



ЭКСКУРСИИ ПО СЕВАСТОПОЛЮ

ЧАСТЬ I

Методические указания
к практическим занятиям по дисциплине
«Практический курс английского языка»
для студентов 3 курса
направления 6.020303 «Филология»
специальности 7.02030304 «Перевод»
дневной формы обучения

Севастополь
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Экскурсии по Севастополю: методические указания к практическим занятиям по дисциплине «Практический курс английского языка» для студентов 3 курса направления 6.020303 «Филология» специальности 7.02030304 «Перевод» дневной формы обучения/ Сост. А.А.Деревянко, Т.Н.Чёрная. – Часть I. – Севастополь: Изд-во СевНТУ, 2013. – 28 с.

Цель методических указаний: расширить знания студентов в области перевода и составления экскурсий как базовых в профессии гида-переводчика.

Методические указания рассмотрены и утверждены на заседании кафедры теории и практики перевода (протокол № 01 от 23 августа 2013 г.).

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LESSON 1

Exercise 1. A guide's job cannot be considered easy though it has a lot of advantages. First, read the following questions referring to a guide's career and discuss your answers to them at the lesson. Then, read the following three texts on the topic. Retell them and answer the same questions again. Do you have any changes in your opinion concerning a tour guide's job?

1. Give the definition of a tour guide. Why is this profession so popular now?
2. Knowledge of what subjects does a guide have to possess? Do you think it is necessary to take a special course for guides if you are going to work as a professional guide?
3. What abilities and skills does a guide's job require?
4. Would you like to work as a tour guide or a guide at one object of interest (some museum, palace or factory)? Which of the two variants is more difficult?
5. Is it important for a guide to choose the right clothes and shoes? Describe your visual image of a professional guide.
6. A guide should always be helpful. Tourists may ask you for something or complain of something. What help could a guide offer to a group of tourists? Give two or three examples. In general, what functions does a tour guide perform?
7. What advantages and disadvantages of working as a tour guide can you see?

I. A tour guide is someone who shows visitors around an area, with the guide using extensive local knowledge to share the area with visitors. Tour guides are hired to help people navigate unfamiliar areas, and to make trips special, as a good tour guide sets a positive tone for a trip and shows people things they would not have discovered otherwise. Using a tour guide while traveling can also be useful because tour guides are very knowledgeable, and they can provide facts and information which help visitors interpret and understand the places they see.

Some tour guides work primarily locally, focusing on providing services to tourists by request. They may work in museums or similar locations, or they may work with or for companies which take tourists out on day trips of an area. Tour guides might lead visitors on tours of local religious sites, castles, gardens, or other sites of interest, tailoring the tour for the visitors. Locally-based tour guides are also often able to open doors which would otherwise

be closed, and their local knowledge can be helpful for people who are unfamiliar with the culture and traditions of an area.

Other tour guides travel with their clients, guiding them to, around, and from various locations. For example, a group of people who want to hike in the rainforest might hire a tour guide who travels with them, guides them through the forest while providing information and assistance, and travels back. Tour guides of this type often work with travel agents, with the agent handling the logistics of transportation, lodging, and so forth, while the tour guide focuses on caring for the clients.

Guided tours with groups can vary in cost, from free tours in many cities in the world provided by public service organizations to much more expensive organized trips such as treks in Nepal. It is also possible to hire a private tour guide who works with a client or group of clients to develop a customized tour, which tends to be more costly, but includes personalized and detailed attention, which some people enjoy while traveling.

Being knowledgeable in several languages is useful for a tour guide, as tour guides may work with multilingual clients, or may need to translate for clients while traveling in a country where a foreign language is spoken. In addition to having language skills, tour guides also need to have excellent interpersonal skills, and the ability to work tirelessly for their clients from the moment the engagement begins to the time that the clients are safely seen on their way.

II. Tourism is one of the great sources of income for a country. Today, tourists worldwide provide over a quarter of a typical country's income annually. Of course, it helps that the country has a lot of great places to interests tourists, and it's the tour guides in the destination that can help make that experience complete. These well informed and enthusiastic employees color the portrait in the tourists mind on the history and elegance of the countries' most beautiful places and guide them through them in their own creative ways.

But Tour Guides are more than just people who guide tours with a script that's no doubt memorized. They have a lot of things going on for them. Learn how to become a tour guide and take the opportunity to share your country or destination with others.

The tour guide has been wrongly portrayed by the media as either boring folk whose task is to share useless facts to the traveling group or as overly enthusiastic people who hammer away the whole tour with her very own memorized script. But there's more to that to tour guides.

By textbook definition, a Tour Guide is an agent hired to travel with a tour group who provides assistance and historical, cultural and contemporary

information on the place of the tour; religious sites, historical sites, museums, landscapes and any other sites which attracts visitors.

Tour guides can be independent, “freelance” tour guides – often having their own brochures, online travel guides, iPhone apps, or other features to highlight their expertise. Otherwise, guides can align themselves or become an employee of another organization or official tourism board.

Tour guides are expected to be very customer service oriented. They are expected to be able to speak in the language that the tour group wants him to speak in, must be able to hear the tourists no matter how soft they speak and must be able to constantly catch the attention of the tour group and can assist them in any way from carrying luggage and running other errands as well.

A tour guide sometimes may also have to help plan the product, which in this case is the tour itself. They are also the ones tasked with paperwork related to the tour before and after. A tour guide’s schedule calendar can be very random, after all tourism isn’t only active in the summer – even in destinations with year-round tourism, the offerings can vary per season.

The path on how to become a tour guide varies depending on the applicant. Here are some key points to remember:

- First, you have to be educated on the history of the places you’d like to be a guide of, either on your own or at a Certified School for Tour Guides which is more recommended since you’ll get a certificate which will help you land that job. Certifications vary per country – if the country does have a certification, it is recommended to try and get it. Then it’s off to the tour company for the interviews.
- At an interview the important points that you have to say and prove to your interviewer are:
 - 1) you have good people skills;
 - 2) you are knowledgeable of the history of many places and can research quickly when assigned on a new tourist spot;
 - 3) you have a flexible schedule and can work at any given time except on holidays.

Try to be enthusiastic and confident when speaking with the interviewer as well as if talking to a respected friend. Of course, if you choose to freelance, you can skip the interviewing process, but then you’ll need to work on your marketing skills in order to promote and get the word out on your skills, both online (social media, a website, blog) and offline (brochures, directories, hotel concierges, etc.)

