 1936. At the beginning, about half the army supported
 and about half joined Franco and the rebels.
 However, the rebels had the best soldiers while the republican army had
 and was inefficient.

Both Hitler and Mussolini helped Franco and German and Italian forces bomb (the subject of the famous painting by Picasso.)

The republicans had problems getting help from abroad. Russia supplied and the volunteers of the International Brigades fought with them.

Franco and the rebels expected but they were wrong. They quickly took control of most of the country, but failed in Barcelona and Madrid. The fighting continued for three long years before Franco was able to announce

7. Read the text below about the origin of money.

What is money?

Everybody uses money. We all want it, work for it and think about it,!?

Throughout history people have used things like animal skins as money. A standard unit of value like an animal skin made it easier to buy and sell products and services. In those days, the things people used were valuable because they were useful, It was also important that they were strong and easy to carry and store.

Gold is another example of something people have used as money. It is valuable because people want it. It's not very useful – you can't eat it or use it to keep warm, Gold is something that is only valuable The use of gold as money gives us an idea of how our modern money works. The money we use is made of paper and cheap metals, This is the result of our perception and 'faith'. they have symbolic value. They represent the power to buy things. Money is valuable because we want it, but we only want it

Now write the number of each phrase below (1–8) in the gaps.

1. but what is money
2. but most people think that it is beautiful

3. but it has value in the same way as gold does
4. so people wanted them
5. Although the notes and coins have no material value
6. because we can obtain a desired product or service
7. but in a different way
8. because people agree it is

8. Read the text about impressionist artists. Then underline the correct form.

The Impressionists

The impressionist style of painting developed in the nineteenth century. The movement started in France and *most of the artists / the most of artists* were French, but not *all / all of it*.

In 1855 a World Fair took place in Paris. The fair gave *a lot of importance / a lot importance* to art, and Paris became the centre of attention for young artists, *Many of them / Much of them* travelled there in search of an opportunity. Pissarro, Monet, Guillaumin and Cezanne first met at the Academie Suisse.

The artists didn't have *much / much of* money, and the models they needed were free at the Academie Suisse. The Academie was a place for talking about art, and the students spent *a lot of their time / many times* discussing their ideas about painting. Each year the Academie held an exhibition where the members judged the entries. The problem for the artists was that the professors didn't like their new style of painting. As a result, *a few / few* of the painters decided to hold their own exhibition. The exhibition, in 1874, had *many paintings / much painting* which later became famous, including Monet's 'Impression: Sunrise 1872'. This was the painting which gave the movement its name.

The original group did nearly *all their work / all of work* between 1867 and 1886. Edgar Degas and Paul Cezanne also did *some of / some* painting in the impressionist style in the early 1870s.

9. Underline the correct form.

1. Elgar and Vaughan Williams were English. *Both of them / All of them* died in the first half of the twentieth century and composed their music in the Modern period.

2. Beethoven composed in two styles. One was Romantic and *the other / another* was Classical.

3. Strauss, Schumann, Wagner and Mendelssohn were *all / both* German. Each of them *belongs / belong* to the Romantic period.

4. Rachmaninov and Stravinsky were *all / both* Modern Russian composers.

5. *Neither / Both* Haydn and Mozart composed in the Classical period but *either / neither* of them was German.

6. Mozart, Mahler and Haydn were *all / each* Austrian.

7. Rossini and Verdi were *both / all* Italian and *both / either* composed Romantic music.

8. Vivaldi, Bach and Handel belong to the Baroque period. *Every / All* of them were born at the end of the seventeenth century.

9. *Every composer / All the composers* belonging to the Modern period was alive and working at the beginning of the twentieth century.

10. Gershwin was an American composer of the Modern period, while *the others / another* were mainly European.

10. Now complete the table with the information from above.

Composer	Nationality	Dates	Period
Antonio Vivaldi	Italian	1678–1741	
Claude Debussy	French	1862–1918	Modern
Edward Elgar	English	1857–1934	Modern
George Frideric Handel	German	1685–1759	
Felix Mendelssohn		1809–1847	
George Gershwin	American	1898–1937	Modern
Gioachino Rossini		1792–1868	
Giuseppe Verdi		1813–1901	
Gustav Mahler		1860–1911	Late Romantic
Igor Stravinsky		1882–1971	
Johann Sebastian Bach	German	1685–1750	
Joseph Haydn		1732–1809	
Ludwig van Beethoven	German	1770–1827	Classical and
Maurice Ravel	French	1875–1937	Modern

Pyotr I. Tchaikovsky	Russian	1840–1893	Romantic
Ralph V. Williams		1872–1958	
Richard Strauss		1864–1949	
Richard Wagner		1813–1883	
Robert Schumann		1810–1856	
Sergei Rachmaninov	Russian	1873–1943	Modern
Wolfgang A. Mozart		1756–1791	

11. Underline the correct form.

The mystery of the pyramids

How were the pyramids built? This question is one of the *great historical / historical great* mysteries. How did the ancient Egyptians build these *stone enormous / enormous stone* monuments? We know about their *daily normal / normal daily* lives – religion, food, politics, customs – but nothing about the pyramids.

French vs the English

1066 is an important date for the British and French. On October 14th, 1066, William of Normandy and Harold, king of England, fought an *exciting / excited* battle for the crown of England. At first, the *brave English / English brave* soldiers were winning, but it was the French army who finally won. The events of the Battle of Hastings can be seen on the Bayeux a *long beautiful / beautiful long* piece of art.

Poets of war

One of the *surprising / surprised* results of was an *amazed / amazing* amount of good poetry. Although the soldiers suffered *really terrible / very terrible* conditions, some of them wrote wonderful poems. Wilfred Owen, Siegfried Sassoon and Rupert Brooke wrote poems about their experiences that people are still *interesting / interested* in today.

Man on the moon?

The Americans were the first nation to put a man on the moon. But were the *amazing / amazed* photos of the event faked? The photos of the Apollo moon landings in the 1960s and 70s seen all over the world,

but some *suspicious scientific / scientific suspicious* experts say were really taken in Nevada desert.

