

Olena B. Nekrutenko

HISTORY IN ENGLISH



**Ministry of Education and Science of Ukraine
State Institution
“Luhansk Taras Shevchenko National University”**

Olena B. Nekrutenko

HISTORY IN ENGLISH

*Manual for Studying the Course
“English for Specific Purposes”
for the First and Second-Year Students of
the Institute of History,
International Relations and
Social-Political Sciences*

**Luhansk
State Institution
“Luhansk Taras Shevchenko National University”
2014**

УДК 811.111(075.8)
ББК 81.2 АНГЛ-923
Н-48

Reviewers:

- Buryan M. S.** – Doctor of Historical Sciences, Professor, Head of the Department of European and Euroatlantic Integration, International Affairs and World History of Luhansk Taras Shevchenko National University, Honoured Science and Technology Worker of Ukraine.
- Dmitrenko V. I.** – Doctor of Philology, Professor, Head of the Department of World Literature of Luhansk Taras Shevchenko National University.
- Krasnopolsky V. E.** – Candidate of Pedagogical Sciences, Associate Professor, Head of the Department of Foreign Languages of Volodymyr Dahl East-Ukrainian National University.

Nekrutenko O. B.

- H-48 History in English : Manual for Studying the Course “English for Specific Purposes” for the First and Second-Year Students of the Institute of History, International Relations and Social-Political Sciences / O. B. Nekrutenko; State Institution “Luhansk Taras Shevchenko National University”. – Luhansk : Luhansk Taras Shevchenko National University Press, 2nd edition, 2014. – 208 p.

The manual is designed for studying the course “English for Specific Purposes” for the First and Second-Year Students of the Institute of History, International Relations and Social-Political Sciences. The manual consists of 14 units, includes a wide range of historical texts, which are intended for reading in a class and for independent work of students. Different complication of authentic texts allows using them for reading with understanding, translation, discussion and annotating.

Various exercises will help to master historical vocabulary, prepare students for speaking on professional topics and positively influence on forming of students’ motivation to study English.

The manual enables students to become more successful, self-directed learners and make the process of language learning more enjoyable. To help build students’ confidence, the book includes many activities designed for pairs or small groups.

УДК 811.111 (075.8)
ББК 81.2АНГЛ-923

*Recommended for print
by Luhansk Taras Shevchenko National University
Teaching and Training Council
(Official Record No. 8, April 2, 2014)*

© Nekrutenko O. B., 2014
© Luhansk Taras Shevchenko National University Press, 2014

Foreword

The manual “History in English” is designed for studying the course “English for Specific Purposes” for students of the Institute of History, International Relations and Social-Political Sciences. The aim of this manual consists of the following: acquaintance with a vocabulary on a historical subject; broadening students’ general outlook; development of reading, translation and understanding skills of texts devoted to the various periods of the world history; improvement of the spoken language skills in situations which are closely connected with their future professional activity; forming creative thought and skills for the decision of problem situations;

Part I is organized into 14 units. Each unit has the following structure: Pre-Reading, Reading, Language Development, Speaking, Writing and Project.

Each unit of the manual contains realistic, high-interest *reading*. The readings are introduced with a pre-reading activity and are accompanied by a series of interesting exercises that allow students to demonstrate their reading comprehension.

To improve reading comprehension, students should be encouraged to complete pre-reading activities before reading text. Familiarity with the text improves understanding and leads to reading success. *Pre-reading* exercises help students to plunge into a certain period of history, recall main events, facts and famous persons.

Reading activities include a wide range of historical texts, which are intended for reading in a class and for independent work of students. Different complication of texts allows using them for reading with understanding, translation, discussion and annotating. The authentic texts of the manual conform to cognitive and professional interests of students.

Each unit of the manual contains a variety of exercises that present and practice new language and develop speaking, reading and writing skills. The lexical items are introduced through techniques which include multiple choice, matching, gap-filling, true-false, word-formation, etc.

Various *Language Development* exercises will help to master the historical vocabulary, prepare students for speaking on professional topics and increase their motivation to become actively involved in learning about history and international relations.

Speaking is connected with the improving of English speaking skills. It will help students to communicate more easily and effectively using the information from the internet or historical books/encyclopedias.

Writing deals with compositions focuses on specific topics. Students have to produce their own compositions using 150-200 words. This can be done initially in class or completed at home, as a part of their home-assignment. Students must understand the topic, because a rich language environment is the foundation for good writing.

Some units have *Project* activity which deals with a short presentation, continuing the story, reading and discussion, etc. This kind of work requires knowledge of Project PowerPoint Presentation.

Part II is organized into four Sections.

Section I – Additional Texts for Individual Reading and Translation focuses on authentic texts which logically supplement the units.

The new vocabulary is presented in *Section II - Wordlist* which is designed in the alphabetic order. The words and phrases are not translated into the students’ mother tongue, so they can check the meaning of new words in the dictionaries. Each new word or phrase is printed in boldface type in the unit when it appears for the first time in the text.

Section III – List of Proper Names presents proper names in the alphabetic order with transcription and definition.

Section IV – Recommended Literature covers the authentic books, sites from the internet. This section is useful for those students who want to broaden their knowledge in world history and international relations.

PART I

Section I. The Ancient World

Unit 1. The Wonders of the Ancient World

Pre-reading

Exercise 1. Match pictures with their names. Then, tell about each of these wonders.

1. Carthage, 2. Nacka Lines, 3. Stonehenge, 4. Teotihuacan, 5. The Acropolis of Athens, 6. The Coliseum of Rome, 7. The Great Wall of China, 8. The Temple of Apollo in Delphi (Greece), 9. The Terracotta Army (China)



a)



b)



c)



d)



e)



f)



g)



h)



i)

Exercise 2. Choose the names of the following wonders of the ancient world from the list to label the pictures. Then, give information about each of them.

1. The Colossus of Rhodes, 2. The Pyramids in Egypt, 3. The Hanging Gardens of Babylon, 4. The Lighthouse of Alexandria, 5. The Mausoleum of Halicarnassus, 6. The Statue of Zeus, 7. The Temple of Artemis in Ephesus, 8. The Sphinx.



a)



b)



c)



d)



e)



f)



g)



h)

Reading

Exercise 3. Read the text “The seven wonders of the ancient world” and match sentences (A-F) to the numbered spaces (1-6) in it. Then explain the words in bold.

- A. The grass is **permanently** green and the leaves of trees grow **firmly** attached to **supple** branches.
- B. Number seven was chosen because according to Greek culture it represents and **indicates perfection, prosperity** and happiness.
- C. There are no records of the Hanging Gardens from the time Nebuchadnezzar ruled, although there were tablets describing the palace, the city of Babylon and the walls.
- D. These monuments were located in Greece, northern Africa, **Minor** Asia and the Middle East.
- E. Traveling through Babylonia, Egypt and Persia, they noticed the wonderful buildings and monuments of new places.
- F. Water from the nearby Euphrates River was **lifted** far into the air so it could flow down the terraces, watering the several levels of trees and flowers.

The world is full of **surprises** and **wonders** which may be man-made or many are natural, these wonders are world famous by the name “Wonders of the world”. **1)** . So mainly in every list there are 7 wonders which are famous as “Wonders of the world”. Many similar lists have been made, including lists for the Medieval World and the Modern World.

Around the 4th century BC, the Greeks **gained** control in the world. This allowed Greek citizens to travel through the area of the Middle East and the Mediterranean. **2)** . They made lists of **amazing** places for other travelers to see. Each **picked** his favorites. There were many lists and not every list was the same. Some earlier lists were made before ‘wonders’ were built. Other people just had different ideas of what was the most special.

However, the final list, also called canonical list, describing the seven wonders of the ancient world has been **adopted** after the **reign** of Alexander the Great **according to** fourteen lists from different authors. The canonical list **refers** to the seven following wonders: 1) The Colossus of Rhodes, 2) The Great Pyramid of Giza, 3) The Hanging Gardens of Babylon, 4) The Lighthouse of Alexandria, 5) The Mausoleum at Halicarnassus, 6) The Statue of Zeus at Olympia, 7) The Temple of Artemis at Ephesus.

3) Two wonders were Greek, they situated in Europe - the statue of Zeus and the Colossus of Rhodes; two wonders were located in Minor Asia, in modern Turkey - the Temple of

Artemis and the Mausoleum of Halicarnassus; two were Egyptian, they located in Africa – the Pyramids and the Lighthouse of Alexandria and one wonder was Babylonian or Persian, it was situated in the Middle East, Iraq - the Hanging Gardens of Babylon.

Their date of construction **varies** from 2800 BC for the Pyramids in Egypt to 280 BC for the Lighthouse of Alexandria. Nowadays, the Pyramids in Egypt are the only wonders which still **exist**. **Excavations proved** the existence of the other wonders, **except of** the Hanging Gardens of Babylon.

The Hanging Gardens of Babylon

Built. The Hanging Gardens of Babylon were built in about 600 BC.

Location. They were located on the east bank of the Euphrates, about 50 km south of Baghdad, Iraq.



History. Ancient stories say that King Nebuchadnezzar built the gardens for his **homesick** wife, Amytis who had come from green, **rugged** land with mountains. Babylon was **flat**, dry and far from green. The Hanging Gardens probably didn't hang. The description **comes from** the Greek word which means "overhanging" like on a balcony or terrace. **4)** . In fact, none of the historians who wrote about this magnificent garden even saw it. The garden might not have existed.

Description. Whether the garden existed or not, this is how it has been described by ancient Greek **sources**: "The hanging garden has plants cultivated above ground level, and the **roots** of the trees are **embedded** in an upper terrace rather than in the earth. The whole mass is **supported** on stone **columns**. **5)** ." Exotic flowers and plants covered the terraces. **Shade** came from **cypress** trees, **palms** and there was a rich **smell** of aromatic plants and flowers in the air.

How did they water the Gardens of Babylon? One of the most amazing parts of the garden is the watering system. **6)** . This was probably done with a **chain pump**. Two large **wheels**, connected by a chain, turned and the **buckets dipped** into a **pool** and **picked up** water. The chain then lifted the buckets to the upper wheel where the water was **tipped** into an upper pool. The empty buckets kept turning and ended up back in the **bottom** pool.

Exercise 4. Read the text about three famous wonders of the ancient world and explain the words in bold.

The Colossus of Rhodes

Built. The construction started around 304 BC.

Location. It was located at the entrance to the harbor of the island of Rhodes in Greece.

History. After winning a long war against the Antigonids of Macedonia, the Rhodians **celebrated** their victory by building an **enormous** statue of their **patron** sun god, Helios. Apparently, construction of the Colossus (a word that means 'a huge statue') took 12 years to complete. The Colossus only stood for 56 years, which isn't long for something considered one of the Seven Wonders of the World. Around 226 BC, a **violent earthquake hit** Rhodes and **collapsed** the statue at the **knees**. The Rhodians were afraid of a **curse** so they didn't **dare** replace it. It lay in pieces for many centuries before Arab **pirates** took the bronze pieces and sold them.



Description. The base of the statue was made of white **marble**, which is where the feet and **ankles** were first fixed. Bronze plates were put over an **iron framework**. When the Colossus was finished, it stood around 33 meters high. Although none of the statue still exists, this wonder of the world **inspired** many artists, including Auguste Bartholdi who made the Statue of Liberty.

The Statue of Zeus



Built. The Statue of Zeus was built by the Greeks around 457 BC.

Location. It was built in the ancient town of Olympia, on the west coast of modern Greece.

History. The first Olympic Games were around 776 BC and a **spectacular temple** was built to **honor** the god Zeus. As Greece grew, the temple seemed too simple. Something **stunning** was needed, so a **magnificent** statue of the king of all gods was built inside the temple. In 391 AD, the Olympic Games were **banned** and the temple of Zeus was closed. Earthquakes, **landslides, floods** and fire **damaged** the temple. **Wealthy** Greeks transported the statue of Zeus to a **palace** in Constantinople (now Istanbul, Turkey) but it was **eventually destroyed** by fire in 462 AD.

Description. Zeus sat on a **throne** with an **olive wreath** on his head, a **scepter** (with an **eagle** sitting on it) in his left hand and his **messenger Nike** in his right hand. The statue was made of wood but covered with **ivory** and **sheets** of gold. The face was made of ivory but the hair, **beard**, sandals, **robe** and scepter were made of gold. The legs of the throne were decorated with sphinxes and **winged figures** of victory. The height of the statue was impressive. It was 13 meters, which is about as high as a four-story building.

The Temple of Artemis

Built. The Temple of Artemis was built in 550 BC.

Location. It was located in the ancient Greek city of Ephesus on the west coast of what is now Turkey.

History. The Temple of Artemis was built in the great city of Ephesus. The Ephesus Goddess Artemis (also called Diana) is not the same Artemis the Greeks **worshipped**. Greek Artemis is the goddess of **hunt** while Artemis of Ephesus is the goddess of **fertility**. The temple of Artemis was built by some of the best architects of that time. On July 21, 356 BC a man named Herostratus wanted his name to go down in history, so he burnt the temple down. No **expense** was **spared** in the reconstruction of the temple. The temple was eventually destroyed by the Goths in 262 AD. The city of Ephesus was **deserted** many years later. In the late 1900s, the **remains** of the temple were **dug up** from what is now a **swamp**. A few columns still remain and the British Museum in London has sculptures from the Temple of Artemis.



Description. The temple was made completely of marble except for a **tile-covered** wooden **roof**. The marble made it one of the Seven Wonders of the World. There were **approximately** 127 columns **aligned** over the **entire** platform area except for in the center. The **exact** number of columns isn't known and it's also **assumed** that there was a statue of Artemis in the middle. The ancient wonder had many works of art by the most talented artists, including bronze statues of Amazons. At one time, the temple was a **marketplace** as well as a religious structure.

<http://www.kidzworld.com/search/articles>

Exercise 5. Answer the following questions.

1. What does number seven represent and indicate?
2. What does the canonical list of seven wonders of the ancient world consist of?
3. Where were these wonders located?
4. How did people water the Hanging Gardens of Babylon?
5. Whom did the Rhodians devote the Colossus of Rhodes?
6. Why was the Colossus of Rhodes destructed?
7. What was the history of the Statue of Zeus?
8. Could you describe the Statue of Zeus using pictures and information from Ex. 2 and 4?
9. What is the difference between Greek and Ephesus Artemis?
10. Who burnt the Temple of Artemis down in 356 BC?

Language development

Exercise 6. Fill in the words from the list and then make sentences using the completed phrases.

a) Artemis at Ephesus, b) East, c) fertility, d) honor the god, e) Nebuchadnezzar, f) Olympic, g) plants, h) reign of Alexander, i) Rhodians celebrated, j) statues of Amazons, k) the ancient world, l) the goddess of hunt, m) the statue, n) wooden roof

1. a tile-covered
2. Artemis is
3. bronze
4. exotic flowers and
5. king
6. the base of
7. the goddess of



8. the first Games
9. the Middle
10. the the Great
11. the their victory
12. the Temple of
13. the wonders of
14. to Zeus

Exercise 7. Fill in the correct preposition or particle from the box. Then make sentences using the completed phrases.

a) after, b) against, c) at, d) for, e) from, f) inside, g) of, h) on, i) to, j) up, k) with

1. a long war the Antigonids Macedonia, 2. a magnificent statue the king all gods was built the temple, 3. according Greek culture, 4. king Nebuchadnezzar built the gardens his homesick wife, 5. lists amazing places other travelers, 6. shade came cypress trees, palms, 7. the canonical list refers seven ancient wonders, 8. the Colossus Rhodes was located the entrance the harbor the island Rhodes, 9. the final list has been adopted the reign Alexander the Great, 10. the Hanging Gardens Babylon were located the east bank the Euphrates, 11. the remains the temple were dug , 12. the Rhodians were afraid a curse, 13. this was probably done a chain pump, 14. Zeus sat a throne an olive wreath his head

Exercise 8. Match the items to make full sentences.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Two large wheels, connected by a chain, turned and 2. Around 226 BC, a violent earthquake hit the Colossus of Rhodes 3. The hanging garden has plants cultivated above ground level 4. Excavations proved the existence of the other wonders, 5. Wealthy Greeks transported the statue of Zeus 6. However, the final list, also called canonical list, 7. Although none of the statue still exists, this wonder of the world | <ol style="list-style-type: none"> a) and collapsed the statue at the knees. b) and the roots of the trees are embedded in an upper terrace rather than in the earth. c) describing the seven wonders of the ancient world has been adopted after the reign of Alexander the Great according to fourteen lists from different authors. d) except of the Hanging Gardens of Babylon. e) inspired many artists, including Auguste Bartholdi who made the Statue of Liberty. f) the buckets dipped into a pool and picked up water. g) to a palace in Constantinople but it was eventually destroyed by fire in 462 AD. |
|---|---|

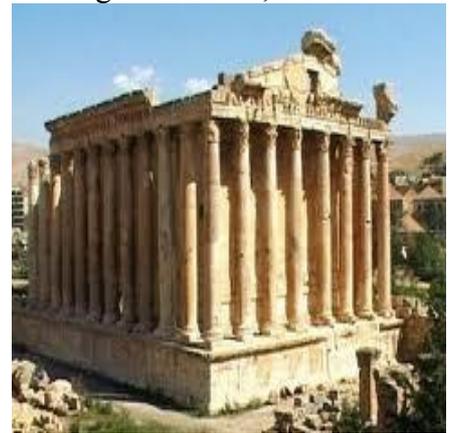
Exercise 9. Explain the words in bold and then match them with the best definition.

1. a curse, 2. a flood, 3. a reign, 4. a scepter, 5. a temple, 6. a throne, 7. a wheel, 8. a wonder, 9. an earthquake, 10. an excavation, 11. ivory, 12. marble



- a) a building or place **dedicated** to the worship of a **deity** or deities;
- b) a chair occupied by an **exalted** personage, such as a **sovereign** or **bishop**, on state or ceremonial occasions, often situated on a **dais** and sometimes having a **canopy** and ornate decoration;
- c) a hard crystalline metamorphic rock resulting from the recrystallization of a **limestone**, it is used for building and sculpture;
- d) a hard **smooth** creamy white variety of **dentine** that makes up a major part of the **tusks** of elephants, **walruses** and similar animals;
- e) a monumental human creation regarded with **awe**, especially one of seven monuments of the ancient world that appeared on various lists of late antiquity;
- f) a **solid** disk or a **rigid** circular ring connected by **spokes** to a **hub**, designed to turn around an **axle** passed through the center;

- g) a **staff** held by a sovereign as an emblem of authority;
- h) a sudden movement of the earth's **crust** caused by the **release** of stress **accumulated** along geologic **faults** or by volcanic activity;
- i) an **appeal** to some supernatural power to **inflict evil** on someone or some group;
- j) the period during which a monarch is the official ruler of a country, a sovereign;
- k) the rising of a body of water and its overflowing onto normally dry land;
- l) the site of an archeological exploration; a **cavity** formed by digging or **scooping**;



Speaking

Exercise 10. Complete the text “Stonehenge” using the words from the list. Use a dictionary to help you if necessary.

a) a man, b) circle, c) druid, d) excavation, e) geometric, f) movements, g) roadway, h) ruling family, i) stones, j) the sun

Stonehenge is a group of standing **1)** on Salisbury Plain, Wiltshire, South England. **Preeminent** among megalithic monuments in the British Isles, it is similar to an older and larger monument at *Avebury*. The great prehistoric structure is **enclosed** within a **circular ditch** 91 m in diameter, with a bank on the inner side, and is **approached** by a broad **2)** called the Avenue. Within the circular **trench** the stones are arranged in four series: The **outermost** is a circle of **sandstones** about 4.1 m high connected by **lintels**; the second is a **3)** of **bluestone menhirs**; the third is **horseshoe** shaped; the **innermost**, **ovoid**. Within the ovoid lies the **Altar Stone**. The **Heelstone** is a great upright stone in the Avenue, northeast of the circle.

It was at one time widely believed that Stonehenge was a **4)** temple, but this is **contradicted** by the fact that the druids probably did not arrive in Britain until 250 BC. In 1963 the American astronomer Gerald Hawkins theorized that Stonehenge was used as a **huge** astronomical instrument that could **accurately measure solar and lunar 5)** as well as **eclipses**. Hawkins used a computer to test his **calculations** and found definite **correlations** between his figures and the solar and lunar positions in 1500 BC. However, as a result of the development of **calibration curves** for **radiocarbon** dates, Stonehenge is now believed to have been built in several **stages** between 3000 and 1500 BC, with the main construction completed before 2000 BC. **6)** and testing in 2008 established a date of between 2400 and 2200 BC for the **erection** of the bluestones. Some archaeologists objected to Hawkins's theory on the basis that the eclipse **prediction** system he proposed was much too complex for the Early Bronze Age society of England.



Most archaeologists agree, however, that Stonehenge was used to observe the **motions** of the moon as well as 7) Research by the archaeologist Alexander Thom, based on the careful mapping of hundreds of megalithic sites, indicates that the megalithic **ritual** circles were built with a high degree of **accuracy**, **requiring considerable** mathematical and 8) **sophistication**. More recent **speculation** on the Neolithic **ceremonial** and cultural functions of Stonehenge has included its possible use as a center for **healing** and as a **burial** ground for a local 9) Among the burials near

the site have been found remains of 10) who was raised near the Alps and a teenage boy was **raised** near the Mediterranean. Evidence of a former stone circle with 25 bluestones has been found nearby beside the River Avon; the stones once used there may have been **incorporated** into Stonehenge.
<http://www.answers.com/topic/stonehenge>

Exercise 11. Read the text “Teotihuacan” and make up an oral summary of it.

Teotihuacan is an enormous archaeological site in the Basin of Mexico, just 48 km northeast of Mexico City, containing some of the largest pyramidal structures built in the pre-Columbian Americas. The name means "where man met the gods." Apart from the pyramidal structures, Teotihuacan is also known for its large **residential** complexes, the Avenue of the Dead, and **numerous** colorful, well-preserved **murals**. Additionally, Teotihuacan produced a thin orange **pottery** style that spread through Mesoamerica.



The city is thought to have been established around 100 BC and continued to be built until about 250 AD. The city may have lasted until sometime between the 7th and 8th centuries AD. At its zenith, perhaps in the first half of the 1st millennium AD, Teotihuacan was the largest city in the pre-Columbian Americas, with a population of perhaps 125,000 or more, placing it among the largest cities of the world in this period. Teotihuacan began as a new religious center in the Mexican Highland around the first century AD. This city came to be the largest and most populated center in the New World. Teotihuacan was even home to multi-floor apartment compounds built to **accommodate** this large population. The civilization and cultural complex **associated** with the site is also referred to as Teotihuacan or Teotihuacano.

Although it is a subject of debate whether Teotihuacan was the center of a state **empire**, its **influence** throughout Mesoamerica is well documented; **evidence** of Teotihuacano presence can be seen at numerous sites in Veracruz and the Maya region. The Aztecs may have been influenced by this city. The ethnicity of the **inhabitants** of Teotihuacan is also a subject of debate. Possible candidates are the Nahuatl, Otomi or Totonac ethnic groups. **Scholars** have also **suggested** that Teotihuacan was a multiethnic state.

The city and the archaeological site are located in what is now the San Juan Teotihuacán municipality in the State of México. The site covers a total surface area of 83 square km and was **designated** a UNESCO World **Heritage** Site in 1987. It is the most visited archaeological site in Mexico.

Exercise 12. Complete the table “The Seven Wonders of the Ancient World” using the words/word combinations from the list. Then speak about one of them.

IV. Date of destruction: a) 1303–1480 AD; b) 226 BC; c) 356 BC (by Herostratus), 262 AD (by the Goths); d) 5th-6th centuries AD; e) After 1st century BC; f) by 1494 AD; g) Still in existence
VI. Modern location: a) Alexandria, Egypt; b) Bodrum, Turkey; c) Giza, Egypt; d) Mount Olympia, Greece; e) near Selçuk, Izmir Province, Turkey; f) Nineveh, Iraq; g) Rhodes, Greece

<i>I. Name</i>	<i>II. Date of construction</i>	<i>III. Builder</i>	<i>IV. Date of destruction</i>	<i>V. Cause of destruction</i>	<i>VI. Modern location</i>
1. The Great Pyramids of Giza	2584-2561 BC	Egyptians		still in existence	
2. The Hanging Gardens of Babylon	600 BC (evident)	Babylonians		Earthquakes	
3. The Temple of Artemis at Ephesus	550 BC; and again at 323 BC	Lydians, Greeks		arson by Herostratus, plundering	
4. The Statue of Zeus at Olympia	466-456 BC (Temple) 435 BC (Statue)	Greeks		disassembled; destroyed by fire	
5. The Mausoleum at Halicarnassus	351 BC	Carians, Greeks		earthquakes	
6. The Colossus of Rhodes	292–280 BC	Greeks		earthquakes	
7. The Lighthouse of Alexandria	280 BC	Ptolemaic Egypt, Greeks		earthquakes	

Writing

Exercise 13. Read and translate the following poems written by Paul Perro. Then, try to write your own poem focuses on the topic “The wonders of the ancient world”

The Seven Wonders of the World

Do they walk on their heads
 In the place they call "Down Under"?
 This is something about which
 I often stop and wonder.

The seven wonders of the world
 Are a different sort of thing.
 They're things you wonder at
 Because they're so amazing.

The Mausoleum of Halicarnassus

Built by Queen Artemisia
 A tomb for her husband, the king,
 The mausoleum was said to be
 A very beautiful building.

Yes, the tomb of King Mausolus
 Was certainly ostentatious.
 And also, for just was person
 It was really very spacious.

The Statue of Zeus at Olympia

A statue of the mighty Zeus
 Of all the gods, he was the king.
 The columns were in the "Doric" style
 If you care about that sort of thing.

Built to honour the Olympic Games
 The statue is now long gone,
 But the stadium has been rebuilt
 And the spirit of the games lives on.

The Colossus of Rhodes

The people of the island Rhodes
 Once built a huge metal statue.
 A bit like that one in New York,
 Except it was not greeny blue.

They made it from bronze which they took
 From the armour of an enemy.
 When the sun glistened on it was
 A spectacular sight to see.

Exercise 14. Make a short presentation of one of the following topics:

1. The Wonders of the Modern World: 1) The Channel Tunnel, 2) The Canadian National Tower, 3) The Empire State Building, 4) The Golden Gate Bridge (USA), 5) The Panama Canal, 6) The Old City of Jerusalem, 7) The Mayan ruins.



2. The Seven Natural Wonders of the World: 1) The Grand **Canyon** (Arizona, the USA), 2) The Great Barrier Reef (the Coral Sea, Australia), 3) The **Harbor** of Rio de Janeiro, 4) Mount Everest (Nepal), 5) The Paricutin volcano (Mexico), 6) The Victoria **Falls** (Zambia, Zimbabwe).

3. The Seven Wonders of the Underwater World: 1) Palau (the Pacific Ocean), 2) The Belize Barrier Reef, 3) The Galápagos Islands (Ecuador), 4) Lake Baikal, 5) The Red Sea

4. The Seven Wonders of the Industrial World: 1) SS Great Eastern (an iron sailing **steam ship**, UK), 2) The Bell Rock Lighthouse (UK), 3) The Brooklyn Bridge (New York City, the USA), 4) The London **sewerage** system (UK), 5) The First Transcontinental Railroad (Utah, USA), 6) The Hoover **Dam** (Arizona and Nevada, USA).

5. The Seven Wonders of Ukraine: 1) The National dendrology park "Sofiyivka" (Uman, Cherkasy region), 2) The National Kyiv-Pechersk Historic-Cultural **Preserve** (Kiev), 3) The National Historic-Architectural Preserve "Kamianets" (Kamianets-Podilskyi, Khmelnytsk region), 4) The National Historic-Cultural Preserve "Khortytsia" (Zaporizhia, Zaporizhia region), 5) The National Preserve "Khersones Tavriysky" (Sevastopol), 6) The National Historic-Cultural Preserve "Sofia Kyivska" (Kiev), 7) The National Historical-Architectural Preserve "Khotynska Fortetsia" (Khotyn, Chernivtsi region).



6. The Seven Natural Wonders of Ukraine: 1) The Falz-Fein Biosphere Preserve "Askania-Nova" (Askania-Nova, Kherson region), 2) The **landscape** park "granite-steppe lands of Buh" (Mykolaiv region), 3) The landscape park "Dnister Canyon" (the Dnister), 4) The Simferopol Speleology Museum /**Cave** "Marble"/ (Chatyr-Dag), 5) The National Nature Park "Podillian Tovtry" (Khmelnytsk region), 6) The Shatsky National Nature Park (Shatsk, Volyn region), 7) The National Nature Park "Synevir" (Mizhhiria, the Carpathian Mountains).



7. The seven wonders of the ancient world: 1) The Colossus of Rhodes, 2) The Pyramids in Egypt, 3) The Hanging Gardens of Babylon, 4) The Lighthouse of Alexandria, 5) The Mausoleum of Halicarnassus, 6) The Statue of Zeus, 7) The Temple of Artemis in Ephesus.

8. New seven wonders of the world: 1) The Great Wall of China, 2) Petra (Jordann), 3) Christ the Redeemer (Brazil), 4) Machu Picchu (Peru), 5) Chichen Itza (Mexico), 6) Colosseum (Italy), 7) The Great Pyramid of Giza (Egypt).

9. New seven wonders of nature: 1) Iguazu Falls (Brazilia, Argentine), 2) Jeju Island (South Korea), 3) Komodo Island (Indonesia), 4) Puerto Princesa Underground River (Philippines), 5) Table Mountain (South Africa), 6) Halong Bay (Vietnam), 7) Amazon Rainforest (Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname, French Guiana).

10. The Seven Wonders of the Solar System: 1) Enceladus, 2) The Great red spot, 3) The Asteroid belt, 4) The surface of the Sun, 5) The Oceans of Earth, 6) The Rings of Saturn, 7) Mount Olympus (Mars).

Unit 2. Ancient Egypt

Pre-reading

Exercise 1. Answer the following questions:

1. What is ancient Egyptian writing called?
2. What year was the first pyramid built?
3. What type of government did ancient Egypt have?
4. What is **Pharaoh** Khufu most known for?
5. What was the purpose of the structure of the Great Sphinx?
6. What do you know about a **papyrus**?
7. What did the Egyptians invent?
8. Where did pharaohs live?
9. How were the Egyptian pyramids built?
10. Who was Nefertiti? What do you know about her?
11. What did the Egyptians use to **wrap mummies**?
12. Who was King Djoser?
13. How many Pharaohs were there in Egypt?
14. What is Cleopatra famous for?
15. What famous Egyptians have you remembered?



Reading

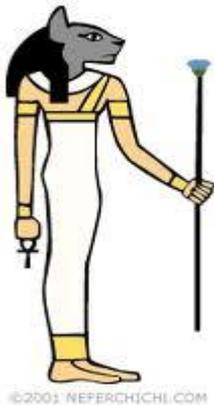
Exercise 2. Read the text “Ancient Egypt. Part I” and match the headings (A-G) to the correct paragraphs (1-7). Then explain the words in bold.

A. Egyptian hierarchy, B. Egyptian Life, C. Geography, D. Gods and Goddesses, E. Mummification, F. Pharaoh, G. Pyramids

1. The ancient Egyptians thought of Egypt as being divided into two types of land, the 'black land' and the 'red land'. The 'black land' was the fertile land on the banks of the Nile. The ancient Egyptians used this land for growing their **crops**. This was the only land in ancient Egypt that could be farmed because a **layer** of rich, black **silt** was **deposited** there every year after the Nile flooded. The 'red land' was a **barren desert** that protected Egypt on two sides. These deserts separated ancient Egypt from neighbouring countries and **invading** armies. They also provided the ancient Egyptians with a source for **precious** metals and semi-precious stones.

2. Daily life in ancient Egypt **revolved** around the Nile and the fertile land along its banks. The yearly flooding of the Nile **enriched** the **soil** and brought good **harvests** and wealth to the land. The people of ancient Egypt built mudbrick homes in villages and in the country. They grew some of their own food and traded in the villages for the food and goods they could not produce. Most ancient Egyptians worked as farmers, **craftsmen** and **scribes**. A small group of people were **nobles**. Together, these different groups of people made up the population of ancient Egypt.

3. 1. Egyptian society had a social **hierarchy**, with the pharaoh at the top. 2. The **vizier** was the second most powerful official. He was the pharaoh's most trusted **advisor**. 3. Nobles in Egyptian society were related to the pharaoh, **priests**, scribes, doctors, lawyers or important military men. 4. Only scribes and priests were taught how to read and write. 5. Skilled craftsmen 6. At the bottom of the pyramid there were unskilled workers, **slaves**, labourers and **peasants**.



Bastet

4. The ancient Egyptians believed in many different gods and goddesses. Some gods and goddesses took part in **creation**, some brought the flood every year, some **offered** protection, and some took care of people after they died. Others were either local gods who represented towns, or minor gods who represented plants or animals. The ancient Egyptians believed that it was important to **recognize** and **worship** these gods and goddesses so that life continued **smoothly**.

There were over 2,000 names of gods in Ancient Egypt. Some images of Ancient Egyptian gods and goddesses show them with a human body and the head of a bird or an animal. Animals were chosen to represent the powers of the god. *Bastet* was the goddess of protection of joy, love, pleasure and **pregnant** woman.

In Egyptian mythology, the **sacred** cat is the animal **incarnation** of the goddess Bast or Bastet. She was the protector of women and childbirth, as well as a loving goddess who enjoyed music and dance.

Anubis, the God of mummification, **guided** the dead to the next life **via** the *court* of *Osiris* in the underworld. He was the one who looked after the mummification process.

Ra, the god of the Sun, was the most important God. He was the lord of all the gods. He was usually shown in human form with a **falcon** head, crowned with the sun disc **encircled** by the sacred cobra. Ra sailed across the **heavens** in a boat. At the end of each day Ra was thought to die and sailed on his night voyage through the underworld, leaving the Moon to light the world above. The following table gives the information about famous Egyptian gods and goddesses:



Sobek

<i>Amun</i>	The king of the gods. When Amun was combined with the sun god Ra he was even more powerful. He was then called Amun-Ra.	Head of a ram
<i>Anubis</i>	The god of mummification (embalming and the dead). His role was as the "guardian to necropolis". Priests often wore a mask of Anubis during mummification ceremonies.	Head of a jackal
<i>Bastet</i>	The goddess of protection and of household entertainment . Thought to be the daughter of the sun god Ra	Head of a cat
<i>Geb</i>	The earth god. The ancient Egyptians believed that earthquakes were Geb's laughter.	Head of a goose
<i>Hathor</i>	The goddess of love, joy, music and dance.	Head of a cow
<i>Sekmet</i>	The goddess of war and battle	Head of a lioness
<i>Horus</i>	The god of the sky. The Egyptians believed that the pharaoh was the 'living Horus'.	Head of a falcon
<i>Heket</i>	The goddess of childbirth	Head of frog
<i>Tefnut</i>	The goddess of the rain	Head of lioness
<i>Thoth</i>	The god of wisdom (writing and knowledge)	Head of an ibis bird
<i>Sobek</i>	The god of Nile	Head of a crocodile

5. The earliest ancient Egyptians **buried** their dead in small **pits** in a desert. The heat and dryness of the sand **dehydrated** the bodies quickly, creating lifelike and natural '**mummies**'. Later, the ancient Egyptians began burying their dead in **coffins** to protect them from wild animals in the desert. However, they realized that bodies placed in coffins **decayed** when they were not **exposed** to the hot, dry sand of the desert.

Over many centuries, the ancient Egyptians developed a method of **preserving** bodies so they would remain lifelike. The process included embalming the bodies and wrapping them in **strips of linen**. Today we call this process mummification.

6. The most powerful person in ancient Egypt was a pharaoh. The pharaoh was the political and religious leader of the Egyptian people, holding the titles: 'Lord of the Two Lands' and 'High Priest of Every Temple'.

As 'Lord of the Two Lands' the pharaoh was the ruler of Upper and Lower Egypt. He **owned** all of the land, made laws, collected **taxes**, and **defended** Egypt against **foreigners**.

As 'High Priest of Every Temple', the pharaoh **represented** the gods on Earth. He performed **rituals** and built temples to honour the gods. Many pharaohs went to war when their land was **threatened** or when they wanted to control foreign lands. If the pharaoh won the battle he wanted the **conquered** people to recognize the Egyptian pharaoh as their ruler; and they offered him the finest and most **valuable** goods from their land.



7. The pyramids are the stone **tombs** of Egypt's kings - the Pharaohs and one of the world's greatest historical mysteries. They have stood for thousands of years, filled with many hidden secrets. The Egyptians believed that if the pharaoh's body could be mummified after death the pharaoh would live forever. The tombs were designed to protect the buried Pharaoh's body and his belongings.

Most of the pyramids can be found on the western side of the Nile River, just into the dry desert. The dry desert **heat** worked to keep the Pharaohs's body and his belongings from **decomposing** and **rotting** away. The reason they built the pyramids next to the Nile River was so it would be easier to get the blocks to the pyramid. The stones could be bought nearer to the pyramid building site by boat.

There are about eighty pyramids known today from ancient Egypt. The three largest and best-preserved of these were built at Giza at the beginning of the Old Kingdom. The most well-known of these pyramids was built from about 2560 to 2540 BC for the pharaoh *Cheops* or *Khufu*. It is known as the 'Great Pyramid'. It is about 147 m high and it took 20 years to build. The second pyramid is named after *Chepren* or *Khafre*, which is 214 m long and 136 m high. The third pyramid is named after *Menkaure* or *Mykerinos*, which is 110 m long and about 70 m high.

The Sphinx stands in front of all the pyramids in Giza. It has the body of a lion and the head of a pharaoh. The Sphinx is the **guard** of the pyramids.

Ancient Egyptians were buried with their belongings and tomb walls were painted with **scenes** from the dead person's life. The Egyptians believed that when they died, they would make a journey to another world where they would lead a new life. They would need all the things they had used when they were **alive**, so their families would put those things in the **graves**. Egyptians paid much money to have their bodies **properly** preserved. Poor Egyptians were buried in the sand while the rich ones were buried in a tomb.



<http://www.chiddingstone.kent.sch.uk/homework/egypt>

Exercise 3. Read the text “Ancient Egypt. Part II” and explain the words in bold.

Temples. The ancient Egyptians believed that temples were the homes of the gods and goddesses. Every temple was **dedicated** to a god or goddess and he or she was worshipped there by the temple priests and the pharaoh.

The large temple buildings were made of stone so that they would last forever. Their walls were covered with scenes that were **carved** onto the stone then brightly painted. These scenes showed the pharaoh fighting in battles and performing rituals with the gods and goddesses.

Trades. Craftsmen in ancient Egypt were usually trained and skilled labourers. They were often well-respected in the **community** and had a comfortable lifestyle. Yet every craftsman's lifestyle and social standing depended on the quality of his skills and experience. Most craftsmen worked in **workshops** with other craftsmen. Objects for temples or the pharaoh were made in

temple workshops or palace workshops. Objects for ordinary people were made by local craftsmen in small workshops.

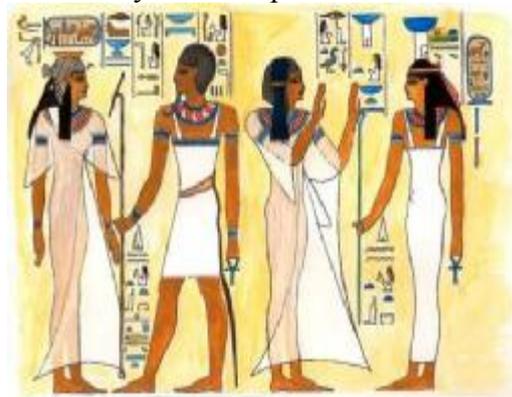
Writing. The ancient Egyptians believed that it was important to **record** information about religion and government. Thus, they **invented** written **scripts** that could be used to record this information.

The most famous of all ancient Egyptian scripts is **hieroglyphic**. Using scripts, scribes were able to preserve the beliefs, history and ideas of ancient Egypt in temple and tomb walls and on **papyrus scrolls**.



The Egyptians did not write **vowels** and did not use any **punctuation**. The Egyptian writing called hieroglyphics used pictures to represent different objects, actions, sound or ideas. There were more than 700 hieroglyphs. Some pictures stood for whole words. Hieroglyph is made from two Greek words: 'hieros' meaning **holy** and 'glyphe' meaning writing; so hieroglyph means 'holy writing'. This writing was **uncovered** by the Rosetta Stone.

Hieroglyphs were written on papyrus **reed**, which is a water or **marsh** plant, with tall straight **hollow stems**. The reeds were **flattened**, dried and **stuck** together to make pages. The Egyptians also carved hieroglyphs onto stone and painted them on the walls of the tombs. Egyptian writing was done with pen and ink on fine paper - papyrus. Egyptian "pens" were thin, **sharp** reeds, which they would dip in ink to write with.



Clothes. Egypt is a hot country and so people wore **lightweight** clothes which kept them cool. Ancient Egyptian clothes covered most of their **skin** and were made from plant **fibres** such as linen. Linen is made from the fibres of the **flax** plant which the Egyptians grew. Most young children went around completely naked. When they were six years old they began to wear clothes that would protect them from the **intense** dry heat. Men of the working classes wore a **loincloth** or short **kilt** and sometimes a type of shirt. Women wore straight dresses with one or two shoulder **straps**.

The Egyptians wore **make-up** and **jewel** to honour the gods. Both men and women wore blue and green **eyeshadow** and black **eyeliner**. One item of jewellery, the **amulet**, was believed to protect the owners and give them strength.

Farming. The people of ancient Egypt grew everything they needed to eat. The pharaoh got peasants to do the farm work on the rich lands. Most villagers were farmers. Farmers lived in towns too, along with craft workers, traders and other workers and their families.

Egyptians grew crops such as **wheat**, **barley**, vegetables, **figs**, **melons**, **pomegranates** and **vines**. They also grew flax which was made into linen.

The most important crop was **grain**. The ancient Egyptians used grain to make bread, **porridge** and **beer**. Grain was the first crop they grew after **inundation** (flooding season). Once the grain was harvested, they grew vegetables such as **onions**, **leeks**, **cabbages**, **beans**, **cucumbers** and **lettuce**. Farmers planted fruit trees and vines along **paths**, to give **shade** as well as fruit.

The Egyptians grew their crops along the banks of the River Nile on the rich black soil, or *kemet* which was left behind after the yearly floods. The fertile soil was ideal to grow healthy crops.

Egyptian farmers divided their year into three seasons, based on the **cycles** of the Nile River:

1) *Akhet* - the inundation (June-September): The Flooding Season. No farming was done at this time, as all the fields were flooded. Instead, many farmers worked for the pharaoh, building pyramids or temples. Some of the time was spent **mending** their tools and looking after animals.

2) *Peret* (October-February): The Growing Season. In October the floodwaters **receded**, leaving behind a layer of rich, black soil. This fertile soil was then **ploughed** and **seeded**.



3) *Shemu* (March-May): The Harvesting Season. The fully grown crops had to be harvested and **removed** before the Nile flooded again. It was also the time to **repair** the canals ready for the next flood.

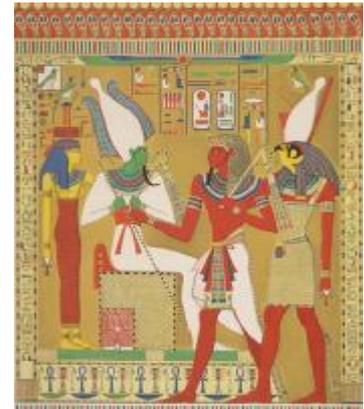
Ancient Egyptians had simple farming **tools** such as **winning scoops**, **hoes**, **rakes**, flint-bladed sickles and ploughs. They had both hand ploughs and ones pulled by **oxen**. The ploughs were used to turn the soil. The majority of the tools

were made entirely out of wood or a combination of wood and stone. Once the floods receded and the fields dried, the plants would **wither** and die. The mud that the Nile left behind needed lots of watering in the hot sun. Egyptians built mud-brick **reservoirs** to **trap** and hold the water. They also had a **network** of irrigation canals that **filled** with water during the flood and were refilled from the reservoirs. To lift the water from the canal they used a *shaduf*. A shaduf is a large **pole** balanced on a **crossbeam**, a **rope** and **bucket** on one end and a heavy **counter weight** at the other. By pulling the rope it **lowered** the bucket into the canal. The farmer then raised the bucket of water by **pulling down** on the weight. Then he **swung** the pole around and **emptied** the bucket onto the field.

Animals were very important to farmers. Animals helped them with jobs like **trampling** in the seeds, pulling the plough and providing the Egyptians with food and drink. They kept animals such as cattle, goats, pigs, ducks, cows and geese. <http://www.ancientegypt.co.uk/menu2.html>

Exercise 4. Read the text “Ancient Egypt” again and answer the following questions.

1. What two types of land were there in ancient Egypt?
2. What do you know about the daily life of this country?
3. What was social hierarchy? Name the main categories of people.
4. What were the main Egyptian gods and goddesses?
5. How important was the process mummification for ancient Egyptians?
6. What two titles had a pharaoh?
7. What are the most well-known and best-preserved pyramids in Egypt?
8. The ancient Egyptians believed that temples were the homes of the gods and goddesses, didn't they?



9. What do we call a skilled worker who practices some trade or handicraft?
10. What do you know about writing in ancient Egypt?
11. What kind of clothes did people wear in ancient Egypt?
12. What crops did people grow?
13. What three periods did farmers divide their year into?
14. What tools did ancient Egyptians use in farming?
15. What animals did they keep?

Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) are filled with many hidden, b) black silt was deposited, c) craftsmen worked in, d) dryness of the sand, e) flooding, f) precious metals, g) preserving bodies, h) the goddess of the rain, i) to recognize and worship, j) voyage through, k) was a barren desert, l) was shown in human form with a falcon, m) was the pharaoh's most trusted, n) was the political and religious

1. a layer of rich,
2. a method of
3. a night the underworld
4. a pharaoh leader
5. a source for
6. a vizier advisor
7. workshops



8. it was important gods
9. pyramids secrets
10. Ra head
11. Tefnut is
12. the heat and
13. the 'red land'
14. the yearly of the Nile

Exercise 6. Fill in the correct preposition or particle from the box. Then make sentences using the completed phrases.

a) after, b) around, c) at, d) for, e) from, f) in, g) of, h) on, i) to, j) with



1. the bottom Egyptian hierarchy, 2. daily life ancient Egypt revolved the Nile, 3. Egyptians painted hieroglyphs the walls the tombs, 4. Egyptians traded the villages the food and goods, 5. Hieroglyphs is made two Greek words, 6. the western side the Nile River, 7. pyramids stood thousands years, 8. pyramids were built the beginning the Old Kingdom, 9. rich people were buried a tomb, 10. some gods took care people they died, 11. the fertile land the banks the Nile, 12. the Great Pyramid was built about 2560 2540 BC, 13. the tomb walls were painted scenes the dead person's life, 14. they buried their dead small pits the desert.

Exercise 7. Match the items to make full sentences.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Ancient Egyptians had simple farming tools ..
..... 2. Using scripts, scribes were able to preserve the beliefs, 3. Every temple was dedicated to a god or goddess 4. The Egyptians grew their crops along the banks of the River Nile 5. Many pharaohs went to war when their land 6. Men of the working classes wore a loincloth or 7. The dry desert heat worked to keep the Pharaohs's body 8. Hieroglyph is made from two Greek words:..... | <ol style="list-style-type: none"> a) 'hieros' meaning holy and 'glyphe' meaning writing; so hieroglyph means 'holy writing'. b) and he or she was worshipped there by the temple priests and the pharaoh. c) and his belongings from decomposing and rotting away. d) history and ideas of ancient Egypt in temple and tomb walls and on papyrus scrolls. e) on the rich black soil, or <i>kemet</i> which was left behind after the yearly floods. f) short kilt and sometimes a type of shirt. g) such as winnowing scoops, hoes, rakes, flint-bladed sickles and ploughs. h) was threatened or when they wanted to control foreign lands. |
|--|---|

Exercise 8. Translate the words in bold and then match the pairs which are similar in meaning.

1. a craftsman, 2. a crop, 3. a desert, 4. a flood, 5. a guard, 6. a kilt, 7. a marsh, 8. a precious stone,
9. a priest, 10. a reed, 11. a scribe, 12. a scroll, 13. a slave, 14. a tomb, 15. an amulet, 16. make-up,
17. sacred, 18. to carve, 19. to dedicate, 20. to wither

a) a cane, b) a charm, c) a clergyman, d) a copyist, e) a gem, f) a harvest, g) a pleated skirt, h) a roll, i) a sepulcher, j) a serf, k) a swamp, l) a watch, m) a wilderness, n) an artisan, o) an inundation, p) cosmetics, q) holy, r) to cut out, s) to devote, t) to fade

Exercise 9. Explain the words in bold and then match them with the best definition.

1. a craftsman, 2. a crop, 3. a desert, 4. a flood, 5. a kilt, 6. a priest, 7. a scribe, 8. a sepulcher, 9. a slave, 10. an amulet



- a) a **chamber** that is used as a grave;
- b) a knee-length skirt with deep pleats, usually of a **tartan** wool, worn as part of the dress for men, especially in the Scottish Highlands;
- c) a member of a skilled trade; someone who practices a craft; an artisan;
- d) a person legally owned by another and having no freedom of action or right to property;
- e) a person who copies documents, especially a person who made handwritten copies before the invention of printing;

- f) a region that is **devoid** or almost devoid of vegetation, especially because of low rainfall;
- g) a **trinket** or piece of jewelry usually hung about the neck and thought to be a magical protection against **evil** or **disease**;
- h) cultivated plants or agricultural produce, such as grain, vegetables or fruit, considered as a group;
- i) in many Christian churches, a member of the second grade of clergy ranking below a bishop but above a deacon and having authority to administer the **sacraments**;
- j) the inundation of land that is normally dry through the overflowing of a body of water, especially a river;



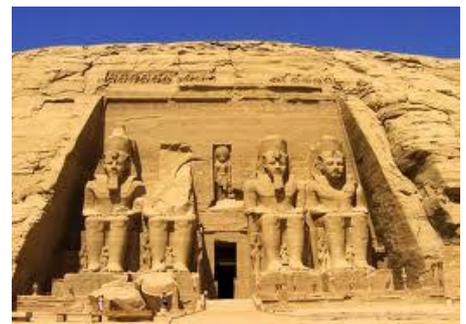
Speaking

Exercise 10. Read the text “Ancient Egypt-Timeline”. Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.



- **3100 BC** - The Egyptian civilization began when *King Menes* founded the first Egyptian dynasty.
- **3100 BC: 3100-2950**: The First and Second dynasties ruled Egypt and began using hieroglyphics. *Hor-Aha* was the second king of the first Dynasty.
- **2950 BC: 2950-2575**: The first Egyptian pyramid was built - the Step Pyramid at Saqqara for *King Zoser* who was one of the kings of the 3rd Dynasty.

- **2575 BC: 2575-2150 BC**: The Old Kingdom (the 4th-8th Dynasties) - The Great Pyramids of Egypt were built at Dahshur and Giza and **revered** as one of the Seven Wonders of the Ancient World. *King Unas* (the last ruler of the 5th Dynasty) had the burial chamber in his pyramid **inscribed** with **spells** for the afterlife. These are referred to as the Pyramid Texts.
- **2125 BC: 2125-1975 BC**: The 9th-11th Egyptian Dynasties, the 1st Intermediate Period. During this time Egypt saw a **breakdown** of central government.





- **1975 BC: 1975-1640 BC:** The 11th-14th Egyptian Dynasties, the Middle Kingdom - *Amenemhet* was the most **notable** pharaoh who **overthrew** *Mentuhotep III*.

- **1630 BC: 1630 -1520 BC:** The 15th-17th Egyptian Dynasties, the 2nd Intermediate Period.

- *Hyksos* **raided** from Asia, moved into the Delta, the Egyptians began to use **chariots**.

- *Ahmose* eventually **expelled** the Hyksos from Egypt.

- **1539 BC: 1539 -1075 BC** - The 18th-20th Egyptian Dynasties, New Kingdom and the building of the tombs in the Valley of Kings. The great Pharaohs included *Hatshepsut* (the famous female Pharaoh), *Akhenaten*, *Tutankhamun*, *Tuthmosis* and *Ramesses II*.

- King Akhenaten established a new religious and ordered to worship to the sun god *Aten*.

- During this time the Egyptians developed a **permanent** army.

- *Ramesses XI* was the last of the rulers of the New Kingdom.

- **1400 BC: 1400s:** King *Thutmose III* and Ancient Egypt reached the height of its power when military expeditions brought the eastern coast of the Mediterranean Sea under Egyptian rule.

- **1075 BC: 1075-715 BC** - The 21st-25th Egyptian Dynasties, the 3rd Intermediate Period - the Nubians conquered Egypt (late 8th century).



- **715 BC: 715-332 BC** - The 26th-30th Egyptian Dynasties, the Late Period and the Persians conquered Egypt in 525 BC lead by the Persian king *Cambyses II*.

- **332 BC** - *Alexander the Great* conquered Egypt. He occupied Egypt and his general, *Ptolemy*, became a king and found the dynasty. Greek culture spread throughout Egypt during this dynasty. The city of Alexandria was founded and became famous for the Great Library. The great Lighthouse of Alexandria was built which was one of the Seven Wonders of the Ancient World.

- **196 BC** - The Rosetta Stone was carved.

- **51 BC: 51-30 BC** - *Cleopatra VII* reigned and became the **mistress** of *Julius Caesar*, she gave birth to his son, *Octavian*.

- **37 BC** - Queen Cleopatra VII of the Ptolemy married *Mark Antony*.

- **31 BC** - Octavian defeated Antony and Cleopatra in the sea Battle of Actium. Both Antony and Cleopatra **committed suicide**.

- **30 BC** - Egypt became a province of the Roman Empire.

- **384 AD** - *Theodosius* ordered the **adherence** to Christianity.

- **395 AD** - The Roman Empire **split** into West and East. Egypt became a part of the Byzantine Empire.



<http://www.history-timelines.org.uk/places-timelines/17-ancient-egyptian-timeline.htm>

Exercise 11. Match the pictures with the best definition. Translate and explain the words in bold. Then, make up dialogues, using the information below.

1. A jackal-headed god associated with mummification and the afterlife, he is the protector of the dead and embalming; he was replaced during the Middle Kingdom by Osiris.

2. The Egyptian god of the Nile and inundation, shown as a pair of **genies** symbolically tying together upper and lower Egypt.

3. A pharaoh of the Eighteenth dynasty of Egypt who ruled for 17 years and died perhaps in 1336 BC or 1334 BC. He is especially noted for **abandoning** traditional Egyptian polytheism and introducing worship centered on the Aten.

4. A Greek queen who ruled Egypt from around 51-30 BC; she was the last pharaoh.
5. A god of the sky and **vengeance**, the national patron god; he is **depicted** as a falcon-headed man wearing a red and white crown, as a symbol of **kingship** over the entire kingdom of Egypt.
6. A god of the afterlife, the underworld and the dead. He is classically depicted as a green-skinned man with a pharaoh's **beard**, partially mummy-wrapped at the legs, wearing a distinctive crown with two large **ostrich feathers** at either side, and holding a symbolic **crook** and **flail**.
7. A goddess of children, the protectress of the dead, who was worshipped as the ideal mother and wife as well as the matron of nature and magic. She is often depicted as the mother of Horus.
8. The great royal wife (chief **consort**) of the Egyptian pharaoh Akhenaten; she and her husband were known for a religious revolution, in which they worshiped one god only – Aten.
9. An ancient Egyptian pharaoh of the early dynastic period, **credited** by classical tradition with having united Upper and Lower Egypt, and as the founder of the first dynasty.
10. A pharaoh, the first ruler of the Twelfth Dynasty, he was not of royal **lineage**. He was a vizier of his **predecessor** Mentuhotep IV, overthrowing him from power.



a) Akhenaten



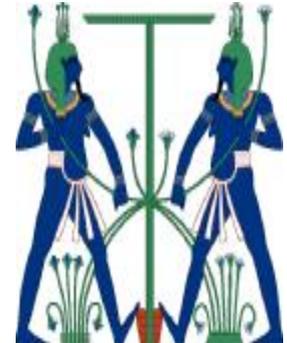
b) Amenemhet I



c) Anubis



d) Cleopatra



e) Hapy



f) Horus



g) Isis



h) Menes



i) Nefertiti



j) Osiris

Exercise 12. Complete the text “Famous Pharaohs”, using words from the box. Use a dictionary to help you if necessary. Write a brief summary of the text.

a) battle, b) female, c) god, d) Great, e) murder, f) pharaoh, g) temples, h) throne



Hatshepsut (1473 - 1458 BC). She was the first wife Thutmose II and a **1)** pharaoh. After Thutmose's death, his son, Thutmose III, (by a minor wife) was named the **heir**. Because the boy was so young, Hatshepsut ruled with him until she declared herself pharaoh. Dressed not as a lady, but in men's clothes, Hatshepsut took **charge** of the nation and had the support of the high priest and other officials. For 20 years she ruled Egypt and during that time the economy was great. She started trading with more countries, built impressive **2)** and **restored** many others. One of these magnificent buildings was the temple at Deir el Bahari. Hatshepsut **disappeared** after Thutmose III **reclaimed** the throne.



Thutmose III (1479 - 1425 BC). Thutmose III might be **responsible for** the mysterious disappearance of Hatshepsut, but he was still a great ruler. He has been called the Napoleon of ancient Egypt. After taking the **3)** he had Hatshepsut's name cut from the temple walls and tried to **erase** her name from history. Thutmose never lost a **4)** . Thutmose III was a national hero and he was **respected** throughout Egyptian history. Besides being a military **genius** he is well known for many buildings. He **set up** several obelisks. One, which is mistakenly called Cleopatra's **Needle**, can be seen on the **embankment** in London. Another one is situated in Central Park in New York, one is in Rome and another is in Istanbul.

Tutankhamen (1336 - 1327 BC). At the age of nine Tutankhamen became a **5)** . King Tut, as a lot of people call him, was too young to rule Egypt so his uncle Ay, who was the highest minister, ruled while he was a boy. Tut **married to** Ankhesenoomun. Tutankhamen died at 18. His body was found with his **skull bashed**. Only a person of great importance could get near enough to harm him, one of them would have been Ay. Ay married to Tut's **widow**, who was also **suspected** in Tut's **6)** .



Ramesses II (1279 - 1213 BC). He was one of the longest ruling pharaohs of ancient Egypt. He was called Ramesses the **7)** and ruled for 67 years. It is said that Ramesses II lived for over 80 years. The **average** person lived about 40 years, so he must have seemed like a **8)** . Ramesses II made a name for himself as a builder and a **warrior**, but he also had a reputation as a ladies man. He had over a dozen wives and more than 100 children.

<http://www.kidzworld.com/article/996-egypt-famous-pharaohs>

Exercise 13. Use the information from the internet or historical books/encyclopedias and speak about Egyptian Pharaohs. Try to answer the following questions:

- | | |
|--|--|
| 1. Who were the Pharaohs? | 6. Who is the most famous pharaoh of Egypt? |
| 2. Who was the first king/pharaoh of Egypt? | 7. Who is regarded as the builder of more temples and statues than any of the other ancient Egyptian pharaohs? |
| 3. Which God did the people think their Pharaoh was? | 8. Who died mysteriously at the age of eighteen? |
| 4. Where were Pharaohs buried? | 9. What does the name Imhotep mean? |
| 5. How many wives did a pharaoh have? | 10. What were official regalia of pharaohs? |

Exercise 14. Use the information from the internet or historical books/encyclopedias and speak about:

1. The History of Ancient Egypt, 2. The Predynastic Egypt, 3. The Early Dynastic Period, 4. The First Intermediate Period, 5. The Middle Kingdom, 6. The New Kingdom, 7. The third Intermediate Period, 8. The Ptolemaic Dynasty, 9. The Late Period, 10. The Second Intermediate Period

Exercise 15. Choose one of the following topics and write a composition using 150 -200 words.

1. Social status, 2. Mining in Egypt, 3. Ancient cuisine, 4. Trade, 5. Egyptian hieroglyphs, 6. Daily life, 7. Architecture, 8. Religious beliefs, 9. Art, 10. Technology, 11. Medicine, 12. Mathematics, 13. A great ruler, 14. Famous people of ancient Egypt.

Unit 3. Ancient Greece

Pre-reading

Exercise 1. Answer the following questions:



1. How long did the period of Greek history last?
2. When was the period of Classical Greece?
3. What were architectural systems in ancient Greece?
4. What wars and **revolts** were there in ancient Greece?
5. What city is the symbol of freedom, art and democracy? Why?
6. What was the capital of the **prefecture** of Laconia?
7. What forms of government were there in Greece?
8. What are the major gods and goddesses?
9. Do you know any first Greek gods, Olympic gods, semi-gods, **spirits**, monsters and **creatures**?
10. Who are the famous Greek heroes?
11. When and where did the Olympic Games begin?
12. What famous Greek people do you know?

Reading

Exercise 2. Read the text “Ancient Greece. Part I” and match the headings (A-D) to the correct paragraphs (1-4). Explain the words in bold and point out all geographical names on the map.

A. Main historical periods.

B. Geography, Regions, Colonies.

C. Philosophy.

D. Social Structure and Government.

1. Greece is a country in Southeast Europe. It has land borders with *Albania*, *Macedonia* and *Bulgaria* to the north and *Turkey* to the east. The *Aegean Sea* lies to the east of Greece, the *Ionian Sea* to the west and the *Mediterranean Sea* to the south. Greece has a large number of islands - about 1,400. Eighty percent of Greece consists of mountains. Olympus Mount is the highest, which is 2,917 m.

The territory of Greece is mountainous, and as a result, ancient Greece consisted of many small regions each with its own dialect, cultural **peculiarities** and identity. Regionalism and regional conflicts was a **prominent** feature of ancient Greece.

From about 750 BC the Greeks began 250 years of **expansion**, **settling** colonies in all directions. To the east, the Aegean coast of Minor Asia was colonized first, followed by *Cyprus*, the *Sea of Marmara* and south coast of the *Black Sea*.

Eventually Greek colonization reached the present day Ukraine and Russia. To the west the coasts of *Illyria*, *Sicily* and *Southern Italy* were settled, followed by *Southern France*, *Corsica*, and even *Spain*. Greek colonies were also founded in *Egypt* and *Libya*.

Modern *Syracuse*, *Naples*, *Marseille* and *Istanbul* had their beginnings as the Greek colonies. These colonies played an important role in the spread of Greek influence throughout Europe, and also **aided** in the establishment of long-distance trading networks between the Greek city-states, **boosting** the economy of ancient Greece.

2. The history of Greece during Classical Antiquity may be subdivided into the following *periods*:

1) The *Archaic period* (750-500 BC) – it was a period of ancient Greek history that followed the Greek Dark Ages. This period saw the rise of the polis and the founding of colonies, classical philosophy, theatre in the form of tragedies and written poetry. The Archaic period is often taken to end with the overthrow of the last **tyrant** of Athens in 510 BC.



2) The *Classical period* (500-323 BC) is characterized by a style which was considered by later observers to be **exemplary** ('classical'), for instance the *Parthenon*. Politically, the Classical Period was dominated by Athens during the 5th century, **displaced** by Spartan **hegemony** during the early 4th century BC, before power **shifted** to *Thebes* and finally to the League of *Corinth*, led by Macedonia.

3) The *Hellenistic period* (323-46 BC) was a period when Greek culture and power **expanded** into the Near and Middle East. This period begins with the death of Alexander the Great and ends with the Roman conquest.

4) *Roman Greece* (146 BC-330 AD) was a period between Roman victory over the Corinthians at the Battle of Corinth in 146 BC and the establishment of *Byzantium* by *Constantine* as the capital of the Roman Empire in 330 AD.

5) *the final phase of Antiquity* (4-6 centuries AD-529 AD) is the period of Christianization during the later 4th to early 6th centuries, taken to be complete with the **closure** of the Neoplatonic Academy by *Justinian I* in 529 AD.

3. Greece in the Archaic Period was made up from independent states, called *Polis* or city state. Greek Society was mainly broken up between *Free people* and *Slaves*. Slaves were used as **servants** without any legal rights. Although many slaves lived closely with their owners, few were skilled craftsmen. As Athenian society developed, free men were divided between *Citizens* and *Metics*. After **compulsory** service in the army they were expected to be government officials. The **metic** was a foreign birth man that had migrated to Athens, to either trade or practice a craft. However, they could never achieve full rights of a Citizen. The social classes **applied** to men only, as women took their social and legal status from their husband. Women in ancient Greece were not **permitted** to take part in public life.



There were three main *forms of government* in ancient Greece: 1. *Monarchy* (750 BC) is a form of a government ruled or headed by a monarch. One city-state whose government was a monarchy was the city-state of Corinth. 2. *Oligarchy* (800 BC) is a form of a government by a few, especially by a small faction of persons or families. One city-state whose government was an oligarchy was the city-state of Sparta. 3. *Democracy* (500 BC) is a form of a government by the people or their **elected representatives**. One city-state whose government experimented for about a hundred years with democracy was the ancient city-state of Athens.

4. Ancient Greek philosophy arose in the 6th century BC and continued through the Hellenistic period. It **dealt with** a wide variety of subjects, including political philosophy, **ethics**, metaphysics, logic, biology, **rhetoric**, etc.

Ancient Greek philosophy is dominated by three very famous men: *Socrates*, *Plato* and *Aristotle*. Plato was Socrates' student in around 400 BC. Socrates was killed in 399 BC and Plato began his work by writing down what Socrates had taught and then continued by writing down his own ideas. Aristotle, who was younger, came to study at Plato's school and ended up starting his own school as well.

In the years after Plato and Aristotle died, in the 200s BC, three famous kinds of philosophy appeared in the schools that Plato and Aristotle had started: the *Stoics*, the *Skeptics* and the *Epicureans*.

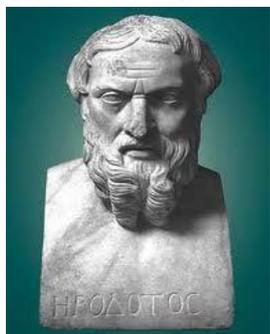
Exercise 3. Read the text “Ancient Greece. Part II” and explain the words in bold. Write down into your vocabularies the transcription of the proper names given in italics.

Literature. The Greeks wrote a great deal and a surprising amount of different kinds of books. What they wrote is still available to us today, even 2500 years later. Their writing is traditionally divided into 6 types:

1) *epic*: Around 700 BC : *Homer* wrote two connected epics, the ‘*Iliad*’ and the ‘*Odyssey*’. Epics are long poems which tell the story of a hero.

2) *poems*: Two early Greek examples are *Hesiod's* ‘Theogony’ and ‘Works and Days’, both from around 700 BC. There are also a number of short poems by *Archilochus* and *Sappho* from the 600s BC, among others. Sappho's poems are the only surviving literature by a Greek woman.

3) *plays*: Plays are divided into tragedies and comedies. Tragedies are generally sad, while comedies are funny. The oldest tragedies that we still have were written by *Aeschylus* in around 500 BC. We also have tragedies written by *Sophocles* (around 450 BC) and *Euripides* (around 425 BC). The oldest comedies that we still have are by *Aristophanes* and were also written in around 425 BC.



Herodotus

4) *history*: Two major histories were written by *Herodotus* and *Thucydides*. In about 450 BC Herodotus wrote a history of the Persian Wars. In about 400 BC Thucydides wrote a history of the Peloponnesian War. After the Peloponnesian War, *Xenophon* wrote about his adventures as a **mercenary** soldier for the Persians. During the Roman **takeover** of Greece, *Polybius* wrote a ‘History of Rome’ in Greek.

5) *philosophical dialogues and treatises* : The first written philosophy was completed by Plato in around 380 BC in the form of a play. Later Plato and his student Aristotle wrote regular philosophical books, in prose without dialogues.

6) *legal and political speeches*: The first speeches that have survived are from the 3rd century BC. The three most famous speechwriters were *Lysias*, *Isocrates* and *Demosthenes*.

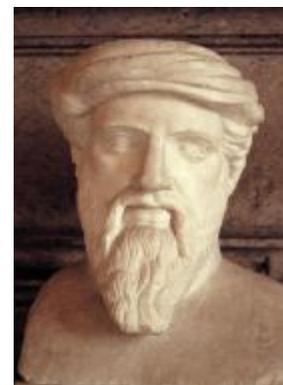
Theatre. Most Greek cities had a theatre. It was in the open air and was usually a **bowl-shaped** arena on a hillside. Some theatres were very big, with room for more than 15,000 people in the audience.

All the actors were men or boys. Dancers and singers, called the **chorus**, **performed** on a flat area called the **orchestra**. Over time, solo actors also took part and a raised stage became part of the theatre. The actors changed costumes in a **hut** called the "skene". Painting the walls of the hut made the first **scenery**. The plays were comedies or tragedies.

Science. Greek people were very interested in science as a way of organizing the world and making order out of **chaos**. From about 600 BC, a lot of Greek men spent time observing the planets, the sun and trying to figure out how astronomy worked.

By about 400 BC, *Pythagoras* was interested in finding the **patterns** and rules in mathematics and music. Socrates developed logical methods for deciding whether something was true or not.

In 300 BC, Aristotle and other philosophers at the Academy in Athens worked on observing plants, animals and organized them into types. After Aristotle, using his ideas and also ideas from Egyptians, Persians and Indians, *Hippocrates* and other Greek doctors wrote important medical texts.



Pythagoras

Architecture. Architecture includes houses, religious buildings like temples and tombs, public building like city walls, theaters and **stadia**.

There is no really sharp change in the style of architecture between the Archaic and the Classical periods. The most famous surviving classical temple is the Parthenon in Athens, which mixes the *Doric* and the new *Ionic* styles.

The Parthenon, a temple to *Athena* the Pure, was built in Athens in 440 BC. It was the best temple ever built. It was made of marble, even the roof-tiles, with 8 columns across the front and with carved sculptures on the **metopes**.

Also in the Classical period, the Greeks began to build permanent stone theaters, like the Theater of Dionysus on the side of the Acropolis in Athens.

Sculpture. Sculpture includes small **figurines** and life-size statues, but also **relief** sculptures which were on the sides of buildings and tombs.

a) *Classical Greek Sculpture*. The **Severe Style** didn't last very long and by about 460 BC it was replaced by the *Classical style*. Greek sculptors began to experiment with honoring the gods by showing the beauty and grace of the human body, especially the bodies of young, athletic men.



The sculptors also became more interested in the three-side sculpture: people being able to see it from all different sides and not just from the front.

One of the most famous sculptors of the Classical period was *Phidias*. His most famous work does not survive: it was a great gold and ivory statue of *Zeus* for the temple of Zeus on the Olympia Mount, made in about 440 BC.

People and gods are shown **calm**, peaceful, in control of their emotions and their bodies. People, to Phidias and other Greeks of this time, are wonderful creations of the gods, beautiful, strong and **intelligent**.

b) *Hellenistic Sculpture*. By about 340 BC, sculptors were moving into a new style of art we call the *Hellenistic*. At the end of the 400s BC, Greece and especially Athens, was **devastated** by the *Peloponnesian War* which involved nearly all the Greek city-states. The end of the war left the Greeks too poor for much sculpture, so they began to create sculpture in a new style. There is more interest in women, who are sometimes shown without clothes.

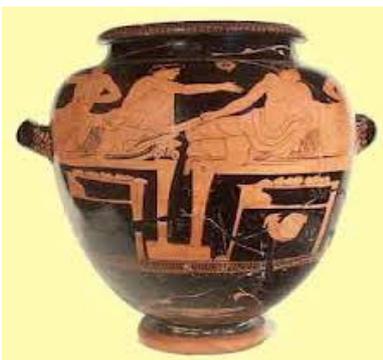
There are several famous sculptors from this period. One was *Praxiteles*, who worked around 340 BC. He carved a statue of *Hermes* and the **infant** Dionysus in the Temple. Praxiteles also carved a statue of *Aphrodite* which was so beautiful that men **fell in love** with it.

Lysippus was another famous Hellenistic sculptor, the favorite sculptor of Alexander the Great. His most famous work is *Apoxyomenos*, it's a young man **scraping** the oil from his skin with a **strigil**. It was carved in around 320 BC.



Aphrodite

Exercise 4. Answer the following questions.



1. What land borders had Ancient Greece?
2. When did the Greeks begin the expansion?
3. Where were Greek colonies founded?
4. How many historical periods were there during Classical Antiquity?
5. What was the social structure of ancient Greece?
6. What were the main forms of government?
7. What three famous kinds of philosophy appeared in the 200s BC?
8. Could you name six types of Greek writing?

9. What are the famous representatives of Greek literature?
10. What do you know about ancient Greece theatre?
11. What famous Greek scientists lived in the country?
12. What architectural styles were there in ancient Greece?
13. What sculptural styles were presented in ancient Greece?
14. What famous Greek sculptors do you know?



Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) a temple to Athena, b) Alexander, c) compulsory service, d) final phase, e) hegemony during the early, f) influence throughout, g) main forms, h) over the Corinthians, i) part in public, j) peculiarities, k) regional conflicts, l) the last tyrant, m) trading network, n) were used as

1. a long-distance
2. in the army
3. cultural and identity
4. Greek Europe
5. regionalism and
6. Roman victory
7. slaves servants



8. Spartan 4th century BC
9. the death of the Great
10. the of Antiquity
11. the overthrow of
12. the Parthenon is the Pure
13. three of government
14. to take life

Exercise 6. Fill in the correct preposition or particle from the box. Then make sentences using the completed phrases.

a) by, b) during, c) from, d) in, e) of, f) on, g) to, h) with

1. a number short poems Archilochus and Sappho, 2. a surprising amount different kinds books, 3. a theatre was usually a bowl-shaped arena a hillside, 4. a young man scraping the oil his skin a strigil, 5. Byzantium was the capital the Roman Empire 330 AD, 6. the Roman takeover Greece, 7. about 750 BC the Greeks began 250 years expansion, 8. philosophy dealt a wide variety subjects, 9. power shifted Thebes and the League Corinth, 10. the Aegean Sea lies the east Greece, 11. the Battle Corinth 146 BC, 12. the closure the Neoplatonic Academy Justinian I 529 AD, 13. the establishment Byzantium Constantine, 14. the theater Dionysus the side the Acropolis Athens

Exercise 7. Match the items to make full sentences.

- | | |
|--|---|
| 1. At the end of the 400s BC, Greece and especially Athens, | a) are wonderful creations of the gods, beautiful, strong and intelligent. |
| 2. In 300 BC, Aristotle and other philosophers at the Academy in Athens | b) as a way of organizing the world and making order out of chaos. |
| 3. The most famous surviving classical temple is the Parthenon | c) but also relief sculptures which were on the sides of buildings and tombs. |
| 4. People, to Phidias and other Greeks of this time, | d) by Aristophanes which were written in around 425 BC. |
| 5. Architecture includes houses, religious buildings like temples and tombs, | e) in Athens, which mixes the Doric and the new Ionic styles. |

- 6. The first written philosophy was completed by
 - 7. Sculpture includes small figurines and life-size statues,
 - 8. The oldest comedies that we still have are
 - 9. Greek people were very interested in science
 - 10. The sculptors also became more interested in the three-side sculpture:
- f) people being able to see it from all different sides and not just from the front.
 - g) Plato in around 380 BC in the form of a play.
 - h) public building like city walls, theaters and stadia.
 - i) was devastated by the Peloponnesian War which involved nearly all the Greek city-states.
 - j) worked on observing plants, animals and organized them into types.

Exercise 8. Translate the words in bold and then match the pairs which are similar in meaning.

1. a chorus, 2. a coast, 3. a creature, 4. a death, 5. a figurine, 6. a peculiarity, 7. a polis, 8. a revolt, 9. a takeover, 10. a treaty, 11. an infant, 12. important, 13. prominent, 14. to boost, 15. to devastate, 16. to dominate, 17. to permit, 18. to scrape, 19. to shift, 20. trade

- a) a baby, b) a being, c) a choir, d) a city-state, e) a decease, f) a feature, g) a pact, h) a rebellion, i) a seaboard, j) a seizure, k) a statuette, l) commerce, m) famous, n) significant, o) to allow, p) to hand, q) to prevail, r) to raise, s) to ravage, t) to scratch

Exercise 9. Explain the words in bold and then match them with the best definition.

1. a figurine, 2. a metope, 3. a scenery, 4. a stadium, 5. a treaty, 6. an epic, 7. an orchestra, 8. ethics, 9. hegemony, 10. monarchy



- a) a **course** on which foot races were held in ancient Greece, usually **semicircular** and having **tiers** of seats for spectators;
- b) a form of government in which **supreme** authority is **vested** in a single and usually **hereditary** figure, such as a king, and whose powers can **vary** from those of an absolute despot to those of a **figurehead**;
- c) a formal agreement or contract between two or more states, such as an **alliance** or trade **arrangement**;
- d) a large group of musicians, especially one whose members play a variety of different instruments;
- e) a long **narrative** poem **recounting** in elevated style the deeds of a legendary hero, especially one **originating** in oral folk tradition;

- f) a small **molded** or sculptured figure; a statuette;
- g) any of the spaces between two triglyphs on a Doric frieze;
- h) the painted **backcloths**, stage structures, etc., used to represent a location in a theatre or studio;
- i) the philosophical study of the moral **value** of human **conduct** and of the rules and principles that ought to govern it; moral philosophy;
- j) the predominant influence, as of a state, region, or group, over another or others;



Speaking

Exercise 10. Complete the text “The Olympic Games”, using words from the box. Use a dictionary to help you if necessary. Make up an oral summary of the text.

- a) banned, b) competition, c) festivals, d) flowers, e) founder, f) olive tree, g) qualities, h) records, i) worship, j) Zeus

According to historical **1)**, the first ancient Olympic Games can be traced back to 776 BC. They were dedicated to the Olympian gods and were staged on the ancient plains of Olympia. They continued for nearly 12 centuries, until Emperor Theodosius **decreed** in 393 AD that all such "**pagan cults**" be **2)**



Olympia. Olympia, the site of the ancient Olympic Games, is in the western part of the *Peloponnese* which, according to Greek mythology, is the island of "Pelops", the **3)** of the Olympic Games. **Imposing** temples, **votive** buildings, **elaborate shrines** and ancient sporting facilities were combined in a site of unique natural and mystical beauty. Olympia functioned as a meeting place for **4)**, religious and political practices as early as the 10th century BC. The central part of Olympia was dominated by the **majestic** temple of **5)**, with the temple of Hera parallel to it.

The Games and religion. The Olympic Games were closely **linked to** the religious **6)** of the cult of Zeus, but were not an integral part of a **rite**. Indeed, they had a **secular** character and aimed to show the physical **7)** and evolution of the performances **accomplished** by young people, as well as **encouraging** good relations between the cities of Greece.

Victory Ceremonies. The Olympic winner received his first **award immediately** after the **8)** . Following the **announcement** of the winner's name by the **herald**, the Hellenodikis (a Greek **judge**) would place a palm branch in his hands, while the **spectators cheered** and threw **9)** to him. Red **ribbons** were tied on his head and hands as a mark of victory.