The path on how to become a Tour Guide and its workloads may be a bit challenging, but being a Tour Guide is a really great job. You get to go to places either you’ve always loved going to on vacation or have never been before. And researching the facts and the history behind these tourist spots

and mastering other languages can prove to be fun and self enhancing as well. You get to interact with other people as well, which if you enjoy can be a very lucrative opportunity.

A tour guide’s earnings differ depending on the type of the tour. Tour guides or managers get paid much more on organized and lengthy trips, such as a trip to the cities of Europe with them escorting the travelers on the plane and on site. They get paid around \$50 to \$150 a day, while Tour Guides who handle short tours only earn \$8 to \$12 per hour. Freelancers earn more, but then they have more out of pocket marketing costs.

A good bonus to being a tour guide for a specific group are the tips, either from the clients or from the company itself which can add an additional \$40 more or less to your salary per day, if you’ve followed the rules of how to become a Tour Guide properly. What’s more is that a tour guide may have travel costs covered by the company or the travelers, for things such as food or lodging expenses.

Pros of being a Tour Guide or a Tour Manager.

There are many benefits to being a Tour Guide or a Tour Manager. These are:

- 1) you get to travel to great vacation spots while also getting paid for it;
- 2) if you work hard enough you may get good tips, making your salary very competitive;
- 3) freelancing is an available option, giving you maximum work schedule flexibility;
- 4) you get to learn many things in this profession and are the expert on a destination or itinerary. After all, researching is one of the requirements on how to become a tour guide.

Cons of being a Tour Guide or a Tour Manager.

Although Tour Guides have a lot of perks that come to them, they also get a lot of stress from work:

- 1) There isn’t always work available for them since most of their work depends on the season.
- 2) They have to research thoroughly about the destination(s), especially if they’re new to it.
- 3) Not all clients are easy to get along with, some can be quite troublesome and harsh especially if they don’t find you impressive.

Although these negatives might discourage you from being a Tour Guide, most tour guides will tell you the good outweighs the bad.

III. A professional tour director (she manages a tour group): A question I’m often asked, particularly by women: what do you wear? Before I cover how we actually do the job, they want to know: what do you wear? I’m

asked that all the time. – Do the companies have uniforms? – It depends on the company. If you are working for a destination management company, you are working locally; you are working with management people. They want you conservative, so often times they do. So they'll have possibly khaki pants, navy blue pants, sometimes a white polo shirt. In the evenings, a navy blue suit; usually the women wear the skirt and the men of course, the pants; small post earrings, simple ring, maybe a bracelet. Not green hair, not blue fingernails, and it's (I know it's in, with the kids especially the colored fingernails)...but when you are working with management, they want conservative to just, sort of, fit in. When you do domestic tours, some of the companies have color schemes. Like I know one is white and red. Some will have blazers; a lovely gold-colored blazer or a navy blue blazer. And we all wear badges...name badges, no matter what we do if it's local, domestic or international. For international, we don't want to stand out. So my rule of thumb and this...I use this on the cruise ships also...is to dress a little bit better than the tour members. So, for instance, with what you have on...I'd wear the blazer, I'd wear the top; jeans, I rarely wear jeans. Sometimes when I'm at the North Cape or up at the North Pole or in that area, occasionally, like when I'm in Alaska or Norway, I'll wear jeans. Rarely do we wear shorts. If I'm doing the Great Barrier Reef, then I may wear shorts. But otherwise, we are wearing khaki pants and nice shirts. You want to look like you are working; like you're not there on vacation but you are there to work and you are a professional. So you can't wear your jeans. Close toed shoes, more likely tennis shoes because we do a lot of walking on our tours, and then you'll be perfect. – How to get started in a tour guide career? – Cherie, I really want to do this, where do I start? You know, if you really want to do it and again it's not for everyone, but if you really want to do it and your heart's in it, it's a little bit of work to get started and it's worth the persistence. It took me a lot of persistence to get it, my students it doesn't take as much because I can lead them though, but you do, I highly recommend taking tour director and tour management training to get started so you know when you go to the employer you have something to sell. Other classes that I highly recommend would be history, geography, geology, horticulture, they are going to want to know about every plant, they are going to forget about two seconds from now but they want to know about every plant, art, architecture, in Europe and other countries the guides already and the tour directors are required to have that information. It's a two year program, we don't have that in the United States, that's why I wrote my textbook, I'm trying to get it into the colleges but in the meantime you are going to have to educate yourself on those topics. That looks real good on your resume too, I often have people in my classes that have taught history and geography, elementary teachers that have taught California

history of missions, it looks great on their resume. You need to get your letter out, your cover letter, you need to follow up, a lot of people get in with emergency hiring, they say “we’re not hiring now” and then when they need someone in a hurry they hire. Most companies don’t train but some will hire, and this is becoming more common now, they will hire trained tour directors and then they will put them on a tour with an experienced tour director with a group. Now that experienced tour director doesn’t have time to train you as a tour director, they have a group to take care of, that’s not their job but they’ll send you along so that you can learn; their properties, their documentation, their paperwork, their optional tours, how they, their particular procedures for their company, which is great, so if you have the training you go in and you say I know how to do tours. A lot of them don’t have to lie and say I’ve done tours but I’m a trained tour director, then it’s a good step into the business and a good professional resume cover letter, approach it as you would any job because it is competitive, but they always need professionally trained tour directors and guides...

Exercise 2. Translate the names of the following sights of Sevastopol and determine their locations. Choose those of them which you consider most important for a guided tour of about three hours. Remember that your time for the tour may be strictly limited by time lapses for taking photos and short independent sightseeing by tourists after your representations. Explain your choice of the sights. Which of them are considered symbols of Sevastopol?