12. Complete the text with the time expressions in the box.

for 28 years

until 1999

until May 1949

After this crisis was over

until 13 August 1961

after months of problems

until the collapse of

While it existed

for 318

Since October 1990

The Berlin Wall

If you visit Berlin today you will find a rich, busy European capital full of tourists. It is hard to believe that the city was divided by a 3.5 meter high wall.

When World War II ended, Berlin was divided into different areas, each under the control of a different ally – American, British and French on one side, and Russian on the other. This was not a good idea and and arguments, on 24 June 1948 Russia closed all roads into West Berlin. The Americans and British did not want another war, so days they sent food and medicines into the city by air. The crisis continued, when the Russians opened the road and rail links again.

..... the city was still divided, but people could still cross from one area to the other. On that day, without warning, the East German security forces closed most of the crossing points to West Berlin with barbed wire. This soon became a concrete wall, over 150 km long, completely surrounding West Berlin. The wall remained Communism, and the Berliners were finally able to smash it down on 9 November 1989. over 200 people were killed while they tried to pass over or dig under the wall.

..... Berlin has been the capital of a re-unified Germany, although the German parliament and government did not move there from Bonn The wall has nearly disappeared and now only small parts remain as a reminder of the city's history.

13. Complete the gaps in the text with *in, on or at*.

Tropical storms

Tropical storms develop over oceans the summer, different parts of the world they are called *cyclones, hurricanes, typhoons* and *willy-willies*. Tropical storms are particularly dangerous if they reach land because of the heavy rain, high winds and rises in sea level. Katrina became the fourth hurricane of the season 25 August 2005. It reached the land later that day 18.30, between Hallandale Beach and Aventura, towns the coast of Florida.

Katrina went out to sea and came back to land again 06.10 29 August with winds of 235 km/h. It went north at a speed of 20 km/h, and many seaside communities were damaged by the strong winds. The storm was so large, it created a rise in sea level which affected the entire Mississippi Gulf Coast. The 10 metre rise which was recorded Biloxi, Mississippi is the highest ever seen America.

This rise in sea level and waves made a gap the flood defences which protect New Orleans (builtground below sea level) and most of the city was flooded. As a result, Hurricane Katrina will be remembered as the most destructive natural disaster the history of the United States. 1,302 people died and damage cost about \$130 billion.

GRAMMAR EXERCISES FOR INTERMEDIATE STUDENTS

1. Complete the text with the present simple or present continuous forms of the verbs in brackets.

Population(mean) the number of people who live in a particular area. The population of the world (not stay) the same. At the moment it (grow) at an increasing rate. In fact, scientists..... (believe) that the world population will increase until 2200, and then stop growing. However, things are not the same in all parts of the world. At present in many Western industrial countries the population (fall). This (happen) because families are small, and health conditions are good.

In developing countries, on the other hand, the population.....(rise) sharply. In Ghana, for example, most families (have) several children. Many children in Ghana(die) from illness, so it is important to have lots of children. They earn money for the family and (look after) their parents in old age.

2. Complete the question for each answer.

The Industrial Revolution in Britain

1. When?
The Industrial Revolution happened during the second half of the 18th century in Britain.
2. How.....?
Work changed with the building of large factories.
3. What?
The first factories produced iron, steel, and textiles.
4. What?
New technology encouraged the production of more ships, and railway equipment.
5. What power?

Factories used steam power.

6. What.....?

These factories required lots of coal for the steam engines.

7. Where

Manufacturers constructed their factories close to coal mines.

8. Why

They decided to do this because it was expensive to transport coal.

9. What

Factories also needed limestone and iron ore, for the manufacture of steel.

10. Where

Industry in the UK developed near the coal fields of South Wales, the Midlands, north-east England and central Scotland.

3. Rewrite each statement about the playwright William Shakespeare as a yes / no question.

1. He came from a rich family.

– *Did*?

– *No, not really. His father was a glove maker.*

2. He grew up in London.

–

– *No, in Stratford upon Avon, a small town about 160 km from London.*

3. He went to school.

–

– *Yes, we think so.*

4. He knew Latin.

–

– *Yes, he learnt Latin at school, and some Greek as well.*

5. He got married.

–

– *Yes, he was only 18 when he married Anne Hathaway, aged 26.*

6. They had children.

–

– *Yes, a daughter Susanna, and twins, a boy Hamnet and a girl Judith.*

7. He began writing plays in Stratford.
 –?
 – *We don't really know. We only know that after 1592 he was an actor and writer in London.*
8. He wrote 37 plays all by himself.
 – ?
 – *Well, we know he wrote two plays together with John Fletcher. Some people think that all his plays were really written by somebody else.*
9. He made up all the characters and plots of his plays.
 –?
 – *Actually no. He borrowed lots of ideas from other writers. This was quite usual in his time.*
10. He became rich and famous.
 –?
 – *He certainly became quite rich, and his plays were popular. But he only became really famous in the 18th century and later.*

4. Complete the text with the past simple affirmative, negative or question forms of the verbs in brackets.

Louis Pasteur (1822–1895)

As a young man, Pasteur (study) at the Ecole Normale in Paris. Then at the age of just 32, he (become) a professor at the University of Lille. In 1856, Pasteur (receive) a visit from a man called Bigo who (own) a factory that (make) alcohol from sugar beet. He (have) a question for Pasteur: why (the alcohol / turn / to acid)? When this (happen), they (not can) use it and (throw) it away. Bigo (ask) Pasteur to find out the reason for this. At first, Pasteur (not know), but when he (examine) the alcohol under a microscope, he (find) thousands of tiny micro-organisms. He (believe) that they (cause) the problem.

(milk, wine and vinegar / behave / in the same way)? Other scientists (disagree) with him, and newspapers (make) fun of him. However, Pasteur (continue) with his work, he (invent) methods of testing his theory and (prove) that he was right. Later he (work) together with two doctors and (develop) vaccines for diseases such as anthrax and rabies.

5. Underline the correct form.

1. While *he took / was taking* a bath, Archimedes *discovered / was discovering* the principles of density and buoyancy.

2. When Edouard Benedictus, a French scientist, *worked / was working* in his laboratory, he *dropped / was dropping* a glass bottle which had some plastic inside – and *invented / was inventing* safety glass.