The official award **ceremony** would take place on the last day of the Games, at the **elevated vestibule** of the temple of Zeus. In a loud voice, the herald would announce the name of the Olympic winner, his father's name and his homeland. Then, the Hellenodikis placed the sacred **10)** **wreath** on the winner's head.

<http://www.olympic.org/ancient-olympic-games>

Exercise 11. Divide the proper names listed below into the following groups:

a) playwrights, b) philosophers, c) historians, d) mythical characters, e) epic poets, f) leaders, g) sculptors, h) mathematicians

1. Aeschylus, 2. Alexander the Great, 3. Archimedes, 4. Aristophanes, 5. Aristotle, 6. Electra, 7. Epicurus, 8. Euripides, 9. Heracles, 10. Herodotus, 11. Hesiod



12. Homer, 13. Jason, 14. Oedipus, 15. Orpheus, 16. Pericles, 17. Phidias, 18. Plato, 19. Praxiteles, 20. Socrates, 21. Sophocles, 22. Thucydides, 23. Xenophon, 24. Zeus

Exercise 12. Match Ancient Greek gods with their Roman counterparts.

1. Aphrodite, 2. Ares, 3. Artemis, 4. Athena, 5. Eros, 6. Hades, 7. Hephaestus, 8. Hera, 9. Heracles, 10. Hermes, 11. Hestia, 12. Poseidon

a) Cupid, b) Diana, c) Hercules, d) Juno, e) Mars, f) Mercury, g) Minerva, h) Neptune, i) Pluto, j) Venus, k) Vesta, l) Vulcan

Exercise 13. Choose the twelve Olympians from the list to label the pictures. Give a short information about each of the principal deities of the Greek pantheon.

1. Aphrodite, 2. Apollo, 3. Ares, 4. Artemis, 5. Athena, 6. Demeter, 7. Hephaestus, 8. Hera, 9. Hermes, 10. Hestia, 11. Poseidon, 12. Zeus



a)



b)



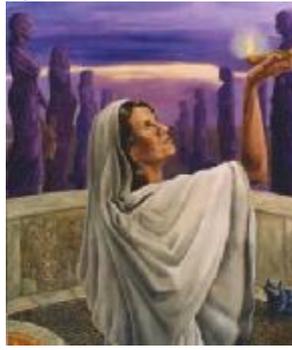
c)



d)



e)



f)



g)



h).....



i)



j)



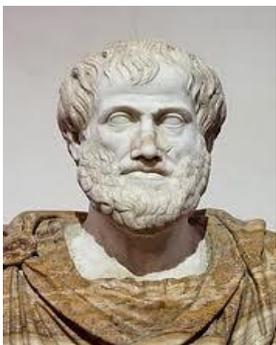
k)



l)

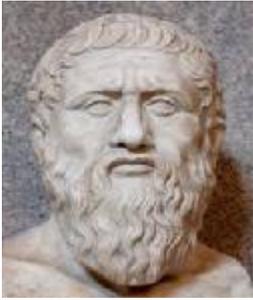
Exercise 14. Match the list of proper names with the best definition. Translate and explain the words in bold.

a) Alexander the Great, b) Aristotle, c) Democritus, d) Diocletian, e) Euclid, f) Pericles, g) Philip II of Macedon, h) Pythagoras, i) Solon, j) Sulla



Aristotle (384-322BC)

1. A prominent and influential statesman, orator, and general of Athens during the city's Golden Age - specifically, the time between the Persian and Peloponnesian wars (495 – 429 BC).
2. A Greek philosopher and **polymath**, a student of Plato and teacher of Alexander the Great. His writings cover many subjects, including physics, metaphysics, poetry, theater, music, logic, rhetoric, linguistics, politics, government, ethics, biology, and zoology (384 – 322 BC).
3. An Ionian Greek philosopher, mathematician, and founder of the religious movement called Pythagoreanism (570 – 495 BC).
4. A Greek mathematician often **referred to** as the "Father of Geometry".



5. An Athenian **statesman**, lawmaker, and poet. His reforms **failed** in the short term, yet he is often **credited with** having laid the foundations for Athenian democracy (638 BC – 558 BC).

6. A Roman general and statesman; he was one of the canonical great men of Roman history, included in the biographical collections of leading generals and politicians (138 BC – 78 BC).

7. A Greek king of Macedon, a state in northern ancient Greece. Born in Pella in 356 BC, Alexander was **tutored** by Aristotle until the age of 16 (356 – 323 BC).

Plato (424-348 BC)

8. An Ancient Greek philosopher; he was a pupil of Leucippus, who formulated an atomic theory for the universe; many consider him to be the "father of modern science" (460 – 370 BC).

9. A king of Macedonia from 359 BC until his **assassination** in 336 BC. In 338 he conquered Greece, putting an end to the independent Greek polis. He was the father of Alexander the Great and Philip III. His son Alexander succeeded him as ruler of Macedonia. (382–336 BC).

10. A Roman Emperor from 284 to 305. ‘The Great **Persecution**’ (303-311) was the last and most severe persecution of Christians in the Roman Empire. (244 – 311 AD).

Exercise 15. Read the text about Ancient Greece timeline. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

2900 BC : 2900-2000 BC: The Bronze Age when Early Aegean cultures start to emerge

2500 BC - The great Minoan civilization

1200 BC - The Trojan War and the destruction of Troy (Ilium)

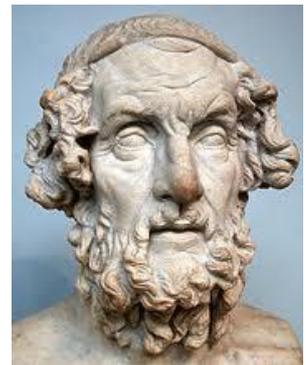
1050 BC : 1050-750 BC: The Dark Ages of Greece and the fall of the Mycenaean culture

850 BC: 850-700 BC: Development of the first Greek Alphabet

776 BC - The First Olympic Games were **staged**

750 BC – 750-700 BC: Homer wrote the “Iliad” and the “Odyssey”

730 BC – 730-710 BC - the *First Messenian War* and the *Spartans conquered southwest Peloponnesia*



Homer (800-701 BC)

650 BC - The Rise of the Greek tyrants

621 BC - *Draco's code* of law was introduced

600 BC - Greek **Coin currency** introduced

500 BC - 500-323 BC - The Greek Classical Period

505 BC - *Cleisthenes* introduced democracy in Athens

490 BC - *Greek / Persian Wars* led by *Xerxes*

468 BC - *Sophocles* wrote his first tragedy

461 BC - 461-446 BC: The *Peloponnesian Wars* began between Sparta and Athens

449 BC - 449 - 432: Construction of the Parthenon and the Acropolis in Athens

Sophocles (496-406 BC)

441 BC - Euripides wrote his first tragedy

443 BC: 443 - 429 BC Pericles led Athens

430 BC - **Outbreak** of **Bubonic Plague** in Athens

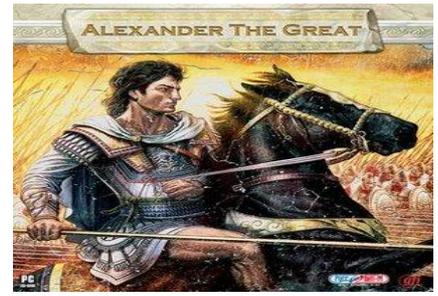
431 BC - Second of the Peloponnesian Wars between Sparta and Athens

420 BC: 420 - 410: Construction of Temple of Athena Nike

399 BC - *Socrates* was **executed** for his opposition to the Thirty Tyrants



386 BC - Plato founded the Academy
 384 BC - Aristotle was born
 359 BC - Philip II became the king of the Greeks
 356 BC - Alexander the Great, the son of King Philip II, was born
 333 BC - Alexander the Great defeated the Persians at Issus and was given Egypt by the Persian Satrap where he built a capital in Alexandria and founded the great library
 323 BC - Alexander the Great died at Babylon



Sulla (138-78 BC)

323 BC: 323 -31 BC: *The Hellenistic Period*
 224 BC - Earthquake destroyed the Colossus of Rhodes
 200 BC: 200 - 196 BC: First Roman victory over Greece
 197 BC - King Philip V of Greece was defeated by Romans at *Kynoskephalai*
 86 BC - The Roman General *Sulla* captured Athens
 33 AD - **Crucifixion** of Jesus and the **origin** of Christianity
 267 AD - The Goths sacked Athens, Sparta and Corinth
 286 AD - Emperor Diocletian divided the Roman Empire into the Eastern Roman Empire (ruled by Constantinople) and the Western Roman Empire (ruled by Rome). <http://www.socialstudiesforkids.com/articles/worldhistory>

Exercise 16. Use the information from the internet or historical books/encyclopedias and speak about:

1. Famous philosophers, 2. Notable writers, 3. Science and technology, 4. Art and architecture, 5. Religion and mythology, 6. The Greek alphabet, 7. The Olympic Games, 8. Education.

Writing

Exercise 17. Choose one of the following topics based on Greek mythological figures and write a composition using 150-200 words.

I. Immortals: 1. *Olympian deities*, 2. *Primordial deities* (Erebus, Gaea, Hemera, Chaos, Chronos, Uranus, Tartarus), 3. *Titans* a) The Twelve Titans: Hyperion, Iapetus, Coeus, Crius, Cronus, Mnemosyne, Oceanus, Phoebe, Rhea, Tethys, Theia, Themis; b) Other Titans: Asteria, Atlas, Aura, Helios, Leto, Prometheus, 4. *Giants* (Centimanes, Agrius, Cyclopes, Geryon, Typhon, 5. *Personified concepts*, 6. *Chthonic deities* (Angelos, Cerberus, Charon, the Furies, Lamia, etc.), 7. *Sea deities* (Hydros, Amphitrite, Gorgons, The Harpies, The Sirens, etc.), 8. *Sky deities* (Anemoi, Selene, Eos, Iris, etc.), 9. *Rustic deities* (Centaurs, Chloris, Dionysus, Dryades, Oreades, Oceanides), 10. *Agricultural deities* (Adonis, Carmanor, Demeter), 11. *Health deities* (Aceso, Asclepius, Panacea).

II. Mortals: 1. *Heroes* (Achilles, Ajax the Great, Daedalus, Hector, Jason, Odysseus, Perseus, Theseus), 2. *Notable women* (Andromeda, Ariadne, Cassandra, Europa, Helen, Hermione, Medusa, Pandora, Penelope), 3. *Kings* (Actaeus, Agamemnon, Argus, Electryon, Priam, Menelaus, Minos), 4. *Seers* (Amphilochus, Cassandra, Helenus, Melampus), 5. *Amazons* (Alcibie, Antandre, Asteria, Hippothoe, Otrera, Penthesilea), 6. *Inmates of Tartarus* (The Dai aides, Ixion, Sisyphus, Tantalus).

Project

Exercise 18. Make a short presentation of one of the following topics:

1. Greek Clothes, 2. Greek Houses, 3. Greek Food, 4. Greek Theatre, 5. Greco-Persian Wars (499-449 BC), 6. The Peloponnesian War (431-404 BC), 7. The Battle of Marathon, 8. The Corinthian War (395-387 BC), 9. Political structure, 10. The Archaic Period, 11. The Classical Period, 12. The Hellenistic period, 13. Ancient Greek warfare, 14. A famous person of Ancient Greece.

Unit 4. Ancient Rome

Pre-reading

Exercise 1. Answer the following questions:

1. When was Rome founded? What is legend of Romulus and Remus?
2. How many emperors were there in Ancient Rome?
3. What do you know about the Colosseum?
4. What was the main marketplace and business center?
5. What categories of people were there in Ancient Rome?
6. What does "Pax Romana" mean?
7. What was the Grand Pantheon?
8. What do you know about Julius Caesar? What did he do during his lifetime?



9. What were the main periods of Ancient Rome? How long did they last?
10. When did the Western Roman Empire and the Eastern Roman or Byzantine Empire end?
11. Why was Pompeii destroyed?
12. What type of clothing did ancient Romans wear?
13. What were famous Roman inventions?
14. What is the leader of a roman legion called?

Reading

Exercise 2. Read the text "Ancient Rome" and match the headings (A-H) to the correct paragraphs (1-8). Then explain the words in bold.

- A. Children Upbringing* *C. Early Rome* *E. Food* *G. Roman Government*
B. Clothes *D. Family* *F. Roman Entertainment* *H. Roman Houses*

Ancient Rome was a **thriving** civilization that began growing on the Italian **Peninsula** as early as the 8th century BC. Located along the Mediterranean Sea and centered on the city of Rome, it expanded to become one of the largest empires in the ancient world.

In its twelve centuries of **existence**, Roman civilization shifted from a monarchy to an aristocratic republic and to an **increasingly autocratic** empire. Through conquest and assimilation, it came to dominate Southern Europe, Western Europe, Asia Minor, North Africa, parts of Northern and Eastern Europe. Rome was **preponderant** throughout the Mediterranean region and was one of the most powerful **entities** of the ancient world. It is often grouped into "Classical Antiquity" together with ancient Greece, and their similar cultures and societies are known as the Greco-Roman world.

1. Romulus and Remus were **twin** brothers. They were **abandoned** by their parents as babies and put into a basket that was then placed into the river *Tiber*. The basket ran **aground** and the twins were discovered by a female wolf. The wolf **nursed** the babies for a short time before they were found by a **shepherd**. The shepherd then **brought up** the twins. When Romulus and Remus became **adults**, they decided to found a city where the wolf had found them. The brothers



quarrelled over where the site should be and Remus was killed by his brother. This left Romulus the **sole** founder of the new city and he gave his name to it – Rome. The date given for the founding of Rome is 753 BC.

The city of Rome grew out of a number of settlements that were around seven hills. These settlements were near the river for the **obvious** reasons of a water supply. The early people of Rome were from a **tribe** called *Latins*.

2. Rome, in its earliest days, was governed by kings. However, Ancient Rome was to develop its own form of government that allowed the Romans to govern themselves.

In one sense, for a society that used its feared army to conquer other nations and **reduced** people to slavery, Rome was remarkably democratic when its own people were **concerned**. Citizens of Rome would gather at an assembly to elect their own officials. The chief officials of Rome were called **consuls** and there were two of them. The consuls governed for a year.

In addition to consuls, there were other elected officials – **judges, magistrates** and tax collectors. Consuls were **advised** by the Senate. There were about 600 men in it, who were usually from rich noble families. If elections were reasonably democratic, the role of the Senate was not. Only the rich were in a position to use their wealth to influence decision-making within the Senate.

When the Roman Empire started to grow and Rome became a more powerful city, a top government position became more attractive. Therefore, more **ambitious** men got involved in government. These men believed that Rome would be better served by one man governing the city and empire. These sole rulers were called emperors.

Julius Caesar wanted to control all of Rome and its empire. This would have led to the end of the system of government used in Ancient Rome for many years. When making a speech in the Senate to support his belief in a one-man rule, Caesar was **murdered** by *Brutus* who wanted to keep the old way going. This murder did not stop the problem as Caesar's **supporters** started a civil war. *Augustus*, Caesar's **nephew**, was seen as a strong ruler and he became emperor in 27 BC, bringing to an end the republic of Rome.

3. The usual family consisted of: father, mother, single daughters and those, who were married but still lived with their parents and **siblings**, unmarried and married sons with their wives and children and slaves. It is interesting that the son, even if he was married or came of age, was unable to have own **estate**. He couldn't **inherit** and own till the time when the father died.

4. Both boys and girls started their education when they were 7 years old. A personal teacher, who usually was an educated slave, taught wealthier children; those, whose parents couldn't **afford** private lessons, attended school. Finally organized education system consisted of three levels. During the first stage, a teacher called *litterator*, taught how to read and write, at the same time *calculator* explained simple arithmetic. Roman children had to learn **multiplication** operations **by heart**



so it was common that they repeated them aloud after their teacher. The next stage included lessons given by *grammaticus*. That teacher had to have great knowledge from Greek and Roman literature, history and grammar. The third level **involved** rhetorical educating. Students were **acquainted with** the **elocution** rules and gave **fictional** speeches. Rich Romans' sons **completed** their education in Athens or on Rhodes Island, where they attend philosophers' lectures or **rehearsed** pronunciation.

5. Roman streets were filled with the crowds of people making their way to work, school or just walking, even in the early morning. The poor lived in **dilapidated** cottages or **rented** rooms and flats in **tenement** houses. These narrow and high tenements were built in a quick and dirty way, and they often collapsed or became destroyed by fire.

Wealthy Romans lived in **luxury** villas, **surrounded** by **vast** gardens and **ponds**. Roman houses consisted of three parts: a front one and a middle, which was covered with **tiles** and of a **peristyle**. There were lots of columns, flowers, pictures and a **fountain** in it. Under a peristyle there

was a **cellar**. **Atrium** was a kind of a presentable **lounge**, “family life” concentrated in peristyle and nearby rooms. Slaves lived close to the atrium.



6. A **tunic** was the most important part of Roman clothing. It was a kind of a long, white shirt, **composed** of two cotton pieces; without **sleeves** or with the short ones. Till III century AD wearing a tunic with long sleeves was **perceived** as a symbol of **effeminacy**. A tunic that was too long and reached **ankles** was also unsuitable for men. Also, Roman tunics varied in details **depending on** office that was held by their owners. Tunics were worn only in house, if a Roman wanted to go out; he had to put a **toga** on.

Toga was a long **robe** that was about 3 m wide and approximately 6-7 m long. It was very difficult to compose toga **appropriately**, so there were ‘special’ slaves who had to deal with it. The wealthy wore white togas made from **wool** or linen. Some colors and markings on togas were **reserved** for certain people and certain **occasions**. For example, a toga with a **purple** border was worn by high ranking senators and consuls, while a black toga was generally only worn during times of **mourning**. The toga was uncomfortable and hard to wear and was generally only worn in public, not around the house. In later years, the toga grew out of style and most people wore a tunic with a **cloak** when it was cold.

7. Ancient Romans ate three meals during the day: breakfast, lunch and dinner. Dinner was eaten late in the afternoon. Breakfast consisted of cheese, fruit, bread, milk or wine. Lunch wasn’t **served**. Romans usually ate **leftovers** from the yesterday **meals**. This meal **contained** meat dishes, fish, fruit, cheese and wine. The most important and **generous** was dinner. Romans used to eat it lying on sofas and lots of slaves had to serve them. Dinner consisted of different sorts of meat, fish with vegetables, **snacks**, fresh or **dried fruit** and wine. Ancient Romans didn’t **care** the **tidiness** during the mealtime, for example they **unscrupulously** threw rests of the food on the floor.

The **diet** of an average Roman consisted of **cereals**, olives, wine, as well as fruit and **legumes** like **chickpeas** and **lentils**. Fish was a luxury and **rarely** eaten, and the **primary source** of meat came from pigs. Cereals in the form of bread and **porridge** were a **staple** of a Roman diet.

8. The Roman government wanted to keep the **idle** masses entertained because they knew that a large group of poor people was a major **threat** to their empire. Therefore, the Romans enjoyed many different forms of entertainment, most of which were free. Theaters were **scattered** throughout the city and empire. They were large, open air theaters that could seat as few as 7,000 people. Various plays were performed in the theaters. Events happened at all times throughout the day, although the poor normally went to sleep at nightfall because they could not afford to keep oil lamps burning.

The *Coliseum* was home to various gladiatorial battles, fights between men and wild animals, **executions** of Christians by lions and was **occasionally flooded** for a **naval** battle. The Romans loved blood, and to see others beat each other to death or be eaten by a **savage beast** was quite enjoyable. The Coliseum could seat as many as 45,000 spectators and the crowd often decided the **fate** of the loser in a battle.

The *Circus Maximus* was another public entertainment center where chariot races were held. The Circus was specific to Rome, but it could hold 250,000 people.

The *Campus* was an old soldier **drill** ground in the city that was **converted** into a track and field **playground**. The Campus was a large section of plain near the Tiber River. Young men all over Rome gathered at the Campus to **partake** in such



sports as foot racing, jumping, **archery**, **wrestling** and boxing. Men all over Rome enjoyed **riding**, **fencing**, wrestling, **throwing** and swimming. In the country, men went **hunting**, fishing and played ball while at home. There were several games of throwing and catching, a popular one was

throwing a ball as high as one could and catching it before it hit the ground. Women were never involved in these games. <http://www.ancient-rome.biz>

Exercise 3. Read the text “Roman Art” and explain the words in bold.



Roman handicraft. Development of Roman handicraft was **influenced** by Greek patterns. Production of **vessels** from **clay** and **silver** was **connected** with **demands** of a **court** and particular **bloom** of handicraft took place during the reigns of *Augustus* and *Tiberius*. Vessels were **adorned** with the relief patterns of mythological and historical motifs. Silver vessels were made of double thin metal. Their **internal** part was **smooth** and the **external** one was **embellished** with an **imprinted** pattern.

In Rome clay vessels were most popular. Vessels, **chalices**, **bowls**, **plates** were adorned with **convex** vegetal or figurative patterns whose main subject was mythology.

Patterns were imprinted on the potter's **wheel**, on **moulds** with convex patterns. It was so-called Aretinian **ceramics**. Ceramics was also produced in provincial areas. It differed from Aretinian ceramics in the kind of clay and **technique** of **workmanship**.

Roman painting. Painting from the Empire's times is actually unknown. Some examples of **frescoes** made in tombs from the 2nd century were preserved as well as a couple of examples of house interiors' adornments from the 3rd century, found in Rome and Ostia. Two styles dominated: an illusionistic and a late Roman one. The first one is represented by pictures of figures with **landscapes** or architectural elements in the **background**. The second is represented by figurative painting on the neutral background, **outlined** in red.



Rome Architecture. Architecture of the ancient Rome was **initially** connected with Rome only, later, as a result of numerous conquests; it was **spread** across almost the whole Europe, Balkans, Greece, Asia Minor, Syria, Palestine and Northern Africa. Roman architecture was formed mostly under the influence of Hellenic and Etruscan architecture.

The first Roman temples were erected during the reigns of Etruscan kings. In those times Romans learned how to **cast** bronze, **bake terracotta**; they got acquainted with **arch** constructions and **vaults**.

Romans **owe** the Corinthian style to Greeks. But they **created** the **composite** style on their own. Romans also invented **cement** that was produced from **lime** and volcano **ashes**, water and **fine stones**. It allowed them to master the technique of producing **mortars** and **plasters**. The skill of baking bricks, learnt in the 2nd century BC, **contributed** to a **breakthrough** in Roman art.

There were roads, **aqueducts**, **sewage installations**, bridges, **public utility** buildings: **curia**, **basilica**, **thermae**, circuses that preserved from those times. An example of **sacral** architecture was unpreserved temple of Jupiter the Greatest, built in the Tuscan style.

The time of the Republic was the time of development of town planning and architecture. Towns were surrounded by **defensive** walls with **gates**, **towers**; aqueducts and sewage system had been **extended**. Rome had been rebuilt. **Necropolises** arose along the roads. Mausoleums, e.g. Hadrian's Mausoleum and **catacombs** as well as **magnificent** palaces were built. Use of **domes** became more common. Public utility buildings got monumental sizes, e.g. the amphitheatre Coliseum, theatres, Caracalla's **Thermae**. **Triumphal** arches started to arise. **Stationary** military camps were founded on conquered areas which was the beginning of **numerous** towns.



Roman sculpture. Roman sculpture was born twice. The first stage was **shaped** by Etruscan influence and the second one was the time connected with takeover of many precious **masterpieces** after conquests that took place in the 2nd century BC.

The beginnings of development of Roman sculpture are usually dated the end of the 2nd century BC. It was produced on demand of **magnates** collecting works of art. Copies started to be made to satisfy the still growing demand. They **reflected** the originals more or less truly. Initially copies were made in Greek workshops, later in various towns of Asia Minor, at last in Italy, particularly after **discovery** of **abundant** marble **deposits** in Carrara.

Statues were also copied; the whole groups were made of them, often imitating single figures. Sculptures served mainly as decoration of interiors and gardens.

Roman portrait. Roman portrait **ranges** over two groups of sculpture. The first one means **depictions** of the whole figures put up in order to honour people of great **merit** for the country. Casts were made in bronze and **posed** on public squares, especially on *Forum Romanum*. Some time later statues made from stone **emerged**. The second group of portraits was **busts**. Their form was changing from head with a part of **neck** to sculpture containing a considerable part of **torso**. This kind of sculpture is believed to come from Roman practice of **taking off wax** death-masks that later started to be copied in stone. Masks were **exhibited** during **funerals** and then exposed in houses. Size of such collection was **testimony** to ancient descent of the family. The **privilege** of taking off the masks and making **ancestors'** galleries was given to officials of higher rank. The others, often wealthy citizens or freemen' **successors** had no such **possibilities**. Their portraits in the form of busts were placed in Roman necropolises. <http://www.ancient-rome.biz>



Marcus Aurelius

Language development

Exercise 4. Fill in the words from the list and then make sentences using the completed phrases.

a) brothers were found by, b) feared army to conquer other, c) from Greek and Roman, d) got involved in government, e) into a track and field playground, f) lived in dilapidated, g) long sleeves was as a symbol, h) occasionally flooded for a naval, i) was murdered by, j) was unable to have own, k) were a staple of a Roman, l) were acquainted with the elocution, m) were surrounded by vast gardens, n) with a purple

1. a son estate
2. a toga border
3. a tunic with ... of effeminacy
4. ambitious men
5. Caesar Brutus
6. Campus was converted
7. cereals diet



8. Coliseum was battle
9. knowledge literature
10. luxury villas and ponds
11. Rome used nations
12. students rules
13. the poor cottages
14. twin a shepherd

Exercise 5. Fill in the correct preposition or particle from the box. Then make sentences using the completed phrases.

a) at, b) by, c) during, d) for, e) from, f) in, g) of, h) off, i) on, j) throughout, k) to

1. Ancient Romans unscrupulously threw rests the food the floor, 2. discovery abundant marble deposits Carrara, 3. the reigns Augustus and Tiberius, 4. examples frescoes made tombs the 2nd century, 5. executions Christians lions, 6.

order honour people great merit the country, 7. production vessels clay and silver, 8. Roman practice taking wax death-masks, 9. Roman tunics varied details depending office, 10. the poor normally went sleep nightfall, 11. the primary source meat came pigs, 12. the skill baking bricks, 13. the temple Jupiter the Greatest was built the Tuscan style, 14. theaters were scattered the city and empire.

Exercise 6. Match the items to make full sentences.

- | | |
|--|--|
| 1. The form of bust was changing from head with | a) a part of neck to sculpture containing a considerable part of torso. |
| 2. Young men all over Rome gathered at the Campus | b) and he became emperor in 27 BC, bringing to an end the republic of Rome. |
| 3. Romans also invented cement that was produced from | c) as well as a couple of examples of house interiors' adornments from the 3rd century, found in Rome and Ostia. |
| 4. A toga with a purple border was worn by high ranking senators and consuls, | d) because they knew that a large group of poor people was a major threat to their empire. |
| 5. Some examples of frescoes made in tombs from the 2nd century were preserved | e) lime and volcano ashes, water and fine stones. |
| 6. A personal teacher, who usually was an educated slave, | f) public utility buildings: curia, basilica, thermae, circuses that preserved from those times. |
| 7. The Roman government wanted to keep the idle masses entertained | g) shifted from a monarchy to an aristocratic republic and to an increasingly autocratic empire. |
| 8. Augustus, Caesar's nephew, was seen as a strong ruler | h) taught wealthier children; those, whose parents couldn't afford private lessons, attended school. |
| 9. In its twelve centuries of existence, Roman civilization | i) to partake in such sports as foot racing, jumping, archery, wrestling and boxing. |
| 10. There were roads, aqueducts, sewage installations, bridges, | j) while a black toga was generally only worn during times of mourning. |

Exercise 7. Are the following sentences true or false?



1. Vessels, chalices, bowls, plates were adorned with convex vegetal or figurative patterns whose main subject was mythology.
2. The privilege of taking off the masks and making ancestors' galleries was given to officials of higher rank.
3. Production of vessels from gold and marble was connected with demands of a court and particular bloom of handicraft took place during the reigns of Augustus and Tiberius.
4. Roman houses consisted of three parts: a front one and a middle, which was covered with tiles and of a peristyle.
5. The Circus Maximus was home to various gladiatorial battles, fights between men and wild animals, executions of Christians by lions and was occasionally flooded for a naval battle.
6. Rich Romans' sons completed their education in Corinth or Carthage, where they attend philosophers' lectures or rehearsed pronunciation.
7. The beginnings of Roman sculpture are usually dated the end of the 4th century BC.
8. The diet of an average Roman consisted of cereals, olives, wine, as well as fruit and legumes like chickpeas and lentils.
9. Till the I century AD wearing a tunic with long sleeves was perceived as a symbol of effeminacy.
10. Roman architecture was formed mostly under the influence of Hellenic and Etruscan architecture.

Exercise 8. Translate the words in bold and then match the pairs which are similar in meaning.

1. a legume, 2. abundant, 3. an estate, 4. appropriate, 5. convex, 6. dilapidated, 7. elocution, 8. luxurious, 9. preponderant, 10. thriving, 11. tidiness, 12. to abandon, 13. to acquaint with, 14. to adorn, 15. to bring up, 16. to emerge, 17. to inherit, 18. to involve, 19. to partake, 20. to quarrel

a) a bean, b) a manor, c) **flourishing**, d) neatness, e) oratory, f) plentiful, g) relief, h) suitable, i) sumptuous, j) superiority, k) to abuse, l) to appear, m) to decorate, n) to draw into, o) to forsake, p) to get to know, q) to rear, r) to succeed, s) to take part, t) **tumbledown**

Exercise 9. Match Roman officials with the best definition.

1. a censor, 2. a consul, 3. a governor, 4. a praetor, 5. a prefect, 6. a procurator, 7. a promagistrate, 8. a quaestor, 9. a senator, 10. a tribune, 11. an aedile, 12. an emperor



Augustus (63-14 BC)

- a) a monarch who rules or reigns over an empire;
- b) a person who acts in and with the authority and **capacity** of a magistrate, but without holding a magisterial office; the promagistracy was invented in order to provide Rome with governors of **overseas** territories instead of having to elect more magistrates each year;
- c) an **annually** elected magistrate of the ancient Roman Republic, ranking below but having approximately the same functions as a consul;
- d) an elected official of ancient Rome who was responsible for public works and games and who supervised markets, the grain supply, and the water supply;

e) an **employee** of the Roman emperor in civil **affairs**, especially in finance and taxes, in management of imperial estates and properties and in governing minor provinces;

f) an officer in ancient Rome who was **responsible for** maintaining the census, **supervising** public morality and **overseeing** certain aspects of the government's finances;

g) an officer of ancient Rome elected by the plebeians to protect their rights from **arbitrary** acts of the patrician magistrates;

h) an official either elected or **appointed** to be the chief administrator of Roman law throughout one or more of the many provinces **constituting** the Roman Empire; he is also known as a proconsul;

i) any of several high military or civil officials in ancient Rome;

j) any of various public officials in ancient Rome responsible for finance and administration in various areas of government and the military;

k) either of the two chief magistrates of the Roman Republic, elected for a term of one year;

l) originally, a position in government held in ancient Rome by experienced, elder officials as advisors or consultants for younger, less experienced functionaries;



Julius Caesar (100-44 BC)

Exercise 10. Find in the Exercises 2 nouns that mean the following:



1. a piece of land that projects into a body of water and is connected with the mainland by an **isthmus**;

2. series of columns surrounding a building or **enclosing** a court;

3. a **herder** of sheep on an open range; someone who keeps the sheep together in a **flock**, a herdsman;

4. a **loose** one-piece outer **garment** worn by citizens of ancient Rome, consisting of a piece of cloth **draped** around the body;

5. a social division of a people, especially of a **preliterate** people, defined in terms of common **descent**, territory, culture, etc.;
6. a loose-fitting garment, sleeved or sleeveless, extending to the knees and worn by men and women especially in ancient Greece and Rome;
7. the open area in the center of an ancient Roman house;
8. a large piece of landed property, especially in the country;
9. the art, sport or skill of shooting with a **bow** and **arrow**;
10. a grass, such as corn, rice, **sorghum** or **wheat**, whose **starchy** grains are used as food.



Exercise 11. Match the following verbs with the best definition.

1. to abandon, 2. to acquaint, 3. to adorn, 4. to collapse, 5. to conquer, 6. to convert, 7. to inherit, 8. to quarrel, 9. to rent, 10. to scatter

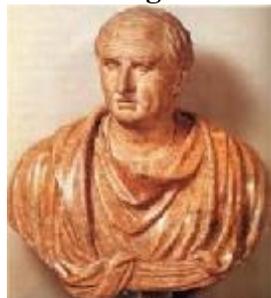
a) to cause to come to know personally, to make **familiar**; b) to cause to separate and go in different directions; c) to change something from one use, function or purpose to another; adapt to a new or different purpose; d) to defeat or **subdue** by force, especially by force of arms; e) to **engage** in a disagreement or dispute; **argue**; f) to fall down or **cave in** suddenly in strength or health and thereby **cease** to function; g) to leave someone who needs or counts on you; leave in the **lurch**; h) to make more attractive by adding ornament, colour, etc., to decorate; i) to **obtain occupancy** or use of another's **property** in return for regular payments; j) to receive (property or a title) from an ancestor by legal succession or will;

Exercise 12. Match the list of proper names with the best definition. Translate and explain the words in bold.

a) Augustus, b) Caligula, c) Gaius Julius Caesar, d) Lucius Cornelius Sulla, e) Marcus Aurelius, f) Marcus Tullius Cicero, g) Mark Antony, h) Nero, i) Scipio Africanus, j) Tiberius

1. a Roman Emperor from 161 to 180 AD; he ruled with Lucius Verus as co-emperor from 161 until Verus' death in 169 (*121 – 180 AD*);

2. a Roman general and statesman and a **distinguished** writer of Latin prose; He played a critical role in the **gradual** transformation of the Roman Republic into the Roman Empire (*100 - 44 BC*);



Cicero(106-43BC)

3. a Roman politician and general. As a military commander and administrator, he was an important supporter and loyal friend of his mother's cousin Julius Caesar (*83 – 30 BC*);

4. a Roman Emperor from 54 to 68, and the last in the Julio-Claudian dynasty (*37 – 68 AD*);

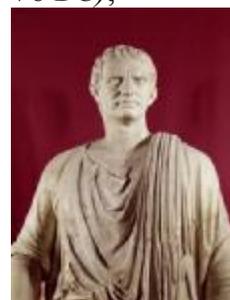
5. a Roman philosopher, statesman, lawyer, orator, political theorist, Roman consul and constitutionalist (*106 - 43 BC*);

6. a Roman general and statesman; he had the rare **distinction** of holding the office of consul twice, as well as that of dictator (*138 – 78 BC*);

7. a Roman Emperor (37-41), also known as Gaius; a member of the house of rulers **conventionally** known as the Julio-Claudian dynasty (*12 – 41AD*);

8. a general in the 2 Punic War and statesman of the Roman Republic. He was best known for defeating Hannibal at the final battle of the Second Punic War at Zama, a feat that **earned** him the **nickname** "the Roman Hannibal", as well as **recognition** as one of the finest commanders in military history (*236–183 BC*);

9. the first emperor of the Roman Empire, which he ruled alone from 27 BC until his death in 14 AD. He took the name Gaius Julius Caesar Octavian in 44 BC after the murder of his great uncle Julius Caesar (*63 BC – 14 AD*);



Sulla(138-78 BC)

10. a Roman Emperor (14 -37), his mother divorced Nero and married Augustus in 39 BC, making him a step-son of Octavian; he was a great-uncle of Caligula, **paternal** uncle of Claudius and great-great uncle of Nero (42 BC – 37 AD).

Speaking

Exercise 13. Complete the text “The Punic Wars” using words from the box. Use a dictionary to help you if necessary. Make up an oral summary of the text.

a) “Carthaginian”, b) Alps, c) antiquity, d) conflict, e) conquered, f) destroyed, g) emerged, h) end, i) Macedonia, j) Mediterranean, k) power, l) Sicily, m) victories, n) Zama



Hannibal (247-183 BC)

The Second Punic War (218-201 BC) is most remembered for the Carthaginian *Hannibal's* crossing of the 6) His army invaded Italy from the north and **resoundingly** defeated the Roman army in several battles, but never achieved the **ultimate** goal of causing a political break between Rome and its allies.

While fighting Hannibal in Italy, Hispania and Sicily, Rome simultaneously fought against 7) in the *First Macedonian War*. Eventually, the war was taken to Africa, where Carthage was defeated at the Battle of 8) by *Scipio Africanus*. The end of the war saw Carthage's control reduced to only the city itself.

By the end of the third war (149-146 BC), after more than a hundred years and the loss of many soldiers from both sides, Rome had 9) Carthage's empire and completely 10) the city, becoming the most powerful state of the Western Mediterranean. With the 11) of the Macedonian wars - which ran **concurrently** with the Punic Wars - and the defeat of the *Seleucid King Antiochus III the Great* in the *Roman-Syrian War* (Treaty of Apamea, 188 BC) in the eastern sea, Rome 12) as the dominant Mediterranean power and one of the most powerful cities in classical 13) The Roman 14) over Carthage in these wars gave Rome a **preeminent** status it would retain until the 5th century AD.



Scipio (236-183BC)

Exercise 14. Read the text “Ancient Rome Timeline”. Use a dictionary to help you if necessary and explain the words in bold. Then, make up an oral summary of the text.



600 BC - The *Etruscans* established cities from northern to central Italy
 282 BC: 282-272 BC - War with *Pyrrhus*
 264 BC: 264-241 BC - War with Carthage (First Punic War)
 218 BC - Hannibal invadeed Italy
 135 BC: 135-132 BC - First **Servile** War **prompted** by slave revolts
 73 BC: 73-71 BC - Slave **uprising** led by the gladiator called *Spartacus*



64 BC - Pompey captured Jerusalem
 45 BC - *Julius Caesar* defeated Pompey to become the first dictator of Rome
 44 BC - Julius Caesar was assassinated
 44 BC: 44-31 BC - The Triumvirate of *Marc Antony*, *Lepidus*, and *Octavian* (later known as Caesar Augustus) became the rulers of Rome
 31 BC - Antony and *Cleopatra* were defeated by Octavian
 27 BC - Octavian became Caesar Augustus, the first Roman emperor until 14AD

0 - The birth of *Jesus Christ*

14 AD - Death of *Augustus* and *Tiberius*, stepson of Caesar Augustus, became emperor until 37AD

33 AD - **Crucifixion** of Jesus in the Roman province of Jerusalem and the **origin** of Christianity

37 - Gaius (*Caligula*) crowned Emperor

41 - Caligula was killed and *Claudius* proclaimed Emperor

54 - Emperor Claudius was murdered and *Nero* proclaimed Emperor

64 - Fire destroyed much of Rome - the Christians were **blamed** for the destruction

68 - The death of Nero ended the infamous *Julio-Claudian dynasty*



Claudius (10 BC-54)

75: 75-80 - The Roman emperors started to build the *Coliseum* in Rome as a place of gladiatorial **combat**

180 - *Commodus* succeeded his father Marcus Aurelius and gained imperial power

305 - *Constantine* became the first Christian emperor

380 - Christianity was declared the sole religion of the Roman Empire by *Theodosius I*

410 - The *Visigoths*, led by *Alaric*, sacked Rome **heralding** the total decline of the Roman Empire

455 - The *Vandals*, led by *Gaiseric*, sacked Rome

476 - The last Roman Emperor was *Romulus Augustulus*, he was defeated by *Odoacer*, a German Goth. <http://www.history-timelines.org.uk>



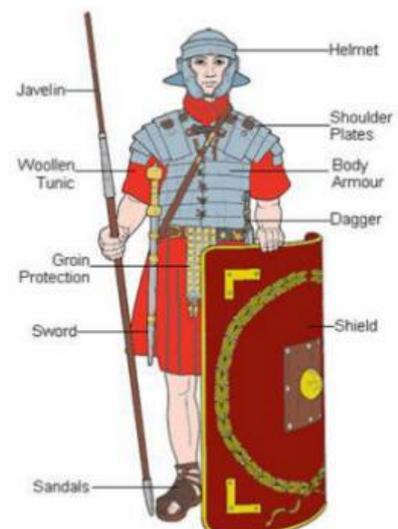
Emperor Constantine (272-337)

Exercise 15. Read the text about the ancient Roman army. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

The Roman army was divided into legions of about 5,000 men: *contubernium* consisted of 8 men; *centuria* (*century*) was made up of 10 *contubernium* with a total of 80 men commanded by a centurion; *cohorts* included 6 *centurie*, a total of 480 men; *legio* (legion) consisted of 10 *cohorts*, about 5,000 men. A troop of 120 horsemen, who served as **scouts** and **messengers** were attached to each Roman legion.

Roman soldiers were very strong and **tough**, they had to march over 20 miles a day with heavy things to carry. They had to carry equipment such as tents, food, **cooking pots** and weapons as well as wearing all their **armour**. The Roman army was divided into two groups - **legionnaires** and **auxiliaries**.

The Roman *legionary* was a soldier who was a Roman citizen younger than 45. The legionnaires of the Roman army were **recruited** only from those who had Roman citizenship. By





the first century, many inhabitants of Italy, Spain and Gaul were Roman citizens and were **eligible** to serve. Legionaires served in the army for 20 years. They were well-armed and well trained fighting men. They were also skilled engineers and craftsmen because they had to build roads, bridges and forts.

The *Auxiliaries* of the Roman army were non-Roman citizens. They were recruited from tribes that had been conquered by Rome or were allied to Rome. Roman Auxiliaries were paid less than the legionaires and had to serve for 25 years, after which they became Roman citizens.

The basic personal weapons of a Roman soldier were: a *pugio* (a **dagger** which had a large, leaf-shaped blade 18 to 28 cm long and 5 cm or more in width), *gladius* (a short **sword**, 50-60cm long, used by Roman legionaries from the 3rd century BC), a *spatha* (a long sword), a *hasta* (a **thrusting spear**, about 180 cm in length), a **javelin**, a *pilum* (a heavy javelin about 2m long), bows and arrows, *plumbatae* (**lead-weighted throwing-darts**, plumbum means "lead"). The Roman torso armor is primarily broken into three separate categories: **mail**, **scale** and **laminar**. The **limb** armour consisted of a *manica* (a type of iron or bronze arm guard, with *curved* and **overlapping** metal segments or plates, **fastened** to leather **straps**) and a *greave* (armour that protects legs). The Roman soldier had two types of shields: *scutum* (a **rectangular**, semi-cylindrical body shield) and *parma* (a type of round shield); besides he also had a shield of different types.

Clothing was presented by the following: 1) a *tunic* – a basic garment worn under the armour, normally made of wool; 2) a *focale* (a scarf worn by Roman legionaries to protect the neck from **chafing** caused by constant contact with the soldier's armor and helmet); 3) *balteus* (a sword belt); *braccae* (woolen trousers); *subligaria* (underpants); a cloak; *caligae* (heavy-soled **hob-nailed** military boots, which were made from **leather** and **laced** up the center of the foot and onto the top of the ankle; iron hobnails were **hammered** into the sole for added strength) and *pteruges* (a decorative skirt of leather or fabric **strips** that were worn around the waist to protect the upper legs).

Each soldier carried a military **pack** which included a number of items suspended from a carrying **pole**. Items carried in the pack include: a leather satchel a water skin, food ration, cooking equipment (a **mess tin**, cooking pot and **skewer**), **entrenching tools** (a **shovel** or **mattock** for digging, a **wicker** basket for **hauling** earth and two **stakes** to build a protective **fence**). Soldiers moved from one place to another by marching. Life for soldiers on the move was very hard. At the end of a day's march they had to build a camp.



Exercise 16. Use the information from the internet or historical books/encyclopedias and speak about:

1. Marius - the great man of the army; 2. Julius Caesar – the politician and statesman; 3. Augustus - the first emperor; 4. Nero - the Madman of Rome; 5. Trajan - the kind-hearted soldier; 6. Constantine the Great – the unifier of the divided empire; 7. Justinian - the last 'great' emperor; 8. Diocletian – the 51st Emperor of the Roman Empire; 9. Cincinnatus – the consul and Roman dictator.

Writing

Exercise 17. Write any of the following compositions using 150 -200 words.

1. The founding myth of Rome, 2. The Roman Republic, 3. The Roman Empire, 4. The social class in ancient Rome, 5. The Roman family, 6. The Roman constitution, 7. The education in Rome, 8. The Roman economy, 9. The military history of ancient Rome, 10. The culture of ancient Rome, 11. The ancient Roman cuisine, 12. The Roman mythology, 13. Games and activities, 14. The Roman technology, 15. Art, music and literature.

Section II. The Middle Ages

Unit 5. The Crusades and knights

Pre-reading

Exercise 1. Choose word combinations from the list to label the pictures.

1. Constantinople during the medieval period

2. Knight's weapon

3. Richard the Lionhearted of England

4. Statue of Saladin in Damascus

5. English knights

6. Louis IX of France



a)



b)



c)



d)



e)



f)

Exercise 2. Answer the following questions:

1. What were the **crusades**?

2. What was the cause for the crusades?

3. What were the **objectives** of the crusades?

4. How many crusades were there?

5. What were the effects of the crusades on Europe of the Middle Ages?

6. Why was the first crusade called the 'People's Crusade'?

7. Do you know any rulers of the Kingdom of Jerusalem between 1099 and 1291?

8. What military-monastic orders of **knighthood** do you know?

9. Have you remembered any medieval **Chivalric** orders?

10. When did the Medieval crusades end?

11. When did the Children's Crusade **occur**?

12. What English king took part in the third crusade? What do you know about him?

13. Who was the first Sultan of Egypt and Syria and the founder of the Ayyubid dynasty?

14. What crusades are considered to be the principal?

15. What knights' **weapon** and **armour** do you know?

Reading

Exercise 3. Read the text “Crusades” and match the sentences (A-D) to the numbered spaces (1-4) in it. Then explain the words in bold.

A. In 1149, both leaders had returned to their countries without any result.

B. Such "crusades" continued during the 16th century, until the *Renaissance* and *Reformation* when the political and religious climate of Europe was **significantly** different than that of the Middle Ages.

C. After series of misunderstandings and outbreaks of violence the city was sacked in 1204.

D. This "taking the cross" **eventually** became **associated with** the **entire** journey; the word "crusade" (**coming** into English **from** French, Italian and Portuguese languages) developed from this.



The crusades were never referred to as such by their **participants**. The original crusaders were known by various terms, including ‘fideles Sancti Petri’ (the **faithfuls** of St. Peter) or ‘milites Christi’ (knights of Christ). They saw themselves as **undertaking** a **pilgrimage**, though pilgrims were usually **forbidden** from carrying arms.

Like pilgrims, each crusader **swore** a **vow**, to be fulfilled on successfully reaching Jerusalem, and they were **granted** a cloth **cross** to be **sewn** into their clothes. **1)** Since the 17th century the term "crusade" has carried a **connotation** in the west of being a "**righteous** campaign," usually to "**root out evil**," or to fight for a just **cause**.

The major crusades. A traditional numbering **scheme** for the crusades gives us nine during the 11th to 13th centuries, as well as three others that are mostly **contemporaneous** and unnumbered. This is somewhat **misleading**, as there were **frequent** "minor" crusades throughout this period, not only in *Palestine* but also in *Spain* and central *Europe*, against not only **Muslims**, but also Christian **heretics** and personal enemies of the **Papacy** or other powerful monarchs. **2)**

The first crusade. After *Byzantine* emperor *Alexius I* called for help with defending his empire against the Seljuk **Turks**, in 1095 **Pope Urban II** called on all Christians to join a war against the Turks, a war which would count as full **penance**. Crusader armies **marched** towards *Jerusalem*, sacking several cities on their way. In 1099, they took Jerusalem, **massacring** the Jewish and Muslim population. As a result of the First Crusade, several small Crusader states were created, **notably** the Kingdom of Jerusalem.



The second crusade. After a period of **relative** peace, in which Christians and Muslims co-existed in the **Holy Land**, *Bernard of Clairvaux* called for a new crusade when the town of *Edessa* was conquered by the Turks. French and German armies marched to *Asia Minor* in 1147, but **failed** to **accomplish** any major successes, and indeed **endangered** the **survival** of the Crusader states with a foolish attack on *Damascus*. **3)**



The third crusade. In 1187, *Saladin* recaptured Jerusalem. Pope *Gregory VIII* **preached** a crusade, which was led by several of Europe's most important leaders: *Richard I* of England, *Philip II* of France and *Frederick I*, Holy Roman Emperor. Frederick **drowned** in *Cilicia* in 1190, leaving an **unstable alliance** between the English and the French. Philip left in 1191 after the Crusaders had recaptured Acre from the Muslims, while Richard left the following year after establishing a **truce** with Saladin.

The fourth crusade. The Fourth Crusade was **initiated** by Pope *Innocent III* in 1202, with the **intention** of **invading** the Holy Land through Egypt. The *Venetians* **gained** control of this crusade

and **diverted** it to *Constantinople* where they attempted to place a Byzantine **exile** on the throne. Instead, in April 1204, the Crusaders of Western Europe invaded and conquered the Christian city of Constantinople, capital of the Byzantine Empire. This is seen as one of the final acts in the Great **Schism** between the Eastern Orthodox Church and Roman Catholic Church. It lasted for about 2 years. 4)

<http://www.themiddleages.net/life/crusades.html>

Exercise 4. Read the text “Knights Templar” and explain the words in bold.



Origin. Like the *Knights Hospitalers* and the *Teutonic Knights*, the Templars were formed during the crusades. They originally had a purely military function. Founded when *Hugh de Payens* and eight other knights joined together in 1119 to protect pilgrims, the order grew **rapidly**. *St. Bernard of Clairvaux* **drew up** its rules and it was **recognized** at the *Council of Troyes* in 1128 and **confirmed** by *Pope Honorius III*.

Rise to Power. The Templars received money and gifts of **estates**, and soon the organization became one of the most powerful in Europe. By combining monastic **privilege** with chivalrous **adventure**, they attracted many **nobles**. The order, organized under a grand master and general council, had its **headquarters** in Jerusalem. It was directly **responsible** only to the pope and thus was free from the control of the **secular** crusading leaders. As crusaders the knights were important both in fighting the Muslims (notably in *Gaza* in 1244 and later in *Damietta*, during the fifth crusade) and in the internal struggles of the Latin Kingdom of Jerusalem. Although the knights of the white cross (the Hospitalers) were at first probably larger and richer, the Templars, who wore the red cross on a white ground, were greater **warriors**. In the later crusades the deadly **rivalry** of the three orders helped to **weaken** the crusaders' chances of success.

When Jerusalem fell to the Muslims in 1187, the Templars operated from *Acre* and after its fall in 1291 the order **retreated** to *Cyprus*. By that time the Templars had **ceased** to be **primarily** a fighting organization and had become the leading money **handlers** of Europe. From the beginning knights aroused opposition because of their special privileges, their freedom from secular control, and their great military and financial strength. As their banking role increased they **served** such kings as *Henry II of England* and *Louis IX of France* and their **landholdings** grew, they aroused the **hostility**, fear, and **jealousy** of secular rulers and of the secular **clergy** as well.

Persecution and destruction of the Templars. When the Crusades failed, the Hospitalers became a **naval** patrol in the East, but the Templars grew worldlier, more **decadent** and more **hated**. In 1307, *Philip IV of France*, who needed money for the *Flemish War* and was unable to **obtain** it elsewhere, began the **persecution** of the Templars. With the aid of *Pope Clement V*, the king arrested members of the order and **confiscated** their **possessions**. By 1308 the persecutions were in full process. The knights were put on **trial** and were **tortured** to **extract confessions** of **sacrilegious** practices. The pope at first **opposed** the trials but soon **reversed** his position and at the *Council of Vienne* (1311-12) he **dissolved** the order by papal **bull**.



The Templars were completely **destroyed** by 1314. Much of their **property**, theoretically designated for the Hospitalers, was **acquired** by secular rulers. The leaders of the order, including the last grand master, *Jacques de Molay*, were **tried** by **ecclesiastic judges** and **sentenced** to life imprisonment, but after **denouncing** their confessions they were burned at the **stake** (1314) as **lapsed** heretics by civil authorities.

<http://www.answers.com/topic/knights-templar>

Language development

Exercise 5. Answer the following questions focused on Exercise 3:

1. What is the origin of the word “crusade”?
2. What the original crusaders were known by?
3. Can you describe the clothes of crusaders?
4. Who waged series of religiously sanctioned military campaigns to the Holy Land?
5. Who were the political enemies of Roman Catholic Europe?
6. Who called upon all Christians to join a war against the Turks in 1095?
7. What was the result of the first crusade?
8. What armies marched to Asia Minor in 1147?
9. What Europe's most important leaders took part in the third crusade?
10. The fourth crusade was initiated by Pope Innocent III in 1202, wasn't it?

Exercise 6. Fill in the words from the list, and then make sentences using the completed phrases.

a) and religious climate, b) Clairvaux drew up, c) confessions of sacrilegious, d) cross on a white, e) crusader swore, f) established a truce with, g) had its headquarters, h) handlers of Europe, i) Jerusalem, j) relative peace, k) the Papacy, l) the white cross, m) were directly responsible only, n) were formed during

1. a period of
2. a red ground
3. each a vow
4. knights to the pope
5. personal enemies of
6. Richard I Saladin
7. St. Bernard of the rules



8. Templars the crusades
9. the knights of
10. the Latin Kingdom of
11. the leading money
12. the order in Jerusalem
13. the political of Europe
14. to extract practices

Exercise 7. Fill in the correct preposition or particle from the box. Then make sentences using the completed phrases.

a) after, b) at, c) by, d) for, e) from, f) in, g) into, h) of, i) on, j) to, k) without

1. a period relative peace; 2. both leaders had returned their countries any result; 3. Hugh de Payens and eight knights joined together 1119 protect pilgrims; 4. Jacques de Molay was burned the stake; 5. Jerusalem fell the Muslims 1187; 6. knights were put trial; 7. knights were sentenced life imprisonment; 8. Philip IV France needed money the Flemish War; 9. Pope Urban II called all Christians join a war; 10. series misunderstandings and outbreaks violence; 11. the Byzantine Emperor Alexius I called help; 12. the deadly rivalry the three orders; 13. the order was free the control the secular crusading leaders; 14. the town Edessa was conquered the Turks; 15. to come English French.

Exercise 8. Match the items to make full sentences.

1. When Jerusalem fell to the Muslims in 1187, the Templars
 2. Although the knights of the white cross (the Hospitalers) were at first probably
 3. In 1307, Philip IV of France, who needed money for
 4. Like pilgrims, each crusader swore a vow, to be fulfilled on
 5. After a period of relative peace, in which Christians and Muslims co-existed in the Holy Land,
 6. A traditional numbering scheme for the crusades gives us nine
- a) Bernard of Clairvaux called for a new crusade when the town of Edessa was conquered by the Turks.
b) during the 11th to 13th centuries, as well as three others that are mostly contemporaneous and unnumbered.
c) endangered the survival of the Crusader states with a foolish attack on Damascus.
d) his position and at the Council of Vienne in 1311-1312 he dissolved the order by papal bull.
e) larger and richer, the Templars, who wore the red cross on a white ground, were greater warriors.

7. The pope at first opposed the trials but soon reversed
8. French and German armies marched to Asia Minor in 1147, but failed to accomplish any major successes and indeed
9. As their banking role increased they served such kings as Henry II of England and Louis IX of France and their landholdings grew,
10. St. Bernard of Clairvaux drew up its rules and it was
- f) operated from Acre and after its fall in 1291 the order retreated to Cyprus.
- g) recognized at the Council of Troyes in 1128 and confirmed by Pope Honorius III.
- h) successfully reaching Jerusalem, and they were granted a cloth cross (crux) to be sewn into their clothes.
- i) the Flemish War and was unable to obtain it elsewhere, began the persecution of the Templars.
- j) they aroused the hostility, fear, and jealousy of secular rulers and of the secular clergy as well.

Exercise 9. Match the pairs of words which are similar in meaning.

1. a campaign, 2. a cross, 3. a monarch, 4. a penance, 5. a scheme, 6. a truce, 7. a vow, 8. a warrior, 9. arms, 10. hostility, 11. minor, 12. persecution, 13. to confirm, 14. to conquer, 15. to defend, 16. to draw up, 17. to invade, 18. to retreat, 19. to sack, 20. to sermonize

a) a crux, b) a fighting man, c) a march, d) a penitence, e) a plan, f) a sovereign, g) an armistice, h) an oath, i) animosity, j) secondary, k) to encroach, l) to fall back, m) to plunder, n) to preach, o) to protect, p) to ratify, q) to subjugate, r) to work out, s) victimization, t) weapons

Exercise 10. Match the words in italics denoting categories of medieval people with suitable definitions. Explain the words in bold.

1. a king, 2. a bishop, 3. a monk, 4. a knight, 5. a serf, 6. a merchant, 7. a nobleman, 8. a nun
9. a peasant, 10. a minstrel



- a) a man who is a member of a brotherhood living in a monastery and devoted to a discipline prescribed by his order;
- b) a person, not quite a **slave**, forced to stay and work on his/her master's land, especially in a feudal system;
- c) a person who buys and sells goods, especially in large amounts;
- d) a **priest in charge** of the churches and priests in a large area;
- e) a female member of a religious order, who lives a life under vows of poverty, **chastity** and **obedience** with others in a **convent**;
- f) a medieval soldier, usually high-born, raised by a sovereign to privileged military status after training as a **page** and **squire**;
- g) a man of noble rank, title or status; a **peer**; an aristocrat;
- h) the male ruler of a country, usually the son of a former ruler;

- i) a musician in the Middle Ages who travelled about the country singing songs and poems;
- j) a person who works on the land, especially one who owns or rents a small piece of land.

Speaking

Exercise 11. Fill in the blanks with the following words. You may use each word only once.

a) throne, b) "Lionhearted", c) Ivanhoe, d) John, e) **reign**, f) Henry VI, g) Saladin, h) third Crusade
i) spouses, j) Robin Hood, k) **imprisoned**, l) Phillip II of France, m) Messina and Cyprus, n) **plot**

1. King of England from 1189 to 1199, Richard was called (in French, Coeur de Lion) for his fighting skill and bravery. 2. The son of battling Eleanor of Aquitaine and Henry II, Richard was crowned king on 3 September 1189 after defeating his father with the **aid** of his mother. 3. He joined the in 1190, campaigning in the Holy Land; he conquered and then fought to a truce



with the Muslim commander 4. During this time his brother **connived** with to **usurp** Richard's throne. 5. Hearing of the , Richard tried to return to England but was **waylaid** in Austria and by the Holy Roman Emperor 6. Richard finally returned to England in 1194 to defeat John and regain control of the 7. Richard died in France five years later, having spent less than a year of his decade-long in the British Isles; John claimed the throne and remained king until his own death in 1216. 8. Richard often has been portrayed heroically in literature, most famously in Sir Walter Scott's book, in which Richard is **assisted** by the **outlaw**

Exercise 12. Fill in gaps with the proper names from the list. Then, speak about the crusades.

a) Constantinople, b) Emperor Frederick II, c) King Andrew II of Hungary, d) King Louis VII of France, e) Louis IX of France, f) Peter the Hermit, g) Prince Edward (later Edward I of England), h) Richard the Lionhearted.

<i>Crusade</i>	<i>Dates of crusade</i>	<i>Crusades Timeline of Events</i>
The first	1096 - 1099	1. The People's Crusade – ‘Freeing the Holy Land’. The 1st crusade was led by count Raymond IV of Toulouse and proclaimed by many wandering preachers , notably
The second	1144 -1155	2. Crusaders prepared to attack Damascus. 2nd crusade led by Holy Roman Emperor Conrad III and by
The third	1187 -1192	3. The 3rd Crusade led by of England, Philip II of France, and Holy Roman Emperor Frederick I. Richard I made a truce with Saladin.
The fourth	1202 -1204	4. Count Thibaud of Champagne was elected a leader of the 4th Crusade, but he died in 1200 and was replaced by an Italian count, Boniface of Monferrat advanced on
The fifth	1217 - 1221	5. The 5th Crusade led by, Duke Leopold VI of Austria, John of Brienne.
The sixth	1228 - 1229	6. The 6th Crusade led by Holy Roman
The seventh	1248 - 1254	7. The 7th Crusade led by Holy Roman
The eighth	1270	8. The 8th Crusade led by
The ninth	1271 - 1272	9. The 9th Crusade led by

Exercise 13. Read the text “Armour and weapons of Templar knights”. Use a dictionary to help you if necessary and explain the words in bold. Make up an oral summary of the text.



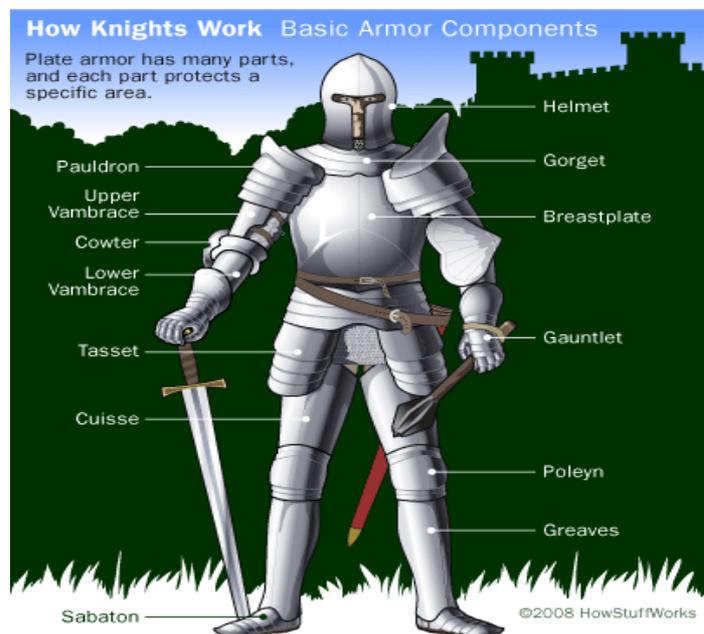
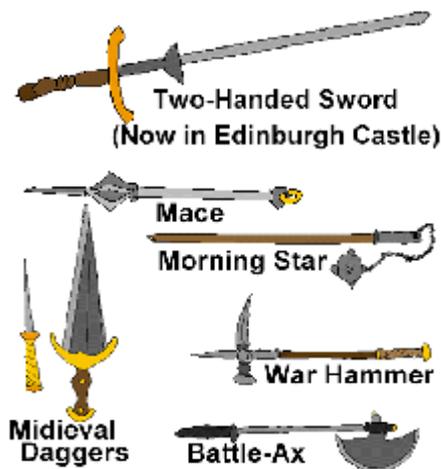
The Order's hierarchical statutes, dating from before the loss of Jerusalem in 1187 and perhaps from around 1165, list the **armour** that was to be issued to the knight-brothers. Under their armour they wore a **padded jerkin**, which itself acted as an additional layer of protection against enemy **blows**. Over this they wore a **hauberk**, which was a long-sleeved shirt of **chain mail** to cover the hands and with a chain mail **hood** or **coif**, iron chain mail **leggings**. Over their hauberk the knights wore a white **surcoat**, which kept the hot sun off their metal armour and allowed them to display the symbols of the Order, to **distinguish** them from other **troops** on the field of battle.

On their head, over the coif, the knight-brothers wore a **helmet** - in the 1160s this would have been open-faced, but 13th century manuscript illustrations and the fresco in the Templars' church of San Bevignate in Perugia, dating from the 1240s, show the Templars wearing fully

enclosed helmets. **Alternatively**, they could have a kettle-hat, a conical iron helmet with a wide **brim** to **deflect** enemy blows. Their feet were covered with chain mail. As with their 'peacetime' clothes, the Templars' armour was to be **plain**, without the **gilding** and decoration with **jewels** and **precious** metals that was common in this period. Unlike secular knights, they had vowed to **give up** personal wealth and they were not fighting for their own honour but for the honour of God and their Order. Their weapons were the standard weapons of western knights in the period. They would carry a **sword**, the long **broadsword** of the period and a **shield**. The brothers were also issued with a **lance**, three knives of different lengths (a **dagger**, a bread knife and a small knife) and a 'Turkish' **mace**. The lance, made from wood - **ash** wood was preferred, as it is strong and **flexible** - **varied** in thickness and in length, but an average cavalry lance would be around four meters long. The Order's regulations also **refer** to the brothers having **crossbows** and 'Turkish' arms other than maces, which had been captured in battle or **purchased** locally. As the Turks were fast-moving, lightly armed horsemen, **presumably** these were lighter weapons than their western **counterparts**.

<http://www.knight-test.aspery.com.au/armour/knight-templar.php>

Exercise 14. Look at the pictures and translate the unknown words/word combinations. Then, speak about weapons used by knights.



Exercise 15. Read the text “Jousting”, then, make up dialogues using the information below.

Jousting is a **martial** game between two horsemen and using lances, often as part of a **tournament**. The primary **aim** is to **strike** the opponent with the lance while riding towards him at high speed, if possible breaking the lance on the opponent's shield or armour, or **unhorsing** him.

Jousting **emerged** in the High Middle Ages based on the military use of the lance by heavy cavalry. It transformed into a specialized sport during the Late Middle Ages and remained popular with the nobility both in England and Germany throughout the whole of the 16th century (while in France, it was **discontinued** after the death of King Henry II in an accident in 1559). In England, jousting was the **highlight** of the **accession** day **tilts** of Elizabeth I and James I and also was part of the festivities at the marriage of Charles I.

The joust became an iconic characteristic of the knight in Romantic medievalism and hence in the depiction of the Middle Ages in popular culture. Jousting matches were notably **depicted** in Ivanhoe (1820). The term joust is derived from Old French ‘joster’, **ultimately** from a Late Latin ‘iuxtare’ "to **approach**, to meet". The word was **loaned** into Middle English around 1300, when jousting was a very popular sport among the Anglo-Norman knighthood.



The medieval joust has its origins in the military tactics of heavy cavalry during the High Middle Ages. These became **obsolete** during the 14th century; from the 15th century jousting became a sport without direct **relevance** to **warfare**.

From 11th to 14th centuries when medieval jousting was still practiced in connection to the use of the lance in warfare, armour **evolved** from mail (with a solid, heavy helmet, called a "great helm" and shield) to plate armour. By 1400, knights wore full suits of plate armour, called a "**harness**".

In this early period, a joust was still a martial "meeting", i.e. a **duel** in general and not limited to the lance. **Combatants** would begin riding on one another with the lance, but might continue with shorter range weapons after the distance was closed or after one or both parties had been unhorsed. Tournaments in the High Medieval period were much **rougher** and less "gentlemanly" **affairs** than in the late medieval era of chivalry. The rival parties would fight in groups, with the aim of **incapacitating** their **adversaries for the sake of** gaining their horses, arms and **ransoms**.

With the development of the courtly ideals of chivalry in the late medieval period, the joust became more regulated. This tendency is also reflected in the **passage** of arms in general. It was now considered dishonourable to **exploit** an opponent's **disadvantage** and knights would pay close attention to **avoid** being in a position of advantage, seeking to gain honour by fighting against the **odds**. This romanticized "chivalric revival" was based on the chivalric romances of the high medieval period, which noblemen tried to "**reenact**" in real life, sometimes **blurring** the lines of reality and fiction.

<http://en.wikipedia.org/wiki/Joust>

Exercise 16. Use the information from the internet or historical books/encyclopedias and speak about:

1. The Middle Eastern situation, 2. The Western European situation, 3. The siege of Jerusalem (1099), 4. The Northern Crusades, 5. Crusades in the Balkans, 6. The Crusade against the Tatars. 7. The military-**monastic** orders of knighthood, 8. The chivalric orders, 9. The **honorific** orders of knighthood, 10. The **hereditary** knighthoods, 11. The medieval knight, 12. Knights and armor, 13. Famous people of 1096-1272, 14. Knight **heraldry**.

Project

Exercise 17. Read the beginning of the story entitled "Archaeologists uncover some surprising finds", then take turns to continue the story.

In 1992 Mark Redknap, from the National Museum of Wales, was sent some small artefacts from Anglesey. The **haul** included ninth-century coins and some small **lead weights** typical of those used by **Viking** traders. **Evidence** for the Vikings in Wales is **sparse**, but a **hoard** of five **exquisite** silver arm **rings** had also been found on Anglesey. The island itself has Scandianvian connections, probably **deriving** its name, Ongulsey, from a Viking leader.

Based on this evidence, Mark **investigated** a geophysical **survey** of the site where these objects had been found, and discovered a hidden **trench**. Excavations then began which **revealed** a ninth-century **defensive** wall, partly constructed with massive stone blocks and about two meters wide at its base. The question was what were the inhabitants of this **settlement**?



Unit 6. The Daily Life in the Middle Ages

Pre-reading

Exercise 1. Answer the following questions:

1. What was the daily life of medieval **nobles** and lords in the Middle Ages?
2. How did a knight spend most of his spare time?
3. What was the working day of a **peasant**?
4. Can you describe a medieval village?
5. What clothes did people wear during the Middle Ages?
6. What did the medieval food consist of?
7. What do you know about medieval **chivalry**?
8. Can you describe the common features of the medieval castle?
9. Do you know the composition of the medieval aristocratic **household**?
10. What famous persons of that period have you remembered?



Exercise 2. Choose words from the list to label the pictures. Then, speak about each picture.

1. a castle, 2. a farm, 3. a peasant house, 4. a kitchen, 5. dinner for nobility, 6. medieval people



a)



b)



c)



d)



e)



f)

Reading

Exercise 3. Read the text "Village and city life" and match the sentences (A-E) to the numbered spaces (1-5) in it. Then explain the words in bold.

- A. These invaders often plundered more than they could carry, sold **surplus** goods to surrounding villages and created base camps to be used for trading.
- B. Much of this **harsh** life was lived outdoors, wearing simple dress and **subsisting on** a meager diet.
- C. A poor family might be **cramped** into one room, **faring** little better than peasants in the country, while rich "burger" families might occupy four floors, from **cellar** to **attic**, complete with **servant quarters**.

D. Houses, **barns** and animal **pens clustered** around the center of the village, which was surrounded by **plowed fields** and **pastures**.

E. By the 13th century, however, cities were flourishing from the *Mediterranean* to northwest Europe.



Medieval roots can be found in all of today's major European cities. When *Julius Caesar* set to conquer Western Europe, there were few places that could have been called cities. *Lutetia*, which would become Paris, was probably the largest of the early cities. 1)

Viking invasions were a major factor in the development of cities during the early Middle Ages. 2) *Dublin*, Ireland's roots began as a Viking base camp. To protect themselves, villages began **erecting** walls and **fortifying** their positions. This led to the great medieval walled cities that can still be seen in modern Europe.

These walled cities became known as "bourgs," "burghs," and later, boroughs. Inhabitants were known as **bourgeois**. By the mid-900s, these fortified towns **dotted** the European **landscape** from the Mediterranean as far north as *Hamburg, Germany*.

Medieval villages consisted of a population **comprised** of mostly of farmers. 3) Medieval society **depended on** the village for protection and a majority of people during these centuries called a village home. Most were born, **toiled**, married, had children and later died within the village, rarely **venturing** beyond its **boundaries**.

Common **enterprise** was the key to a village's **survival**. Some villages were **temporary**, and the society would move on if the land **proved infertile** or weather made life too difficult. Other villages continued to exist for centuries. Every village had a lord, even if he didn't make it his **permanent** residence and after the 1100's castles often dominated the village landscape. Medieval Europeans may have been unclear of their country's boundaries, but they knew every stone, tree, road and **stream** of their village. **Neighboring** villages would **parley** to set boundaries that would be **set out** in village **charters**.

Medieval peasants were either classified as free men or as "**villeins**," those who **owed** heavy labor service **to** a lord, were **bound** to the land, and subject to **feudal dues**. Village life was busy for both classes, and for women as well as men. 4)

Village life would change from outside influences with market **pressures** and new landlords. As the centuries passed, more and more found themselves drawn to larger cities. Yet modern Europe owes much to these early medieval villages.

Medieval city homes between the rich and poor differed little from the outside, each being made of the same stone brought in from nearby **quarries**. But the inside **accommodations** were far more telling. 5)

Comfort was not always easy to find, even in the wealthiest of households. Heating was always a problem with stone floors, ceiling and walls. Little light came in from narrow windows and oil and fat-based **candles** often produced a **pungent** aroma. Furniture consisted of wooden benches, long tables, cupboards and **pantries**. **Linen**, when **afforded**, might be **glued** or **nailed** to benches to provide some comfort. As beds were made of the softest materials they were often **riddled** with **bedbugs**, **lice** and other **biting insects**. Some tried to **counter** this by **tucking in sheets** at nighttime in hopes of **smothering** the **pests**, while others **rubbed** oily **liniments** on their skin before **retiring**.



<http://www.medieval-life.net>

Exercise 4. Answer the following questions:

1. When and why did the great medieval walled cities appear?
2. What do we call the inhabitants of medieval fortified cities?
3. What **premises** and **outhouses** clustered around the center of an ordinary village?
4. Some villages were temporary and permanent, weren't they? Can you prove your answer?
5. What categories of medieval peasants do you know?
6. Medieval city homes between the rich and poor differed little from the outside, didn't they?
7. Why was heating always a problem during that period?
8. How did people solve a problem concerned biting insects?

Exercise 5. Read the text "Life of the Nobility" and explain the words in bold.



In medieval times, the nobility included Kings, Lords, Knights, and Ladies. **Manor** houses and castles were **drafty, dingy** and **damp**. They were built for protection, not for comfort. Compared to the common people, however, the nobility lived a far more comfortable life.

Lords: Within the **fief** he owned, the lord had nearly total **authority**. He was the **judge** and **jury** whenever a **dispute** needed to be settled. He was also the judge and jury for dispute between his various vassals.

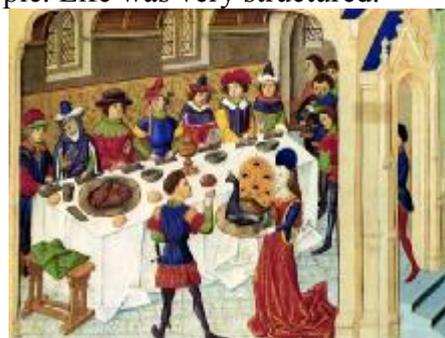
Ladies: A woman's job in the Middle Ages was to have children and to **take care** of the household. Noblewomen had no rights. They were the **property** of their husbands. Noblewomen were not allowed to choose their own husbands. Their fathers chose a husband for them.

There was no such thing as **divorce**. A woman might be married four times in her lifetime. Each time, if her father was alive, he would find her a new husband. If her father was not alive, the eldest son of her late husband would find her a new husband. If there were no sons, the church would find her a new husband or she could enter the **convent**.

Kids: At seven boys began to study how to become knights. Girls did not go to school. They were taught by their mother how to manage the household and how to **behave**.

Behavior: There was a **strict** code of behavior in the Middle Ages. There was a rule for every action, even for when you spoke and how you greeted people. Life was very structured.

Dining: Dinner was an **elaborate affair** for most nobles. Several dishes were served like **game**, fish, vegetables, fruit and **deserts**. Food was **sweetened** with **honey**. **Spoons** and **forks** were not used. Instead, people used their **fingers** and knives. If they had guests for dinner, they would **hire entertainers** - minstrels, **magicians**, **jugglers** - or perhaps one person would perform several **feats**.



Activities and Entertainment: Types of medieval entertainment varied according to status but included banquets feasts, **jousts**, tournaments, mystery plays, **fairs**, games and sports, hunting, **hawking**, animal entertainment using dogs, bears and monkeys. The medieval entertainers included **jesters** (a fool or **buffoon** at medieval **courts**), **mummers** (masked or costumed merrymaker or dancers at festivals), minstrels, troubadours, acrobats, jugglers and **conjurers**. **Tournaments** were a most popular form of entertainment. Tournaments were **mock** battles between knights. Men hunted, fished and ran the fief. Women **took pride in** their **embroidery** and **tapestry** making. They made medicines from various plants. Both men and women learned the art of **archery**.

Religion: The Catholic Church ruled daily life. **Sermons** were given daily by **parish** priests in small rooms called chapels. **Prayer** was a big part of every day. The church had to approve what you did and how you behaved or you would be **punished**. The church had great power and it did not **hesitate** to use it.

<http://medievaleurope.mrdonn.org/nobility.html>

Language development

Exercise 6. Fill in the words from the list and then make sentences using the completed phrases.

a) a meager, b) and costumed merrymaker, c) care of the household, d) cities became known, e) code of behavior, f) invasions during the early, g) medicines from various, h) oily liniments on one's, i) the property of her husband, j) towns dotted the European, k) was an elaborate affair, l) was surrounded by plowed fields, m) was sweetened, n) were given

1. a masked at festivals
2. a noblewomen was
3. a strict
4. a village and pastures
5. dinner for most nobles
6. food with honey
7. fortified landscape



8. sermons daily
9. the walled as "burghs"
10. to make plants
11. to rub skin
12. to subsist on diet
13. to take
14. Viking Middle Ages

Exercise 7. Fill in the correct preposition, adverbs or particle from the box. Then make sentences using the completed phrases.

a) according to, b) at, c) between, d) by, e) for, f) from, g) in, h) of, i) on, j) to

1. a lord was a judge dispute various vassals, 2. a strict code behavior the Middle Ages, 3. seven boys began study, 4. the 13th century cities were flourishing the Mediterranean northwest Europe, 5. girls were taught their mother, 6. invaders created base camps be used trading, 7. manor houses and castles were built protection, 8. medieval society depended the village protection, 9. noblewomen the Middle Ages took care the household, 10. other villages continued exist centuries, 11. rich families occupied four floors cellar attic, 12. sermons were given daily parish priests small rooms, 13. tournaments were mock battles knights, 14. types medieval entertainment varied status.

Exercise 8. Match the word on the left with the best definition on the right.

- | | |
|------------------|---|
| 1. a barn | a) a place on the surface of the earth from which stone, sand , etc., are dug out . |
| 2. a charter | b) more than what is needed or used |
| 3. an inhabitant | c) a written or printed signed statement from a ruler, government, etc., giving rights, freedoms to people, an organization or a person. |
| 4. to fortify | d) an oily liquid to be rubbed on the skin , especially to help soreness and stiffness of the joints . |
| 5. a landscape | e) a person who lives in a particular place |
| 6. a quarry | f) a farm building for keeping animals or for storing crops and food for animals. |
| 7. a liniment | g) to make a place defensible, as by building walls, digging trenches , etc. |
| 8. surplus | h) to seize goods illegally or by force from people or a place in time of war. |
| 9. a cellar | i) an expanse of scenery that can be seen in a single view. |
| 10. to plunder | j) an underground room, usually used for storing goods. |

Exercise 9. Match the pairs of words which are similar in meaning.

1. surplus, 2. to flourish, 3. to plunder, 4. an inhabitant, 5. to erect, 6. linen, 7. to fortify, 8. a landscape, 9. permanent, 10. a stream, 11. to comprise, 12. a barn, 13. toil, 14. a liniment, 15. pungent, 16. an attic, 17. a villain, 18. a cupboard, 19. a boundary, 20. meager

a) an ointment, b) bed-clothes, c) limited, d) excessive, e) a granary, f) a resident, g) to consolidate, h) hard work, i) a border, j) to thrive, k) a scenery, l) to include, m) a serf, n) a garret, o) invariable, p) acrid, q) to build, s) a brook, t) a sideboard, u) to pillage

Exercise 10. Match the items to make full sentences.