1. The House of the Officers of the Black Sea Fleet;
2. the Sailors' Club;
3. the A.V. Lunacharsky Drama Theatre;
4. the Soldier and Seaman Maxi-Sculpture;
5. the Bayonet and Sail Obelisk / the Obelisk in Honour of the Hero-City;
6. the Palace of Childhood and Youth;
7. the “Ukraine” Hotel;
8. the “Sevastopol” Hotel;
9. the Primorsky Boulevard;
10. Catherine II's milestone;
11. Tauric Chersonesus;
12. the Grafskaya Wharf;
13. the M.P. Kroshitsky Art Museum;
14. the Vladimirsky Cathedral on the Central Hill;
15. the Temple of St. Nickolas at the Common Cemetery;
16. the Pokrovsky Cathedral;

17. the Monument to the Scuttled Ships;
18. the Monument to Admiral P.S. Nakhimov;
19. the Monument to A.I. Kazarsky;
20. the Monument to General E.I. Tottleben;
21. Malakhov Hill;
22. the Memorial of the Heroic Defence of Sevastopol in 1941 – 1942;
23. the Building of the Defence of Sevastopol in 1854 – 1855 Panorama;
24. the Military and Historical Museum of the Black Sea Fleet of the Russian Federation;
25. the Building of the Military Assault of Sapun Hill on May 7, 1944 Diorama;
26. the Konstantinovsky Ravelin / Battery;
27. the Mikhailovsky Ravelin / Battery.

After completing the assignments, try to time your imaginary guided tour so that you may be able to give all necessary information about the objects of interest and let your tourist group take photos and walk near, through or round some of them a little. You may plan your guided tour in such a way that your group will go on a bus or walk by some sights without long-lasting stops. In this case, your task as of a guide's will be to give an exhaustive, well memorable though short account of a certain sight. Remember also that the bus journey from one sight to another will take you some time, especially in the precincts of the city where traffic jams are quite probable.

Exercise 3. The choice of the interpretation of some proper names, names of persons and geographic names (toponyms). Look at the following variants of English interpretations concerning some Sevastopol's actuals and choose those of them which you consider most acceptable and successful and point out which of them you find completely wrong. Explain your choice. Remember that in some situations, a guide may combine two ways of interpretation in order to secure better understanding by foreigners, unfamiliar both with our language and many of our cultural, religious, historical and other actuals, on the one hand, and to keep the original (native) sounding of a name, on the other hand. Explain the use of articles.

1. Tauric Chersonese / Tauric Chersonesus / Tauric Chersonesos;
2. Malakhov Hill / Malakhov Mound;
3. the Soldier and Seaman Maxi-Sculpture / the Soldier and Seaman Monument;
4. Cape Khrustalny / Cape Crystal;
5. Bolshaya Morskaya Street / Great Marine Street;

6. the Primorsky Boulevard / the Seaside Boulevard;
7. the Istorichesky Boulevard / the Historical Boulevard;
8. the Mikhailovskaya Church / St. Michael's Church / St. Mikhail's Church;
9. the Grafskaya / the Count's Wharf / Pier / Quay / Landing Stage;
10. the Pokrovsky Cathedral / the Intercession Cathedral;
11. the Korabelnaya Storona / the Ships' Quarter;
12. the Crimean War / the Eastern War / the Russian War;
13. the Great Patriotic War / the Great Fatherland War / World War II.

Exercise 4. Read the following Russian texts about the Palace of Childhood and Youth. Imagine that you are seeking for some material about this palace for your future tour with English speaking visitors. The texts below are different in size and informative value. The trouble is that when you come to this palace, the group is sure to be a little tired and full of impressions of other sights. Your task is to make your representation about the palace bright, short, memorizable and informative at the same time. Combine the information of the texts and create one text omitting: long sentences, some proper names and dates (they clutter up your speech tiring the listeners who tend to switch off their attention in a minute or two after the beginning of the over-detailed representation), specific terms and proper names which require vast knowledge of some sphere or detailed explanation. Focus on something that may catch foreigners' attention or seem unusual. Then translate the text. Time your English speech, read it aloud to yourself (at a measured pace, distinctly) and if it lasts longer than three minutes, reduce it. Follow the assignment after the texts.

I. Здание бывшего Романовского института физических методов лечения находится на Нахимовском проспекте, 4, рядом с Приморским бульваром. В 1891г. власти Севастополя искали способы к созданию в городе курорта. Архитекторы А.Вейзен и В.Чистов разрабатывали проект по постройке дворца для тех, кто приезжал в город отдыхать и лечиться. Сооружение института стоило городу 600 тыс. рублей. Институт начал работу 15 мая 1914г. Архитектурный стиль дворца соответствует ренессансу. Главный фасад здания украшают четыре колонны. Перед ними – парадная лестница. Фасады слева и справа – неодинаковые. Правое крыло – длиннее. Позади дворца, со стороны моря, находится внутренний дворик с бассейном. Вертикаль центра здания – одно узкое окно высотой в четыре этажа, по форме похожее на арку. В начале XX века на небольшой площади перед дворцом гости города могли любоваться фонтаном, двумя мраморными статуями на пьедесталах и красивыми клумбами. До Великой отечественной войны

территория Приморского бульвара заканчивалась возле института, после войны бульвар растянулся до театра. Группы скульптур, богов и богинь, возвышались на крыше дворца до революции 1917г. В советское время их заменили на фигуры пионеров, которые из-за некачественного материала начали разрушаться, и несколько лет назад их пришлось убрать. В здании института были специализированные службы и помещения: ванны, врачебные кабинеты, лаборатории, солярий, отделение физических методов лечения. На берегу моря – пляжи и площадки для лечебной физкультуры. Профессор медицины А.Щербак был первым директором института. В годы первой мировой войны здесь лечились больные и раненые офицеры. В 1916г. в институте появилось общежитие Всероссийского союза городов. В 1921г. институт получил имя И.Сеченова. В годы Великой отечественной войны немецкие войска сильно повредили здание. Институт переехал в Ялту, где он находится в настоящее время. Архитекторы А.Бобков и А.Шеффер разработали проект по восстановлению дворца, который советские строители осуществили в 1966-1967гг. Так появился Дворец пионеров, а в начале 90-х годов – Дворец детства и юности.

