

Olena B. Nekrutenko

HISTORY IN ENGLISH



Olena B. Nekrutenko

HISTORY IN ENGLISH

*Manual for Studying the Course
“English for Specific Purposes”
for the First and Second-Year Students of
the Specialities «History»,
«Country Studies», «International relations»*

**Luhansk
State Institution
“Luhansk Taras Shevchenko National University”
2012**

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 Specialities “History”, “Country Studies”, “International Relations” / O. B. Nekrutenko; State Institution “Luhansk Taras Shevchenko National University”. – Luhansk : Luhansk Taras Shevchenko National University Press, 2012. – 243 p.

The manual is designed for studying the course “English for Specific Purposes” for the first and second-year students of the specialities “History”, “Country Studies”, “International Relations”. 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.

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. 9, October 4, 2012*)

© Nekrutenko O. B., 2012
© Luhansk Taras Shevchenko National University Press, 2012

Contents

Foreword		6
Part I		
Module I	The Ancient World	7
Unit 1	The Seven Wonders of the Ancient World	7
Unit 2	Ancient Egypt	13
Unit 3	Ancient Greece	21
Unit 4	Ancient Rome	30
Module II	The Middle Ages	38
Unit 5	The Crusades and Knights	38
Unit 6	The Daily Life in the Middle Ages	45
Unit 7	The Renaissance	52
Module III	The Modern History	60
Unit 8	The American War of Independence	60
Unit 9	The French Revolution	66
Unit 10	The Victorian Age	72
Unit 11	The First World War	79
Module IV	The New History	87
Unit 12	The Second World War	87
Unit 13	The Cold War	95
Unit 14	Culture, science and inventions of the XX century	104
Part II		
Section I	Additional texts for individual reading and translations	112
Unit 1	The Great Wall of China	112
	Machu Picchu	112
	Taj Mahal	112
	The Egyptian Pyramids	113
	The Colosseum of Rome	113
	The Lighthouse of Alexandria	114
Unit 2	Ancient Egypt Gods	114
	Ancient Egyptian Hieroglyphics	115
	Ancient Egyptian Inventions	118
Unit 3	The Twelve Olympians	118
	Greek Clothes, Houses and Food	119

	Education in Ancient Greece	119
	The Greek Theatre	120
	Sports and the Ancient Greece Olympics	120
	Ancient Greek Government	121
	Ancient Greek Warfare	121
Unit 4	Ancient Roman Architecture	121
	Ancient Roman Philosophy	122
	Ancient Roman Government	123
Unit 5	Knights	123
	Wars of the Roses (1455-1485)	124
	Hundred Years' War (1337-1453)	125
Unit 6	The Middle Ages Food	126
	The Middle Ages Drink	127
	William the Conqueror (1027-1087)	128
Unit 7	Six Wives of Henry VIII	129
	Inventions	130
Unit 8	Saratoga and Philadelphia Campaigns	132
	George Washington (1732-1799)	133
Unit 9	Economic Conditions	134
	Louis XVI of France (1754–1793)	135
	Maximilian Robespierre (1758-1794)	136
Unit 10	Queen Victoria	137
	The Victorian Age – Entertainment, Technology and Engineering	138
Unit 11	The Red Baron, Manfred von Richthofen (1892 – 1918)	139
	Naval Warfare of World War I	140
	Weapons of World War I	141
Unit 12	The Battle of Stalingrad	142
	Georgy Zhukov	143
	The Nazi Connection with Shambhala and Tibet	144
	a) The Myths of Thule and Vril	144
	b) The Thule Society and the Founding of the Nazi Party	144
	c) Haushofer, the Vril Society and Geopolitics	145
	d) The Swastika	145
	e) Nazi Suppression of Rival Occult Groups	145
	f) The Ahnenerbe	146
	g) The Nazi Expedition to Tibet	147

Unit 13.	The Truman Doctrine	147
	The Dulles Doctrine	148
	The Prague Spring	149
	The Nuclear Arms Race	150
	Russia Invasion to Afghanistan	151
Unit 14.	Medicine	152
	Modern Art	153
	Famous People of the XX Century	153
	a) Indira Gandhi	153
	b) Albert Einstein	153
	c) Bill Gates	154
	d) John Paul II	154
	e) Margaret Thatcher	155
	f) Nelson Mandela	155
Section II	Grammar Guide	156
	1. The Article	156
	2. The Noun	159
	3. The Pronoun	162
	4. The Adjectives and the adverb	165
	5. The Numeral	168
	6. The Verb. Indefinite Tenses	171
	7. The Verb. Continuous Tenses	174
	8. The Verb. Perfect Tenses	177
	9. The Passive Voice	180
	10. The Modal Verbs	183
	11. The Reported Speech	186
	12. Questions	189
	13. Prepositions	192
	14. Revision. Test 1.	197
	Test 2.	196
Section III	Modules 1-4	197
Section IV	Wordlist	210
Section V	Answers	219
Section VI	Recommended literature	240

FOREWORD

The manual “History in English” is designed for studying the course “English for Specific Purposes” for the first/second-year students of the specialities “History”, “Country Studies”, “International Relations” of higher educational establishments. 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 four Modules: the Ancient World, the Middle Ages, the Modern History and the New History. Each Module contains three or four units which have the similar structure: Pre-reading, Reading, Language Development, Speaker’s Corner, Writing and Project.