- | | |
|---|--|
| 1. Medieval Europeans may have been unclear of their country's | a) and they were a most popular form of entertainment. |
| 2. Most people were born, toiled, married, had children and | b) boundaries, but they knew every stone, tree, road and stream of their village. |
| 3. Tournaments were mock battles between knights | c) husband to a noblewoman or she could enter the convent. |
| 4. Medieval city homes between the rich and poor differed | d) later died within the village, rarely venturing beyond its boundaries. |
| 5. Types of medieval entertainment varied according to status but included banquets, feasts, jousts, tournaments, | e) little from the outside, each being made of the same stone brought in from nearby quarries. |
| 6. Every village had a lord, even if he didn't make it his | f) mummers (masked or costumed merry-maker or dancers at festivals), minstrels, troubadours, acrobats, jugglers and conjurers. |
| 7. The church had to approve what you did, how you behaved | g) mystery plays, fairs, games and sports, hunting, hawking, animal entertainment using dogs, bears and monkeys. |
| 8. Houses, barns and animal pens clustered around the center of | h) permanent residence and after the 1100's castles often dominated the village landscape. |
| 9. If there were no sons, the church would find a new | i) the village, which was surrounded by plowed fields and pastures. |
| 10. The medieval entertainers included jesters (a fool or buffoon at medieval courts), | j) you would be punished, so the church had great power and it did not hesitate to use it. |

Exercise 11. Complete the text “Medieval Clothing” using words from the box. Use a dictionary to help you if necessary.

- a) caps, b) east, c) hair, d) jacket, e) married, f) medieval, g) men, h) peasants, i) shirt, j) trousers, k) upper classes, l) worn



From the 11th through the 13th centuries, 1) clothing **varied** according to the social **standing** of the people. The clothing worn by nobility and 2) was clearly different than that of the lower class. The clothing of 3) during the Middle Ages was very simple, while the clothing of nobility was **fitted** with a **distinct emphasis** on the **sleeves**

of the **garments**. Knights **adorned** themselves with sleeveless "surcoats" covered with a **coat of arms**. **Barbarian nomads** wore clothing made of **fur, wool and leather**. They wore long 4), some of which had attached feet. Fine leather shoes were also worn. Imports such as **turbans** and silks from the 5) were common for the more **fortunate** of society.

Clothing styles of medieval 6) changed periodically. At the end of the 13th century, the **loose** and **flowing tunics** became **tighter fitting**. Besides tunics, the men also wore **undershirts** and **briefs** covered by a sleeveless 7) and an additional tunic. **Stockings** completed the **ensemble**. Men's medieval clothing also consisted of **cloaks** with a round opening that was **slipped** over the man's head. Such cloaks were 8) over other clothing as a type of jacket.

Early medieval women's clothing consisted of "kirtles", which were tunics worn to their **ankles**. These tunics were often worn over a 9), When the women were in public, they often topped the tunics with an even shorter "kirtle." The more **affluent** women wore more **luxurious**

clothing. Women, especially those who were **10)**, wore tight-fitting **11)** and **nets** over their hair, which was wound in a **bun** on their heads. Other women wore **veils** over their **12)**, which was left either hanging loosely or **braided** tightly.

Exercise 12. Choose the correct word. Use a dictionary and translate words in bold which are referred to medieval household offices, premises and outhouses.



1. A *a) kitchen / b) dining room* is a room or part of a room used for cooking and food preparation.
2. A *a) pantry / b) chimney* is a room where food, provisions or dishes are stored and served in an **ancillary capacity** to the kitchen.
3. an *a) arbour / b) buttery* is a storeroom for **liquor**.
4. A *a) poultry / b) stable* is the office in a medieval household responsible for the **purchase** and preparation of poultry, as well as the room in which the poultry was stored
5. A *a) vineyard / b) wine cellar* is a storage room for wine in bottles or **barrels**.

6. A *a) larder / b) pigsty* is a cool area for storing food **prior** to use.
7. A *a) cowshed / b) scalding house* is the office in a medieval household responsible for scalding the **carcasses** of animals, as well as **utensils**.
8. A *a) scullery / b) kennel* is a room in a house traditionally used for washing up dishes and laundering clothes.
9. A *a) parterre / b) chandlery* is **originally** the office in a medieval household responsible for **wax** and candles, as well as the room in which the candles were kept.
10. A *a) laundry / b) hedge* can be considered a room or area, as in a home or apartment building, reserved for doing the family wash.



Speaking

Exercise 13. Read the text “Medieval castle life” and translate the words in bold. Then, make up an oral summary of it.

Medieval castle life. The life was **strictly governed** by the medieval feudal system - a pyramid of power! If you were a lord at the top of the pyramid the life was **obviously** full of comfort. The lower down the feudal pyramid the less pleasant the lifestyle. Medieval castle life varied according to status and the differences were extreme. Strict codes of conduct dictated medieval castle life and the strict etiquette of everyday life **revolved** around the code of chivalry, courtly **manners** and **courtly** love. A medieval castle was an **extremely** busy and noisy place - hundreds of people might inhabit a castle - the number would be **dependant** on the status of the lord. Medieval castle life revolved around the **requirements** of the lord. A **considerable amount** of travelling was involved during the Middle Ages - castle life **therefore** included packing, unpacking and settling into different castles.

Medieval castle life of the lord and his family. As the Medieval era progressed with time the castles became more and more comfortable:

Life in the castle started at **dawn**; Mass would be heard in the chapel and additional private prayer might be made in the oratory; Breakfast; Lord would attend to business matters **in relation to** his land. Reports would be heard regarding estate crops, **harvests** and **supplies**. Finances - rents, taxes, **customs** and dues; **Complaints** and disputes regarding **tenants** would be **settled**, **permission** to marry etc.; Political discussions and decisions; As the Medieval era progressed time was spent on



the arts - poetry, music etc.; Weapon practice; The lady would spend time on **overseeing** some important household duties; Mid morning prayer and meal; Lord would go hunting, hawking or inspect the estate; Ladies would **undertake needlework**, embroidery etc.; Evening prayer and then supper in the hall; After supper there might be some entertainment - music, dancing, masques, jugglers, acrobats, jesters, plays, etc.; The time for bed was dictated by the time the lord retired; Bedtime prayers; Feats and banquets might be held on special **occasions**; The knight's skills would be occasionally **displayed** and practiced in tournaments, jousting, mock duals, etc.

Life in a medieval castle – the knights, squires and pages. The main occupants of the medieval castle could be divided into two basic groups - the knights and the servants. The life of the medieval knights and their **retinues** centered on **enhancing** their knightly skills in the use of weapons, horsemanship and medieval warfare. The sons of the nobility, except those who were **destined** to take holy orders, were placed in the service of the great lords of the land. These children were sent to live in the castle of their **liege** lord and **commence** their education as a knight. The castle served as a 'Knight School!' A knight would start the life in a castle as a **page** and then move up to the role of a **squire**.

Life of the page. The life of a page would start at a very young age - seven years old. A page was **junior** to a squire. It was the duty of a page to wait at table, **care for** the lord's clothes and assist them in dressing. The page was **provided** with a uniform of the colours and **livery** of the lord.

Life of the squire. The life of a squire would start as a teenager, usually at 14. A squire was junior to a knight. It was the duty of a squire to learn about the code of chivalry, the rules of heraldry, horsemanship and practice the use of weapons. It was also their duty to enter into the social life of the castle and learn courtly etiquette, music and dancing. The squire served in this role for seven years and became a knight at 21.

Life of the knight. It was the duty of a knight to learn how to fight and so serve the lord according to the code of chivalry. Weapon practice included enhancing skills in the two-handed sword, battle axe, mace, dagger and lance.

The medieval castle had a lot of rooms, but the most important were the following:

1) *The Great Hall* was intended for the main meeting and dining area and used by everyone who lived in the castle. The life of the castle revolved around this room. All the meals were served in this room. Pages and servants waited on the tables. Servants ensured the Hall was cleaned, the fires were laid, the lighting was **adequate**. Entertainment was a major feature of medieval castle life with music, dancing, masques, jugglers, acrobats, jesters, plays etc. **Heralds** would present all visitors. The **steward supervised** the events in the Great Hall.

2) *The solar* was intended for sleeping and private quarters and used by the lord's family. It became a private sitting room favoured by the family. The solar **suite of rooms** was near a wardrobe.

3) *The wardrobe* was intended as a dressing room and **storage** room for clothes. It became the storage room for costly, personal items such as jewels, **coins**, furs, **spices** and plates. The use of the wardrobe was extended to the room where **dressmaking** and **hairedressing** was conducted.

4) *The bower* was intended for the lady of the castle and used as her private withdrawing-room where she would embroider.

5) *The minstrel gallery* housed musicians and was situated on a raised gallery overlooking the Great Hall. The minstrel gallery demonstrates the importance of entertainment in medieval castle life.

6) *The throne room* illustrates the power of royalty in medieval castle life.



The room in the castle called the wardrobe was **extended** and used by the lord as a 7) *The bathroom*. bathroom! Bathing was usually conducted in wooden barrels.

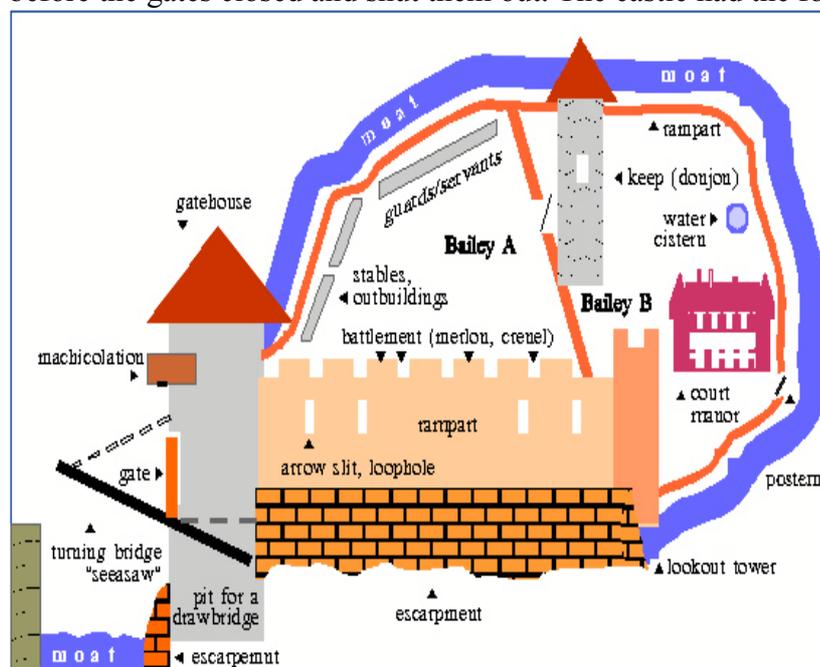
8) *The kitchen*. Kitchens were integrated into the medieval castles - they included cooking **ovens** for **baking** and **huge fireplaces** for smoking and **roasting** food. They also had a water supply complete with a **sink** and **drainage**.

9) *The buttery* was intended for storing and **dispensing beverages**, especially **ale**. The person who **presided** over the buttery was called the **butler**.

Exercise 14. Read the definitions referred to a castle structure. Translate the words in bold. Then speak about a medieval castle using the picture below. You can start your story with the following:

Since the power and security of a lord depended upon his ability to defend himself, fief owners began to build **sturdy** castles. Castles were designed to **withstand** a **siege** and to mount a defense.

At first castles were made of wood. But they were too easy to **burn down**. By 1100 AD, castles were built of stone. Thick walls surrounded a castle. Inside these thick walls, there were many buildings. At the first **sign** of trouble, the **commoners** rushed to get inside the castle walls before the gates closed and shut them out. The castle had the following structure



A bailey - the outer **courtyard** of a castle.

Barracks - a group of buildings used to house military personnel; the barracks were the homes of the knights and their families.

A battlement - a **notched** parapet built on top of a wall, with **alternating merlons and crenels** for decoration or defense.

A chapel - a place to hold religious services; it was build either inside the lord's home or as a separate building.

A drawbridge - a bridge built across the moat; this bridge could be raised and lowered for added protection from **intruders**.

A dungeon - a dark, often underground **chamber** or **cell** used to **confine prisoners**.

A oubliette - a dungeon with a **trapdoor** in the ceiling as its only means of **entrance** or **exit**.

An escarpment - a **steep slope** in front of a fortification.

A gate - a fortified opening entrance to a palace, walled city.

A gatehouse - a building used by the **guards** at the gates. The **portcullis** was the **grating of iron bars** at the gateway.

A great hall - a **passageway** that connected the lord's home to the keep.

A keep - a **stronghold** of a castle.

A lookout tower - a tower **surmounted** by a small house in which a watch is **habitually** kept.

A loophole - a small hole or **slit** in a wall, especially one through which small arms may be fired.

A machicolation - a **projecting gallery** at the top of a castle wall, supported by a **row of corbelled arches** and having openings in the floor through which stones and **boiling liquids** could be dropped on **attackers**.





A manor - a **mansion** or a house on an **estate**.

A moat - a deep **ditch surrounding** the castle walls, filled with water. A bridge was built to cross the moat. The bridge was raised during an attack. The moat was loaded with **traps** and sharp **spikes** in case someone tried to swim across.

An outbuilding - a building that is **subordinate** to and separate from a main building

A postern - a small **rear** gate, especially one in a **fort** or castle.

A rampart - a fortification consisting of an **embankment**, often with a parapet built on top.

A stable - a building for the **shelter** and feeding of **domestic** animals, especially horses and **cattle**, where were fed, groomed and kept clean.

The place of arms - a place **calculated** for the **rendezvous** of men in arms. Men-at-arms, knights, squires and pages **constituted** at least half the inhabitants of the medieval castle.

A water cistern - a **receptacle** for holding water, especially a **tank** for catching and storing rainwater.



Exercise 15. Look through the table “The British monarchy – Norman and Plantagenet (1066-1485) and make up dialogues, using the information below.

Name	Main events	Name	Main events
1. William I (1066-1087)	1066 – the Norman Conquest 1070 – the devastation of the North 1086 – the Domesday Survey	10. Edward II (1307-1327)	1314 – the battle of Bannockburn
2. William II (1087-1100)	1095 – 1099 – the first crusade	11. Edward III (1327-1377)	1337 – the Hundred Years’ War began 1346 – the battle of Crecy 1348 – the Black Death in England
3. Henry I (1100-1135)	1120 – the White Ship disaster	12. Richard II (1377-1399)	1381 – the peasants’ revolt
4. Stephen (1135-1154)	1139 – 1153 – the Civil War	13. Henry IV (1399-1413)	1400 – 1410 – the Welsh rebellion
5. Henry II (1154-1189)	1170 – the murder of Thomas Beckett	14. Henry V (1413-1422)	1415 – the battle of Agincourt
6. Richard (1189-1199)	1189 – 1192 – the third crusade	15. Henry VI (1422-1461)	1453 - the Hundred Years’ War ended 1455 – Wars of Roses began
7. John (1199-1216)	1215 – Magna Carta	16. Edward IV (1461-1483)	1470 – 1471 – Henry VI regained power
8. Henry III (1216-1272)	1264 – 1267 – the Second Baron’s War	17. Edward V (1483)	1483 – the death of princes in Tower
9. Edward I (1272-1307)	1282 – 1283 – the conquest of Wales 1306 – the Robert Bruce’s rebellion	18. Richard III (1483-1485)	1485 – the battle of Bosworth Field

Exercise 16. Read the text “The Order of the Garter” and translate the words in bold. Then, make up an oral summary of it.



The Order of the **Garter** is the most **senior** and the oldest British Order of Chivalry and was founded by Edward III in 1348. The Order, consisting of the King and twenty-five knights, honours those who have held public office, who have **contributed** in a particular way to national life or who have served the Sovereign personally. The patron saint of the Order is St George (patron saint of soldiers and also of England) and the **spiritual** home of the Order is St George's Chapel, Windsor.

The **insignia** of the Order have developed over the centuries, starting with a garter and **badge depicting** St. George and the **Dragon**. A **collar** was added in the 16th century, and the star and **broad ribbon** in the 17th century

The collar could not be decorated with precious stones, because the statutes **forbid** it.

Nowadays the number of knights is limited to 24, plus Royal knights. For much of its history, the Garter was limited to the aristocracy, but today the knights are from varied backgrounds. If there are vacancies in the Order, **appointments** are announced on St. George's Day (23 April).

Every June, the Knights of the Garter gather at Windsor Castle, where new knights take the oath and are **invested** with the insignia. A lunch is given in the Waterloo Chamber, after which the knights process to a service in St. George's Chapel, wearing their blue velvet **robes** (with the badge of the Order - St George's Cross within the Garter surrounded by **radiating silver beams** - on the left **shoulder**) and black velvet hats with white **plumes**.

During the Middle Ages ladies were associated with the Order, although unlike today they did not enjoy full membership. One of the last medieval ladies to be honoured was Lady Margaret Beaufort, mother of Henry VII and grandmother of Henry VIII. After her death in 1509 the Order remained exclusively male, except for reigning queens as Sovereign of the Order, until 1901 when Edward VII made Queen Alexandra a lady of the Order. In 1987, The Queen decided that women should be **eligible** for the Garter in the same way as men. Women are therefore included in this number and currently Lady Thatcher (formerly Margaret Thatcher, first female prime minister of Great Britain) and Lady Soames (the youngest daughter of Sir Winston Churchill, also a holder of the Order of the Garter) hold this honour.



<http://getasword.com/blog/300-nobility-titles>

Exercise 17. Use the information from the internet or historical books/encyclopedias and speak about:

1. The aspects of medieval life, 2. Food and famine, 3. The feudalism, 4. The clothing and fabric, 5. Games and pastimes, 6. The medieval magic and witchcraft, 7. The medieval inventions.

Writing

Exercise 18. Write any of the following compositions using 150 -200 words.

1. A working day of a peasant or a lord, 2. A typical peasant's dwelling, 3. A life in a medieval castle, 4. A medieval manor, 5. The Silk Road. 6. Medieval wars.

Project

Exercise 19. Make a short presentation about a famous person of the Middle Ages.

Unit 7. The Renaissance

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Then, try to give a short information about each person. You can use Exercise 13.

1) Dante Alighieri, 2) Erasmus of the Netherlands, 3) Francesco Petrarca, 4) Geoffrey Chaucer, 5) Giovanni Boccaccio, 6) Leonardo da Vinci, 7) Madonna Litta, 8) Michelangelo, 9) Raphael Santi, 10) Thomas More, 11) Tommaso Campanella, 12) William Shakespeare



a)



b)



c)



d)



e)



f).....



g)



h)



i)



j)



k)



l)

Exercise 2. Answer the following questions:

1. What period did the Renaissance span?
2. Who inspired the term "Renaissance man"?
3. Who **paved the way** for the Protestant Reformation?
4. What was one of the greatest **achievements** of Renaissance scholars?
5. What famous artists of this period do you know?
6. What was one of the **distinguishing** features of Renaissance art?
7. Where did the European Renaissance begin? What cities did it center?
8. Have you remembered any philosophers of the Renaissance?
9. What explorers and navigators of this period do you know?

Reading

Exercise 3. Read the text “The Renaissance” and explain the words in bold.



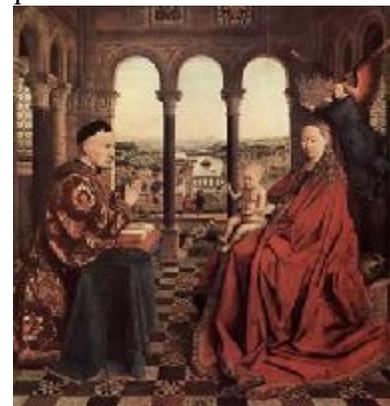
Titian. *Woman with a mirror*

The Renaissance is the humanistic **revival** of classical art, architecture, literature and learning that **originated** in Italy in the 14th century and later spread throughout Europe. It was late medieval cultural movement in Europe. The Renaissance brought renewed interest in classical learning and values to Italy and **subsequently** the rest of western and central Europe from the late 13th to the early 17th century. Attracted by the **values** and rhetorical **eloquence** of ancient writers, figures such as *Petrarch*, *Giovanni Boccaccio* and *Lorenzo Valla* **rejected** medieval Scholasticism **in favour of** human-centred forms of philosophy and literature. In northern Europe, *Desiderius Erasmus* cultivated christian humanism and writers such as *Franois Rabelais* and *William Shakespeare* produced works that **emphasized** the **intricacies** of human character. **Inspired** by ancient Greece and Rome, Renaissance painters and sculptors took the **visible** world for their subject and practiced according to mathematical principles of balance, harmony and **perspective**. The new **aesthetic** found expression in the works of Italian artists such as *Leonardo da Vinci*, *Sandro Botticelli*, *Raphael*, *Titian*, *Michelangelo* and the Italian city of Florence became the centre of Renaissance art. The term has also been **applied to** cultural revivals in England in the 8th century, the Frankish kingdoms in the 9th century and Europe in the 12th c.

Art is the best-loved and well-known part of the Renaissance. The Renaissance produced an **extraordinary** amount of art and the role of the artist differed from that in the Middle Ages.

The Renaissance had a **passion** for art. **Commissions** came from kings, popes, princes, nobles and lowborn **mercenary** captains. Leaders commissioned portraits of themselves, scenes of their **accomplishments**, such as successful battles and of **illustrious ancestors**. Cities wanted their council halls decorated with huge **murals**, **frescoes** and **tapestries** depicting great civic moments. Monasteries commissioned artists to paint frescoes in **cells** and **refectories** that would inspire monks to greater **devotion**. And civic, dynastic and religious leaders **hired** architects to erect buildings at **enormous expense** to beautify the city or to serve as semipublic residences for leaders.

A remarkable feature of Renaissance art was the **heightened interaction** between **patron** and artist. Patrons such as *Lorenzo de' Medici* (1449–1492) of Florence and popes *Julius II* (reigned 1503–1513) and *Leo X* (reigned 1513–1521) were active and **enlightened** patrons. They proposed programs or instructed humanists to do it for them, for the artists to follow. At the same time, the results show that they did not **stifle** the artists' originality. Men and women of many social levels had an appetite for art. The wealthy merchant wanted a painting of *Jesus*, *Mary* or *saints*, with small portraits of members of his family praying to them, for his home. A noble might provide **funding** to decorate a chapel in his **parish** church honoring the saint for whom he was named. Members of the middle classes and probably the working classes wanted small devotional paintings. To meet the demand, enterprising merchants organized the mass production of devotional images, **specifying** the image (typically Mary, Jesus **crucified** or patron saint), design, color and size. Major art forms, such as paintings, sculptures and buildings have attracted the most attention, but works in the **minor arts**, including furniture, silver and gold objects, small metal works, table decorations, household objects, colorful ceramics, **candlesticks**, **chalices** and priestly **vestments** were also produced in great **abundance**.



Jan van Eyck. *Madonna of Chancellor Rolin*

The new styles came from Italy and it produced more art than any other part of Europe. Art objects of every sort were among the **luxury** goods that Italy produced and exported. It also exported artists, such as Leonardo da Vinci, who died at the French court.

The ancient world of Rome and Greece, as **interpreted** by the humanists, greatly influenced Renaissance art. Artists and humanists studied the surviving buildings and monuments, read ancient **treatises** available for the first time and **imbibed** the humanist emphasis on man, his actions and **perceptions**, plus the **habit** of sharp criticism of medieval styles.



Stimulated by the ancients, Renaissance artists were the first in European history to write extensively about art and themselves. *Leon Battista Alberti* (1404-1472) wrote treatises on painting (1435) and architecture (1452); *Raphael* wrote a letter to Pope Leo X (c. 1519) concerning art. *Giorgio Vasari's* (1511-1574) 'Lives of the Artists' (first edition 1550, revised edition 1568) was a series of biographies of Renaissance artists **accompanied** by many comments about artistic styles. It was the first history of art. The **silversmith** *Benvenuto Cellini* (1500-1571) wrote about artistic practices and much more about himself, much of it probably **fictitious**, in his 'Autobiography', written between 1558 and 1566.

The social and intellectual position of the artist changed in the Renaissance. The artist began as a craftsman, occupying a relatively low social position and tied to his **guild**, someone who followed local traditions and produced paintings for local patrons. He became a **self-conscious** creator of original works of art with complex **schemes**, a person who **conversed** with humanists and **negotiated** with kings and popes. <http://www.answers.com/topic/renaissance>

Exercise 4. Read the text "Italian Renaissance Artists-Part I" and explain the words in bold. Then, make up dialogues, using the information below.

1. *Masaccio* (1401-1428) was the first great painter of the Quattrocento period of the Italian Renaissance. According to *Vasari*, Masaccio was the best painter of his generation because of his skill of **recreating** lifelike figures and movements as well as a **convincing** sense of three-dimensionalism.



Mary with a child

Despite his brief career, he had a **profound** influence on other artists. He was one of the first to use **linear** perspective in his painting, employing techniques such as **vanishing** point in art for the first time. He also moved away from the International Gothic style and **elaborated** ornamentation of artists like *Gentile da Fabriano* to a more naturalistic mode that employed perspective and **chiaroscuro** for greater realism.

2. *Donatello* (1386-1466). His full name was Donato di Niccolò di Betto Bardi, he was an early Renaissance Italian painter and sculptor from Florence. He is known for his work in bas-relief, a form of **shallow** relief sculpture that, in Donatello's **case**, **incorporated** significant 15th-century developments in perspective illusionism.

3. *Filippo Brunelleschi* (1377-1446) was one of the **foremost** architects and engineers of the Italian Renaissance. He is famous for his discovery of perspective and for engineering the **dome** of the Florence Cathedral, but his accomplishments also include other architectural works, sculpture, mathematics, engineering and even ship design. His principal surviving works are to be found in Florence, Italy.

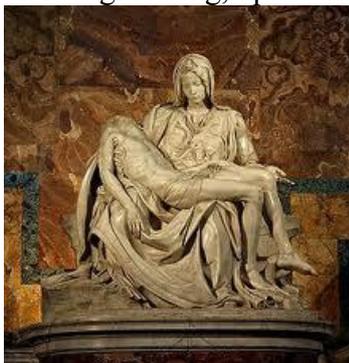


Leonardo da Vinci. The Last Supper

4. *Leonardo da Vinci* (1452-1519) was an Italian **polymath**, having been a scientist, mathematician, engineer, inventor, anatomist, painter, sculptor, architect, botanist, musician and writer. Leonardo has often been described as the archetype of the "Renaissance man", a man whose seemingly **infinite curiosity** was equaled only by his powers of invention. He is considered to be one of the greatest painters of all time and perhaps the most **diversely** talented

person ever to have lived. Two of his works, the 'Mona Lisa' and 'The Last Supper' occupy unique positions as the most famous, most **reproduced** and most parodied portrait and religious painting of all time. Leonardo's drawing of the 'Vitruvian Man' is also **iconic**. 15 of his paintings **survived** and these works together with his notebooks, which contain drawings, scientific diagrams and his thoughts on the nature of painting, comprise a **contribution** to later generations of artists.

As an engineer, Leonardo's ideas were vastly **ahead** of his time. He **conceptualized** a **helicopter**, a tank, concentrated solar power, a calculator, the **double hull** and outlined a **rudimentary** theory of plate **tectonics**. Relatively few of his designs were constructed or were even **feasible** during his lifetime, but some of his smaller inventions, such as an automated **bobbin winder** and a machine for testing the **tensile strength** of **wire**, entered the world of manufacturing **unheralded**. As a scientist, he greatly advanced the state of knowledge in the fields of anatomy, civil engineering, optics and hydrodynamics.



Michelangelo. Pietà.

5. *Michelangelo Buonarroti* (1475-1564) was an Italian Renaissance sculptor, painter, architect, poet and engineer who **exerted** a great influence on the development of Western art.

Michelangelo was considered the greatest living artist in his lifetime. A number of his works in painting, sculpture and architecture rank among the most famous in existence. Two of his best-known works, the 'Pietà' and 'David', were sculpted before he turned thirty. Despite his low opinion of painting, Michelangelo also created two of the most influential works in fresco in the history of Western art: the scenes from **Genesis** on the ceiling and 'The Last Judgment' on the altar wall of the *Sistine Chapel* in Rome. As an architect, he pioneered the *Mannerist* style at the Laurentian Library. At 74 he succeeded *Antonio da Sangallo the Younger* as the architect of *St. Peter's Basilica*. Michelangelo transformed the plan, the western end being finished to Michelangelo's design, the dome being completed after his death with some modification. In a demonstration of Michelangelo's unique standing, he was the first Western artist whose biography was published while he was alive.

6. *Titian* or Tiziano Vecellio (1488-1576) was an Italian painter, the most important member of the 16th-century Venetian school. As a young man, he was taught by the *Bellini* family and worked closely with *Giorgione*. Titian was one of the most **versatile** painters of Italian art, equally **adept** with portraits, landscape backgrounds, mythological and religious subjects. Among his most important religious paintings is 'Assumption'. The painter was also interested in mythological themes, and his many depictions of Venus display his work's **sheer** beauty and **inherent** eroticism. 'Bacchus and Ariadne' is one of the greatest works of Renaissance art. Titian was **sought-after** for his psychologically **penetrating** portraits, which include **portrayals** of leading Italian aristocrats, religious figures and Emperor Charles V. He was recognized as supremely gifted in his lifetime and his reputation has never **declined**.



Titian. Portrait of a Man

7. *Jacopo Tintoretto* (1518-1594) was one of the greatest painters of the *Venetian school* and probably the last great painter of the Italian Renaissance. Tintoretto's family name was Robusti; he took the name Tintoretto from his father's profession of **dyer** ('tintore' in Italian). Tintoretto's art is characterized by **daring inventiveness** in both handling and composition. Most of his paintings are large-scale **narratives** on **canvas**, **animated** by dramatic lighting and **gestures**. Tintoretto was deeply influenced by Titian; he wanted to combine Titian's use of colour with the energized forms of Michelangelo. After Titian's death Tintoretto, with *Veronese*, became one of the leading painters in the city, controlling a large **workshop**.

<http://www.answers.com/topic/Renaissance>

Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) a chapel in a parish, **b)** a self-conscious creator of original works, **c)** amount of art, **d)** human-centred forms of, **e)** in the minor arts were produced in great, **f)** intellectual position of, **g)** interaction between patron, **h)** linear perspective, **i)** mathematical principles of balance, **j)** production of devotional, **k)** revival of classical, **l)** sculptors took the visible world for their, **m)** three-dimensionality, **n)** world of Rome

1. a convincing sense of
2. an extraordinary
3. he became of art
4. philosophy and literature
5. harmony and perspective
6. painters and subject
7. the ancient and Greece



8. the heightened and artist
9. the humanistic art
10. the mass images
11. the social and the artist
12. to decorate church
13. to use in painting
14. works abundance

Exercise 6. Fill in the correct preposition or adverb from the box. Then make sentences using the completed phrases.

a) after, b) ahead, c) among, d) away, e) before, f) during, g) for, h) from, i) in, j) of

1. a machine testing the tensile strength wire, 2. a number his works painting, sculpture and architecture, 3. art objects every sort were the luxury goods, 4. Donatello is known his work bas-relief, 5. few his designs were constructed his lifetime, 6. he took the name Tintoretto his father's profession dyer, 7. Leonardo's ideas were vastly his time, 8. Masaccio moved the International Gothic style, 9. the altar wall the Sistine Chapel Rome, 10. the habit sharp criticism medieval styles, 11. the most influential works fresco the history Western art, 12. Titian was one the most versatile painter Italian art, 13. Titian was sought his psychologically penetrating portraits, 14. two his best-known works were sculpted he turned thirty.

Exercise 7. Match the following nouns with the best definition. Translate the words in bold.

1. a canvas, 2. a chiaroscuro, 3. a fresco, 4. a helicopter, 5. a patron, 6. a refectory, 7. a silversmith, 8. a workshop, 9. minor arts, 10. Renaissance



Raphael Santi. The Parnassus

a) a communal dining-hall in a religious, academic or other institution (usually in a monastery); **b)** a craftsman who makes or repairs articles of silver; **c)** a heavy, **coarse**, closely **woven** piece of fabric made of cotton or **flax** on which an oil painting is done; **d)** a person who supports, protects or champions someone or something, such as an institution, event; a sponsor or **benefactor**; **e)** a room, area or small establishment where **manual** or light industrial work is done; **f)** a technique of painting or drawing using light and shade to achieve a three-dimensional quality; **g)** a term for all art forms other than architecture, painting, sculpture, drawing and **printmaking**; **h)** an aircraft without wings that **obtains** its lift from the rotation of **overhead blades**; **i)** the art of painting on fresh, **moist plaster** with pigments **dissolved** in water; **j)** the humanistic revival of classical art

architecture, literature and learning that originated in Italy in the 14th century and later spread throughout Europe.

Exercise 8. Match the items to make full sentences.

- | | |
|--|---|
| <p>1. Artists and humanists studied the surviving buildings and monuments, read ancient treatises available for the first time and imbibed the humanist</p> <p>2. To meet the demand, enterprising merchants organized the mass production of devotional images,</p> <p>3. Filippo Brunelleschi is famous for his discovery of perspective and for engineering the dome of the Florence Cathedral, but his</p> <p>4. The Renaissance is the humanistic revival of classical art, architecture, literature and learning</p> <p>5. Major art forms, such as paintings, sculptures and buildings have attracted the most attention, but works in the minor arts, including furniture, silver and gold objects,</p> <p>6. Leonardo da Vinci has often been described as the archetype of the "Renaissance man", a man</p> <p>7. In northern Europe, Desiderius Erasmus cultivated christian humanism and writers such as</p> <p>8. The artist became a self-conscious creator of original works of art with</p> <p>9. Masaccio also moved away from the International Gothic style and elaborated ornamentation of artists like Gentile da Fabriano</p> <p>10. Attracted by the values and rhetorical eloquence of ancient writers, figures such as Petrarch, Giovanni Boccaccio and Lorenzo</p> | <p>a) accomplishments also include other architectural works, sculpture, mathematics, engineering and even ship design.</p> <p>b) complex schemes, a person who conversed with humanists and negotiated with kings and popes.</p> <p>c) emphasis on man, his actions and perceptions, plus the habit of sharp criticism of medieval styles.</p> <p>d) François Rabelais and William Shakespeare produced works that emphasized the intricacies of human character.</p> <p>e) small metal works, table decorations, household objects, colorful ceramics, candlesticks, chalices and priestly vestments were also produced in great abundance.</p> <p>f) specifying the image (typically Mary, Jesus crucified or patron saint), design, color and size.</p> <p>g) that originated in Italy in the 14th century and later spread throughout Europe.</p> <p>h) to a more naturalistic mode that employed perspective and chiaroscuro for greater realism.</p> <p>i) Valla rejected medieval Scholasticism in favour of human-centred forms of philosophy and literature.</p> <p>j) whose seemingly infinite curiosity was equaled only by his powers of invention.</p> |
|--|---|

Exercise 9. Translate the words in bold and then match the pairs which are similar in meaning.

1. a canvas, 2. a chalice, 3. a commission, 4. a mural, 5. a polymath, 6. a refectory, 7. a vestment, 8. accomplishment, 9. chiaroscuro, 10. devotional, 11. eloquence, 12. extraordinary, 13. foremost, 14. inspired, 15. intricacy, 16. profound, 17. Renaissance, 18. to reject, 19. to stifle, 20. to survive
- a) a chasuble, b) a dining-hall, c) a fresco, d) a goblet, e) a picture, f) a polyglot, g) an order, h) complication, i) dignity, j) enthusiastic, k) extremely, l) oratory, m) prominent, n) religious, o) revival, p) solid, q) to keep back, r) to remain intact, s) to turn down, t) treatment of light and shade*

Exercise 10. Match the following verbs with the best definition. Translate the words in bold.

- a) to **acquire** the temporary use of a thing or the services of a person in exchange for payment; b) to continue to live through hardship or **adversity**; c) to fill with **enlivening** or **exalting** emotion; d) to grow smaller; to **diminish**; e) to make a copy, representation or imitation of somebody or something; to make a duplicate; f) to make more attractive by adding ornament, colour, etc.; g) to put a person to death by nailing or binding to a cross; h) to put to practical use, to **utilize**, to employ; i) to refuse to accept, **submit**, believe or make use of; j) to stress, single out as important;

1. to apply, 2. to crucify, 3. to decline, 4. to decorate, 5. to emphasize, 6. to hire, 7. to inspire, 8. to reject, 9. to reproduce, 10. to survive

Speaking

Exercise 11. Read the text “Italian Renaissance Artists-Part II” and explain the words in bold.



G. Bellini. The feast of the gods

1. *Giovanni Bellini* (1430-1516) was an Italian Renaissance painter, probably the best known of the Bellini family of Venetian painters: his father was Jacopo Bellini, his brother was Gentile Bellini and his **brother-in-law** was Andrea Mantegna. He is considered to have revolutionized Venetian painting, moving it towards a more **sensuous** and colouristic style. Through the use of clear, slow-drying oil paints, Giovanni created deep, rich **tints** and detailed **shadings**. His **sumptuous** coloring, **fluent**, atmospheric landscapes had a great effect on the Venetian painting school, especially on his pupils Giorgione and Titian.

2. *Sandro Botticelli* (1445-1510) was an Italian painter of the Early Renaissance. In his lifetime he was one of the most **esteemed** painters in Italy, enjoying the patronage of the leading families of Florence, in particular the Medici and their banking **clients**. He was **summoned** to take part in the decoration of the Sistine Chapel in Rome; three of his finest religious frescoes (completed 1482) can be seen there. Though **prolific** as a painter of religious images, his mythological paintings are his best-known works. His outstanding portraits show the influence of **contemporary** Flemish art in the **placement** of the figure in front of a landscape. Among his greatest works are the ‘Primavera’, ‘Pallas and the Centaur’, ‘Venus and Mars’, and ‘The Birth of Venus’, all painted 1477-1490. About 75 of his paintings survived, many of them in the *Uffizi Gallery* in Florence.



Botticelli. Minerva and the centaur

3. *Lorenzo Ghiberti* (1378-1455) was one of the most important early Renaissance sculptors of Florence; his work and writings formed the basis for much of the style and aims of the later High Renaissance. Ghiberti was born in Florence and trained as a **goldsmith**; in his sculpture he showed lyrical **grace** and technical **perfection** as well as a **concern** for classical **clarity** of **weight** and volume. In 1403 Ghiberti won his first major commission, the making of the second pair of bronze doors for the **baptistery** of the cathedral of Florence. (The first pair had been made in the early 14th century by Andrea Pisano.) He spent more than 20 years completing them, aided by his students, who included *Donatello* and *Paolo Uccello*. Each door contains 14 scenes from the lives of Christ,



Doors to the Baptistery

the Evangelists and church fathers. **Installed** in 1424, the doors were highly **praised**. Although the reliefs were mainly Gothic in style, the later ones show an increased interest in the antique and in deep **pictorial** space. This transition toward Renaissance style is also **evident** in three bronze statues of saints he made for Or San Michele (1416-1424). The reliefs for the cathedral at Siena (1417-27) and his greatest work, the third set of bronze doors for the baptistery at Florence (completed in 1452), show a development toward naturalistic movement, volume and perspective. These doors, each portraying five scenes from the Old Testament, were called the "Gates of Paradise" by Michelangelo.

4. *Caravaggio* or Michelangelo Merisi da Caravaggio (1571-1610) was an Italian painter active in Rome, Naples, Malta and Sicily between 1593 and 1610. A series of large paintings on the life of *St. Matthew* established him as the most renowned and **controversial** painter in Rome of his era. Breaking with **conventional** formulas used in depicting saints, he used ordinary people as mo-

dels and painted them with unforgiving realism; his **inclination** against tradition gave new meaning to the interpretation of traditional themes in religious painting. After 1600 he received many commissions, including the monumental 'The Deposition of Christ' (1602/04) and 'Death of the Virgin' (1605/06), which was refused by the Carmelites because of the Virgin's plebeian features, **bared** legs, and **swollen belly**. His reputation and income increased despite harsh criticism and a **turbulent** lifestyle. He had an enormous **impact** on painting throughout Europe.



Caravaggio. A fortune-teller



Giotto. Adoration of the Magi

5. *Giotto* or Giotto di Bondone (1266-1337) was an Italian painter and architect from Florence in the late Middle Ages. He is generally considered the first in a line of great artists who contributed to the Italian Renaissance.

Giotto's **masterwork** is the decoration of the *Scrovegni Chapel* in Padua, also known as the *Arena Chapel*, completed around 1305. This fresco cycle depicts the life of the Virgin and the life of Christ. It is regarded as one of the **supreme** masterpieces of the Early Renaissance. The famous fresco series of Saint Francis life can be seen in the St Francis Assisi Church. Giotto is also involved in the design of buildings.

6. *Raphael* (1483-1520) was an Italian painter and architect of the High Renaissance. His work is admired for its clarity of form. Together with Michelangelo and Leonardo da Vinci, he forms the traditional trinity of great masters of that period. Raphael became Perugino's **apprentice** in 1504. Living in Florence from 1504 to 1507, he began painting a series of "Madonnas." In Rome from 1509 to 1511, he painted the Stanza della Segnatura ("Room of the Signatura") frescoes located in the Palace of the Vatican. He later painted another fresco cycle for the Vatican, in the Stanza d'Eliodoro ("Room of Heliodorus"). In 1514, Pope Julius II hired Raphael as his chief architect. Around the same time, he completed his last work in his series of the "Madonnas," an oil painting called the Sistine Madonna.



Raphael. Madonna

<http://www.biography.com/people>

Exercise 12. Match the list of proper names with the best definition. Translate and explain the words in bold. Then, make up dialogues, using the information below.

1) *Dante Alighieri*, 2) *Erasmus of the Netherlands*, 3) *Francesco Petrarca*, 4) *Francois Rabelais*, 5) *Geoffrey Chaucer*, 6) *Giovanni Boccaccio*, 7) *Leonardo da Vinci*, 8) *Michelangelo*, 9) *Raphael Santi*, 10) *Tomas More*, 11) *Tommaso Campanella*, 12) *William Shakespeare*



Francois Rabelais

a) a Dutch humanist and **theologian** who was the leading Renaissance **scholar** of northern Europe; although his criticisms of the Roman Catholic Church led to the Reformation, he **opposed violence** and **condemned** Martin Luther (1466-1536).

b) a Florentine sculptor, painter, architect and poet; one of the outstanding figures of the Renaissance. Among his creations are the sculptures of David (1504) and Moses which were commissioned for the tomb of Julius II, for whom he also painted the ceiling of the Sistine Chapel (1508-1512). 'The Last Judgment' (1533-1541) is also in the Sistine, includes a **torturous** vision of hell and a **disguised** self-portrait. His other works include the design of the Laurentian Library and of the dome of St. Peter's, Rome.

c) a French humanist and writer of satirical attacks on medieval scholasticism and **superstition**, most notably ‘Pantagruel’ (1532) and ‘Gargantua’ (1534), (1494-1553).

d) an English **lawyer**, social philosopher, author, statesman and noted Renaissance humanist. He who opposed Henry VIII's **divorce** from Catherine of Aragon and was imprisoned and **beheaded**; he is famous for his concept of Utopia, the ideal state (1478-1535).

e) an English **playwright** and poet of the late 16th and early 17th centuries, generally considered the greatest writer in English. His plays include ‘Hamlet’, ‘Julius Caesar’, ‘King Lear’, ‘Macbeth’, ‘The Merchant of Venice’, ‘A Midsummer Night's Dream’, ‘Othello’, ‘Romeo and Juliet’, ‘The Taming of the Shrew’, ‘Twelfth Night’, etc. He also wrote more than 150 sonnets (1564–1616).

f) an English poet, noted for his narrative skill, humour and **insight**, particularly in his most famous work ‘The Canterbury Tales’ (1340-1400).

g) an Italian lyric poet and scholar, who greatly influenced the values of the Renaissance. His collection of poems ‘Canzoniere’, inspired by his ideal love for Laura, was written in the Tuscan dialect. He also wrote much in Latin, especially the epic poem ‘Africa’ (1341) and the ‘Secretum’ (1342), a spiritual self-analysis (1304-1374).

h) an Italian painter and architect, regarded as one of the greatest artists of the High Renaissance. His many paintings include the Sistine Madonna and the **Transfiguration**, (1483-1520).

i) an Italian painter, engineer, musician, architect, sculptor and scientist. The most versatile genius of the Renaissance, he filled notebooks with engineering and scientific observations that were in some cases centuries ahead of their time. As a painter he is best known for ‘The Last Supper (1495) and ‘Mona Lisa’ (1503), (1452-1519).

j) an Italian poet and writer whose classic work ‘The Decameron’ (1350) is a collection of 100 tales set against the melancholic background of the Black Death.

k) an Italian poet famous for writing ‘The **Divine Comedy**’ that describes a journey through hell and **purgatory** and **paradise guided** by Virgil and his idealized Beatrice (1265-1321).

l) an Italian Renaissance philosopher, theologian, astrologer, poet and political figure, a creator of a communist Utopia. His best-known work is ‘The City of the Sun (1623) is an account of a utopian society that closely follows the pattern of Plato's Republic (1568–1639).



Exercise 13. Divide the proper names listed below into the following five groups:

a) artists, b) architects, c) philosophers and scholars, d) poets/writers, e) sculptors

1. Donatello, 2. Michelangelo Buonarroti, 3. Masaccio, 4. William Shakespeare, 5. Thomas More, 6. Filippo Brunelleschi, 7. Jean Bodin; 8. Erasmus Roterodamus; 9. Lope de Vega; 10. Miguel de Cervantes Saavedra; 11. Giorgione; 12. Michel De Montaigne; 13. Leonardo da Vinci; 14. Titian Vechellio da Cadore; 15. Pico della Mirandola; 16. Tommaso Campanella; 17. Hugo van der Goes; 18. Leon Battista Alberti; 19. Giovanni Boccaccio; 20. Lorenzo Ghiberti; 21. Niccolò Machiavelli; 22. Raphael Santi; 23. Martin Luther; 24. Torquato Tasso; 25. Piter Breigel; 26. Dante Alighieri; 27. Jan van Eyck; 28. Ludovico Ariosto; 29. Sandro Botticelli; 30. Francesco Petrarca; 31. Antonio Correggio; 32. Francois Rabelais; 33. Albrecht Durer; 34. Matteo Palmieri; 35. Lorenzo Valla; 36. Giordano Bruno.

Exercise 14. Match notable people of the Renaissance with their works.

1. Niccolò Machiavelli, 2. Michel de Montaigne, 3. Tommaso Campanella, 4. Francesco Petrarca, 5. Giovanni Boccaccio, 6. Miguel de Cervantes Saavedra, 7. William Shakespeare, 8. Lope de Vega, 9. François Rabelais, 10. Thomas More

a) "Utopia", b) "The Prince", c) "The Taming of the Shrew", d) "Gargantua and Pantagruel", e) "The essay", f) "Don Quixote", g) "The City of the Sun", h) "The Dog in the Manger", i) "My Secret Book", j) "Decameron"

Exercise 15. Choose the painters and their canvases in italics to label the pictures.

1. Jan van Eyck. 'The Adoration of the Shepherds', 2. Leonardo da Vinci. 'The Virgin and Child with Saint Anne', 3. Michelangelo. 'Sibilla delphica', 4. Paul Bril. 'Fantastic mountain landscape', 5. Pieter Bruegel. 'The Hunters in the Snow', 6. Rafael Santi. 'The Sistine Madonna', 7. Sandro Botticelli. 'Annunciation', 8. Titian. 'Portrait of Emperor Charles V'



a)



b)



c)



d)



e)



f)



g)



h)

Exercise 16. Read the text "Renaissance Fashion" and make up an oral summary of it.

During The Renaissance, fashion from both Italian and Germanic designers had their influence over European clothing. Each brought something new and exciting to the world of Renaissance fashion. Fashion for the wealthy often meant spending a majority of their money on clothing. Darker colors of **fabrics** became popular to show off the **embroidery** or jewels that were sewn into the clothing. The richer you were the more expensive the fabrics used in your clothing, such as silk, **brocade**, velvet and cotton.

Men's Renaissance clothing was also **overhauled** several times to keep up with the latest trends in fashion. In the European Renaissance, the **initial** focus was towards richer fabrics which later gave way to a more 'square' fashion, and later a '**barrel**' look. To achieve the **appropriate** square look, the coat was widened at the **shoulders** and **padded**. Legs were covered with padded breeches and **hosiery**, shoes were **square toed** and a wide **brimmed hat** was used to complete the look. Later, when the barrel look became in style, **tailors** started to view the human body as only having two parts - shoulders and **hips**. Modifications were made to heavily pad the middle of the **jerkin** to make it look like you were wearing a barrel. Horsehair was used for the pad-



ding, and embroiderers would charge by the thread count of their work. Hosiery was next on the **agenda** for an overhaul. Initially hosiery was either a **sock-like affair** made from flax or **wool** (tweed) or it was **knitted**. Then came woven hosiery and **patterns** were introduced to **smarten** them up. These all gave way to the more **familiar silk stockings**. Men and women both added either stand-up **collars** or **ruffs** to their necklines. Some people added metal **stays** to their collars. Padded **buttons** also came into fashion during the Renaissance.

Women's clothing kept in pace with the men's Renaissance clothing in many respects. As the square and barrel looks for men came into fashion, the women followed with **pleated skirts**, **underskirts** and finally **hoops** under their skirts (which stayed in the fashion world a long time).



The 16th century dress is a good example of the beautiful brocades and silks used during the Renaissance. It also shows the front "**slashing**" which would show off the wonderful brown silk underskirt. A noblewoman or a rich merchant's wife might have worn this status symbol.

The 17th century dress shows the black **chemise** under the robe. It also has the slashed front. The sleeves are the puffed top with the pointed hand feature which was one of the new features to sleeves invented by an actress to hide a disfigured arm. Under this charming dress a woman would be wearing a **whalebone corset**, an underskirt, hosiery. The **puffed sleeves** would have been **adorned** with jewels or embroidery.

The Elizabethan Royal Dress is showing the linen or cotton chemise/tunic or underdress and a rich brocade robe. It shows the stand-up collar, which could have been worn with or without a ruff or **lace** collar. This was truly a royal **outfit** in Renaissance fashion.

Dagger sleeves were invented to keep the sleeves out of the way when working yet still keep the hands and arms warm. The chemise with the laced **bodice** was traditional commoner wear.

The Gothic Dress has a black **cord "girdle"** and is an example of the extensive use of lace and silk. Sleeves were separate **purchases** and were not attached to most coats and dresses. Ladies' girdles were made of metal if they were rich – cord or a **scarf** if they were commoner.

<http://www.realarmorofgod.com/renaissance-fashion.html>

Exercise 17. Complete the text about Leonardo da Vinci using words from the box. Use a dictionary to help you if necessary and then explain words in bold.

a) anatomy, b) background, c) captured, d) engineering, e) instruments, f) Italy, g) machine, h) mirror, i) mood, j) painted, k) Rome, l) wall



Leonardo da Vinci was born in a small village called Vinci in the country of **1)**. He was raised by his grandparents and even as a boy showed signs of genius. He could work hard mathematics problems and was a very good artist.

His father Piero recognized that he had artistic talent and sent him to Florence. In addition to art he also learned sculpture and **2)**. Soon he was a better artist than his teacher. At twenty he was accepted into the painters' guild in Florence.

About ten years later he was hired by Sforza, who later became Duke of Milan. It was during this time he **3)** 'The Last Supper'. Artists through the centuries had used egg **tempera** as the base for their paint, but Leonardo wanted to try something new, so he applied plaster to the **4)**

and painted on the dried plaster. Unfortunately within 20 years the plaster began to **flake off** and the painting has **required** much **repair** through the years.

When the French army 5) Milan, the duke had to **flee** and Leonardo went back to Florence. It was here he painted the portrait of the wife of a merchant named Giocondo. It is called La Gioconda or Mona Lisa. Legend says that he hired musicians to play while he painted the portrait so his subject would stay in a good 6)

Leonardo da Vinci used a painting technique called **sfumato**. He described it as "without lines or borders". The subject of the painting is **blended** into the background so that it becomes one with the 7) If two objects were side by side, he would **blur** the line between them.

Leonardo da Vinci was a musician who invented musical 8) He would compose, then play and sing his own songs. Probably of greater importance than his paintings are the contributions Leonardo made in the areas engineering and architecture. He along with Michelangelo, Raphael and Bramante designed St. Peter's Church in 9) as well as other buildings in the Vatican.



Leonardo da Vinci. Annunciation

Leonardo kept books of **sketches** he made. He studied human 10) and drew sketches of the body. He had ideas for inventions that would not be developed for hundreds of years. He had an idea for a flying 11), a helicopter, a propeller and weapons of war. He designed and built bridges, canals and locks to carry water and move ships. He could write with both his right and left hands. We say such a person is **ambidextrous**. He wrote his notes backwards with his left hand. Those who read Italian can hold them up to a 12) and read them.

Exercise 18. Speak about the inventions of the Renaissance.

1. A **pendulum**. 2. A **toothed wheel**. 3. **Eyeglasses**. 4. **Graded lenses**. 5. **Gun powder**. 6. A **microscope**. 7. A **telescope**. 8. A **printing press**. 9. A **submarine**. 10. **Wallpaper**.

Exercise 19. Speak about a famous person of the Renaissance.

Writing

Exercise 20. Make a report about a famous canvas of the Renaissance. You may use pictures from Exercises 1, 3, 4, 7, 11, 15, 17.

Project

Exercise 21. Read the beginning of the story about Raphael's 'The Sistine Madonna' and give your interpretation of this masterpiece.

The Sistine Madonna is one of Raphael's most famous works. The painting takes its name from the church of San Sisto in Piacenza and Raphael painted it as the altarpiece for that church in 1513-1514. The piece was purchased in 1754 by King Augustus III of Saxony for his collection in Dresden. In Germany the painting was very influential, **sparking** debate on the questions of art and religion.

The Madonna holds her child as she **floats** on a **swirling** carpet of clouds; she is **flanked** by St. Sixtus and St. Barbara. At the foot of the picture, two picturesque winged **cherubs** are pictured resting on their elbows while **gazing at** the three figures above them. There has been lots of speculation about the sadness or even **petrified** expressions on the face of the Virgin and the infant Jesus. Why are they so **mournful** and terrified? Why does St. Sixtus point out of the painting at us, the viewers?

Section III. The Modern History

Unit 8. The American War of Independence (1775-1783)

Pre-reading

Exercise 1. Answer the following questions:



1. When and where did the First Continental Congress meet?
2. Who did the Congress appoint the general and commander-in-chief of the new Continental Army on June 15, 1775?
3. When and where did the first major fight between British and American troops occur?
4. When was the first American state constitution adopted?
5. When did the Boston Tea Party take place?
6. When was the Declaration of Independence approved?
7. When did France and America become allies? What were their obligations?
8. Why did Spain join the war?
9. When did the Congress declare the flag of the United States? Can you describe it?
10. How did the American War of Independence influence on other countries?
11. Who was the first president of the USA? What do you know about him?
12. What notable persons of American War of Independence have you remembered?



Reading

Exercise 2. Read the text “The Boston Tea Party” and match the headings (A-D) to the correct paragraphs (1-4). Then explain the words in bold.

A. ‘The Song of Liberty’, B. Intolerable Acts, C. The Stamp Act, D. The Tea Act

It was another cold December night in Boston. Three British ships ‘Dartmouth’, ‘Eleanor’ and ‘Beaver’ were sitting in Boston **harbor**, their **holds** full of tea that wasn't being **unloaded** because the angry **residents** of Boston were **threatened** not to buy or use the tea.

1. The anger was directed at the government of Great Britain, which at that time had passed the *Tea Act* (1773), the law that almost guaranteed that the American colonists would buy tea from the East India Company. In other words, American colonists could buy no tea unless it came from that company. The East Indian Company wasn't doing so well and the British wanted to give it some more business. The Tea Act **lowered** the price on this East India tea so much that it was way below tea from other suppliers. But the American colonists saw this law as yet another means of "taxation without representation" because it meant that they couldn't buy tea from anyone else (including other colonial merchants) without spending a lot more money. In fact, it was way below the price **charged** by other tea companies. Most American colonists, looking for ways to cut costs and save money, would choose cheaper tea over a more expensive tea any day. Their **response** was to refuse to unload tea from ships. This situation led to the Boston Tea Party.

Other tea companies weren't happy about the Tea Act, of course, but the American colonists **viewed** it as another example of taxation. In effect, the Tea Act was putting a tax on tea sold by companies other than the East India Company.

As with the *Stamp Act* and other unpopular taxes, they were all **voted** in by Parliament, which was thousands of miles away and American colonists had no way to influence the law or speak out against it while it was being **debated** in government.



2. *The Stamp Act* was the first direct British tax on American colonists which was **instituted** in November, 1765. Every newspaper, pamphlet, public and **legal** document had to have a stamp or British **seal** on it. The stamp, of course, cost money. The colonists didn't think they should have to pay for something they had been doing free for many years and they **responded** in force, with demonstrations and even with a diplomatic body cal-

led the *Stamp Act Congress*, which delivered its answer to the Crown. Seeing the **hostile** reaction in the colonies, the British government **repealed** the Stamp Act in March 1766 but at the same time passed the *Declaratory Act*, which said that Great Britain was **superior** and boss of the American colonies. The Stamp Act gave the colonists a **target** for their **rage**.

3. *'The sons of Liberty'* was formed in response to this Act. 'The sons of Liberty' was a secret organization of American colonists formed **initially** to protest the Stamp Act. The idea found success in many colonies, after the initial organizations in Boston and New York. After the Stamp Act was repealed a year after it was passed, 'The Sons of Liberty' **disbanded**. But the patriotic **spirit** and the name remained. Groups of men, such as the ones who **dumped** tea into Boston Harbor, were called sons of liberty.

The Stamp Act Congress also gave the colonists a model for the Continental Congress. So the colonists were angry. They wanted to do something else to let the British know about the unhappiness that the Tea Act was **causing**. Some people wanted to keep things nonviolent; others wanted **bloodshed**. The result was somewhere in the middle.

A group of colonists determined to make things change was 'The sons of Liberty'. Led by such **impassioned** patriots as *Samuel Adams* and *John Hancock*, 'The sons of Liberty' had secret meetings at which they discussed how best to get their **message** across to Great Britain, that the American people wanted more of a role in governing themselves.

Christmas was **approaching** in the year 1773 and the colonists faced another year of unopposed and unrepresentative taxes. The Sons of Liberty decided to take action.

On the 16th of December, 1773 a large group of 'The sons of Liberty' stormed aboard three **unsuspecting** British ships and dumped 342 **crates** full of tea **overboard**. These crates happened to be **jammed** full of tea and so the companies that made that tea lost a lot of money that night.

Because 'The sons of Liberty' were **disguised** as Native Americans, they could **claim** that they were not **guilty** of dumping the tea. The British government knew better, of course, and grew angrier than ever at what it saw as Americans' **ingratitude**. The very next year saw the passage of what came to be called the *Intolerable Acts*, one of which closed the port of Boston **entirely**.

4. Intolerable Acts were series of laws sponsored by British Prime Minister *Lord North* and **enacted** in 1774 in response to the Boston Tea Party. The laws were these:

Impartial Administration of Justice Act, which allowed the **royal governor** of a colony to move **trials** to other colonies or even to England if he feared that juries in those colonies wouldn't judge a case **fairly**.

Massachusetts Bay Regulating Act made all law officers **subject** to **appointment** by the royal governor and **banned** all town meetings that didn't have **approval** of the royal governor.

Boston Port Act, which closed the port of Boston until the price of the dumped tea was **recovered**, moved the capital of Massachusetts to Salem and made Marblehead the official port of **entry** for the Massachusetts colony.

Quartering Act, which allowed royal **troops** to stay in houses or empty buildings if **barracks** were not **available**.

Quebec Act, which **granted** civil government and religious freedom to Catholics living in Quebec.



These Acts were the **harshest** so far of all the Acts passed by Parliament. The closing of Boston's port alone would cost the colony and the American colonies as a whole a lot of money. The *Regulating Act* was **aimed at curtailing** revolutionary activities. The Quartering Act angered colonists who didn't want soldiers in their houses. The Quebec Act was a direct **insult** to Americans, who had been **denied** the same sorts of rights that the Quebec residents now got. Rather than keep the colonists down, the Intolerable Acts **stirred** the revolutionary spirit to a **fever pitch**.

The Boston Tea Party was a symbolic act, an example of how far Americans were willing to speak out for their freedom.

<http://www.socialstudiesforkids.com/articles/ushistory>

Exercise 3. Read the text “The American War of Independence” and explain the words in bold.



The American Revolutionary War (1775–1783) or American War of Independence, or simply Revolutionary War, began as a war between the Kingdom of Great Britain and thirteen British colonies in North America and ended in a global war between several European great powers.

The war was the result of the political American Revolution, which **galvanized** around the **dispute** between the Parliament of Great Britain and colonists opposed to the Stamp Act of 1765, which the Americans protested as unconstitutional. The Parliament **insisted on** its right to **tax** colonists; the Americans claimed their rights as Englishmen to no taxation without representation. The Americans formed a **unifying** Continental Congress and a shadow government in each colony. The American boycott of British tea led to the Boston Tea Party in 1773. London responded by ending self government in Massachusetts and putting it under the control of the army with General Thomas Gage as governor. In April of 1775, Gage sent a **contingent** of troops out of Boston to seize **rebel** arms. Local militia, known as '**minutemen**,' **confronted** the British troops and nearly destroyed the British column. The Battles of Lexington and Concord **ignited** the war. Any chance of a **compromise** ended when the colonies declared independence and formed a new nation, the United States of America on July 4, 1776.

France, Spain and the Dutch Republic all secretly **provided supplies, ammunition** and weapons to the revolutionaries starting early in 1776. After early British success, the war became a **standoff**. The British used their **naval superiority** to capture and occupy American coastal cities while the rebels largely controlled the countryside, where 90 percent of the population lived. British strategy **relied on** mobilizing Loyalist militia and was never fully realized. The British invasion from Canada ended in the capture of the British army at the Battle of Saratoga in 1777. That American victory **persuaded** France to enter the war openly in early 1778, balancing the two sides' military strength. Spain and the Dutch Republic, French **allies**, also went to war with Britain over the next two years, threatening an invasion of Great Britain and **severely** testing British military strength with campaigns in Europe. Spain's **involvement culminated** in the **expulsion** of British armies from West Florida, **securing** the American southern **flank**.

French involvement proved **decisive** yet expensive as it ruined France's economy. A French naval victory in Chesapeake forced the second British army to **surrender** at the Siege of Yorktown in 1781. In 1783, the Treaty of Paris ended the war and **recognized** the **sovereignty** of the United States over the territory bounded **roughly** by what is now Canada to the north, Florida to the south and the Mississippi River to the west.

<http://www.answers.com/topic/american-war>

Language Development

Exercise 4. Read the text “The American War of Independence” again and correct the statements. Underline the correct word in italics.

1. A *a) French / b) English* naval victory in the Chesapeake forced a second British army to surrender at the Siege of Yorktown in 1781
2. The Americans claimed their rights as Englishmen to no taxation without *a) representation / b) declaration*.
3. In April of 1775, *a) Gage / b) Washington* sent a contingent of troops out of Boston to seize rebel arms.
4. A British invasion from Canada ended in the capture of the British army at the Battle of *a) Saratoga / b) Bunker Hill* in 1777.
5. Spain's involvement culminated in the *a) inclusion / b) expulsion* of British armies from West Florida, securing the American southern flank.
6. The Americans formed a unifying *a) American / b) Continental* Congress and a shadow government in each colony.
7. That American victory persuaded *a) Spain / b) France* to enter the war openly in early 1778
8. The Battles of Lexington and Concord *a) ended / b) ignited* the war.

Exercise 5. Answer the following questions:



1. What countries were involved into the American War of Independence?
2. What was the cause of the war?
3. What was the effect of this war?
4. What event led to the Boston Tea Party in 1773?
5. Why did Great Britain and colonists oppose to the Stamp Act of 1765?
6. Why did France, Spain and the Dutch Republic provide supplies, ammunition and weapons to the revolutionaries starting early in 1776?
7. What were the main battles of the war?
8. Which territory did the United States occupy in 1783?

Exercise 6. Fill in the words from the list and then make sentences using the completed phrases.

a) act lowered the price, b) boycott of British tea, c) controlled the countryside, d) declared independence, e) direct British tax on American, f) Great Britain, g) Lexington, h) naval victory, i) Paris ended the war, j) recognized the sovereignty of, k) representation, l) Revolutionary, m) sent a contingent of troops, n) ways to cut costs and save

1. a French in Chesapeake
2. Gage out of Boston
3. looked for money
4. rebels largely
5. taxation without
6. the American
7. the American War



8. the battles of ... and Concord
9. the colonies
10. the first colonists
11. the Parliament of
12. the Tea on tea
13. the Treaty of
14. the treaty the USA

Exercise 7. Fill in the correct preposition or particle from the box. Then make sentences using the completed phrases.

a) at, b) below, c) between, d) by, e) from, f) in, g) into, h) of, i) on, j) to, k) with, l) without

1. 'The sons Liberty' was formed response the Stamp Act, 2. a war the Kingdom Great Britain and 13 British colonies North America, 3. Boston Port Act moved the capital Massachusetts Salem, 4. French allies also went war Britain, 5. groups men dumped tea Boston Harbor, 6. it was way the price charged other tea companies, 7. London responded ending self government Massachusetts, 8. the anger was directed the government Great Britain, 9. the capture the British army the Battle Saratoga 1777, 10. the expulsion British armies West Florida, 11. the Parliament insisted its right

..... tax colonists, **12.** the Tea Act was means ‘taxation representation’, **13.** they refused unload tea the ships, **14.** three British ships were sitting Boston harbor.

Exercise 8. Match the items to make full sentences.

- | | |
|---|--|
| <p>1. Led by such impassioned patriots as Samuel Adams and John Hancock, ‘The sons of Liberty’ had secret meetings at which they discussed</p> <p>2. Great Britain passed the Tea Act (1773) that almost guaranteed that</p> <p>3. On the 16th of December, 1773 a large group of ‘The sons of Liberty’</p> <p>4. Most American colonists, looking for ways to cut costs and save money,</p> <p>5. Intolerable Acts were series of laws sponsored by British Prime Minister</p> <p>6. As with the Stamp Act and other unpopular taxes, they were all voted in by Parliament, which was thousands of miles away and</p> <p>7. Impartial Administration of Justice Act, which allowed the royal governor of a colony to move trials to other</p> <p>8. Seeing the hostile reaction in the colonies, the British government repealed the Stamp Act</p> <p>9. Boston Port Act, which closed the port of Boston until the price of the dumped tea was recovered,</p> <p>10. The sons of Liberty’ was a secret organization</p> | <p>a) American colonists had no way to influence the law or speak out against it while it was being debated in government.</p> <p>b) colonies or even to England if he feared that juries in those colonies wouldn't judge a case fairly.</p> <p>c) how best to get their message across to Great Britain, that the American people wanted more of a role in governing themselves.</p> <p>d) in March 1766 but at the same time passed the Declaratory Act, which said that Great Britain was superior and boss of the American colonies.</p> <p>e) Lord North and enacted in 1774 in response to the Boston Tea Party.</p> <p>f) moved the capital of Massachusetts to Salem and made Marblehead the official port of entry for the Massachusetts colony.</p> <p>g) of American colonists formed initially to protest the Stamp Act.</p> <p>h) stormed aboard three unsuspecting British ships and dumped 342 crates full of tea overboard.</p> <p>i) the American colonists would buy tea from the East India Company.</p> <p>j) would choose cheaper tea over a more expensive tea any day.</p> |
|---|--|

Exercise 9. Translate the words in bold and then match the pairs which are similar in meaning.

- 1.** a minutemen, **2.** a resident, **3.** a standoff, **4.** an expulsion, **5.** hostile, **6.** naval, **7.** rage, **8.** rebel, **9.** to ban, **10.** to claim, **11.** to dump, **12.** to galvanize, **13.** to oppose, **14.** to persuade, **15.** to repeal, **16.** to respond, **17.** to seize, **18.** to surrender, **19.** troops, **20.** weapons
- a)** a *banishment*, **b)** a *deadlock*, **c)** a *militiaman*, **d)** an *inhabitant*, **e)** *arms*, **f)** *forces*, **g)** *fury*, **h)** *inimical*, **i)** *insurgent*, **j)** *marine*, **k)** *to abolish*, **l)** *to capture*, **m)** *to convince*, **n)** *to demand*, **o)** *to excite*, **p)** *to forbid*, **q)** *to reply*, **r)** *to resist*, **s)** *to throw down*, **t)** *to yield*

Exercise 10. Explain the words in bold and then match them with the best definition.

- 1.** a compromise, **2.** a contingent, **3.** a dispute, **4.** a harbor, **5.** a minuteman, **6.** a seal, **7.** a standoff, **8.** a tax, **9.** an expulsion, **10.** superiority



- a)** a compulsory financial **contribution imposed** by a government to raise **revenue**, **levied on** the income or property of persons or organizations, on the production costs or sales prices of goods and services, etc.;
- b)** a disagreement or argument about something important;
- c)** a settlement of differences in which each side makes **concessions**;

- d) a **sheltered** part of a body of water deep enough to provide **anchorage** for ships;
- e) a situation in which one force neutralizes or counterbalances the other;
- f) a **substance**, especially **wax**, so placed over an **envelope**, document, etc., that it must be broken before the object can be opened or used;
- g) a temporary military unit; a representative group distinguished by common origin, interests, etc., that is part of a larger group or gathering;
- h) an armed man **pledged** to be ready to fight on a minute's notice just before and during the Revolutionary War in the United States;
- i) the act of forcing out, **expelling** someone or something;
- j) the quality of being higher than another in rank, station or authority;



Speaking

Exercise 11. Complete the text “Continental Army and Minutemen” using words from the box. Use a dictionary to help you if necessary.

a) army, b) birthday, c) colonies, d) Continental, e) disbanded, f) discipline, g) militias, h) transport, i) uniforms, j) warfare



When the war began, the 13 **1)** lacked a professional army or navy. Each colony sponsored local militia. Militiamen were lightly armed, had little training and usually did not have **2)** Their units served for only a few weeks or months, were **reluctant** to travel far from home and thus were **unavailable** for **extended** operations, lacked the training and **3)** of soldiers with more experience. If properly used, however, their numbers could help the Continental armies **overwhelm** smaller British forces, as at the battles of Concord, Bennington and Saratoga, and the siege of Boston. Both sides used **guerrilla 4)** but the Americans effectively **suppressed** Loyalist activity when British regulars were not in the area.

Seeking to coordinate military efforts, the Continental Congress established a regular **5)** on June 14, 1775 and **appointed** George Washington as **commander-in-chief**. The development of the Continental Army was always the work in progress and Washington used both his regulars and state militia throughout the war.

The United States Marine **Corps traces** its institutional roots to the Continental Marines of the war, formed at Tun Tavern in Philadelphia, by a resolution of the Continental Congress on November 10, 1775, a date regarded and celebrated as the **6)** of the Marine Corps. At the beginning of 1776, Washington's army had 20,000 men, with two-thirds **enlisted** in the **7)** Army and the other third in the various state **8)** At the end of the American Revolution in 1783, both the Continental Navy and Continental Marines were **9)** About 250,000 men served as regulars or as militiamen for the Revolutionary cause in the eight years of the war, but there were never more than 90,000 men under arms at one time.

Armies were small by European standards of the era, largely **attributable** to limitations such as lack of **powder** and other **logistical capabilities** on the American side. It was also difficult for Great Britain to **10)** troops across the Atlantic and they depended on local supplies that the Patriots tried to **cut off**.

Exercise 12. Read the text “War of Independence – timeline” and explain the words in bold. Then, make up dialogues, using the information below.



1774

- **Angered** by the Tea Party, in 1774, Parliament passed a series of laws. Americans called them the **Intolerable Acts**.
- First Continental Congress. It met in Philadelphia with every colony, except Georgia, sending delegates.

1775

- Virginian Patrick Henry **delivered** a speech **favoring** independence. He said, "Give me liberty or give me death!"
- Rides of Paul Revere and William Dawes. At night, two men rode from Boston to **warn** colonists that British troops are coming.

- First battle of the Revolutionary War. Americans and British troops opened fire at Lexington and Concord in Massachusetts.
- Second Continental Congress. It met in Philadelphia.
- Congress named George Washington Commander-in-chief of the Continental Army.
- Battle of Bunker Hill (Breed's Hill), Boston. The first major battle between British and American troops.

1776

- Declaration of Independence. Congress voted to adopt the declaration.
- Caught **spying** on the British, Nathan Hale was **hanged**.



- Battle of Trenton, N.J. Washington crossed the Delaware River and **launched** a surprise attack on British troops, who surrendered quickly.

1777

- Flag Resolution. Congress adopted the U.S. flag. It had 13 stars and 13 white and red **stripes**.
- Second Battle of Saratoga, N.Y. Americans defeated the British. Ten days later, more than 5,000 British troops surrendered.
- Valley Forge. Washington's army began its long winter stay at Valley Forge.

1778 - France declared war on Britain.

1779 - In a sea battle, Captain John Paul Jones met a larger British ship. When the British demanded him to surrender, he responded, "I have not yet begun to fight".

- Jones captured the British ship before his own ship **sank**.

1781 - Last major Battle of the Revolutionary War. British General Cornwallis surrendered at Yorktown, Virginia.

1783 - The USA and Great Britain signed the Treaty of Paris.

1784 - Congress **ratified** the Treaty of Paris. The Revolutionary War officially ended. <http://crfcelebrateamerica.org/timeline-for-american-independence>

independence



Exercise 13. Use the plan and word combinations from the list to speak about the American War of Independence.

1. *Date:* April 19, 1775 – September 3, 1783 (8 years, 137 days)

2. *Location:* Eastern North America, Gibraltar, Balearic Islands, Central America; French, Dutch, and British colonial **possessions** in the Indian subcontinent and elsewhere; European coastal waters, Caribbean Sea, Atlantic and Indian Oceans

3. *Result:* Peace of Paris.



4. *Territorial changes*: Britain loses the east area of Mississippi River and south of Great Lakes & St. Lawrence River to independent United States and to Spain; Spain **gains** East Florida, West Florida and Minorca; Britain **cedes** Tobago and Senegal to France.

5. *Commanders and leaders*: **a) American** - George Washington, Nathanael Greene, Horatio Gates, Richard Montgomery, Daniel Morgan, Henry Knox, Benedict Arnold (**defected**), Friedrich Wilhelm von Steuben, Marquis de La Fayette; **b) British** - Lord North, Sir William Howe, Thomas Gage, Sir Henry Clinton, Lord Cornwallis (**prisoner of war**), Sir Guy Carleton, John Burgoyne (prisoner of war), Benedict Arnold, George Rodney, etc.

6. *Strength*: **a) American** - 35,000 Continentals, 44,500 Militia, 5,000 Continental Navy sailors, 34 Continental Navy ships; 53 ships; **b) British** - 56,000 British, 78 Royal Navy ships, 171,000 Sailors, 30,000 Germans, 50,000 Loyalists, 13,000 Natives.

7. Casualties and losses:

a) American - 50,000± Americans dead and **wounded**; 6,000± French and Spanish (in Europe);

b) British - 20,000± soldiers from the British army dead and wounded, 19,740 sailors dead, 42,000 sailors **deserted**, 7,554 German dead.

Word combinations:

The American Revolutionary War; thirteen British colonies; dispute between the Parliament of Great Britain and colonists; the Stamp Act of 1765; a unifying Continental Congress; a shadow government; the Boston Tea Party in 1773; Thomas Gage as governor; to seize rebel arms; “minutemen”; the Battles of Lexington and Concord; formed a new nation; provided supplies, ammunition and weapons; the war became a standoff; the naval superiority; a British invasion from Canada; the Battle of Saratoga; France entered the war; French allies; Spain's involvement; the expulsion of British armies from West Florida; the naval victory in the Chesapeake; the Treaty of Paris.



Exercise 14. Use the information from the internet or historical books/encyclopedias and speak about:

1. The Continental Army and Minutemen, 2. The war in the north (1775–1780), 3. The Philadelphia campaign, 4. The Saratoga campaign, 5. An international war (1778–1783), 6. The southern theatre of war, 7. The northern and western frontier, 8. Yorktown and the surrender of Cornwallis, 9. The Black and native Americans, 10. Spain in the American Revolutionary War, 11. France in the war.

Writing

Exercise 15. Write any of the following compositions using 150 -200 words.

1. Advantages and disadvantages of the opposing sides, 2. Costs of the war, casualties, 3. A famous military/political leader of the American War of Independence, 4. Naval operations, 5. Diplomacy.

Project

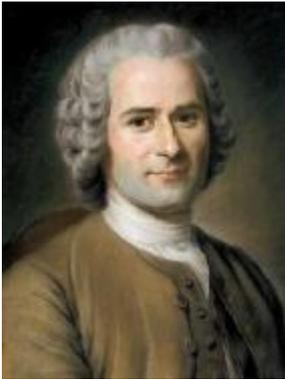
Exercise 16. Make a short presentation about a famous person of the American Revolutionary War.

Unit 9. The French Revolution (1789–1799)

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Then, try to give a short information about each person.

1. Camille Desmoulins, 2. Georges-Jacques Danton, 3. Jacques Pierre Brissot, 4. Jean Jacques Rousseau, 5. Jean-Paul Marat, 6. Louis XVI, 7. Marie Antoinette, 8. Marquis de Lafayette, 9. Maximilian Robespierre, 10. Montesquieu, 11. Napoleon Bonaparte, 12. Voltaire



a)



b)



c)



d)



e)



f)



g)



h)



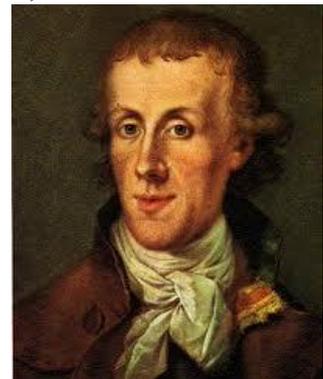
i)



j)



k)



l)

Exercise 2. Answer the following questions:

1. The French Revolution was a decade of social conflicts in France, wasn't it? Why?
2. What were the weaknesses of the French Monarchy?
3. When did the French Revolution begin?
4. What are three major **causes** of the French Revolution?
5. What was the Jacobin dictatorship?
6. What world changes came out of the Revolution?
7. Who **restored** France after the reign of terror?



8. When was the guillotine **abolished**? Why?
9. Was Marie Antoinette a good queen of France?
10. Why did the Napoleonic Empire come to an end?
11. Why is the fall of Bastille considered to be as independence day of France?
12. What do you know about such leading figures of the French Revolution as Danton, Robespierre and Marat?

Reading

Exercise 3. Read the text “The French Revolution. Part I” and explain the words in bold. Then, make up dialogues in pairs.