3. Columbus *arrived / was arriving* in America while he *tried / was trying* to reach the Far East.

4. Alexander Fleming *discovered / was discovering* penicillin by accident while he *looked / was looking* at some old experiments.

5. While Hiram Bingham *climbed / was climbing* in the mountains of Peru in 1911, he *discovered / was discovering* the lost city of Macchu Picchu.

6. While Isaac Newton *sat / was sitting* under an apple tree, an apple *fell / was falling* on his head, and he *understood / was understanding* gravity.

7. While Dr Harry Coover *tried / was trying* to invent a new kind of plastic, he *made / was making* a very soft substance which *stuck / was sticking* things together. It was Superglue.

8. While he *observed / was observing* the Moon through his telescope, Galileo *realized / was realizing* that it had mountains and craters.

6. Complete the sentence with the past simple or past continuous form of the verb in brackets.

Alexander the Great

1. While he (grow up), the philosopher Aristotle was his teacher. Alexander (become) interested in science, medicine, philosophy and literature.

2. While his father Philip (attend) his daughter's wedding, a young nobleman (murder) him. Alexander was king of Macedonia at the age of 20.

3. While he (fight) his enemies in the north, the Greeks in the south (start) a rebellion. He (destroy) all their cities.

4. He (lead) his army against the Persian Empire through what is now Turkey. While he (stay) in the ancient city of Gordium, he (undo) the Gordian knot. A legend said that only a future king of Asia could do this.

5. While his army (march) through Persia, it (defeat) Darius, the king of Persia.

6. He (found) the city of Alexandria at the mouth of the Nile while he (visit) Egypt.

7. While he (travel) with his army, he (give) his name to many other towns.

8. He (kill) his friend Clitus in a quarrel, while they (have) dinner.

9. While he (attack) the city of Mali in India, he (receive) a serious wound from an arrow.

10. While he (attend) a banquet in Babylon in 323 BC, he (fall) ill and (die).

7. Complete the sentence with *used to* + a verb from the list.

work
hold
help
act
teach

set
tell
do
rite
spend

1. Charles Dickens, the novelist, until early in the morning, and then go for long walks across London.

2. William Shakespeare in some of his own plays.

3. The German philosopher Immanuel Kant exactly the same things at the same time every day, so that people their watches by his actions.

4. The author Agatha Christie her second husband with his archaeological excavations.

5. The novelist James Joyce English in the Italian city of Trieste, and some people say that he his students the wrong meanings of words as a joke.

6. The novelist Marcel Proust in a special soundproof room.

7. The ancient Greek philosophers their classes outside in the open air.

8. The Russian novelist Vladimir Nabokov his free time catching and studying moths and butterflies.

8. Complete the text with the past simple or past continuous form of the verbs in brackets.

The Vikings in America

According to Viking records, around the year 1000, while some Viking sailors (look for) the coast of Greenland, they (reach) the eastern coast of America. While they (live) there, they (try) to trade with the local Native Americans, known by the Vikings as Skraelings, but in the end the Native Americans (fight) them and (drive) them out. After several attempts to return, the Vikings (give up). In 1968, while some archaeologists (work) in Newfoundland, they (discover) the remains of one of the Viking settlements, and (prove) that this story was true.

Charles-Marie de la Condamine

In 1735 Charles-Marie de la Condamine (sail) to South America. At that time, scientists (argue) about the shape of the Earth. The French Academy (want) him to take measurements on the Equator, along with two other scientists. The work (take) them eight years and in the end, another scientific team (find) the answer they (look for). While de la Condamine (travel) home along the River Amazon, he (learn) many interesting things about the local people and their way of life. When he (arrive) in Paris in 1745, he (receive) a hero's welcome.

9. Read the following information about famous moments in history. Then underline the correct form. Only one verb in each paragraph is past perfect.

1. Columbus left Spain in August 1492 with three ships, to try and find a way to Indiaby sailing west instead of east. When his ships *finally reached* / *had finally reached* land on 12 October, he thought he was there, but the ships *actually arrived* / *had actually arrived* in America instead.

2. Captain Robert Scott wanted to reach the South Pole first. He and his companions finally arrived there on 1 January 1912 after a terrible journey across the ice, but *found* / *had found* a Norwegian flag. Unfortunately for Scott, Roald Amundsen *got* / *had got* there on 14 December, 18 days earlier.

3. Leonardo painted his famous The Last Supper between 1495 and 1498, but the painting started to deteriorate within 50 years. The most common explanation for this used to be that Leonardo *used* / *had used* the wrong kind of paint, but experts have always disagreed about this, and many believe that the damp in the wall is the cause of the damage.

Between 1978 and 1999, experts *restored / had restored* the painting, and the public can now see it again.

10. Read the text about Julius Ceasar. Then complete the sentences with the past simple or past perfect form of the verb in brackets.

Julius Caesar

Julius Caesar (come) from an aristocratic Roman family, though his family was not rich by Roman standards. When he was 15 his father (die), and to avoid political problems in Rome, Caesar (serve) as a soldier in the east. By the time he (return) to Rome, he (win) awards for bravery. He (become) a member of the Senate, and governor of what is now Spain. By the age of 40 he (rise) to the top of the political world, and (form) a political alliance with a powerful general, Pompey, and a rich man, Crassus. Between 58 BC and 49 BC he (fight) a war against the people of what are now France, Belgium, Switzerland and parts of Germany. By the end of this war, according to the historian Plutarch, three million men (die). In 50 BC the Senate (order) Caesar to return to Rome. By that time, Crassus was dead and Pompey (become) Caesar's enemy. In the civil war that followed, Caesar (defeat) all his enemies. By the time a group of Roman senators (murder) him in 44 BC, he be) the most powerful man in Rome for only a year.