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. The first two techniques measure students’ passive vocabulary and should provide practice in recognition. The latter lend themselves better to checking and broadening their knowledge of active vocabulary and should provide practice in production. There are exercises based on problem-solving, grouping words, pictures, sentence-building, opposites, synonyms, errors, etc. They test students’ knowledge of how an item is used, where it is used, what its limitations are, how it behaves in certain situations, what other words are likely to occur with it.

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.

Speaker’s Corner 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. 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 six Sections. Section I - Additional texts for individual reading and translation focuses on authentic texts which logically supplement the units.

Section II – Grammar guide consists of the theoretical section with explanations and examples, grammar exercises and a test. Explanations and examples are written for the student to use individually but they may be used by the teacher as a source of ideas and information on which to base a lesson. The exercises can be used for in-class reference or at-home study.

Section III – Modules reinforces students’ knowledge of the vocabulary and topics.

Most of the new vocabulary is presented in Section IV - 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 their 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 V – Answers will help students to find answers for the most difficult exercises. The answers also contain additional information on different topics.

Section VI - 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.

PART I

MODULE I. THE ANCIENT WORLD

Unit 1. The Seven Wonders of the Ancient World

Lead-in

Exercise 1. Look at the pictures and guess wonders of the ancient world.

Exercise 2. Choose the names of wonders from the list to label the pictures.

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)



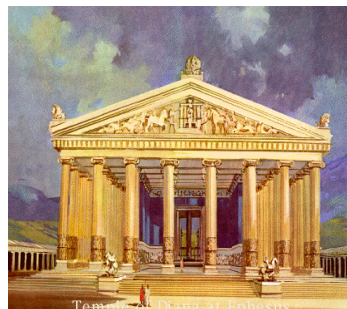
d)



e)



f)



g)



h)

Reading

Exercise 3. Read the text “The seven wonders of the ancient world” and match the phrases (A-E) to the numbered spaces (1-5) in it. Then explain the words in bold.

- A. northern Africa, **minor** Asia and the Middle East
- B. was destroyed during the fire
- C. **entitled** “About the seven wonders of the world”

- D. because the last **layer** disappeared
- E. was decorated with **precious** stones, **ivory**, **ebony** and gold

The seven **wonders** are the architectural and **artistic** monuments **considered** as **perfect** by the Greeks and the Romans.

Six of the seven wonders of the ancient world were described by Philon of Byzance, the II century before Jesus Christ **engender**, in the **manuscript** 1) This manuscript including six layers only described six constructions. The seventh, the Mausoleum of Halicarnassus, is only described in the **introduction** of the manuscript 2)

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 selected monuments have to meet standard of beauty, size and technical prowess.

The canonical list refers to the seven following wonders:

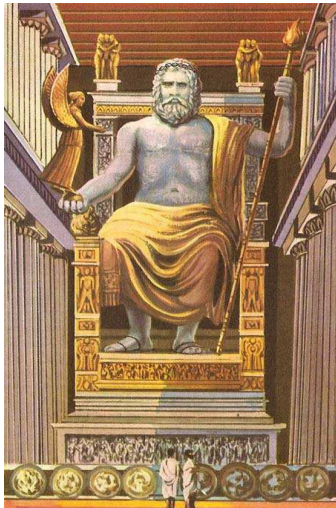
1. *The Pyramids in Egypt*
2. *The Hanging Gardens of Babylon*
3. *The Statue of Zeus*
4. *The Temple of Artemis in Ephesus*
5. *The Mausoleum of Halicarnassus*
6. *The Colossus of Rhodes*
7. *The Lighthouse of Alexandria*



These monuments were located in Greece, 3) ... 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 Statue of Zeus



This colossal statue represented the Greek god of heaven - Zeus. It was ordered in 450 BC to the Athenian sculptor Phidias by the inhabitants of Olympia who wished to decorate the temple of the old town.