II. В том месте, где проспект Нахимова выходит к Приморскому бульвару, на территории, примыкающей к набережной Корнилова, высится прекрасное здание Севастопольского Дворца детства и юности (бывший Дворец пионеров). Оно действительно является дворцом – из белого инкерманского камня, украшенное колоннами и скульптурами. Здание, сооруженное в стиле неоклассицизма с элементами модерна, прекрасно вписывалось как в морской фасад Севастополя, так и в общую композицию проспекта Нахимова и Приморского бульвара. Огромные колонны (высотой в 4 этажа) на высоких пьедесталах из гранита, между ними парадная лестница, морской фасад с внутренним двориком и бассейном, от взглядов гуляющих по набережной дворик отделяет ротонда с коринфскими колоннами и великолепное окно 4-этажной высоты под аркой по центру здания. Утопленное в глубину проспекта здание великолепно смотрелось на фоне фонтана, чаши которого формировали двухуровневый каскад, и роскошной клумбы, обрамленной невысокой решеткой со строгим орнаментом. Слева находился разъезд городского трамвая: на Корниловской площади начиналась Слободская (Артиллерийская) линия. До войны в этом здании, построенном в 1914 г., располагался Государственный институт физических методов лечения им. И.М. Сеченова. Идея строительства института витала в целебном воздухе Севастополя уже с 1891 г., когда из-за упразднения коммерческого порта городское

управление пыталось изыскать всяческие способы, дабы развивать в Севастополе курортное направление и была предложена гласным Севастопольской городской думы Н.А. Пшерадским. Часть работ была даже выполнена после 1902 г., но строительство здания и оборудование его стали вестись активно спустя 6 лет. Автор проекта – архитектор В.А. Чистов, вернее, он доработал первоначальную версию, представленную другим известным архитектором – А.М. Вейзенем. Сооружение института обошлось городу в 600 тысяч рублей. Но оно того стоило – ежедневно институт мог отпускать до тысячи процедур: разнообразные ванны – тёплые морские, серные, углекислые, кислородные, хвойные; а ещё массаж, рентген, ингаляции, гигиенические бани, электропроцедуры. На берегу моря располагались лечебные пляжи и площадки для лечебной физкультуры. Уже в первые пару месяцев работы института в нём лечилось около 700 человек. Организатор и первый директор этого серьёзного учреждения – профессор медицины, невропатолог-психиатр и физиотерапевт А.Е. Щербак – был одним из основоположников научной физиотерапии, курортологии и физиопрофилактики. Он предложил радикально расширить профиль лечебного заведения, которое его стараниями превратилось в первый в мире клинический НИИ физиотерапевтического профиля. По признанию специалистов, он "явился единственным в России лечебным заведением этого рода". В 1928 г. в институте насчитывалось 16 научных и лечебных подразделений, включая санаторий на 250 коек. На крыше здания находился открытый солярий. В годы первой мировой войны здесь лечились эвакуированные в Севастополь больные и раненые офицеры и нижние чины. В 1916 г. при институте было открыто общежитие Всероссийского союза городов для нижних чинов. А когда окончилась гражданская война, институт реорганизовали, оснастили современной диагностической и лечебной аппаратурой. Заработали новые отделения, развернулись программы исследований, получившие, кстати, всеобщее признание физиотерапевтов и курортологов. В 21-м году институту присвоили имя Сеченова, а через 10 лет он стал называться Государственным центральным научно-исследовательским институтом физических методов лечения им.И.М. Сеченова. Кроме ценной научной работы в активе учреждения была и научно-издательская деятельность. С 1927-го г. здесь выпускали "Известия Института физических методов лечения им. И.М. Сеченова", издавали "Бюллетени", а позже объединили оба издания в "Труды института". Но труды института, как на бумаге, так и в жизни, были прерваны войной. Во время Великой Отечественной институт эвакуировали в Боровое (Казахстан), при этом часть научной аппаратуры и библиотеки

была безвозвратно утрачена, затем – в Кисловодск, а в июне 1944-го – в Ялту, т.к. здание института было сильно разрушено. Восстановленное в 1966-67 гг., оно было отдано под городской Дом пионеров, ныне – Дворец детства и юности. Тем временем, институт продолжал жить и работать в Ялте, где в 1955 г. его объединили с Ялтинским институтом туберкулёза. Новое образование стало называться "Научно-исследовательский институт физических методов лечения и медицинской климатологии им. И.М. Сеченова". Сегодня в многочисленных секциях и кружках Дворца детства и юности ребята занимаются наукой, техническим творчеством, художественной самодеятельностью, спортом, проходят выступления различных ансамблей, празднества, выступления школьных и студенческих команд КВН. В левом крыле Дворца детства и юности располагается знаменитый Севастопольский театр танца Вадима Елизарова. Во Дворце занимается около 3500 детей от 5 до 17 лет. Они получают дополнительное образование в области народной, классической и современной музыки; хореографии и эстрадного танца; авиа- и судомоделирования; парикмахерского, декоративно-прикладного и изобразительного искусства; астрономии и театрального мастерства; средств массовой информации. Почти 80 лет Дворец раздаёт путёвки в жизнь, и тысячи подростков нашли здесь своё призвание. В 1998 году киевской Академией образования и внешкольного воспитания Дворец был признан базовым внешкольным учреждением Украины. Родители могут предложить ребёнку на выбор: народный хореографический ансамбль "Калейдоскоп", народный молодёжный эстрадно-симфонический оркестр (ЭСО), образцовый оркестр народных инструментов (ОНИ), образцовый фольклорный ансамбль "Калинка", академический хор "Алые маки", образцовую эстрадную шоу-группу "Сюрприз", ансамбль эстрадного танца "Вернисаж", образцовый эстрадно-джазовый оркестр (ЭДО), образцовый духовой оркестр (ДО), образцовый театр юного зрителя (ТЮЗ). Под неустанным контролем учителей ребёнок может стать парикмахером, визажистом, модератором, программистом, астрономом, аранжировщиком, звукорежиссёром, конструктором кораблей и летательных аппаратов, скульптором, художником, композитором, танцором, артистом балета, певцом, ведущим массовых мероприятий, диктором телевидения, репортёром, журналистом, критиком и даже руководящим работником. Кроме того, девочки могут научиться вязать, шить, вышивать, заниматься макраме.

Assignment for practice: try to represent your short piece of a guided tour to some listeners (your group mates, for example). You must know your speech by heart and represent it calmly, quite loudly, without chattering off. Remember that microphones are often used by guides to make their speech audible to every body in the group, though not all travel agencies offer this useful piece of equipment to their staff. Think over the spot where you could place your imaginary foreign group for about three minutes of your representation. This spot should open the building as much as possible to give the general idea of its structure. If you are not sure about the exact spot, go to the palace and find the most appropriate viewpoint. If the weather is going to be hot and sunny, you should think over the shady place for your representation. Remember that you may have to stand in the sun if it is unavoidable (though you may take your parasol or put on a cotton cap, of course) while the group must always be in comfort and have the possibility to enjoy the shade. If you have a pre-revolutionary photo of the palace or a photo of the half-ruined palace after the war, do you find it necessary to show the photo to the group? On the one hand, it will make your speech more demonstrative and interesting; on the other hand, a group of about twenty people or more will have no possibility to see your photo all together clearly. Think over the alternatives: show the photo to small groups only; let the tourists hand on your photo to one another till all of them look at it by turn (while you continue your excursion speech). What disadvantages do you see in each of these variants?