11. Choose the correct form, A, B or C, to complete the sentence.

On 26 December 2004, Tilly Smith, a 10-year-old British schoolgirl, (a)..... on the beach with her family. They (b)..... Christmas in Thailand. Suddenly Tilly (c)..... that something was wrong. She could see that the water (d)..... and waves (e)..... up the beach. The beach (f)..... smaller and smaller. She (g)..... that there had been an earthquake in Sumatra that morning, but she (h)..... a geography lesson she (I)..... at

school just two weeks before. So she (j)..... her mother what she (k)..... about earthquakes and giant waves. Luckily for the Smith family, Tilly's teacher Andrew Kearney (l)..... the class about earthquakes and (m)..... them a video of a tsunami in Hawaii. Tilly (n)..... screaming at her parents to get off the beach. They (o)..... Tilly back to their hotel, which was not too close to the shore, and (p)..... the alarm. One of the staff, who was Japanese, (q)..... the word *tsunami*, and (r)..... everyone to leave the beach. From their room on the third floor, the Smiths (s)..... the terrible effects of the tsunami on the area. Thanks to Tilly, everybody from that beach (t)..... that terrible day.

a	<i>A walked</i>	<i>B had walked</i>	<i>C was walking</i>
b	<i>A spent</i>	<i>B had spent</i>	<i>C were spending</i>
c	<i>A felt</i>	<i>B had felt</i>	<i>C was feeling</i>
d	<i>A rose</i>	<i>B had risen</i>	<i>C was rising</i>
e	<i>A came</i>	<i>B had come</i>	<i>C were coming</i>
f	<i>A got</i>	<i>B had got</i>	<i>C was getting</i>
i	<i>A had</i>	<i>B had had</i>	<i>C was having</i>
j	<i>A told</i>	<i>B had told</i>	<i>C was telling</i>
k	<i>A learnt</i>	<i>B had learnt</i>	<i>C was learning</i>
l	<i>A taught</i>	<i>B had taught</i>	<i>C was teaching</i>
m	<i>A showed</i>	<i>B had shown</i>	<i>C was showing</i>
n	<i>A started</i>	<i>B had started</i>	<i>C was starting</i>
o	<i>A took</i>	<i>B had taken</i>	<i>C were taking</i>
p	<i>A raised</i>	<i>B had raised</i>	<i>C were raising</i>
q	<i>A understood</i>	<i>B had understood</i>	<i>C was understanding</i>
r	<i>A ordered</i>	<i>B had ordered</i>	<i>C was ordering</i>
s	<i>A watched</i>	<i>B had watched</i>	<i>C were watching</i>
t	<i>A survived</i>	<i>B had survived</i>	<i>C was surviving</i>

12. Read the story of Archimedes and his bath. Then complete the text with the correct form of the verb in brackets.

Archimedes

Archimedes, the Greek mathematician, is probably most famous for the story of King Hieron II of Syracuse and the gold crown. The king (want) to give a gold crown as a gift to the

gods, and (give) a carefully weighed amount of gold to a goldsmith. The man (produce) a beautiful crown but the king was worried that the craftsman (not use) all the gold to make the crown. Dishonest craftsmen often (mix) gold with silver, which was cheaper, but the king could not find a way of proving that the man (do) this. He (ask) Archimedes to solve the problem. Archimedes (know) that gold and silver have different densities. The problem was that nobody could calculate the mass of an object like a crown. While Archimedes (think) about this problem, he decided to go to the public baths to relax. While he (climb) into the bath, he (notice) some water on the floor. It (spill) over the side of the bath, and he (realize) that he (solve) the problem by accident. The total amount of water that (spill) out of the bath must be the same as the volume of his body. He could use a piece of pure gold and calculate its volume, and then test the crown and see if it was the same. According to the story, he (jump) straight out of the bath and (run) down the street calling 'Eureka – I've found it.' The goldsmith soon (admit) that he (cheat) the king, and was punished. Archimedes (discover) a principle of buoyancy.

13. Complete the sentence using the verbs in brackets.

1. If Alexander the Great (march) west instead of east, he (conquer) the whole of Europe.
2. If more Vikings (go) to North America, the Viking settlements (succeed).
3. If the ancient Egyptians (build) bigger boats, they (cross) the Atlantic and (land) in America.
4. If a storm (not hit) Bartolomeo Dias's ship off the coast of Africa in 1487, they (not arrived) in the Indian Ocean by accident.

5. If Cheng Ho and other Chinese explorers
(continue) further on their voyages, they
(sail) up the west coast of Africa and reached Europe in the early 15th century.

6. If Columbus (not read) about Marco Polo's trip to China, he (not try) to sail there by crossing the Atlantic.

7. If Columbus (sail) east in 1492, he (reach) China or Japan.

8. If the Aztecs (not think) that Cortes and his men were gods, the Spaniards (not conquer) Mexico so easily.

9. If Lewis and Clark (not find) a way across America from St Louis to the Pacific in 1806, thousands of settlers (not make) the journey in later years to settle in the central and western parts of North America.

10. If Charles Darwin (not take) a voyage to South America between 1831 and 1836, he (not write) his famous book *The Origin of Species*, which argued that living creatures evolved over millions of years.

14. Use the information to make an impossible past conditional sentence which has a result in the present.

1. Columbus 1492: 'Don't worry men, I've brought a map with me, so I know exactly where we are. If I lost!'

2. Galileo 1640: 'I've explained my new ideas to the Church, but now I'm in trouble! If I!'

3. Marco Polo 1300: 'It's true, I have exaggerated and made up some of the descriptions in the book about my travels. I suppose that's why people don't believe the true things. If I, perhaps more people'

4. Mrs Abraham Lincoln, April 1865: 'We went to the theatre last night, and now my poor husband the President is dead, shot by a political opponent. If we he alive today!'

5. Leonardo da Vinci, 1518: 'I've done a lot of things in my life, but perhaps I haven't spent enough time on my paintings. I didn't always

manage to finish them, I'm afraid. If I ,
more of them

6. Napoleon, 1820, in exile on the island of St Helena: 'Looking back, I can see that invading Russia was a mistake. Without that, perhaps I wouldn't have lost the war. If I
Russia, perhaps I Emperor of France!'

15. Complete the sentence so that it contains a word beginning some-, any-, no-, every-.

1. We have all heard of the Pyramid of Giza, one of the seven wonders of the ancient world. heard of the Pyramid of Giza, one of the seven wonders of the ancient world.

2. It is not known exactly how such a huge pyramid was built. exactly how such a huge pyramid was built.

3. This huge project probably involved all the people who could work. This huge project probably involved who could work.