Origins of the Revolution. Historians disagree in **evaluating** the factors that **brought about** the Revolution. To some **extent** at least, it came not because France was **backward**, but because the country's economic and intellectual development was not matched by social and political change. In the fixed order of the ancient régime, most bourgeois were unable to exercise **commensurate** political and social influence. King Louis XIV, by consolidating absolute monarchy, had destroyed the roots of feudalism; yet **outward** feudal forms persisted and became increasingly **burdensome**.

France was still governed by privileged groups, the nobility and the clergy, while the productive classes were taxed heavily to pay for foreign wars, court **extravagance** and a rising national **debt**. For the most part, peasants were small **landholders** or **tenant** farmers, **subject** to feudal dues, to the royal agents' indirect farming (collecting) taxes, to the *corvée* (forced labor) and to **tithes** and other **impositions**. Backward agricultural methods and internal tariff barriers caused **recurrent** food shortages, which netted fortunes to grain speculators and **rural** overpopulation created land hunger.

In addition to the economic and social difficulties, the ancient régime was **undermined** intellectually by the apostles of the **Enlightenment**. *Voltaire* attacked the church and absolutism; *Denis Diderot* and the ‘*Encyclopédie*’ **advocated** social **utility** and attacked tradition. Most direct in his influence on Revolutionary thought was *J. J. Rousseau*, especially through his dogma of popular **sovereignty**. Economic reform, advocated by the *physiocrats* (a school of French thinkers in the 18th century who **evolved** the first complete system of economics) and attempted (1774-76) by *A. R. J. Turgot* (a French economist, controller general of finances), was **thwarted** by the **unwillingness** of privileged groups to **sacrifice** any privileges and by the king's **failure** to support strong measures.

The direct cause of the Revolution was the **chaotic** state of government finance. Director general of finances *Jacques Necker* **vainly** sought to restore public **confidence**. French participation in the American Revolution had increased the **huge** debt and Necker's **successor**, *Charles Alexandre de Calonne*, called an Assembly of Notables (1787), hoping to **avert bankruptcy** by **inducing** the privileged classes to share in the financial burden. They refused in an effort to protect economic privileges.



The Estates-General and the National Assembly. *Étienne Charles Loménie de Brienne* succeeded Calonne. His attempts to **procure** money were thwarted by the Parliament of Paris and King Louis XVI was forced to agree to the calling of the States-General. Elections were ordered in 1788 and on May 5, 1789, for the first time since 1614, the States-General met at Versailles. The **chief** purpose of the king and Necker, who had been **recalled**, was to **obtain** the assembly's **consent** to a general **fiscal** reform.

Each of the three estates - clergy, nobility and the third estate or commons - presented its particular **grievances** to the crown. **Innumerable cahiers** came pouring in from the provinces and it became clear that **sweeping** political and social reforms, far **exceeding** the object of its meeting,

were expected from the States-General. The question soon arose whether the estates should meet separately and vote by order or meet jointly and vote by head.

As Louis XVI **wavered**, the deputies of the third estate **defiantly** proclaimed themselves the National Assembly (June 17); on their invitation many members of the lower clergy and a few nobles joined them. When the king had their meeting place closed, they **adjourned** to an indoor tennis court and there took an **oath** (June 20) not to **disband** until a constitution had been **drawn up**. On June 27 the king yielded and **legalized** the National Assembly. At the same time, however, he surrounded Versailles with troops and let himself be persuaded by a court faction, which included the queen, Marie Antoinette, to **dismiss** (July 11) Necker.

The Revolution of 1789. Parisians mobilized and on July 14 stormed the Bastille fortress. Louis XVI **meekly** recalled Necker and went to the Hôtel de Ville in Paris, where he accepted the **tricolor cockade** of the Revolution from the newly formed municipal government or **commune**. The National Guard was organized by the marquis de *Lafayette*. This first outbreak of **violence** marked the **entry** of the popular classes into the Revolution. Mobilized by **alarm** over food shortages and economic depression, by hopes aroused with the calling of the States-General and by the fear of an aristocratic **conspiracy**, peasants **pillaged** and burned **châteaux**, destroying records of feudal **dues**; this reaction is known as the great fear.

On August 4, the nobles and clergy in the Assembly, driven partly by fear and partly by an **outburst** of idealism, **relinquished** their privileges, abolishing in one night the feudal structure of France. Shortly afterward, the Assembly adopted the 'Declaration of the Rights of Man and Citizen'. **Rumors** of counterrevolutionary court **intrigues circulated** and on October 5, 1789, a Parisian crowd, aroused by rising food prices, marched to Versailles and brought the king and queen back to the *Tuileries* palace in Paris. The Assembly also removed to Paris, where it **drafted** a constitution. Completed in 1791, the constitution created a limited monarchy with a **unicameral legislature** elected by voters with property qualifications.

The Assembly **carried out** antireligious measures. Church lands were nationalized (1789), religious orders **suppressed** (1790) and the clergy **required** (July, 1790) to **swear to adhere** to the state-controlled Civil Constitution of the Clergy. Only a bare majority (52%) of all priests took the oath; **disturbances** broke out, especially in Western France and Louis XVI forced to **assent**, was **roused** to action. Numerous princes and nobles had already **fled** abroad; Louis decided to join them and to obtain foreign aid to restore his authority. The **flight** (June 20-21, 1791) was **halted** at *Varennes* and the king and queen were brought back in **humiliation**. Louis accepted the constitution.

Exercise 4. Read the text "The French Revolution. Part II" and match the headings (A-F) to the correct paragraphs (1-6). Then explain the words in bold.

A. *Effects of the Revolution*

B. *Factionalism and War*

C. *The Directory and the Coming of Napoleon*

D. *The Reign of Terror*

E. *The Republic*

F. *The Revolution of 1792*



1. On October 1, 1791, the Legislative Assembly **convened**. Some members joined the various political clubs of Paris, such as the *Feuillants* and *Jacobins*. Most deputies were **middle-of-the-roaders**, **swayed** by the more radical clubs and by the *Girondists*. Jacobinism was **gaining** in this period; "Liberty, Equality and **Fraternity**" became a catch phrase.

Meanwhile abroad, early sympathy for the Revolution was turning to **hatred**. Émigrés **incited** the courts of Europe to **intervene**; in France, a war was advocated by the royalists as a means to restore the old regime, but also by many republicans, who either wished to spread the revolution abroad or hoped that the threat of invasion would **rally** the nation to their cause. The *Feuillant* or right-wing, ministers fell

and were succeeded by those later called Girondists. On April 20, 1792, a war was declared on Austria and the French Revolutionary Wars began. Early **reverses** and rumors of **treason** by the king again led Parisian crowds to direct action.



2. An **abortive insurrection** of June 20, 1792, was followed by a **decisive** one on August 10, when a crowd stormed the Tuileries and an insurrectionary commune replaced the legally elected one. Under pressure from the commune, the Assembly **suspended** Louis XVI and ordered elections by universal **manhood suffrage** for the National Convention to draw up a new constitution. Mass arrests of royalist sympathizers were followed by the September **massacres** (September 2-7), in which **frenzied mobs** entered **jails** throughout Paris and killed **approximately** 2,000 prisoners.

3. On September 21, 1792, the Convention held its first meeting. It **immediately** abolished the monarchy, set up the republic and **proceeded** to **try** the king for treason. His **conviction** and **execution** (January, 1793) **reinforced** royalist **resistance**, notably in the *Vendée*, and abroad, **contributed** to the forming of a wider coalition against France. The Convention **undertook** the foreign wars with **vigor** but was itself torn by the power struggle between the Girondists and the *Mountain* (the label **applied** to deputies sitting on the raised left benches in the National Convention during the French Revolution; members of the faction, known as Montagnards or Mountain Men). The Girondists were **purged** in June, 1793. A democratic constitution was **approved** by 1.8 million voters in a plebiscite, but it never came into force.

4. Instead of democracy the Convention established a war dictatorship operating through the Committee of Public Safety, the Committee of General Security and numerous agencies such as the Revolutionary Tribunal. Known to history as the Reign of Terror, this period represented the **efforts** of a few men to govern the country and **wage** war in a time of crisis. Georges Danton and Maximilien Robespierre dominated the new government, with Robespierre **gradually** gaining over Danton and others. Price and wage maximums were **unevenly enforced**, and **acceptance** of the **inflated** paper currency, the assignats (notes issued as paper currency in France (1789-1796) by the revolutionary government), was made **mandatory**. A huge number of **suspects** were arrested; thousands were executed, including Marie Antoinette. A revolutionary calendar, with 10-day weeks, was adopted.

The fanatic *Jacques Hébert*, a French Revolutionary political journalist and chief spokesman for the extremist *sansculottes*, who had introduced the **worship** of a goddess of Reason, was arrested and executed in March, 1794, along with other so-called *ultrarevolutionaries*. The next month Danton and his followers, the "**Indulgents**," who advocated relaxation of emergency measures, were executed. To **counter** Hébertist influence, Robespierre proclaimed (June, 1794) the cult of the Supreme Being. France's military successes **lessened** the need for strong domestic measures, but Robespierre called for new purges. Fearing that the Terror would be turned against them, members of the Convention arrested Robespierre on July 27, 1794 and had him **guillotined**; a majority of Commune members were also executed.

5. The Convention drew up a new constitution, setting up the Directory and a **bicameral** legislature. The constitution went into effect after the royalist insurrection of *Vendémiaire* (October, 1795) had been put down by armed force. The rule of the Directory was marked by corruption, financial difficulties, political purges and a **fateful** dependence on the army to maintain control. Conflict among the five directors led to the **coup** of 18 *Fructidor* (Sep 4, 1797).

Discontent with Directory rule was increased by military reverses. In 1799 Napoleon Bonaparte, the hero of the Italian campaign, returned from his Egyptian expedition and with the support of the army and several government members, overthrew the Directory on 18 Brumaire (November, 9) and established the **Consulate**. Until the Restoration of the *Bourbons* (1814), Napoleon ruled France.

6. The French Revolution, though it seemed a failure in 1799 and appeared **nullified** by 1815, had far-reaching results. In France the bourgeois and landowning classes **emerged** as the

dominant power. Feudalism was dead; social order and contractual relations were consolidated by the *Code Napoléon* (a French civil code enacted by Napoleon in 1804). The Revolution **unified** France and **enhanced** the power of the national state. The Revolutionary and Napoleonic Wars **tore down** the ancient structure of Europe, **hastened** the **advent** of nationalism and **inaugurated** the era of modern, total warfare.

<http://www.answers.com/topic/french-revolution>

Language development

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) acceptance of the inflated, b) drew up a new, c) equality, d) first outbreak, e) General Security, f) middle-of-the-roaders, g) monarchy with a unicameral, h) pillaged and burned, i) Revolution had far-reaching, j) shortages and economic, k) surrounded Versailles, l) the Convention proceeded to try, m) the tricolor cockade, n) was gaining in this

1. 'Liberty, and Fraternity'
2. a limited legislature
3. paper currency
4. food depression
5. Jacobinism period
6. most deputies were
7. peasants chateaus



8. the Committee of
9. the Convention ... constitution
10. the king for treason
11. the of violence
12. the French results
13. the king with troops
14. of the Revolution

Exercise 6. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) by, b) for, c) in, d) into, e) of, f) out, g) to, h) with

1. early sympathy the Revolution was turning hatred, 2. elections were ordered 1788, 3. addition the economic and social difficulties, 4. the fixed order the ancient régime, 5. Louis XVI decided obtain foreign aid restore his authority, 6. physiocrats belonged a school French thinkers the 18th century, 7. rumors treason the king again led Parisian crowds direct action, 8. the 'Declaration the Rights Man and Citizen', 9. the Assembly carried antireligious measures, 10. the Convention undertook the foreign wars vigor, 11. the deputies the third estate, 12. the entry the popular classes the Revolution, 13. the National Assembly adjourned an indoor tennis court, 14. the nobles and clergy abolished one night the feudal structure France.

Exercise 7. Explain the words in bold and then match nouns with the best definition.

1. a cahier, 2. a château, 3. a commune, 4. a conspiracy, 5. a flight, 6. a guillotine, 7. a successor, 8. a tithe, 9. an oath, 10. bankruptcy, 11. legislature, 12. the Enlightenment



- a) a country house, castle or manor house, especially in France;
- b) a **device** for **beheading** persons, consisting of a weighted **blade** set between two upright **posts**;
- c) a legal status of a person or organization that cannot repay the debts it **owes** to creditors;
- d) a person or thing that follows, especially a person who succeeds another in an office;
- e) a philosophical movement in Europe from about 1650 until 1800 that advocated the use of reason and individualism instead of tradition and established doctrine;
- f) a relatively small, often rural community whose members **share** common

- interests, work and **income** and often own **property** collectively;
- g)** a report, especially one concerning the policy or **proceedings** of a parliamentary group;
- h)** a secret plan or agreement to carry out an illegal or harmful act, especially with political motivation, a **plot**;
- i)** a **solemn**, formal declaration or promise to fulfill a **pledge**, often calling on God or a **sacred** object as **witness**;
- j)** a tenth part of one's annual income contributed **voluntarily** or due as a tax, especially for the support of the **clergy** or church;
- k)** an officially elected body of people **vested** with the responsibility and power to make laws for a political unit, such as a state or nation;
- l)** the act of fleeing or running away, as from danger, an **escape**;



Exercise 8. Match the items to make full sentences.

1. The Revolutionary and Napoleonic Wars tore down the ancient structure of Europe
 2. A war was advocated by the royalists as a means to restore the old regime, but also by many republicans, who either
 3. The fanatic Jacques Hébert, a French Revolutionary political journalist and chief spokesman for the extremist sansculottes, who had introduced the worship of
 4. France was still governed by privileged groups, the nobility and the clergy, while the productive
 5. Instead of democracy the Convention established a war dictatorship operating through the Committee of Public Safety,
 6. French participation in the American Revolution had increased the huge debt and Necker's successor, Charles Alexandre de Calonne, called an Assembly of
 7. An abortive insurrection of June 20, 1792, was followed by a decisive one on August 10, when
 8. Mobilized by alarm over food shortages and economic depression, by hopes aroused with the calling of the States-General and
 9. Mass arrests of royalist sympathizers were followed by the September massacres (September 2-7),
 10. Backward agricultural methods and internal tariff barriers caused recurrent food shortages,
- a)** a crowd stormed the Tuileries and an insurrectionary commune replaced the legally elected one.
 - b)** a goddess of Reason, was arrested and executed in March, 1794, along with other so-called ultrarevolutionaries.
 - c)** by the fear of an aristocratic conspiracy, peasants pillaged and burned châteaux, destroying records of feudal dues; this reaction is known as the great fear.
 - d)** classes were taxed heavily to pay for foreign wars, court extravagance and a rising national debt.
 - e)** hastened the advent of nationalism and inaugurated the era of modern, total warfare.
 - f)** in which frenzied mobs entered jails throughout Paris and killed approximately 2,000 prisoners.
 - g)** Notables (1787), hoping to avert bankruptcy by inducing the privileged classes to share in the financial burden.
 - h)** the Committee of General Security and numerous agencies such as the Revolutionary Tribunal.
 - i)** which netted fortunes to grain speculators and rural overpopulation created land hunger.
 - j)** wished to spread the revolution abroad or hoped that the threat of invasion would rally the nation to their cause.

Exercise 9. Match the list of proper names with the best definition. Translate and explain the words in bold.

- a)** Charles de Calonne, **b)** Emmanuel-Joseph Sieyès, **c)** Georges Jacques Danton, **d)** Jacques Necker, **e)** Jacques-Pierre Brissot, **f)** Jean-Paul Marat, **g)** Louis XVI, **h)** Marquis de Lafayette, **i)** Maximilien Robespierre, **j)** Napoleon Bonaparte



Jacques Necker

1. A general in the French army and leader of the 1799 coup that overthrew the Directory.
2. A member of the Legislative Assembly and National Convention who held a moderate **stance** and believed in the idea of a constitutional monarchy.
3. The controller general of finance **appointed** by King Louis XVI after Jacques Necker was forced out of office in 1781.
4. A liberal nobleman who led French forces assisting in the American Revolution. Although he organized the National Guard of armed citizens to protect the Revolution from attack by the king, he **balked** as the Revolution became more radical.
5. The French king from 1774 to 1792 who was **deposed** during the French Revolution and executed in 1793.

6. A Swiss-born banker who served as France's director general of finance in the late 1770s, with high hopes of instituting reform.
7. A political tactician and leader of the radical Jacobins in the National Assembly. As **chairman** of the Committee of Public Safety, he **pursued** a planned economy and **vigorous** mobilization for war.
8. A liberal member of the clergy, supporter of the Third Estate, and author of the **fiery** 1789 pamphlet "What Is the Third Estate?" He was one of the primary leaders of the Third Estate's effort at political and economic reform in France.
9. A leading figure in the early stages of the French Revolution and the first President of the Committee of Public Safety. He was guillotined by the advocates of revolutionary terror after **accusations** of **venality** and **leniency** to the enemies of the Revolution.
10. A Prussian-born physician, political theorist, and scientist best known for his career in France as a radical journalist and politician during the French Revolution.



Napoleon Bonaparte

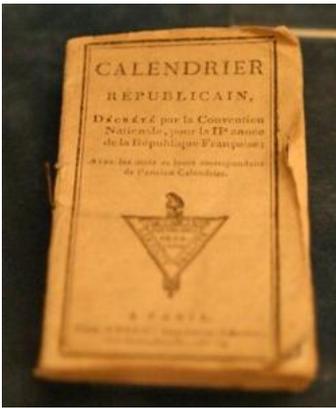
Speaking

Exercise 10. Read the text "The French Republican Calendar". Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

The French Republican Calendar was a calendar created and **implemented** during the French Revolution and used by the French government for about 12 years from late 1793 to 1805, and for 18 days by the Paris Commune in 1871. The new system was designed in part to remove all religious and royalist influences from the calendar.

The new calendar was created by a commission under the direction of the politician Charles Gilbert Romme seconded by Claude Joseph Ferry and Charles-François Dupuis. They associated with their work the chemist Louis-Bernard Guyton de Morveau, the mathematician and astronomer Joseph-Louis Lagrange, the astronomer Joseph Jérôme Lefrançois de Lalande, the mathematician Gaspard Monge, the astronomer and naval geographer Alexandre Guy Pingré, and the poet, actor and playwright Fabre d'Églantine, who invented the names of the months, with the help of André Thouin, gardener at the Jardin des Plantes of the Muséum National d'Histoire Naturelle in Paris

Years appear in writing as Roman **numerals**, with **epoch** 22 September 1792, the beginning of the "Republican Era" (the day the French First Republic was proclaimed, one day after the Convention abolished the monarchy). As a result, Roman numeral 1 **indicates** the first year of the republic, that is, the year before the calendar actually came into use. The first day of each year was that of the Southward **equinox**.



There were twelve months, each divided into three ten-day weeks called *décades*. The tenth day, *décadi*, replaced Sunday as the day of rest and festivity. The five or six extra days needed to approximate the solar or tropical years were placed after the months at the end of each year.

A period of four years ending on a leap day was to be called a "Franciade". The **leap year** was called Sextile, an allusion to the "bissextille" leap years of the Julian and Gregorian calendars, because it contained a sixth complementary day.

Each day in the Republican Calendar was divided into ten hours, each hour into 100 **decimal** minutes and each decimal minute into 100 decimal seconds. The Republican calendar year began at the Southward equinox and had twelve months of 30 days each, which were given new names based on nature, principally having to do with the **prevailing** weather in and around Paris.

Autumn: Vendémiaire in French (from Latin *vindemia*, "grape harvest"), starting 22, 23 or 24 September; Brumaire (from French *brume*, "fog"), starting 22, 23 or 24 October; Frimaire (From French *frimas*, "frost"), starting 21, 22 or 23 November.

Winter: Nivôse (from Latin *nivosus*, "snowy"), starting 21, 22 or 23 December; Pluviôse (from Latin *pluvius*, "rainy"), starting 20, 21 or 22 January; Ventôse (from Latin *ventosus*, "windy"), starting 19, 20 or 21 February.

Spring: Germinal (from Latin *germen*, "germination"), starting 20 or 21 March; Floréal (from Latin *flos*, "flower"), starting 20 or 21 April; Prairial (from French *prairie*, "pasture"), starting 20 or 21 May.

Summer: Messidor (from Latin *messis*, "harvest"), starting 19 or 20 June; Thermidor (or Fervidor) (from Greek *thermon*, "summer heat"), starting 19 or 20 July; Fructidor (from Latin *fructus*, "fruit"), starting 18 or 19 August.



Instead of most days having an associated **saint** as in the Roman Catholic calendar of saints, each day has an animal (days ending in 5), a **tool** (days ending in 0) or else a plant or mineral (all other days). For example Brumaire (22 October ~ 20 November) had the following names of days: 1. Pomme (Apple), 2. Céleri (Celery), 3. Poire (Pear), 4. Betterave (Beet root), 5. Oie (Goose), 6. Héliotrope (Heliotrope), 7. Figue (Common Fig), 8. Scorsonère (Black Salsify), 9. Alisier (Chequer Tree), 10. Charrue (Plough), 11. Salsifis (Salsify), 12. Mâcre (Water chestnut), 13. Topinambour (Jerusalem Artichoke), 14. Endive (Endive), 15. Dindon (Turkey), 16. Chervis (Skirret), 17. Cresson (Watercress), 18. Dentelaire (Leadworts), 19. Grenade (Pomegranate), 20. Herse (Harrow), 21. Bacchante (Asarum baccharis), 22. Azerole (Azarole), 23. Garance (Madder), 24. Orange (Orange), 25. Faisan (Pheasant), 26. Pistache (Pistachio), 27. Macjonc (Tuberous pea), 28. Coing (Quince), 29. Cormier (Service tree), 30. Rouleau (Roller).

Five extra days – six in leap years – were national holidays at the end of every year. These were originally known as *les sans-culottides* (after *sans-culottes*). The calendar was abolished in the year XIV (1805).

Exercise 11. Complete the text “The Bastille” using words from the box. Use a dictionary to help you if necessary. Make up an oral summary of the text.

a) conditions, b) crisis, c) fortress, d) members, e) order, f) police, g) prison, h) prisoners, i) rebellion, j) stormed, k) symbol, l) war

The Bastille was a **fortress** in Paris, known formally as the Bastille Saint-Antoine. It played an important role in the internal conflicts of France and for most of its history was used as a state **1)** by the kings of France. It was stormed by a crowd on 14 July 1789 in the French Revolution, becoming an important **2)** for the French Republican movement and was later **demolished** and replaced by the Place de la Bastille.



The Bastille was built to defend the eastern approach to the city of Paris from the English threat in the Hundred Years 3) **Initial** work began in 1357, but the main construction **occurred** from 1370, creating a strong fortress with eight towers that protected the strategic gateway of the Porte Saint-Antoine on the eastern edge of Paris. The innovative design proved influential in both France and England and was widely copied. The Bastille figured **prominently** in France's **domestic** conflicts, including the fighting between the **rival factions** of the Burgundians and the Armagnacs in the 15th century and the Wars of Religion in the 16th century. The 4) was declared a state prison in 1417; this role was expanded first under the English occupiers of the 1420s and 1430s and then under Louis XI in the 1460s. The defenses of the Bastille were fortified in response to the English and Imperial threat during the 1550s, with a bastion constructed to the east of the fortress. The Bastille played a key role in the 5) of the Fronde and the battle of the Faubourg Saint-Antoine, which was fought **beneath** its walls in 1652.

Louis XIV used the Bastille as a prison for upper-class 6) of French society who had opposed or angered him including, after the **revocation** of the Edict of Nantes, French Protestants. From 1659, the Bastille functioned primarily as a state **penitentiary**; by 1789, 5,279 7) had passed through its gates. Under Louis XV and XVI, the Bastille was used to **detain** prisoners from more varied backgrounds and to support the operations of the Parisian 8), especially in enforcing government **censorship** of the printed media. Although **inmates** were kept in relatively good 9), criticism of the Bastille grew during the 18th century, fueled by autobiographies written by former prisoners. Reforms were implemented and prisoner numbers were considerably **reduced**. In 1789 the royal government's financial 10) and the formation of the National Assembly gave rise to a **swelling** of republican **sentiments** among **city-dwellers**. On 14 July the Bastille was 11) by a Revolutionary crowd, primarily residents of the Faubourg Saint-Antoine who sought to commandeer the valuable **gunpowder** held within the fortress. Seven remaining prisoners were found and **released** and the Bastille's governor, Bernard-René de Launay, was killed by the crowd. The Bastille was demolished by 12) of the Committee of the Hôtel de Ville. Souvenirs of the fortress were transported around France and displayed as icons of the **overthrow** of despotism. Over the next century, the site and historical legacy of the Bastille featured prominently in French revolutions, political protests and popular fiction and it remained an important symbol for the French Republican movement.



Exercise 12. Read the text “The French Revolution– timeline” and explain the words in bold. Then, make up dialogues, using the information below.

First phase: Harvests have failed and starvation stalks France, the peasantry is in open and continuing revolt across the country.

June-July 1788: Insurrection at Grenoble. *8th August 1788:* Louis XVI convokes État-général on suggestion of former finance minister Jacques Necker, to hear grievances. *5th May 1789:* Opening of the État-général at Versailles. *17th June 1789:* Representatives of the tiers état form the National Assembly swearing not to leave until a new constitution is established. *23rd June 1789:* King **rejects** Resolutions of the **tiers** etat. *9th July 1789:* The National Assembly declares itself the Constituent Assembly. *12th July 1789:* Necker is dismissed. 50,000 citizens arm themselves with **pikes** and form National Guard. *14th July 1789:* Armed citizens storm and capture the Bastille. *15th July 1789:* Lafayette appointed Commander of National Guard. *17th July 1789:* ‘Great Fear’ begins as peasants’ revolt across France. *5-11 August 1789:* The National Assembly **decrees** abolition of feudalism. *26th August 1789:* The National Assembly decrees Declaration of the Rights of Man and



the Citizen. *5th October 1789*: Women lead delegation to King in Versailles demanding bread. After **scuffles**, they are **fobbed off** by the King. *6th October 1789*: King returns to Paris. *2nd November 1789*: Constituent Assembly decrees **expropriation** of Church property. *16th December 1789*: National Assembly legislates for departments, etc. *13th February 1790*: **Suppression** of religious orders and **vows**. *19th June 1790*: Abolition of nobility and titles. *14th July 1790*: Civil Constitution, **subordinating** the Church to the civil government, inaugurated by Louis XVI. *18th August 1790*: First counter-revolutionary assembly at Jalès. *30th January 1791*: Mirabeau elected President of the French Assembly. *2nd March 1791*: Abolition of Royal **guilds** and monopolies. *15th May 1791*: Black citizens of French colonies granted equal rights. *21st June*

1791: Louis XVI attempts to flee to Varennes but is recognised and **forcibly** returned to Paris. *15th July 1791*: Assembly declares King **inviolable** and restores his prerogatives. *17th July 1791*: National Guard fires on crowd protesting against restoration of the King. *13th September 1791*: King formally accepts Constitution. *30th September 1791*: Constituent Assembly **dissolves**. *1st October 1791*: Legislative Assembly **commences**. *9th November 1791*: Civil marriage and **divorce instituted**. Assembly orders all émigrés to return under pain of death. *11th November 1791*: King vetoes Assembly's ruling on émigrés. *January-March 1791*: Food **riots** across Paris. *9th February 1791*: Property of émigrés **forfeited**. *20th April 1792*: France declares war on Austria, but French army flees at sight of the enemy. *20th June 1792*: Jacobin insurrection, again thwarted by gestures by the King, but Jacobins continue to **defy** the Assembly. *25th July 1792*: Duke of Brunswick publishes call for allied attack on France. *10th August 1792*: Jacobin masses storm the Tuileries Palace, massacring the Swiss Guard and the King imprisoned. *19th August 1792*: Lafayette flees to Austria. *22nd August 1792*: Royalist riots in the Vendée, Brittany; armies **suffer setbacks** at Langwy and Verdun.

Second phase: Henceforth the struggle is between bourgeois and proletariat, rather than nobility and bourgeoisie.

1st September 1792: General mobilisation, citizens sent to the front. *2nd September 1792*: Danton **instigates** the massacre of about 1,200 Royalists held in Parisian prisons. *20th September 1792*: French forces defeat the invading force at Valmy. Henceforth the Revolution would enjoy victory in its military conflicts. *21st September 1792*: The Convention elected by the Legislative Assembly commences, abolishes monarchy; day one of the Republican Calendar. *19th November 1792*: "Edict of Fraternity" offers aid to "subject peoples." *11th December 1792*: Trial of the king begins. *21st*



1793: Louis XVI executed. *1st February 1793*: France declares war on Britain and Holland. *25th February 1793*: Food riots in Paris. *6th April 1793*: Committee of Public Safety established. *24th April 1793*: Marat put on trial for **complicity** in September massacre but is **acquitted**. *4th May 1793*: Maximum price of bread imposed. *27th May 1793*: **Uprising** of Paris Commune against the Convention. *2nd June 1793*: **Expulsion** of the Girondists from all offices. The Commune of Paris becomes the centre of power. *24th June 1793*: Jacobin Constitution **accepted** by the Convention. *13th July 1793*: Marat, "the people's friend," murdered by Charlotte Corday. *17th July 1793*: Corday executed amid popular **outrage**. *1st August 1793*: Metric system of measures adopted. *23rd August 1793*: Levée en masse (**conscription**) decreed. *4-5th September 1793*: Popular riots in Paris. *17th September 1793*: "Law of Suspects" initiates the Terror. *14th October 1793*: Marie-Antoinette tried and executed. *23rd October 1793*: Republican Calendar decreed. *24th October 1793*: 22 Girondists tried and executed. *10th November 1793*: Festival of Liberty and **Reason**. *24th March 1794*: Robespierre, the Committee of Public Safety and Jacobin Club **denounce** the Hébertists and

Dantonists on framed-up **charges** and execute all the popular leaders. Robespierre becomes **virtually** the dictator. *18th May 1794*: Robespierre decreed the new religion of the Supreme Being. *8th June 1794*: The day of inauguration of the Supreme Being. *10th June 1794*: (22 Prairial) **procedures** for mass trial and execution implemented. **Victims** will go to the guillotine now in **batches** of 50 or 60 at a time. An **estimated** 2,750 are executed of whom the great majority are poor. *27th July 1794*: (9th Thermidor) Convention calls for arrest of Robespierre. Robespierre attempts insurrection which **flops**, is arrested and executed. After about 150 of his supporters are done away with, the Terror is over.

Third phase: The reaction. Limit on price of bread removed. Reactionary gangs beat up revolutionists in the streets.



12th November 1794: Jacobin Club is suppressed by the Convention. *1st January 1795*: The Churches re-open for Christian worship. *May-June 1795*: White Terror instituted in the South. *8th June 1795*: The **dauphin** dies in prison; Comte de Provence **assumes** title of Louis XVIII. *22nd August 1795*: Constitution of Year III approved, establishing Directory. *5th October 1795*: Royalists attempt a coup and Napoleon Bonaparte makes his name suppressing the move with **grapeshot**. The popular party

gains strength, Gracchus Babeuf is its spokesperson, holding running meetings at the Pantheon. *26th October 1795*: The Convention dissolves itself in favour of a dictatorship of the Directorate. *2nd February 1796*: Napoleon assumes command of French army in Italy. *26th February 1796*: Directorate **bans** popular meetings at the Pantheon. *10th May 1796*: Leaders of Babeuf's "Conspiracy of Equals" arrested. *7th September 1796*: 100s of supporters of Babeuf attack palace of the Directorate but are **routed**. *27th May 1797*: Babeuf and his supporters are convicted but take their own lives. *May 1797*: Elections produce a Royalist majority. Elections in 1798 and 1799 produce a more radical result and are **annulled** by the Directorate. *18th June 1799*: Directorate **resigns**. *9th November 1799*: (18th Brumaire) Napoleon Bonaparte named "First Consul," now the effective dictator. *2nd December 1804*: Napoleon **consecrated** as Emperor.

<http://www.marxists.org/history/france/revolution/timeline.htm>

Exercise 13. Use the information from the internet or historical books/encyclopedias and speak about:

1. The pre-revolution situation: the financial crisis, the Estates-General of 1789, the National Assembly (1789), 2. The National Constituent Assembly (1789–1791), 3. The storming of the Bastille, 4. The Revolution and the Church, 5. The Legislative Assembly (1791–1792)

Writing

Exercise 14. Write any of the following compositions using 150 -200 words.

1. The War and the Counter-Revolution (1792–1797), 2. The National Convention (1792–1795), 3. The Constitutional Republic: The Directory (1795–1799), 4. The Symbolism in the French Revolution.

Project

Exercise 15. Make a short presentation about one of the famous persons of the French Revolution.

Unit 10. The Victorian Age

Pre-reading

Exercise 1. Answer the following questions:



1. What periods was the Victorian age **preceded** and **succeeded** by?
2. What international exhibition took place in Hyde Park, London, from 1 May to 15 October 1851? What notable figures attended this exhibition?
3. When did the Zulu War begin? What was the result of this war?
4. When was the Great **Famine** in Ireland?
5. When did the Chartist Movement take place?
6. When did the I and II Boer War start?
7. Have you remembered any prominent statesmen of two main parties – the Liberals and the Conservatives?

8. What styles and movements is the Victorian decorative art represented by?

9. What architectural styles **conceived** in the Victorian era?

10. What clothes did men and women wear?

11. How many children and grandchildren had Queen Victoria and her husband Prince **Consort** Albert? Have you remembered the names of their **descendants**?

12. What was the population of Great Britain by 1901?

13. What famous people is the Victorian era famous for?



Reading

Exercise 2. Read the text “Victorian England” and match the headings to the correct paragraphs.

A. The railway - a symbol of Victorian progress

D. Working conditions

*B. Class **divisions***

E. Victoria's Empire

*C. Victorian **prosperity** - the country becomes urban*

F. When was the Victorian era?

*G. **Emergence** of new social classes*

1. The Victorian era of Great Britain is considered the height of the British industrial revolution and the **apex** of the British Empire. It is often **defined** as the years from 1837 to 1901, when Queen Victoria reigned. The Victorian era was preceded by the Regency era and came before the Edwardian period.

2. Victorian prosperity for **elite** was built on the development of new machinery, new work methods and an **underpaid workforce** consisting of **adults** and children living in **wretched poverty**. Many people **previously rural** became **urbanized** by the new rail transport. By 1850 half the country's former peasants were **squashed** into Britain's cities. The growth of industry, the building boom, the **swift** population **spurt**, spread of the railway changed the character of Britain too rapidly.

Small towns were **overtaken** by growing industries to become uncoordinated and **sprawling** industrial dwelling areas.

3. Millions of workers lived in **slums** or in **vacated** old **decaying** upper class houses. The occupants of slums had no sanitation, no water supply, no **paved** streets, no schools, no law or

order, no **decent** food or new clothing. Many people had to walk miles to **mill** or factory work. Their hours of work began at 5.30 am and were never less than ten.



4. The railways moved goods, foods and people faster than canals or horse drawn wagons. They were the greatest factor in transforming Britain into an industrial nation. They were a huge **employer** of people either on the railways, building new **tracks** or being a goods **delivery service**. The lives of millions were changed as suddenly the masses were able to travel further than ten miles in one direction.

5. Different types of people were **emerging**. Employers moved away from their industrial source of wealth. They bought country estates and several generations later were often considered landed **gentry**. On the **outskirts** of towns managers built villas. Owners built new streets of houses at the perimeter of town and these were occupied by skilled workman and **artisans**.

6. The class divisions on the railway were **echoed** throughout the land. In church the higher classes sat at the front in reserved **pews** and the lower classes at the back. In dress, the wives of wealthy industrialists were clothed in **conspicuous finery**. The new social class that emerged was the bourgeoisie middle class.

7. Much of the attention of the country was focused abroad during this era. In 1876 Victoria was declared **Empress** of India and the English Empire was constantly being **expanded**.

<http://www.fashion-era.com/victorians.htm>

Exercise 3. Read the text “The Victorian Age” and match the sentences (A-F) to the numbered spaces (1-6) in it. Explain the words in bold and proper names in italics.

A. Like Canada, Australia and New Zealand, South Africa also became a dominion.

B. Railways were built throughout Britain during the Victorian period by engineers such as *Brunel* and *Stephenson*.

C. The Commonwealth of Australia was created in 1901.

D. The *Opium War* started when the Chinese tried to stop the British **merchants** from trading opium.

E. The *Victoria Monument* in front of *Buckingham Palace* was built to remember Queen Victoria, who died in 1901.

F. Working class men were given the right to vote, membership of trade unions grew rapidly and the Labour party was created.

Victoria became Queen in 1837 when she was 18 years old and married a German prince Albert three years later. Albert introduced into Britain the German custom of putting up and decorating Christmas trees. He was a great administrator and helped to organize the Great Exhibition in 1851, a festival of science and industry in *Hyde Park* which attracted millions of visitors - the *Victoria and Albert Museum* was built using **profits** made from this exhibition. Prince Albert died in 1861, the *Royal Albert Hall* and the *Albert Memorial* were built in memory of him. After Albert's death, Victoria always dressed in black. 1)

By the time of Victoria, most important **decisions** were not taken by the Queen but by the House of Commons. The *Houses of Parliament* which can be seen today were completed in 1867. 2) Working conditions in factories were improved after campaigns by the *Earl of Shaftesbury*, whose work is remembered by a statue in *Piccadilly Circus*.

In early Victorian times life was difficult for many poor children. You can learn about this from some of the stories written by *Charles Dickens*, such as *Oliver Twist* or *Nicholas Nickleby*. *Disraeli* (who was **keen on** expanding the British Empire) and *Gladstone* (who was keen on social reform in Britain) were two of the most **influential** prime ministers during Queen Victoria's reign.

Many famous novels were written during this time. The *Sherlock Holmes* stories by Sir *Arthur Conan-Doyle* and novels by the *Brontë* sisters are set in this period of history.

There were many advances in science during the Victorian period. The Italian *Marconi* developed radio communication in England. *Darwin* introduced his ideas about evolution. The

Scotsman *Bell* created the first telephone in 1876 in the USA. **Improvements** in medicine helped to **prevent** the spread of **disease**. *Florence Nightingale* was a famous **nurse** who organized the **care** of soldiers wounded in the Crimean War; after she returned to England she campaigned for cleaner hospitals and better training for nurses. **3)** Many of the bridges, tunnels and stations built in this period are still used today. The London Underground was the world's first underground railway: the first line opened in 1863. Seaside towns such as *Brighton* and *Blackpool* became popular places for holidays, as the railways allowed people to travel there **cheaply** from the industrial towns.



© 2002. Her Majesty the Queen in Right of Canada, Natural Resources Canada. / Sa Majesté la Reine du chef du Canada, Ressources naturelles Canada.

The British Empire grew. At one stage it covered one-fifth of the world's land area and **contained** a quarter of the world's population (the Commonwealth is a collection of countries which were once part of the British Empire). The empire was made possible because of the Industrial Revolution which made Britain's army and navy powerful. Below are a few brief details of some events in parts of the empire:

Canada: Canada (which Britain had gained from the French by capturing *Quebec* in 1759) was the first country in the empire to be given self-government in 1867; it was called a **dominion** instead of a colony).

Australia: Many British **prisoners** were sent to Australian work camps before this was stopped in 1868. **4)**

New Zealand: New Zealand was **taken over** by the British in 1840 and given self-government in 1907.

Africa: Most of Africa was made into colonies of European countries at this time. British colonies included *Egypt*, *Sudan*, part of *Somalia*, *Uganda*, *Kenya*, *Nigeria*, *Ghana*, *Sierra Leone*, *Gambia*, *Zambia*, *Botswana*, *Zimbabwe* and *South Africa*. In South Africa there was the *Zulu War* and two *Boer Wars* (the Boers were Dutch settlers). **5)**

India: Since the early 1800s, the British East India Company controlled much of India, employing Indian soldiers. After fighting broke out (known in Britain as the Indian **Mutiny**) much of the country was put under the control of the British government, becoming part of the British Empire in 1858. British rule in India lasted until 1947.

Hong Kong: **6)** This ended with an agreement for Britain to rule Hong Kong from 1842 till 1997.

Ireland: Ireland **suffered from** famines in the 1840s after a disease **affected** potatoes. With the population of 8 million, almost 1 million people died and another 1 million immigrated to America. Many Irish people wanted independence from Britain.

<http://www.ukstudentlife.com/Britain/History/Victorian.htm>

Language Development

Exercise 4. Read the text again (Ex. 2) and correct the sentences, as in the example.

Their hours of work began at 7.30.a.m. and were never less than 12.
 Their hours of work began at 5.30.a.m. and were never less than ten.



1. In 1886 Victoria was declared Empress of India and the English Empire was constantly being expanded.
2. Many people previously rural became urbanized by the growth of industry.
3. In dress, the wives of wealthy industrialists were clothed in conspicuous finery.
4. The Victorian era of Great Britain is often defined as the years from 1847 to 1900.
5. The lives of millions were changed gradually as the masses were able to travel further than ten miles in one direction.
6. By 1870 half the country's former peasants were squashed into Britain's cities.

7. Owners built new streets of houses at the perimeter of town and these were occupied by skilled workman and artisans.
8. Millions of workers lived in small cottages and bungalows.

Exercise 5. Fill in the words from the list and then make sentences using the completed phrases.

a) Albert Museum, b) bourgeoisie, c) conditions, d) decaying upper class, e) development of new, f) festival of science, g) first underground, h) living in wretched, i) membership of trade unions, j) the British industrial, k) the spread of, l) workman, m) world's land area, n) wounded in the Crimean

1. a and industry
2. grew rapidly
3. one-fifth of the
4. skilled and artisans
5. soldiers War
6. the middle class
7. the machinery



8. the height of revolution
9. the Victoria and
10. the world's railway
11. to prevent disease
12. vacated old houses
13. workforce poverty
14. working in factories

Exercise 6. Translate words in bold, and then match the pairs of words which are similar in meaning.

*1. a height, 2. to **designate**, 3. to **forego**, 4. well-being, 5. poor, 6. rapid, 7. to capture, 8. to **squeeze**, 9. a **cart**, 10. **deserted**, 11. respectable, 12. an appearance, 13. a **manor**, 14. **jerk**, 15. to enlarge, 16. noticeable*

a) wretched, b) to squash, c) an estate, d) an apex, e) spurt, f) vacated, g) to precede, h) conspicuous, i) a wagon, j) swift, k) to expand, l) to define, m) decent, n) to overtake, o) prosperity, p) an emergence

Exercise 7. Explain the words in bold and then match nouns with the best definition.

1. a disease, 2. a dominion, 3. a mutiny, 4. a nurse, 5. a prisoner, 6. an artisan, 7. famine, 8. gentry, 9. poverty, 10. slums



- a) a person held in **custody, captivity** or a condition of forcible **restraint**, especially while on **trial** or serving a prison **sentence**;
- b) a disordered or abnormal condition of an organ or other part of an organism resulting from the effect of genetic or developmental **errors**, infection, **nutritional deficiency**, toxicity, or unfavorable environmental factors; illness; **sickness**;
- c) a person educated and trained to care for the sick or **disabled**, a woman who has the general care of a child or children;
- d) a **severe** shortage of food, as through **crop failure** or overpopulation;
- e) a skilled worker who practices some trade or **handicraft**;

- f) a **squalid** section of a city, characterized by **inferior** living conditions and usually by overcrowding;
- g) an open **rebellion** against constituted authority, especially by seamen or soldiers against their officers;
- h) one of the self-governing nations within the British Commonwealth;
- i) persons of high birth or social standing; aristocracy; persons just below the nobility in social rank;
- j) the state of being poor; lack of the means of providing material needs or comforts.



Exercise 8. Match the items to make full sentences.

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Victorian prosperity for elite was built on the development of new machinery, new 2. Seaside towns such as Brighton and Blackpool became popular places for holidays, 3. The growth of industry, the building boom, the swift population spurt, 4. Florence Nightingale was a famous nurse who organized the care of soldiers wounded in the Crimean War; 5. The Victorian era of Great Britain is considered the height of 6. Prince Albert was a great administrator and helped to organize the Great Exhibition in 1851, 7. After fighting broke out (known in Britain as the Indian Mutiny) much of the country 8. Working class men were given the right to vote, membership 9. The lives of millions were changed as suddenly the masses 10. Railways were built throughout Britain during | <ul style="list-style-type: none"> a) a festival of science and industry in Hyde Park which attracted millions of visitors. b) after she returned to England she campaigned for cleaner hospitals and better training for nurses. c) as the railways allowed people to travel there cheaply from the industrial towns. d) of trade unions grew rapidly and the Labour party was created. e) spread of the railway changed the character of Britain too rapidly. f) the British industrial revolution and the apex of the British Empire. g) the Victorian period by engineers such as Brunel and Stephenson. h) was put under the control of the British government, becoming part of the British Empire in 1858. i) were able to travel further than ten miles in one direction. j) work methods and an underpaid workforce consisting of adults and children living in wretched poverty. |
|--|--|

Speaking

Exercise 9. Read the text “Victorian fashion”. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.



Women's fashion. In the 1840s and 1850s, women's **gowns** developed wide **puffed sleeves**. Dresses were simple and **pale**. **Petticoats**, corsets, **chemises** were worn under gowns. By the 1850s the number of petticoats was **reduced** and the **crinoline** was worn; as such the size of the skirts expanded. Day dresses had a solid **bodice** and evening gowns had a very low **neckline** and were worn off the shoulder with **shawls**.

In the 1860s, the skirts became **flatter** at the front and projected out more behind the woman. Day dresses had wide pagoda sleeves and high necklines with **lace** or **tatted collars**. Evening dresses had low necklines and short sleeves and were worn with short **gloves** or fingerless lace or **crocheted mitts**.

In the 1870s, **uncorseted** tea gowns were introduced for informal entertaining at home and steadily grew in popularity. **Bustles** were used to replace the crinoline to hold the skirts up behind the woman, even for "seaside dresses".

In the 1880s, riding habits had a matching jacket and skirt (without a bustle), a high-collared shirt or **chemisette** and a top hat with a **veil**. Hunting costumes had **draped ankle-length** skirts worn with boots or **gaiters**. Clothing worn when out walking had a long jacket and skirt, worn with the bustle and a small hat or **bonnet**. Travelers wore long coats like **dusters**.

In the 1890s, Women's wear in the last decade of the Victorian Era was characterised by high collars, held in place by collar stays, and stiff steel boning in long line bodices. By this time, there were neither crinolines nor bustles. Women **opted** for the **tiny wasp waist** instead.

In the 1870s, the **fad** of **hoop** skirts had faded and women **strived** for a slimmer style. The dresses were extremely **tight** around the corseted **torso** and the waist and upper legs. The crinoline was replaced by the bustle in the **rear**. Small hats were **perched** towards the front of the head, over the **forehead**. To **complement** the small hat, women wore their hair in **elaborate curls**.

The **silhouette** changed once again as the Victorian era drew to a close. The shape was **essentially** an **inverted triangle**, with a **wide-brimmed** hat on top, a full upper body with puffed sleeves, no bustle and a skirt that narrowed at the ankles. The **enormous** wide-brimmed hats were covered with elaborate creations of silk flowers, **ribbons** and above all, exotic **plumes**; hats sometimes included entire exotic birds that had been **stuffed**. Many of these plumes came from birds in the Florida **everglades**, which were nearly entirely **decimated** by **overhunting**.

Men's Fashion. During the 1850s, men started wearing shirts with high upstanding or **turnover** collars and four-in-hand **neckties** tied in a **bow** or tied in a **knot** with the **pointed** ends **sticking out** like "**wings**". The upper-class continued to wear top hats and **bowler hats** were worn by the working class.

In the 1860s, men started wearing wider neckties that were tied in a bow or **looped** into a **loose** knot and fastened with a **stickpin**. **Frock coats** were shortened to knee-length and were worn for business, while the mid-**thigh** length **sack coat** slowly displaced the frock coat for less-formal **occasions**. Top hats briefly became the very tall "**stovepipe**" shape, but a variety of other hat shapes were popular.

During the 1870s, three-piece **suits** grew in popularity along with **patterned fabrics** for shirts. A narrow ribbon tie was an alternative for tropical climate, especially in the Americas. Both frock coats and sack coats became shorter. **Flat straw boaters** were worn when boating.

During the 1880s, formal evening dress remained a dark **tail coat** and trousers with a dark **waistcoat**, a white bow tie, and a shirt with a winged collar. In mid-decade, the **dinner jacket** or **tuxedo**, was used in more relaxed formal occasions. The *Norfolk jacket* and **tweed** or woolen **breeches** were used for **rugged** outdoor **pursuits** such as **shooting**. Knee-length **topcoats**, often with contrasting velvet or **fur** collars and **calf-length** overcoats were worn in winter. Men's shoes



had higher **heels** and a narrow **toe**. Starting from the 1890s, the **blazer** was introduced and was worn for sports, sailing and other casual activities.

Throughout much of the Victorian Era most men wore fairly short hair. This was often **accompanied** by various forms of **facial** hair including **moustaches**, **side-burns** and full **beards**. A clean-shaven face did not come back into fashion until the end of the 1880s and early 1890s.

Exercise 10. Complete the text “Technology and engineering” using words from the box. You may use each word only once. Explain the words in bold and make up an oral summary of the text.

a) cinema, b) improvement, c) natural history, d) network, e) sewers, f) soap, g) streets, h) technology, i) trains, j) wool



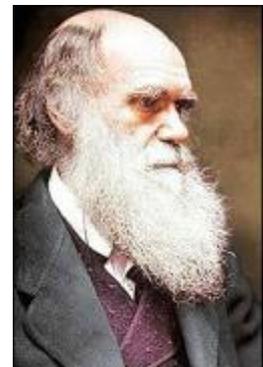
An important development during the Victorian era was the **1)** of communication **links**. **Stagecoaches**, canals, steam ships and most notably the railways all allowed goods, **raw materials** and people to be moved about, rapidly **facilitating** trade and industry. **2)** became another important factor ordering society, with "railway time" being the standard by which clocks were set throughout Britain. Steam ships made international travel more common but also advanced trade, so that in Britain it was not just the **luxury** goods of earlier times

that were imported into the country but **essentials** and raw materials such as **corn** and **cotton** from the United States, meat and **3)** from Australia. One more important innovation in communications was the first **postage** stamp ('Penny Black'), which standardized postage to a flat price **regardless** of distance sent.

Even later communication methods such as **4)**, telegraph, telephones, cars and aircraft, had an **impact**. Photography was **realized** in 1839 by *Louis Daguerre* in France and *William Fox Talbot* in the UK. By 1889, hand-held cameras were **available**.

Similar sanitation reforms, **prompted** by the *Public Health Acts* of 1848 and 1869, were made in the crowded, dirty streets of the existing cities and **5)** was the main product shown in the relatively new phenomenon of **advertising**. A great engineering **feat** in the Victorian Era was the **sewage** system in London. It was designed by *Joseph Bazalgette* in 1858. He **proposed** to build 132 km of sewer system linked with over 1,600 km of street sewers. Many problems were **encountered** but the **6)** were **completed**. After this, Bazalgette designed the Thames **embankment** which housed sewers, water **pipes** and the London **underground**. During the same period London's water supply **network** was expanded and improved and a gas **7)** for lighting and heating was introduced in the 1880s.

The Victorians were impressed by science and progress and felt that they could improve society in the same way as they were improving **8)** During the Victorian era, science grew into the discipline it is today. In addition to the increasing professionalism of university science, many Victorian gentlemen **devoted** their time to the study of **9)** This study of natural history was most powerfully advanced by *Charles Darwin* and his theory of **evolution** first published in his book '*On the origin of species*' in 1859.



Charles Darwin

Although initially developed in the early years of the 19th century, gas lighting became widespread during the Victorian era in industry, homes, public buildings and **10)** The invention of the **incandescent** gas **mantle** in the 1890s greatly improved light **output** and **ensured** its **survival** as late as the 1960s. Hundreds of **gasworks** were constructed in cities and towns across the country. In 1882, incandescent electric lights were introduced to London streets, although it took many years before they were **installed** everywhere.

Exercise 11. Read the text “Queen Victoria” and make up dialogues using the information below. Explain the words in bold.



Queen Victoria was the longest reigning British monarch and the **figurehead** of a vast empire. Victoria was born in London on the 24th of May, 1819. She was the only child of Edward, Duke of Kent and Victoria Maria Louisa of Saxe-Coburg. She succeeded her uncle, William IV, in 1837, at the age of 18, and her reign dominated the rest of the century. In 1840 she married her cousin Prince Albert of Saxe-Coburg Gotha. For the next 20 years they lived in close harmony and had a family of nine children, many of whom had a **spouse** from the European monarchy.

On her **accession**, Victoria adopted the Whig Prime Minister *Lord Melbourne* as her political **mentor**. In 1840, his influence was replaced by that of Prince Albert. The German prince never really won the favour of the British public and only after 17 years he was given the official **recognition**, with the title of Prince Consort. However, Victoria **relied** heavily on Albert and it was during his lifetime that she was most active as a ruler. Britain was evolving into a constitutional monarchy in which the monarch had few powers and was expected to remain above party politics.

Victoria never fully **recovered from** Albert's death in 1861 and she remained in **mourning** for the rest of her life. Her **subsequent withdrawal** from public life made her unpopular, but during the late 1870s and 1880s she **gradually** returned to public view and with increasingly pro-imperial **sentiment**, she was restored to favour with the British public. After the Indian Mutiny in 1857, the government of India was **transferred** from the East India Company to the Crown and in 1877 Victoria became Empress of India. Her empire also included Canada, Australia, India, New Zealand and large parts of Africa. During this period, Britain was largely uninvolved in European affairs, apart from involvement in the Crimean War (1853 - 1856).

In 1887, Victoria's Golden **Jubilee** and 10 years later, her Diamond Jubilee were celebrated with great enthusiasm. Having **witnessed** a revolution in British government, huge industrial expansion and the growth of a worldwide empire, Victoria died on 22 January 1901 at Osborne House on the Isle of Wight.

Exercise 12. Read the text about Victorian Britain timeline. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

1830-1840s: 1837 - William IV died and his **niece** Victoria became Queen at the age of 18. 1837 - The Houses of Parliament was built. 1838 - The first photograph was taken by Louis Daguerre in France and William Henry Fox-Talbot in Britain. 1839-1842 - Britain **defeated** China in the Opium War and made China to sign the 'Treaty of Nanking'. 1840 - Britain **claimed** New Zealand a colony. 1840 - The first postage stamps (Penny Post) came into use. 1840 - Queen Victoria married Prince Albert. 1841 - The Great Western Railway from Bristol to London was completed offering a journey of only four hours. 1842 - The Mines Act stopped children under 10 from working in the **mines**. 1842 - **Assassination** attempt on Queen Victoria by John Francis. 1843 - Britain claimed the former Boer republic of Natal as a British colony. 1843 - Charles Dickens published "A Christmas Carol". It sold out completely in 6 days. 1844 - The Factory Act stopped children between 8 and 13 working more than 6.5 hours a day. 1844-1845 - 8,000km of railway track was built across Britain. 1845-1849 - Ireland suffered from the great potato, about 800,000 people died. A large number of people migrated to Britain, the United States, Canada and Australia.

1850-1860-s: 1850s - The first post boxes were built. 1850 - **Workhouses** opened to try to help the poorest people who had no money. In return for their labour, the workers were given a bed and basic food. 1851 - The Great Exhibition opened at the Crystal Palace by Prince Albert. 1851 - The first free public library opened in Winchester. 1854-1856 - The Crimean War broke out between Britain and France against Russia. 1854 - A **cholera** epidemic led to demands for a clean

water supply and proper sewage systems in the big cities. 1856 - Britain defeated Russia in the Crimean War. 1856 - Police forces were in every town. 1858 - The British Parliament passed the Government of India Act, ending the rule of the East India Company and bringing India under British rule.

1860-1870-s: 1861 - Death of Prince Albert from **typhoid**. 1863 - The first underground railway was opened in London. 1863 - The foundation of the Football Association. 1864 - A law **banned** boys under 10 from working as **chimney sweeps**. 1868 - The last public hanging. 1869 - The first Sainsbury's shop opened in Dury Lane, London. 1870 - Schools **provided** for 5 - 10 year olds. 1871 - Queen Victoria opened the Albert Hall. 1871 - **Bank Holiday** Act was introduced in Great Britain. 1872 - First FA Cup Final. 1875 - Captain Matthew Webb became the first man to swim the English Channel. 1876 - Scotsman A. Bell invented the telephone. 1876 - Victoria was crowned Empress of India. 1876 - Primary education was made **compulsory**. 1878 - The first public electric lighting in London, replacing the old gas lamps.

1880-1990-s: 1880 - The Education Act makes compulsory schooling for all children between 5 and 10. 1881 - London's Natural History Museum opened. 1883 - Britain took the complete control of Egypt. 1883 - The first electric railway was built. 1887 - Britain established the colony of Nigeria in Africa. 1887 - The invention of the gramophone. 1891 - Free education for every child aged 5-13. 1901 - Queen Victoria died. Her son, Edward VII, became King.

Exercise 13. Choose the right answer.



1. Who did Queen Victoria marry?
 - a) Albert of Saxe-Coburg Gotha
 - b) William IV
 - c) George IV
2. How many children did a normal Victorian family have?
 - a) 2 - 3
 - b) 5 - 6
 - c) 8 - 9
3. What schools did poor children attend?
 - a) free **charity** schools and Sunday Schools
 - b) public schools
 - c) **'Dame'** schools

4. Which novels did Charles Dickens write?

- a) "Lolita", "Pale Fire"
- b) "Jane Eyre", "Villette"
- c) "David Copperfield", "Dombey and Son"

5. What were the Queen's full style and title at the end of her reign?

- a) Her **Royal Highness** Princess Alexandrina Victoria of Kent
- b) Her Imperial **Majesty** The Queen-Empress
- c) Her Majesty Victoria, by the Grace of God, of the United Kingdom of Great Britain and Ireland Queen, Defender of the **Faith**, Empress of India

6. Who became the next King or Queen after Victoria?

- a) Albert Edward, Prince of Wales
- b) Prince Alfred, **Duke** of Saxe-Coburg and Gotha and Duke of Edinburgh
- c) Princess Beatrice



Charles Dickens



7. What is the old name of the Conservatives?

- a) Chartists
- b) Tories
- c) Whigs

8. How long did Victoria's reign last?

- a) 63, 7
- b) 53 years
- c) 43 years

9. What was the height of Queen Victoria?

- a) 1.52 m
- b) 1.72m
- c) 1.62m

10. Who was the author of "The Origin of Species"?

- a) Alexander Bell
- b) Thomas Hardy
- c) Charles Darwin

11. What was the population of the British Empire by 1900?

- a) over 300 mln
- b) over 410 mln
- c) over 500 mln

12. What did child of a Victorian family call his/her father?

- a) dad
- b) father-in-law
- c) sir

13. Who were Victoria's parents?

- a) Frederick, Prince of Wales and Augusta of Saxe-Gotha
- b) George IV and Caroline of Brunswick
- c) Prince Edward (Duke of Kent) and Princess Victoria Mary Louisa of Saxe-Coburg-Saalfeld.

14. Who was Benjamin Disraeli?

- a) a famous inventor
- b) a philosopher
- c) a British Prime Minister, parliamentarian, Conservative statesman and literary figure

15. Why did Victorian schoolchildren write on slates?

- a) paper was expensive
- b) it was easy to write on them
- c) children had only **slate pencils**



Benjamin Disraeli



16. When and where did the Crystal Palace Exhibition take place?

- a) St. James's Park, London, 1900
- b) Hyde Park, London, 1851
- c) Kensington Gardens, London, 1883

17. What name was Queen Victoria christened as?

- a) 'Alexandrina Victoria'
- b) Vicky
- c) 'Drina'

18. What was Lewis Carroll, the author of "Alice in Wonderland"?

- a) an architect
- b) a lecturer in mathematics at Oxford University
- c) a Liberal statesman

19. What art movements does the Victorian era include?

- a) Classicism, Neoclassicism, Romanticism, Impressionism, and Post-Impressionism
- b) Classicism and Romanticism
- c) Impressionism and Post-Impressionism.

20. What are the best-known books of Robert Louis Stevenson?

- a) "A farewell to arms" and "For whom the bell tolls"
- b) "Treasure island" and "Kidnapped"
- c) "The jungle book" and "The man who would be king".

Exercise 14. Divide the proper names listed below into the following five groups:

a) a novelist and a poet, b) a novelist and short story writer, c) a nurse, d) a philosopher, e) a poet, f) a Prime Minister, g) a scientist, h) a writer, i) a writer and a mathematician, j) a writer and a poet, k) an explorer

1. Alexander Bell, 2. Alfred Tennyson, 3. Arthur Conan Doyle, 4. Benjamin Disraeli, 5. Charles Darwin, 6. Charles Dickens, 7. Charlotte Brontë, 8. David Livingstone, 9. Elizabeth Gaskell, 10. Florence Nightingale, 11. George Stephenson, 12. John Stuart Mill, 13. Lewis Carroll, 14. Michael Faraday, 15. Oscar Wilde, 16. Percy Bysshe Shelley, 17. William Gladstone, 18. William Wordsworth.

Exercise 15. Use the information from the internet or historical books/encyclopedias and speak about:

1. Famous inventions, 2. Notable writers, 3. The Royal coat of arms of the UK, 4. Queen Victoria, 5. Prince Albert, 6. Benjamin Disraeli, 7. William Gladstone, 8. Education, 9. The Crimean War, 10. The Boer War, 11. The Chartism, 12. The Gothic Revival Architecture.

Writing

Exercise 16. Write any of the following compositions using 150 -200 words.

1. The Victorianism, 2. The young queen, 3. The Victorian art and architecture, 4. The Victorian decorative arts, 5. The Victorian fashion, 6. The Crystal Palace Exhibition, 7. Art movements, 8. The Victorian jewelry, 9. Entertainments, 10. The late Victorian Age.

Unit 11. The World War I (1914-1918)

Pre-reading

Exercise 1. Choose proper names from the table to label the pictures. Then, try to give short information about each person.



a)



b)



c)



d)



e)



f)



g)



h)

Name	Governing	Title/post
1. <i>Charles I of Austria or Charles IV of Hungary</i>	1916-1918	the last ruler of the Austro-Hungarian Empire
2. <i>Franz Ferdinand</i>	1889–1914	the Archduke of Austria, Austro-Hungarian and Royal Prince of Hungary and Bohemia, and from 1889 until his death, heir presumptive to the Austro-Hungarian throne
3. <i>Franz Joseph I</i>	1848-1916	the Emperor of Austria, King of Bohemia, King of Croatia, Apostolic King of Hungary, King of Galicia and Grand Duke of Cracow
4. <i>George V</i>	1910-1936	the King of the United Kingdom and the British Dominions, and Emperor of India
5. <i>Kaiser Wilhelm II</i>	1888-1918	the last German Emperor and King of Prussia
6. <i>Nicholas II</i>	1894-1917	the last Emperor of Russia, Grand Prince of Finland, and titular King of Poland
7. <i>Raymond Poincaré</i>	1913 - 1920	the President of France
8. <i>Thomas Woodrow Wilson</i>	1913-1921	the 28th President of the United States

Exercise 2. Answer the following questions:

1. What were the causes of World War I?
2. How many **dreadnoughts** and dreadnought battle **cruisers** had Great Britain and Germany launched by 1914?
3. What was the **casus belli**?
4. What do you know about the Schlieffen Plan?
5. What were the main battles of WWI?
6. What countries belonged to the **Triple Entente** and the **Triple Alliance**? Can you outline the political situation in each country?
7. Have you remembered any military commanders of World War I?
8. What was the only **campaign** in World War I named after an individual commander? When did it take place?
9. What new weapons were used during the war?
10. When did the war end? What were the results of World War I?



Exercise 3. Read the text “World War I” and explain the words in bold. Then, make up dialogues in pairs.



World War I was a major war centered in Europe that began on the 28th of July, 1914 and lasted until the 11th of November, 1918. It involved all the world's great powers, which were **assembled** in two opposing **alliances**: the Allies (centered around the Triple Entente - Great Britain, France and Russia) and the Central Powers (originally centered around the Triple Alliance of Germany, Austria-Hungary, and Italy).

The war was **sparked** by the murder of Franz Ferdinand, Archduke of Austria, by a Gavrilo Princip, a Bosnian Serb student. This assassination represents the culmination of **tension** between Austria-Hungary (whose empire extended into the Balkans) and Serbia. The **implications** of this local struggle were **magnified** by Russian support for fellow Slavic nations, including Serbia.

The roots of the war, however, lay in the **gradual** destabilization of the five-way balance of power that had prevailed in Europe since Napoleon. This balance of power consisted of Britain, Germany, France, Austria-Hungary and Russia. A central rivalry developed between Britain and Germany, which **emerged** as the two leading powers of the five.

The fighting occurred on two main fronts. *The Western Front*, which passed through Belgium and France, was dominated by **trench warfare**. Despite **staggering casualties** (especially at Verdun and Somme), this front hardly moved for most of the war. *The Eastern Front*, which ran through European Russia, was much longer. Since troops could not be **densely packed** along the **entire front**, trench warfare was limited, and territorial gains and **losses** were larger and more frequent; nonetheless, this front was also a **stalemate**. Apart from the two main fronts, fighting also occurred in Italy, the Balkans and Southwest Asia.

The nature of the war was shaped by modern technology. Heavy machine guns and artillery pieces enabled constant **hailstorms** of fire over fixed regions. Mobile **firepower** was also of **unprecedented intensity**, as **infantry** was **equipped with** light machine guns, **mortars**, **grenades** and **flame-throwers**. Railroad supply lines were **crucial** for feeding this resource-intense form of warfare. Tanks were not yet fast or **reliable** enough to play a major role, but airplanes were used for **scouting** and **combat**.





The naval portion of WWI, which was fought mainly between Britain and Germany, remained a stalemate until attacks by German **submarines** on American ships **compelled** the United States to enter the war in 1917, thereby **tipping** the balance **in favour of** the Allies. American involvement became even more **crucial** with the **withdrawal** of Russia in the same year (**due to** the Revolution). In 1918, the stalemate at the Western Front was finally broken, and troops swept through France and Belgium to Germany. The resulting armistice ended the war at 11:00, November 11, 1918. Ten million lives had been lost.

Peace talks were **conducted** in Paris, where the **Treaty** of Versailles was **drawn up** to reorganize Europe. The four dominant voices were Britain, France, Italy and the United States, although the latter eventually withdrew from the treaty. Germany was **disarmed** and lost **considerable** territory (including its colonies), although its industrial **capacity** remained strong, which would enable a rapid **recovery**. Germany was also forced to make heavy **reparation payments**. It is widely believed that the **harshness** of this treaty **contributed** greatly to the rise of fascism in Germany and the eventual **outbreak** of World War II. <http://www.essentialhumanities.net>

Exercise 4. Read the text “The Causes of World War I” and explain the words in bold. Then answer the questions below.

In the 19th century, the major European powers had gone to great lengths to **maintain** a balance of power throughout Europe, resulting in the existence of a complex network of political and military alliances throughout the continent by 1900. These had started in 1815, with the Holy Alliance between Prussia, Russia and Austria. Then, in October 1873, German **Chancellor Bismarck negotiated** the *League of the Three Emperors* between the monarchs of Austria-Hungary, Russia and Germany. This agreement **failed** because Austria-Hungary and Russia could not agree over Balkan policy, leaving Germany and Austria-Hungary in an alliance formed in 1879, called the *Dual Alliance*. This was seen as a method of **countering** Russian influence in the Balkans as the *Ottoman Empire* continued to **weaken**. In 1882, this alliance was expanded to include Italy in what became the Triple Alliance.

After 1870, European conflict was **averted** largely through a carefully planned network of treaties between the German Empire and the **remainder** of Europe **orchestrated** by Bismarck. He especially worked to hold Russia at Germany's side to **avoid** a two-front war with France and Russia. When *Wilhelm II ascended* to the throne as German Emperor (Kaiser), Bismarck was **compelled** to **retire** and his system of alliances was gradually de-emphasised. For example, the Kaiser refused to renew the **Reinsurance** Treaty with Russia in 1890. Two years later, the Franco-Russian Alliance was signed to **counteract** the force of the Triple Alliance. In 1904, the United Kingdom **signed** a series of agreements with France; and in 1907 the UK and Russia signed the Anglo-Russian Convention. While these agreements did not formally **ally** the United Kingdom with France or Russia, they made British entry into any future conflict **involving** France or Russia, and the system of **interlocking bilateral** agreements became known as the Triple Entente.



German industrial and economic power had grown greatly after **unification** and the foundation of the Empire in 1871. From the mid-1890s, the government of *Wilhelm II* used this base to **devote** significant economic resources for building up the Imperial German Navy, established by Admiral *Alfred von Tirpitz*, in **rivalry** with the British Royal Navy for world naval **supremacy**. With the launch of HMS Dreadnought in 1906, the British Empire expanded on its significant **advantage** over its German rival. The arms race between Britain and Germany

eventually **extended** to the rest of Europe, with all the major powers devoting their industrial base to producing the equipment and weapons necessary for a pan-European conflict.

Austria-Hungary **precipitated** the Bosnian crisis of 1908–1909 by officially **annexing** the former Ottoman territory of Bosnia and Herzegovina, which it had occupied since 1878. This **angered** the Kingdom of Serbia and its patron, the Pan-Slavic and Orthodox Russian Empire.

In 1912 and 1913, the First Balkan War was fought between the Balkan League and the **fracturing** Ottoman Empire. The resulting Treaty of London further **shrank** the Ottoman Empire, creating an independent Albanian State while enlarging the territorial **holdings** of Bulgaria, Serbia, Montenegro and Greece. When Bulgaria attacked both Serbia and Greece on 16 June 1913, it lost most of Macedonia to Serbia and Greece and Southern Dobruja to Romania in the 33-day Second Balkan War, further destabilizing the region.



On 28 June 1914, Gavrilo Princip, a Bosnian Serb student and member of 'Young Bosnia', assassinated the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand of Austria in Sarajevo, Bosnia. This began a month of diplomatic **maneuvering** between Austria-Hungary, Germany, Russia, France and Britain called the 'July Crisis'. Austria-Hungary delivered the July Ultimatum to Serbia, a series of ten demands **intentionally** made **unacceptable**, intending to **provoke** a war with Serbia. When Serbia agreed

to only eight of the ten demands, Austria-Hungary declared war on 28 July 1914.

The Russian Empire, unwilling to allow Austria-Hungary to **eliminate** its influence in the Balkans and in support of its longtime Serb protégés, ordered a partial mobilization one day later. The German Empire mobilized on 30 July 1914, ready to apply the "Schlieffen Plan", which planned a quick, massive invasion of France to eliminate the French army, then to turn east against Russia. The French cabinet **resisted** military pressure to commence immediate mobilization and ordered its **troops** to **withdraw** 10 km from the border to **avoid** any incident. France only mobilized on the evening of 2 August, when Germany **invaded** Belgium and attacked French troops. Germany declared war on Russia on the same day. The United Kingdom declared war on Germany on 4 August 1914, following an "unsatisfactory reply" to the British ultimatum that Belgium must be kept neutral.

http://en.wikipedia.org/wiki/World_War_I

Questions:

1. When was the Holy Alliance between Prussia, Russia and Austria signed?
2. Who negotiated the League of the Three Emperors in 1873? Why?
3. Why was the Dual Alliance formed?
4. What agreements were signed during 1890-1907?
5. When was German Empire formed?
6. What country launched dreadnoughts in 1906?
7. What former Ottoman territories did Austria-Hungary annex?
8. What were the results of the First and Second Balkan Wars?
9. What was the reason of 'July Crisis'?
10. When did the United Kingdom declare war on Germany?

Language development

Exercise 5. Are the following statements from Exercise 3 true or false?

1. Tanks were not yet fast or reliable enough to play a major role, but airplanes were used for scouting and eventually combat.
2. The roots of the war, however, lay in the gradual destabilization of the five-way balance of power that had prevailed in Europe since Napoleon.
3. The Western Front, which passed through Switzerland and Italy, was dominated by trench warfare.

4. Germany was disarmed and lost considerable territory (including its colonies), although it's industrial capacity remained strong, which would enable a rapid recovery.
5. The fighting occurred on two main fronts: The Western Front and the Southern Front.
6. Apart from the two main fronts, fighting also occurred in Italy, the Balkans, and Southwest Asia.
7. World War I began on the 8th of July, 1914 and lasted until the 1st of November, 1918.
8. American involvement became even more crucial with the withdrawal of Russia in 1916.

Exercise 6. Fill in the words from the list and then make sentences using the completed phrases.

a) at the Western Front, b) considerable territory, c) dreadnought, d) Franz Ferdinand, e) in the Balkans, f) machine, g) Otto von Bismarck, h) outbreak, i) political and military alliances, j) reparation, k) significant, l) supply, m) the five-way balance, n) the war, o) Three Emperors, p) Versailles

1. a complex network of
2. battle cruisers
3. German Chancellor
4. Germany lost
5. heavy guns
6. heavy payments
7. railroad lines
8. Russian influence



9. economic resources
10. of power
11. the League of the
12. the murder of
13. the of World War II
14. the roots of
15. the stalemate was broken
16. the Treaty of

Exercise 7. Translate words in bold and then match the pairs of words which are similar in meaning.



a) a combat, b) a gain, c) a grenade, d) a hailstorm, e) a murder, f) a root, g) a scouting, h) a stalemate, i) a treaty, j) a withdrawal, k) an alliance, l) an armistice, m) an implication, n) casualties, o) crucial, p) frequent, q) gradual, r) talks, s) to compel, t) unprecedented

1. a cause, 2) a downpour, 3) a fight, 4) a **high-explosive shell**, 5) a pact, 6) a participation, 7) a **reconnaissance**, 8) a **retirement**, 9) a truce, 10) a union, 11) an assassination, 12) an extension, 13) an **impasse**, 14) decisive, 15) losses, 16) **negotiations**, 17) progressive, 18) **recurring**, 19) to force, 20) **unparalleled**

Exercise 8. Match the words with their definitions.

a) a grenade, b) a mortar, c) a murder, d) a root, e) a stalemate, f) a treaty, g) an alliance, h) an assassination, i) an infantry, j) to prevail

1. a close agreement or connection between countries, groups, etc.; 2. the crime of killing a human being **intentionally**; 3. the crime of killing a ruler, politician, etc. for political reasons or **reward**; 4. the origin; cause; the central part or base; 5. to gain control or victory; win a fight; 6. a condition in which neither side in a **quarrel**, argument, etc., seems able to move or gain an advantage; 7. soldiers who fight on foot; 8. a heavy gun with a short **barrel**, firing an **explosive** that falls from a great height; 9. a small bomb which can be thrown by hand or fired from a gun; 10. a formal agreement, especially between countries

Exercise 9. Match the items to make full sentences.

1. The German Empire mobilized on 30 July 1914, ready to apply the "Schlieffen Plan", which planned
 2. From the mid-1890s, the government of Wilhelm II used this base to devote significant economic resources for building up the Imperial German Navy,
 3. The United Kingdom declared war on Germany on 4 August 1914, following
 4. After 1870, European conflict was averted largely through a carefully planned
 5. On 28 June 1914, Gavrilo Princip, a Bosnian Serb student and member of 'Young Bosnia',
 6. The naval portion of World War I, which was fought mainly between Britain and Germany, remained a stalemate until attacks by German submarines
 7. When Bulgaria attacked both Serbia and Greece on 16 June 1913, it lost most of Macedonia to Serbia, Greece and
 8. In the 19th century, the major European powers had gone to great lengths to maintain a balance of power throughout Europe,
 9. Austria-Hungary precipitated the Bosnian crisis of 1908–1909 by officially annexing
 10. The arms race between Britain and Germany eventually extended to the rest of Europe, with all the major powers
- a) a quick, massive invasion of France to eliminate the French army, then to turn east against Russia.
 - b) an "unsatisfactory reply" to the British ultimatum that Belgium must be kept neutral.
 - c) assassinated the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand of Austria in Sarajevo, Bosnia.
 - d) devoting their industrial base to producing the equipment and weapons necessary for a pan-European conflict.
 - e) established by Admiral Alfred von Tirpitz, in rivalry with the British Royal Navy for world naval supremacy.
 - f) network of treaties between the German Empire and the remainder of Europe orchestrated by Bismarck.
 - g) on American ships compelled the United States to enter the war in 1917, thereby tipping the balance in favour of the Allies.
 - h) resulting in the existence of a complex network of political and military alliances throughout the continent by 1900.
 - i) Southern Dobruja to Romania in the 33-day Second Balkan War, further destabilizing the region.
 - j) the former Ottoman territory of Bosnia and Herzegovina, which it had occupied since 1878.

Exercise 10. Match the list of proper names with the best definition. Translate and explain the words in bold.

a) Antonio Salandra (1853-1931), b) Count Leopold von Berchtold (1863-1942), c) David Lloyd George (1863–1945), d) Gregory Rasputin (1869–1916), e) Helmuth von Moltke (1848-1916), f) Herbert Henry Asquith (1852–1928), g) Joseph Jacques Joffre (1852 – 1931), h) Prince Alexander (1888-1934), i) Sir Edward Grey (1862–1933), j) William Jennings Bryan (1860–1925)



Sir Edward Grey

1. a French Commander-in-Chief during the First World War; he is most known for regrouping the **retreating** allied armies to defeat the Germans at the strategically decisive First Battle of the Marne in 1914.
2. a nephew of Field Marshal **Count** Moltke and served as the Chief of the German General Staff from 1906 to 1914.
3. a Austro-Hungarian Ambassador to Russia; politician, diplomat and statesman who served as Imperial Foreign Minister at the outbreak of World War I.
4. a British Foreign Secretary from 1905 to 1916, the longest continuous **tenure** of any person in that office.
5. the Serbian regent; was the first king of the Kingdom of Yugoslavia (1929–34) as well as the last king of the Kingdom of Serbs, Croats and Slovenes (1921–1929).

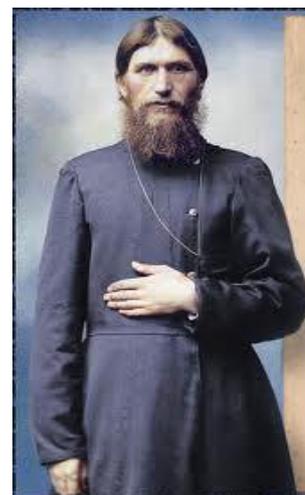
6. a Russian mystic who is **perceived** as having influenced the latter days of the Russian Emperor Nicholas II, his wife Alexandra and their only son Alexei.

7. a conservative Italian politician who served as the 33rd Prime Minister of Italy between 1914 and 1916.

8. a Liberal Prime Minister of the United Kingdom from 1908 to 1916; he was the longest continuously serving Prime Minister in the 20th century until early 1988.

9. a British Liberal politician and statesman; he was Prime Minister of the United Kingdom at the head of a wartime coalition government between the years 1916–22 and was the Leader of the Liberal Party from 1926–31.

10. an American politician, the 41st United States Secretary of State under President Woodrow Wilson, 1913–1916.