This statue was located on the west coast of Greece on the Olympia mount. In the antiquity, this city was a place of cult which contained numerous treasures of the Greek art: temples, monuments, altars, theaters, statues and marble or bronze votive offerings. It was realized with golden and ivory, measured 12 m height and was placed on a base of 2 m. The base of the statue was 6 m wide. The statue's perimeter was 13 m. This work touched almost the ceiling of the temple. On the other hand, the throne 4) ... Zeus, in sat position, held the goddess of Victory Nike in his right hand and a scepter surmounted by an eagle in his left hand. The throne was decorated

with the relief sculptured mythological scenes, notably evoking the murder of the sons of Niobe, the queen of Thebes.

Why is that an ancient wonder? First of all, this work remained the statue of the god in honour of whom the ancient Olympic Games were created. They took place every four years and were the most famous ancient games during which the Greeks were involved.

The three others were the Isthmian games (in Corinth), the Pythian games (in Delphi) and the Nemean games (in Nemea). Then, we can say that with its greatness and priceless value, the statue of Zeus distanced itself from the other Greek works. We can add that this is the biggest statue that the Greeks have ever realized.

Unfortunately, it 5) ... which ravaged the temple in 462. Nowadays, only stony ruins which were used for the construction of the temple remain. <http://www.seven-wonders-world.com/>

Exercise 4. Answer the following questions:

1. What did the canonical list mean?
2. Where were the seven wonders of the ancient world located?
3. Which wonders still exist?
4. Why is the Statue of Zeus an ancient wonder?
5. What did this statue represent?
6. What was the statue size?





7. Why was the Statue of Zeus destroyed?
8. Where was the Statue of Zeus located?
9. What does Zeus hold in his hands?
10. What do you know about Zeus?
11. Who is his Roman and Etruscan counterpart?
12. What are the symbols of Zeus?

Language development

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

a) ancient, b) artistic, c) Great, d) heaven, e) inhabitants, f) list, g) minor, h) offerings, i) precious, j) standard, k) statue, l) treasures

1.monuments
2. the world
3. the final
4. Alexander the
5. a of beauty
6. Asia

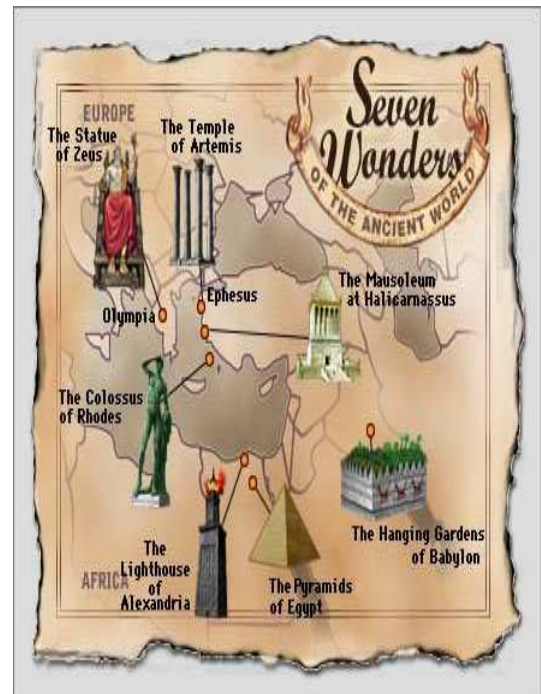


7. stones
8. the colossal
9. the god of
10. of Olympia
11. votive
12. numerous

Exercise 6. Match the words with their definitions.

1. ancient, 2. a cult, 3. a god, 4. gold, 5. a manuscript, 6. a monument, 7. a reign, 8. a ruin, 9. a statue, 10. a throne

- a) a wooden, stone, metal, **plaster** or other kind of sculpture of a human or animal figure, usually life-size or larger;
- b) belonging to times long past; very old, aged;
- c) a **supernatural** being, who is **worshipped** as the controller of some part of the **universe** or some aspect of life in the world;
- d) a specific system of religious worship, especially **with reference to its rites and deity**;
- e) the **ceremonial** seat for a monarch or a bishop;
- f) a **dense inert** bright yellow element that is the most **malleable** and **ductile** metal, **occurring** in rocks;
- g) a period during which a person or thing is **dominant, influential** or powerful;
- h) destroyed or **decayed** building or town;
- i) an obelisk, statue, building, etc., erected in **commemoration** of a person, an event or in celebration of something;
- j) a book or other document written by hand.



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

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

1. is decorated, 2. are described, 3. the reign Alexander the Great, 4. according fourteen lists, 5. is located Greece, 6. 2800 BC 280 BC, 7. it was ordered 450 BC Phidias, 8. the west coast Greece, 9. it was realized ivory, 10. the other hand, 11. sat position, 12. honour

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

a) a **beacon**, b) a coast, c) a **miracle**, d) an inhabitant, e) antiquity, f) **colossus**, g) construction, h) precious, i) the God, j) the sky, k) to destroy, l) to ravage, m) to top, n) treasures

1. a **gem**, 2. a lighthouse, 3. a resident, 4. a seaboard, 5. a wonder, 6. ancient, 7. erection, 8. **giant**, 9. riches, 10. the **Divinity**, 11. the heavens, 12. to **collapse**, 13. to **lay waste**, 14. to surmount

Exercise 9. Lexical game “Anagrams”. Guess the words given in jumbled letters.