LESSON 2

Exercise 1. Read the following Russian and English texts about Chersonesos. Compare them and answer the questions that follows them.

I. Херсонес Таврический – так назывался город, основанный древнегреческими колонистами более двух с половиной тысяч лет назад на юго-западной оконечности Крыма. Теперь его руины – одна из достопримечательностей Севастополя.

Слово «херсонес» обычно переводят с греческого языка как «полуостров». Город действительно располагался на небольшом полуострове между двумя бухтами. Тавры – воинственное племя, населявшее соседние горные местности, – послужили причиной эпитета «Таврический», то есть «расположенный в области тавров». Этому городу-государству суждена была долгая жизнь – почти две тысячи лет – и его история является частью истории Древней Греции, Древнего Рима и Византии.

Жизнь херсонеситов, как и жителей других древнегреческих колоний, целиком зависела от земледельческой округи – *хоры*, как они сами ее называли. Сельские усадьбы и наделы граждан Херсонеса – объект исследования современных ученых различных специальностей. Окрестности города населяли различные племена, мирные и враждебные, а в средние века, когда Херсонес становится христианской столицей полуострова, вокруг него возникает большое количество монастырей и скитов, а также знаменитые пещерные города. В конце XIV века набег кочевников положил конец существованию города, и руины его скрыла земля.

Только в 1827 году, спустя почти полвека после основания Севастополя, на этом месте начались раскопки, почти сразу же принесшие Херсонесу еще одно название – «Русская Троя». Год за годом из-под многовековых напластований появлялись дома и улицы, площади и храмы древнего города.

Находок было так много, что вскоре из них составила интереснейшая экспозиция – так возник археологический музей. В 2002 году ему исполнилось 110 лет.

Вы можете провести в нем целый день, рассматривая многочисленные экспонаты, или отправившись на археологическую прогулку по древнему городищу. Можно совершить и виртуальную экскурсию, воспользовавшись картой, на которой отмечены раскопанные участки городской территории. Однако раскопки ведутся не только на городище – археологи давно вышли за пределы оборонительных стен и проводят исследования множества объектов. Масштаб исследований и обилие археологических памятников, требующих сохранения, привели к созданию государственного заповедника, которому в 1994 году Указом Президента Украины был придан статус национального учреждения культуры.

Сегодня Национальный заповедник «Херсонес Таврический» – это не только первоклассный туристский объект, но и крупнейшая научно-методическая база археологов, историков, музееведов, ученых других специальностей.

В последние годы значительно возрос интерес к Херсонесу со стороны специалистов зарубежных стран. Руководитель Гераклеийской экспедиции, заместитель генерального директора заповедника по научной работе Г.М. Николаенко и директор Института классической археологии Техасского университета (г. Остин, США) профессор Джозеф К. Картер - предложили организовать на базе заповедника

Национальный археологический парк, привлекая некоммерческие зарубежные фонды. С реализацией этого грандиозного и многообещающего проекта коллектив заповедника связывает свое вступление в третье тысячелетие.

II. Tauric Chersonesos is the name of the city founded by Greek colonists in southwestern Crimea more than 2500 years ago. Its archaeological ruins are presently one of the attractions of the city of Sevastopol.

In ancient Greek the word *chersonesos* means "peninsula." The city was indeed located on a small peninsula between two bays. "Tauric" Chersonesos further denotes the location of the colony, that is, "in the lands of the Taurians". This was a warring tribe that inhabited the neighboring mountains. The city was destined to exist for nearly two thousand years, and its history is intertwined with that of ancient Greece, Rome, and Byzantium.

As in other Greek colonies, life for the Chersonesites depended entirely on the agricultural territory, or *chora* which lay adjacent to the city. At present, the farm plots and estates of the *chora* of Chersonesos are the subjects of interdisciplinary study by scholars of various specializations. The surrounding countryside was populated by different tribes, some peaceful, others belligerent. During the Middle Ages, when Chersonesos became the Christian center of the Crimean peninsula, a great number of monasteries, hermitages, and "cave towns" appeared nearby. At the end of the 14th century nomadic raids brought an end to the city and its ruins were buried under earth with time.

In 1827, 50 years after the foundation of Sevastopol, the first excavations at the site of Chersonesos commenced. Soon afterwards, Chersonesos received the epithet of "Russian Troy." With every year new houses and streets, squares and churches of the ancient city appeared from under layers centuries-old.

The excavations produced so many finds that they soon comprised an intriguing collection, and thus appeared the Chersonesos Archaeological Museum. In 2002, the museum celebrated its 110 anniversary.

You can spend all day here viewing the exhibits or taking a tour of the archaeological site of the ancient city. Or you can take a virtual trip using the map indicating the parts of the city that have already been excavated. The excavations are located not only within the ancient city but also on numerous sites outside the walls of Chersonesos.

A national preserve was established to accommodate and organize the large number of scholarly investigations surrounding the numerous archaeological sites of the ancient city. In 1993 by decree of the President of Ukraine the Preserve was given the status of a national institution of culture.

Presently, the National Preserve of Tauric Chersonesos is not only a leading tourist attraction but also an important scholarly and methodological center for archaeologists, historians, and specialists of related fields.

Foreign interest in Chersonesos has recently increased considerably. Professor Joseph C. Carter, the Director of the Institute of Classical Archaeology at the University of Texas at Austin, has been working in conjunction with the Preserve to establish an archaeological park and to this end has enlisted the assistance of non-profit and non-governmental organizations abroad. The Preserve has entered the new millennium with the task of realizing this ambitious and exciting project.

Questions:

1. Have you found any translation differences in the English text which distort the meaning of the Russian text or may lead to some misunderstanding by English speaking foreigners? Pay your special attention to the Russian sentence in the second paragraph *Этому городу-государству суждена была долгая жизнь...* The English text omits the notion of «город-государство» and always gives the word “city”. The Russian combination «древнегреческий город-государство» has its analogue in English – the term “polis” (as well as the Russian language the term «полис» which is totally ignored by the author here). Do you find it possible to include the notion of “polis” in both the texts? Do you consider that it would make the information of the text more exact and truthful as the notions of “city” and “polis” are different? Think over the English explanation for the term “polis” (it should not be too long and complicated).