Gregory Rasputin

Exercise 11. Complete the text “The First Battle of the Marne (September 6-12, 1914)”, using words from the box. Use a dictionary to help you if necessary.

a) advance, b) battle, c) commander, d) forces, e) general, f) led, g) lines, h) Paris, i) river, j) short, war, k) similar, l) to attack, m) to encircle, n) to meet, o) to retreat, p) victory

In August 1914, the three armies of the German invasion's northern wing were sweeping south towards **1)** The French 5th and 6th Armies and the British Expeditionary Force (BEF) were in **retreat**. General *Alexander von Kluck*, commander of the German 1st Army, was ordered **2)** Paris from the east. Expecting the German army to capture Paris, the French government **departed** for *Bordeaux*. About 500,000 French **civilians** also left Paris by the 3rd September.



Joseph Joffre

Joseph Joffre, the Commander-in-Chief of the French **3)**, ordered his men to retreat to a line along the *River Seine*, south-east of Paris and over 60km south of the *Marne*. Joffre planned **4)** the German 1st Army on 6th September and decided to replace General *Charles Lanrezac*, the **5)** of the 5th Army with General *Franchet D'Esperey*. The commander of the BEF, Sir *John French*, agreed to join the attack on the German forces.

General *Michel Maunoury* and the French 6th Army attacked the German 1st Army on the morning of 6th September. General von Kluck **wheeled** his entire force **6)** the attack, opening a 50km **gap** between his own forces and the German 2nd Army **7)** by General *Karl von Bulow*. The British forces and The British forces and the French 5th now **advanced** into the gap that had been created **splitting** the two German armies.

For the next three days the German forces were unable to break through the Allied **8)** On 9th September **9)** *Helmuth von Moltke*, the German Commander-in-Chief, ordered General Karl von Bulow and General Alexander von Kluck **10)** The British and French forces were now able to cross the Marne. **Despite encountering** little opposition, the **11)** was slow and the armies covered less than twelve miles on that first day. This enabled Kluck's 1st Army to reunite with Bulow's forces at the **12)** *Aisne*.

By the evening of 10th September, the Battle of the Marne was over. During the **13)**, the French had around 250,000 **casualties**. Although the Germans never published the figures, it is believed that German **losses** were **14)** to those of France. The British Expeditionary Force lost 12,733 men during the battle.

The most important **consequence** of the Battle of the Marne was that the French and British forces were able to **prevent** the German plan for a **swift and decisive 15)** However, the German Army was not beaten and its successful retreat ended all hope of a **16)**

http://www.historylearningsite.co.uk/first_battle_of_the_marne.htm

Speaking

Exercise 12. Read the text “World War I – Timeline” and explain the words in bold. Then, make up dialogues, using the information below.



Kaiser William II

1914: June 28 - Francis Ferdinand assassinated at Sarajevo.

July 5 - Kaiser William II promised German support for Austria against Serbia.

July 28 - Austria declared war on Serbia.

August 1 - Germany declared war on Russia.

August 3 - Germany declared war on France and invaded Belgium. Germany had to **implement** the Schlieffen Plan.

August 4 - Britain declared war on Germany.

September 6 - Battle of the Marne started.

October 18 - First Battle of Ypres.

October 29 - Turkey entered the war on Germany's side. Trench warfare started to dominate the Western Front.

1915: January 19 - The first **Zeppelin raid** on Britain took place.

February 19 - Britain bombarded Turkish forts in the Dardanelles.

April 25 - Allied troops landed in Gallipoli.

May 7 - The “Lusitania” was sunk by a German U-boat.

May 23 - Italy declared war on Germany and Austria.

August 5 - The Germans captured Warsaw from the Russians.

September 25 - Start of the Battle of Loos.

December 19 - The Allies started the evacuation of Gallipoli.



German U-boat



Brusilov (1853-1926)

1916: January 27 - **Conscription** introduced in Britain.

February 21 - Start of the Battle of Verdun.

April 29 - British forces surrendered to Turkish forces at Kut in Mesopotamia.

May 31 - Battle of Jutland.

June 4 - Start of the Brusilov **Offensive**.

July 1 - Start of the Battle of the Somme.

August 10 - End of the Brusilov Offensive.

September 15 - First use en masse of tanks at the Somme.

December 7 - Lloyd George becomes British Prime Minister.

1917: February 1 - Germany's **unrestricted** submarine warfare campaign started.

April 6 - USA declared war on Germany.

April 16 - French unsuccessful offensive on the Western Front.

July 31 - Start of the Third Battle at Ypres.

October 24 - Battle of Caporetto, the Italian Army was defeated.

November 6 - Britain launched a major offensive on the Western Front.

November 20 - British tanks won a victory at Cambrai.

December 5 - Armistice between Germany and Russia signed.

December 9 - Britain captured Jerusalem from the Turks.



1918: March 3 - The Treaty of Brest-Litovsk was signed between Russia and Germany.

March 21 - Germany broke through on the Somme.

March 29 - Marshall Foch was appointed Allied Commander on the Western Front.

April 9 - Germany started an offensive in Flanders.

July 15 - Second Battle of the Marne started.

August 8 - The advance of the Allies was successful.
September 19 - Turkish forces collapsed at Megiddo.
October 4 - Germany asked the Allies for an armistice.
October 29 - Germany's navy **mutinied**.
October 30 - Turkey made peace.
November 3 - Austria made peace.
November 9 - Kaiser William II **abdicated**.
November 11 - Germany signed an armistice with the Allies – the official date of the end of World War One.



Exercise 13. Read the text about Nicholas II and make up an oral summary of it.



Nicholas II (1868-1918) was the last Emperor of Russia, Grand Prince of Finland and titular King of Poland. His official short title was Nicholas II, Emperor and Autocrat of All the Russias and he is known as Saint Nicholas by the Russian **Orthodox** Church.

Nicholas II ruled from 1894 until his abdication on 15 March 1917. His reign saw Imperial Russia go from being one of the **foremost** great powers of the world to economic and military collapse. Critics **nicknamed** him Bloody Nicholas because of the Khodynka Tragedy, Bloody Sunday, the anti-Semitic pogroms, his **execution** of political opponents and his **pursuit** of military campaigns on a **hitherto** unprecedented scale.

Under his rule, Russia was defeated in the Russo-Japanese War, including the almost total **annihilation** of the Russian fleet at the Battle of Tsushima. As head of state, he approved the Russian mobilization of August 1914, which marked the beginning of Russia's involvement in World War I, a war in which 3.3 million Russians were killed. The unpopularity of Russian involvement in this war is often **cited** as a leading cause of the fall of the Romanov dynasty less than three years later.

Nicholas II abdicated following the February Revolution of 1917 during which he and his family were imprisoned first in the Alexander Palace at Tsarskoye Selo, then later in the Governor's Mansion in Tobolsk, and finally at the Ipatiev House in Yekaterinburg. Nicholas II, his wife, his son, his four daughters, the family's medical doctor, the Tsar's **valet**, the Empress' **chambermaid**, and the family's cook were killed in the same room by the Bolsheviks on the night of 16/17 July 1918. This led to the canonization of Nicholas II, his wife the Empress Alexandra and their children as **martyrs** by various groups tied to the Russian Orthodox Church within Russia.

Exercise 14. Use the information from the internet or historical books/encyclopedias and speak about:

1. African theatre of WWI, 2. Serbian Campaign, 3. Asian and Pacific theatre, 4. The war in the Balkans, 5. Middle Eastern theatre, 6. The Eastern Front and the Russian revolution.

Writing

Exercise 15. Write any of the following compositions using 150 -200 words.

1. The main battles of WWI, 2. The naval war, 3. The American entry into the war, 4. Technology and weapons, 5. The aftermath of the war, 6. The new nation identities.

Project

Exercise 16. Make a short presentation – “A famous Commander-in-Chief of WWI”.

Section IV. The New History
Unit 12. The Second World War

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Do you know these persons? So, try to give short information about each of them.

1. Adolf Hitler, 2. Alexander Vasilevsky, 3. Benito Mussolini, 4. Charles de Gaulle, 5. Franklin Roosevelt, 6. Georgy Zhukov, 7. Heinrich Himmler, 8. Hermann Goering, 9. Joseph Stalin, 10. King George VI, 11. Konstantin Rokossovsky, 12. Winston Churchill



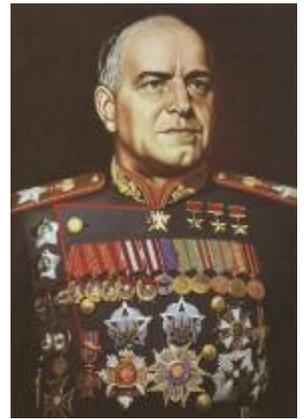
a)



b)



c)



d)



e)



f)



g)



h)



i)



j)



k)



l)

Exercise 2. Answer the following questions.



1. When did World War II start and end?
2. What were the causes of the war?
3. What were the pre-war events?
4. What were the main battles of the war?
5. What countries belonged to two opposing military alliances, the Allies and the Axis? Can you outline the political situation in each country?
6. What were casualties and crimes during World War II?
7. What advances in technology and warfare were used during WWII?

Reading

Exercise 3. Read the text “The Second World War” and match the sentences (A-E) to the numbered spaces (1-5) in it. Then explain the words in bold.

- A. In February 1943, the **siege** of Stalingrad was finally broken with Russian victory in the Battle of Stalingrad.
- B. The Nazi regime entered its death **throes**, and Hitler **committed suicide**.
- C. Japan surrendered on September 2, 1945, ending the Second World War.
- D. The Japanese plan was to launch a surprise attack on this fleet (at Pearl Harbor), then **embark on** a campaign of rapid conquest.
- E. The Japanese **initially** succeeded in dominating the region, such that Allied forces had to operate from Australia.
- F. On June 6, 1944, the invasion of Europe began with the Normandy Landings in northern France.
- G. This was followed by a six-month **lull** in military activity known as the Phony War (October 1939-March 1940).

The Second World War was fought between the **Axis Powers** (Germany, Italy and Japan) and **Allied Powers** (Britain, France, Russia, China and the United States).

In the years leading up to the war, France and Britain attempted to **evade** conflict by allowing Hitler to **take possession of** neighbouring lands, including Austria and Czechoslovakia. This **policy of appeasement** was finally **abandoned** when Hitler invaded Poland on September 1, 1939. **Prior to** the invasion, Germany had secured a non-aggression pact with Russia in order to avoid a two-front conflict.

The **conquest** of Poland was accomplished in about a month **via** blitzkrieg (“lightning war”). **1)** The first half of 1941 **witnessed** relatively little movement in Axis territory. The second half, on the other hand, **featured** two critical events: the German invasion of Russia and the Japanese bombing of Pearl Harbor.

In June, Germany **terminated** the non-aggression pact by invading Russia, thus creating the Eastern Front. A three-**pronged** German attack was launched against Moscow, Leningrad and Kiev. Meanwhile, Japan prepared to **amass** a Pacific empire; the chief **obstacle** to this ambition was America's Pacific Fleet. **2)** During the Interwar period, the United States had adopted a policy of isolationism, a position that is both political and economic. With the Japanese attack on Pearl Harbor (December 1941), America entered the war. The **ensuing** Pacific War was fought principally between the US and Japan. **3)** The turning point in this theatre was the Battle of Midway (June 1942). 1942 witnessed the peak of Axis expansion and power. Allied shipping suffered heavily from U-boat attacks all over the Atlantic, even as far as the Gulf of Mexico. Most critically of all, the German attack on Russia **resumed**, with remarkable success. Hitler continued to **defer** the attack on Moscow, instead sending two large forces southward: one to attack Stalingrad, the other to seize oil fields in the Caucasus.





The turning point of the war came in the winter of 1942-43; two battles are often identified as especially critical. British victory in the Second Battle of El Alamein (November 1942) **initiated** the Anglo-American **recovery** of North Africa. This enabled the invasion of Italy, which led quickly to Italian surrender. **4)**

Axis power steadily **declined** over 1943-44. The Allies came to dominate the air in both Europe and the Pacific, allowing bombardment of German and Japanese cities. **5)** At this point, Germany began launching rockets at Britain.

Following the liberation of France, the Allies were forced to pause for the winter and fortify their supply lines. During this pause came Hitler's final **desperate** offensive: the Battle of the Bulge, in which German forces attempted to divide the Western Front and establish a **foothold** in Belgium. While **alarmingly** successful at first, the advance only succeeded in creating a temporary "bulge" in the Allied line.

As winter **thawed** in early 1945, the Western Allies and Soviets closed in Germany from both sides. **6)** Germany surrendered on May 8, 1945, known as Victory in Europe Day

In August, bombs were dropped on Hiroshima and Nagasaki. **7)**

http://www.essentialhumanities.net/s_civ_his_wwii.php

Exercise 4. Read the text “The Battle of Midway” and match the headings (A-J) to the correct paragraphs (1-10). Explain the words in bold.

A. Aftermath

B. Attack on Midway

C. Casualties

D. Commanders at the Battle of Midway

E. Dates

F. Dive Bombers Strike the Japanese

G. Nimitz's Response

H. Summary

I. The Americans Arrive

J. Yamamoto's Plan

1. In May 1942, Japanese Admiral Isoroku Yamamoto sought to **draw** the US Pacific Fleet into a battle where he could **overwhelm** and destroy it. To **accomplish** this he planned an invasion of Midway Island which would provide a base for attacking *Hawaii*. Using **decrypted** Japanese radio **intercepts**, Admiral Chester Nimitz was able to counter this offensive. On June 4, 1942, US aircraft flying from USS ‘Enterprise’, USS ‘Hornet’, and USS ‘Yorktown’ attacked and sunk four Japanese **carriers**, forcing Yamamoto to withdrawal. The Battle of Midway marked the turning point of World War II in the Pacific.

2. *1. US Navy: Admiral Chester Nimitz, Commander-in-Chief, US Pacific Fleet; Rear Admiral Frank J. Fletcher, Task Force 17 (senior tactical commander); Rear Admiral Raymond Spruance, Task Force 16.*

2. Imperial Japanese Navy: Admiral Isoroku Yamamoto, Commander-in-Chief, Combined Fleet; Vice Admiral Chuichi Nagumo, First Air Fleet

3. The Battle of Midway was **predominantly** fought on June 4, 1942, though operations did continue until June 7.

4. Following the strategic defeat at the *Battle of Coral Sea* (May 4-8), the commander of the Japanese Combined Fleet, Admiral Isoroku Yamamoto, **devised** a plan to draw the remaining ships of the US Pacific Fleet into a battle where they could be destroyed. To accomplish this, he planned to invade the island of Midway, 1,300 miles northwest of Hawaii. A key to Pearl Harbor's **defense**, Yamamoto knew the Americans would send their remaining aircraft carriers to protect the island. Believing the US to only have two carriers operational, he sailed with four, plus a large fleet of battleships and **cruisers**.



Isoroku Yamamoto



Chester Nimitz

5. At Pearl Harbor, Admiral Chester Nimitz was made **aware** of the **impending** attack by his team of **cryptanalysts** led by Commander *Joseph Rochefort*. Having successfully broken the Japanese JN-25 naval **code**, Rochefort was able to provide an **outline** of the Japanese plan of attack as well as the forces **involved**. To meet this **threat**, Nimitz **dispatched** Rear Admiral Raymond Spruance with the carriers USS 'Enterprise' and USS 'Hornet' to Midway hoping to surprise the Japanese. The carrier USS 'Yorktown', with Rear Admiral Frank J. Fletcher, followed two days later after damage received at Coral Sea was **hastily repaired**.

6. At 04:30 on June 4, Vice Admiral Chuichi Nagumo, commanding the Japanese carriers, launched 108 planes to attack Midway Island, as well as seven **scout planes** to locate the American fleet. **Brushing** aside the island's small force of fighters, the Japanese planes **pounded** Midway's **installations**. While returning to the carriers, the strike leaders recommended the second attack. **In response**, Nagumo ordered his reserve aircraft, which had been armed with torpedoes, to be rearmed with bombs. After this process had **commenced**, a scout plane from the cruiser *Tone* **reported** locating the American fleet.

7. Upon receiving this news, Nagumo **reversed** his rearmament order. As a result, the **hangar decks** of the Japanese carriers were full of bombs, torpedoes and fuel lines as ground **crews scrambled** to reequip the **aircraft**. As Nagumo **vacillated**, the first of Fletcher's planes arrived over the Japanese fleet. Armed with **sighting** reports from scout planes, Fletcher had begun **launching** his aircraft at 07:00. The first **squadrons** to arrive were the TBD (**Devastator** torpedo bombers) from 'Hornet' (VT-8) and 'Enterprise' (VT-6). Attacking at low level, they **failed** to **score a hit** and **suffered** heavy casualties.

8. Though VT-8 and VT-6 did not do any damage, their attack, **coupled** with the late arrival of VT-3, **pulled** the Japanese combat air patrol **out** of position, leaving the fleet **vulnerable**. At 10:22, American SBD 'Dauntless' dive bombers approaching from the southwest and northeast struck the carriers' *Kaga*, 'Soryu', and 'Akagi'. In less than six minutes they **reduced** the Japanese ships to burning **wrecks**. In response, the remaining Japanese carrier, 'Hiryu', launched a **counterstrike**. Arriving in two waves, its planes twice **disabled** 'Yorktown'. Later American dive bombers located 'Hiryu' and sank it, **completing** the victory.



Raymond Spruance

9. On the night of June 4th, both sides retired to plan their next move. By 02:55, Yamamoto ordered his fleet to return to base. In the following days, American aircraft sank the cruiser 'Mikuma', while the Japanese submarine I-168 torpedoed and sank the disabled 'Yorktown'. The defeat at Midway broke the back of the Japanese carrier fleet and resulted in the loss of **invaluable** air crews. It also marked the end of major Japanese offensive operations as the initiative passed to the Americans. That August, US Marines landed on Guadalcanal and began the long march to Tokyo.

10. 1) *US Pacific Fleet Losses*: 340 killed, aircraft carrier USS 'Yorktown', **destroyer** USS 'Hammann', 145 aircrafts. 2) *Imperial Japanese Navy Losses*. 3,057 killed, aircraft carrier 'Akagi', aircraft carrier 'Kaga', aircraft carrier 'Soryu', aircraft carrier 'Hiryu', heavy cruiser 'Mikuma', 228 aircrafts. <http://militaryhistory.about.com/od/worldwar1/p/Midway.htm>

Language development

Exercise 5. Are the following statements true or false?

1. British victory in the Second Battle of El Alamein (November 1942) initiated the Anglo-American recovery of North Africa.

2. The policy of appeasement was finally abandoned when Hitler invaded Poland on September 1, 1940.
3. During the Interwar period, the United States had adopted a policy of isolationism, a position that is both political and economic.
4. In February 1943, the siege of Stalingrad was finally broken with Russian victory in the Battle of Stalingrad.
5. Japan surrendered on October 2, 1945, ending World War II.



6. The conquest of Poland was accomplished in about a month via blitzkrieg
7. On July 6, 1944, the invasion of Europe began with the Normandy Landings in northern France.
8. This was followed by a six-month lull in military activity known as the Phony War (November 1939-April 1940).
9. The Japanese plan was to launch a surprise attack on this fleet (at Pearl Harbor), then embark on a campaign of rapid conquest.
10. The first half of 1941 witnessed much movement in Axis territory.

Exercise 6. Fill in the words from the list and then make sentences using the completed phrases.

a) a two-front, b) Axis expansion, c) bombing of Pearl, d) commander of the Japanese, e) fleet of battleships, f) invasion of Midway, g) isolationism, h) Normandy Landings, i) pact with Russia, j) policy, k) rapid conquest, l) Rear Admiral, m) three-pronged, n) to seize oil fields, o) turning point, p) Vice Admiral

1. a campaign of
2. a large and cruisers
3. a non-aggression
4. a policy of
5. a German attack
6. Raymond Spruance
7. the Combined Fleet
8. the Island



9. the Japanese Harbor
10. the in northern France
11. the peak of and power
12. the of appeasement
13. the of the war
14. to avoid conflict
15. in the Caucasus
16. Chuichi Nagumo

Exercise 7. Translate words in bold and then match the pairs of words which are similar in meaning.



a) a foothold, b) a lull, c) a siege, d) a throe, e) an invasion, f) an obstacle, g) prior to, h) to abandon, i) to amass, j) to decline, k) to defer, l) to embark on, m) to evade, n) to initiate, o) to resume, p) to seize, q) to succeed in, r) to surrender, s) to take possession of, t) via

1. a blockade, 2. a death-agony, 3. to capitulate, 4. to take the path, 5. to **prosper in**, 6. a calm, 7. to avoid, 8. to capture, 9. to **relinquish**, 10. before, 11. across, 12. an **inroad**, 13. to **assemble**, 14. an **impediment**, 15. to **grab**, 16. to postpone, 17. to **recommence**, 18. to start, 19. to **deteriorate**, 20. a **bridgehead**

Exercise 8. Explain the words in bold and then match them with the best definition.

1. a conquest, 2. a lull, 3. a siege, 4. an obstacle, 5. to decline, 6. to defer, 7. to resume, 8. to seize, 9. to terminate, 10. to witness

- a) a short period of calm or **diminished** activity;
- b) an operation by an army surrounding a defended place to force it to **yield**, usually by preventing any supplies from reaching it;
- c) something which stands in the way and prevents action or success;
- d) the act of taking land by force;
- e) to be present at the time of an event and see it;
- f) to begin something again after a pause;
- g) to bring or come to an end;
- h) to **delay** until a later date; to **postpone**;
- i) to move from a better to a worse position, or from higher to lower;
- j) to take hold of eagerly and forcefully; to grab;

Exercise 9. Match the items to make full sentences.

1. On June 4, 1942, US aircraft flying from USS 'Enterprise', USS 'Hornet'
 2. The Japanese plan was to launch a surprise attack on this fleet (at Pearl Harbor),
 3. Following the strategic defeat at the Battle of Coral Sea (May 4-8), the commander of the Japanese Combined Fleet, Admiral Isoroku Yamamoto,
 4. In the years leading up to the war, France and Britain attempted to evade conflict
 5. Though VT-8 and VT-6 did not do any damage, their attack, coupled with the late arrival of
 6. The second half of 1941, on the other hand, featured two critical events
 7. At Pearl Harbor, Admiral Chester Nimitz was made aware of
 8. Hitler continued to defer the attack on Moscow, instead sending two large
 9. The carrier USS 'Yorktown', with Rear Admiral Frank J. Fletcher,
 10. Hitler's final desperate offensive came during this pause: the Battle of the Bulge,
- a) and USS 'Yorktown' attacked and sunk four Japanese carriers, forcing Yamamoto to withdrawal.
 - b) by allowing Hitler to take possession of neighbouring lands, including Austria and Czechoslovakia.
 - c) devised a plan to draw the remaining ships of the US Pacific Fleet into a battle where they could be destroyed.
 - d) followed two days later after damage received at Coral Sea was hastily repaired.
 - e) forces southward: one to attack Stalingrad, the other to seize oil fields in the Caucasus.
 - f) impending attack by his team of cryptanalysts led by Commander Joseph Rochefort.
 - g) in which German forces attempted to divide the Western Front and establish a foothold in Belgium.
 - h) the German invasion of Russia and the Japanese bombing of Pearl Harbor.
 - i) then embark on a campaign of rapid conquest.
 - j) VT-3, pulled the Japanese combat air patrol out of position, leaving the fleet vulnerable.

Exercise 10. Match the list of proper names with the best definition. What do you know about these persons?

- a) Benito Mussolini, b) Bernard Montgomery, c) Ernst Kaltenbrunner, d) Erwin Rommel, e) Heinrich Himmler, f) Hirohito, g) Konstantin Rokossovsky, h) Rudolf Hess, i) Victor Emmanuel III, j) Vyacheslav Molotov

1. The Reichsführer of the SS, a military commander, and a leading member of the Nazi Party, who became the second most powerful man in the Third Reich (1900-1945).
2. The prominent Nazi politician who was Adolf Hitler's **deputy** in the Nazi Party during the 1930s and early 1940s. On the **eve** of war he flew solo to Scotland in an attempt to negotiate peace with the United Kingdom, but was arrested and became a prisoner of war (1994-1987).
3. The 124th emperor of Japan, who became a constitutional monarch after Japan surrendered at the end of World War II (1901-1989)
4. The Head of the Italian Government (1925 –1943)
5. The last king of Italy (1900-1946): he abdicated in 1946 (1869-1947).
6. The Chief of the RSHA and President of Interpol, Obergruppenführer und General der Polizei und Waffen-SS (1903-1946).



Erwin Rommel



Rudolf Hess

7. a Marshal of the Soviet Union, as well as Marshal of Poland and Polish Defence Minister, who was famously known for his service in the Eastern Front, where he received high **esteem** for his outstanding military skill (1996-1968).

8. German field marshal noted for brilliant generalship in North Africa during World War II (1891-1944)

9. The British Army officer. He commanded the 8th Army from August 1942 in the Western Desert until the final Allied victory in Tunisia (1887-1976).

10. The Soviet politician and diplomat, served as Chairman of the **Council** of People's Commissars from 1930 to 1941, and as Minister of Foreign Affairs from 1939 to 1949 and from 1953 to 1957.

Speaking

Exercise 11. Complete the text “The Battle of Britain”, using words from the box. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.

a) airfields, b) attacks, c) Channel, d) disadvantages, e) end, f) failed, g) fighters, h) London, i) lost, j) Messerschmitt, k) pilots, l) Soviet Union

British and German aeroplanes. The Luftwaffe's principal fighter planes were the **1)** Bf109 and the Messerschmitt Bf110. It had a number of favoured bombers: the Dornier 17, the Junkers Ju88, the Heinkel 111 and the Junkers Ju87. The RAF had the high-performance Hawker Hurricane and Supermarine Spitfire **2)**



Hawker Hurricane

Although on paper the Luftwaffe appeared to have the advantage in numbers of planes, **3)** and experience, the two air forces were, in fact, **evenly matched**. The short **range** of the German planes and the fact they were fighting over enemy territory were both serious **4)** for the Luftwaffe. The RAF also had radar, a priceless tool for **detecting** enemy raids.

The battle begins. The battle began in mid-July and the Luftwaffe concentrated on attacking shipping in the English **5)** and attacking coastal towns and defenses. From 12 August, Goering **shifted** his focus to the destruction of the RAF, attacking **6)** and radar bases. **Convinced** that Fighter Command was now close to defeat, he also tried to force air battles between fighter planes to definitively break British strength.



Junker Ju87

However, Goering grew **frustrated** by the large number of British planes that were still fighting off his **7)** On 4 September, the Luftwaffe **switched** tactics again and, on Hitler's orders, set about destroying London and other major cities.

Eleven days later, on what became known as 'Battle of Britain Day', the RAF **savaged** the huge incoming Luftwaffe formations in the skies above **8)** and the south coast.

The invasion is postponed. It was now clear to Hitler that his air force had **9)** to gain air superiority so, on 17 September, he postponed his plans to invade Britain. His attention was now focused on the invasion of the **10)**, although the Luftwaffe continued to bomb Britain until the **11)** of the war.

It's difficult to establish an exact figure of how many aircraft were **shot down** in the Battle of Britain, partly because both sides tended to **exaggerate** their successes and **downplay** their losses. However, it's **estimated** that between 10 July and the end of October 1940, the RAF **12)** around 1,023 aircraft while the Luftwaffe lost 1,887. http://www.bbc.co.uk/history/battle_of_britain

Exercise 12. Fill in the table with the proper names listed below. Then, give the detailed information about one of them.

a) Germany	b) Italy	c) Japan	d) Great Britain	e) France	f) Soviet Union
------------	----------	----------	------------------	-----------	-----------------

1. Semyon Timoshenko, 2. Albert Lebrun, 3. Winston Churchill, 4. Heinrich Himmler, 5. Victor Emmanuel III, 6. Konstantin Rokossovsky, 7. Rudolf Hess, 8. Hirohito, 9. Neville Chamberlain, 10. Ernst Kaltenbrunner, 11. Benito Mussolini, 12. Clement Attlee, 13. Ivan Konev, 14. Alphonse Juin, 15. Hideki Tōjō, 16. Joseph Goebbels, 17. Vyacheslav Molotov, 18. André Lemonnier, 19. Bernard Montgomery, 20. Erwin Rommel, 21. Pietro Badoglio, 22. Isoroku Yamamoto.

Exercise 13. Read the text “The Battle of Pearl Harbor” and make up dialogues using the information below. Explain the words in bold.



The attack on Pearl Harbor was a surprise military strike conducted by the Imperial Japanese Navy against the United States naval base at Pearl Harbor, Hawaii, on the morning of December 7, 1941. From the **standpoint** of the defenders, the attack commenced at 7:48 a.m. Hawaiian Time. The attack was intended as a **preventive** action in order to keep the U.S. Pacific Fleet from **interfering** with military actions the Empire of Japan was planning in Southeast Asia against overseas territories of the United Kingdom, the Netherlands and the United States.

The base was attacked by 353 Japanese fighters, bombers and torpedo planes in two waves, launched from six aircraft carriers. All eight U.S. Navy battleships were damaged, with four being sunk. Two of these were later raised, and with the remaining four repaired, six battleships returned to service later in the war. The Japanese also sank or damaged three cruisers, three destroyers, an anti-aircraft training ship and one **minelayer**. 188 U.S. aircraft were destroyed; 2,402 Americans were killed and 1,282 **wounded**. Important base installations such as the power station, **shipyard**, **maintenance** and fuel and torpedo storage facilities, as well as the submarine **piers** and **headquarters** building were not attacked. Japanese losses were light: 29 aircraft and five **midget** submarines lost, 65 servicemen killed or wounded. One Japanese sailor was captured.

The attack came as a **profound** shock to the American people and led directly to the American **entry** into World War II in both the Pacific and European theaters. The following day (December 8), the United States declared war on Japan. **Domestic** support for non-interventionism, which had been strong, disappeared. **Clandestine** support of Britain was replaced by active alliance. **Subsequent** operations by the USA **prompted** Germany and Italy to declare war on the USA on December 11, which was **reciprocated** by the USA the same day.

There were numerous historical **precedents** for unannounced military action by Japan. However, the lack of any formal **warning**, particularly while negotiations were still **apparently ongoing**, led President Franklin D. Roosevelt to proclaim December 7, 1941, "a date which will live in **infamy**".

Exercise 14. Read the text “World War II – timeline” and explain the words in bold. Then, make up dialogues, using the information below.

1939 • Poland was invaded by Hitler on 1st September. Two days later, France and Britain declared war on Germany.

1940 • **Rationing** began in United Kingdom. • France, Belgium and Holland were overwhelmed by German Blitzkrieg. • Churchill became Britain’s Prime Minister. • British Expeditionary Force relinquished from Dunkirk. • The battle of Britain saw Britain win, which then **impacted** negatively on Hitler who was forced to postpone his invasion plans.

1941 • Hitler started Operation Barbarossa, which was on the invasion of Russia. • Britain’s major cities witnessed continuation of the Blitz. • Tobruk, situated in North Africa, was taken over by

allies and was used to **resist** attacks by German. • Pearl Harbor was attacked by Japan and US joined the war.

1942 • Germany suffered two major **setbacks** at El Alamein and at Stalingrad. • Japan defeated Singapore and about 25,000 prisoners taken. • In June, America won the battle of Midway, which marked a huge turning point during pacific war. • Jewish people were murdered in mass numbers at Auschwitz.

1943 • The first major Germany defeat was witnessed during the surrender at Stalingrad. • North Africa witnessed allied victory, which prompted the launching of Italy invasion. • Italy surrendered; Germany took the battle to a new level. • Indian and British forces **merged** to fight a common course – Japan in Burma.

1944 • Soviet offensive combined **pace** in eastern part of Europe. • The allies invaded France; the liberation of Paris in August. • US Okinawa **liberated** Guam and later, Iwo Jima was bombed.

1945 • Soviet Troops liberated Auschwitz. • Russians reached Berlin; Hitler committed suicide, which then saw Germany surrender the war on 7th May. • Roosevelt's death saw Truman became US president, while Churchill was replaced by Attlee.

• Atomic bombs were dropped on Nagasaki and Hiroshima, which saw Japan surrender the World War II on 14th August.



Exercise 16. Use the information from the internet or historical books/encyclopedias and speak about:



1. The Causes of World War II, 2. Pre-war events (Italian invasion of Ethiopia (1935), Spanish Civil War (1936-1939), Japanese invasion of China (1937), Japanese invasion of the Soviet Union and Mongolia (1938), European occupations and agreements), 3. Course of the war, 4. War breaks out in Europe (1939-1940), 5. Axis advances (1940-41), 6. War becomes global (1941-1942), 7. Axis advance stalls (1942-1943), 8. Allies gain momentum (1943-1944), 9. Allies close in (1944), 10. Axis collapse, Allied victory (1944-1945).

Writing

Exercise 17. Write any of the following compositions using 150 -200 words.

1. The military operations of World War II, 2. The advances in technology and warfare, 3. The Third Reich, 4. The air warfare of WWII, 5. The naval war, 6. The ace of aces, 7. The famous Commander-in-Chief of the Allies, 8. The famous Commander-in-Chief of the Axis, 9. The aftermath of World War II, 10. The casualties and crimes, 11. The Resistance during the war, 12. The Axis Powers and Allied Powers, 13. The concentration camps and slave work, 14. The military production during the war.

Project

Exercise 18. Make a short presentation:

1. Adolf Hitler and his Nazi Party, 2. The mystic secret weapon of the Third Reich, 4. Nazi UFOs, 5. The Nazi connection with Shambhala and Tibet, 6. The Ahnenerbe.

Unit 13. The Cold War

Pre-reading

Exercise 1. Choose proper names from the list to label the pictures. Do you know these persons? So, try to give short information about each of them.

1. Dwight D. Eisenhower (1953-1961), 2. Harry S. Truman (1945-1953), 3. Joseph Stalin (1941-1953), 4. Leonid Brezhnev (1964-1982), 5. Mikhail Gorbachev (1988-1991), 6. Nikita Khrushchev (1953-1964), 7. Richard Nixon (1969-1974), 8. Ronald Reagan (1981-1989)



a)



b)



c)



d)



e)



f)



g)



h)

Exercise 2. Answer the following questions.

1. When did the Cold War begin and end?
2. What were the main periods of the Cold War?
3. How long did the Vietnam War last? What were the result and territorial changes?
4. What does the "Truman Doctrine" mean?
5. What do you know about the European Recovery Program (the Marshall Plan)?
6. What American presidents of this period have you remembered?
7. When did the Soviet war in Afghanistan occur? What were its results?
8. What do you know about **dissolution** of the Soviet Union?
9. What countries invaded Czechoslovakia in 1968? Why?
10. What political movement of the Communist Party of the Soviet Union took place during the 1980s?



Reading

Exercise 3. Read the text about the Cold war and explain the words in bold.



The Cold War (1945-1991) was a continuing state of political and military tension between the powers of the Western world, led by the United States and its NATO allies, and the communist world, led by the Soviet Union, its **satellite** states and allies. This began after the success of their temporary wartime alliance against Nazi Germany, leaving the USSR and the US as two superpowers with profound economic and political differences. The Soviet Union created the Eastern Bloc with the eastern European countries it occupied, **maintaining** these as satellite states. The post-war recovery of Western Europe was **facilitated** by the United States' Marshall Plan, while the Soviet Union, **wary** of the conditions attached, declined and set up COMECON (The Council for Mutual Economic Assistance) with its Eastern allies. The United States formed NATO, a military alliance using **containment** of communism as a main strategy through the Truman Doctrine, in 1949, while the Soviet bloc set up the Warsaw Pact in 1955. Some countries **aligned** with either of the two powers, while others chose to remain neutral with the Non-Aligned Movement.

The Cold War was so named as it never featured direct military action, since both sides possessed nuclear weapons, and because their use would probably guarantee their mutual **assured** destruction. Cycles of relative calm were followed by high tension which could lead to a war: the *Berlin Blockade* (1948–1949), the *Korean War* (1950–1953), the *Berlin Crisis* of 1961, the *Vietnam War* (1959–1975), the *Cuban Missile Crisis* (1962), the *Soviet war in Afghanistan* (1979–1989). The conflict was expressed through military coalitions, strategic conventional force **deployments**, extensive aid to states, **espionage**, propaganda, conventional and nuclear **arms races**, **appeals** to neutral nations, rivalry at sports events, and technological competitions such as the space race. The US and USSR fought wars of various types: in Latin America and Southeast Asia, the USSR assisted and **fostered** communist revolutions, opposed by several Western countries and their regional allies. To **alleviate** the risk of a potential nuclear war, both sides sought **détente** in the 1970s to **relieve** political tensions.

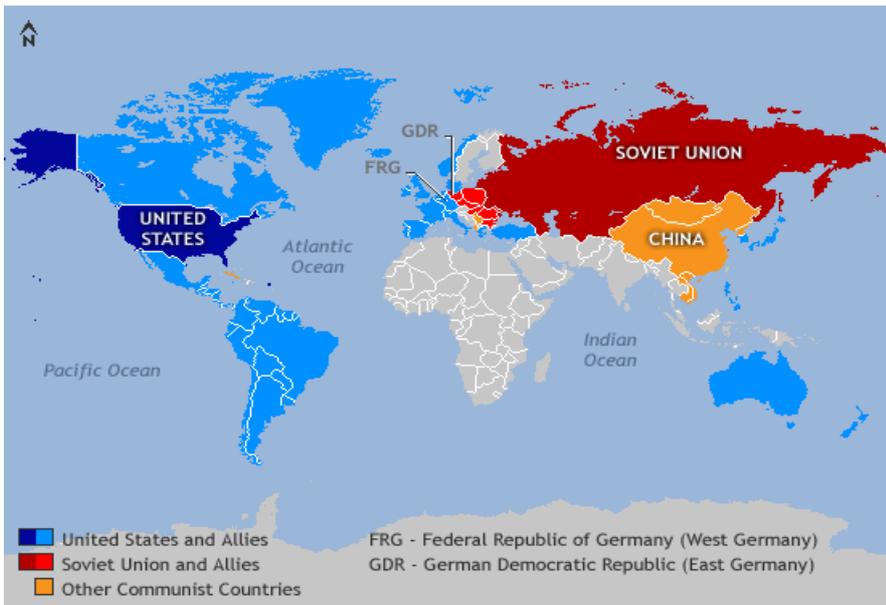
In the 1980s, the United States increased diplomatic, military, and economic **pressures** on the Soviet Union, which was suffering from the economic **stagnation**. In the late 1980s, Soviet President Mikhail Gorbachev introduced the liberalizing reforms of perestroika (1987) and glasnost (1985). This opened the country and its satellite states to a mostly peaceful wave of revolutions which **culminated** in the collapse of the Soviet Union in 1991, leaving the United States as the dominant military power.



Exercise 4. Read the text about the main periods of the Cold War and match the headings to the correct paragraphs. Then, explain the words in bold.



- A. **Confrontation** through *détente* (1962–1979)
- B. **Containment** through the Korean War (1947–1953)
- C. **Crisis and escalation** (1953–1962)
- D. **The final years** (1985–1991)
- E. **The Second Cold War** (1979–1985)



1. is a period within the Cold War from the Truman Doctrine in 1947 to the Korean War in 1953. The Cold War began almost immediately following World War II and lasted through most of the 20th century.

2. a period from the death of the Soviet leader Joseph Stalin in 1953 to the Cuban Missile Crisis in 1962. There was a calming of international tensions, the **evidence** of which can be seen in the signing of the

Austrian State Treaty reuniting Austria, and the Geneva **Accords** ending fighting in Indochina. However, this "**thaw**" was only **partial** with an expensive arms race during the period.

3. refers to the phase within the Cold War that **spanned** the period between the aftermath of the Cuban Missile Crisis in late October 1962, through the détente period beginning in 1969, to the end of détente in the late 1970s.

The U.S. maintained its Cold War **engagement** with the Soviet Union during the period, despite **internal preoccupations** with the assassination of John F. Kennedy, the Civil Rights Movement and the Vietnam War antiwar movement.

In 1968, Eastern Bloc member Czechoslovakia attempted reforms and was **subsequently** invaded by the Soviet Union and other Warsaw Pact members, crushing the reforms. By 1973, the U.S. had withdrawn from the Vietnam War. While Communists gained power in some South East Asian countries, they were divided by the Sino-Soviet **Split**, with China moving closer to the Western camp, following U.S. President Richard Nixon's visit to China. In the 1960s and 1970s, the Third World was increasingly divided between governments **backed** by the Soviets (such as Libya and Syria), governments backed by the West (such as Saudi Arabia), and a growing camp of nonaligned nations. The Soviet Union and other Eastern Bloc economies continued to stagnate. Worldwide inflation occurred following the 1973 oil crisis.

4. refers to the phase of deterioration in relations between the Soviet Union and the West. This period began with the invasion of Afghanistan (December 1979), the election of British Prime Minister Margaret Thatcher in (1979), and US President Ronald Reagan (1980). During this time the threat of nuclear war had reached new heights not seen since the Cuban Missile Crisis. In response to the 1979 Soviet invasion of Afghanistan, US President Jimmy Carter **announced** a US boycott of the Summer Olympic Games (1980). In 1984 the SU responded the boycott of the 1984 Summer Olympics in Los Angeles. Tensions increased when the US announced they would deploy Pershing II missiles in West Germany, followed by US President Reagan's announcement of the US Strategic Defense Initiative. East and West tensions were further **exasperated** in 1983 when Ronald Reagan **branded** the Soviet Union an "Evil empire". This period of the Cold War would continue through US President Reagan's first term (1981-1984), through the death of Soviet leader Leonid Brezhnev in 1982, the brief **interim** period of Soviet leadership consisting of Yuri Andropov (1982-1984), and Konstantin Chernenko (1984-1985). This phase in the Cold War **concluded** with the reforms of Mikhail Gorbachev in 1985, who brought a **commitment** to **reduce** tensions between the East and West.





The Berlin wall

major problems. After a series of revolutions in Soviet Bloc states, the Soviet Union **collapsed** in 1991.

5. began with the rise of Mikhail Gorbachev as leader of the SU. Gorbachev was a revolutionary leader for the USSR, as he was the first to **promote** liberalization of the political landscape (Glasnost) and capitalist elements into the economy (Perestroika). The USSR, facing massive economic difficulties, was also greatly interested in reducing the arms race with the USA. The USSR began to **crumble** as liberal reforms proved difficult to **handle** and capitalist changes to the centralized economy were badly **transitioned** and caused

Language development

Exercise 5. Are the following statements true or false?

1. Confrontation through détente is the period within the Cold War from the Truman Doctrine in 1947 to the Korean War in 1953.
2. In response to the 1979 Soviet invasion of Afghanistan, US President Jimmy Carter announced a US boycott of the Summer Olympic Games (1980).
3. After a series of revolutions in Soviet Bloc states, the Soviet Union collapsed in 1990.
4. The United States forged NATO, a military alliance using containment of communism as a main strategy through the Truman Doctrine, in 1949, while the Soviet bloc formed the Warsaw Pact in 1955.
5. The post-war recovery of Western Europe was facilitated by the United States “Truman Doctrine”, while the Soviet Union, wary of the conditions attached, declined and set up COMECON with its Eastern allies.
6. In the 1980s, the United States increased diplomatic, military, and economic pressures on the Soviet Union, which was suffering from the economic stagnation.
7. The Soviet Union created the Eastern Bloc with the eastern European countries it occupied, maintaining these as satellite states.
8. To alleviate the risk of a potential nuclear war, both sides sought détente in the 1980s to relieve political tensions.

Exercise 6. Fill in the words from the list and then make sentences using the completed phrases.

a) communism, b) confrontation, c) containment, d) differences, e) forged, f) military, g) Missile, h) Movement, i) perestroika and glasnost, j) races, k) recovery, l) rivalry, m) satellite, n) stagnation, o) technological, p) tensions

1. a at sports events
2. economic and political
3. nuclear arms
4. states and allies
5. competitions
6. the through détente
7. the containment of
8. the through the Korean War



9. the Cuban Crisis
10. the dominant power
11. the economic
12. the liberalizing reforms of
13. the Non-Aligned
14. the post-war
15. the USA NATO
16. to relieve political

Exercise 7. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) at, b) between, c) by, d) during, e) from, f) in, g) of, h) through, i) to, j) with

1. a deterioration relations the SU and the West, 2. a main strategy the Truman Doctrine, 3. a rivalry sports events, 4. confrontation détente, 5. cycles relative calm, 6. response the invasion, 7. it culminated the collapse the Soviet Union, 8. it was invaded the SU and other Warsaw Pact members, 9. the arms race this period, 10. the containment the Korean War, 11. the death J. Stalin 1953, 12. the Eastern Bloc the eastern European countries, 13. the post-war recovery Western Europe, 14. the recovery was facilitated the “Marshall Plan”, 15. the risk a potential nuclear war, 16. the Soviet war Afghanistan, 17. the SU was suffering the economic stagnation, 18. they were divided the Sino-Soviet Split.

Exercise 8. Translate the words in bold and then match the pairs of words which are similar in meaning.

a) a collapse, b) détente, c) preoccupation, d) a recovery, e) stagnation, f) a treaty, g) an accord, h) an alliance, i) an assassination, j) conventional, k) profound, l) tension, m) to alleviate, n) to back, o) to exasperate, p) to facilitate, q) to foster, r) to possess

1. a **downfall**, 2. a murder, 3. a pact, 4. relief of tension, 5. a **restoration**, 6. **standstill**, 7. a union, 8. an agreement, 9. **anxiety**, 10. ordinary, 11. pressure, 12. solid, 13. to encourage, 14. to escalate, 15. to have, 16. to make easy, 17. to **moderate**, 18. to support



Exercise 9. Explain the words in bold and then match them with the best definition.

1. a collapse, 2. a missile, 3. a satellite, 4. arms race, 5. containment, 6. deployment, 7. détente, 8. deterioration, 9. espionage, 10. recovery, 11. tension, 12. to withdraw

a) mental or emotional strain ; stress	f) a rocket carrying a warhead of conventional or nuclear explosives; may be ballistic or directed by remote control
b) a country or political unit under the domination of a foreign power	g) the distribution of forces in preparation for battle or work
c) a return to a normal condition	h) the systematic use of spies to get military or political secrets
d) a policy of creating strategic alliances in order to check the expansion of a hostile power or ideology or to force it to negotiate peacefully	i) the easing of tensions or strained relations (especially between nations)
e) a competition between nations to have the most powerful armaments	j) a sudden failure or breakdown
	k) pull back, move away or backward
	l) a process of changing to an inferior state

Exercise 10. Match the list of proper names with the best definition. What do you know about these persons? Make up dialogues.

a) Erich Honecker, b) Fidel Castro, c) Kim Il-sung, d) Leonid Brezhnev, e) Mao Zedong, f) Margaret Thatcher, g) Mikhail Gorbachev, h) Patrice Lumumba, i) Ronald Reagan



Margaret Thatcher

1. The 40th President of the United States (1911-2004)
2. A British politician and longest-serving (1979–1990) British prime minister of the 20th century, and the only woman to have held the post.
3. A Soviet statesman, having served as General Secretary of the Communist Party of the Soviet Union from 1985 until 1991, and as the last head of state of the Soviet Union, having served from 1988 until its dissolution in 1991
4. The General Secretary of the Central Committee of the Communist Party of the Soviet Union, presiding over the country from 1964 until his death in 1982
5. The 37th President of the United States, serving from 1969 to 1974.

6. A Chinese Communist leader, **guerrilla warfare** strategist, Marxist political philosopher, and leader of the Chinese Revolution.

7. A Korean communist politician who ruled North Korea, from its establishment in 1948 until his death in 1994. He held the posts of Prime Minister from 1948 to 1972 and President from 1972 to his death. He was also the leader of the Workers' Party of Korea from 1949 to 1994.

8. A Congolese independence leader and the first legally elected Prime Minister of the Republic of the Congo after he helped win its independence from Belgium in June 1960.

9. A Cuban revolutionary and politician, having held the position of Prime Minister of Cuba from 1959 to 1976, and then President from 1976 to 2008

10. A German communist politician who led the German Democratic Republic as General Secretary of the Socialist Unity Party from 1971 until 1989.



Fidel Castro

Exercise 11. Complete the text “The Vietnam War”, using words from the box. Use a dictionary to help you if necessary. Explain the words in bold.

1. armed forces, 2. died, 3. fought, 4. guerrilla warfare, 5. Henry Kissinger, 6. Indochina, 7. invasion, 8. involvement, 9. John F. Kennedy, 10. Lyndon Johnson, 11. North Vietnam, 12. offensive, 13. Richard Nixon, 14. South Vietnam, 15. taken over, 16. Vietnam, 17. wholeheartedly, 18. withdrawn



It was a war in Southeast Asia, in which the United States **a)** in the 1960s and 1970s. The war was **waged** from 1954 to 1975 between communist North Vietnam and noncommunist **b)**, two parts of what was once the French colony of **c)** Vietnamese communists attempted to take over the South, both by **d)** from the North and by **e)** conducted within the South by the Viet Cong. Presidents Dwight D. Eisenhower and **f)** sent increasing numbers of American military advisers to South Vietnam in the late 1950s and early 1960s. Kennedy's successor, President **g)**, increased American military support greatly, until half a million United States soldiers were in Vietnam.

American **goals** in **h)** proved difficult to achieve, and the communists' Tet **i)** was a **severe setback**. Reports

of **atrocities** committed by both sides in the war disturbed many Americans. Eventually, President **j) decreased** American troop strength and sent his secretary of state, **k)**, to negotiate a **cease-fire** with **l)**. American troops were **m)** in 1973, and South Vietnam was completely **n)** by communist forces in 1975.

The **o)** of the United States in the war was extremely **controversial**. Some supported it **p)**; others opposed it in mass demonstrations and by refusing to serve in the American **q)**. Still others seemed to rely on the government to decide the best course of action. A large memorial bearing the names of all members of the United States armed services who **r)** in the Vietnam War is in Washington, D.C.
<http://www.answers.com/topic/vietnam-war>

Exercise 12. Read the text “The Cold War– Timeline” and explain the words in bold. Then, make up dialogues, using the information below.

1940s: 1945: February 4-11- Yalta Conference Cold War Begins

August 6 - United States first used atomic bomb in war

August 8 - Russia enters war against Japan

August 14 - Japanese surrender End of World War II

1946: March - Winston Churchill delivers "Iron Curtain" Speech



1947: March - Truman declares active role in Greek Civil War

June - Marshall Plan is announced

1948: February - Communist takeover in Czechoslovakia

June 24 - Berlin Blockade begins

1949: July - NATO **ratified**

May 12 - Berlin Blockade ends

September - Mao Zedong, a Communist, takes control of China

September - Soviets explode first atomic bomb

1950s: 1950: February - Joe McCarthy begins Communist **witch hunt**

June - Korean War begins

1951: January 12 - Federal Civil Defense Administration established

1953: June 19 - Rosenberg executions;

July - The Korean War ends

1954: March - KGB established CIA helps overthrow unfriendly regimes in Iran and Guatemala

July - Vietnam split at 17th parallel

1955: May - Warsaw Pact formed

1956: October - November - Rebellion put down in Communist Hungary. Egypt took control of Suez Canal; U.S. refused to help take it back

1957: October 4 - Sputnik launched into orbit

1958: November - Khrushchev demands withdrawal of troops from Berlin



1959: January - Cuba taken over by Fidel Castro

1960s: 1960: May - Soviet Union reveals that USA spy plane was **shot down** over Soviet territory

November - John F. Kennedy elected President

1961: July - Kennedy **requests** 25% spending increase for military



August 13 - Berlin border closed
 August 17 - Construction of Berlin Wall begins
 1962: - U.S. involvement in Vietnam increased
 October - Cuban Missile Crisis
 1963: July - Nuclear Test Ban Treaty ratified
 November - President Kennedy assassinated in Dallas, Texas
 1964: August - Gulf of Tonkin incident
 1965: April - U.S. Marines sent to Dominican Republic to fight Communism
 July - Announcement of **dispatching** of 150,000 U.S. troops to Vietnam

1968: January - North Korea captured US Pueblo
 August - Soviet troops crush Czechoslovakian revolt
 1969: July 20 - Apollo 11 lands on the moon

1970s: 1970: April - President Nixon extends Vietnam War to Cambodia

1972: July - SALT I signed

1973: January - Cease fire in Vietnam between North Vietnam and United States

September - United States helps overthrow Chile government

October - Egypt and Syria attack Israel; Egypt requests Soviet aid



1974: August - President Nixon **resigns**

1975: April 17 - North Vietnam defeats South Vietnam

1979: July - SALT II signed

November - Shah of Iran overthrown; Iranian **Hostage** Crisis

1980s: 1983: - President Reagan proposes Strategic Defense Initiative

October - U.S. troops overthrow regime in Grenada

1985: - Iran-Contra Affair (arms sold to Iran, profits used to support contras in Nicaragua)

M. Gorbachev **ascends** to power in Soviet Union

1986: - Gorbachev ends economic aid to Soviet satellites



October - Reagan and Gorbachev **resolve** to remove all intermediate nuclear missiles from Europe

November - Iran-Contra Affair revealed to public

1987: October - Reagan and Gorbachev agree to remove all medium and short-range nuclear missiles by signing treaty

1989: January - Soviet troops withdraw from Afghanistan

June - China puts down protests for democracy; Poland becomes independent



September - Hungary becomes independent

November - Berlin Wall falls

December - Communist governments fall in Czechoslovakia, Bulgaria, and Rumania; Soviet empire ends

1990s: 1990: March - Lithuania becomes independent

May 29 - Boris Yeltsin elected to presidency of Russia

October 3 - Germany reunited

1991: April - Warsaw Pact ends

August - End of Soviet Union Cold War



Speaking

Exercise 13. Read the text “The Cuban missile crisis” and make up an oral summary of it.



In May 1960, Soviet premier Nikita Khrushchev promised military assistance to the **beleaguered** Castro regime in Cuba. Two years later, he saw that the USSR's relations with Cuba also represented a unique opportunity to **offset** the threat posed to Moscow by US nuclear missiles based in Turkey. In addition to aircraft, air defense systems, armoured vehicles, and troops, Khrushchev **offered** a selection of nuclear-armed medium and intermediate range ballistic missiles. Castro accepted the offer and within months the USA

and the USSR were on the **verge** of all-out nuclear war. On 14 October 1962, following **indications** of increased military activity on Cuba and a growing Soviet presence, an American U-2 aircraft photographed missile sites in western Cuba. Subsequent **intelligence** indicated that the missiles - S-4 and SS-5, both with 1 megaton warheads - had the ability to reach almost the entire continental USA, including every Strategic Air Command base.

On 22 October 1962, after intense debate in the Executive Committee of the National Security Council, during which the possibilities of aerial **bombardment** or invasion of Cuba were discussed, US President John Kennedy announced a maritime blockade to prevent further **shipments** of missiles and military equipment. Kennedy also demanded that Khrushchev **dismantle** and remove all missiles from Cuba. For six terrifying days, the two superpowers considered their **options** until on 28 October



Khrushchev agreed to Kennedy's demands. In return, the USA agreed never to invade Cuba and (secretly) to remove its missiles from Turkey. <http://www.answers.com/topic/cuban-missile-crisis>

Exercise 14. Read the following quotes about the Cold War and explain them.

1. “From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the continent” (W. Churchill, March 5, 1946); 2. “The seeds of totalitarian regimes are nurtured by misery and want” (H. Truman, March 3, 1947); 3. “If you don’t like us, don’t accept our invitations and don’t invite us to come to see you. Whether you like it or not, history is on our side. We will bury you” (N. Khrushchev, November 18, 1956); 4. “A man may die, nations may rise and fall, but an idea lives on. Ideas have endurance without death” (J. Kennedy, December 14, 1962).

Exercise 15. Use the information from the internet and speak about:

1. *The Berlin Blockade*, 2. *The Korean War*, 3. *The Vietnam War*, 4. *The Soviet war in Afghanistan*

Writing

Exercise 16. Write any of the following compositions using 150 -200 words.

1. The end of World War II and the post-war, 2. Containment through the Korean War, 3. The Crisis and escalation, 4. Confrontation through détente, 5. The Second Cold War, 6. The final years.

Project

Exercise 17. Make a short presentation of a famous person of the Cold war.

Unit 14. Culture, Science and Inventions of the XX Century

Pre-reading

Exercise 1. Answer the following questions:

1. When did Blues and jazz music become popular in the USA?
2. What rock genres do you know?
3. What famous composers have you remembered?
4. What styles of art appeared in the XX th century?
5. What does Art Nouveau mean?
6. What new areas of physics were developed in the XX th century?
7. What method helps scientists to determine the age of prehistoric animals, plants and historical objects?
8. What home appliances were invented during this period?
9. What new materials came into widespread use?
10. When was the first human spaceflight?

Reading

Exercise 2. Read the text “Culture and entertainment of the XX century” and explain the words in bold.



- As the century began, Paris was the artistic capital of the world, where both French and foreign writers, composers and **visual** artists gathered.

- Movies, music and the media had a major influence on fashion and trends in all aspects of life. As many movies and much music **originate from** the United States, American culture spread rapidly over the world.

- 1953 saw the **glamorous** coronation of Queen Elizabeth II, an extremely iconic and **revered** figure of the 20th century.

- *Visual culture* became more dominant not only in movies but in comics and television as well. During the century a new skilled understanding of **narrator's** imagery was developed.

- *Computer games* and *internet surfing* became new and popular form of entertainment during the last 25 years of the century.

- In literature, science **fiction**, fantasy, alternative history fiction gained unprecedented popularity. *Detective fiction* became famous between the two world wars.

- *Blues* and *jazz* music became popularized during the 1910s and 1920s in the United States. Blues went on to influence *rock and roll* in the 1950s, which only increased in popularity with the “*British Invasion*” of the mid-to-late 1960s. Rock soon **branched** into many different **genres**; including *heavy metal*, *punk rock*, and *alternative rock* and became the dominant genre of popular music. This was **challenged** with the rise of *hip hop* in the 1980s and 1990s. Other genres such as *house*, *techno*, *reggae*, and *soul* all developed during the latter half of the 20th century and went through various periods of popularity.

- *Modern Dance* is born in America as a 'rebellion' against centuries - old European ballet. Dancers and choreographers such as Isadora Duncan, Ruth St. Denis, Martha Graham, Jose Limon, Doris Humphrey, Merce Cunningham and Paul Taylor **re-defined** movement, struggling to bring it back to its 'natural' roots and along with Jazz, created a **solely** American art form.

- In classical music, composition branched out into many completely new **domains**, including *dodecaphony*, *aleatoric (chance) music*, and *minimalism*.

- **Synthesizers** began to be employed widely in music and crossed over into the **mainstream** with *new wave* music in the 1980s. Electronic instruments have been widely deployed

in all manners of popular music and have led to the development of such genres as *house*, *synthpop*, *electronic dance music*, etc.

- The art experienced the development of new styles and **explorations** such as *expressionism*, *Dadaism*, *cubism*, *neoplasticism*, *abstract expressionism* and *surrealism*.

- The modern art movement revolutionized art and culture and set the stage for both *Modernism* and its counterpart *postmodern* art as well as other **contemporary** art practices.

- *Art Nouveau* began as the most advanced architecture and design but went unfashionable after World War I. The style was very dynamic and highly **inventive**, however the **depression** of the Great War made it difficult to keep up such a high standard.

- In Europe, modern architecture **departed** radically from the **excessive** decoration of the Victorian era. **Streamlined** forms inspired by machines became more commonplace, enabled by developments in building materials and technologies. Before World War II, many European architects moved to the United States, where modern architecture continued to develop.

- The automobile vastly increased the mobility of people in the Western countries and in many other places by the end of the 20th century. City design throughout most of the West became focused on transport **via** car.

- The popularity of sport increased considerably - both as an activity for all, and as entertainment, particularly on television.



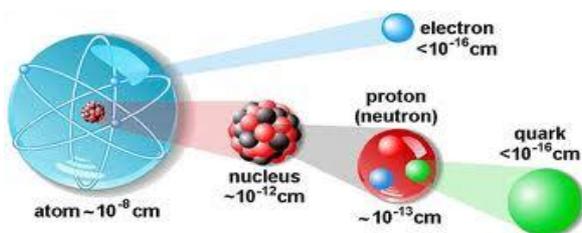
Exercise 3. Read the text “Science and Mathematics” and match sentences to the numbered spaces (1-4) in it. Explain the words in bold.

A. In biology, genetics was **unanimously** accepted and significantly developed

B. It was discovered further that two of them, namely *electromagnetism* and *weak interaction*, can be **merged** in the *electroweak interaction*, leaving only three different fundamental interactions.

C. On the planets in our Solar System it was found that there is no **sentient** (or complex animal or plant) life on their **surfaces**.

D. The age of solar system, including the Earth, was **determined** and it turned to be much older than what was considered before (more than 4 billion years rather than 20 million years suggested by Lord Kelvin in 1862).



- New fields of mathematics studying the theory of **computation** were developed. The work of Alan Turing, including the **Turing machine**, and of John von Neumann was **seminal**.

- Gödel's **incompleteness** theorems were formulated and proven.

- New areas of physics, like special **relativity**, *general relativity*, and *quantum mechanics*, were developed during the first half of the century.

- While some pioneering experiments about internal structure of atoms had been made at the end of 19th century, it is only in the 20th century the structure of atoms was clearly understood, followed by discovery of **elementary particles**.

- It was found that all the known forces can be **traced** to only four fundamental **interactions**. **1)** Discovery of nuclear reactions, in particular *nuclear fusion*, finally solved the problem of the source of **solar** energy. **2)**

- **Radiocarbon dating** became a powerful technique to determine the age of prehistoric animals and plants as well as historical objects. No such technique existed in the 19th century.

- In astronomy, much better understanding of the evolution of the Universe was **achieved**, its age was determined; the *Big Bang theory* was **proposed**. The planets of the Solar System and their moons were closely observed; planets such as the Pluto were discovered in the 1930s on the

edge of the Solar System; although the Pluto has since been declassified as a planet; and reclassified as a **dwarf planet**. **3)** *Extrasolar planets* were observed for the first time.

- **4)** The structure of DNA was determined in 1953 by James Watson, Francis Crick, Rosalind Franklin and Maurice Wilkins, following by developing techniques which allow to read DNA **sequences** and culminating in starting the Human **Genome** Project (not finished in 20th century) and **cloning** the first **mammal** in 1996.

Language development

Exercise 4. Fill in the words from the list and then make sentences using the completed phrases.

a) American, **b)** art movement, **c)** artistic capital, **d)** Bang, **e)** dating, **f)** excessive decoration, **g)** Genome, **h)** glamorous, **i)** history, **j)** incompleteness, **k)** interactions, **l)** mathematics, **m)** prehistoric, **n)** rebellion, **o)** unprecedented, **p)** visual

1. a against centuries
2. a solely art form
3. alternative fiction
4. four fundamental
5. Gödel's theorems
6. new fields of
7. animals and plants
8. radiocarbon



9. the of the world
10. the Big theory
11. the of the Victorian era
12. the coronation
13. the Human Project
14. the modern
15. popularity
16. culture

Exercise 5. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) after, b) from, c) in, d) into, e) of, f) on, g) over, h) up

1. a major influence fashion, 2. American culture spread rapidly the world, 3. Art Nouveau was unfashionable World War I, 4. music originate the United States, 5. the edge the Solar System, 6. popular forms entertainment, 7. rock branched many genres, 8. new areas physics, 9. the discovery elementary particles, 10. the internal structure atoms, 11. the rise hip hop the 1980s - 1990s, 12. to keep a high standard.

Exercise 6. Translate the words in bold and then match the pairs of words which are similar in meaning.

a) a counterpart, b) a domain, c) a rebellion, d) an automobile, e) an edge, f) contemporary, g) famous, h) fashion, i) influence, j) internal, k) revered, l) solely, m) the cinema, n) to inspire, o) to originate, p) via

1. a border, 2. a motor-car, 3. a sphere, 4. a **twin**, 5. an **uprising**, 6. honoured, 7. impact, 8. inner, 9. modern, 10. only, 11. the movies, 12. through, 13. to arise, 14. to encourage, 15. **vogue**, 16. well-known



Exercise 7. Match the words below with the best definitions.

1. an elementary particle, 2. Art Nouveau, 3. Expressionism, 4. fashion, 5. heavy metal, 6. jazz, 7. music, 8. science, 9. technology, 10. the Solar System



- a) an art of sound in time that expresses ideas and emotions in significant forms through the elements of **rhythm**, melody, harmony, and color;
- b) a style in clothes, cosmetics, **behaviour**, etc., especially the latest or most admired style;
- c) a kind of music of African-American origin, characterized by **syncopated** rhythms, solo and group improvisation, and a variety of harmonic idioms and instrumental techniques;
- d) loud and harsh sounding rock music with a strong **beat**; lyrics usually involve violent or fantastic **imagery**;
- e) an artistic and literary movement originating in Germany at the beginning of the 20th century, which sought to express emotions rather than to represent **external** reality;

f) a French school of art and architecture popular; characterized by stylized natural forms and **sinuous outlines** of such objects as leaves and vines and flowers

g) the systematic study of the nature and behaviour of the material and physical universe, based on observation, experiment, and measurement, and the formulation of laws to describe these facts in general terms

h) any of several **entities**, such as electrons, neutrons, or protons, that are less complex than atoms and are regarded as the **constituents** of all **matter**

i) the Sun with the **celestial** bodies that **revolve** around it in its gravitational field

j) the practical **application** of science to **commerce** or industry



Exercise 8. Read the text “Technology, science, and inventions of the 20th Century – Timeline” and explain the words in bold. Then, make up dialogues, using the information below.



1900: The **zeppelin** was invented by Count Ferdinand von Zeppelin; Charles Seeberger redesigned Jesse Reno's escalator and invented the modern escalator.

1901: The first radio receiver successfully received a radio **transmission**; Hubert Booth invents a compact and modern vacuum cleaner.

1902: Willis Carrier invents the air conditioner; The lie detector or polygraph machine is invented by James Mackenzie; George Claude invented neon light.

1903: The Wright brothers invent the first gas motored and **manned airplane**.

1904: Benjamin Holt invents a tractor; John A Fleming invents a vacuum diode or Fleming **valve**.

1905: Albert Einstein published the Theory of Relativity

1906: Lewis Nixon invents the first **sonar** like device.

1907: Leo Baekeland invents the first synthetic plastic; Color photography invented by Auguste and Louis Lumiere; The first piloted helicopter was invented by Paul Cornu.

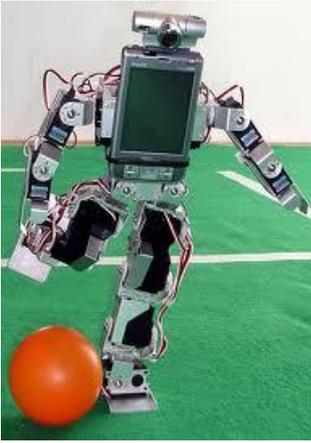
1908: Cellophane invented by Jacques E. Brandenberger.

1911: Charles Franklin Kettering invents the first automobile electrical **ignition** system.

1912: The first tank patented by Australian inventor De La Mole.

1916: Radio tuners invented, that received different stations; **Stainless steel** invented by Henry Brearly.





1918: The superheterodyne radio circuit invented by Edwin Howard Armstrong. Today, every radio or television set uses this invention.

1921: **Artificial** life begins -- the first robot built; John Larson invented the lie detector.

1922: Insulin invented by Sir Frederick Grant Banting; The first 3-D movie (**spectacles** with one red and one green lens) is released.

1923: The television or iconoscope (cathode-ray tube) invented by Vladimir Kosma Zworykin.

1926: Robert H. Goddard invents liquid-fueled rockets.

1927: Philo Taylor Farnsworth invents a complete electronic TV system; Warren Marrison developed the first quartz clock.

1928: Scottish biologist Alexander Fleming discovers penicillin.

1930: Frank Whittle and Dr Hans von Ohain both invent a jet engine.

1931: Germans Max Knott and Ernst Ruska co-invent the electron microscope.

1932: Karl Jansky invents the radio telescope.

1933: Frequency modulation (FM radio) invented by Edwin Howard Armstrong.

1935: Robert Watson-Watt patented radar.

1936: Samuel Colt patents the Colt revolver.

1937: Chester F. Carlson invents the photocopier.

1938: Roy J. Plunkett invented Teflon; The first working **turboprop** engine.

1939: Igor Sikorsky invents the first helicopter.



1940: Peter Goldmark invents modern color television system; Karl Pabst invents the jeep.

1941: Enrico Fermi invents the neutronic reactor.

1942: John Atanasoff and Clifford Berry built the first electronic **digital** computer.

1943: Synthetic **rubber** invented; Emile Gagnan and Jacques Cousteau invent the aqualung.

1945: The atomic bomb invented.

1946: The microwave oven invented by Percy Spencer.

1947: Mobile phones first invented. Although cell phones were not sold commercially until 1983; Bardeen, Brattain, and Shockley invent the transistor.

1951: Charles Ginsburg invented the first video tape recorder (VTR).

1956: The first computer hard disk used; The **hovercraft** invented by Christopher Cockerell.

1958: The computer modem invented; Gordon Gould invents the laser.

1959: Jack Kilby and Robert Noyce both invent the microchip.

1961: The first spaceflight

1962: The audio cassette invented.



1963: The video disk invented.

1965: The compact disk invented by James Russell.

1967: The first handheld calculator invented.

1968: The first computer with integrated circuits made.

1969: The arpanet (first internet) invented; The artificial heart invented.

1971: The liquid-crystal display (LCD) invented by James Fergason; The microprocessor invented by Faggin, Hoff and Mazor.

1979: Cell phones invented.





- 1980: The hepatitis-B vaccine invented.
- 1984: The CD-ROM invented.
- 1985: Windows program invented by Microsoft.
- 1988: Digital cellular phones invented.
- 1990: The World Wide Web and Internet protocol (HTTP) and WWW language (HTML) created by Tim Berners-Lee.
- 1993: The pentium processor invented.
- 1995: DVD (Digital Versatile Disc or Digital Video Disc) invented.
- 1996: Web TV invented. <http://inventors.about.com/od/timelines>

Exercise 9. Read the text “Engineering and Technology” and explain the words in bold. Fill in the blanks using the words from the list below.

1. *advancements*, 2. *airplane*, 3. *aluminum*, 4. *appliances*, 5. *asteroids*, 6. *automobiles*, 7. *CD*, 8. *DVDs*, 9. *Internet*, 10. *Moon*, 11. *personal computer*, 12. *radios*, 13. *space race*, 14. *spaceflight*, 15. *technology*, 16. *TV*

In contrast with the earlier centuries, one of the most prominent **traits** of the world during the 20th century was the **drastic** growth of **a)** Organized research and practice of science led to advancement in the fields of *communication, engineering, travel, medicine, and war*.

- The number and types of home **appliances** increased **dramatically due to b)** in technology, electricity **availability**, and increases in wealth and **leisure** time. Such basic **c)** as *washing machines, clothes dryers, furnaces, exercise machines, refrigerators, freezers, electric stoves*, and *vacuum cleaners* all became popular from the 1920s through the 1950s. The *microwave oven* became popular during the 1980s. **d)** were popularized as a form of entertainment during the 1920s, which extended to television during the 1950s. *Cable television* spread rapidly during the 1980s. *Personal computers* began to enter the home during the 1970s–1980s as well. The age of the *portable music player* grew during the 1960s with the development of 8-track and cassette **tapes**, which slowly began to replace *record players*. These were in turn replaced by the **e)** during the late 1980s and 1990s. The **proliferation** of the **f)** in the mid-to-late 1990s made digital **distribution** of music (mp3s) possible. VCRs (*video recorder*) were popularized in the 1970s, but by the end of the millennium, **g)** were beginning to replace them.

- The first **h)** was flown in 1903. With the engineering of the faster **jet engine** in the 1940s, mass air travel became commercially **viable**.

- The **assembly line** made mass production of the automobile viable. By the end of the 20th century, billions of people had **i)** for personal transportation. The combination of the automobile, motor boats and air travel allowed for unprecedented personal mobility. In western nations, motor **vehicle** accidents became the greatest cause of death for young people. However, expansion of divided **highways reduced** the death rate.

- The **triode tube** (Audion), *transistor* and **integrated circuit** revolutionized computers, leading to the proliferation of the **j)** in the 1980s and **cell** phones and the public-use Internet in the 1990s.

- New materials, most notably stainless steel, *plastics, polyethylene, Velcro, and teflon*, came into widespread use for many various applications.

- **k)** became an inexpensive metal and became second only to iron in use. **Semiconductors** were put to use in electronic objects.

- Thousands of **chemicals** were developed for industrial processing and home use.



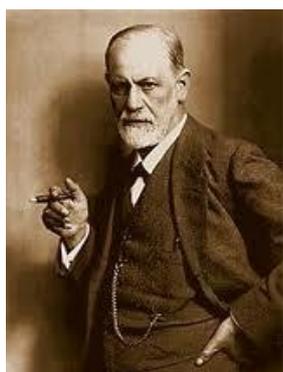
- The **l)** between the United States and the Soviet Union gave a peaceful **outlet** to the political and military tensions of the Cold War, leading to the first human spaceflight with the Soviet Union's Vostok 1 mission in 1961, and man's first landing on the **m)** with America's Apollo 11 mission in 1969. Later, the first space station was launched by the Soviet space program. The United States developed the first *reusable spacecraft system* with the Space Shuttle program, first launched in 1981. As the century ended, a permanent manned presence in space was being founded with the construction of the International Space Station.



- In addition to Human **n)**, unmanned space **probes** became a practical and relatively inexpensive form of exploration. The first orbiting space probe, Sputnik 1, was launched by the Soviet Union in 1957. Over time, a massive system of artificial satellites was placed into orbit around Earth. These satellites greatly advanced navigation, communications, military intelligence, geology, climate, and numerous other fields. Also, by the end of the 20th century, unmanned probes had visited the Moon, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, and various **o)** and comets. The *Hubble Space Telescope*, launched in 1990, greatly expanded our understanding of the Universe and brought brilliant images to **p)** and computer **screens** around the world.

Speaking Exercise 10. Divide the list of famous persons of the XX th century into six categories. Then, speak about one/two of them.

a) dancers, b) novelists, c) painters, d) philosophers, e) political leaders, f) psychologists



Sigmund Freud

1) A. Maslow, 2) Adolf Hitler, 3) Alfred Adler, 4) Andrew Bernstein, 5) Anna Freud, 6) Anna Pavlova, 7) Ariel Sharon, 8) Carl Rogers, 9) Erik Erikson, 10) F.D. Roosevelt, 11) Fernand Léger, 12) Fidel Castro, 13) Franz Kafka, 14) Franz Marc, 15) Georges Braque, 16) Henri Matisse, 17) Ho Chi Minh, 18) Indira Gandhi, 19) Isadora Duncan, 20) Jawaharlal Nehru, 21) Jean Piaget, 22) John Dewey, 23) John Kennedy, 24) John Steinbeck, 25) Joseph Cronin, 26) Kasimir Malevich, 27) Lech Walesa, 28) Mao Zedong, 29) Marc Chagall, 30) Marcel Duchamp, 31) Margaret Thatcher, 32) Mikhail Baryshnikov, 33) Natalia Goncharova, 34) Nelson Mandela, 35) Nikolai Berdyaev, 36) Pablo Picasso, 37) Paul Cézanne, 38) Rudolf Nureyev, 39) Saddam Hussein, 40) Salvador Dalí, 41) Sigmund Freud, 42) Stephen King, 43) Theodor W. Adorno, 44) Umberto Boccioni, 45) Vaslav Nijinsky, 46) Veniamin Kaverin, 47) V. Lenin, 48) Vladimir Vasilev, 49) Wassily Kandinsky, 50) Winston Churchill

Exercise 11. Use the information from the internet or historical books/encyclopedias and speak about:

1. Genres of music, 2. My favourite music group / singer, 3. The modern art, 4. The modern architecture

Writing Exercise 12. Write any of the following compositions using 150 -200 words.

1. The most important inventions of the XX century, 2. The first human spaceflight, 3. The first landing on the Moon, 4. The internet and its role in our life.

Project Exercise 13. Make a short presentation of a famous person of the XX century.

PART II

SECTION I. Additional Texts for Individual Reading and Translation

Unit 1. The Wonders of the Ancient World

The Egyptian pyramids

The Egyptian pyramids are ancient pyramid-shaped masonry structures located in Egypt. There are 138 pyramids discovered in Egypt as of 2008. Most were built as tombs for the country's Pharaohs and their consorts during the Old and Middle Kingdom periods.

The earliest known Egyptian pyramids are found at Saqqara, northwest of Memphis. The earliest among these is the Pyramid of Djoser (constructed in 2630-2611 BC) which was built during the third dynasty. This pyramid and its surrounding complex were designed by the architect Imhotep, and are generally considered to be the world's oldest monumental structures constructed of dressed masonry. The estimate of the number of workers it took to build the pyramids have a wide range from a few thousand, twenty thousand and up to 100,000.

The most famous Egyptian pyramids are those found at Giza, on the outskirts of Cairo. Several of the Giza pyramids are counted among the largest structures ever built.

The Great Pyramid of Giza (called the Pyramid of Cheops) is the oldest and largest of the three pyramids in the Giza Necropolis bordering what is now El Giza, Egypt. It is the oldest of the Seven Wonders of the Ancient World, and the only one to remain largely intact. Egyptologists believe that the pyramid was built as a tomb for fourth dynasty Egyptian Pharaoh Khufu (Cheops in Greek) over an approximately 20 year period concluding around 2560 BC. Initially at 146.5 m, the Great Pyramid was the tallest man-made structure in the world for over 3,800 years. Originally, the Great Pyramid was covered by casing stones that formed a smooth outer surface; what is seen today is the underlying core structure. Some of the casing stones that once covered the structure can still be seen around the base. There have been varying scientific and alternative theories about the Great Pyramid's construction techniques. Most accepted construction hypotheses are based on the idea that it was built by moving huge stones from a quarry and dragging and lifting them into place.

There are three known chambers inside the Great Pyramid. The lowest chamber is cut into the bedrock upon which the pyramid was built and was unfinished. The so-called Queen's Chamber and King's Chamber are higher up within the pyramid structure. The Great Pyramid of Giza is the only pyramid in Egypt known to contain both ascending and descending passages. The main part of the Giza complex is a setting of buildings that included two mortuary temples in honor of Khufu (one close to the pyramid and one near the Nile), three smaller pyramids for Khufu's wives, an even smaller "satellite" pyramid, a raised causeway connecting the two temples and small mastaba tombs surrounding the pyramid for nobles.

The Great Wall of China

The Great Wall of China is not a continuous wall but is a collection of short walls that often follow the crest of hills on the southern edge of the Mongolian plain. The Great Wall of China extends about 8,850 kilometers. A first set of walls, designed to keep Mongol nomads out of China, were built of earth and stones in wood frames during the Qin Dynasty (221-206 BC).

Some additions and modifications were made to these simple walls over the next millennium but the major construction of the "modern" walls began in the Ming Dynasty (1388-1644 AD).