4. We can also assume that it must have been designed and planned. We can also assume that must have designed and planned it.

5. Most pyramids were tombs, but now they are empty inside. Most pyramids were tombs, but now inside.

6. If you ask people whether there were pyramids in Greece, they would probably answer 'No'. If you ask whether there are pyramids in Greece, they would probably answer 'No'.

7. People all suppose that the Egyptian pyramids are the oldest, but this may not be true. that the Egyptian pyramids are the oldest, but this may not be true.

8. People don't visit the Greek pyramid of Hellenikon, but in fact it may be older than any of the Egyptian pyramids. the Greek pyramid of Hellenikon, but in fact it may be older than any of the Egyptian pyramids.

9. People don't know exactly why it was built, but it is believed to be a monument over a tomb. exactly why it was built, but it is believed to be a monument over a tomb.

10. It's not one of the seven wonders of the world, but it is an interesting thing. It's not one of the seven wonders of the world, but it is

16. Complete the text with one suitable word in each space.

Odysseus

One of the adventures of Odysseus is the story of Polyphemus the Cyclops, a one-eyed giant. Odysseus arrived at an island with men, and took some of them to the cave where Polyphemus lived. There wasn't else in the cave, only some sheep and goats. When the Cyclops arrived, he shut in his cave by rolling a huge rock over the entrance and then killed some of the men.else could move the rock, so Odysseus knew that it would be foolish to kill the Cyclops. He had to think of else to do. He waited until the evening and made the Cyclops drunk. He told the Cyclops that his name was When the giant was asleep, Odysseus and his men pushed a huge piece of wood into his eye, so that he became blind. The Cyclops shouted with pain, and some other giants heard and asked him who had injured He told them Odysseus's name, and so they laughed, and supposed that he had just hurt Odysseus and his men escaped by hiding under the sheep as they left the cave in the morning. Polyphemus couldn't see or feel The giant threw huge rocks at the Greeks' ship, but they managed to escape from the island.

17. Make an adverb ending in -ly from the word in brackets, and use it to complete the sentence.

1. Cholera is a disease spread by dirty water, either when people drink the water, or eat food which has been washed in the water, and not (proper) cooked.
2. (unfortunate), until the mid 19th century, people believed that the disease travelled through the air.

3. In the crowded cities of 19th-century Britain, cholera spread (easy).
4. Most doctors (wrong) believed that fresh air and a better diet would prevent the disease,
5. Huge fires were (usual) lit in the streets to drive away the infection, and the clothes of victims were also burned.
6. The streets were also cleaned (thorough) with powerful chemicals.
7. However, people continued to suffer (dreadful).
8. In 1854, a doctor in London, John Snow, (definite) proved that cholera spread through infected drinking water.
9. He did this by (careful) collecting statistics about the infection in one part of London,
10. He managed to prove that in an area where deaths from cholera were highest, the water was (entire) responsible for cholera infection.

18. Complete the text with *in*, *at* and *on*.

Many archaeologists had searched for the tombs of Pharaohs the Valley of the Kings Egypt. Only Howard Carter believed he knew where the tomb might be. He had a map of the valley, and it he had marked all the excavations until he discovered a space, the ground there was a pile of stones and earth from earlier excavations. Some steps were uncovered, and the bottom of the steps was a door, the door was the symbol of Tutankhamun. Carter had to wait for Lord Carnarvon, who was home England, to arrive. Carnarvon was paying for the work. When he arrived the excavation, after digging some more, Carter and his workers broke through a door and found themselves the tomb, this point they thought they had failed, because the tomb was empty. Then they found another door, which led to an undisturbed room. There were many beautiful things this room, and wonderful paintings the walls. Most of the objects from the tomb are now displayed a local museum.

19. Complete the sentence with *in, at, on* or *to*.

Columbus

Columbus and his three ships started on the voyage America in August 1492. They stopped first one of the Canary Islands. On 12 October they came the coast of the Bahamas. From there they went Cuba, where one of the ships, the *Pinto*, left in search of gold an island called 'Babeque'. Columbus continued with the other two ships and they came Hispaniola on 5 December. Unfortunately, the flagship *Santa Maria* ran aground a reef on Christmas Eve, and sank the next day. Columbus built a fort the shore and left some of his men there, because there was not room for all the men the tiny *Nina*, the other ship. While he was on his way back Spain, Columbus found the *Pinto* again. The two ships left together, but were parted by a storm the North Atlantic. Both ships arrived Lisbon on 15 March within a few hours of each other.

20. Choose the correct option, A, B or C, to complete the sentence.

a Alexander Fleming is usually described as the scientist who discovered penicillin in 1928, but in fact at least two other scientists had noticed its antibiotic effect he did.

b The antibiotic effects of penicillin had been recorded in France by a Costa Rican scientist.

c Fleming conducted experiments with penicillin, but decided that it would not work as an antibiotic in humans.

d Luckily, other scientists continued with the research and were making progress when the Second World War began in 1939.

e However, at that point they had not treated any patients.

f A few years , in 1942, Bumstead and Hess became the first doctors in the world to save a patient using penicillin.

g At this point, Dorothy Hodgkin had described the chemical structure of penicillin, so it was now possible for penicillin to be produced in large quantities.

- h Penicillin is used to treat many infections.
- i However, in the 1940s, the first cases of resistance to the drug had been reported.
- j Because bacteria can change, they grow resistant to antibiotics, and scientists have not found a solution to this problem.