2. When could the text above be useful more: in case you are not going to visit Chersonesos and give a short piece of information aimed at getting the general idea of the sight (for example, you have a strict time limit during your tour through Sevastopol); in case your task is to show the sights of the city center while another guide’s services are hired for the excursion on the territory of Chersonesos itself (while accompanying the group on the way to Chersonesos, you should give your tourists some preparatory information about the sight they are going to see though this piece of information should not be too detailed); in case you are going to guide the group through Chersonesos and this is the first part of your representation on its territory?

3. Read the following text and answer the questions: Would you choose it as an alternative to the text given above if you know that it is you who are to guide the group at Chersonesos? Could it be the beginning of the excursion (your first stop with the group)? If yes, would you like to reduce the text? Which passages would you like to cut, and why? Remember the recommendations of Lesson 1 for text reductions. Would you agree to divide the text into two portions for two consequent stops in your excursion? If yes, what portions would you choose? Time your representation. How long should it last, in your opinion?

“Tauric Chersonesos was founded by Dorians from Heraklea Pontica (present-day Eregli, Turkey) significantly later than the majority of Greek cities in the northern Black Sea region. The territory was previously inhabited by the Taurians, a tribe less readily competent to establish close ties with the Greeks than other aboriginal inhabitants of Crimea. These factors influenced both the subsequent history of Chersonesos and its governmental structure. The name *Chersonesos*, recorded on stone inscriptions, coins, and in the works of ancient historians and geographers, was sometimes combined with supplemental monikers to denote its location, as in *Tauric Chersonesos* (that is, in the land of the Taurian tribes) found in the work of the author Arrian. Official Chersonesian epigraphic documents from the first centuries AD began with the formula: “...the nation of the Chersonesites, living in Taurica...” The double name of *Heraklea Chersonesos* is used by Pliny, who states that the city was earlier referred to as Megarika; however, this name has not been confirmed in any other sources.

The exact time of and circumstances surrounding the foundation of Chersonesos remain highly problematic. Information about the initial period of the history of the polis is isolated and fragmentary. Scholars have suggested that the foundation of Chersonesos as a city could have occurred in 422-421 BC during the Peloponnesian war. This date has become widely accepted.

Early artifacts from excavations in the ancient city have indicated that a former Ionic settlement which was perhaps a commercial Greek faktoria dating to the 6th century BC may have existed on this territory. If this is not the case, then the foundation of the colony has to be pushed back to an earlier date - around the turn of the 6-5th centuries BC. These hypotheses, however, require more study.

The combination of written sources and results garnered from archaeological excavations enable only the most general reconstruction of the ancient history of Chersonesos.

Founded in southwestern Taurica, Dorian Chersonesos remained a relatively small city until approximately the middle of the 4th century BC. It can be surmised that Greek maritime transit trade constituted a significant part of the city's earliest economy. Chersonesos, as the northern Black Sea city in closest proximity to the Pontis, lay in an extremely auspicious location on naval trade routes. All ships traveling from the southern Black Sea coast or from Greece to the northern Black Sea region crossed the Pontis Euxine (Black Sea) and stopped at Chersonesos en route to their destinations. But the advantages of this location did not become apparent until the early 4th century BC at which time the Greeks began to use the direct route from Sinope across the Black Sea to Chersonesos. According to numismatic evidence, the role of Chersonesos as a leading transit point for maritime trade continued into later periods.

During the length of its ancient period Chersonesos was a democratic state. The higher organs of government were the national assembly and council; boards made up supplemental governing bodies of which the principal one was the board of archonts, headed by the first archont. The board of strategii was in charge of military matters. The board of nomophilakii enforced laws. The astinomii and agoranomii were responsible for commerce, the minting of coins, the accuracy of lengths and weights. In the first centuries of its existence the city used the honorary seat of king or ruler, the eponym, to name a given year after him. In later years this position was cancelled and its functions were relegated to the principal deity of the city, the goddess named Maiden.

As a rule, the leading power over all governing organs belonged to the wealthiest landowners. They often held more than one office. We know from one inscription, for example, that a certain Agasikles, son of Chtesius, was a strategius, a priest, an agoranom, and a gymnasiarch, who also managed the construction of the defensive walls, the organization of the market, took care of the city's garrison, and created the demarcation of vineyards.

Almost nothing is known about land ownership in the city and the role of agriculture in its economy. Little is evident about the interrelationships between Chersonesos and its neighbors, specifically the Taurians. Archaeological evidence indicates that there was an absence of trade ties between the inhabitants of the Crimean foothills and mountains. There is, however, evidence that suggests antagonistic and even belligerent relations between the two. Kerkinitis, located in the northwest plains of Crimea, was, like Chersonesos, a small, independent polis during this period.

Around the beginning of the 4th century BC began the expansion of Chersonesos into the fertile plains of northwestern Crimea, a consequence of

which was the subordination of Kerkinitis and the economic development of a wide agricultural territory in the second half of the century. Many fortresses and unfortified settlements were built, while land was divided into plots. The precise progression of events connected with the territorial expansion of Chersonesos is not clear, although the process of expansion may have occurred militarily, especially if this phenomenon collided with the interests of the Scythians and perhaps even Olbia, with whom Kerkinitis was closely tied".

4. Imitate consequent interpretation at the lesson. Consequent interpretation may be necessary if you work with a local Russian speaking guide whose services cannot be rejected (the sight's entrance price may include their services automatically; it is directly connected with the size of the local guide's salary, of course). Let one student represent the Russian text sentence by sentence (or two sentences by two sentences, you may agree on the length of the fragments beforehand). The other student must interpret the Russian text without consulting the English variant given above. It would be nice if the size of the Russian fragments gets bigger towards the end of the representation which would make the student's memory and attention work harder.

Exercise 2. In the building of the covered museum of Chersonesos, there will be their staff guide knowing English, so your services will be necessary only in the open area of Chersonesos. Nevertheless, it would be reasonable to accompany the group during the excursion in the museum too, as it may be useful for your knowledge of Chersonesos (you can always find a chance to learn something); in addition, you may be needed in case some of the tourists have misunderstood or missed a piece of representation and ask you to clear up the information (you cannot say "it is not my job, ask the museum guide" or "I do not have the slightest idea of what you are asking me about"). Read the following text and answer the questions after it.