The Ming fortifications were established in new areas from the Qin walls. They were up to 7.6 m high, 4.6 to 9.1 m wide at the base, and from 2.7 to 3.7 m wide at the top (wide enough for marching troops or wagons). At regular intervals, guard stations and watch towers were established.

Since the Great Wall was discontinuous, Mongol invaders had no trouble breaching the wall by going around it, so the wall proved unsuccessful and was eventually abandoned. Additionally, a policy of mollification during the subsequent Ching Dynasty that sought to pacify the Mongol leaders through religious conversion also helped to limit the need for the wall.

Through Western contact with China from the 17th to 20th centuries, the legend of the Great Wall of China grew along with tourism to the wall. Restoration and rebuilding took place in the 20th century and in 1987 the Great Wall of China was made a World Heritage Site.

Machu Picchu

Machu Picchu ("Old Peak") is a pre-Columbian 15th-century Inca site located 2,430 metres above sea level. Machu Picchu is located in the Cusco Region of Peru, South America. It is situated on a mountain ridge above the Urubamba Valley in Peru. Most archaeologists believe that Machu Picchu was built as an estate for the Inca emperor Pachacuti (1438–1472). Often referred to as the "Lost City of the Incas", it is perhaps the most familiar icon of the Inca World.

The Incas started building the "estate" around AD 1400, but abandoned it as an official site for the Inca rulers a century later at the time of the Spanish Conquest. Although known locally, it was unknown to the outside world before being brought to international attention in 1911 by the American historian Hiram Bingham. Since then, Machu Picchu has become an important tourist attraction. Most of the outlying buildings have been reconstructed in order to give tourists a better idea of what the structures originally looked like. By 1976, thirty percent of Machu Picchu had been restored. Machu Picchu was built in the classical Inca style, with polished dry-stone walls. Its three primary structures are the Intihuatana (Hitching post of the Sun), the Temple of the Sun, and the Room of the Three Windows. These are located in what is known by archaeologists as the Sacred District of Machu Picchu.

Since the site was never known to the Spanish during their conquest, it is highly significant as a relatively intact cultural site. Machu Picchu was declared a Peruvian Historical Sanctuary in 1981 and a UNESCO World Heritage Site in 1983.

Mohenjodaro

The ruins of the huge city of Moenjodaro – built entirely of unbaked brick in the 3rd millennium B.C. – lie in the Indus valley. The acropolis, set on high embankments, the ramparts, and the lower town, which is laid out according to strict rules, provide evidence of an early system of town planning.

Mohenjodaro is the most ancient and best-preserved urban ruin on the Indian subcontinent, dating back to the beginning of the 3rd millennium BC, and exercised a considerable influence on the subsequent development of urbanization on the Indian peninsula.

The archaeological site is located on the right bank of the Indus River, 400 km from Karachi, in Pakistan's Sind Province. It flourished for about 800 years during the 3rd and 2nd millennia BC. Centre of the Indus Civilization, one of the largest in the Old World, this 5,000-year-old city is the earliest manifestation of urbanization in South Asia. Its urban planning surpasses that of many other sites of the oriental civilizations that were to follow.

Mohenjodaro comprises two sectors: a stupa mound that rises in the western sector and, to the east, the lower city ruins spread out along the banks of the Indus. The acropolis, set on high embankments, the ramparts, and the lower town, which is laid out according to strict rules, provide evidence of an early system of town planning.

The stupa mound, built on a massive platform of mud brick, is composed of the ruins of several major structures - Great Bath, Great Granary, College Square and Pillared Hall - as well as a number of private homes. The extensive lower city is a complex of private and public houses, wells, shops and commercial buildings. These buildings are laid out along streets intersecting each other at right angles, in a highly orderly form of city planning that also incorporated important systems of sanitation and drainage.

Of this vast urban ruin of Moenjodaro, only about one-third has been revealed by excavation since 1922. The foundations of the site are threatened by saline action due to a rise of the water table of the Indus River. This was the subject of a UNESCO international campaign in the 1970s, which partially mitigated the attack on the prehistoric mud-brick buildings.

Unit 2. Ancient Egypt

Ancient Egyptian Hieroglyphics

The term hieroglyphics refers to a system of writing using ancient Egyptian symbols. The hieroglyphics involved a series of 'picture' words. Consisting of several hundred words, this system of writing was intensely complex and very labor intensive. The first hieroglyphics were used on buildings and tombs. It is believed that the Egyptians first began developing this system of writing about 3000 BC. There are some facts about hieroglyphics that are quite interesting to note. This system of writing involved absolutely no vowels, consisting only of consonants. The Egyptians also did not use any form of punctuation or spacing. With over 700 ancient Egyptian symbols representing actual words and thousands of others used for individual sounds, some quite intricate, it took quite a long time to learn to write in hieroglyphics. Egyptian hieroglyphics were written both vertically in rows and horizontally in columns. The placement of the Egyptian hieroglyphics alphabet letters into an eye pleasing layout was extremely important. Empty spaces were avoided as much as possible and to that end symbols Egyptian art were usually formed into squares instead of straight lines. Unlike most forms of modern language, which is typically read from right or left; ancient Egyptian hieroglyphics could be read either from right to left or from left to right. In order to know which direction to begin reading, the scribe would position the figures so that they faced in the correct direction.

Egyptian Symbols. Not all symbols represented single letters; some pictures represented words. The symbols that make up the alphabet in Egyptian hieroglyphics are sub-divided into categories including phonograms and ideograms.

Ideograms were used to write the words they represented. An example of an ideogram would be a picture of a woman that actually looked like a woman and represented the word 'woman'. Phonograms were used to spell out the sound of the words they represented and they usually had no relation to the word they were sounding out. As a result, symbols could be both ideograms and phonograms and the reader would need to determine the context of the 'sentence' in order to find out which word was intended. To indicate whether a symbol represented a complete word or merely a sound scribes would place a straight line after the word.

A large majority of the ancient Egyptian culture were not able to read or write. Instead they depended on scribes and priests. Young boys from wealthy families usually entered schools around age six or seven, in order to learn to write in hieroglyphics. Their training normally took several years to complete. Although the training for the position of scribe was very intense and lengthy, there were benefits that made it worthwhile. Scribes were considered to servants of the royal household and as such were exempt from taxes. They were also not required to enter the military and were often revered with portraits on the sides of buildings.

Over several thousand years, the system of ancient Egyptian hieroglyphics developed by Egyptian civilization evolved and developed into an even more complex system consisting of varying forms of formality. Hieroglyphics were first employed on buildings and tombs, such as the Tutankhamen sarcophagus symbols. Eventually the ancient Egyptian hieroglyphics were used to decorate jewelry, record events on papyrus and to form a kind of signature for royalty and deities on oval stones known as cartouche.

Ancient Egyptian Inventions

The Egyptian Civilization was born on the banks of Nile River in 3150 BC, when the upper and lower Egypt were unified under the first Pharaoh. The civilization prospered for next three millenniums till it ended in 31 BC, when it was conquered by the powerful empire of Rome. The Egyptians were intelligent people who made inventions in almost every field of life, which made them one of the longest surviving civilizations.

Though we usually associate the Egyptian civilization with mummies and the pyramids, they made a number of inventions that made them one of the greatest civilizations ever. Some of their inventions are as follows:

Papyrus. We owe the invention of paper to the Egyptian papyrus or the Egyptian paper. The Egyptians made paper from the *Cyperus papyrus* plant that grows along the banks of river Nile. As early as 3000 BC, the Egyptians had developed the technique of using papyrus to make paper, mats, baskets, ropes and sandals. The pith of the plant was taken out and cut into long strips. These strips were placed crosswise on each other and the sheet was put under weight for a couple of days so that the strips would bind with each other. The quality of papyrus paper is evident from the fact that they are still intact about 5000 years after they were written on.

Black Ink. One of the many gifts of the Ancient Egypt to the world is the blank ink. To make it the Egyptians mixed soot with vegetable gum and bee wax. They substituted soot with other organic material to make ink of different colors. For example, they used ochre in place of soot to make red ink. How good their ink was is clear from the fact that manuscripts written in Egyptian ink centuries back are still clear and legible.

The Ox-drawn Plow. The ox-drawn plow was an invention that not only revolutionized the way agriculture was carried on in the Egyptian communities, but a modified version of it is still used by farmers of backward countries who cannot afford machines to plow their fields. Using the power of oxen to pull the plow, made loosening the soil much easier and faster than doing it with hands or using human beings to pull the plow.

Clocks. The Egyptians taught the world to tell time by inventing the clock. They invented two types of clocks: the sun clock and the water clock. The sun clocks were obelisks whose moving shadow throughout the day helped the early Egyptians to divide the day into morning and afternoon. The Egyptians also determined the longest and the shortest day of the year by noting the days when the shadow of the obelisk was the longest and shortest at the noon.

The Egyptians also invented the water clock as early 1417-1379 BC, during the reign of Amenhotep III, that let them read time at night. The water clock was a stone vessel with slanting sides and a small hole at the bottom through which water would drip at a constant rate. The changing level of water along the markings on the inner walls of the vessel, as it dripped out of the vessel, would indicate the passage of each hour.

The Sun Calendar. Ancient civilizations marked time using the lunar calendars. The Egyptians were the first to have established a solar calendar consisting of twelve months, each of which had 30 days plus 5 extra days at the end of the year. They made the first leap year calendar in 238 BC and added an extra day every fourth year.

The Pyramids. The word pyramids have become synonymous with the tombs of the Egyptian Pharaohs. From structures in ancient Greece to the Louvre in Paris, France, pyramids have been used throughout history by man to build temples, tombs and museums. However, the world got its first pyramid in the form of the Step Pyramid at Saqqara that was built in 2750 B.C. for King Zoser of the third dynasty of Egyptian kings. Before this the Egyptian kings would be buried in rectangular mud-brick tomb called a Mastaba. However, King Zoser's architect Imhotep placed a number of mastabas of decreasing size one on top of the other to make the world's first pyramid.

Unit 3. Ancient Greece

The Twelve Olympians

Aphrodite. The goddess of love, beauty and desire. Although married to Hephaestus she had many lovers, most notably *Ares*. She was depicted as a beautiful woman. Her symbols include the rose, scallop shell, pomegranate and myrtle wreath. Her sacred animal was the dove.

Apollo. The god of music, healing, prophecies, poetry and archery; associated with light, truth and the sun. He is Artemis' twin brother and Hermes' elder brother, and son of Zeus and Leto. He was depicted as a handsome, beardless youth with long hair and various attributes including a laurel wreath, bow and quiver, raven and lyre. Animals sacred to Apollo include dolphins, roe deer, swans, cicadas, hawks, ravens, crows and snakes.

Ares. The god of war, bloodlust, violence, manly courage and civil order. The son of Zeus and Hera, he was depicted as either a mature, bearded warrior dressed in battle arms or a nude

beardless youth with helm and spear. His attributes are golden armour and a bronze-tipped spear. His sacred animals are the vulture, venomous snakes, alligators and dogs.

Artemis. Virgin goddess of the hunt, wilderness, animals, young girls, childbirth. In later times she became associated with the moon. She is the daughter of Zeus and Leto and twin sister of Apollo. In art she was usually depicted as a young woman dressed in a short knee-length chiton and equipped with a hunting bow and a quiver of arrows. In addition to the bow, her attributes include hunting spears, animal pelts, deer and other wild animals. Her sacred animals are deer, bears and wild boars.

Athena. The goddess of wisdom, warfare, battle strategy, heroic endeavour, handicrafts and reason. According to most traditions, she was born from Zeus's head fully formed and armored. She was depicted crowned with a crested helm, armed with shield and a spear. Her symbol is the olive tree. She is commonly shown accompanied by her sacred animal, the owl.

Demeter. The goddess of agriculture, horticulture, grain and harvest. Demeter is a daughter of Cronus and Rhea and sister of Zeus, by whom she bore Persephone. She was depicted as a mature woman, often crowned and holding sheaves of wheat and a torch. Her symbols are the Cornucopia (horn of plenty), wheat-ears, the winged serpent and the lotus staff. Her sacred animals are pigs and snakes.

Hephaestus. Crippled god of fire, metalworking, stonemasonry, sculpture and volcanism. The son of Hera by parthenogenesis, he is the smith of the gods and the husband of the adulterous Aphrodite. He was usually depicted as a bearded man holding hammer and tongs - the tools of a smith - and riding a donkey. His symbols are the hammer, tongs and anvil. His sacred animals are the donkey, the guard dog and the crane.

Hera. Queen of marriage, women, childbirth, heirs, kings and empires. She is the wife of Zeus and daughter of Cronus and Rhea. She was usually depicted as a beautiful woman wearing a crown and veil and holding a royal, lotus-tipped staff. Her sacred animals are the heifer, the lion, the peacock, and the cuckoo.

Hermes. The god of travel, messengers, trade, thievery, cunning wiles, language, writing, diplomacy, athletics and animal husbandry. He is the messenger of the gods, a psychopomp who leads the souls of the dead into Hades' realm, and the son of Zeus and Maia. He was depicted either as a handsome and athletic beardless youth or as an older bearded man. His attributes include the herald's wand, winged sandals and a traveler's cap. His sacred animals are the tortoise, the ram, and the hawk.

Hestia. Virgin goddess of the hearth, home and cooking. She is a daughter of Rhea and Cronus and sister of Zeus. She was depicted as a modestly veiled woman, whose symbols are the hearth and the kettle. In some accounts, she gave up her seat as one of the Twelve Olympians in favor of Dionysus.

Poseidon. The god of the sea, rivers, floods, droughts, earthquakes and the creator of horses; known as the "Earth Shaker". He is a son of Cronus and Rhea and brother to Zeus and Hades. In classical artwork, he was depicted as a mature man of sturdy build with a dark beard and holding a trident. The horse and the dolphin are sacred to him.

Zeus. The king of the gods, the ruler of Mount Olympus and the god of the sky, weather, thunder, lightning, law, order and fate. He is the youngest son of Cronus and Rhea, whom he overthrew after Cronus swallowed his brothers and sisters and he is brother-husband to Hera. In artwork, he was depicted as a regal, mature man with a sturdy figure and dark beard. His usual attributes are the royal scepter, the lightning bolt; his sacred animals are the eagle and the bull.

The Twelve Labours of Heracles

According to the Greeks, Hercules was the son of a woman named *Alcmene* and the god *Zeus*. He was a great hero, and very strong. The goddess Hera was angry, because Zeus was her husband and she didn't want him to have children with other women. Hercules married a woman named *Megara* and they had two children. But Hera was still angry at Hercules. One day she sent madness on him, so that he went crazy. He was so crazy that he killed his own children, and also his wife Megara. He needed to find some way for the gods to forgive him for this terrible crime. He

went to Delphi and asked Apollo what to do. Apollo said the gods would forgive Hercules if he did twelve hard jobs for Eurystheus, the king of Argos. For twelve years, he traveled all over to complete these incredible tasks.

1. *Kill the Nemean Lion.* This monster of a lion was so tough that no arrow could pierce it. Hercules stunned the beast with his olive-wood club and then strangled it with his bare hands. It is said that he skinned the lion, using the lion's sharp claws and wore its hide.

2. *Kill the Lernean Hydra.* The evil, snakelike Hydra had nine heads. If one got hurt, two would grow in its place. But Hercules quickly sliced off the heads, while his charioteer, Iolaus, sealed the wounds with a torch. Hercules made his arrows poisonous by dipping them in the Hydra's blood.

3. *Capture the Cerynian Hind.* The goddess Artemis loved and protected this stubborn little deer, which had gold horns. Hercules found it a challenge to capture the delicate hind without hurting it (and making Artemis angry).

4. *Capture the Erymanthian Boar.* The people of Mount Erymanthus lived in fear of this deadly animal. Hercules chased the wild boar up the mountain and into a snowdrift. He then took it in a net and brought it to King Eurystheus, who was so frightened of the beast that he hid in a huge bronze jar.

5. *Clean the Augean Stables.* Thousands of cows lived in these stables belonging to King Augeas. They had not been cleaned in 30 years, but Hercules was told to clean them completely in a single day. To do so he made two rivers bend so that they flowed into the stables, sweeping out the filth.

6. *Kill the Stympalian Birds.* These murderous birds lived around Lake Stympalos. Their claws and beaks were sharp as metal and their feathers flew like darts. Hercules scared them out of their nests with a rattle and then killed them with the poison arrows he had made from the Hydra's blood.

7. *Capture the Cretan Bull.* This savage bull, kept by King Minos of Crete, was said to be insane and breathe fire. Hercules wrestled the mad beast to the ground and brought it back to King Eurystheus.

8. *Capture the Horses of Diomedes.* King Diomedes, leader of the Bistones, fed his bloodthirsty horses on human flesh. Hercules and his men fought and killed King Diomedes and fed the king to his horses. This made the horses tame, so that Hercules was able to lead them to King Eurystheus.

9. *Take the Girdle of the Amazon Queen Hippolyte.* Hercules went to the land of the Amazons, where the queen welcomed him and agreed to give him her girdle for Eurystheus's daughter. But Hera spread the rumor that Hercules came as an enemy. In the end he had to conquer the Amazons and steal the golden belt.

10. *Capture the Cattle of Geryon.* Geryon, a winged monster with three human bodies, had a herd of beautiful red cattle. He guarded his prized herd with the help of a giant and a vicious two-headed dog. Hercules killed Geryon, the giant, and the dog and brought the cattle to King Eurystheus.

11. *Take the Golden Apples of the Hesperides.* The Hesperides were nymphs. In their garden grew golden apples protected by Ladon, a dragon with a hundred heads. Hercules struck a bargain with Atlas, who held up the earth. Hercules shouldered the earth while Atlas, the nymphs' father, fetched the apples.

12. *Capture Cerberus.* Hercules was ordered to capture Cerberus, the three-headed guard dog of the underworld, without using weapons. Hercules wrestled down the dog's wild heads, and it agreed to go with him to King Eurystheus. Cerberus was soon returned unharmed to the underworld.

Unit 4. Ancient Rome

The Colosseum of Rome

The Colosseum or Coliseum, also known as the Flavian Amphitheatre is an elliptical amphitheatre in the centre of the city of Rome, Italy. Built of concrete and stone, it was the largest amphitheatre of the Roman Empire, and is considered one of the greatest works of Roman architecture and engineering. It is the largest amphitheatre in the world. The Colosseum is situated just east of the Roman Forum. Construction began under the emperor Vespasian in 70 AD, and was completed in 80 AD under his successor and heir Titus. Further modifications were made during the reign of Domitian. These three emperors are known as the Flavian dynasty, and the amphitheatre was named in Latin for its association with their family name. The Colosseum could hold, it is estimated, between 50,000 and 80,000 spectators, and was used for gladiatorial contests and public spectacles such as mock sea battles, animal hunts, executions, re-enactments of famous battles, and dramas based on Classical mythology. The building ceased to be used for entertainment in the early medieval era. It was later reused for such purposes as housing, workshops and quarters for a religious order, a fortress, a quarry and a Christian shrine.

Marcus Aurelius

Marcus Aurelius (121-180) was a Roman emperor (reign 161-180). He was born into a wealthy and prominent family. Hadrian arranged that Marcus and Lucius Verus be adopted by the designated future emperor Antoninus Pius, who dutifully groomed Marcus as his heir. On his accession, Marcus nevertheless shared power with his adoptive brother as coemperor, though he himself remained the more dominant. His reign was marked by numerous military crises, all the major frontiers being threatened by invasion. Struggles against the Parthians (162-166) were successful, but returning troops brought a devastating plague to Rome. With a concurrent German invasion, Roman morale declined; the Germans were repulsed, but Verus died during the campaign (169). Marcus made his son Commodus co-emperor in 177. Though a man of gentle character and wide learning, Marcus opposed Christianity and supported persecution of its adherents. His *Meditations on Stoicism*, considered one of the great books of all times, gives a full picture of his religious and moral values. His reign is often thought to mark the Golden Age of Rome.

Julius Caesar

Gaius Julius Caesar (100-44 BC) was a Roman general, statesman, Consul and notable author of Latin prose. He played a critical role in the events that led to the demise of the Roman Republic and the rise of the Roman Empire. In 60 BC, Caesar, Crassus and Pompey formed a political alliance that was to dominate Roman politics for several years. Their attempts to amass power through populist tactics were opposed by the conservative elite within the Roman Senate, among them Cato the Younger with the frequent support of Cicero. Caesar's conquest of Gaul, completed by 51 BC, extended Rome's territory to the English Channel and the Rhine. Caesar became the first Roman general to cross both when he built a bridge across the Rhine and conducted the first invasion of Britain. These achievements granted him unmatched military power and threatened to eclipse the standing of Pompey, who had realigned himself with the Senate after the death of Crassus in 53 BC. With the Gallic Wars concluded, the Senate ordered Caesar to lay down his military command and return to Rome. Caesar refused, and marked his defiance in 49 BC by crossing the Rubicon with a legion, leaving his province and illegally entering Roman territory under arms. Civil war resulted, from which he emerged as the unrivaled leader of Rome.

Cleopatra

Cleopatra (69-30 BC) was the last of the Ptolemaic rulers of Egypt. She was notorious in antiquity and has been romanticized in modern times as the lover of Julius Caesar and Mark Antony.

Third daughter of Ptolemy XII Auletes, Cleopatra VII Philopator (her full name) learned her political lessons by watching the humiliating efforts of her father to maintain himself on the throne of Egypt by buying the support of powerful Romans. When he died in 51 B.C., the ministers of Cleopatra's brother Ptolemy XIII feared her ambition to rule alone and drove her from Egypt in 48.

Cleopatra and Julius Caesar. Cleopatra made preparations to return by force, but when Caesar arrived in Alexandria after the Battle of Pharsalus, she saw the opportunity to use him. She had herself smuggled to him in a rug. Ptolemy XIII died fighting Caesar, who restored Cleopatra to the throne with another brother, Ptolemy XIV, as coregent.

Contrary to legend, Caesar did not dally in Egypt with Cleopatra. Although in 46 she gave birth to a son whom she named Ptolemy Caesarion, Caesar never formally recognized him. That same year Caesar invited her to Rome. Although he spent little time with her, her presence in Rome may have contributed to the resentment against him which led to his assassination.

In April 44 BC Cleopatra returned to Alexandria, where Ptolemy XIV had died under mysterious circumstances. She made Caesarion her partner on the throne and awaited the outcome of the political struggle in Rome. When, after the Battle of Philippi, Antony summoned her and other puppet rulers to Tarsus in Cilicia, she responded eagerly. Matching her preparations to the man whose weaknesses she knew, she dazzled Antony and bent him to her will. She easily cleared herself of a charge of helping Brutus and Cassius, and at her request Antony put to death three persons she considered a threat to her throne.

Cleopatra and Mark Antony. In the winter of 41/40 Antony followed Cleopatra to Alexandria, where he reveled in the pleasures of the Ptolemaic court and the company of the Queen. Cleopatra hoped to tie him emotionally to her, but Antony left Egypt in the spring of 40.

In the autumn of 37 Antony sent his wife, Octavia, back to Italy on the excuse that she was pregnant and went to Antioch to make final preparations for his invasion of Parthia. In Antioch he again sent for Cleopatra and went through a ritualistic marriage not recognized under Roman law. He also recognized the twins Cleopatra had with him and made extensive grants of territory to her, including Cyprus, Cyrene, and the coast of Lebanon, all of which had once been part of the Ptolemaic empire.

In 36 Cleopatra returned to Alexandria to await the birth of her third child by him. The failure of the Parthian campaign and Octavian's exploitation of Antony's misadventure drove Antony further into the arms of Cleopatra, who gave him immense financial help in rebuilding his shattered army. When Antony defeated Artavasdes of Armenia in 34, he celebrated his triumph not in Rome but in Alexandria. On the following day he declared Cleopatra and Ptolemy Caesarion joint rulers of Egypt and Cyprus and overlords of all lands west and east of the Euphrates. For Cleopatra this meant the potential union of the Ptolemaic and Seleucid empires under her control, and Antony staked out his claims on the wealth of Egypt for the coming struggle with Octavian.

In Italy, Octavian used the donations at Alexandria and Antony's relations with Cleopatra to turn public opinion against him. The Battle of Actium (September 2, 31), fought for the control of the Roman Empire, led to the final disaster. Because Cleopatra's money built the fleet and supported it, she insisted on fighting at sea. When she fled from the battle with the war chest, Antony had little choice but to follow.

After Actium, Cleopatra tried to negotiate with Octavian for the recognition of her children as her successors in Egypt. But as his price Octavian demanded the death of Antony, and Cleopatra refused. After the final battle outside Alexandria on August 1, 30 BC, in which his troops deserted him, Antony stabbed himself when he received a false report that Cleopatra was already dead. Antony died in Cleopatra's arms inside her mausoleum, where she had barricaded herself with the treasures of the Ptolemies to keep them from Octavian.

Tricked into surrendering herself, Cleopatra tried again to negotiate with Octavian. Rebuffed, she carefully planned her own death. On August 10, after paying last honors to Antony, she retired to her quarters for a final meal. How Cleopatra died is not known, but on her left arm were found two tiny pricks, presumably from the bite of an asp.

Unit 5. The Crusades and Knights

Hospitaller Knights

The Sovereign Military Hospitaller Order of St. John of Jerusalem of Rhodes and of Malta began as an Amalfitan hospital founded in Jerusalem in approximately 1023 to provide care for poor, sick or injured pilgrims to the Holy Land. After the Western Christian conquest of Jerusalem in 1099 during the First Crusade, it became a religious/military order under its own charter, and was charged with the care and defense of the Holy Land. Following the conquest of the Holy Land by Islamic forces, the Order operated from Rhodes, over which it was sovereign and later from Malta where it administered a vassal state under the Spanish viceroy of Sicily.

The Hospitaller Knights of Saint John have formed a rather progressive order. The first St. Johns' Minor Chapter Houses were little more than a refuge for pilgrims, established by a devout group of Christian knights in the Holy Lands. As the order decided to get involved with escorting pilgrims, the chapter houses became barracks for its highly respected troops. Increased call for the order's protection brought about the need for the St. Johns' Major Chapter Houses.

To be a Hospitaller Knight, one has to be the son or descendant of a knight. Hospitaller Sergeants are professional soldiers unable to become Knights, and unlike the Templars, Christian Arabs were permitted to become Sergeants. Armed with a spear and light armour, these Hospitaller brethren are very effective against cavalry and no less belligerent on the battlefield than their knightly brothers.

The Hospitallers and the Knights Templar, formed in 1119, became the most powerful Crusader groups in Palestine. The order came to distinguish itself in battles with the Muslims, its soldiers wearing a black surcoat with a white cross. The Order's practice of acting first and legislating later is epitomized by the fact that it was not until 1248 that the pope, Innocent IV (1243–54), approved a standard military dress for the Hospitallers to be worn in battle. Instead of a closed cape over their armor (which restricted their movements) they should wear a red surcoat with a white cross emblazoned on it.

The rising power of Islam eventually expelled the Knights from Jerusalem. After the fall of the Kingdom of Jerusalem in 1291, the Knights were confined to the Principality of Antioch, where they maintained their headquarters in the castle of Krak de Chevaliers.

Teutonic Knights

The Teutonic Order was founded as a hospital in Acre (now 'Akko) in 1190. It became a military order in 1198 and expanded rapidly, particularly under the leadership of Hermann von Salza (1210–1239). In 1226 Frederick II's Golden Bull of Rimini granted Prussia to the Teutonic Order and this, together with the bulls of Gregory IX in 1230, laid the basis for the order's territorial power. Wars of conquest continued throughout the thirteenth century, and by 1290 the order had subjugated both Prussia and Livonia. After the fall of Acre in 1291 and the loss of the Holy Land, the order's headquarters moved to Venice, and then in 1309 to Marienburg. During the fourteenth century the focus of warfare switched to Lithuania, ruled by Grand Duke Gediminas (ruled 1315–1341) and his successors, and the order consolidated its power, which reached its apogee under Grand Master Winrich von Kniprode (1351–1382).

Prussia became the main resort for members of the European nobility intent on continuing the crusading tradition, notably King John of Bohemia in 1329 and Henry Bolingbroke (later Henry IV of England) in 1390 and 1392. By the end of the fourteenth century, however, the order was faced with rising unrest in the towns in Prussia, while the wars against the Turks, which began in 1396, diverted the flow of crusaders away from northern Europe. The baptism of Gediminas's grandson, Jogailo, and his election as Władysław II Jagiełło of Poland (1386–1434), saw the beginning of an attack by Poland and Lithuania on the order's territorial expansionism and on the legitimacy of the concept of military orders as such. The conflict culminated in the order's decisive defeat at the battle of Grünwald in 1410. The treaty of Toruń in 1466 compelled the order to return to Poland all the land on either side of the Vistula that it had conquered since 1309 and parts of Prussia conquered since 1250, including its headquarters at Marienburg. The remnants of East

Prussia were ruled from Königsberg, but the grand masters had to swear an oath of allegiance to the kings of Poland. Finally, in 1525 the Grand Master Albert of Brandenburg implemented Luther's recommendation that he should establish a secular duchy in Prussia and that the knights there should renounce their vows and marry. A Catholic remnant of the order regrouped in Franconia with a new grand master and a residence in Mergentheim.

The order survived in Livonia until 1562, but the impact of the Reformation meant the loss of much of its land and infrastructure in the empire. During the second half of the sixteenth century it began fighting the Turks from its commanderies in eastern Austria, notably under Grand Master Archduke Maximilian of Austria (1585/1590–1618). However, the order suffered further losses in Alsace and Lorraine during the French Revolution and was abolished at the Peace of Pressburg in 1805. It was revived in Austria in 1834 and took on a charitable role, providing field hospitals and convalescent homes for soldiers until 1918. Following the collapse of the Austrian monarchy after World War I, it was recognized as a spiritual order by the Austrian state and the papacy, and it survives in that form.

Knights Templars

Knights Templars, in medieval history, members of the military and religious order of the Poor Knights of Christ, called the Knights of the Temple of Solomon from their house in Jerusalem.

Origins. Like the Knights Hospitalers and the Teutonic Knights, the Templars were formed during the Crusades. They originally had a purely military function. Founded when Hugh de Payens and eight other knights joined together c.1118 to protect pilgrims, the order grew rapidly.

Rise to Power. The Templars received gifts of estates and money, and the organization soon became one of the most powerful in Europe. By combining monastic privilege with chivalrous adventure, they attracted many nobles. The order, organized under a grand master and general council, had its headquarters at Jerusalem. It was directly responsible only to the pope and thus was free from the control of the secular crusading leaders. As Crusaders the knights were important both in fighting the Muslims (notably at Gaza in 1244 and later at Damietta, during the Fifth Crusade) and in the internal struggles of the Latin Kingdom of Jerusalem. Although the Knights of the White Cross (the Hospitalers) were at first probably larger and richer, the Templars, who wore the red cross on a white ground, were greater warriors. In the later crusades the deadly rivalry of the three orders helped weaken the Crusaders' chances of success.

When Jerusalem fell to the Muslims (1187), the Templars operated from Acre; after its fall (1291) the order retreated to Cyprus. By that time the Templars had ceased to be primarily a fighting organization and had become the leading money handlers of Europe. From the beginning the knights aroused opposition because of their special privileges, their freedom from secular control, and their great military and financial strength. As their banking role increased—they served such kings as Henry II of England and Louis IX of France—and their landholdings grew, they aroused the hostility, fear, and jealousy of secular rulers and of the secular clergy as well.

Persecution and Destruction of the Templars. When the Crusades failed, the Hospitalers became a naval patrol in the East, but the Templars grew more decadent, and more hated. In 1307, Philip IV of France, who needed money for his Flemish war and was unable to obtain it elsewhere, began a persecution of the Templars. With the aid of Pope Clement V, the king had members of the order arrested and their possessions confiscated. By 1308 the persecutions were in full process. The knights were put on trial and were tortured to extract confessions of sacrilegious practices. The pope at first opposed the trials but soon reversed his position, and at the Council of Vienne (1311-1312) he dissolved the order by papal bull.

The Templars were completely destroyed by 1314. Much of their property, theoretically designated for the Hospitalers, was acquired by secular rulers. The leaders of the order, including the last grand master, Jacques de Molay, were tried by ecclesiastic judges and sentenced to life imprisonment, but after denouncing their confessions they were burned at the stake (1314) as lapsed heretics by civil authorities. It is impossible to evaluate fairly the Templars and their fate; the injustices of their final treatment have led some to consider them blameless, yet the charges against them were not entirely unfounded.

Unit 6. The Daily Life in the Middle Ages

The Carolingian dynasty

The Carolingian dynasty, family of Frankish aristocrats and the dynasty (750-887) that they established to rule Western Europe. The name derives from the large number of family members who bore the name Charles, most notably Charlemagne.

The family came to power as hereditary mayors of the palace of the Frankish kingdom of Austrasia, and, by the time of Pippin II of Herstal, who became mayor of the palace in 679, they had reduced their nominal Merovingian kings to mere figureheads. Indeed, in 687 Pippin II gained effective rule over the entire Frankish realm when he defeated his Neustrian rival, Ebroïn. At his death in 714 Pippin left a legitimate heir, a child of six, and an illegitimate son, Charles Martel. By 725 Charles Martel had established himself as ruler of the Franks, although he maintained the fiction of Merovingian sovereignty until 737, when following the death of Theuderic IV he let the throne remain vacant. Charles Martel died in 741, and his sons Pippin III the Short and Carloman divided the realm between them. Upon Carloman's abdication in 747, Pippin III became the sole ruler. His position was so secure that in 750 he deposed the last of the Merovingians, Childeric III, and, with the support of Pope Zacharias, had himself elected king by an assembly of Frankish nobles and consecrated by a bishop of the Roman church.

The realm was again divided on Pippin III's death in 768, but the death three years later of his younger son, Carloman, reunited all the territories in the hands of Pippin's elder son, Charles, who became known as Charlemagne. Charlemagne extended Frankish power by conquest over virtually all of Gaul and into Germany and Italy, and he made tributaries of the Bohemians, Avars, Serbs, Croats, and other peoples of Eastern Europe. He formed an alliance with the papacy and in 774 created a papal state in central Italy. On Christmas Day of 800, in the presence of Pope Leo III, he was crowned emperor of the restored Roman Empire. The unity that Charlemagne was able to impose on Western Europe, however, became victim to the ancient Frankish custom of dividing the realm among all a deceased king's sons. On the death of Charlemagne's sole surviving son and successor, Louis the Pious, in 840, three of his sons contested the succession. In the Treaty of Verdun in 843 they agreed to divide the empire into three kingdoms. Francia Occidentalis in the west went to Charles II the Bald, Francia Orientalis in the east went to Louis II the German, and Francia Media, including the Italian provinces and Rome, went to Lothar, who also inherited the title of emperor.

Subsequent partitions of the three kingdoms, together with the rise of such new powers as the Normans and the Saxons, whittled away at Carolingian authority. The imperial title passed from Lothar to his son Louis II in 855, from Louis II to his uncle Charles the Bald in 875, and, after an interregnum following Charles's death in 877, to Charles III the Fat, the youngest son of Louis the German, in 881. By the time Charles III was deposed in 887, Carolingian power had all but dissolved in the empire, though Carolingian kings returned to power in France in 893/898-923 and 936-987.

Hundred Years' War (1337-1453)

Causes. Its basic cause was a dynastic quarrel that originated when the conquest of England by William of Normandy created a state lying on both sides of the English Channel. In the 14th cent. the English kings held the duchy of Guienne in France; they resented paying homage to the French kings, and they feared the increasing control exerted by the French crown over its great feudal vassals. The immediate causes of the Hundred Years War were the dissatisfaction of Edward III of England with the nonfulfillment by Philip VI of France of his pledges to restore a part of Guienne taken by Charles IV; the English attempts to control Flanders, an important market for English wool and a source of cloth; and Philip's support of Scotland against England.

The War. The war may be dated from 1337, when Edward III of England assumed the title of king of France, a title held by Philip VI. Edward first invaded France from the Low Countries (1339-40), winning small success on land but defeating (1340) a French fleet at the battle of Sluis. In 1346 he won the battle of Crécy and besieged Calais, which surrendered in 1347. In 1356 the

English won the battle of Poitiers, capturing King John II of France. After prolonged negotiations, the Treaty of Brétigny was signed (1360); England received Calais and practically all of Aquitaine, as well as a large ransom for the captive king.

The Gascon nobles, oppressively taxed by Edward the Black Prince, appealed (1369) to King Charles V. The war was renewed and by 1373, Du Guesclin had won back most of the lost French territory. In 1415, Henry V of England renewed the English claims, took Harfleur and defeated France's best knights at Agincourt. By 1419 he had subdued Normandy, with the connivance of John the Fearless, duke of Burgundy. Philip the Good, successor of John the Fearless, mediated between Henry V and Charles VI of France and Charles recognized Henry as heir to the crown of France.

By 1429 the English and their Burgundian allies were masters of practically all France, to the north of the Loire, but in that year Joan of Arc raised the siege of Orléans and saw Charles VII crowned king of France at Reims. Her capture by the Burgundians and her judicial murder after extradition to the British did not stop the renewal of French successes. In 1435, Charles obtained the alliance of Burgundy. By 1450 the French reconquered Normandy and by 1451 all Guienne but Bordeaux was taken. After the fall (1453) of Bordeaux, England retained only Calais, which was not conquered by France until 1558. England, torn by the Wars of the Roses, made no further attempt to conquer France.

Results of the War. The Hundred Years War inflicted untold misery on France. Farmlands were laid waste, the population was decimated by war, famine, and the Black Death, and marauders terrorized the countryside. Civil wars and local wars increased the destruction and the social disintegration. Yet the successor of Charles VII, Louis XI, benefited from these evils. The virtual destruction of the feudal nobility enabled him to unite France more solidly under the royal authority and to promote and ally with the middle class. From the ruins of the war an entirely new France emerged. For England, the results of the war were equally decisive; it ceased to be a continental power and increasingly sought expansion as a naval power.

Unit 7. The Renaissance

The Protestant Reformation

The Protestant Reformation was the schism within Western Christianity initiated by Martin Luther, John Calvin, and other early Protestants. Although there had been significant attempts at reform before Luther (notably those of John Wycliffe and Jan Huss), the date most usually given for the start of the Protestant Reformation is 1517, when Luther published The Ninety-Five Theses, and for its conclusion in 1648 with the Peace of Westphalia that ended the European wars of religion.[1] Luther started by criticising the relatively recent practice of selling indulgences, but the debate widened until it touched on many of the doctrines and devotional practices of the Catholic Church.

It led to the creation of new national Protestant churches. The largest of the new churches groupings were the Lutherans (mostly in Germany, the Baltics and Scandinavia) and the Reformed churches (mostly in Germany, France, Switzerland, the Netherlands and Scotland). It also influenced the Church of England decisively after 1547 under Edward VI and Elizabeth I although the national church had been made independent under Henry VIII in the early 1530s for political rather than religious reasons. There were many smaller bodies such as the Free Christians, as well.

Although the core motivation behind these changes was theological, many other factors played a part, including the Western Schism which eroded people's faith in the Papacy, the corruption of the Curia, the new learning of the Renaissance which questioned much traditional thought, the rise of nationalism. On a technological level the invention of the printing press proved extremely significant in that it provided the means for the rapid dissemination of new ideas.

The Roman Catholic Church responded with a Counter-Reformation initiated by the Council of Trent and spearheaded by the new order of the Society of Jesus (Jesuits) specifically organised to counter the Protestant movement. In general, Northern Europe, with the exception of most of Ireland, turned Protestant. Southern Europe remained Roman Catholic, while Central Europe was a site of fierce conflict, escalating to full-scale war.

Inventions

Clocks. The first mechanical clock was invented in the early 1300's. With this invention time began to be measured in hours (24 hours equaling a day).

Galileo, an Italian scientist, discovered the pendulum in 1581. The pendulum greatly improved the constant movement of the hands or bell of a clock. The average error with the pendulum varied only by seconds each day. Before this the error was from 10 to 15 minutes a day.

During the 1600's the metallic gear, or toothed wheel, and the use of the screw in assembling the clocks were first used.

Eyeglasses or Spectacles. Historians are not certain who invented the first spectacles. In the late thirteenth century around 1287 paintings first appeared with people wearing or holding spectacles. From these paintings we know that spectacles were invented in Italy.

Around 1300 the Venetian Glassmaker's Guild made regulations on glasses. They made it illegal for glasses to be made with glass lenses in place of the more valuable rock crystal.

In 1352 eyeglasses were only worn by the well educated, very rich noblemen or well read Italian clergy. At this time a monk named Tommaso da Modena documented the church had painted a fresco with an older churchman wearing glasses while looking over an old manuscript.

In 1456 Gutenberg invented the printing press. This created a widespread of books. Once people owned books reading glasses began to be seen in the hands of the common people. These glasses were made with a variety of materials including wood, lead, copper, bone, leather, etc.

In 1623 the Spanish invented the first graded lenses. This improved the trial and error method of trying on different lenses until one pair helped the wearer to see well.

Gunpowder. Gunpowder was invented around 850 AD. The Chinese used gunpowder in the early 1230's to launch fireworks and in weapons.

Gunpowder was probably used for the first time in Europe in 1346. Historians do not know if this invention was carried from China to Europe or if The Europeans invented it independently.

The invention of gunpowder greatly changed the way men fought. The Medieval knight could not defend himself against firearms and cannons. Knights were replaced by the foot soldier who carried firearms.

Between 1670 and 1729 William Congreve developed rockets to use during wars. In the seventeenth century the gun was developed by the English and Dutch armies.

Lenses (Microscope and Telescope). The first useful microscope was developed in the Netherlands between 1590 and 1608. Three different eyeglass makers are given credit for this invention. The inventor was probably Hans Lippershey who developed the first real telescope, or Hans Janssen and his son Zacharias.

Galileo helped popularize the microscope in the early 17th century. After Robert Hooke published his book *Micrographia* in 1665 men began to take the microscope seriously.

Many people feared the microscope until the 19th century when improvements made to the lenses created a clear image. At this time many advances in medicine and hygiene could be made with the microscope.

In 1608 a Dutch eyeglass maker named Hans Lippershey made the first telescope. In 1668 Isaac Newton improved the telescope by adding mirrors instead of lenses.

Galileo Galileo was the first person to use the telescope to study the heavens. He made many discoveries including that the moon had huge valleys and craters. He also discovered four moons orbiting Jupiter. Galileo discovered the planets revolve around the sun and not around the earth. His discoveries were printed in a book called *Starry Messenger* in 1610.

Printing Press. The printing press was invented in 1436 by a German named Johannes Gutenberg. Gutenberg was a goldsmith. Before the printing press was invented, monks had to copy everything by hand. Hand written books took months or years to hand print. This made books very expensive.

Ink, movable type, paper, and the press had been invented. Gutenberg creatively combined these inventions to devise the printing press. Gutenberg used the printing press to put ink on hundreds of individual letters. These letters were engraved in slabs of brass. These letters were

arranged in words, sentences and then paragraphs. After this stage as many copies as needed could be made quickly. When a different page was needed the individual letters had to be completely rearranged.

The Bible was the first book to be mass produced. The Gutenberg Bible was also known as the 42 line Bible from the number of lines on each page. It was published in 1456 in Mainz, Germany.

Submarine. The first underwater warship was developed by Leonardo da Vinci. da Vinci kept his plans secret because he didn't want to make war any more terrifying than it already was.

In 1578 William Borne began drawing plans for a submarine. His submarine was never built. Borne's submarine worked by using extra tanks which could be filled so the submarine would submerge. The tanks would be emptied for the submarine to surface.

In 1620 Cornelis Drebbel, a Dutch inventor, built a leather covered rowboat with oars. The oars came out through watertight seals. Twelve people could ride in the submarine. Drebbel was an engineer who worked for the British navy. Drebbel was the first to discuss the problem of air replenishment while the submarine submerged. Drebbel's submarine could only go down about fifteen feet. It could stay underwater for a couple of hours.

Wallpaper. In 1496 the first paper mill came into operation in England. English artists soon made wallpaper decorated with hand painted designs, stencils, and wood-block prints. For the next 200 years England was a large producer of wallpaper for Europe.

Before wallpaper was invented only the wealthy people could afford to decorate the wall of their castles. They used woven tapestries. The tapestries kept the cold castle walls warmer. The designs woven into the tapestries told stories. The lower class hung cheaper painted cloth imitations for the walls of their homes.

Unit 8. The American War of Independence

The Philadelphia campaign

The Philadelphia campaign (1777-1778) was a British initiative in the American Revolutionary War to gain control of Philadelphia, which was then the seat of the Second Continental Congress. British General William Howe, after unsuccessfully attempting to draw Continental Army General George Washington into a battle in northern New Jersey, embarked his army on transports, and landed them at the northern end of Chesapeake Bay. From there, he advanced northward toward Philadelphia. Washington prepared defenses against Howe's movements at Brandywine Creek, but was flanked and beaten back in the Battle of Brandywine on September 11, 1777. After further skirmishes and maneuvers, Howe was able to enter and occupy Philadelphia. Washington then unsuccessfully attacked one of Howe's garrisons at Germantown before retreating to Valley Forge for the winter.

Howe's campaign was controversial because, although he successfully captured the American capital of Philadelphia, he proceeded slowly and did not aid the concurrent campaign of John Burgoyne further north, which ended in disaster at Saratoga for the British, and brought France into the war. General Howe resigned during the occupation of Philadelphia and was replaced by General Sir Henry Clinton. Clinton evacuated the troops from Philadelphia back to New York City in 1778 in order to increase that city's defenses against a possible Franco-American attack. Washington harried the British army all the way across New Jersey, and successfully forced a battle at Monmouth Court House that was one of the largest battles of the war. At the end of the campaign the two armies were roughly in the same positions they were at its beginning.

The Saratoga Campaign

The Saratoga Campaign in 1777 was an attempt by the British high command for North America to gain military control of the strategically important Hudson River valley during the American Revolutionary War. The primary thrust of the campaign was planned and initiated by General John Burgoyne. Commanding a main force of some 8,000 men, he moved south in June from Quebec, boated up Lake Champlain to middle New York, and then marched over the divide

and down the Hudson Valley to Saratoga. He initially skirmished there with the Patriot defenders with mixed results. Then, after losses in the Battles of Saratoga in September and October, his deteriorating position and ever increasing size of the American army obliged him to surrender his forces to the American General Horatio Gates.

Efforts to support Burgoyne were unsuccessful. Colonel Barry St. Leger attempted to move on Albany, New York east through the Mohawk River valley, but was forced to retreat during the siege of Fort Stanwix after losing Indian support and a successful ruse by Benedict Arnold. The planned expedition from the south in the summer never materialized (apparently due to miscommunication on that year's campaign goals) when General William Howe sent his army to take Philadelphia rather than sending a portion of it up the Hudson River from New York City. A late effort to support Burgoyne from New York was made by Sir Henry Clinton in early October, but it did not significantly affect the outcome.

The American victory was an enormous morale boost to the fledgling nation, and it convinced France to enter the conflict in support of the United States, openly providing money, soldiers, and naval support, as well as a wider theater of war.

George Washington

George Washington (1732-1799) was a Virginia planter, commander of the Continental army, and first president of the United States. Washington was the son of Augustine Washington, a Virginia planter of modest wealth. When he died in 1743, George went to live with his older brother at Mount Vernon.

As a youth, Washington worked as a surveyor and in 1754 was sent with a military expedition to maintain Virginia's claim to Ohio lands against the French. In a battle fought in the wilderness he and most of his men were forced to surrender. After his release, he was appointed head of Virginia's militia on the frontier and served until 1758.

In 1759, Washington married Martha Custis, a wealthy widow. Marriage and the responsibilities of running a plantation helped him mature emotionally and intellectually. By 1770 he was an experienced leader--a vestryman, a justice of the peace, and a member of the Virginia House of Burgesses. He was a delegate to the First and Second Continental Congresses, where John Adams remarked on his "soldier-like air" and, along with everyone else, thought he was the natural leader of the Continental army when it took shape in 1775.

As military commander, Washington's strategy grew from a clear vision of the large political objective of the Revolution: independence. His task was to hold the army together and maintain an armed resistance to the British forces in America while Congress sought foreign aid and recognition. The army had to remain intact to persuade Britain that the Americans were not going to surrender; only when that conviction pervaded British governing circles would independence be won. During the war Washington suffered several defeats, but he held his forces together and won at Trenton and Princeton (1776-1777), and most important, at Yorktown (1781). His leadership and sense of strategy made him a superb commander in chief. His respect for civilian control, despite the weakness of Congress, proved especially important to the new Republic.

When the war ended, Washington returned to Mount Vernon and the life of a tobacco planter. But he was called out of retirement to preside at the Constitutional Convention in 1787 at Philadelphia. His great prestige supported the new government and made his election as the first president of the United States almost inevitable.

Washington's achievements as president were also enormous. He was creating a new government its institutions, offices, and practices were not completely described in the Constitution and he persuaded the American people that their future lay in a union under a strong central authority. Cabinet members Alexander Hamilton and Thomas Jefferson soon disagreed over domestic and foreign policy. Washington backed Hamilton on key issues--the funding of the national debt, the assumption of state debts, and the establishment of a national bank chartered by the federal government--but he did not favor Hamilton's plan for the support of manufactures. Washington felt more confident of his knowledge of foreign affairs than he did of domestic policy. In 1790 when Spain seized three British ships in Nootka Sound, Vancouver Island, territory claimed

by the Spanish, Washington maintained American neutrality and did the same in 1793 when war broke out between France and England. Jefferson objected, urging that the Treaty of Alliance with France be upheld, and left the government not long after. Washington settled outstanding issues with Britain through Jay's Treaty (1795) and with Spain through Pinckney's Treaty (1795). He put down the farmers in western Pennsylvania who instigated the Whiskey Rebellion (1794) and dealt a blow to the Indians of Ohio, after they were defeated by Gen. Anthony Wayne, in the Treaty of Greenville (1795).

In Washington's first term, an opposition began to make itself heard, and in his second term, the outlines of the first party system, composed of the Democratic-Republican and Federalist parties, became clear. Washington never understood the need for political parties, seeing something sinister in them. Fatigued and somewhat discouraged, he retired to Mount Vernon after he left the presidency.

Unit 9. The French Revolution

Louis XVI

Louis XVI (1754-1793), the king of France, the third son of the dauphin (Louis) and Marie Josèphe of Saxony, the grandson and successor of King Louis XV. In 1770 he married the Austrian archduchess Marie Antoinette. His early attempts to enact reforms and to appoint competent and upright ministers met with general approval, but his character was unsuited to provide the leadership needed to control the complex social and political conflict smoldering in France. Shy, dull, and corpulent, he preferred the hunting field and his locksmith's workshop to the council chamber; indecisiveness made him subject to the poor advice of his intimates.

The reforms begun by his able ministers A. R. J. Turgot and Chrétien de Malesherbes were opposed by the court faction, including Marie Antoinette. A more important obstacle to Turgot's plans was the opposition of the parlements, which were revived after the dismissal of René de Maupeou. Turgot was dismissed in May, 1776, and Louis appointed (Oct., 1776) Jacques Necker director of the treasury. The king supported most of Necker's reforms and economies, but the costly French intervention in the American Revolution more than canceled the savings, and Necker's borrowing greatly swelled the debt. Necker's attempt to gain greater control over policy by courting public opinion was rebuffed at court, and he resigned in protest in May, 1781.

Necker's successors, Charles Alexandre de Calonne (1783-1787) and Étienne Charles Loménie de Brienne (1787-88), were unable to ward off bankruptcy. When the interest-bearing debt had risen to a huge figure, the king convoked (1787) the Assembly of Notables and asked their consent to tax the privileged classes. The notables made a few minor reforms but refused to consent to taxation, referring this to the States-General.

Louis finally convoked the States-General in 1789. Necker, restored in 1788, prevailed upon Louis to double the number of deputies from the third or popular estate. This increase, however, would be meaningless if the estates met separately and voted as units rather than as individuals; the nobles (first estate) and the clergy (second estate), could still outvote the third estate. The king's opposition to the combined meeting of the estates and his procrastination on this issue led the third estate to proclaim itself a National Assembly, thus signaling the end of absolutism in France. Louis ordered the estates to meet and vote separately, but he was forced (June 27, 1789) to yield and allow the estates to sit together and vote by head.

Shortly afterward Louis sent troops to Paris, where he suspected the French Guards of being too sympathetic to the assembly. Rumors circulated that the king intended to suppress the assembly, and the dismissal of the popular Necker provoked the storming of the Bastille (July 14, 1789). Louis again had to capitulate; he ordered the withdrawal of the royal troops, reinstated Necker, and accepted the new national red, white, and blue cockade. Despite his outward acceptance of the revolution, Louis allowed reactionary plotting of the queen and court, and in August refused to approve the abolition of feudal rights.

In October 1789, a crowd marched on Versailles and forced the royal family to return to Paris, where they were confined in the Tuileries palace. Louis's position, further compromised by

the plots of émigré circles, was definitively ruined when the royal family attempted (June, 1791) to flee France in disguise. They were apprehended at Varennes, and their attempted flight was considered proof of their treasonable dealings with foreign powers. Louis was forced to accept the constitution of 1791, which limited his power, but preserved the royal veto and his power to appoint ministers.

After his return he was in communication with Austria and Prussia, urging them to rescue him. In 1792 the early reverses of the French army in the war with Austria and Prussia and the duke of Brunswick's threat to destroy Paris if the royal family were harmed infuriated the Paris sans-culottes. The king and his family were imprisoned in the Temple (Aug 10, 1792). In September, simultaneously with the defeat of the Prussians at Valmy, the Convention declared a Republic. Incriminating evidence against Louis was later found, and he was tried (December-January) by the Convention. He was sentenced to death by a vote of 361 to 288, with 72 calling for a delay. He was guillotined on Jan. 21, 1793.

Maximilien Robespierre

Maximilien Marie Isidore de Robespierre (1758-1794) was born in Arras on 6 May 1758, the son of a lawyer. He was educated in Paris and entered the same profession as his father. He was elected a deputy of the estates-general (a form of parliament, but without real power) that met in May 1789, and subsequently served in the National Constituent Assembly.

Robespierre became increasingly popular for his attacks on the monarchy and his advocacy of democratic reforms. In April 1790, was elected president of the powerful Jacobin political club. After the downfall of the monarchy in August 1792, Robespierre was elected first deputy for Paris to the National Convention. The convention abolished the monarchy, declared France a republic and put the king on trial for treason, all measures strongly supported by Robespierre. The king was executed in January 1793.

In the period after the king's execution, tensions in the convention resulted in a power struggle between the Jacobins and the more moderate Girondins. The Jacobins used the power of the mob to take control and the Girondin leaders were arrested. Control of the country passed to the Committee of Public Safety, of which Robespierre was a member. He rapidly became the dominant force on the committee.

Against a backdrop of the threat of foreign invasion and increasing disorder in the country, the committee began the 'Reign of Terror', ruthlessly eliminating all those considered enemies of the revolution. These included leading revolutionary figures such as Georges Danton.

In May 1794, Robespierre insisted that the National Convention proclaim a new official religion for France - the cult of the Supreme Being. This was based on the thinking of the philosopher Jean-Jacques Rousseau of whom Robespierre was a passionate advocate.

The intensification of the 'Reign of Terror' and Robespierre's autocracy made him increasingly unpopular. French military successes served to undermine the justification for such ruthlessness and a conspiracy was formed to overthrow Robespierre. On 27 July 1794, he was arrested after a struggle. The following day Robespierre, wounded from a bullet to the jaw, and 21 of his closest supporters were executed at the guillotine.

Unit 10. The Victorian Age

Victorian Literature

Charles Dickens is the most famous Victorian novelist. Extraordinarily popular in his day with his characters taking on a life of their own beyond the page, Dickens is still one of the most popular and read authors of that time period. His first novel, *The Pickwick Papers* (1836), written when he was twenty-five, was an overnight success, and all his subsequent works sold extremely well. The comedy of his first novel has a satirical edge and this pervades his writing. Dickens worked diligently and prolifically to produce the entertaining writing that the public wanted, but also to offer commentary on social problems and the plight of the poor and oppressed. His most important works include *Oliver Twist* (1837–1838), *Dombey and Son* (1846–1848), *Bleak House*

(1852–1853), *Great Expectations* (1860–1861), *Little Dorrit* (1855–1857), and *Our Mutual Friend* (1864–1865) *The Old Curiosity Shop*. There is a gradual trend in his fiction towards darker themes which mirrors a tendency in much of the writing of the 19th century.

William Thackeray was Dickens' great rival in the first half of Queen Victoria's reign. With a similar style but a slightly more detached, acerbic and barbed satirical view of his characters, he also tended to depict a more middle class society than Dickens did. He is best known for his novel *Vanity Fair* (1848), subtitled *A Novel without a Hero*, which is an example of a form popular in Victorian literature: an historical novel in which recent history is depicted.

The Brontë sisters wrote fiction rather different from that common at the time. Anne, Charlotte and Emily Brontë produced notable works of the period, although these were not immediately appreciated by Victorian critics. *Wuthering Heights* (1847), Emily's only work, is an example of Gothic Romanticism from a woman's point of view, which examines class, myth, and gender. *Jane Eyre* (1847), by her sister Charlotte, is another major nineteenth century novel that has gothic themes. Anne's second novel *The Tenant of Wildfell Hall* (1848), written in realistic rather than romantic style, is mainly considered to be the first sustained feminist novel.

Later in this period *George Eliot* (Mary Ann Evans), published *The Mill on the Floss* in 1860, and in 1872 her most famous work *Middlemarch*. Like the Brontës she published under a masculine pseudonym.

In the later decades of the Victorian era *Thomas Hardy* was the most important novelist. His works include *Under the Greenwood Tree* (1872), *Far from the Madding Crowd* (1874), *The Mayor of Casterbridge* (1886), *Tess of the d'Urbervilles* (1891), and *Jude the Obscure* (1895).

Other significant novelists of this era were *Elizabeth Gaskell* (1810–1865), *Anthony Trollope* (1815–1882), *George Meredith* (1828–1909) and *George Gissing* (1857–1903).

Victorian architecture

Victorian architecture is a fairly complex topic. The reason is because different countries have different forms of Victorian architecture. So when speaking about it in England, it is different than when you speak of Victorian architecture in the United States. France and Italy also had their own variations of Victorian architecture. Generally though, the style derives from when Queen Victoria was reigning as monarch in England. Generally though, the actual style may extend a little bit further past her reign according to many architects.

Many of these Victorian style homes still stand today. It is actually still a style that many people will follow. What you find among most of the Victorian styles is that many of them use shingles. This was a new item which stems from the industrial revolution. The use of shingles frequently allowed for much more intricate roofs, although the Italian Victorian Style homes which you may find in America often had very simple and low roofs. However, there was a common style that we still see today referred to as the Victorian Shingle Style architecture. These homes with this style often have several gables, use of shingles. Even lower floors on large homes will have separate overhangs over them which use shingles for the roofing.

There were a few forms of the Victorian architecture which did not feature shingles. You can look at both the Second Empire and Gothic Revival forms of Victorian architecture which may be seen more commonly around England than other countries. These generally have sharp pointed roofs and much more intricate detail on them. They give a sense of height on them where they often extend far past the actual use of the building. Some say that the influence came from medieval buildings.

Then, you can not forget the much simpler styles of Victorian homes. The stick architecture as well as the Folk Victorian style is both relatively simple homes. The Folk Victorian primarily used trim and things which were in mass production throughout the industrial revolution and continue to be today. However, the stick architecture was generally fairly simple architecture which used timber throughout the exterior to give a more custom feel to it. They were frequently quite square with no gables.

Victorian decorative arts

Victorian decorative arts refers to the style of decorative arts during the Victorian era. Victorian design is widely viewed as having indulged in a grand excess of ornament. The Victorian era is known for its interpretation and eclectic revival of historic styles mixed with the introduction of middle east and Asian influences in furniture, fittings, and interior decoration.

Interior decoration and design. Interior decoration and interior design of the Victorian era are noted for orderliness and ornamentation. A house from this period was idealistically divided in rooms, with public and private space carefully separated. The parlour was the most important room in a home and was the showcase for the homeowners; where guests were entertained. A bare room was considered to be in poor taste, so every surface was filled with objects that reflected the owner's interests and aspirations. The dining room was the second-most important room in the house. The sideboard was most often the focal point of the dining room and very ornately decorated.

Walls and ceilings. The choice of paint color on the walls in Victorian homes was said to be based on the use of the room. Hallways that were in the entry hall and the stair halls were painted a somber gray so as not to compete with the surrounding rooms. Most people marbled the walls or the woodwork. Also on walls it was common to score into wet plaster to make it resemble blocks of stone. Finishes that were either marbled or grained were frequently found on doors and woodwork. "Graining" was meant to imitate woods of higher quality that were more difficult to work. There were specific rules for interior color choice and placement. The theory of "harmony by analogy" was to use the colors that lay next to each other on the color wheel. And the second was the "harmony by contrast" that was to use the colors that were opposite of one another on the color wheel. There was a favored tripartite wall that included a dado or wainscoting at the bottom, a field in the middle and a frieze or cornice at the top. This was popular into the 20th century. Frederick Walton who created linoleum in 1863 created the process for embossing semi-liquid linseed oil, backed with waterproofed paper or canvas. It was called Lincrusta and was applied much like wallpaper. This process made it easy to then go over the oil and make it resemble wood, leather or different types of leather. On the ceilings that were 8–14 feet the color was tinted three shades lighter than the color that was on the walls and usually had a high quality of ornamentation because decorated ceilings were favored.

Furniture. There was not one dominant style of furniture in the Victorian period. Designers rather used and modified many styles taken from various time periods in history like Gothic, Tudor, Elizabethan, English Rococo, Neoclassical and others. The Gothic and Rococo revival style were the most common styles to be seen in furniture during this time in history.

Wallpaper. Wallpaper was often made in elaborate floral patterns with primary colors (red, blue, and yellow) in the backgrounds and overprinted with colours of cream and tan. This was followed by Gothic art inspired papers in earth tones with stylized leaf and floral patterns. William Morris was one of the most influential designers of wallpaper and fabrics during the latter half of the Victorian period. Morris was inspired and used Medieval and Gothic tapestries in his work. Embossed paper was used on ceilings and friezes.

Unit 11. The First World War

The Red Baron, Manfred von Richthofen (1892 – 1918)

The most famous air ace of the First World War, Manfred Albrecht Freiherr von Richthofen was born on 2 May 1892 in Breslau.

The son of Major Albrecht von Richthofen, a Prussian nobleman and his wife, Kunigunde, he enrolled at age 11 at the military school at Wahlstatt, and then attended the Royal Military Academy at Lichterfelde. He was a better athlete than he was a scholar, and applied his horseback riding skills to become a cavalry officer. He was commissioned in April 1911 in the 1st Regiment of Uhlans Kaiser Alexander III, and promoted to Lieutenant in 1912.

Richthofen served briefly in the trenches before transferring to the German Air Force in May 1915. The star pupil of Oswald Boelcke, Richthofen learnt quickly and achieved immediate

success. He took his first solo flight after only 24 hours of flight training, on 10 October 1915. A month after receiving his first Albatros, Richthofen had scored six 'kills' against Allied aircraft.

A cool and precise hunter, Richthofen's flamboyance was expressed mainly in his brightly painted aircraft, a Fokker DR-1 Driudecker. His success in the air led to his being named *der Rote Kampfflieger* by the Germans, *le petit rouge* by the French, and the Red Baron by the British.

Richthofen was appointed commander of the Flying Circus in June 1917. Comprised of Germany's top fighter pilots, the new unit was highly mobile and could be quickly sent to any part of the Western Front where it was most needed. Richthofen and his pilots achieved immediate success during the air war over Ypres during August and September.

After scoring 80 confirmed kills, Richthofen was finally shot down as he flew deep into British lines in pursuit of Wilfrid May on 21 April 1918. Although Canadian flyer Arthur 'Roy' Brown - who was flying to May's aid - was officially credited with the victory, controversy remains over who actually shot Richthofen down; other evidence suggests he was hit by a single bullet fired by Australian gunners in the trenches. In any event, Manfred von Richthofen crashed into a field alongside the road from Corbie to Bray. He was 25. He was survived by his brother Lothar, also a noted ace. A British pilot flew over the German aerodrome at Cappy and dropped a note informing the Germans of Richthofen's death. Buried in France by the British with full military honours, Richthofen's body was later exhumed and reburied in the family cemetery at Wiesbaden.

Weapons of World War I

World War I weaponry consisted of various types of weapons standardized and improved over the preceding period together with some newly developed types using innovative technology and a number of improvised weapons used in trench warfare. Military technology led to important innovations in weaponry, grenades, poison gas, and artillery, along with the submarine, warplane and the tank.

Grenades. Modern hand grenades were introduced in 1908 by the British. Their version was the long-handed impact detonating grenade, which the French later improved upon with an antiquated ball grenade. The major grenade used by the German army was the impact-detonating 'discus' bomb and the M1913 black powder baller Kugel grenade with a friction-ignited time fuse.

British forces however mainly used a different style of hand explosive that was at times more difficult to use, yet still useful in battle. This was the 'jam tin' which consisted of a tin filled with dynamite or cotton packed round with scrap metal or stones. To ignite, at the top of the tin there was a Bickfords fuse connecting the detonator, which was lit by either a cigar, or a second person. Hand grenades were being used and improved throughout the war, each side making attempts at more successful weapons.

Hand grenades were not the only attempt at projectile explosives, but a Rifle grenade was brought into the trenches in order to attack the enemy from a greater distance. The Rifle grenade was invented by an Englishman before the war began. At this time the weapon was not seen as useful, and was overlooked by the British army. Later throughout the war effort, Germany showed great interest in this weapon, leading to casualties for the Allies, causing Britain to search for a new defense. The Trench mortars and bomb throwers were also used in a similar fashion, to fire upon the enemy from a safer distance within the trench. Mortars were short tubes capable of firing higher than a 45 degree angle.

Poison gas. Another weapon that could be used from within the trenches was poison gas, most frequently, Chlorine gas and mustard gas. These poison gas attacks resulted in destroying the lungs of soldiers and leaving them to drown in the liquid their own bodies created. Although chlorine gas had hideous problems, it was not always deadly. The French produced phosgene which proved to be more powerful than the chlorine. The poison gas was used heavily by the Germans but still they experienced many difficulties in combining a gas attack with an infantry advance. Without the wind steadily blowing towards the enemy, the troops would find themselves moving into their own gas cloud.

Firearms. Infantry weapons used by major powers were mainly bolt action rifles, capable of firing ten or more rounds per minute. German soldiers carried 7.92mm Gewehr 98 Mauser rifles,

good for accuracy and speed. The British carried the famous Lee-Enfield rifle. Rifles with telescopic sights were used for snipers, which were first used by the Germans. Machine guns were also used by the large powers; a favorite was the Maxim gun, created by Hiram Maxim, a fully automatic weapon, with a high volume of concentrated fire and its German adoption MG 08. The machine gun was useful in stationary battle but was not practical for easy movement through battlefields, and was therefore often dragged or disarmed and carried.

Vehicles. World War I was the first war to integrate the tank and aircraft into battle, surveillance operations, and precision bombing raids. Tanks were armored, able to hold a small operating crew, and these early tanks were able to escort troops traveling under cover of its armor. These early tank models would be equipped by a belt-fed machine gun. It would not be until the Second World War where tanks would be widely equipped with projectile cannons. Zeppelins were large and could cruise at an altitude no other aircraft of the time could. On occasion they would be used to bomb targets and, with their size and altitude, it was difficult for enemy planes to shoot them down. They would also be used for surveillance of enemy territory and to record troop movements. Submarines, or U-Boats as the Germans called them, were stealthy and, unless cruising on the surface, could only be detected by RADAR. While cruising on the surface, the engines ran on diesel, but while submerged, would run on battery power. The diesel engines would recharge these batteries. A German U-Boat was used to sink the RMS Lusitania in 1915, killing hundreds of American civilians. This act of aggression, was one of the main causes of America's entrance into the war

Unit 12. The Second World War

The Battle of Stalingrad

The Battle of Stalingrad (23 August, 1942 – 2 February, 1943) is considered by many historians to have been the turning point in World War Two in Europe. The battle at Stalingrad bled the German army dry in Russia and after this defeat; the Germany Army was in full retreat. One of the ironies of the war is that the German Sixth Army need not have got entangled in Stanlingrad. Army Groups A and B were well on their way to the Caucasus in south-west Russia, when Hitler ordered an attack on Stalingrad. From a strategic point of view it would have been unwise to have left a major city unconquered in your rear as you advanced. However, some historians believe that Hitler ordered the taking of Stalingrad simply because of the name of the city and Hitler's hatred of Joseph Stalin. For the same reason Stalin ordered that the city had to be saved.

The Battle for Stalingrad was fought during the winter of 1942 to 1943. In September 1942, the German commander of the Sixth Army, General Paulus, assisted by the Fourth Panzer Army, advanced on the city of Stalingrad. His primary task was to secure the oil fields in the Caucasus and to do this, Paulus was ordered by Hitler to take Stalingrad. The Germans final target was to have been Baku. Stalingrad was also an important target as it was Russia's centre of communications in the south as well as being a centre for manufacturing.

In early September 1942, the German Army advanced to the city. The Russians, already devastated by the power of Blitzkrieg during Operation Barbarossa, had to make a stand especially as the city was named after the Russian leader, Joseph Stalin. For simple reasons of morale, the Russians could not let this city fall. Likewise, the Russians could not let the Germans get hold of the oil fields in the Caucasus. Stalin's order was "Not a step backwards".

The strength of both armies for the battle was as follows:

German Army	Russian Army
Led by Paulus	Led by Zhukov
1,011,500 men	1,000,500 men
10, 290 artillery guns	13,541 artillery guns
675 tanks	894 tanks
1,216 planes	1,115 planes

The battle for the city descended into one of the most brutal in World War Two. Individual streets were fought over using hand-to-hand combat. The Germans took a great deal of the city but

they failed to fully assert their authority. Areas captured by the Germans during the day, were re-taken by the Russians at night.

On November 19th, the Russians were in a position whereby they could launch a counter-offensive. Marshal Zhukov used six armies of one million men to surround the city. The 5th tank regiment led by Romanenko attacked from the north as did the 21st Army (led by Chistyakov), the 65th Army (led by Chuikov) and the 24th Army (led by Galinin). The 64th, 57th and 521st armies attacked from the south. The attacking armies met up on November 23rd at Kalach with Stalingrad to the east.

The bulk of the Sixth Army – some 250,000 to 300,000 men - was in the city and Zhukov, having used his resources to go around the city, north and south, had trapped the Germans in Stalingrad. Paulus could have broken out of this trap in the first stages of Zhukov's attack but was forbidden from doing so by Hitler. Unable to break out, the Germans also had to face the winter. Temperatures dropped to well below zero and food, ammunition and heat were in short supply.

Hitler ordered that Paulus should fight to the last bullet, and to encourage Paulus, he promoted him to field marshal. However, by the end of January 1943, the Germans could do nothing else but surrender. Paulus surrendered the army in the southern sector on January 31st while General Schreck surrendered the northern group on February 2nd, 1943.

Why was this battle so important? The failure of the German Army was nothing short of a disaster. A complete army group was lost at Stalingrad and 91,000 Germans were taken prisoner. With such a massive loss of manpower and equipment, the Germans simply did not have enough manpower to cope with the Russian advance to Germany when it came.

Despite resistance in parts – such as a Kursk – they were in retreat on the Eastern Front from February 1943. In his fury, Hitler ordered a day's national mourning in Germany, not for the men lost at the battle, but for the shame von Paulus had brought on the Wehrmacht and Germany.

The Invasion of Normandy

Operation Neptune - the naval component of the 6 June 1944 invasion of Normandy, France - comprised thousands of warships, auxiliaries, and landing craft. Britain, Canada, and the United States, as well as the navies-in-exile of France, the Netherlands, Norway, Poland, and Greece, supplied 1,213 warships to provide shore bombardment firepower for the troops going ashore, guard the transports, and conduct minesweeping and antisubmarine patrols on the flanks of the invasion corridor. These navies also provided 4,126 amphibious craft, including more than 3,500 specialized landing craft which provided the crucial troop-carrying capacity to land thousands of men, vehicles, and artillery during the invasion.

On 5 June 1944 the ships and craft began gathering in assembly areas southeast of the Isle of Wight. From there, many passed through channels that had been swept through the German defensive minefields and moved into their respective waiting areas before dawn on 6 June. Hundreds of antisubmarine escorts and patrol planes protected the flanks of these assault convoys. Between 0530 and 0550, the Allied gunfire support task groups began bombarding prearranged targets along the beaches at Normandy.

In the American sector, the landing at Utah beach began at 0630 and, despite occurring slightly south of the target area, preceded according to plan as the U.S. 4th Division advanced rapidly toward its initial objectives. At Omaha beach, where the landings began at 0635, underwater obstacles bottled up many of the amphibious craft and the congestion provided easy targets for German gunners. It took a combination of short-range destroyer gunnery support, aerial bombardment, and desperate infantry assaults to break the German defenses. It was not until noon that the U.S. 1st and 29th Divisions crossed the beach line in force.

The British sector proceeded more smoothly. Rough seas and higher-than-expected tides hindered the clearance of beach obstacles, but excellent naval gunfire support suppressed German defensive fire at Sword and Juno beaches. The landings there, which began at 0730 and 0735, respectively, proceeded apace and the British 3d and Canadian 3d Divisions moved inland by early afternoon. At Gold beach, where the 50th Division landed at 0725, the beach obstacles were more

numerous than expected and many landing craft were lost. This hindered the buildup of forces ashore and it wasn't until nightfall that the beach was secured.

After overrunning the German beach defenses, the Allies rapidly expanded the individual beachheads, and the workhorse amphibious craft quickly reinforced the lodgment with new troops, munitions, and supplies. Superior Allied naval and shore-based artillery then helped defeat the initial German counterattacks at the same time that Allied dominance of the air hindered the transportation of German reinforcements to the region. By 25 July the Allies were strong enough to launch Operation Cobra and begin the liberation of France.

Unit 13. The Cold War

Richard Nixon

Richard Milhous Nixon (1913-1994) was the 37th President of the United States, serving from 1969 to 1974, when he became the only president to resign the office. Nixon had previously served as a Republican U.S. representative and senator from California and as the 36th Vice President of the United States from 1953 to 1961.

Nixon was born in Yorba Linda, California. He graduated from Whittier College in 1934 and Duke University School of Law in 1937, returning to California to practice law. He and his wife, Pat Nixon, moved to Washington to work for the federal government in 1942. He subsequently served in the United States Navy during World War II. Nixon was elected in California to the House of Representatives in 1946 and to the Senate in 1950. His pursuit of the Alger Hiss case established his reputation as a leading anti-communist, and elevated him to national prominence. He was the running mate of Dwight D. Eisenhower, the Republican Party presidential nominee in the 1952 election. Nixon served for eight years as vice president. He waged an unsuccessful presidential campaign in 1960, narrowly losing to John F. Kennedy, and lost a race for Governor of California in 1962. In 1968, he ran again for the presidency and was elected.

Although Nixon initially escalated America's involvement in the Vietnam War, he subsequently ended U.S. involvement in 1973. Nixon's visit to the People's Republic of China in 1972 opened diplomatic relations between the two nations, and he initiated détente and the Anti-Ballistic Missile Treaty with the Soviet Union the same year. Domestically, his administration generally embraced policies that transferred power from Washington to the states. Among other things, he launched initiatives to fight cancer and illegal drugs, imposed wage and price controls, enforced desegregation of some Southern schools, and established the Environmental Protection Agency. Though he presided over the lunar landings beginning with Apollo 11, he scaled back manned space exploration. He was re-elected by a landslide in 1972.

Nixon's second term saw an Arab oil embargo, the resignation of his vice president, Spiro Agnew, and a continuing series of revelations about the Watergate scandal and other misconduct by members of the administration. The scandal escalated, costing Nixon much of his political support, and on August 9, 1974, he resigned in the face of almost certain impeachment and removal from office. After his resignation, he controversially received a pardon issued by his successor, Gerald Ford. In retirement, Nixon's work as an elder statesman, authoring several books and undertaking many foreign trips, helped to rehabilitate his public image. He suffered a debilitating stroke on April 18, 1994, and died four days later at the age of 81.

Ronald Reagan

Reagan, Ronald Wilson (1911-2004) 40th president of the United States. Reagan was born in and spent his childhood in Illinois. After graduating from college, he entered radio broadcasting. He moved to California with the goal of becoming an actor and secured a contract at Warner Brothers. Commissioned a cavalry officer, Reagan, a supporter of President Franklin D. Roosevelt, spent World War II in Los Angeles making training films for the U.S. Army Air Force. From 1947 to 1951, and again in 1959, he served as president of the Screen Actors Guild; he cooperated with the House Committee on Un-American Activities and with the blacklist. Becoming more conservative politically, he supported Dwight D. Eisenhower for president in 1952 and 1956 and

Richard Nixon in 1960. During the 1950s he was a spokesman for the General Electric Company, in which capacity he toured the country giving speeches with conservative and pro-business themes, until the company, concerned about the controversial nature of his lectures, fired him. Reagan won national attention in 1964 with his nominating speech for U.S. Senator Barry Goldwater, and in 1967 he ran successfully for governor of California; during his term he began welfare reforms and eliminated the state budget deficit; he was re-elected in 1971. In 1980 he won the Republican nomination for president and went on to defeat the incumbent, Jimmy Carter, by a landslide 483 electoral votes to Carter's 43, promising tax cuts, increased defense spending, and a balanced budget. His campaign was aided by Carter's inability to free the staff of the U.S. embassy in Teheran held as hostages by the Iranian government and by Reagan's own affable, ingratiating personality. In his two terms as president, Reagan passed massive tax cuts, pared federal spending for environmental and safety regulations and for social programs, and approved huge increases in defense spending, including beginning the development of a Strategic Defense Initiative intended to block incoming missiles. Reagan suffered a major foreign policy blow when 241 marine peacekeepers died in a terrorist attack on army barracks in Lebanon (1983). More successful was his policy toward the Soviet Union. Reagan negotiated a major intermediate-range nuclear arms reduction treaty with the Soviet Union, and his staunch anti-Communism and his defense buildup are credited with helping to bring down the Soviet government in 1991. A major issue during his second term was U.S. funding of partisans of the ousted Somoza government (called Contras) in Nicaragua in their fight to overthrow that country's leftist Sandinista government (1986-87); Reagan denied knowing the United States was selling arms to Iran despite his stated policy of refusing to deal with terrorist governments and using the proceeds to fund the Contras' fight against the country's legitimate government in direct violation of a congressional ban on such aid. Despite the foreign policy problems of his second term, Reagan left office in 1989 still tremendously popular.

Nikita Khrushchev

Nikita Sergeyevich Khrushchev (1894-1971) was the leader of the Soviet Union after the death of Joseph Stalin. He ruled from 1953-1964. Nikita was born in the town of Kalinovka in Russia. He later moved to Ukraine. He worked in mines, and became part of the Bolshevik movement. He moved his way up in the Communist Party, eventually becoming trusted by Joseph Stalin. When Stalin died, Khrushchev became the leader of the Soviet Union. He died of heart disease on 11 September 1971.