- | | | | |
|---|------------------|---------------------|------------------|
| a | A <i>after</i> | B <i>before</i> | C <i>already</i> |
| b | A <i>already</i> | B <i>later</i> | C <i>still</i> |
| c | A <i>after</i> | B <i>later</i> | C <i>just</i> |
| d | A <i>after</i> | B <i>afterwards</i> | C <i>still</i> |
| e | A <i>yet</i> | B <i>just</i> | C <i>still</i> |
| f | A <i>after</i> | B <i>later</i> | C <i>yet</i> |
| g | A <i>just</i> | B <i>still</i> | C <i>yet</i> |
| h | A <i>still</i> | B <i>yet</i> | C <i>already</i> |
| i | A <i>yet</i> | B <i>still</i> | C <i>already</i> |
| j | A <i>later</i> | B <i>yet</i> | C <i>already</i> |

21. Complete the text with suitable time words.

..... they were deciphered nearly two hundred years, Egyptian hieroglyphics could not be understood by European scholars, hieroglyphics were deciphered, people had to guess what this form of writing could mean. It was originally used by the ancient Egyptian priests, about 3000 BC the time of the Roman Empire. One of the men who deciphered hieroglyphics was Jean-Francois Champollion (1790–1832), a self-taught linguist who had learned Latin and Greek the age of nine. When he entered the School of Oriental Languages in Paris 1807, he had already suggested, the age of sixteen, that the ancient Egyptian language was Coptic, the age of nineteen Champollion became assistant professor of history in Grenoble. Here he continued his studies and this period he started to examine texts brought from Egypt. The French had sent an army there I 1798, and a year a group of soldiers had accidentally discovered the Rosetta Stone, on which was written the same text in

three languages – in hieroglyphics, in demotic Egyptian, the everyday language, and in Ancient Greek, 1801, however, the French army in Egypt was defeated by the British, and soon, the Rosetta stone was taken to London. There, by comparing the different kinds of writing on the Stone, Thomas Young showed that some of the hieroglyphs on the stone wrote the name Ptolemy. Luckily Champollion was able to study a copy of the text on the stone, and 1824 he published an explanation of the hieroglyphic system. then, archaeologists have been able to read thousands of inscriptions left behind by the ancient Egyptians. The Rosetta Stone is in the British Museum in London.

22. Tick the sentence if the words underlined can be left out, or write 'no' if it cannot.

a Charles Dickens was one of the first authors whose books reached a wide public.

b This was partly because, with the first book that he wrote, he introduced a range of mainly London characters which people found interesting and amusing.

c He invented people whose names often suggested what they were like.

d For example, David Copperfield has an unfeeling stepfather who is called Mr Murdstone.

23. Match the famous people a to h with information 1 to 8. Then complete sentences about them, including the relative pronoun *who*.

- a Linnaeus 4
- b Marie Curie
- c Aristotle
- d Mary Shelley

- e Andre-Marie Ampere
- f Sonja Henie
- g Maria Montessori
- h Marco Polo

1. He was a physicist and made an instrument for measuring current and voltage.
2. She was a physicist and the first woman to receive a Nobel Prize.

3. She was a writer and wrote the novel *Frankenstein*.
4. ~~He was a botanist and worked out a method of naming plants and animals.~~
5. She was an ice-skater and took part in the Olympic Games at the age of 11.
6. He was a merchant and visited China in the 13th century.
7. He was a philosopher and taught Alexander the Great.
8. She was a doctor and invented a new method of teaching young children.

24. Rewrite each pair of sentences as one sentence, using *whose*. Make any necessary changes.

1. J. S. Bach had two sons. Their music was better known than his for many years.
2. John F. Kennedy had a brother Robert. His death was also a political assassination.
3. Lord Byron the poet had a daughter, Ada Lovelace. Her work in mathematics led to the development of the first computer.
4. Pablo Picasso had a daughter, Paloma. Her fashion designs have become famous worldwide.
5. John Lennon had a son, Julian. His music career has not been as successful as his father's.

25. Underline the correct option.

Easter Island

Easter Island, *which is / which it is* in the Pacific Ocean more than 3,000 km from the coast of South America, has a terrible lesson to teach the modern world. When the first Europeans visited it in 1722, they found an island short of food on *which / which are* about 3,000 people were living in a state of constant war. The Europeans were surprised to find a large number of huge statues, *which / which they* had been moved over great distances, and *to which / which* clearly belonged to a great civilization. The people *whose / –* they found on the island, however, were poor and backward. The Europeans supposed that these people could not have built such large statues, *which / which it* meant

that some other mysterious people must have done so. However, modern research has shown that the inhabitants of Easter Island were responsible for the terrible condition *in which* / – the Europeans had found them in. The inhabitants were divided into many family groups, *which* / *which they* competed with each other. Their religion involved building huge statues, *which* / *whose* consumed time and resources. Their home was a volcanic island on *where* / *which* few trees grew, and *which* / *which it* produced little food. To make matters worse, to build statues they cut down trees, *which* / *which it* caused soil erosion. By the middle of the 16th century, the population had reached about 7,000, *which* / *which was* too great for the island to support. By this time there were no more trees, *which* / *which they* the islanders needed to build boats. There was not enough food *which* / *with which* to feed such a large population, and they were unable to leave, so the population fell. By the end of the 19th century, there were only a hundred or so inhabitants remaining.

26. Use the information to complete a new sentence so that it contains the word or words in capitals. Make any necessary changes.

The Romans

1. Rich Romans wanted a comfortable life. Roman slaves worked hard. **SO THAT**

Roman slaves

2. When enemies shot arrows at Roman soldiers, they put their shields over their heads. They did this as a way of protecting themselves. **TO**

When enemies shot arrows at Roman soldiers, they

3. The Romans built a road system all over Europe. This helped their armies move quickly from one place to another. **SO THAT**

The Romans built a road system all over Europe

4. When the Romans wanted to catch mice, they used other animals so they could catch them. **TO**

When the Romans wanted to catch mice, they

.....
5. The Romans used a pointed metal stylus when they wrote on pieces of wood covered in wax. TO

The Romans used a pointed metal stylus

.....
6. The Romans buried their dead beside the road outside their town. They didn't want the ghosts to return to their old homes. SO THAT

The Romans buried their dead beside the road outside their town

.....
27. Complete the questions with a positive or negative past simple tag.

a Before the French Revolution, the king did whatever he wanted to do,

b All the people paid high taxes, so they weren't very happy,

c The people didn't have enough to eat,

d The government tried to introduce new taxes,

e The people formed a National Assembly,

f The Assembly took power from the king,

g The king tried to leave France,

h The government executed thousands of aristocrats,

i It also killed the king and the queen,

j Napoleon Bonaparte took over the government and later became Emperor,

28. Complete the following text with a / an, the or leave blank for zero article.

Cairo

Cairo is capital city of Egypt. It has long and interesting history, and is still one of most exciting places to visit. The ancient Egyptians are most famous for building the

pyramids, but their civilization achieved many other great things. They had writing in the form of hieroglyphics, which decorate tombs and monuments of their pharaohs, and they produced beautiful stone and metal objects which can be seen in Egyptian Museum. Pictures in the tombs at Giza and Saqqara show how the ancient Egyptians lived, the clothes they wore, and gods they worshipped. visit to Cairo isn't complete without trip to big bazaar Khan Ai Khalili, where you can buy everything from belly dancing costumes to dates, beautiful silver and gold jewellery and papyrus pictures of camels and pyramids. You can even have your name written in hieroglyphics!