All exhibitions in Chersonesos are permanent. Temporary exhibitions are still a rare phenomenon. The main object to see is ancient Chersonesos itself as an open air museum. The founder of the museum, Karl Kostsyushko-Valyuzhinich (Косцюшко-Валюжинич) thought it necessary to demonstrate ancient artifacts at place where found. Thus he created the Warehouse of Local Antiquities, the forerunner of the modern museum displays. Today's exhibitions are located in monastery buildings from the mid-nineteenth century: the Ancient History Department is in the former refectory, and the Mediaeval History Department in the former abbot's house church and rooms. In the museum rooms visitors can do

“chronological ascension”: the excursion starts in the ancient hall and continues in the mediaeval one, thus enveloping two thousand years of Chersonesos.

Could you find this text a good choice of the preparatory speech before the museum excursion? What would you like to change / omit / add? Why? Represent your variant of the speech before the group (it must be learnt by heart!).

Exercise 3. While guiding through Chersonesos, you should remember to make your speech not only informative but also vivid, understandable, closer to the mentality of foreign visitors. The following sentences about Chersonesos may be considered attractive and quite interesting for the open area representation at Chersonesos. They also could be useful when some tourists refuse to go on a covered museum excursion (for example, when they are in Sevastopol for the second time and have already seen the museum exhibition). In this case, you must stay outside together with those who have not joined the rest of the group and may talk about some aspects of ancient Chersonesos. Remember that your first and most important task is to keep your tourists interested in the place of the visit. They cannot be bored or indifferent. They also should remember you as the best guide on their route. It contributes to your good reputation as a professional. So, try to vary your speech from time to time. Translate the following sentences. Which of them do you find most appropriate to your imaginative excursion?

1. До сих пор остатки античных дорог, фундаменты оград, стен, террас, следы виноградников отчётливо видны в окрестностях севастопольских проспектов, парков и бухт. Ближе к Балаклаве* можно встретить огромные блоки известняка – это руины башен, которые обычно строились на углу усадеб: со стенами двухметровой толщины, высотой 10-12 метров**, они защищали обитателей усадьбы от разбойников.

2. Со временем Херсонес превратился в центр транзитной торговли, так как соединял варварский мир с крупнейшими античными городами. Херсонес активно торговал зерном, вином, рыбой, солью, ремесленными изделиями. Из городов Причерноморья в Херсонес везли оливковое масло, стеклянную посуду, ткани, греческие статуи – первоклассные копии известных произведений.

3. В демократическом Херсонесе цари играли важную роль только в религиозных церемониях.

4. Основная часть населения Херсонеса была грамотной. Дети свободных граждан обучались чтению, счёту, письму, риторике, истории, философии, музыке. Кроме того, в гимназиях постоянно занимались спортом.

5. В период правления Рима в Херсонесе постоянно находился римский гарнизон, а в херсонесских гаванях стояли корабли римской эскадры.

6. Как и всюду в империи, римляне стремились к созданию максимального комфорта. В эту пору в Херсонесе строилось множество жилых и общественных зданий. Городской театр, вмещавший три тысячи зрителей, приспособили под цирк. От источников, расположенных в 8-9 км*** от Херсонеса, по водопроводным трубам в город поступала вода, и это дало возможность строить большие общественные бани. Кстати, в отличие от современных бань и саун, античные бани включали в себя площадки для гимнастических упражнений, галереи и залы для отдыха и бесед. Кроме того, на площадях у театра и бань появились туалеты с проточной водой.

7. Когда римские войска были выведены из Херсонеса для защиты границ империи от готов, город устоял перед нашествиями соседних племён благодаря собственному сильному гарнизону и мощным метательным устройствам.

*Balaklava should be mentioned either when you have been there with the group already, or if it is to be visited by your group after the visit of Sevastopol, or at least, on condition that you give some explanation about this small town in the vicinity of Sevastopol so that your tourists may understand how far it is, who founded it and what people lived there. Remember that this information should be exact, relevant and devoid of verbose descriptions.

**Although the metric system becomes world-wide popular, for tourists from England and America you may need to convert the metric system of units of measurement into British and U.S. systems accordingly (these two systems may have some differences in certain measures; you should consult their tables of measures to avoid mistakes). The height of about 10 or 12 metres is roughly equivalent to 36 feet in the British-American system of units.

***This length is roughly equivalent to 5.5 miles in the British-American system of units.

Exercise 4. Some general toponymic facts about Sevastopol. No matter what your tour or excursion is devoted to, you cannot help referring to some of the following aspects. The sentences below may help you compose your speech and create the overall impression of the city. Read the statements and find any supportive or detailing information that could be found useful and interesting for your excursion.

1. There are two St. Vladimir's Cathedrals in Sevastopol: one is on the Central Hill, the other – in Chersonesos.
2. No buildings of the XVIII century have survived in Sevastopol.
3. An Englishman in the Russian service, Colonel-Engineer John Upton, was authorized to prepare the project of the first reconstruction of Sevastopol.
4. The Central Hill was called the Spine of Illegality before the first reconstruction and arrangement of the place by M. Lazarev.
5. Sevastopol is sometimes associated with stairways and staircases which function as streets, lanes, link up- and downgrades.
6. Nakhimov Square could be included in Sevastopol's list of historical records as it has changed its name six times.
7. Figuratively, Sevastopol was born on the territory of today's Nakhimov Square under the Zodiac sign of Gemini.
8. The majestic ruins of Sevastopol after the first defence of 1854 – 1855 were compared with ones of Italian Pompeii.
9. If you understand the styles in architecture, you can always determine which building of Sevastopol was built before World War II and which was after it.
10. Catherine II's milestone is considered the oldest monument of Sevastopol, the Sailors' Boulevard is the oldest boulevard of the city.

LESSON 3

Exercise 1. Tourist activities. The following phrases may seem simple though quite useful and popular if you work as a guide. Read and translate the sentences with these phrases and describe the situations in which they could be used. Make up dialogues between a guide and a tourist and act them out in class.

1. To go sightseeing / to see the sights: Going sightseeing will take us about two hours. What sights are we going to see today?