"De-Stalinization". When Khrushchev became the leader of the Soviet Union, he began something he called "De-Stalinization". He made a secret speech, in which he denounced Stalin as a man who committed many murders of innocent people. In early 1956, he took down all posters and statues of Joseph Stalin. Also, he moved Stalin's grave to a place where people could not see it.

Relations with the "West". Khrushchev also had better contacts with the western countries like the USA, Britain, and France. This means the USSR and the west were friendlier. He visited America in 1959. But the USSR and the US still did not trust each other. In 1962 America and the USSR had problems over missiles being in Cuba, and could have had a war. He had bargained with the Americans to get rid of the missiles in Turkey, for the missiles in Cuba for only way of withdrawal.

Relations with China. Also, during this time, the SU became a lot less friendly with China. Because the Chinese leader Mao Zedong liked Stalin, he did not like it when Khrushchev became friendlier with the west, and when Khrushchev began a "desalinization" campaign.

The Brezhnev Doctrine

The Brezhnev Doctrine was a Soviet Union foreign policy, first and most clearly outlined by S. Kovalev in a September 26, 1968 Pravda article, entitled "Sovereignty and the International Obligations of Socialist Countries." Leonid Brezhnev reiterated it in a speech at the Fifth Congress of the Polish United Workers' Party on November 13, 1968, which stated: "When forces that are hostile to socialism try to turn the development of some socialist country towards capitalism, it

becomes not only a problem of the country concerned, but a common problem and concern of all socialist countries”.

This doctrine was announced to retroactively justify the Soviet invasion of Czechoslovakia in August 1968 that ended the Prague Spring, along with earlier Soviet military interventions, such as the invasion of Hungary in 1956. These interventions were meant to put an end to democratic liberalization efforts and uprisings that had the potential to compromise Soviet hegemony inside the Eastern bloc, which was considered by the Soviets to be an essential defensive and strategic buffer in case hostilities with NATO were to break out.

In practice, the policy meant that limited independence of communist parties was allowed. However, no country would be allowed to leave the Warsaw Pact, disturb a nation's communist party's monopoly on power, or in any way compromise the cohesiveness of the Eastern bloc. Implicit in this doctrine was that the leadership of the Soviet Union reserved, for itself, the right to define "socialism" and "capitalism". Following the announcement of the Brezhnev Doctrine, numerous treaties were signed between the Soviet Union and its satellite states to reassert these points and to further ensure inter-state cooperation. The principles of the doctrine were so broad that the Soviets even used it to justify their military intervention in the non-Warsaw Pact nation of Afghanistan in 1979. The Doctrine stayed in effect until it was finally ended with the Soviet non-invasion of Poland during the 1980-1981 crisis and later refusal of M. Gorbachev to use military force when Poland held free elections in 1989 and Solidarity defeated the Communist Party.

Unit 14. Culture, science and inventions of the XX century

John Paul II

Blessed Pope John Paul II (1920-2005), born in Karol Józef Wojtyła, Poland, and reigned as Pope of the Catholic Church from 1978 until his death in 2005. He was the second-longest serving Pope in history and the first non-Italian since 1523.

John Paul II was acclaimed as one of the most influential leaders of the 20th century. Some say he was instrumental in ending communist party control of his native Poland and eventually all of Europe. Conversely, he denounced the excesses of capitalism. John Paul II significantly improved the Catholic Church's relations with Judaism, Islam, the Eastern Orthodox Church, and the Anglican Communion. Though criticised by progressives for upholding the Church's teachings against artificial contraception and the ordination of women, and by traditionalists for his support of the Church's Second Vatican Council and its reform, he was also widely praised for his firm, orthodox Catholic stances.

John Paul II was one of the most-travelled world leaders in history, visiting 129 countries during his pontificate. As part of his special emphasis on the universal call to holiness, he beatified 1,340 people and canonized 483 saints, more than the combined tally of his predecessors during the preceding five centuries. A key goal of his papacy was to transform and reposition the Catholic Church. His wish was "to place his Church at the heart of a new religious alliance that would bring together Jews, Muslims and Christians in a great armada".¹⁹ December 2009, John Paul II was proclaimed venerable by his successor Pope Benedict XVI and was beatified on 1 May 2011.

Margaret Thatcher

Margaret Hilda Thatcher (1925-2013), Baroness Thatcher, LG (The Order of the Garter), OM (The Order of Merit), PC (The Privy Council of the UK), FRS (Fellows of the Royal Society) is a British politician and the longest-serving (1979–1990) British prime minister of the 20th century; as of 2012, she is the only woman to have held the post. Thatcher earned the nickname "Iron Lady" for her uncompromising opposition to socialist policies, and implemented a number of conservative policies that have come to be known as Thatcherism.

Originally a chemist, and then a barrister, Thatcher became Member of Parliament (MP) for Finchley in the 1959 general election. Edward Heath appointed her Secretary of State for Education and Science in his 1970 government. In 1975 Thatcher defeated Heath in the Conservative Party leadership election and became Leader of the Opposition, as well as the first woman to lead a major

political party in the United Kingdom. She became prime minister after winning the 1979 general election.

After entering 10 Downing Street, Thatcher introduced a series of political and economic initiatives to reverse what she perceived as a precipitous national decline in Britain. Her political philosophy and economic policies emphasized deregulation, flexible labour markets, the privatisation of state-owned companies, and reducing the power and influence of trade unions. Thatcher's popularity during her first years in office waned amid recession and high unemployment, until economic recovery and the 1982 Falklands War brought a resurgence of support, resulting in her re-election in 1983. Thatcher was re-elected for a third term in 1987, but her Community Charge (popularly referred to as "poll tax") was widely unpopular and her views on the European Community were not shared by others in her Cabinet. She resigned as Prime Minister and party leader in November 1990, after Michael Heseltine launched a challenge to her leadership. Thatcher holds a life peerage as Baroness Thatcher, of Kesteven in the County of Lincolnshire, which entitles her to sit in the House of Lords.

Franklin Roosevelt

Franklin Roosevelt (1882-1945) was the 32nd president of the USA (1933- 1945). Attracted to politics by the example of his cousin Theodore Roosevelt, he became active in the Democratic Party. In 1905 he married Eleanor Roosevelt, who would become a valued adviser in future years. He served in the New York senate (1910-1913) and as U.S. assistant secretary of the navy (1913-1920). In 1920 he was nominated by the Democrats as their vice presidential candidate. The next year he was stricken with polio; though unable to walk, he remained active in politics. As governor of New York (1929-1933), he set up the first state relief agency in the USA. In 1932 he won the Democratic presidential nomination with the help of James Farley and easily defeated Pres. Herbert Hoover. In his inaugural address to a nation of more than 13 million unemployed, he pronounced that the only thing we have to fear is fear itself. Congress passed most of the changes he sought in his New Deal program in the first hundred days of his term. He was overwhelmingly reelected in 1936 over Alf Landon. To solve legal challenges to the New Deal, he proposed enlarging the Supreme Court, but his court-packing plan aroused strong opposition and had to be abandoned. By the late 1930s economic recovery had slowed, but Roosevelt was increasingly concerned with the growing threat of war. In 1940 he was reelected to an unprecedented third term, defeating Wendell Willkie. He developed the lend-lease program to aid U.S. allies, especially Britain, in the early years of World War II. In 1941 he met with Winston Churchill to draft the Atlantic Charter. With U.S. entry into war, Roosevelt mobilized industry for military production and formed an alliance with Britain and the Soviet Union; he met with Churchill and Joseph Stalin to form war policy at Tehran (1943) and Yalta (1945). Despite declining health, he won reelection for a fourth term against Thomas Dewey (1944) but served only briefly before his death.

Nelson Mandela

Nelson Rolihlahla Mandela; (born 18 July 1918) served as President of South Africa from 1994 to 1999, and was the first South African president to be elected in a fully representative democratic election. Before his presidency, Mandela was a militant anti-apartheid activist and the leader and co-founder of Umkhonto we Sizwe, the armed wing of the African National Congress (ANC). In 1962 he was arrested and convicted of sabotage and other charges, and sentenced to life in prison. Mandela served 27 years in prison, spending many of these years on Robben Island. Following his release from prison on 11 February 1990, Mandela led his party in the negotiations that led to democracy in 1994. As president, he frequently gave priority to reconciliation, while introducing policies aimed at combating poverty and inequality in South Africa.

Mandela has received more than 250 awards over four decades, among them are: Jawaharlal Nehru Award for International Understanding from the government of India, 1980; Simon Bolivar International Prize from UNESCO, 1983; Nobel Peace Prize, 1987; Liberty Medal, 1987; Sakharov Prize, 1988; Nobel Peace Prize, 1993; numerous international honorary degrees.

SECTION II. WORDLIST

<p style="text-align: center;"><u>Unit 1</u></p> <p>a chain pump accommodate according to accumulate accuracy accurately adopt align altar amazing ankle appeal approach approximately associate assume awe axle ban beard bishop bluestone bottom bucket burial calculation calibration canopy cavity celebrate ceremonial circular ditch collapse colossus column come from considerable contradict correlation crust curse curve cypress dais damage dare dedicate deity dentine</p>	<p>desert designate destroy dig up dip eagle earthquake eclipse embed empire enclose enormous entire erection eventually evidence evil exact exalt excavation except of exist expense fault fertility firmly flat flood gain hanging gardens healing hit homesick honor horseshoe hub huge hunt incorporate indicate inflict influence inhabitant innermost inspire iron framework ivory knee landslide lift</p>	<p>lighthouse limestone lintel lunar magnificent marble marketplace mausoleum measure menhir messenger Minor Asia motion mural numerous olive wreath outermost overhanging ovoid palace palm patron perfection permanently pick pick up pirate pool pottery prediction preeminent prosperity prove radiocarbon date raise refer to reign release remains require residential rigid ritual robe roof root rugged land sandstone scepter scholar</p>	<p>scooping shade sheet of gold smell smooth solar solid sophistication source sovereign spare spectacular speculation spoke staff stage statue stunning suggest supple support surprise swamp temple throne tile tip trench tusk vary violent walrus wealthy wheel winged figure wonder worship</p> <p style="text-align: center;"><u>Unit 2</u></p> <p>abandon adherence advisor alive amulet artisan average barley barren bash bean beard</p>
--	--	--	--

beer	falcon	network	script
breakdown	feather	noble	scroll
bucket	fiber	notable	seed
bury	fig	offer	sepulcher
cabbage	fill with	onion	serf
cane	flail	ostrich	set up
carve	flatten	overthrow	shade
chamber	flax	own	sharp
charge	foreigner	ox -oxen	silt
chariot	gem	papyrus	skin
charm	genie	path	skull
clergyman	genius	peasant	slave
coffin	grain	permanent	smoothly
commit suicide	grave	pharaoh	soil
community	guard	pit	spell
conquer	guide	pleated skirt	split
consort	handicraft	plough	stem
counter weight	harvest	pole	stick
cow	heat	pomegranate	strap
craftsman	heaven	porridge	strip
creation	heir	precious	suspect
credit	hierarchy	predecessor	swamp
crook	hieroglyphic	pregnant	swing-swung
crop	hoe	preserve	tartan
crossbeam	hollow	priest	tax
cucumber	holy	properly	threaten
cycle	incarnation	pull down	tomb
decay	inscribe	punctuation	tool
decompose	intense	raid	trample
dedicate	inundation	rake	trap
defend	invade	ram	trinket
dehydrate	invent	recede	uncover
depict	jackal	reclaim	valuable
deposit	jewel	recognize	vengeance
desert	kilt	record	via
devoid	kingship	reed	vine
devote	layer	remove	vizier
disappear	leek	repair	vowel
disease	lettuce	represent	warrior
embalm	lightweight	reservoir	watch
embankment	lineage	respect	wheat
empty	linen	responsible for	widow
encircle	loincloth	restore	wilderness
enrich	lower	revere	winnowing scoop
entertainment	make-up	revolve	wisdom
erase	marry to	ritual	wither
evil	marsh	rope	workshop
expel	melon	rotten	worship
expose	mend	sacrament	wrap
eye shadow	mistress	sacred	Unit 3
eyeliner	mummy	scene	accomplish
fade	needle	scribe	aid

alliance	hereditary	semicircular	autocratic
announcement	hut	servant	auxiliary
apply	immediately	settle	average
arrangement	immortal	severe	background
assassination	imposing	shift	bake
authority	infant	shrine	basilica
award	inmate	spectator	beast
backcloth	intelligent	spirit	blame
boost	italics	stadia (stadium)	bloom
bowl-shaped	judge	stage	bow
bubonic plague	link to	statesman	bowl
calm	majestic	strigil	breakthrough
ceremony	mercenary	supreme	bring up
chaos	metic	takeover	bust
cheer	metope	tier	by heart
choir	mortal	titan	capacity
chorus	moulded figure	treatise	care
chthonic	narrative	tutor	cast
closure	orchestra	tyrant	catacomb
code	origin	value	cave in
coin	originate	vary	cease
commerce	outbreak	vest	cellar
compulsory	pagan	vestibule	cement
conduct	pattern	votive	ceramics
conquer	peculiarity	wreath	cereal
course	perform	<u>Unit 4</u>	chafing
creatures	permit	abandon	chalice
credit with	persecution	abundant	chickpea
crucifixion	polymath	abuse	clay
currency	prefecture	acquaint with	collapse
deal with	prevail	adorn	combat
decease	primordial	adult	complete
decree	prominent	advise	compose
deity	proper name	affair	composite
devastate	ravage	afford	concern
displace	rebellion	aground	concurrently
elaborate	recount	ambitious	connect with
elect	refer to	ancestor	constitute
elevated	relief	ankle	consul
encourage	representative	annually	contain
ethics	revolt	appoint	contribute
execute	rhetoric	appropriately	conventionally
exemplary	ribbon	aqueduct	convert
expand	rite	arbitrary	convex
expansion	rustic	arch	cooking pot
fail	scenery	archery	court
fall in love	scrape	argue	create
feature	scratch	armour	crucifixion
figurehead	seaboard	arrow	curia
figurine	secular	ascending	dagger
hegemony	seer	ash	dart
herald	seizure	atrium	defensive

demand	herald	nephew	robe
depend on	herder	nickname	sacral
deposit	hob-nailed	numerous	savage
descent	hunting	nurse	scale
diet	idle	obtain	scatter
dilapidated	imprint	obvious	scout
discovery	increasingly	occasion	serve
distinction	influence	occasionally	servile
distinguished	inherit	occupancy	sewage installation
dome	initially	origin	shepherd
drape	internal	outline	shovel
draw into	involve	overlap	sibling
dried fruit	isthmus	oversea	silver
drill	javelin	oversee	skewer
earn	judge	owe to	sleeve
effeminacy	lace	pack	smooth
eligible	lack	partake	snack
elocution	laminar	paternal	sole
emerge	landscape	peninsula	sorghum
employee	lead	perceive	source
enclose	leather	peristyle	spear
engage in	leftover	plaster	spread
entity	legionnaire	plate	stake
entrenching tool	legume	playground	staple
estate	lentil	pole	starchy
execution	limb	pond	stationary
exhibit	lime	porridge	strap
existence	live in luxury	pose	strip
extend	loose	possibility	subdue
external	lounge	preeminent	succeed
embellish	lurch	preliterate	successor
familiar	magistrate	preponderant	sumptuous
fasten	magnate	primary	superiority
fate	magnificent	privilege	supervise
fence	mail	prompt	supporter
fencing	manor	property	surround
fictional	maritime	public utilities	sword
fine stone	masterpiece	purple	take off
flock	mattock	quarrel	technique
flood	meal	rarely	tenement
flourishing	melting pot	rear	terracotta
forsake	merit	recognition	testimony
fountain	mess tin	recruit	thermae
fresco	messenger	rectangular	threat
funeral	mortar	reduce	thriving
garment	mould	reflect	throwing
gate	mourning	rehearse	thrusting
generous	multiplication	rent	tidiness
gradual	murder	reserve	tile
hammer	naval	resoundingly	toga
handicraft	neck	responsible for	torso
haul	necropolis	riding	tough

tower	coif	for the sake of	nobleman
tribe	combatant	forbid	nun
triumphal	come from	frequent	oath
tumbledown	confession	gain	obedience
tunic	confirm	gild	objective
twin	confiscate	give up	obsolete
ultimate	connotation	handler	obtain
unscrupulously	contemporaneous	harness	occur
uprising	convent	hate	odd
vast	council	hauberk	oppose
vault	count	haul	origin
vessel	counterpart	headquarters	outlaw
via	cross	helmet	padded jerkin
wax	crossbow	heraldry	page
wheat	crusade	hereditary	papacy
wheel	crux	heretic	passage
wicker	dagger	highlight	peasant
wool	decadent	hoard	peer
workmanship	defensive	holy	penance
wrestling	deflect	honorific	penitence
Unit 5	denounce	hood	persecution
accession	depict	hostility	pilgrimage
accomplish	derive	imprison	plain
acquire	destroy	in charge of	plot
adventure	disadvantage	incapacitate	plunder
adversary	discontinue	initiate	pope
affair	dissolve	intention	possession
aid	distinguish	invade	preach
alliance	divert	investigate	precious
alternatively	draw up	issue	prescribe
animosity	drown	jealousy	presumably
approach	duel	jewel	priest
armistice	ecclesiastic	Jewish	primarily
armour	emerge	jousting	privilege
ash	enclose	judge	proclaim
assist	encroach	knighthood	property
associate with	endanger	lance	purchase
avoid	entire	landholding	ransom
battle-axe	estate	lapse	rapidly
bishop	eventually	lead	ratify
blow	evidence	leggings	recognize
blur	evil	loan	reenact
brim	evolve	mace	refer
broadsword	exile	march	reign
bull	exploit	martial	relative
capture	exquisite	massacre	relevance
cause	extract	minstrel	Renaissance
cease	fail	mislead	responsible to
chain mail	faithful	monastic	retreat
chastity	fall back	monk	reveal
chivalric	fighting man	Muslim	reverse
clergy	flexible	naval	righteous

ring	warrior	calculate	display
rivalry	waylay	candle	dispute
root out	weaken	capacity	distinct
rough	weapon	carcass	ditch
sack	weights	care for	divorce
sacrilegious	work out	cattle	Domesday Book
saint	Unit 6	cell	domestic
scheme	accommodation	cellar	dot
schism	acid	chamber	drafty
secular	adequate	chandlery	dragon
sentence	adorn	chapel	drainage
serf	affluent	charter	drawbridge
sermonize	afford	chimney	dressmaking
serve	ale	chivalry	dungeon
settlement	alternating	cloak	eligible
sew	amount	cluster	embankment
shield	ancillary	coat of arms	embroidery
significantly	animal pen	coin	emphasis
slave	ankle	collar	enhance
sleeve	appointment	commence	ensemble
sovereign	arbour	commoner	enterprise
sparse	archery	complaint	entertainer
spouse	attacker	comprise	entrance
squire	attic	confine	erect
stake	authority	conjurer	escarpment
strike	badge	considerable	estate
subjugate	bailey	consolidate	excessive
surcoat	bake	constitute	exit
survey	barbarian	contribute	expanse
survival	barn	convent	extend
swear	barracks	corbelled arch	extremely
sword	barrel	counter	fair
tilt	bars	court	fare
torture	battlement	courtly	feat
tournament	beam	courtyard	feudal due
trench	bedbug	cowshed	fief
trial	behave	cramp	finger
troops	beverage	crenel	fireplace
truce	bind (bound)	crop	fit
try	biting insect	customs	flowing tunic
Turk	boiling liquid	damp	forbid
ultimately	boundary	dawn	fork
undertake	bourgeois	depend on	fort
unhorse	braid	dependant	fortify
unstable	brief	depict	fortunate
usurp	broad	desert	fur
vary	brook	destine	game
victimization	buffoon	devastation	garment
Viking	bun	dig out	garret
vow	burn down	dingy	garter
wander	butler	disaster	gate
warfare	buttery	dispense	gatehouse

glue	man-at-arms	prisoner	spoon
govern	manner	projecting gallery	squire
granary	manor	property	stable
grating	mansion	prove	standing
great hall	meager	provide	statement
guard	merlon	pungent	steep
habitually	moat	punish	steward
hairdressing	mock	purchase	stiffness
harsh	mummer	quarry	stocking
harvest	nail	quarters	storage
hawking	needlework	radiate	stream
hedge	neighboring	rampart	strict
herald	net	rear	stronghold
hesitate	noble	receptacle	sturdy
hire	nomad	regain	subordinate
honey	notched parapet	rendezvous	subsist on
household	obviously	requirement	suite of rooms
huge	occasion	retinue	supervise
illegally	oily liquid	retire	supply
in relation to	ointment	revolve	surface
infertile	originally	ribbon	surmount
insignia	oubliette	rife with	surplus
intruder	outbuilding	roast	surround
invariable	outhouse	robe	survival
invest	oven	row	sweeten
iron	oversee	rub	take care of
jester	owe to	sand	take pride in
joint	page	scalding house	tank
joust	pantry	scenery	tapestry
judge	parish	scullery	temporary
juggler	parley	senior	tenant
junior	parterre	serf	therefore
jury	particular	sermon	tight-fitting
keep	passageway	servant	toil
kennel	pasture	set out	tournament
landscape	peasant	settle	trap
larder	permanent	sheet	trapdoor
laundry	permission	shelter	trench
leather	pest	shoulder	tuck in
liege	pigsty	siege	turban
linen	pillage	sign	undershirt
liniment	place of arms	sink	undertake
liquor	plowed field	skin	utensil
livery	plume	sleeve	vary
lookout tower	portcullis	slip	veil
loophole	postern	slit	venture
loose	poultry	slope	villein
louse (lice)	prayer	smother	vineyard
luxurious	premises	soreness	wardrobe
machicolation	preside	spice	water cistern
magician	pressure	spike	wax
Magna Carta	prior	spiritual	wine cellar

withstand	commission	fluent	moist
wool	complication	foremost	mournful
Unit 7	conceptualize	fresco	mural
abundance	concern	funding	narrative
accompany	condemn	gaze at	negotiate
accomplishment	contemporary	generation	notary
achievement	contribution	genesis	obtain
acquire	controversial	gesture	oppose
adept	conventional	girdle	originate
adorn	converse	goblet	outfit
adversity	convince	goldsmith	overhaul
aesthetic	cord	grace	overhead
affair	crucify	guide	padded
agenda	curiosity	guild	paradise
ahead	dagger sleeve	habit	parish
ambidextrous	dare	heighten	passion
ancestor	decline	helicopter	patron
animate	devotion	heritage	pattern
apply	dignity	hip	pave the way
apprentice	dimensionality	hire	penetrate
appropriate	diminish	hoop	perceptions
assumption	disguised	hosiery	perfection
attempt	dissolve	iconic	perspective
baptistery	distinguishing	illustrious	petrified
bare	diversely	imbibe	pictorial
'barrel' look	divine	impact	placement
beheaded	divorce	in favour of	plaster
belly	dog in the monger	inclination	playwright
benefactor	dome	incorporate	pleated skirt
blade	double hull	infinite	polymath
blend	dyer	inherent	portrayal
blur	elaborate	initial	praise
bobbin winder	eloquence	insight	printmaking
bodice	embroidery	inspire	profound
brim	emphasize	install	prolific
brocade	enlightened	intact	prominent
brother-in-law	enlivening	interaction	puffed sleeve
button	enormous	interpreter	purchase
candlestick	evident	intricacy	purgatory
canvas	exalting	inventiveness	recreate
capture	exert	jerkin	refectory
case	expense	keep back	reject
cell	extraordinary	keep in pace with	repair
chalice	fabric	knit	reproduce
chasuble	familiar	lace	require
chemise	feasible	lawyer	respect
cherub	fictitious	linear	revival
chiaroscuro	flake off	luxury	rudimentary
clarity	flank	manual	ruff
client	flax	masterwork	scarf
coarse	flee	mercenary	scheme
collar	float	minor arts	scholar

sensuous	weave (wove)	dump	pitch
sfumato	weight	enact	pledge
shading	whalebone corset	enlist	possession
shallow	wire	entirely	powder
sheer	wool	entry	prisoner
shoulder	workshop	envelope	provide
shrew	<u>Unit 8</u>	excite	rage
silversmith	abolish	expel	ratify
sketch	aim at	expulsion	rebel
slashing	ally	extend	recognize
smart	ammunition	fairly	recover
sock	anchorage	favor	reluctant
solid	anger	fever	rely on
spark	appoint	flank	repeal
specify	appointment	forbid	resident
stay	approach	fury	resist
stifle	approval	gain	respond
stocking	attributable	galvanize	response
strength	available	grant	revenue
submit	ban	guerrilla	roughly
subsequently	banishment	guilty	royal governor
summon	barracks	hang	seal
sumptuous	bloodshed	harbor	secure
superstition	capability	harsh	severely
supreme	capture	hold	sheltered
survive	casualties	hostile	siege
swirling	cause	ignite	sink
swollen	cede	impassioned	sovereignty
tailor	charge	impose	spirit
tame	claim	ingratitude	spy
tapestry	commander-in-chief	inhabitant	standoff
tectonics	compromise	inimical	stir
tempera	concession	initially	stripe
tensile	confront	insist on	subject
theologian	contingent	institute	substance
tint	contribution	insult	superior
toe	convince	insurgent	superiority
torturous	corps	intolerable	supply
transfiguration	crate	involvement	suppress
treatise	culminate	jam	surrender
turbulent	curtailing	launch	target
turn down	cut off	legal	tax
underskirt	deadlock	levy on	threaten
unheralded	debate	logistical	trace
urban	decisive	lower	trial
utilize	defect	marine	troops
value	deliver	message	unavailable
vanishing	deny	minuteman	unifying
versatile	desert	naval	unload
vestment	disband	overboard	unsuspected
violence	disguise	overwhelm	view
visible	dispute	persuade	vote

warn	conscription	fateful	mandatory
wax	consecrate	fiery	manhood
wound	consent	fiscal	massacre
yield	conspiracy	flee	meekly
	consulate	flight	middle-of-the-roader
	contribute	flop	mob
Unit 9	convene	fob off	nullify
abolish	convict	forcibly	numeral
abortive	counter	forfeit	oath
accept	coup	fortress	obtain
acceptance	dauphin	fraternity	occur
accusation	debt	frenzy	outburst
acquit	decimal	gain	outrage
adhere	decisive	gradually	outward
adjourn	decree	grapeshot	overthrow
advent	defiantly	grievance	owe
advocate	defy	guild	penitentiary
alarm	demolish	guillotine	pike
annul	denounce	gunpowder	pillage
apply	depose	halt	pledge
appoint	detain	hasten	plot
approve	device	hatred	post
approximately	disband	henceforth	prevail
assent	discontent	huge	procedure
assume	dismiss	humiliation	proceed
avert	dissolve	immediately	proceeding
backward	disturbance	implement	procure
balk	divorce	impose	prominently
ban	domestic	imposition	property
bankruptcy	draft	inaugurate	purge
batch	draw up	incite	pursue
behead	due	income	rally
beneath	effort	indicate	reason
bicameral	emerge	induce	recall
blade	enforce	indulgent	recurrent
bring about	enhance	inflate	reduce
burdensome	Enlightenment	initial	reinforce
cahier	entry	inmate	reject
carry out	epoch	innumerable	release
cause	equinox	instigate	relinquish
ensorship	escape	institute	require
chairman	estimate	insurrection	resign
charge	evaluate	intervene	resistance
chateau	evolve	intrigue	restore
chief	exceed	inviolable	reverse
circulate	execute	jail	revocation
city-dweller	expropriation	landholder	riot
clergy	expulsion	leap year	rival
cockade	extent	legalize	rouse
commence	extravagance	legislature	route
commensurate	faction	leniency	rumor
commune	failure	lessen	rural
complicity			
confidence			

sacred	Unit 10	defeat	gradually
sacrifice	accession	deficiency	handicraft
saint	accompany	define	heel
scuffle	adult	delivery service	Highness
sentiment	advertising	descendant	hoop
setback	ankle-length	designate	impact
share	apex	devote to	improvement
solemn	artisan	dinner jacket	incandescent
sovereignty	assassination	disabled	inferior
stance	available	disease	influential
subject	ban	division	install
subordinate	Bank Holiday	dominion	invert
successor	beard	drape	jerk
suffer	blazer	duke	jubilee
suffrage	boater	duster	jungle
suppress	bodice	echo	keen on
suspect	bonnet	elaborate	kidnapped
suspend	bow	elite	knot
sway	bowler hat	embankment	lace
swear	breeches	emerge	link
sweep	bustle	emergence	loop
swelling	calf	employer	loose
tear down	captivity	empress	luxury
tenant	care	encounter	manor
thwart	cart	enormous	mantle
tier	charity	ensure	mentor
tithe	cheaply	error	merchant
tool	chemise	essentially	mill
treason	chemisette	essentials	mine
tricolor	chimney sweep	everglade	mourning
try	cholera	evolution	moustache
undermine	christen	expand	mutiny
undertake	claim	facial	neckline
unevenly	complement	facilitate	necktie
unicameral	complete	fad	network
unify	compulsory	failure	niece
unwillingness	conceive	faith	nurse
uprising	consort	famine	nutritional
utility	conspicuous	farewell	occasion
vainly	contain	feat	opt for
venality	corn	figurehead	output
vest	cotton	finery	outskirts
victim	crinoline	flat	overhunting
vigorous	crocheted mitt	forego	overtake
violence	crop	forehead	pale
virtually	curl	frock coat	patterned fabric
voluntarily	custody	fur	paved
vow	dame	gaiter	perch
wage	decaying	gasworks	petticoat
waver	decent	gentry	pew
witness	decimate	glove	plume
worship	decision	gown	pointed end

postage	subsequent	ascend	harshness
poverty	succeed	assemble	heir
precede	suffer from	avert	high-explosive shell
prevent	survival	avoid	hitherto
previously	swift	barrel	holding
prisoner	tail coat	battle cruiser	impasse
profit	take over	bilateral	implement
prompt	tatted collar	campaign	implication
propose	thigh	capacity	in favour of
prosperity	three-piece suit	casualties	infantry
provide	tight	casus belli	intensity
puffed sleeve	tiny	chambermaid	intentionally
pursuit	toe	chancellor	interlock
raw material	toll	cite	involve
realize	topcoat	civilian	losses
rear	torso	combat	magnify
rebellion	track	compel	maintain
recognition	transfer	conduct	maneuver
recover from	treasure	conscription	martyr
reduce	trial	consequence	mortar
regardless	triangle	considerable	mutiny
rely on	turnover collar	contribute	negotiate
restraint	tuxedo	count	nickname
ribbon	tweed	counter	offensive
rugged	typhoid	counteract	orchestrate
rural	uncorseted	crucial	orthodox
sack coat	underground	densely	outbreak
sentence	underpaid	depart	pack
sentiment	urbanized	despite	perceive
severe	vacated	devote	precipitate
sewage system	veil	disarm	presumptive
shawl	waist	downpour	prevent
shooting	waistcoat	draw up	provoke
sickness	wasp	dreadnought	pursuit
side-burn	water pipe	due to	quarrel
silhouette	wide-brimmed	eliminate	raid
slate pencil	wing	emerge	reconnaissance
slums	withdrawal	encounter	recovery
species	witness	entire front	recurring
spouse	wonderland	equip with	reinsurance
sprawling	workforce	execution	reliable
spurt	workshop	explosive	remainder
squalid	wretched	fail	reparation payment
squash	Unit 11	firepower	resist
squeeze	abdicate	flame-thrower	retire
stagecoach	advance	foremost	retreat
stick out	advantage	fracturing	reward
stickpin	ally	gain	rivalry
stovepipe	anger	gap	scouting
straw	annexing	gradual	shrink
strive	annihilation	grenade	sign
stuff	archduke	hailstorm	spark

split	decrypted	match	thaw
staggering	defense	merge	threat
stalemate	defer	midget	throes
submarine	delay	minelayer	vacillate
supremacy	deputy	obstacle	via
swift	desperate	ongoing	vulnerable
tension	destroyer	outline	warning
tenure	detect	overwhelm	witness
tip	deteriorate	pace	wound
treaty	devastator	pier	wreck
trench warfare	devise	postpone	yield
Triple Alliance	diminish	pound	Unit 13
Triple Entente	disable	precedent	iron curtain
unacceptable	dispatch	predominantly	accord
unification	domestic	preventive	align
unparalleled	downplay	prior to	alleviate
unprecedented	draw	profound	announce
unrestricted	embark on	prompt	anxiety
valet	ensue	pronged	appeal
weaken	entry	prosper in	armament
wheel	esteem	pull out	arms race
withdrawal	estimate	range	ascend
zeppelin	evade	rationing	assure
Unit 12	eve	Rear Admiral	atrocities
abandon	evenly	reciprocate	back
accomplish	exaggerate	recommence	beleaguer
aircraft	fail	recovery	bombardment
alarmingly	feature	reduce	brand
Allied Powers	foothold	relinquish	cease-fire
amass	frustrate	repair	commitment
apparently	grab	report	conclude
appeasement	hangar deck	resist	confrontation
assemble	hastily	resume	containment
aware	headquarters	reverse	controversial
Axis Powers	hit	savage	crumble
bridgehead	impact	score	culminate
brush	impediment	scout plane	decrease
carrier	impend	scramble	deliver
clandestine	in response	senior	deployment
code	infamy	setback	détente
commence	initially	shift	deterioration
committed suicide	initiate	shipyard	dismantle
complete	inroad	shot down	dispatch
conquest	installation	siege	dissolution
convince	intercept	sighting	distribution
council	interfere	squadron	downfall
counterstrike	invaluable	standpoint	engagement
couple	involve	subsequent	escalation
crew	launch	suffer	espionage
cruiser	liberate	switch	evidence
cryptanalyst	lull	take possession	exasperate
decline	maintenance	terminate	facilitate

foster	application	jet engine	via
goal	artificial	leisure time	viable
guerrilla warfare	assembly line	mainstream	visual
handle	availability	mammal	vogue
hostage	bang	manned airplane	
hostile	beat	matter	
indication	behaviour	merge	
inferior	branch	microwave oven	
intelligence	celestial	narrator	
interim	cell phone	originate from	
internal	challenge	outlet	
maintain	chemicals	outline	
moderate	cloning	particle	
negotiate	clothes dryer	portable	
offer	commerce	probe	
offset	complexity	proliferation	
oppose	computability	propose	
option	computation	radiocarbon	
partial	constituent	rate	
possess	contemporary	record player	
preoccupation	dating	re-define	
pressure	depart	reduce	
promote	depression	relativity	
ratify	determine	revere	
reduce	digital	revolve	
relieve	distribution	rhythm	
remote control	domain	rubber	
request	dramatically	screen	
resolve	drastic	semiconductor	
restoration	due to	sentient	
satellite	dwarf	sequence	
setback	edge	sinuous	
severe	electric stove	solar	
shipment	entity	solely	
shoot down	excessive	sonar	
span	exploration	spectacles	
split	external	stainless steel	
spy	fiction	streamline	
stagnation	furnace	syncopate	
standstill	fusion	synthesizer	
strain	genome	tape	
subsequent	genre	trace	
successor	glamorous	trait	
thaw	highway	transmission	
transition	home appliances	triode tube	
verge	hovercraft	turboprop	
wage	ignition system	twin	
warhead	imagery	unanimously	
wary	in contrast with	uprising	
witch hunt	integrated circuit	vacuum cleaner	
Unit 14	interaction	valve	
aleatoric	inventive	vehicle	

SECTION III. LIST OF PROPER NAMES

Unit 1. The Wonders of the Ancient World

Alexandria - [æliɡzændriə] - the chief port of Egypt, located on the western edge of the Nile delta on the Mediterranean Sea; founded by Alexander the Great; the capital of ancient Egypt.

Amytis - [əmaɪtɪs] - a daughter of the king of Medes. She was married to King Nebuchadnezzar.

Antigonid - [ənɪɡɪnɪd] - the ruling house of ancient Macedonia (306–168). Antigonus I was proclaimed king in 306 BC after his son Demetrius conquered Cyprus, thus giving his father control of the Aegean, the eastern Mediterranean, and most of the Middle East.

Artemis - [ɑːtɪmɪs] - the virgin goddess of the hunt, the Moon and childbirth, the twin sister of Apollo; her Roman counterpart was Diana.

Avebury - [eɪvbəri] - a village in Wiltshire, site of an extensive neolithic stone circle.

Aztec - [æzɛk] - a member of a Nahuatl-speaking ethnic group that ruled much of central and Southern Mexico prior to the Spanish conquest in 1521.

Babylon - [bæbələn] - the chief city of ancient Mesopotamia, first settled around 3000 BC.

Baghdad - [bæɡdæd] - the capital of Iraq, on the River Tigris; it was the capital of the Abbasid Caliphate for a long period (762-1258).

Carthage - [kɑθɪdʒ] - an ancient city-state in North Africa near modern Tunis, it was founded by the Phoenicians in the 9th century BC; destroyed 146 BC in the last Punic War.

Colossus of Rhodes - [kɒləsəs vɔrədz] - a giant bronze statue of Apollo built on Rhodes in about 292-280 BC; destroyed by an earthquake in 225 BC.

Constantinople - [kɒnstəntɪnəʊpl] - the capital city of the eastern Roman or Byzantine Empire. It was founded in 330 AD as the new capital the Roman Empire by Constantine the Great.

Ephesus - [efɪsəs] - a major trading city on the Western coast of Asia Minor.

Euphrates - [juːfreɪtɪz] - one of the most historically important rivers of Western Asia. Originating in eastern Turkey, the Euphrates flows through Syria and Iraq to join the Tigris in the Shatt al-Arab, which empties into the Persian Gulf.

Halicarnassus - [hælɪkənæsəs] - an ancient Greek city on the southwestern coast of Asia Minor in what is now Turkey.

Helios - [hiːlɪs] - an ancient god of the sun; he drove his chariot across the sky each day; identified with Roman Sol.

Herostratus - [hiːrɪstrɪtəs] - a man who burned the Temple of Artemis in 356 BC, which was considered one of the Seven Wonders of the World, in order to make his name immortal.

Iraq - [ɪk] - a country in the Middle East in western Asia; the ancient civilization of Mesopotamia was in the area now known as Iraq.

Macedonia - [mæsɪdʌnɪə] - an ancient kingdom in the Balkan Peninsula, in SE Europe: now a region in Northern Greece, South West Bulgaria and the Republic of Macedonia.

Mediterranean Sea - [medɪtəreɪniənsiː] - a sea connected to the Atlantic and almost completely enclosed by land: on the north by Europe and Anatolia, on the south by North Africa, and on the east by the Levant.

Nebuchadnezzar - [nebəkædneɪzər] - a king of Babylon, 605-562 BC, who conquered and destroyed Jerusalem and exiled the Jews to Babylon.

Nineveh - [naɪnəvə] - An ancient city of Assyria (VII century BC) on the Tigris River opposite the site of present-day Mosul, Iraq. The city was captured and destroyed by Babylonia in 612 BC.

Persia - [pɜːsiə] - an empire in southern Asia created by Cyrus the Great in the 6th century BC and destroyed by Alexander the Great in the 4th century BC; the former name of Iran (until 1935).

Teotihuacan - [teɪwɪkən] - an ancient city of central Mexico northeast of present-day Mexico City. Its ruins include the Pyramid of the Sun and the Temple of Quetzalcoatl.

UNESCO - [juːneskəʊ] - United Nations Educational, Scientific and Cultural Organization; an agency of the United Nations that sponsors programmes to promote education, the arts, etc.

Zeus - [ˈzjuːs] - the supreme god of ancient Greek mythology; son of Rhea and Cronus whom he dethroned; husband and brother of Hera; brother of Poseidon and Hades; father of many gods; counterpart of Roman Jupiter.

Unit 2. Ancient Egypt

Ahmose I - [ˈɑːməʊs] - a pharaoh and founder of the 18 th dynasty (reigned c. 1549-1524 BC).

Akhenaten - [ˈæːkən tən] - the king of 18 th dynasty Egypt, who rejected the old gods and initiated a monotheistic worship of the sun-god Aton.

Amenemhet I - [ˈɑːmənəmhet] - the first ruler of the 12 th Dynasty (the dynasty considered to be the beginning of the Middle Kingdom of Egypt); he ruled from 1991 BC to 1962 BC.

Amun - [ˈɑːmən] - a major Egyptian deity, meaning "the hidden one".

Anubis - [ˈænjuːbɪs] - an Egyptian god of tombs and ruler of the underworld; usually depicted as a man with the head of a jackal.

Bastet - [ˈbɑːstət] - an ancient Egyptian goddess, daughter of Ra, often depicted as a lioness or cat.

Cambyses II - [kæmˈbaɪsɪːs] - a king of Persia (reigned 529-522 BC), who conquered Egypt in 525.

Cheops (Khufu) - [ˈkiːps], [ˈkuːfuː] - the second king of the IV Dynasty of Egypt, renowned as the builder of the Great Pyramid at Giza (2590-2567 BC).

Chepren (Khafre) - [ˈkefrən], [ˈkæfrei] - the Egyptian king of the fourth dynasty, son of Cheops.

Cleopatra - [kliəˈpətrə] - the Egyptian Queen, last ruler of the Ptolemaic dynasty in Egypt. Daughter of Ptolemy XII, he had a son - Ptolemy XV or Caesarion (69-30 BC).

Gaius Julius Caesar [ˈgaː sɔːdʒuːliəsɪːz] - a Roman general and statesman; He played a critical role in the transformation of the Roman Republic into the Roman Empire (reigned 49-44 BC).

Giza - [ˈgɪzə] - an ancient Egyptian city on the west bank of the Nile opposite Cairo.

Hathor - [ˈhæθɔː] - the mother of Horus and goddess of creation.

Hatshepsut - [hætˈɛpsuːt] - a queen, the fifth pharaoh of 18th dynasty;

Heket - [ˈhiːkət] - an Egyptian goddess of childbirth, she looks like a frog; she is RA's daughter and the wife of Khnum.

Horus - [ˈhɔː fəs] - a solar god of Egyptian mythology, usually depicted with a falcon's head.

Hyksos - [ˈhɪksɪs] - a member of a nomadic Asian people, probably Semites, who controlled Egypt from 1720 BC until 1560 BC, they introduced horses and chariots into Egypt.

Imhotep - [ɪmˈhɒtɛp] - Egyptian architect, astrologer and physician. After his death he was worshipped as a god.

Isis - [ˈaɪsɪs] - an ancient Egyptian goddess of fertility, the sister and wife of Osiris.

Menes - [ˈmiːniːz] - the first king of Egypt and founder of the first dynasty (circa 3200 BC).

Menkaure (Mykerinos) - [ˈmenkɔː], [ˈmikəˈraɪnəs] - the king of the IV dynasty, the successor of Khafre; he built the third pyramid at Giza.

Nile - [naɪl] - a major north-flowing river in northeastern Africa, generally regarded as the longest river in the world (6,650 km). The Nile flows in eleven countries.

Nubian - [ˈnjuːbɪən] - an ancient region of northeastern Africa (southern Egypt and northern Sudan)

Octavian Augustus - [ˈɒkteɪˈviən ˈɒgɒstəs] - the founder of the Roman Empire and its first Emperor, ruling from 27 BC until his death in 14 AD.

Osiris - [ˈɒsɪsɔːrɪs] - an ancient Egyptian god, ruler of the underworld and judge of the dead.

Ptolemy I - [ˈptɒlɪmɪ] - a general in Alexander the Great's army who succeeded him as ruler of Egypt

Ramesses II - [ˈrɑːmziːs] - a king of Egypt between 1304 and 1237 BC who built many monuments.

Tefnut - [ˈtefnut] - a goddess of moisture, moist air, dew and rain; she is the sister and consort of the air god Shu and the mother of Geb and Nut.

Theodosius - [θiəˈdɔʊfɪəs] - the last emperor of a united Roman Empire, he took control of the eastern empire and ended the war with the Visigoths; he became a Christian and in 391 banned all forms of pagan worship (346-395).

Thoth - [təʊt] - an god of learning and magic, represented as a man with the head of an ibis.

Thutmose III - [tutˈmɒs] - the sixth pharaoh the 18th dynasty, who completed the conquest of Syria and dominated the Middle East.

Tutankhamun - [tuːtəŋˈkəmən] - an Egyptian pharaoh of the 18th dynasty, reigned circa 1361-1352 BC. His tomb, containing a wealth of rich and varied contents, was discovered virtually intact by the English archaeologist Howard Carter in 1922.

Zoser (Djoser) - [zəʊsə] - an ancient Egyptian pharaoh and founder of the III Dynasty; according to the latest findings, he ruled from circa 2780 to 2760 BC.

Unit 3. Ancient Greece

Aegean Sea - [iːdʒiːənˈsiː] - the sea between the mainlands of Greece and Turkey.

Aeschylus - [iːskələs] - a Greek poet and playwright regarded as the father of Greek tragedy. Seven of his plays are extant, including 'Seven Against Thebes', 'The Persians', 'Prometheus Bound' and the trilogy of the 'Oresteia' (525-456 BC).

Albania - [ælˈbeɪniə] - a country in Southeastern Europe. It is bordered by Montenegro to the northwest, Kosovo to the northeast, Macedonia to the east and Greece to the south and southeast. The capital of the country is Tirana.

Aphrodite - [æˈfɹɔːdɪti] - the goddess of love and beauty.

Apollo - [əˈpɒləu] - the Greek god of light, prophecy, poetry, music and healing; a son of Zeus and Leto and a twin brother of Artemis.

Apoxyomenos - [əpɒksiˈɒmiːnəs] or "The Scrapper" - is the sculpture made by Lysippus.

Archilochus - [ˈɑːkɪləkəs] - a Greek lyric poet from the island of Paros in the Archaic period (c. 680-645 BC).

Archimedes - [ˈɑːkɪmiˈdiːz] - a Greek mathematician, physicist and inventor (circa 287-212 BC).

Ares - [eəriːz] - the Greek war god, the son of Zeus and Hera.

Aristophanes - [æriˈstɒfəniːz] - a Greek playwright, Athenian comic poet, the greatest of the ancient writers of comedy (448-388 BC).

Aristotle - [æriˈstɒtəl] - a Greek philosopher and polymath, a student of Plato and teacher of Alexander the Great (384-322 BC).

Artemis - [ˈɑːtɪmɪs] - the virgin goddess of the hunt and the moon, the twin sister of Apollo.

Asia Minor - [ˈmaɪnəˈeɪʃə] - a peninsula in southwestern Asia that forms the Asian part of Turkey.

Athena - [əˈθiːni] - the goddess of wisdom, the practical arts and warfare.

Athenian - [əˈθiːniən] - a resident of Athens.

Athens - [ˈænz] - the capital and largest city of Greece. Athens dominates the Attica region and is one of the world's oldest cities, with its recorded history spanning around 3,400 years.

Bulgaria - [bʊlˈɡeəriə] - officially the Republic of Bulgaria, is a country located in Southeastern Europe. It is bordered by Romania to the north, Serbia and Macedonia to the west, Greece and Turkey to the south and the Black Sea to the east. The capital of the country is Sofia.

Byzantium - [biˈzæntɪəm] - the ancient Greek city on the site that later became Constantinople (modern Istanbul). It was founded by Greek colonists from Megara in 657 BC.

Cleisthenes - [ˈklaɪsθəˈniːz] - an Athenian statesman who democratized the political structure of Athens (circa 515-495 BC).

Constantine the Great - [ˈkɒnstəntɪn] - a Roman Emperor from 306 to 337. Well known for being the first Roman emperor to be converted to Christianity (272-337).

Corinth - [ˈkɒrɪnθ] - a city-state (polis) on the Isthmus of Corinth, the narrow stretch of land that joins the Peloponnesus to the mainland of Greece, roughly halfway between Athens and Sparta.

Corinthian - [kəˈrɪnθiən] - a resident of Corinth.

Corsica - [kɔːsɪkə] - a French island in the Mediterranean Sea. It is located to the west of Italy, southeast of the French mainland and north of the Italian island of Sardinia.

Cronus - [krəʊnəs] - a Titan who ruled the universe until dethroned by his son Zeus.

Cupid - [kjʊːpɪd] - the Roman god of erotic love.

Cyprus - [saɪprəs] - officially the Republic of Cyprus, is an island country in the Eastern Mediterranean Sea. Cyprus is the third largest island in the Mediterranean Sea after Sicily and Sardinia. The capital of the country is Nicosia.

Demeter - [diːmiːtə] - the goddess of agricultural fertility and protector of marriage and women.

Democritus - [diːmɒkrətəs] - an Ancient Greek philosopher (circa 460-370 BC).

Demosthenes - [dɒmɒstəniːz] - an Athenian orator and statesman (384-322 BC).

Diana - [daɪəːnə] - the virgin Roman goddess of hunting and childbirth traditionally associated with the moon and identified with the Greek Artemis.

Diocletian - [daɪəːkliːʃn] - a Roman emperor, who divided the empire into four administrative units (293) and instigated the last severe persecution of the Christians (303) (284-305).

Dionysus - [daɪəːnɪzəs] - the god of wine, also called Bacchus.

Electra - the daughter of Agamemnon and Clytemnestra who incited Orestes to kill Clytemnestra.

Epicurean - [əpiːkjʊəriːən] - a follower of the philosophy of Epicurus (Greek philosopher - 341-270 BC), who held that the highest good is pleasure.

Epicurus - [əpiːkjʊːrəs] - a Greek philosopher (341-270 BC).

Euclid - [juːkliːd] - a Greek mathematician, known primarily for his highly influential treatise on geometry, 'The Elements' (circa 300 BC).

Euripides - [juːriːpiːdiːz] - one of the three great tragedians of classical Athens, the other two being Aeschylus and Sophocles (480-406 BC).

Euripides - [jʊːrɪːpɪːdiːz] - a Greek playwright (480-406 BC).

Hades - [heɪdiːz] - the god of the underworld; a brother of Zeus and a husband of Persephone.

Hephaestus - [hiːfiːstəs] - the lame god of fire and metalworking, the Roman counterpart - Vulcan.

Hera - [hiərə] - the goddess of women, marriage and childbirth; a wife and sister of Zeus.

Heracles - [heraklɪz] - a Greek hero noted for his great strength, courage and for the performance of twelve immense labours.

Hercules - [hɜːkjʊliːz] - the Roman name for the Greek divine hero Heracles, who was the son of Zeus (Roman equivalent Jupiter) and the mortal Alcmena.

Hermes - [hɜːmiːs] - the god of commerce, invention, who also served as messenger.

Herodotus - [hiːrɒdətəs] - the ancient Greek known as the father of history; his accounts of the wars between the Greeks and Persians are the first known examples of historical writing (485-425 BC).

Hesiod - [hiːsiəd] or [hɒsiəd] - a Greek oral poet generally thought by scholars to have been active between 750 and 650 BC, around the same time as Homer.

Hestia - [hestiə] - the goddess of the hearth, a daughter of Cronus and Rhea.

Hippocrates - [hiːpɒkrətiːz] - a Greek physician, regarded as the father of medicine 460-377 BC).

Homer - [hɒmə] - the author of the Iliad and the Odyssey, and is revered as the greatest of ancient Greek epic poets (born - 8th century BC).

Iliad - [iliəd] - an ancient Greek epic poem by Homer. Set during the Trojan War, the ten-year siege of the city of Troy (Ilium) by a coalition of Greek states, it tells of the battles and events during the weeks of a quarrel between King Agamemnon and the warrior Achilles.

Illyria - [iːlɪəriə] - in classical antiquity, Illyria was a region in the western part of the Balkan Peninsula inhabited by the Illyrians.

Ionian Sea - [aɪənɪənˈsiː] - the sea to the south of the Adriatic Sea. It is bounded by southern Italy including Calabria, Sicily and the Salento peninsula to the west, southern Albania to the north, and west coast of Greece. All major islands in the sea belong to Greece.

Ionic style - [aiɒnik] - a classical order of architecture characterized by a column with scroll shapes (volutes) on either side of the capital.

Isocrates - [aɒskrətiɔz] - an Athenian rhetorician and orator (436-338 BC).

Istanbul - [ɪstænbu:l] - the largest city in Turkey, it was founded around 660 BC as Byzantium. For nearly sixteen centuries following its reestablishment as Constantinople in 330 AD, it served as the capital of four empires: the Roman Empire (330–395), the Byzantine Empire (395–1204 and 1261–1453), the Latin Empire (1204–1261) and the Ottoman Empire (1453–1922).

Jason - [dɛsən] - a Greek hero who led the Argonauts in quest of the Golden Fleece. He became the husband of Medea, whom he later abandoned for Glauce.

Jesus Christ - [dɪzəskrəst] - the man on whose ideas Christianity is based. Christians believe he was the son of God.

Juno - [dʊnəu] - a Roman goddess associated with women and childbirth and identified with the Greek goddess Hera.

Justinian I - [dʊstɪniən] - commonly known as Justinian the Great, was Byzantine Emperor from 527 to 565. During his reign, Justinian sought to revive the Empire's greatness and reconquer the lost western half of the classical Roman Empire (482-565).

Leto - [litəu] - a wife of Zeus and mother of Apollo and Artemis.

Libya - [libiə] - a country in the Maghreb region of North Africa bordered by the Mediterranean Sea to the north, Egypt to the east, Sudan to the southeast, Chad and Niger to the south, Algeria and Tunisia to the west. The capital of Turkey is Tripoli.

Lysias - [lɪsɪæs] - an Attic orator, a son of Cephalus, a Syracusan (445-380 BC).

Lysippus - [lɪsɪpəs] - a Greek sculptor (circa 360-320 BC).

Macedonia - [mæsiɔniə] - officially the Republic of Macedonia, is a country located in the central Balkan peninsula in Southeast Europe. The capital of the country is Skopje.

Marmara Sea - [mɑ:mərə] - the inland sea that connects the Black Sea to the Aegean Sea, thus separating Turkey's Asian and European parts. The Bosphorus strait connects it to the Black Sea and the Dardanelles strait to the Aegean. The Sea has an area of 11,350 km² (280 km x 80 km).

Mars - [ma:z] - the Roman god of war and agriculture; a father of Romulus and Remus; a counterpart of Greek Ares.

Marseille - [ma:seɪlz] - the second largest city in France, after Paris.

Mercury - [mɛkjʊr] - the Roman god, a messenger of Jupiter and god of commerce; a counterpart of Greek Hermes.

Messenia - [mɛsɪnə] - the southwestern area of the Peloponnese in South Greece.

Minerva - [mɪnəvə] - the Roman goddess of wisdom; a counterpart of Greek Athena.

Minoan civilization - [mɪnəən] - the Bronze Age culture of Crete from about 3000 BC to about 1100 BC.

Naples - [neɪplz] - the capital of Campania and the third-largest municipality in Italy, after Rome and Milan. Bronze Age Greek settlements were established on the site in the 2nd millennium BC.

Neptune - [neptu:n] - the Roman god of the sea; a counterpart of Greek Poseidon.

Odyssey - [ɒdisi] - an epic poem attributed to Homer, describing Odysseus's adventures in his ten-year attempt to return home to Ithaca after the Trojan War.

Oedipus - [iɒdɪpəs] - a legendary king of Thebes, the son of Laius and Jocasta, who fulfilled a prophecy made at his birth by unwittingly killing his father and marrying his mother.

Orpheus - [ɒfəs] - a great musician; when his wife Eurydice died he went to Hades to get her back but failed.

Parthenon - [pɑθənən] - a temple on the Athenian Acropolis, Greece, dedicated to the maiden goddess Athena, whom the people of Athens considered their patron deity. Its construction began in 447 BC when the Athenian Empire was at the height of its power and it was completed in 438 BC.

Peloponnese - [pələpəniəs] - the southern peninsula of Greece; dominated by Sparta until the 4th century BC.

Peloponnesian War - [pələpəni:fən] - a decisive struggle in ancient Greece between Athens and Sparta (431-404 BC).

Pericles - [ˈpɛrɪkliːz] – an Athenian leader noted for advancing democracy in Athens and for ordering the construction of the Parthenon (circa 495–429 BC).

Persian Wars - [ˈpɜːʃən] - series of wars (492-449 BC) between Greek states and Persia, particularly two invasions of Greece by Persia (490, 480–479).

Phidias - [ˈfɪdiəs] - Athenian sculptor who supervised work on the Parthenon (circa 500-432 BC).

Plato - [ˈpleɪtəʊ] – an ancient Athenian philosopher; the pupil of Socrates and teacher of Aristotle (428-347 BC).

Pluto - [ˈpluːtəʊ] - the Roman god of the dead and the ruler of the underworld; a counterpart of Greek Hades.

Polybius - [ˈpɒlɪbiəs] - a Greek statesman and historian (200-118 BC).

Poseidon - [pɒˈseɪdən] - the god of the sea and earthquakes; a brother of Zeus, Hades and Hera.

Praxiteles - [ˈpræksɪtɪliːz] – an ancient Greek sculptor (circa 370-330 BC).

Pythagoras - [paɪˈθæɡərəs] - a Greek philosopher and mathematician (580-500 BC).

Rhea - [riə] - a Titan, a wife of Cronus and mother of Zeus, Demeter, Poseidon, Hera and Hades.

Sappho - [ˈsæfə] - a Greek lyric poet, born on the island of Lesbos. The Alexandrians included her in the list of nine lyric poets (630-570 BC).

Sicily - [ˈsɪsɪli] - the largest island in the Mediterranean Sea, located to the south of Italy.

Socrates - [ˈsɒkrətiːz] - a classical Greek Athenian philosopher whose beliefs are known only through the writings of his pupils Plato and Xenophon (469-399 BC).

Solon - [ˈsɒlən] - an Athenian statesman, who introduced economic, political and legal reforms (circa 638-558 BC).

Sophocles - [ˈsɒfəkliːz] - a Greek dramatist, the author of seven extant tragedies (496-406 BC).

Sparta - [ˈspɑːtə] - or Lacedaemon, was a prominent city-state in ancient Greece, situated on the banks of the Eurotas River in Laconia, in south-eastern Peloponnese.

Stoic - [ˈstɔɪk] - a member of the ancient Greek school of philosophy founded by Zeno of Citium, the Greek philosopher (336-264 BC), holding that virtue and happiness can be attained only by submission to destiny and the natural law.

Sulla - [ˈsʊlə] - a Roman general and statesman, a dictator from 82 till 79 BC; (138-78 BC).

Syracuse - [ˈsɪrəkjuːz] - an ancient Greek city-state, located in the southeastern part of Sicily.

Thebes - [θiːbz] - a city in Boeotia, central Greece. It played an important role in Greek myth, as the site of the stories of Cadmus, Oedipus, Dionysus and others.

Theogony - [θɒɡəˈnɒɡi] - the work of Hesiod, this word means ‘an account of the origin and genealogy of the gods’.

Thucydides - [θyːsɪdɪz] – a Greek historian and politician, distinguished for his ‘History of the Peloponnesian War’ (circa 460-395 BC).

Thucydides - [θyːsɪdɪz] - ancient Greek historian and politician remembered for his ‘History of the Peloponnesian War’ (460-395 BC).

Troy (Ilium) - [ˈtrɔɪ] - an ancient city in northwestern Anatolia (Asia Minor).

Turkey - [ˈtʊːki] - officially the Republic of Turkey, it is bordered by 8 countries: Bulgaria to the northwest; Greece to the west; Georgia to the northeast; Armenia, Iran and the Azerbaijani exclave of Nakhchivan to the east; and Iraq and Syria to the southeast. The capital of Turkey is Ankara.

Venus - [ˈviːnəs] - the Roman goddess of love, beauty, fertility and prosperity; a counterpart of Greek Aphrodite.

Vesta - [ˈvestə] - the Roman goddess of hearth; a counterpart of Greek Hestia.

Vulcan - [ˈvʌlkən] - the Roman god of fire and metal working; a counterpart of Greek Hephaestus.

Xenophon - [ˈzenəfən] - a Greek general and historian, a disciple of Socrates (431-355 BC).

Xerxes - [ˈzɜːksɪz] - a king of Persia (485-465), who led a vast army against Greece (519-465 BC).

Unit 4. Ancient Rome

Alaric - [ˈælərɪk] - a king of the Visigoths who captured Rome in 410 (370-410).

Apamea - [a:pæmiə] - the name of several Hellenistic cities in western Asia, after Apama, the wife of Seleucus I Nicator.

Balkans - [ˈbɒlkənz] - the major mountain range of Bulgaria and the Balkan Peninsula.

Brutus - [ˈbrʊtəs] - a Roman politician and general who conspired to assassinate Julius Caesar.

Augustus - [ˈɒɡʊstəs] - the 1st emperor of Rome and grandnephew of Julius Caesar (63 BC-14 AD).

Byzantine Empire - [ˈbizəntaɪnɪmpaɪə] - the eastern part of the later Roman Empire, dating from a 330 AD when Constantine I rebuilt Byzantium and made it his capital.

Caligula - [kəlɪɡjʊlə] - the Roman Emperor who succeeded Tiberius and whose uncontrolled passions resulted in manifest insanity; noted for his cruelty and tyranny; was assassinated (12-41).

Carrara - [kəˈrɑrə] - a city of northern Italy near the Ligurian Sea east of Genoa.

Carthage - [ˈkɑθɪdʒ] - an ancient city state on the north African coast near modern Tunis; founded by Phoenicians; destroyed and rebuilt by Romans; razed by Arabs in 697.

Carthaginian - [ˈkɑθɪdʒɪniən] - a native or inhabitant of ancient Carthage.

Cicero, Marcus Tullius - [ˈsɪsɪrə] - a Roman statesman and orator remembered for his mastery of Latin prose (106-43 BC).

Cincinnatus - [ˈsɪnsɪnətəs] or [ˈsɪnsənətəs] - a Roman statesman; he twice was called to assume dictatorship of Rome and each time retired to his farm (519-438 BC).

Circus Maximus - [ˈsɪsəkəsˌmæksɪməs] - an amphitheatre in Rome, used in ancient times for chariot races, public games, etc.

Claudius - [ˈklɔːdiəs] - a Roman Emperor after his nephew Caligula was murdered; consolidated the Roman Empire and conquered southern Britain; was poisoned by his fourth wife Agrippina after her son Nero was named as Claudius' heir (10 BC-AD 54).

Cleopatra - [kliəˈpɑːtrə] - a beautiful and charismatic queen of Egypt; a mistress of Julius Caesar and later of Mark Antony; she killed herself to avoid capture by Octavian (69-30 BC).

Coliseum - [ˈkɒlɪsɪəm] - a large amphitheater for public sports events, entertainment.

Colosseum - [ˈkɒləsɪəm] - a large amphitheater in Rome whose construction was begun by Vespasian about 75 or 80 AD.

Commodus - [ˈkɒmədəs] - a Roman emperor (180-192), noted for his tyrannical reign; a son of Marcus Aurelius (161-192)

Constantine - [ˈkɒnstənˌtaɪn] - an Emperor of Rome who stopped the persecution of Christians and in 324 made Christianity the official religion of the Roman Empire; in 330 he moved his capital from Rome to Byzantium and renamed it Constantinople (280-337).

Corinthian order - [kəˈrɪnθiən] - the most ornate of the three main orders of classical Greek architecture, characterized by a slender fluted column having an ornate bell-shaped capital decorated with acanthus leaves.

Diocletian - [daɪəˈkliːʃn] - a Roman emperor, who divided the empire into four administrative units (293) and instigated the last severe persecution of the Christians (303) (284-305).

Etruscans - [ˈɪtrʊskən] - a member of an ancient people of central Italy whose civilization influenced the Romans, who had suppressed them by about 200 BC.

Europe - [ˈjʊərəp] - the sixth-largest continent, extending west from the Dardanelles, Black Sea, and Ural Mountains.

First Macedonian War - [ˈmæsiˌdəʊniən] - (214-205 BC) was fought by Rome, allied with the Aetolian League and Attalus I of Pergamon, against Philip V of Macedon, contemporaneously with the Second Punic War (218-201 BC) against Carthage.

Gaiseric - [ˈgaɪzərɪk] - a king of the Vandals who seized Roman lands and invaded North Africa and sacked Rome (428-477).

Hannibal - [ˈhæniˌbəl] - a Punic Carthaginian military commander (circa 247-183 BC).

Jerusalem - [dʒəˈruːsələm] - a holy city for Jews and Christians and Muslims; a capital and largest city of the modern state of Israel, it was captured from Jordan in 1967 in the Six Day War.

Julio-Claudian dynasty - [ˈdʒuːliəˌklɔːdiən] - a series of Roman emperors from AD. 14 to AD. 68; descendants of the emperor Augustus by blood or adoption

Julius Caesar - [ˈdʒuːliəs siːzə] - a Roman statesman and general (100-44 BC).

Justinian - [dʒɪˈtɪniən] - a Byzantine emperor (527–565); he regained North Africa from the Vandals, Italy from the Ostrogoths, Spain from the Visigoths; he codified Roman law (483-565).

Lepidus - [ˈlepɪdəs] - a Roman statesman who formed the Second Triumvirate with Octavian (later Augustus) and Mark Antony (circa 88-13 AD).

Marcus Aurelius - [ˈmɑːkəs ɔːrɪliəs] - a Roman Emperor from 161 to 180, a nephew and son-in-law and adoptive son of Antonius Pius; a Stoic philosopher (121-180 AD).

Marius - [ˈmɑːrɪəs] or [ˈmæɪrɪəs] - a Roman general and politician. Elected consul seven times, he reformed the military and lost a disastrous civil war to his political rival Sulla (circa 155-86 BC).

Mark Antony - [mɑːk ɔːntəni] - a Roman orator, politician and soldier; his love affair with Cleopatra split the triumvirate he had formed with Octavian and Lepidus and led to war (83-30 BC).

Nero - [ˈnɪərə] - a Roman emperor (54-68); he became notorious for his despotism and cruelty, and was alleged to have started the fire (64) that destroyed a large part of Rome (37-68 AD).

Octavian - [ˈɒktəvɪən] - Roman statesman who established the Roman Empire and became emperor in 27 BC; defeated Mark Antony and Cleopatra in 31 BC at Actium (63 BC-AD 14).

Odoacer - [ˈɒdəeɪsə] or [ˈədəeɪsə] - a Germanic barbarian leader who ended the Western Roman Empire in 476 and became the first barbarian ruler of Italy (circa 434-493).

Ostia - [ˈɒstiə] - an ancient city and harbor that was situated on the western coast of Italy at the mouth of the Tiber River. It was the first colony founded in the 4th century BC.

Palestine - [ˈpæləstəni] - an ancient country in southwestern Asia on the east coast of the Mediterranean Sea; a place of pilgrimage for Christianity and Islam and Judaism.

Pax Romana - [ˈpæks rəʊmən] - the Roman peace; the long period of stability under the Roman Empire.

Pompey - [ˈpɒmpɪ] - a Roman general and statesman who quarreled with Caesar and fled to Egypt where he was murdered (106-48 BC).

Punic Wars - [ˈpjuːnik] - three wars between Rome and Carthage, which led to the unquestioned dominance of Rome in the western Mediterranean: in the 1st (264-241 BC) - Rome secured Sicily from Carthage and established herself as a naval power; in the 2nd (218-201 BC) the defeat of Hannibal put an end to Carthage's position as a Mediterranean power; the 3rd (149-146 BC) ended in the total destruction of the city of Carthage.

Pyrrhus - [ˈpɪrəs] - a king of Epirus (306--272), he invaded Italy but was ultimately defeated (275 BC) by the Romans (319-272 BC).

Remus - [ˈriːməs] - a twin brother of Romulus who was murdered by Romulus in a dispute regarding the building of Rome.

Romulus - [ˈrɒmjʊːləs] - the son of Mars and eponymous founder of Rome who, with his twin brother, Remus, was reared and suckled by a wolf.

Romulus Augustulus - [ˈrɒmjʊːləs ɒgʊstələs] - the last emperor (475-476) of the Western Roman Empire. He was overthrown by Odoacer (circa 460-476).

Scipio Africanus - [ˈskɪpiəʊ ɑːfrɪkɑːnəs] - a Roman general who invaded northern Africa, conquered Carthage, and brought the Second Punic War to an end by defeating Hannibal (202) at Zama (circa 237-183 BC).

Seleucid King Antiochus III - [sɪˈluːsɪdɑːntiːk] - a Seleucid Greek king and the 6th ruler of the Seleucid Empire (241-187 BC).

Spartacus - [ˈspɪtəkəs] - a Thracian gladiator who led a slave revolt in Italy (73-71).

Sulla, Lucius Cornelius - [sulɪ] - a Roman general and statesman (138-78 BC).

Syria - [ˈsɪriə] - a state in Western Asia, officially the Syrian Arab Republic, bordering Lebanon and the Mediterranean Sea to the West, Turkey to the north, Iraq to the east, Jordan to the south and Israel to the southwest.

Theodosius I - [θɪˈɒdɪsɪəs] - a Roman emperor of the Eastern Roman Empire (379-395) and of the Western Roman Empire (392-395); (circa 346-395 AD).

Tiber - [ˈtɪbər] - a river in central Italy, rising in the Tuscan Apennines and flowing south through Rome to the Tyrrhenian Sea, length: 405 km, ancient name - Tiberis [ˈtɪbərɪs].
Tiberius - [ˈtɪbəriəs] - a son-in-law of Augustus who became a suspicious tyrannical Emperor of Rome (14-37 AD) after a brilliant military career (42 BC-37 AD).
Trajan - [ˈtrædʒən] - a Roman Emperor and adoptive son of Nerva; he extended the Roman Empire to the east and conducted an extensive program of building (53-117).
Visigoth - [ˈvɪzɡəθ] - a member of the branch of the Goths who invaded the Roman Empire between the 3rd and 5th centuries and ruled much of Spain until overthrown by the Moors in 711.

Unit 5. The Crusades and Knights

Acre - [ˈeɪkə] - a city in the Western Galilee region of northern Israel at the northern extremity of Haifa Bay; historically, it was a strategic coastal link to the Levant.
Alexius I Comnenus - [ˌælɪksɪəs kɒmniˈnɒs] - an emperor of the Byzantine Empire (1048-1118).
Anglesey - [ˈæŋɡəlsi] - an island of northwest Wales in the Irish Sea.
Ayyubid dynasty - [ˈaːjuːbɪd] - a Kurdish dynasty founded by Saladin that ruled over Egypt, most of Syria, upper Iraq, and Yemen (1173-1250).
Bernard of Clairvaux - [ˈbɛrnɑrd əv klɔːr vɔː] - a French monastic reformer, political figure and writer who founded (1115) the stricter branch of the Cistercians (1090-1153).
Charles I - [ˈtʃɑːlz] - a monarch of the three kingdoms of England, Scotland and Ireland from 1625 until his execution in 1649, (1600-1649).
Cilicia - [sɪˈlɪsɪə], [sɪˈlɪkɪə] - in antiquity it was the south coastal region of Asia Minor, south of the central Anatolian plateau.
Clement V - [ˈklemənt] - a Pope from 1305 to his death in 1314, (1264-1314).
Cyprus - [ˈsaɪprəs] - an island country in the Eastern Mediterranean Sea.
Damascus - [dæˈmæskəs] - the capital of Syria, in the southwest part of the country, the city became a thriving commercial center under the Romans and was a Saracen stronghold during the Crusades.
Damietta - [dæmɪˈetə] - a town in North-Eastern Egypt, in the Nile delta: important medieval commercial centre.
Edessa - [ˈedəsə] - an ancient city of Mesopotamia on the site of present-day Urfa in southeast Turkey. A major Christian center after the third century AD, it was conquered by the Arabs in 639 and was captured by Crusaders in 1097.
Edward I of England - [ˈedwəd] - a king of England from 1272 to 1307, also known as Edward Longshanks, his parents: Henry III of England and Eleanor of Provence (1239-1307).
Eleanor of Aquitaine - [ˈelənə əv ˈaːkwɪtɪn] - a queen of France (1137--52) by her marriage to Louis VII and queen of England (1154--89) by her marriage to Henry II; mother of the English kings Richard I and John (circa 1122-1204).
Gaza - [ˈgɑːzə] - a city in the Gaza Strip: a Philistine city in biblical times; it was under Egyptian administration from 1949 until occupied by Israel (1967).
Gregory VIII - [ˈɡregərɪ] - a Pope (circa 1105-1187).
Honorius III - [ˈɒnəriəs] - a Pope from 1216 to 1227, (1148-1227).
Hospitaller - [ˈhɒspɪtəl] - a member of the order of the Knights Hospitallers who was dedicated to hospital work, ambulance services, etc.
Hugh de Payens - [uː ˈdɛ pɛnz] - a French knight from the Champagne region, was the first Grand Master of the Knights Templar (circa 1070-1136).
Innocent III - [ˈɪnəsənt] - a Pope from 1198 until his death (1160-1216).
Ivanhoe - [ˈaɪvənˌhəʊ] - a historical novel by Sir Walter Scott published in 1820.
Jacques de Molay - [ˈʒɑːk də mɔːle] - the 23rd and last Grand Master of the Knights Templar (circa 1243-1314).
Louis IX of France - [luː ɪ] - a king of France (1226-1270), a son and successor of Louis VIII (1214-1270).

Muslim - [ˈmʊzəlɪm] or [ˈmʊzləm] - a follower of the religion of Islam.

Palestine - [ˈpælɪstəni] - the area between the Jordan River and the Mediterranean Sea in which most of the biblical narrative is located, also called the Holy Land Canaan.

Peter the Hermit - [ˈpi:təhə:mit] - a French monk and preacher of the First Crusade (1050-1115).

Renaissance - [ˌrɪneɪsəns] - a cultural movement that spanned the period from the 14th to the 17th century, beginning in Italy in the Late Middle Ages and later spreading to the rest of Europe.

Richard the Lionhearted - [ˈrɪtʃəd] - a king of England (1189-1199) and a leader of the third crusade (joined it in 1191).

Saladin - [ˈsælədɪn] - a sultan of Syria and Egypt; reconquered Jerusalem from the Christians in 1187 but was defeated by Richard the Lion Hearted in 1191 (1137-1193).

Seljuk Turks - [səlˈdʒʊkˈtɜ:ks] - a major branch of the Oghuz (or Ğuz) Turks that lived in Central Asia in the 9th to 13th century.

Templar - [ˈtemplə] - a member of a military religious order - Knights of the Temple of Solomon, founded by Crusaders in Jerusalem around 1118 to defend the Holy Sepulchre and Christian pilgrims; suppressed in 1312.

Teutonic Knights or **Teutonic Order** - [ˈtjuːtɒnɪknaɪts] - a German military religious order founded (1190-1191) during the siege of Acre in the Third Crusade.

Troyes - [ˈtrwaɪ] - a city of northeast France on the Seine River. A pre-Roman town, it was a prosperous commercial center in the Middle Ages and was noted for its annual fairs, which set standards of weights and measures for all of Europe.

Urban II - [ˈʊ:bən] - a French pope from 1088 to 1099 whose sermons called for the First Crusade (1042-1099).

Venetian - [vɛniən] - a native or inhabitant of Venice, Italy.

Vienne - [ˈviɛn] - a department of France named after the river Vienne.

Viking - [ˈvaɪkɪŋ] - any of the Scandinavian people who raided the coasts of Europe from the 8th to the 11th centuries.

Wales - [weɪlz] - a country that is part of the UK and the island of Great Britain, bordered by England to its east and the Atlantic Ocean and Irish Sea to its west.

Unit 6. The Daily Life in the Middle Ages

Agincourt - [ˈæŋkɔːkɔːt] - a battle in northern France in which English longbow men under Henry V decisively defeated a much larger French army in 1415.

Bannockburn - [ˈbænəkɔːbɜːn] - a village in central Scotland, the site of the victory (1314) of the Scots under Robert the Bruce over the English, which assured the independence of Scotland.

Bosworth Field - [ˈbɔːzwɔːθfiːld] - the battle that ended the Wars of the Roses (1485); Richard III was killed and Henry Tudor was crowned as Henry VII.

Crecy - [ˈkresi] - the first decisive battle of the Hundred Years' War; in 1346 the English under Edward III defeated the French under Philip of Valois.

Domesday Survey - [ˈdʊmzdeɪ], [ˈdɔːmzdeɪsəːveɪ] - an ancient record of land ownership in England, commissioned by William the Conqueror in 1085 and finished in 1086.

Dublin - [ˈdʊblɪn] - the capital of the Republic of Ireland, on Dublin Bay: under English rule from 1171 until 1922; contains one of the world's largest breweries and exports whiskey, stout.

Hamburg - [ˈhæmbɜːg] - a port city in northern Germany on the Elbe River that was founded by Charlemagne in the 9th century and today is the largest port in Germany.

Lutetia - [luːtiə] - an ancient name for Paris.

Magna Carta - [ˈmægnəkɔːtə] - an important historical document by which King John of England gave some political and legal rights to English citizens in 1215.

Margaret Beaufort - [ˈmɑːgrətbeɪfɔːt] - a mother of King Henry VII of England, the grandmother of Henry VIII and great-grandmother of Elizabeth I. She was a key figure in the Wars of the Roses (1443-1509).

Norman - [ˈnɔːmən] - 1) any of the Scandinavian raiders who in the 10th century settled in Northern France and established the duchy of Normandy; 2) any of their Gallicized and

Christianized descendants who established feudal regimes in the British Isles, Sicily and Southern Italy in the 11th and 12th centuries.

Norman Conquest - [ˈnɔːmən kɒŋkwɛst] - a period in English history following the defeat (1066) of King Harold of England by William, duke of Normandy, who became William I of England.

Order of the Garter - [ˈgɑːtə] - the highest order of British knighthood, it opened to women since 1987. It consists of the sovereign, 24 knight companions and extra members created by statute.

Plantagenet - [ˈplæn tæd ɒ n t] - a line of English kings, ruling from the ascent of Henry II (1154) to the death of Richard III (1485).

Robert Bruce - a king of Scotland from 1306 to 1329; defeated the English army under Edward II at Bannockburn and gained recognition of Scottish independence (1274-1329).

Thomas Beckett - [ˈtɒməs beket] - an archbishop of Canterbury from 1162 to 1170; he was murdered following his opposition to Henry II's attempts to control the clergy (1118-1170).

Windsor - [ˈwɪnzə] - a municipal borough of south-central England on the Thames River southwest of London. Windsor Castle has been a royal residence since the time of William the Conqueror.

Unit 7. The Renaissance

Albrecht Durer - [ˈɔːbrɛkt duːrə] - a German painter and engraver of the Renaissance (1471-1528).

Alps - [ɒ lps] - a mountain system of south-central Europe, about 805 km long and 161 km wide.

Antonio Correggio - [ˈæn tɒ n jɔː kɔːrdʒjɔː] - the foremost painter of the Parma school of the Italian Renaissance (1489-1534).

Antonio da Sangallo the Younger - [ˈsæn galɔː] - an Italian architect (1484-1546).

Ariadne - [ˈærjə ðɪ] - the daughter of Minos and Pasiphaë who gave Theseus the thread with which he found his way out of the Minotaur's labyrinth.

Bacchus - [ˈbækəs] - an ancient Greek god of wine, identified with Roman Dionysus.

Baldassai Castiglione - [ˈkæstɪljɔːn] - an Italian diplomat and writer, noted particularly for his dialogue on ideal courtly life (1478-1529).

Beatrice - [ˈbiːtrɪs] - the woman who guided Dante through Paradise in the .Divine Comedy..