GRAMMAR EXERCISES FOR ADVANCED STUDENTS

1. Complete the two texts about World War I with the correct form of the verb in brackets. Use past simple, past continuous, past perfect simple or past perfect continuous. Only use a past perfect form if it is necessary to make the meaning clear.

The condition of Britain in 1917

The government also (need) to ensure that Britain was fed. Under the Defence of the Realm Act it was able to take over land and turn it over to food production. In February 1917 it (set up)..... the Women's Land Army to recruit women as farm workers. By then, however, the food supply in Britain (became) desperate. German U-boats (sink)..... one in every four British merchant ships and Britain had only six weeks' supply of wheat left. As food supplies (run) short, so prices (rise) Wages (hardly rise) during the war because people were mostly prepared to sacrifice better pay to support the war effort, but prices were now almost double what they (be)in 1914. Poorer people could not even afford basic supplies such as bread. Shops (close) early each afternoon as they (run out).....of goods to sell.

German reactions to the Treaty of Versailles 1919

The overall reaction of Germans was horror and outrage. They certainly (not believe) they (start) the war. They (not even think) they (lose) the war. In 1919 many Germans (not really understand)how bad Germany's military situation (be) at the end of the war in 1918. They believed that the German government (simply agree) to a ceasefire, and that therefore Germany

should have been at the Paris Conference to negotiate peace. They were angry that their government was not represented at the talks and that the Allies (force)them to accept a harsh treaty without any choice or even a comment. At first, the new government (refuse) to sign the treaty and at one point it (look)as though war might break out again. However, Ebert, the new German leader, was in an impossible position. Reluctantly, he agreed to accept the terms of the treaty and it was signed on 28 June 1919.

2. Complete the text with the appropriate form of the verb in brackets.

Child Employment in Victorian Britain

In Victorian London, mud larks were children who (search for) valuable bits and pieces on the shores of the River Thames. They (not do) this from boats, but (wait) until the tide (go) out, and then (crawl) about in the river mud looking for anything valuable. Henry Mayhew, a Victorian writer, (interview) a ‘mud lark’ in his book about poor working people in London in the 1850’s. ‘My family is Irish though I was born in London. My father (work) at London Docks. He is a strong-bodied man of 34. I (go) to school with my brothers for about three years and (learn) reading and writing and arithmetic. One of my brothers (be) at sea for the past five years. I (work) in the neighbourhood of Millwall picking up pieces of coal and iron, copper and bits of canvas on the surface. When bargemen (carry) coal to the shore some of it (fall) in the mud and we (pick it up). The most I (ever see) my companions find is one shilling’s worth a day. There are usually thirteen or fourteen mud larks, boys and girls, around Limehouse in the summer and six boys steadily in the winter. When a bargeman (get hold) of one, he generally (throw) them into the river. The police boat (chase) me two or three times. One night I

..... (see) a large piece of copper drop down where they
 (repair) a ship. That evening as a ship
 (come) out of the docks, I (strip off) my clothes and
 (dive) down several feet,
 (seize) the piece of copper and later (sell) it to a
 marine dealer.'

3. Complete the text using one of the phrases 1–10 in each gap.

1 can't have set off 2 could easily be 3 could expect 4 must have
 been 5 can't have been 6 could easily sail 7 might have 8 must have
 made 9 should have reached 10 might involve

16th-century explorers

Imagine what itlike to have sailed around the world in a
 small wooden ship, as Drake and his men did in 1577–1580. On a ship
 only some 35 metres long, iteasy for the 80 or so crew to live
 comfortably. Exploration was part of war and rivalry with trier nations,
 so these voyages attacks on other ships and towns, and had to
 make a profit. There were all the usual dangers too. A ship
destroyed by a storm or run out of food and water, and the
 captainlittle idea of where the ship was or where it was going.
 Explorersmany wrong decisions in an age when there were only
 basic maps and navigation equipment, and in unknown parts of ocean
 where a ship for weeks without reaching land. Very often
 places they thought they turned out to be much further on, or in
 a different direction. However, theyon such long voyages
 without some general idea of the places theyto reach along the
 way, and as knowledge of navigation improved, voyages became more
 and more successful.

4. Complete the text with a verb from the list in each gap.

- | | | |
|-----------|-------------|-------------|
| agreed | invited | reminded |
| announced | ordered | swore |
| begged | persuaded | thanked |
| decided | pointed out | volunteered |

The wooden horse of Troy

Agamemnonall the Greek generals to come to his tent to discuss the situation, andthat he was considering abandoning his attempt to capture Troy. Heeveryone for their efforts, but said that they had tried everything and the task seemed impossible. Then Odysseus stepped forward and the king to try one last idea. Agamemnonhim that they had been trying to capture the city for years, and all their previous attempts had failed. Odysseus that the war had not succeeded, but then that his plan was different, and involved using a giant wooden horse filled with men. After a long discussion, hethe generals that this plan would succeed and then asked who would come with him inside the horse. Many of the best warriors to accompany him. Theyto conquer the city of Troy from the inside, or die in the attempt. Agamemnon thought about this, and finallythat they would try Odysseus's plan, so he his men to build the giant wooden horse.