2. To do a bit of / a lot of sightseeing: We are going to do a lot of sightseeing today.
3. To have a look round: Would you like to have a look round the museum?
4. To explore: Let's explore the boulevard.
5. To go out: Sevastopol's inhabitants often go out in summer and prefer visiting this very place.
6. To get lost: Follow me and try to keep up with the whole group if you don't want to get lost.
7. To have a great / nice / terrible time: Two years ago we had a nice time in Balaklava.
8. To buy souvenirs: Where could we buy souvenirs for our children?

Exercise 2. Describing places. Read and translate the following words and word combinations that may help you with describing any place of interest. Some explanations to them could be used as synonyms. Choose any sight of Sevastopol and try to describe it using these words and word combinations.

1. Balaklava is a nice place [town] and you could find a really nice place [hotel] to stay [*the word "place" can describe a building, an area, a town, or a country*].
2. Sevastopol can be packed [*very crowded*] with tourists in summer.
3. The Artillery Bay is a lively place [*full of life and activity*], and there's plenty [*a lot*] to do in the evening.
4. Sevastopol has a lot of historic monuments [*important places built a long time ago*] but Chersonese may be found the main attraction [*something that makes people come to a place or want to do a particular thing*] for most tourists.
5. If you come here, it's definitely worth visiting the Aquarium [*we use "worth + a noun / -ing" to say that it is a good idea to do something or go somewhere*].

Exercise 3. Translate the following words. Choose those of them that mean sights or historic places which can be found in Sevastopol. What are they? What do you know about these sights?

Castle; statue; fountain; church; market; mosque; temple; cathedral; palace; fortress; park; bridge; bastion; panorama; theatre; hotel; boulevard.

Exercise 4. Read the following text about the Count's Wharf and choose those pieces of it which could be used as additional, not obligatory for your excursion. Translate the text without them. Then select one piece that you could represent in case of plenty of time and for the purpose of educating or entertaining your tourists. Translate it with some reduction of too long or boring or complicated sentences. Which facts, terms or names from the text require deeper study, from your point of view? Which actuals require transformation in the text of translation?

Графская пристань находится на Николаевском мысу, на берегу южной части бухты. Это ровесница Севастополя. Построена пристань была в июне 1783 года из тёсаного камня и вначале не имела названия. Но к приезду в Севастополь Екатерины II в 1787 году пристань благоустроили и официально назвали Екатерининской. Однако это название не прижилось.

В 1785 – 1789 годах севастопольской эскадрой командовал контр-адмирал граф М.И. Войнович, который имел обыкновение садиться у Екатерининской пристани в шлюпку. Поэтому моряки и жители города стали называть её Графской. Позже адмирал М.П. Лазарев с возмущением писал в Петербург, что граф никогда не заслуживал того, чтоб пристань носила его имя, а дали ей это название просто так, «без всякого намерения».

При адмирале М. П. Лазареве на пристани поставили двух львов. Вначале это были львы, высеченные из песчаника, и под воздействием морской воды они стали осыпаться. М.П. Лазарев убедил А.С. Меншикова выписать из Италии мраморных львов. Кроме львов, М.П. Лазарев задумал сделать колоннаду, чтоб завершить благоустройство пристани. В Петербурге утвердили проект инженера-полковника Джона Уптона, но без колоннады. М.П. Лазарев не оставлял попыток завершить задуманный проект и неоднократно обращался к царю и А.С. Меншикову с этой просьбой.

Возможности устройства колоннады способствовали любопытные обстоятельства. В сентябре 1844 года в Севастополе ночью «один человек с лошадей, впряжённой в дрожки, а другой с конной повозкой по неосторожности в темноте опрокинулись вниз по лестнице». В этом же месяце настойчивый адмирал вновь пишет князю А.С. Меншикову, убеждая его в необходимости постройки колоннады, которая «могла бы служить украшением лучшего места в порту и которая... обойдётся не дороже 4190 руб. 69 ¼ коп. серебром». Такая точность и несчастные случаи убедили всех. В 1846 году элегантный портик с колоннадой украсил город. Один из её строителей был основатель династии

севастопольских каменотёсов Аверьян Лагутин, которого Ф.А. Рубо изобразил на живописном полотне панорамы «Оборона Севастополя 1854 – 1855 гг.»

Графская пристань состоит собственно из деревянной пристани, широкой гранитной лестницы, которую фланкируют парапеты с изваяниями львов из белого мрамора итальянского скульптора Фердинандо Пелличчо. Пропилеи из инкерманского известняка представляют собой колоннаду дорического ордера в два ряда. В каждом из них – шесть колонн. Колоннада фланкирована массивными пилонами. В их нишах были установлены четыре мраморные статуи (две утрачены после первой обороны). На аттике дата постройки пристани – 1846.

Графская пристань стала излюбленным местом севастопольцев, особенно морских офицеров – их своеобразным летним клубом. Здесь ежедневно можно было увидеть вице-адмирала П.С. Нахимова с неизменной зрительной трубой, в которую он разглядывал корабли в гавани.

Многие события истории Севастополя и Черноморского флота связаны с Графской пристанью. Здесь в 1853 году торжествующие севастопольцы встречали П.С. Нахимова и русских моряков после победы у Синопа. Об этом сегодня напоминает установленная на пилоне мемориальная доска.

После Крымской войны пристань, пострадавшая от взрыва баржи с порохом, была реставрирована. Её каменные ступени помнят адмиралов В.А. Корнилова и В.И. Истомина, участников первой обороны писателя Л.Н. Толстого и хирурга Н.И. Пирогова. Пристанью любовались В.Г. Белинский и А.П. Чехов. В 1903 году на Графской пристани был схвачен жандармами участник революционных событий агитатор А.Гринеvский (писатель Александр Грин). А через два года с этой пристани отбыл на крейсер «Очаков» лейтенант П.П. Шмидт, чтоб принять командование кораблями флота. Сюда же в 1917 году на крейсере «Принцесса Мария» доставили останки руководителей ноябрьского вооружённого восстания 1905 года, расстрелянных на острове Березань. Во время Великой Отечественной войны в ноябре 1941 стоявший у пристани крейсер «Червона Украина» был атакован фашистскими «юнкерами». Корабль получил несколько прямых попаданий. Личный состав крейсера самоотверженно боролся за его живучесть, но повреждения оказались велики. О гибели «Червонной Украины» напоминает мемориальная гранитная доска, установленная у пристани.

При советской власти в 1925 году Графскую пристань переименовали в пристань III Интернационала, но и это название не стало популярным. Сегодня её официальное название – Графская, и это один из значительных памятников архитектуры и истории города Севастополя.

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