Benvenuto Cellini - [ˈbɛnvənut tʃelɪni] - an Italian goldsmith, sculptor, painter (1500-1571).

Bramante - [brəˈmɒn teɪ] - an Italian architect and artist of the High Renaissance (1444-1514).

Canterbury Tales - [ˈkæntəbər] -an uncompleted series of tales written after 1387 by G. Chaucer.

Caravaggio - [ˈkærəvɔdʒɔ] - an Italian painter noted for his realistic depiction of religious subjects and his novel use of light (1573-1610).

Catherine of Aragon - [ˈkæθrɪn əv ɛrægən] - the first wife of Henry VIII of England (1485-1536).

Charles V - [tʃaːlz] - a Holy Roman emperor (1519-1558) and, as Charles I, king of Spain (1516-1556); son of Philip I and Joanna of Castile (1500-1558).

Dante Alighieri - [ˈdɑːntə alɪ ʒjɔri] - an Italian poet famous for writing the Divine Comedy that describes a journey through Hell and purgatory and paradise guided by Virgil and his idealized Beatrice (1265-1321).

Donatello - [ˈdɒnətelə] - an early Renaissance Italian sculptor from Florence (1386-1466).

Erasmus of the Netherlands - [ɪˈræzməs əv n ɔndz] - a Catholic Christian writer, teacher and priest, born in the Netherlands (1466-1536).

Euclid - [juːklɪd] - a Greek geometer of the 3rd century BC.

Evangelist - [ɪˈvæŋdʒelɪst] - any of the spiritual leaders who are assumed to be authors of the Gospels in the New Testament: Matthew, Mark, Luke and John.

Filippo Brunelleschi - [fɪlɪp brunelɛski] - one of the foremost architects and engineers of the Italian Renaissance (1377-1446).

Florence - [ˈflɒrəns] - a city in central Italy, on the River Arno in Tuscany.

Francesco Petrarca - [ˈfrɑːnɪtɪˈeskəʊ piːtˈrɑːrkə] - an Italian poet and humanist, one of the great figures of Italian literature (1304-1374).

François Rabelais - [ˈfrɑːnswɑːrəblə] - a French writer and author of satirical attacks on medieval scholasticism (1494-1553).

Galen - [ˈgeɪlən] - a Greek anatomist whose theories formed the basis of European medicine until the Renaissance (circa 130-200 AD).

Gentile da Fabriano - [dʒenˈtiˌlə da fabriˈano:] - an Italian painter known for his participation in the International Gothic style (1370-1427).

Geoffrey Chaucer - [ˈdʒɔːfriˌt ʃə] - an English poet regarded as the greatest literary figure of medieval England (1340-1400).

Giorgio Vasari - [dʒɔːrˈdʒo ˈvɑːzəri] - an Italian painter, writer and art historian (1511-1574).

Giorgione - [dʒɔːrˈdʒiˌo] - an Italian painter of the Venetian school, who introduced a new unity between figures and landscape (1477-1510).

Giotto - [dʒɔːtˈto] - a Florentine painter who gave up the stiff Byzantine style and developed a more naturalistic style; considered the greatest Italian painter prior to the Renaissance (1266-1337).

Giovanni Boccaccio - [dʒɔːvɑːniˌbɔːkɑːtʃo] - an Italian poet and storyteller, author of the 'Decameron' (1313-1375).

Hugo van der Goes - [ˈhjuːgəʊ vənˈdɜːgʊːs] - a Flemish painter (1440-1482).

Jan van Eyck - [ˈjɑːnvəˌnek] - a Flemish painter who was a founder of the Flemish school of painting and who pioneered modern techniques of oil painting (1390-1441).

Jan van Eyck - [ˈjɔːn vənˌeɪk] - Flemish painter who was a founder of the Flemish school of painting and who pioneered modern techniques of oil painting (1390-1441).

Jean Bodin - [ˈɑːn bɔːdɪn] - a French jurist and political philosopher, member of the Parlement of Paris and professor of law in Toulouse (1530-1596).

Julius II - [dʒuːˈliːəs] - a Pope who enlarged the temporal power of the papacy and was active in military campaigns in Europe (1443-1513).

Laura - [ˈlɑːrɑː] - a young Avignonesse married lady, for whom Petrarch conceived a Platonic affection, and who exercised a lifelong influence over him.

Laurentian Library - [ləʊˈrenʃən] - a historical library in Florence, Italy, containing a repository of more than 11,000 manuscripts and 4,500 early printed books.

Leo X - [ˈliːəʊ] - a pope noted for his patronage of Renaissance art and learning (1475-1521).

Leon Battista Alberti - [alˈbɛˌti] or [alˈbɛrti] - an Italian author, artist, architect, poet, priest, linguist, philosopher, cryptographer and general Renaissance humanist polymath (1404-1472).

Leonardo da Vinci - [ˈleɪˌnɑːrdˌoː dɑːˈvɪntʃi] - an Italian Renaissance painter, sculptor, draftsman, architect, engineer and scientist (1452-1519).

Lope de Vega - [ˈləʊpeˌ de ˈveˌgə] - a Spanish playwright and poet (1562-1635).

Lorenzo de' Medici - [ləˈrenzəˌ məˈdɪtʃi] - a Florentine statesman and patron of arts (1449-1492).

Lorenzo Ghiberti - [ləˈrɒntsˌoːˌɡɪbɛrti] - an Italian artist of the early Renaissance best known for works in sculpture and metalworking (1378-1455).

Lorenzo Valla - [ləˈrɒntsˌoːˌvɑːlə] - an Italian humanist, philosopher and literary critic (1407-1457).

Macbeth - [ˈmækˌbeθ] - a king of Scotland 1040–57: subject of a tragedy by Shakespeare.

Malta - [ˈmɒltə] - a republic consisting of this island and two adjacent islands; a former British colony; now a member of the Commonwealth of Nations.

Martin Luther - [ˈmɑːtɪnˌljuːθəː] - a German monk, professor of theology and seminal figure of a reform movement in the 16th century, known as the Protestant Reformation (1483-1546).

Masaccio - [məˈzɑːtʃo] - the first great painter of the Quattrocento period of the Italian Renaissance (1401-1428).

Matthew - [ˈmæθjuː] - one of the twelve Apostles and the traditionally accepted author of the first Gospel of the New Testament.

Michel de Montaign - [miːʃel de mɔ̃ˈɛ̃tɛ̃ŋ] - one of the most influential writers of the French Renaissance, known for popularizing the essay as a literary genre (1533-1592).

Michelangelo Buonarroti - [maɪkələndʒələʊˈbuːnɑːrɒti] - an Italian sculptor, painter, architect, poet, and engineer of the High Renaissance (1475-1564).

Milan - [mɪˈlæn] - the capital of Lombardy in northern Italy.

Moses - [ˈmɔːzɪz] - the Hebrew prophet who led the Israelites out of Egypt to the Promised Land and gave them divinely revealed laws.

Naples - [ˈneɪplz] - the capital of Campania and the third-largest municipality in Italy.

Niccolò Machiavelli - [niːkələʊˈmɑːkəˈvɛli] - an Italian political philosopher who is famous for his book 'The Prince' (1469-1527).

Paolo Uccello - [ˈpaʊlːuːtˈeləʊ] - an Italian painter and a mathematician who was notable for his pioneering work on visual perspective in art (1397-1475).

Paul Bril - [pɔːlˈbrɪl] - a Flemish painter of the Renaissance (1554-1626).

Pico della Mirandola - [ˈpɪkəˈdelə məˈrændələ] - an Italian humanist and writer (1463-1494).

Quattrocento - [kwɑːtˈrɒːtɒːentɒː] or [ˈkwɔːtrəˈtɒːentɒː] - the 15th-century period of Italian art.

Raphael Santi - [ˈrɑːfiəl] - a major Italian Renaissance painter and architect, regarded as one of the greatest artists of the High Renaissance, his many paintings include the 'Sistine Madonna' and the 'Transfiguration' (1483-1520).

Saint Francis Assisi - [ˈfrɑːnsɪs əˈsɪːzɪː] - an Italian and the Roman Catholic monk who founded the Franciscan order of friars (1181-1226).

Sandro Botticelli - [ˈsændrɔː bɒˈtɪtʃɛli] - an Italian painter of the Early Renaissance (1445-1510).

Sicily - [ˈsɪsɪli] - an island of southern Italy in the Mediterranean Sea west of the southern end of the Italian peninsula.

Siena - [siːˈenaː] - a walled city in central Italy, in Tuscany. It was founded by the Etruscans.

Sistine Chapel - [sɪˈstɪnˌtʃæpl] - the best-known chapel of the Apostolic Palace, the official residence of the Pope in the Vatican City.

St. Peter's Basilica - [bəˈsɪlɪkə] - the present church of St. Peter's in Rome, begun by Pope Julius II in 1506 and completed in 1615, it is the church of the popes and one of the world's largest churches.

Thomas More - [ˈtɒməsˌmɔː] - an English lawyer, social philosopher, author, statesman and noted Renaissance humanist; recalled for his concept of Utopia (1478-1535).

Titian - [ˈtɪʃən] - an Italian painter, one of the greatest Renaissance painters of Venice, student of Giovanni Bellini whose name was Tiziano Vecellio (1490-1576).

Tommaso Campanella - [tɒˈmɑːzəʊ kɑmpəˈnɛlə] - an Italian Renaissance philosopher, writer theologian, astrologer and poet. (1568-1639).

Torquato Tasso - [tɔːˈkwɑːtəʊ tæsəʊ]; an Italian poet who wrote an epic poem about the capture of Jerusalem during the First Crusade (1544-1595).

Uffizi Gallery - [uˈfɪtsi] - an art gallery in Florence; built by Giorgio Vasari in the 16th century and opened as a museum in 1765; it contains chiefly Italian Renaissance paintings.

Virgil - [ˈvɜːdʒɪl] - a Roman poet; the author of the epic poem 'Aeneid' (70-19 BC).

William Shakespeare - [ˈwɪljəmˌeːkspʃə] - a British poet and playwright often considered the greatest writer in world literature (1564-1616).

Unit 8. The American War of Independence

Balearic Islands - [ˈbæliː ɪləndz] - an archipelago of Spain in the western Mediterranean Sea, near the eastern coast of the Iberian Peninsula.

Boston - [ˈbɒstən] - a seaport city, the capital of Massachusetts, the USA.

Caribbean Sea - [kærəˈbiːənˌsiː] - a sea of the Atlantic Ocean located in the tropics of the Western hemisphere; it is bounded by Mexico and Central America to the west and southwest, to

the north by the Greater Antilles, to the east by the Lesser Antilles and to the south by South America.

Chesapeake - [tʃesəpi:k] - a city in southeastern Virginia, the USA.

Concord - [kɒŋkəd] - a town in northeast of Massachusetts.

Dartmouth - [dɑtməθ] - a city of southern Nova Scotia, Canada, on an inlet of the Atlantic Ocean opposite Halifax.

Delaware - [deləwə] - a U.S. state located on the Atlantic Coast in the Mid-Atlantic region of the United States; it is bordered to the south and west by Maryland, to the northeast by New Jersey and to the north by Pennsylvania.

Dutch Republic - [dʌtʃ] - officially known as the Republic of the Seven United Provinces; a republic in Europe existing from 1581 to 1795, preceding the Batavian Republic, the United Kingdom of the Netherlands and ultimately the modern Kingdom of the Netherlands.

Eleanor - [elənə] - a female name.

George Washington - [dʒɔdʒwɔʃtən] - the first U.S. president (1732-1799).

Georgia - [dʒɔrdʒə] - a state located in the southeastern United States; it was established in 1732.

Gibraltar - [dʒɪbrɪltə] - a British Overseas Territory located on the southern end of the Iberian Peninsula at the entrance of the Mediterranean Sea.

Lexington - [leksɪŋtən] - a town in eastern Massachusetts near Boston.

Marblehead - [mɑ:blhed] - a town in Essex County, Massachusetts, United States.

Massachusetts - [mæsətsʌts] - a state of the northeast United States.

Philadelphia - [fɪlədelfə] - the largest city in Pennsylvania, it is located in the southeastern part of the state on the Delaware River.

Quebec - [kwɛbek] - the largest province of Canada; a French colony from 1663 to 1759 when it was lost to the British.

Salem - [seiləm] - a city in northeastern Massachusetts.

Saratoga - [səɾətɔ:gə] - a former village of eastern New York on the west bank of the Hudson River east of Saratoga Springs.

Senegal - [senɛgɔl] - a republic in northwestern Africa on the coast of the Atlantic; formerly a French colony but achieved independence in 1960.

St. Lawrence River - [seɪntlɔrɛns] - a North American river; flows into the Gulf of Saint Lawrence and the North Atlantic.

Thomas Gage - [tɔməsgeɪd] - a British general and governor of Massachusetts (1721-1787).

Tobago - [təbeɪgə] - an island of Trinidad and Tobago in the southeast West Indies.

Unit 9. The French Revolution

Armagnacs - [ɑmɔnjæk] - dry brandy distilled in the Armagnac district of France.

Bastille - [bæstɪl] - a fortress built in Paris in the 14th century and used as a prison in the 17th and 18th centuries; it was destroyed July 14, 1789 at the start of the French Revolution.

Brumaire - [brumər] - the month of mist: the second month of the French revolutionary calendar, extending from October 23 to November 21, the month of mist.

Burgundian - [bɜrgʌndɪən] or [bɜrgʌndiən] - a native or inhabitant of Burgundy.

Camille Desmoulins - [dæmuɪlɑ:] - a French revolutionary leader and orator (1760-1794).

Charles Alexandre de Calonne - [tʃɑ:lz kælɔn] - a French statesman, controller general of finances (1734-1802).

Denis Diderot - [dəni didrɔ:] - a French philosopher, art critic and writer (1713-1784).

Emmanuel-Joseph Sieyès - [sjejɛs] - a French statesman, political theorist and churchman, who became prominent during the Revolution (1748-1836).

Faubourg - [fəubʊə] - a suburb or a quarter just outside a French city.

Feuillant - [fɛjɑ:] - a member of a club of constitutional monarchists, formed in 1791 by Lafayette; it was named after their meeting place at Notre Dame des Feuillants.

Fructidor - [fruktɔr] - the twelfth month of the French Republican calendar (1793-1805), originally running from August 18 to September 16; the month of fruit.

Georges-Jacques Danton - [ʒəʁʒakɑ̃tɑ̃] - a French revolutionary leader who stormed the Paris bastille and who supported the execution of Louis XVI but was guillotined by Robespierre for his opposition to the Reign of Terror (1759-1794).

Girondist - [dʒirɔndist] - a member of a party of moderate republicans during the French Revolution, many of whom came from Gironde: overthrown (1793) by their rivals the Jacobins.

Gracchus Babeuf - [ɡrɑkys baːbø:f] - a French revolutionary Utopian communist, leader of the movement for equality under the Directory; his real name - François-Noël Babeuf (1760-1797).

Jacobin - [dʒækəbɪn] - a member of the most radical club founded during the French Revolution, which overthrew the Girondists in 1793 and led by M. Robespierre, instituted the Reign of Terror.

Jacques Hébert - [jak iːbɛr] - a French journalist, and the founder and editor of the extreme radical newspaper Le Père Duchesne during the French Revolution (1757-1794).

Jacques Necker - [zaknekə] - a French statesman and finance minister of Louis XVI (1732-1804).

Jacques Pierre Brissot - [ʒakpiːʁbriːsɔ] - a French revolutionary politician (1754-1793).

Jean Jacques Rousseau - [ʒɑkɑ̃ruːsø] - a Genevan philosopher, writer of 18th-century, famous for 'Émile: or, On Education', 'Julie, or the New Heloise', etc. (1712-1778).

Jean-Paul Marat - [ʒɑpɑ̃maːʁa] - a French revolutionary leader and journalist (1743-1793).

Louis XVI - [luvi] - a King of France and Navarre from 1774 until 1791, after which he was subsequently King of France from 1791 to 1792, before his deposition and execution during the French Revolution (1754-1793).

Marie Antoinette - [mɑriɑ̃tɔ̃nɛt] - a queen of France and wife of Louis XVI (1755-1793).

Marquis de Lafayette - [mɑːkwisːdɛ laːfiːɛt] - French soldier who served under George Washington in the American Revolution (1757-1834)

Maximilian Robespierre - [maksimiljɔ̃rɔbzpjɛ] - a French revolutionary and Jacobin leader: established the Reign of Terror as a member of the Committee of Public Safety (1758-1794).

Mirabeau - [mɪrəbø] - a French revolutionary who was prominent in the early days of the French Revolution; as a member of the States-General (1789-1791) he attempted to create a constitutional monarchy (1749-1791).

Montagnard - [mɔ̃tɑ̃jɑ̃rd] - a radical deputy in the National Convention during the French Revolution. The Montagnards were so called because they sat on the higher benches (the "Mountain") above the uncommitted deputies of the "Plain.

Montesquieu - [mɔ̃tɛskjø:] - a French political philosopher who advocated the separation of executive and legislative and judicial powers (1689-1755).

Nantes - [nɑ̃tɑ̃] - a port city in western France on the Loire estuary.

Napoleon Bonaparte - [napøˌlɔ̃nɔ̃bø̃nɑ̃pɑ̃ʁt] - a French general who became an emperor of France (1769-1821).

R. J. Turgot - [tuʁʒø] - a French economist and statesman (1727-1781).

Tuileries - [twiːlɛʁi] - a palace and royal residence built for Catherine de Medicis in 1564 and burned down in 1871; all that remains today are the formal gardens.

Varennes - [vaʁɑ̃] - a city in the French département of Meuse.

Vendée - [vɑ̃di] - a department in west-central France, on the Atlantic Ocean.

Vendémiaire - [vɑ̃dɛmjɛʁ] - the month of the grape harvest: the first month of the French Revolutionary calendar, extending from September 23 to October 22.

Versailles - [vɛʁsaj] - a royal château in the Île-de-France region of France.

Voltaire - [vɔltɛ] - a French philosopher and writer whose works epitomized the Age of Enlightenment (1694-1778).

Unit 10. The Victorian Age

Arthur Conan-Doyle - [ɑːrθəkənənɒdɔɪl] - a Scottish physician and writer who is most noted for his fictional stories about the detective Sherlock Holmes (1859-1930).

Australia - [ɑːstreɪliə] - a country comprising the mainland of the Australian continent, the island of Tasmania and numerous smaller islands. It is the world's sixth-largest country by total area; officially the Commonwealth of Australia, the capital is Canberra.

Benjamin Disraeli - [dɪzreɪli] - British statesman who as Prime Minister bought controlling interest in the Suez Canal and made Queen Victoria the empress of India (1804-1881).

Blackpool - [blækpuːl] - a borough, seaside town and unitary authority area of Lancashire, in North West England. It is situated along England's northwest coast by the Irish Sea.

Boer Wars - [buə] [bəʊə] - were two wars fought during 1880–1881 and 1899–1902 by the British Empire against the Dutch settlers of two independent Boer republics, the Orange Free State and the Transvaal Republic.

Botswana - [bɒtswɑːnə], officially the Republic of Botswana, is a landlocked country located in Southern Africa. The capital is Gaborone.

Brighton - [braɪtən] - the major part of the city and unitary authority of Brighton and Hove (formed from the previous towns of Brighton, Hove, Portslade and several other villages) on the south coast of Great Britain.

Buckingham Palace - [bʊkɪŋəm pæləs] - the official London residence of the British monarch.

Canada - [kænədə] - a North American country consisting of ten provinces and three territories.

Charles Darwin - [tʃɑːlz dɑːrwɪn] - an English natural scientist who formulated a theory of evolution by natural selection (1809-1882).

Charles Dickens - [tʃɑːlz dɪkɪnz] - an English writer and social critic (1812-1870).

Commonwealth - [kɒmənweɪlθ] or the Commonwealth of Nations, formerly known as the British Commonwealth, is an intergovernmental organisation of 54 independent member states. All members except Mozambique and Rwanda were part of the British Empire.

Crimean War - [kraɪmɪən wɔː] - a conflict (October 1853 - February 1856) between the Russian Empire and an alliance of the French Empire, the British Empire, the Ottoman Empire and the Kingdom of Sardinia.

Earl of Shaftesbury - [ɔːl ʃɑːftsbəri] - a title in the Peerage of England; it was created in 1672 for Anthony Ashley-Cooper, 1st Baron Ashley, a politician during the reign of King Charles II.

Edwardian period - [ədwɔːdɪən pɪərɪəd] - the period covering the reign of King Edward VII from 1901 to 1910.

Egypt - [iːdʒɪpt] - officially the Arab Republic of Egypt is a transcontinental country spanning the northeast corner of Africa and southwest corner of Asia via a land bridge formed by the Sinai Peninsula; the capital is Cairo.

Florence Nightingale - [flɔːrənsnaɪtɪŋeɪl] - a celebrated English social reformer and statistician, and the founder of modern nursing (1820-1910).

Gambia - [gæmbiə]; officially the Republic of the Gambia, is a country in West Africa. It is surrounded by Senegal, apart from a short strip of Atlantic coastline at its western end. It is the smallest country on mainland Africa. The capital is Banjul.

Ghana - [gænə], officially the Republic of Ghana, is a country in West Africa. It is bordered by Côte d'Ivoire (The Ivory Coast) to the west, Burkina Faso to the north, Togo to the east and the Gulf of Guinea to the south. The capital is Accra.

Gladstone - [glædstən] - a liberal British statesman who served as prime minister four times: 1868-1874; 1880-1885; 1886; 1892-1894 (1809-1898).

Hong Kong - [hɒŋkɒŋ] is one of the two Special Administrative Regions of the People's Republic of China, the other being Macau. It is situated on China's south coast and, enclosed by the Pearl River Delta and South China Sea.

Hyde Park - [haɪdpaːk] - a public park in London, England.

India - [ɪndiə], officially the Republic of India, is a country in South Asia. It is the seventh-largest country by area, the second-most populous country in the world. The capital is New Delhi.

Ireland - [ˈaɪələnd] - an island to the north-west of continental Europe. It is the third-largest island in Europe and the twentieth-largest island on Earth. To its east is the larger island of Great Britain, from which it is separated by the Irish Sea. The capital is Dublin.

Joseph Bazalgette - [ˈdʒəʊzɪf ˈbæzəldʒət] - a 19th-century English civil engineer. As chief engineer of London's Metropolitan Board of Works his major achievement was the creation of a sewer network for central London (1819-1891).

Kenya - [ˈkenjə] or [ˈkiːnjə], officially the Republic of Kenya, is a sovereign state in East Africa. Kenya lies on the equator with the Indian Ocean to the south-east, Tanzania to the south, Uganda to the west, South Sudan to the north-west, Ethiopia to the north and Somalia to the north-east. The capital is Nairobi.

Lord Melbourne - [ˈmɛlbən] - William Lamb, 2nd Viscount Melbourne, usually referred to as Lord Melbourne (1779-1848) was a British Whig statesman who served as Home Secretary (1830–1834) and Prime Minister (1834 and 1835–1841).

Louis Daguerre - [luːi dəˈɡʊər] - a French inventor of the first practical photographic process, the daguerreotype (1789-1851).

Marconi - [ˈmɑːkəni] - an Italian electrical engineer who invented wireless telegraphy and in 1901 transmitted radio signals across the Atlantic Ocean (1874-1937).

New Zealand - [njuːzɪlənd] - an island country in the southwestern Pacific Ocean; the capital is Wellington, it geographically comprises two main landmasses - that of the North and South Islands.

Nicholas Nickleby - [ˈnikələs ˈniklbi] - a comic novel of Charles Dickens; originally published as a serial from 1838 to 1839, it was Dickens' third novel.

Nigeria - [naɪdʒəriə], officially the Federal Republic of Nigeria, is a federal constitutional republic comprising 36 states and its Federal Capital Territory, Abuja. The country is located in West Africa and shares land borders with the Republic of Benin in the west, Chad and Cameroon in the east and Niger in the north.

Oliver Twist - [ˈɒlɪvətwɪst] - the second novel by Charles Dickens, published in 1838.

Opium Wars - [ˈɒpɪəm wɔːz] - also known as the Anglo-Chinese Wars, divided into the First Opium War from 1839 to 1842 and the Second Opium War from 1856 to 1860. These were the climax of disputes over trade and diplomatic relations between China under the Qing Dynasty and the British Empire.

Piccadilly Circus - [ˈpɪkədɪlɪsəks] - a road junction and public space of London's West End in the City of Westminster, built in 1819 to connect Regent Street with the major shopping street of Piccadilly.

Prince Albert - [ˈɒbət] - Prince Albert of Saxe-Coburg and Gotha, later the Prince Consort was the husband of Queen Victoria of the United Kingdom of Great Britain and Ireland (1819-1861).

Quebec - [kwɪˈbɛk] - a province in east-central Canada.

Regency era - [ˈriːdʒənsɪərə] - the period between 1811 and 1820, when King George III was deemed unfit to rule and his son, the Prince of Wales, ruled as his proxy as Prince Regent; in 1820 the Prince Regent became George IV on the death of his father.

Saxe-Coburg Gotha - [ˈsæks ˈkəʊbɜːrg ˈɡəʊθə] - the name of the royal family that ruled Great Britain from 1901-1917; the name was changed to Windsor in 1917 in response to anti-German feelings in World War I.

Sherlock Holmes - [ˈʃɒlək ˈhɒlms] - a fictitious detective in stories by A. Conan Doyle.

Sierra Leone - [sɪəˈriːə ˈleɪn] or [sɪəˈriːə], officially the Republic of Sierra Leone, is a country in West Africa that is bordered by Guinea to the northeast, Liberia to the southeast and the Atlantic Ocean to the southwest. Sierra Leone is a Constitutional Republic; the capital is Freetown.

Somalia - [səʊˈmɑːliə], officially the Federal Republic of Somalia, is a country located in the Horn of Africa. It is bordered by Ethiopia to the west, Djibouti to the northwest, the Gulf of Aden to the north, the Indian Ocean to the east, and Kenya to the southwest; the capital is Mogadishu.

South Africa - [saʊθ ˈfæɪkə], officially the Republic of South Africa, is a country located at the southern tip of Africa. The capital is Pretoria.

Sudan - [suːdæn] or [suːdɒn] - officially the Republic of the Sudan; an Arab state in North Africa and the Middle East bordered by Egypt to the north, the Red Sea to the northeast, Eritrea and Ethiopia to the east, South Sudan to the south, the Central African Republic to the southwest, Chad to the west and Libya to the northwest; the capital is Khartoum.

Thomas Hardy - [tɒməs hɑːdɪ] - an English novelist and poet (1840-1928).

Uganda - [juːˈgændə] or [juːˈɡɑːndə], officially the Republic of Uganda, is a country in East Africa. Uganda is bordered on the east by Kenya, on the north by South Sudan, on the west by the Democratic Republic of the Congo, on the southwest by Rwanda, on the south by Tanzania; the capital is Kampala.

William Fox Talbot - [tɒl bət] - English inventor and pioneer in photography who published the first book illustrated with photographs (1800-1877).

Zambia - [zæmbiə], officially the Republic of Zambia, is a landlocked country in southern Africa. The neighbouring countries are the Democratic Republic of the Congo to the north, Tanzania to the north-east, Malawi to the east, Mozambique, Zimbabwe, Botswana and Namibia to the south, and Angola to the west. The capital city is Lusaka.

Zimbabwe - [zɪmˈbɒbweɪ], officially the Republic of Zimbabwe, is a country in southern Africa, between the Zambezi and Limpopo rivers. It is bordered by South Africa to the south, Botswana to the southwest, Zambia to the northwest and Mozambique to the east. The capital is Harare.

Zulu War - [zulu] - a war between the British Empire and the Zulu Kingdom (South Africa) in 1879 (5 months, 3 weeks and 2 days).

Unit 11. The World War I (1914-1918)

Aisne - [ein] - a French department in the Picardy region of northern France.

Alexander von Kluck - [kluk] - a German general during World War I (1846-1934).

Alfred von Tirpitz - [ɔlfred fɪn tɪpɪts] - a German admiral: as secretary of state for the Imperial Navy (1897-1916), he created the modern German navy, which challenged British supremacy at sea (1849-1930).

Austria-Hungary - [ɔːstɪə hʌŋgəri] - the Dual Monarchy established in 1867, consisting of what are now Austria, Hungary, the Czech Republic, Slovakia, Slovenia, Croatia, Bosnia-Herzegovina, and parts of Poland, Romania, Ukraine and Italy.

Balkans - [bɒlkənz] - the major mountain range of Bulgaria and the Balkan Peninsula; often referred to as the Balkan Peninsula and also as "Southeast Europe".

Battle of Loos, France - [luːs] - was one of the major British offensives mounted on the Western Front in 1915 during World War I. It marked the first time the British used poison gas.

Battle of Somme - [sʌm] - the battle in World War I (1916).

Battle of the Marne - [mɑːn] - a World War I battle in northwestern France where the Allies defeated the Germans in 1918.

Battle of Verdun - [vɜːdʌn] - one of the major battles during the First World War on the Western Front. It was fought between the German and French armies (21 February-18 December 1916).

Belgium - [beldʒəm] - a federal kingdom in northwestern Europe; headquarters for the European Union and for the North Atlantic Treaty Organization. The capital is Brussels.

Bismarck, Otto Eduard Leopold von - [bɪz mɑːk] - a German statesman, a prime minister of Prussia (1862-1890). Under his leadership Prussia defeated Austria and France, and Germany was united. In 1871 he became the first chancellor of the German Reich (1815-1898).

Bohemia - [bəʊhiːmiə] - a former kingdom of central Europe, independent from the 9th to the 13th century; belonged to the Hapsburgs from 1526 until 1918.

Bordeaux - [bɔːr dəʊ] - a port city in southwestern France; a major center of the wine trade.

Bosnia - [bɒzniə] - a country in Southeastern Europe, on the Balkan Peninsula. Its capital and largest city is Sarajevo.

Bulgaria - [bʊlɡə ɹiə] - a country located in Southeastern Europe. It is bordered by Romania to the north, Serbia and Macedonia to the west, Greece and Turkey to the south and the Black Sea to the east. The capital is Sofia.

Cambrai - [kaːbrə] - a town in northern France, a scene of a battle in which massed tanks were first used and broke through the German line (November, 1917).

Charles Lanrezac - [ʃaːrlɑːnrizək] - a French general, formerly a distinguished staff college lecturer, who commanded the French Fifth Army at the outbreak of World War I (1852-1925).

Dardanelles - [dɑːdəˈnelz] - the strait between the Aegean and the Sea of Marmara that separates European Turkey from Asian Turkey.

First Battle of Ypres - [iːprə] - battle in World War I (1914). Ypres is a Belgian municipality located in the Flemish province of West Flanders.

Flanders - [flɑːndəz] - a historical region of northwest Europe including parts of northern France, western Belgium, and southwest Netherlands along the North Sea.

Franchet D'Esperey - [frɑːŋʃə dəpəʁe] a French general during World War I (1856-1942).

Franz Ferdinand - [frænz fəːdɪnən] - the archduke of Austria and heir apparent to Francis Joseph I; his assassination at Sarajevo triggered the outbreak of World War I (1863-1914).

Franz Joseph I of Austria - [frænzɔːdʒəzəf] - the Emperor of Austria, Apostolic King of Hungary, King of Bohemia, King of Croatia, King of Galicia and Lodomeria and Grand Duke of Cracow from 1848 until his death in 1916 (1830-1916).

Gallipoli - [gælɪpəlɪ] - a narrow peninsula of northwest Turkey extending between the Dardanelles and the Gulf of Saros.

George V - [dʒɔːdʒ] - the King of the United Kingdom, the British Dominions, the Emperor of India, from 6 May 1910 through the First World War until his death (1865-1936).

Germany - [dʒəːməni] - a federal parliamentary republic in western-central Europe. The country consists of 16 states and its capital and largest city is Berlin.

Helmuth von Moltke - [helmutvɔːnmɔltkə] - a German Field Marshal (1800-1891).

Joseph Joffre - [dʒəʒɪfʃrə] - a French field marshal who commanded the Allied armies in France during World War I (1852-1931).

Kaiser Wilhelm II - [kaɪzəwɪlhɛlm] - the last German Emperor and King of Prussia, ruling the German Empire and the Kingdom of Prussia from 15 June 1888 to 9 November 1918. He was a grandson of the British Queen Victoria and related to many monarchs of Europe (1859-1941).

Karl von Bulow - [biːlɔː] - a German Field Marshal commanding the German 2nd Army during World War I from 1914 to 1915 (1846-1921).

Lusitania - [luːsɪtəniə] - a British luxury liner sunk by German submarine in World War I.

Macedonia - [məsiˈdɔːniə] - a country located in the central Balkan peninsula in Southeast Europe. The capital is Skopje.

Megiddo - [mɛɡɪdɔː] - an ancient city of northwest Palestine on the Plain of Esdraelon.

Michel Maunoury - [miːʃəl muːnuri] - a commander of French forces in the early days of World War I (1847-1923).

Montenegro - [mɒntɪˈneɪrə] or [mɒntɪˈniːrə] - a country in Southeastern Europe. It has a coast on the Adriatic Sea to the south-west and is bordered by Croatia to the west, Bosnia and Herzegovina to the northwest, Serbia to the northeast, Kosovo to the east and Albania to the south-east. Its capital and largest city is Podgorica.

Nicholas II - [nikələs] - the last czar of Russia (1894-1917), son of Alexander III and Maria Feodorovna (1868-1918).

Ottoman Empire - [ɒtəmənˈempaɪə] - a Turkish sultanate of southwestern Asia and northeastern Africa and southeastern Europe; created by the Ottoman Turks in the 13th century and lasted until the end of World War I.

Prussia - [prʊ ʃ] - a German kingdom and historic state originating out of the Duchy of Prussia and the Margraviate of Brandenburg; a former state in Northern Europe, it became a military power in the 18th century and in 1871 led the formation of the German empire.

Raymond Poincaré - [ˌreɪmænd ˈpɒŋkɑːreɪ] - a French statesman who served three times as Prime Minister and as President from 1913 to 1920 (1860-1934).

Romania - [ˌrəʊməˈniə] - a country located at the intersection of Central and Southeastern Europe, bordering on the Black Sea. It shares a border with Hungary and Serbia to the west, Ukraine and Moldova to the northeast and east, and Bulgaria to the south. The capital is Bucharest.

Sarajevo - [ˌsærəˈjeɪvəʊ] - capital and largest city of Bosnia; scene of the assassination of Francis Ferdinand in 1914 which precipitated World War I.

Schlieffen Plan - [ˌʃliːfən ˈplæn] - a draft plan for strategic deployment of the German Army and for conducting combat operations at the beginning of a war on two fronts, against France and Russia.

Serbia - [ˌsɜːbɪə] - a republic of southeast Europe on the northern Balkan peninsula.

Southern Dobruja - [ˌsʌðən ˈdɒbrʊdʒɑː] - an area of north-eastern Bulgaria comprising the administrative districts named for its two principal cities of Dobrich and Silistra.

Thomas Woodrow Wilson - [ˌtɒməs ˈwʊːdrəʊ ˈwɪlsn] - the 28th President of the United States; led the United States in World War I and secured the formation of the League of Nations (1856-1924).

Triple Alliance - [ˌtraɪpl əˈlaɪəns] - the military alliance among Germany, Austria-Hungary and Italy, (as opposing the Triple Entente which consisted of an alliance between Britain, France and Russia), that lasted from 1882 until the start of World War I in 1914.

Triple Entente - [ˌtraɪpl ɪnˈteɪnt] - the understanding between Britain, France, and Russia that developed between 1894 and 1907 and counterbalanced the Triple Alliance of 1882.

Unit 12. The Second World War

Adolf Hitler - [ˌadɒlf ˈhɪtlə] - an Austrian-born German politician and the leader of the Nazi Party; the chancellor (1933-1945) of Germany and dictator (1934-1945) of Nazi Germany (1889-1945).

Ahnenerbe - [ˌanənə ˈuːbɜː] - a Nazi research institute that promoted itself as a "study society for Intellectual Ancient History." Founded on July 1, 1935, by Heinrich Himmler, Herman Wirth, and Richard Walther Darré, the Ahnenerbe's goal was to research the archaeological and cultural history of the Aryan race, and later to experiment and launch voyages with the intent of proving that prehistoric and mythological Nordic populations had once ruled the world

Albert Lebrun - [alˌber leˈbruːn] - a French politician, the President of France from 1932 to 1940; he was the last president of the Third Republic (1871-1950).

Allied Powers - [əˈlaɪd] - nations allied in opposition to the Central Powers in World War I or to the Axis Powers in World War II. The original Allies in World War I, the British Empire, France and the Russian Empire, were later joined by many other countries, including Portugal, Japan and Italy. Other nations joining the Allies, including the USA after 1917, were called Associated Powers. In World War II the major Allied Powers were Britain, France, the Soviet Union, the USA and China.

Alphonse Juin - [alːɒfɒns ˈdʒuː] or [ˈwɑː] - a Marshal of France.

Auschwitz - [ˌaʊʃvɪts] - a Nazi concentration camp for Jews in southwestern Poland during WWII.

Axis Powers - [ˌæksɪs] - the coalition headed by Germany, Italy, and Japan that opposed the Allied Powers in World War II.

Battle of Midway - [ˌmɪdweɪ] - one of the most important naval battles of the Pacific Campaign of World War II. Between 4 and 7 June 1942, only six months after Japan's attack on Pearl Harbor, and one month after the Battle of the Coral Sea, the United States Navy decisively defeated an Imperial Japanese Navy (IJN) attack against Midway Atoll.

Benito Mussolini - [beˈnɪtɒ ˈmʌssəlɪni] - an Italian politician, journalist and leader of the National Fascist Party, ruling the country from 1922 to 1943 (1883-1945).

Bernard Montgomery - [ˌbɜːnɑːd mɒntəˈɡɒməri] - an English general during World War II; won victories over Rommel in North Africa and led British ground forces in the invasion of Normandy (1887-1976).

Blitzkrieg - [blɪtskriːg] - a swift intensive military attack, especially using tanks supported by aircraft, designed to defeat the opposition quickly, from German - 'lightning war'.

Burma - [bɜːmə] or Myanmar [mjɑːnmə] - a sovereign state in Southeast Asia bordered by China, Thailand, India, Laos and Bangladesh. The capital is Naypyidaw.

Caucasus - [kɑːsəs] - the mountain range in Caucasia between the Black Sea and the Caspian Sea that forms part of the traditional border between Europe and Asia.

Charles de Gaulle - [ɑːrl dəgɔːl] - a French general and statesman, first president (1959-1969) of the Fifth Republic (1890-1970).

Chester Nimitz - [tɛstənmɪts] - a Fleet admiral of the United States during World War II who used aircraft carriers to destroy the Japanese navy (1885-1966).

Clement Attlee - [klemənt ɹi] - a British politician who served as the Prime Minister of the United Kingdom (1945-1951) and as the Leader (1935-1955) of the Labour Party (1883-1967).

Dunkirk - [dʌŋkɜːk] - a city of northern France on the North Sea. In World War II more than 330,000 Allied troops were evacuated from its beaches in the face of enemy fire (May-June 1940).

El Alamein - [əl ɪl ʌmeɪn] - a village to the west of Alexandria on the northern coast of Egypt; the scene of a decisive Allied victory over the Germans in 1942.

Ernst Kaltenbrunner - [ɛrnstkaːltənbruːnə] - an Austrian-born senior official of Nazi Germany during World War II; he was the Director (1943-1945) of the Reich Main Security Office and the President (1943-1945) of Interpol (1903-1946).

Erwin Rommel - [əwɪnrɔːmə] - a German field marshal noted for brilliant generalship in North Africa during World War II; after his implication in the July Plot (1944) to assassinate Hitler, he committed suicide (1891-1944).

Franklin Roosevelt - [fræŋklɪnrʊːzəvəlt] - the 32nd President of the United States; elected four times; instituted New Deal to counter the Great Depression and led country during World War II (1882-1945).

Guam - [gwɑːm] - an organized, unincorporated territory of the United States in the western Pacific Ocean. The island's capital is Hagåtña.

Gulf of Mexico - [gʊlf əv mɛksɪkəʊ] - an ocean basin largely surrounded by the North American continent and the island of Cuba.

Harry Truman - [həriːtruːmən] - the 33rd President (1945-1953) of the USA (1884-1972).

Hawaii - [həwaɪ] - a state of the USA in the central Pacific, consisting of over 20 volcanic islands and atolls; discovered by Captain Cook in 1778; annexed by the USA in 1898; a naval base at Pearl Harbor attacked by the Japanese in 1941.

Heinrich Himmler - [henrikhimlɐ] - a German Nazi who was chief of the SS and the Gestapo and who oversaw the genocide of six million Jews (1900-1945).

Heinrich Himmler - [henrikhimlɐ] - the Reichsführer of the Schutzstaffel (SS), a military commander and a leading member of the Nazi Party (NSDAP) of Nazi Germany (1900-1945).

Hermann Goering - [hermanɡøːrɪŋ] - a German politician, military leader and leading member of the Nazi Party; a veteran of World War I as an ace fighter pilot (1893-1946).

Hideki Tōjō - [hidɛki tɔːdʒəʊ] - a general of the Imperial Japanese Army (IJA), the leader of the Taisei Yokusankai, and the 40th Prime Minister of Japan during most of World War II, from October 17, 1941 to July 22, 1944 (1884-1948).

Hirohito - [hɪrəhiːtəʊ] - the emperor of Japan who renounced his divinity and became a constitutional monarch after Japan surrendered at the end of World War II (1901-1989).

Hiroshima - [hɪrɔːʃɪmɔː] or [hɪrɔːmɔː] - a port city on the southwestern coast of Honshu in Japan; on August 6, 1945 Hiroshima was almost completely destroyed by the first atomic bomb dropped on a populated area.

Iwo Jima - [iːwə dʒɪmɔː] - an island of the Japanese Volcano Islands chain south of the Ogasawara Islands and together with them form the Ogasawara Archipelago also known as the Bonin Islands.

Japan - [dʒəˈpæn] - an island nation in East Asia. Located in the Pacific Ocean, it lies to the east of the Sea of Japan, China, North Korea, South Korea and Russia, stretching from the Sea of Okhotsk in the north to the East China Sea and Taiwan in the south. The capital is Tokyo.

Joseph Goebbels - [dʒoʊˈzefˌɡɛbəl] - the German propaganda minister in Nazi Germany who persecuted the Jews (1897-1945).

Luftwaffe - [ˈlʊftwafə] - the German airforce.

Messerschmitt, Willy - [ˈmɛsərˌʃmɪt] - a German aeronautical engineer. His military planes figured prominently in World War II, including the Me-262, the first jet fighter (1898-1978).

Nagasaki - [nəˈɡæˌsɑːki] - a city in southern Japan on Kyushu; a leading port and shipbuilding center; on August 9, 1945 Nagasaki became the second populated area to receive an atomic bomb.

Neville Chamberlain - [ˈnevɪlˌtʃeɪmbələn] - a British statesman who as Prime Minister pursued a policy of appeasement toward fascist Germany (1869-1940).

Operation Barbarossa - [ˌɒpəˈreɪʃən bəˈrɒsə] - the codename for Hitler's invasion (1941) of Russia. Barbarossa was the Holy Roman Emperor from 1152 to 1190; conceded supremacy to the pope; drowned leading the Third Crusade (1123-1190).

Pearl Harbor - [ˈpɜːlˌhɑːbər] - a harbor on Oahu to the west of Honolulu; location of a United States naval base that was attacked by the Japanese on 7 Dec 1941.

Phony War - [ˈfəʊniˌwɜː] - a period of apparent calm and inactivity, especially the period at the beginning of World War II.

Pietro Badoglio - [ˈpiːtrəˌbɑːdɔːljoʊ] - an Italian general during both World Wars and a Prime Minister of Italy, as well as the first viceroy [ˈvaɪsər] of Italian East Africa (1871-1956).

Raymond Spruance - [ˈreɪmɒndˌspɹuːəns] - a USA Navy admiral in World War II (1886-1969).

Rudolf Hess - [ˈruːdɒlfˌhes] - Nazi leader who in 1941 flew a solo flight to Scotland in an apparent attempt to negotiate a peace treaty with Great Britain but was imprisoned for life (1894-1987).

Second Battle of El Alamein - [elˌ ɑːmeɪn] - a battle which marked a major turning point in the Western Desert Campaign of the Second World War. The battle took place over 20 days from 23 October - 11 November 1942.

Shambhala - [ˈʃɑːmbəːlə] - the name of a mythical sacred place, thought to be between the Gobi Desert and the Himalayas.

Third Reich - [raɪk] - Nazi Germany and the Third Reich are common names for Germany during the period from 1933 to 1945, when its government was controlled by Adolf Hitler and his National Socialist German Workers' Party, commonly known as the Nazi Party.

Tibet - [ˈtɪbet] - a historical plateau region in Central Asia, is today mostly under the sovereignty of the People's Republic of China and administered as the Tibet Autonomous Region.

Victor Emmanuel III - [ˈvɪktə ɪmənˌjuː ɪ] - the Italian king (1900-1946); he appointed Benito Mussolini prime minister in 1922 and did little to stop Italy's decline into a fascist state. He abdicated in 1946 and the monarchy was formally abolished in 1947 (1869-1947).

Winston Churchill - [ˈwɪnstənˌtʃɜːtʃɪl] - a British politician who was the Prime Minister of the United Kingdom from 1940 to 1945 and again from 1951 to 1955; received Nobel prize for literature in 1953 (1874-1965).

Yamamoto - [jəˈmɑːtəʊ] - a Japanese admiral who planned the attack on Pearl Harbor in 1941 (1884-1943).

Unit 13. The Cold War

Austrian State Treaty - [ˈɔːstrənˌsteɪtˌtriːt] or Austrian Independence Treaty - a treaty that re-established Austria as a sovereign state. It was signed on May 15, 1955, in Vienna among the Allied occupying powers (France, the United Kingdom, the United States and the Soviet Union) and the Austrian government. It officially came into force on July 27, 1955.

Berlin Blockade - [bɜːrɪnˌblɔːkɪd] - one of the first major international crises of the Cold War (24 June 1948 – 12 May 1949).

Berlin Crisis of 1961 - [bɛrɪn kɹaɪsɪs] - the last major politico-military European incident of the Cold War about the occupational status of the German capital city, Berlin and of post-World War II Germany (4 June – 9 November 1961).

Cambodia - [kæmˈbɔːdiə] - a country of Southeast Asia on the Gulf of Thailand. The capital is Phnom Penh.

Chile - [tʃɪli] - a South American country occupying a long, narrow strip of land between the Andes Mountains to the east and the Pacific Ocean to the west. It borders Peru to the north, Bolivia to the northeast, Argentina to the east, and the Drake Passage in the far south. The capital is Santiago.

COMECON - [kɒmˈkʌn] or The Council for Mutual Economic Assistance - an association of Soviet-oriented Communist nations, founded in 1949 to coordinate economic development; it was disbanded in 1991.

Cuba - [kjuˈbæ] - an island country in the Caribbean, officially the Republic of Cuba. To the north of Cuba lies the USA and the Bahamas, Mexico is to the west, the Cayman Islands and Jamaica are to the south, and Haiti and the Dominican Republic are to the southeast. The capital is Havana.

Cuban Missile Crisis - [kjuˈbæn mɪsɑːl kɹaɪsɪs] - known as the October crisis in Cuba and the Caribbean crisis in the former USSR - was a 13-day confrontation between the Soviet Union and Cuba on one side, and the United States on the other, in October 1962. It was one of the major confrontations of the Cold War and is generally regarded as the moment in which the Cold War came closest to turning into a nuclear conflict.

Czechoslovakia - [tʃɛkəʊsləʊvækɪə] - a sovereign state in Central Europe that existed from October 1918, when it declared its independence from the Austro-Hungarian Empire, until its peaceful dissolution into the Czech Republic and Slovakia on 1 January 1993.

Dwight D. Eisenhower - [dwaɪt aɪzənhaʊər] - the 34th President of the USA (1953-1961). He was a general in the United States Army during World War II and served as Supreme Commander of the Allied Forces in Europe (1890-1969).

Eastern Bloc States - [iːstən] - or Communist Bloc refers to the former communist states of Central and Eastern Europe, generally the SU and the countries of the Warsaw Pact.

Erich Honecker - [erɪk hɒnəkə] - a German communist politician who led East Germany as the General Secretary of the Socialist Unity Party from 1971 until 1989, serving as Head of State as well after Willi Stoph's relinquishment of that post in 1976 (1912-1994).

Fidel Castro - [fiˈdɛl kæstrə] - Cuban socialist leader who overthrew a dictator in 1959 and established a Marxist socialist state in Cuba (born in 1927).

Geneva - [dʒɛnɪvə] - a city in southwestern Switzerland at the western end of Lake Geneva; it is the headquarters of various international organizations.

Grenada - [rɪˈneɪdə] - is an island country and commonwealth realm consisting of the island of Grenada and six smaller islands at the southern end of the Grenadines in the southeastern Caribbean Sea. The capital is St. George's.

Guatemala - [gwəˈtɛmɑːlə] - a country of northern Central America.

Gulf of Tonkin - [tʌn kɪŋ] - a body of water located off the coast of northern Vietnam and southern China. It is a northern arm of the South China Sea.

Indochina - [ɪnˈdɔːtʃaɪnə] - a peninsula of southeastern Asia that includes Myanmar, Cambodia, Laos, Malaysia, Thailand and Vietnam.

Iran - [ɪˈrɑːn] - a theocratic Islamic republic in the Middle East in western Asia.

Jimmy Carter - [dʒɪm kɑːtər] - an American politician who served as the 39th President of the United States (1977–1981); he was awarded the 2002 Nobel Peace Prize, the only U.S. President to have received the Prize after leaving office (born October 1, 1924).

Joe McCarthy - [məˈkɑːθɪ] - an American politician who served as a Republican US Senator from the state of Wisconsin from 1947 until his death in 1957 (1908-1957).

Kim Il-sung - [kɪm ɪl sʊŋ] or [kɪm ɪl sʊŋ] - a Korean soldier and politician who led the Korean People's Army against Japan (1932-1945) and served as Prime Minister (1948-1972) and President (1972-1994) of North Korea.

Korean War – [kəʊriən] - a war between the Republic of Korea (South Korea), supported by the United Nations and the Democratic People's Republic of Korea (North Korea), at one time supported by the People's Republic of China and the Soviet Union (25 June 1950 – 27 July 1953).

Latin America - [lætɪnəmerɪkə] - countries of South America and North America (including Central America and the islands of the Caribbean Sea) south of the USA; the term is often restricted to countries where either Spanish or Portuguese is spoken.

Libya - [lɪbiə] - a country (officially the State of Libya) in the Maghreb (Algeria, Libya, Mauritania, Morocco and Tunisia) region of North Africa bordered by the Mediterranean Sea to the north, Egypt to the east, Sudan to the southeast, Chad and Niger to the south and Algeria and Tunisia to the west. The capital is Tripoli.

Mao Zedong - [maʊ zə dʊŋ] - a Chinese communist revolutionary, politician and socio-political theorist. The founding father of the People's Republic of China from its establishment in 1949, he governed the country as Chairman of the Communist Party of China until his death (1893-1976).

Margaret Thatcher - [mɑːgrət θætʃət] - a British politician who was the Prime Minister of the UK (1979-1990) and the Leader (1975-1990) of the Conservative Party (1925-2013).

Marshall Plan - [mɑːʃəl] - a United States program of economic aid for the reconstruction of Europe (1948-1952); named after George Marshall, an American military leader, Chief of Staff of the Army, Secretary of State and the third Secretary of Defense (1880-1959).

Nicaragua - [nɪkəˈrɑːwə] - the largest country (officially the Republic of Nicaragua) in the Central American isthmus, bordering Honduras to the north and Costa Rica to the south. The capital is Managua.

Patrice Lumumba - [pɑːtrɪs luːmʊmbə] - the first Prime Minister of the Democratic Republic of the Congo (1925-1961).

Pershing II missile - [pɜːʃɪŋ ɪˈmɪsɪl] - a 12 meters U.S. Army surface-to-surface nuclear missile with a single warhead and range of more than 1000 miles (1609 km).

Pueblo - [pjuːbloʊ] - a modern and ancient community of Native Americans in the Southwestern United States of America.

Richard Nixon - [rɪtʃəd nɪksən] - vice president under Eisenhower and 37th President of the United States (1969-1974); resigned after the Watergate scandal in 1974 (1913-1994).

Ronald Reagan - [reɪɡən] - the US film actor and Republican statesman; Governor of California (1966-1974); the 40th president (1981-1989) of the USA (1911-2004).

SALT I - the first treaty between the USA and the USSR resulting from the Strategic Arms Limitation Talks.

Southeast Asia - [sauθiːstɪeɪə] - a geographical division of Asia that includes Indochina plus Indonesia and the Philippines and Singapore.

Syria - [sɪriə] - a country (officially the Syrian Arab Republic) in Western Asia, bordering Lebanon and the Mediterranean Sea to the West, Turkey to the north, Iraq to the east, Jordan to the south and Israel to the southwest. The capital is Damascus.

Truman Doctrine - [truːmən dɒktrɪn] - President Truman's policy of providing economic and military aid to any country threatened by communism or totalitarian ideology.

Turkey - [tʊːki] - a transcontinental country (officially the Republic of Turkey), located mostly on Anatolia in Western Asia and on East Thrace in Southeastern Europe. Turkey is bordered by eight countries: Bulgaria to the northwest; Greece to the west; Georgia to the northeast; Armenia, Iran and the Azerbaijani exclave of Nakhchivan to the east; and Iraq and Syria to the southeast. The capital is Ankara.

USSR or the Union of Soviet Socialist Republics - a former communist country in Eastern Europe and northern Asia; established in 1922; included 15 other soviet socialist republics; officially dissolved on the 31st of December 1991.

Vietnam War - [vjetnəm] - or the Second Indochina War was a Cold War-era military conflict that occurred in Vietnam, Laos and Cambodia from 1 November 1955 to the fall of Saigon on 30 April 1975.

War in Afghanistan - [æfənstən] - a war fought between the forces of the Soviet Union, and Islamic tribes of Afghanistan who were against the Communist government set up by the Soviets (December 24, 1979 – February 15, 1989).

Warsaw Pact - [wɔsɔ] - a military treaty and association of E European countries, formed in 1955 by the Soviet Union, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, and Romania: East Germany left in 1990; the remaining members dissolved the Pact in 1991.

Unit 14. Culture, Science and Inventions of the XX Century

Alan Turing - [ælənˈtjʊərɪŋ] - an English mathematician who conceived of the Turing machine and broke German codes during World War II (1912-1954).

Albert Einstein - [æɪnstɑːn] - a physicist born in Germany who formulated the special theory of relativity and the general theory of relativity; Einstein also proposed that light consists of discrete quantized bundles of energy (later called photons) (1879-1955).

Alexander Fleming - [flɛmɪŋ] - a Scottish bacteriologist who discovered lysozyme (1922) and penicillin (1928); he shared the Nobel Prize for physiology or medicine in 1945 (1881-1955).

Art Nouveau - [nuvə] - a French school of art and architecture popular in the 1890s; characterized by stylized natural forms and sinuous outlines, such as leaves, vines and flowers.

Auguste and Louis Lumiere - [august luːmiɛr] - French inventors. August Lumière (1862-1954) and his brother Louis Lumière (1864-1948) were the earliest filmmakers in history.

Charles Ginsburg - [tʃɑːlzɡɪnbɜːrg] - an American engineer who invented the first video tape recorder (VTR) (1920-1992).

Chester F. Carlson - [tʃɛstəːkɑːlsən] - an American physicist who invented the process of xerography which became the basis for the operation of the office copying machines first introduced by the Xerox Corporation in 1959 (1906-1968).

Christopher Cockerell - [krɔstəfəːkəkərəl] or [kɔkrəl] - an English engineer, best known as the inventor of the hovercraft (1910-1999).

Cubism - [kjuːbɪzəm] - an artistic movement in France beginning in 1907 that featured surfaces of geometrical planes; this French school of painting, collage, relief and sculpture was initiated in 1907 by Pablo Picasso (1881-1973) and Georges Braque (1882-1963).

Dadaism - [dadaɪzəm] - a nihilistic art movement (especially in painting) that flourished in Europe early in the 20th century; based on irrationality and negation of the accepted laws of beauty.

Doris Humphrey - [dɔrəsɪhmfrɪ] - an American modern dancer and choreographer of the early twentieth century (1895-1958).

Edwin Howard Armstrong - [edwɪnhauədɪmstrɪŋ] - a USA electrical engineer; invented the superheterodyne radio receiver (1933) and the FM radio (1890-1945).

Enrico Fermi - [fɛːmi] - an Italian nuclear physicist (in the United States after 1939) who worked on artificial radioactivity caused by neutron bombardment and who headed the group that in 1942 produced the first controlled nuclear reaction (1901-1954).

Federico Faggin - [faːdɪn] - an Italian-born and educated physicist, naturalized US citizen, widely known for designing the first commercial microprocessor (born in 1941).

Ferdinand von Zeppelin - [fɛːdnɛnzepəlɪn] - a German inventor who designed and built the first rigid motorized dirigible (1838-1917).

Francis Crick - [frænsɪskrɪk] - an English biochemist who (with Watson in 1953) helped to discover the helical structure of DNA (1916-2004).

Frank Whittle - [fræŋkwɪtl] - an English engineer; invented the jet aircraft engine (1907-1996).

George Claude - [dʒɔːklɔːd] - a French engineer, chemist and inventor of the neon light, which found widespread use in signs and was the forerunner of the fluorescent light (1870-1960).

Gödel, Kuth - [gə:dl] - a Czech-born American mathematician and logician best known for his proof that the consistency of a mathematical system in which the truths of arithmetic can be expressed cannot be proven from within that system (1906-1978).

Gordon Gould - [gɔdɔn gu:ld] - an American physicist who invented the laser.

Hubert Booth - [hju:bət bu:ð] - a British engineer; invented the 1st vacuum cleaner (1871-1955).

Isadora Duncan - [izə'dɑ:rə'dʌŋkən] - a USA dancer and pioneer of modern dance (1878-1927).

Jack Kilby - [kilbi] - an American electrical engineer who took part (along with Robert Noyce) in the realization of the first integrated circuit while working at Texas Instruments (TI) in 1958. He was awarded the Nobel Prize in physics in 2000. He is also the inventor of the handheld calculator and the thermal printer (1923-2005).

Jacques Cousteau - [ku'stəu] or [ku'stɔ] - a French naval officer, explorer, conservationist, filmmaker, innovator, scientist, photographer, author and researcher who studied the sea and all forms of life in water. He invented the Aqua-Lung (1943) together with Émile Gagnan (1910-1997).

Jacques E. Brandenberger - [zɑ:k brændə'bergə] - a Swiss chemist and textile engineer who in 1908 invented cellophane (1872-1954).

James Ferguson - [fə'gæsən] - an American inventor of an improved LCD (1971) (1934-2008).

James Russell - [rʌsl] - an American who invented the compact disk in 1965. However, the compact disk did not become popular until 1980 (born in 1931).

James Watson - [dʒeɪmz wɔ:tsən] - a United States geneticist who (with Crick in 1953) helped to discover the helical structure of DNA (born in 1928).

John Bardeen - [bɑ:di:n] - an American physicist; he shared the Nobel Prize (1956) for the development (1947) of the transistor and in 1972 for a theory of superconductivity (1908-1991).

John von Neumann - [nɪmɑ:n] - a United States mathematician who contributed to the development of atom bombs and of stored-program digital computers (1903-1957).

Jose Limon - [hɔsə li'mɔn] - a Mexican-born U.S. modern dancer, choreographer and founder-director of the José Limón Dance Company (1908-1972).

Jupiter - [dʒʌpɪ'tə] - the largest planet and the 5th from the Sun, it has 67 satellites. Jupiter is classified as a gas giant along with Saturn, Uranus and Neptune.

Leo Baekeland - [liəu'beɪklænd] - a Belgian-born American chemist who developed the first plastic to harden permanently after heating (1863-1944).

Mars - [mɑ:z] - the 4th planet from the Sun and the 2nd smallest planet in the Solar System. Its mean distance from the Sun is 227 mln km. Its day is 24.6 Earth hours; its year about 687 Earth days. It has 2 small moons, Phobos and Deimos. Its equatorial diameter is 6,792 km, about half that of Earth

Martha Graham - [mɑθə'græəm] - a United States dancer and choreographer whose work was noted for its austerity and technical rigor (1893-1991).

Maurice Wilkins - [mɔ:ris wɪl'kɪnz] - a British biochemist, born in New Zealand. With Crick and Watson, he shared the Nobel Prize 1962 for his work on the structure of DNA (1916-2004).

Merce Cunningham - [mɜ:tʃi'kɪnɪŋ] - a USA dancer and choreographer (born in 1922).

Mercury - [mɜ:kjʊr] - the smallest and closest to the Sun of the eight planets in the Solar System, with an orbital period of about 88 Earth days. Seen from the Earth, it appears to move around its orbit in about 116 days, which is much faster than any other planet.

Modernism - [mɔ:dənɪzəm] - a 20th century movement in art, which characterized by the deliberate departure from tradition and the use of innovative forms of expression.

Moon [mu:n] - the natural satellite of the Earth and the fifth largest satellite in the Solar System. Its mean diameter is 3,475 kilometers, its mass approximately 1/81 that of Earth, and its average period of revolution around Earth is 29 days 12 hours 44 minutes.

Neoplasticism - [niəu'plɑ:stɪkɪzəm] or De Stijl [də'staɪl] - a Dutch artistic movement founded in 1917. De Stijl from Dutch means "The Style".

Neptune - ['neɪtju:n] - the 8th planet from the Sun, discovered in 1846 and named for the Roman god of the sea. It has an average distance from the Sun of 4.5 billion km, taking nearly 164 years to complete one orbit and rotating every 16.11 hours. Neptune has more than 17 times Earth's mass, 58

times its volume, and 12% stronger gravity at the top of its atmosphere. It has an equatorial diameter of 49,528 km. Neptune consists largely of hydrogen and helium.

Paul Cornu - [pɑːl kɔːnuː] - a French engineer who designed the world's first manned rotary wing aircraft (1881-1944).

Paul Taylor - [pɑːl teɪlə] - an American modern-dance choreographer (born in 1930).

Philo Farnsworth - [fɑːnz wəːθ] - an American inventor and television pioneer (1906-1971).

Postmodern - [pəʊst mˌdɒnɪzəm] - the genre of art and literature and especially architecture in reaction against principles and practices of established modernism.

Robert H. Goddard - [gɒd d] - an American professor, physicist and inventor who is credited with creating and building the world's first liquid-fueled rocket, which he successfully launched on March 16, 1926 (1882-1945).

Robert Noyce - [nɔɪs] - an American inventor, nicknamed "the Mayor of Silicon Valley", co-founded Fairchild Semiconductor in 1957 and Intel Corporation in 1968. He is also credited (along with Jack Kilby) with the invention of the integrated circuit or microchip which fueled the personal computer revolution and gave Silicon Valley its name (1927-1990).

Robert Watson-Watt - [wɒtsən wɒt] - a Scottish pioneer and significant contributor to the development of radar (1892-1973).

Rosalind Franklin - [rɒzəlɪnd fræŋklɪn] - a British x-ray crystallographer whose diffraction images, made by directing x-rays at DNA, provided crucial information that led to the discovery of its structure as a double helix by Francis Crick and James D. Watson.

Roy J. Plunkett - [plʌŋkət] - an American chemist who invented Teflon in 1938 (1910-1994).

Ruth St. Denis - [ruːθ dɛnɪs] - a USA dancer and choreographer (1877-1968).

Samuel Colt - [sæmj əl kɔlt] - an American inventor of the revolver, and founder of the Colt Firearms company (1814-1862).

Saturn - [sætəːn] - the 6th planet from the Sun and the 2nd largest in the solar system, having a sidereal period of revolution about the Sun of 29.5 years at a mean distance of about 1,426,000,000 kilometers, a mean diameter is about 120,000 kilometers and a mass 95 times that of Earth.

Surrealism - [səˈrɪəlɪzəm] - a 20th century movement of artists and writers (developing out of dadaism) who used fantastic images and incongruous juxtapositions in order to represent unconscious thoughts and dreams.

Tim Berners-Lee - [bɜːnəz li] - a British computer scientist, best known as the inventor of the World Wide Web (1990) (born in 1955).

Turing machine - [tʃuərɪŋ məːʃɪn] - a hypothetical computer with an infinitely long memory tape.

Uranus - [juərənəs] - the planet 7th in order from the Sun, having an equatorial diameter of 56,460 km, a mean distance from the Sun of 2871 mln km, a period of revolution of 84.07 years and 15 known moons. Uranus is the least massive of the four gas giants.

Venus - [vɪnəs] - the 2nd planet from the Sun, orbiting it every 224.7 Earth days; it is often called the evening or morning star and is brighter than any object in the sky except the Sun and the Moon.

Walter Brattain - [brætən] - a USA physicist, who shared the Nobel Prize for physics (1956) with W. B. Shockley and John Bardeen for their invention of the transistor (1902-1987).

William Shockley - [ʃɒklɪ] - a USA physicist, born in Britain, who shared the Nobel Prize for physics (1956) with John Bardeen and Walter Brattain for developing the transistor (1910-1989).

Willis Carrier - [wɪlɪs kærɪə] - an American engineer who invented modern air conditioning (1876-1950).

Wright brothers - [raɪt] - the USA aviation pioneers - Orville (1871-1948) and Wilbur Wright (1867-1912), who invented the airplane.

SECTION IV. RECOMMENDED LITERATURE

1. Ancient Rome Timeline : <http://www.history-timelines.org.uk/places-timelines/03-ancient-rome-timeline.htm>.
2. Barker G., Rasmussen T. Handbook to Life in Ancient Rome. – Oxford : Oxford University Press, 1998. – 416 p.
3. Bentley D. The Seven Wonders of the World / D. Bentley. – Oxford : Oxford University Press, 2002. – 132 p.
4. Brier B., Hobbs H. Daily Life of the Ancient Egyptians / B. Brier, H. Hobbs. – Westport : Greenwood Press, 1999. – 253 p.
5. Burckhardt J., Hilty P. History of Greek Culture / J. Burckhardt. – N. Y.: Frederick Ungar Publishing Co, 1999. – 344 p.
6. Burckhardt J., Murray P. The Civilization of the Renaissance in Italy / J. Burckhardt, P. Murray. – N. Y. : Penguin Classics. – 2001. – 400 p.
7. Cartledge P. The Greeks : A Portrait of Self and Others. – Oxford : Oxford University Press. – 1993. – 198 p.
8. Dandridge D. American Prisoners of the Revolution / D. Dandridge. – N.Y. : BiblioBazaar, 2007. – 452 p.
9. Delors C. Mistress of the Revolution / C. Delors. – London : Roudledge & Kegan Paul, 2008. – 451 p.
10. Dulken S. Inventing the 20th Century : 100 Inventions That Shaped the World from the Airplane to Zipper. – N.Y. : New York University Press, 2002. – 246 p.
11. English Grammar Exercises <http://englishonline.sites.uol.com.br/english/basic.htm>.
12. English Grammar Exercises http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm.
13. English Tests <http://www.ego4u.com/en/cram-up/tests>.
14. Farndon J. Encyclopedia / J. Farndon. – London : Harper Collins, 2009. – 272 p.
15. Fiske J. The War of Independence / J. Fiske. – N. Y. : BiblioBazaar, 2008. – 160 p.
16. Freeman C. Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean / C. Freeman. – Oxford : Oxford University Press, 1999. – 638 p.
17. Gardiner A. Egypt of the Pharaohs: An Introduction Publisher / A. Gardiner. – Oxford : Oxford University Press, 2004. – 468 p.
18. Gies F., Gies J. Life in a Medieval City / F. Gies, J. Gies. – N. Y. : Harper Perennial, 2001. – 274 p.
19. Grote G. A History of Greece : From the Time of Solon to 403 B.C. / G. Grote. – London : Routledge, 2002. – 978 p.
20. Guillou J. The Templar Knight : Book Two of the Crusades Trilogy / J. Guillou. – London : Harper Collins, 2011. – 496 p.
21. Guy J. The Victorian Age: An Anthology of Sources and Documents / J. Guy. – London : Routledge & Kegan Paul, 1998. – 632 p.
22. Hillenbrand L. Unbroken : A World War II Story of Survival, Resilience, and Redemption / L. Hillenbrand. – N. Y. : Random House Publishing Group, 2010. – 473 p.
23. Jedicke P. Great Inventions of the 20th Century / P. Jedicke. – N. Y. : Chelsea House Publications, 2007. – 72 p.
24. Keegan J. The First World War / J. Keegan. – N.Y. : Random House Inc., 2000. – 475 p.
25. Liberati A., Bourbon F. Ancient Rome : History of a Civilization That Ruled the World / A. Liberati, F. Bourbon. – N. Y. : Stewart Tabori & Chang, 1996. – 292 p.
26. Longman Dictionary of Contemporary English : Third edition with new words supplement. – Oxford : Longman, 2001. – 1668 p.
27. Lynn C. The Seven Wonders of the Ancient World / C. Lynn. – N.Y. : Atheneum Books, 2002. - 232 p.
28. Macaulay D. Castle / D. Macaulay. – N. Y. : Houghton Mifflin/Walter Lorraine Books. – 1997. – 80 p.

29. Macmillan English Dictionary for advanced learners. International student edition. – Malaysia : Bloomsbury Publishing Plc., 2002. – 1693 p.
30. Mantel H. A Place of Greater Safety : A Novel / H. Mantel. – London : Roudledge & Kegan Paul – 768 p.
31. Medieval-Life : <http://www.medieval-life.net/clothing.htm>
32. Monmouth G. The History of the Kings of Britain / G. Monmouth. – N. Y. : Penguin Classics, 1997. – 384 p.
33. Murphy R. English Grammar in Use / R. Murphy. – Cambridge : Cambridge University Press, 1988. – 328 p.
34. Nardo D. The Decline and Fall of Ancient Greece / D.Nardo. – London : Greenhaven Press, 2000. – 272 p.
35. Native English [http : //www. Native-english.ru](http://www.Native-english.ru)
36. New World Encyclopedia : <http://www.newworldencyclopedia.org/entry/>
37. Pettegree A. The Book in the Renaissance / A. Pettegree. - N. Y. : Hart Publishing Company, 2010. – 422 p.
38. Pinch G. Egyptian Myth : A Very Short Introduction / G. Pinch. – London : Oxford University Press, 2004. – 143 p.
39. Pomeroy S., Burstein S., Donlan W. Ancient Greece : A Political, Social, and Cultural History / S. Pomeroy, S. Burstein, W. Donlan. – Oxford : Oxford University Press, 1999. – 514 p.
40. Regan G. Lionhearts : Richard I, Saladin, and the Era of the Third Crusade / G. Regan. – N. Y. : Walker and Co, 2000. – 288 p.
41. Rice M. Who’s Who in Ancient Egypt / M. Rice. – London : Roudledge & Kegan Paul, 1999. – 258 p.
42. Roberts A. The Storm of War : A New History of the Second World War / A. Roberts. – London : HarperCollins Publishers, 2011. – 768 p.
43. Romer J., Romer E. The Seven Wonders of the World : A History of the Modern Imagination / J. Romer, E. Romer. – N. Y. : Atheneum Books, 1996. – 145 p.
44. Strachan H. The First World War / H. Strachan. – N. Y. : Penguin Group USA, 2005. – 456 p.
45. Suetonius G. The Twelve Caesars / G. Suetonius. – N.Y. : Penguin Classic, 2003. – 384 p.
46. The seven wonders of the ancient world : <http://www.seven-wonders-world.com>
47. Tucker H. A Companion to Victorian Literature & Culture / H. Tucker. – Oxford : Blackwell Publishing Ltd, 1999 – 488 p.
48. Wikipedia, the Free Encyclopedia : <http://en.wikipedia.org/>
49. Zoch. P. Ancient Rome : An Introductory History / P. Zoch. – N. Y. : Hart Publishing Company, 1998 – 320 p.
50. <http://encyclopedia.kids.net.au/>
51. <http://inventors.about.com/>
52. <http://kids.britannica.com>
53. <http://militaryhistory.about.com>
54. <http://www.answers.com/topic/>
55. <http://www.bbc.co.uk/history>
56. <http://www.biography.com/people>
57. <http://www.essentialhumanities.net/>
58. <http://www.fashion-era.com/>
59. <http://www.historylearningsite.co.uk/>
60. <http://www.navalhistory.org>
61. <http://www.socialstudiesforkids.com/>
62. <http://www.ukstudentlife.com/Britain/History/>

Contents

Foreword		3
	Part I	4
Section I	The Ancient World	4
Unit 1.	The Wonders of the Ancient World	4
Unit 2.	Ancient Egypt	13
Unit 3.	Ancient Greece	23
Unit 4.	Ancient Rome	33
Section II	The Middle Ages	44
Unit 5.	The Crusades and Knights	44
Unit 6.	The Daily Life in the Middle Ages	52
Unit 7.	The Renaissance	62
Section III	The Modern History	74
Unit 8.	The American War of Independence	74
Unit 9.	The French Revolution	82
Unit 10.	The Victorian Age	93
Unit 11.	The First World War	103
Section IV	The New History	112
Unit 12.	The Second World War	112
Unit 13.	The Cold War	121
Unit 14.	Culture, Science and Inventions of the XX th Century	130
	Part II	137
Section I	Additional texts for individual reading and translations	137
Unit 1.	The Egyptian Pyramids	137
	The Great Wall of China	137
	Machu Picchu	138
	Mohenjodaro	138
Unit 2.	Ancient Egyptian Hieroglyphics	139
	Ancient Egyptian Inventions	139
Unit 3.	The Twelve Olympians	140
	The Twelve Labours of Heracles	140
Unit 4.	The Colosseum of Rome	143
	Mark Aurelius	143
	Julius Caesar	143
	Cleopatra	143
Unit 5.	Hospitaller Knights	145

	Teutonic Knights	145
	Knights of Templar	146
Unit 6.	The Carolingian Dynasty	147
	The Hundred years' War	147
Unit 7.	The Protestant Reformation	148
	Inventions	149
Unit 8.	The Philadelphia Campaigns	150
	The Saratoga Campaign	150
	George Washington	151
Unit 9.	Louis XVI	152
	Maximilian Robespierre	153
Unit 10.	Victorian Literature	153
	Victorian Architecture	154
	Victorian Decorative Arts	155
Unit 11.	The Red Baron, Manfred von Richthofen	155
	Weapons of World War I	156
Unit 12.	The Battle of Stalingrad	157
	The Invasion of Normandy	158
Unit 13.	Richard Nixon	159
	Ronald Reagan	159
	Nikita Khrushchev	160
	The Brezhnev Doctrine	160
Unit 14.	John Paul II	161
	Margaret Thatcher	161
	Franklin Roosevelt	162
	Nelson Mandela	162
Section II	Wordlist	163
Section III	List of Proper Names	177
Section IV	Recommended literature	203
Contents		205

Некрутенко. О. Б. Історія англійською : Підручник для вивчення курсу «Англійська мова за професійним спрямуванням» для студентів першого та другого курсів інституту історії, міжнародних відносин та соціально-політичних наук.

Навчальний посібник складається з 14 юнітів, охоплює широкий діапазон історичних текстів, які призначено для читання в аудиторії і для самостійної роботи студентів. Різна складність автентичних текстів дозволяє використовувати їх для читання із розумінням, перекладу, обговорення та анутовання.

Різноманітні вправи допоможуть засвоїти лексику, підготують студентів до бесіди на професійні теми, а також позитивно вплинуть на формування мотивації студентів до вивчення англійської мови.

Ключові слова: історія, стародавній світ, середньовіччя, історія нового часу, історія новітнього часу.

Некрутенко Е. Б. История на английском языке : Учебное пособие для изучения курса «Английский язык за профессиональной направленностью» для студентов первого и второго курсов института истории, международных отношений и социально-политических наук.

Учебное пособие состоит из 14 юнитов, охватывает широкий диапазон исторических текстов, которые предназначены для чтения в аудитории и для самостоятельной работы студентов. Разная сложность аутентичных текстов позволяет использовать их для чтения с пониманием, перевода, обсуждения и аннотирования.

Разнообразные упражнения помогут усвоить лексику, подготовят студентов к беседе на профессиональные темы, а также положительно повлияют на формирование мотивации студентов к изучению английского языка.

Ключевые слова: история, древний мир, средние века, история нового времени, история новейшего времени.

Nekrutenko. O. B. History in English : Manual for Studying the Course «English for Specific Purposes» for the First and Second-Year Students of the Institute of History, International Relations and Social-Political Sciences.

The manual consists of 14 units, includes a wide range of historical texts, which are intended for reading in a class and for independent work of students. Different complication of authentic texts allows using them for reading with understanding, translation, discussion and annotating.

Various exercises will help to master historical vocabulary, prepare students for speaking on professional topics and positively influence on forming of students' motivation to study English.

The manual enables students to become more successful, self-directed learners and make the process of language learning more enjoyable. To help build students' confidence, the book includes many activities designed for pairs or small groups.

Part I is organized into four sections which correspond to the main periods of the world history: the Ancient World, the Middle Ages, the Modern History and the New History. Each section of Part I contains three or four units which have the similar structure: Pre-Reading, Reading, Language Development, Speaking, Writing and Project.

Part II is organized into four Sections. Section I – Additional Texts for Individual Reading and Translation focuses on authentic texts which logically supplement the units. Section II - Wordlist which is designed in the alphabetic order. Section III – List of Proper Names presents proper names in the alphabetic order with transcription and definition. Section IV – Recommended Literature covers the authentic books, sites from the internet. This section is useful for those students who want to broaden their knowledge in history.

Key words: history, Ancient World, Middle Ages, Modern History, New History.

Навчальне видання

НЕКРУТЕНКО Олена Борисівна

HISTORY IN ENGLISH

*Навчальний посібник для вивчення курсу
„Англійська мова за професійним спрямуванням”
для студентів першого та другого курсу
Інституту історії, міжнародних відносин і
соціально-політичних наук*

Англійською мовою

Навчальний посібник складається з 14 юнітів, охоплює широкий діапазон історичних текстів, які призначено для читання в аудиторії і для самостійної роботи студентів. Різна складність автентичних текстів дозволяє використовувати їх для читання із розумінням, перекладу, обговорення та анотування.

Різноманітні вправи допоможуть засвоїти лексику, підготують студентів до бесіди на професійні теми, а також позитивно вплинуть на формування мотивації студентів до вивчення англійської мови.

За редакцією автора
Комп'ютерне макетування – О. Б. Некрутенко

Здано до складання 03.03.2014 р. Підписано до друку 02.04.2014 р. Формат 60x84 1/8.
Папір офсетний. Гарнітура Times New Roman. Друк ризографічний.
Умов. друк. арк. 24,18. Наклад 300 прим. Зам. № 42.

Видавець і виготовлювач
Видавництво Державного закладу
„Луганський національний університет імені Тараса Шевченка”
вул. Оборонна, 2, м. Луганськ, 91011. Т/ф: (0642) 58-03-20
e-mail: alma-mater@list.ru
Свідоцтво суб'єкта видавничої справи ДК № 3459 від 09.04.2009 р.