5. Complete the text with a / an or *the*, or leave blank for zero article.

George Orwell

..... author George Orwell (1903–1950: real name Eric Blair) was English novelist, critic and political and cultural commentator. He is best known fornovels *Animal Farm* and *Nineteen Eighty-Four*, both of which were written and published toward end of his life. He chose name George Orwell in early 1930s when his first book, *Down and Out in Paris and London*, was published. This book describes what it was like to bepoor and homeless inBritain, and also described time he spent in Paris working inkitchen of high-class hotel. Orwell's father wascivil servant in India, and Orwell grew up in middle-class family. He was pupil at Eton, well-known English school, and as his

family could not afford to send him to university, he joined Indian Imperial Police. He learnt lot about British Empire, but came to hate job, and in 1927 he resigned and decided to become writer. He worked as schoolteacher, and in bookshop, wrote book about poverty in Northern England (*The Road to Wigan Pier*) and also fought forRepublican side in Spanish civil war. He developed career as journalist and reviewer, and duringSecond World War he made regular broadcasts on BBC. He died of tuberculosis in 1950 at age of 46.

6. Complete the text with *a / an or the*, or leave blank for zero article.

The Great Wall of China

.....Great Wall of China is one of wonders of modern world, and became UNESCO Heritage site in 1987. It is one of longest (6,700 km) structures in world, and has history of more than two thousand years, building of wall began between 7th and 8th centuries BC as means of defending most of China from invading people ofnorth, rulers of different parts of country built sections ofwall, and these were joined together in time of Qin dynasty. During Ming dynasty (1368–1644 AD) wall was repaired and extended and took on appearance it has today, with complex system of forts and towers. It has average height of ten metres and width of five metres, and it runs from east to west.

7. Complete the text with one word in each gap.

The flu pandemic of 1918–1919

The influenza pandemic of 1918–1919 killed millionspeople at the end of World War One. As as 40 million people are believed to have died and more or less part of the world was

affected. As might be expected, a number of the victims were soldiers. In fact, in some parts of the war zone, many soldiers died of influenza as died in the fighting. In the US army at home and abroad, ten as many soldiers died of influenza. Unusually, in the civilian population there were relatively victims among the young and elderly, the usual victims of influenza. Instead, most of the millions who died were the strongest members of the population, between the ages of 20 and 40. Doctors at the time had little idea of how to treat the disease and it spread rapidly as the war ended and numbers of people returned home. At the time, of people believed that the epidemic was caused by biological warfare. However there is evidence to support this suspicion. Scientists now believe that a pandemic occurs time the influenza virus changes its genetic composition. This pandemic is sometimes known as the Spanish Flu because it was believed to have caused as many 8 million deaths in Spain in 1918. However the outbreak is now believed to have originated in China.

8. Complete the text with one word in each gap.

Vesuvius

Vesuvius is a volcano which started forming about 25,000 years its best-known eruption in 79 AD, which destroyed the Roman cities of Pompeii and Herculaneum, the volcano haderupted many times, but its history had been forgotten. It seemed to have grown quiet, and was covered in gardens and vineyards. hundreds of years the Romans lived around the volcano without realizing the danger. the 79 AD eruption, which is thought to have lasted 19 hours, the volcano released about four cubic kilometres of ash and rock over a wide area. Down the sides of the mountain rushed a pyroclastic flow, a cloud of superheated gas and ash, which

..... the time it reached the cities below had a temperature of about 350°C. This is probably what killed their populations. the eruption of 79 AD, Vesuvius has erupted around three dozen times, with four serious eruptions the past 100 years. It last erupted in 1944, and scientists learn to accurately predict the dates of serious eruptions, the risk of a sudden eruption remains a constant danger to the three million people living nearby.

9. Choose the best word, A, B or C, for each gap.

The Battle of Thermopylae

The Battle of Thermopylae took place nearly 2500 years , when the Persian King Xerxes invaded Greece. A huge Persian army moved down the east coast of Greece it reached the narrow pass of Thermopylae, which was defended by Leonidas with 300 Spartans, 600 slaves and a small number of other Greeks. The Persian army halted, and soon a Persian scout reported to the king that the Greek defenders were combing their hair, their custom before battle. The Persians waited four days while they tried to persuade the Greeks to leave, but the Greeks held firm. on the fifth day the

Persians launched an attack but the Greeks easily defeated them. the following two days, the Persians attacked again and again, but the end of the second day the pass had still not been taken, and thousands of Persians had been slaughtered. On the third day a traitor, Ephialtes, offered to show the Persians a secret path over the mountains to the rear of the Greek position. a large force set off and a brief battle with the Phocians who were defending the path, the main Greek army was surrounded. the small Greek force was completely destroyed, but their bravery and skill and the small size of their army shocked the Persians, and won them a place in history.

- a *A since*
- b *A until*

- B *past*
- B *after*

- C *ago*
- C *later*

- | | | | |
|---|---------------------|----------------------|---------------------|
| c | <i>A at once</i> | B <i>at last</i> | C <i>afterwards</i> |
| d | <i>A since</i> | B <i>for</i> | C <i>within</i> |
| e | <i>A Afterwards</i> | B <i>Finally</i> | C <i>Until</i> |
| f | <i>A Dining</i> | B <i>By</i> | C <i>Already</i> |
| g | <i>A by</i> | B <i>for</i> | C <i>later</i> |
| h | <i>A On time</i> | B <i>Immediately</i> | C <i>Once</i> |
| i | <i>A within</i> | B <i>until</i> | C <i>after</i> |
| j | <i>A After</i> | B <i>In the end</i> | C <i>Already</i> |

10. Complete the text with one word in each space.

Women and the First World War

After the outbreak of war in August 1914, as more and more men became in the war effort, many women replaced them at work. However, most employers between jobs they thought were suitable for women, such as office work and work in the clothing industry, and others, such as in heavy industry, where they believed women's skills greatly from those of men. There were other reasons why they did not of women working in heavy industry. They felt that women would not be able to in skilled engineering work, and they also feared that the unions would on restricting such jobs to men only. By 1916 the war effort had in a severe labour shortage, and the employment of women was to some extent on an unwilling nation by circumstances. Soon government industries such as munitions manufacturing on women to a great extent, and those who had to women in men's jobs were proved quite wrong, as women took on a range of jobs – engineering, welding, steel working, bus driving – which had previously been exclusively with men.

Учебное издание

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для студентов-историков*

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