1. DYRAPIM, 2. ENARGD, 3. TUETAS, 4. EMPLET, 5. LSOMUUAEM, 6. LOCOSSUS
7. SELIGHUHTO

Speaker’s corner

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

The Colossus of Rhodes



This bronze statue representing Helios, Greek sun god, had been built by the sculptor Charas of Lindos. It was erected in 305 BC to commemorate the victory of Rhodiens against the Macedonian chief Démétrios Poliorcète.

The colossus of Rhodes was located in the **wearing** of Rhodes in Greece, probably near the **current** Saint-Nicolas **mole**, where some marble blocks have been found and could have been used to build the base of the statue. The Colossus of Rhodes was **set up** between 303-291 BC,

so it took twelve years of hard work finish it.

Made of bronze and based on marble block, the height of the statue was 32 meters from the top of the head to the feet, that is 14 meters less than the Statue of Liberty in New York. The height **enabled** the statue to be visible by the ships **approaching** to the port

In his raised arm, the sun god held a **torch** while his other arm was pressed on a **lance**. **Contrary to** the illustrations we usually find, ships were not passing under the legs of the colossus to enter the wearing of Rhodes. It was technically impossible for the statue to have its legs **split**.

The statue had been **partially** destroyed in 225 BC after an **earthquake**.

Then, in 653 AD, all the material (more than 13 tons of bronze and nearly 7 tons of **iron**, according to Philon) was taken by an Arab **expedition** to be sold to a **Jewish merchant**. The statue has been raised at the **entry** of the port for only 65 years.

Why is this a wonder of the ancient world?

We can say that the Colossus of Rhodes is part of the seven wonders because of its **exemplary vastness**. **Moreover**, it should well be realized that this Greek monument is the result of

a very huge technical prowess which is characterized, amongst other things, by the use of **moulds** necessary for the **casting** the colossus.

According to the legend, Charas of Lindos **committed suicide** when he discovered an **error** in his **calculus**, error that one of his **assistants** had to **correct**. <http://www.seven-wonders-world.com/>

Exercise 11. Choose the right answer after reading the text.

The Mausoleum of Halicarnassus

It is a monumental **grave** located in the southwest of Turkey in the city of Halicarnassus (nowadays Bodrum) where lived the king of Carie named Mausole. He was also a **satrap** of the Persian king to whom the Carie belonged.

It is very likely that Artemis, sister and wife of the satrap of Carie began the construction of this **edifice** in 353 BC, three years after the death of the king, to honour him. The mausoleum was ended one year after the death of this woman.

With a total height of around 43 m, it was **sustained** with thirty six columns and surmounted by a pyramid decorated with the marble **quadriga**. The **funeral chamber doubtless** contained the graves of Mausole and Artemis. We could also **observe** a **valuable frieze** represented the fight of the Greeks against the Amazons and the Centaurs.

This monument was partly destroyed, by an earthquake, in the fourteenth century. A short time later, the **knights** of Malta decided to build a **fortress**: they used the stones of the mausoleum and in 1522, no one remained. Nowadays, we can again observe this fortress in Bodrum.



<http://www.seven-wonders-world.com/>

1. The Mausoleum of Halicarnassus is a grave where lived ...

- a) Amazon b) Artemis c) Carie

2. The Mausoleum was destroyed by...

- a) an earthquake b) fire c) knights of Malta

3. You can see the part of the Mausoleum in ...

- a) New York b) London c) Paris

4. The Mausoleum was sustained with ... columns and surmounted by a pyramid decorated with a marble quadriga.

- a) 63 b) 306 c) 36

Exercise 12. Use the information from the internet or historical books/encyclopedias and speak about:

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



Exercise 13. Imagine that you are interviewing one of the members of the World History Association. What would you like to ask him/her about? Make up the dialogues.

Writing

Exercise 14. Write any of the following compositions using 150 -200 words.

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

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

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

4. The Seven Wonders of the Industrial World: SS Great Eastern (an iron sailing steam ship, the UK), The Bell Rock Lighthouse (the UK), The Brooklyn Bridge (New York City, the USA), The London sewerage system (the UK), The First Transcontinental Railroad (Utah, the USA), The Hoover Dam (Arizona and Nevada, the 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 "Synevyr" (Mizhhiria, the Carpathian Mountains)



Project

Exercise 15. Make a short presentation about the New Seven Wonders of the World.

Unit 2. Ancient Egypt

Lead-in

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” and match the headings to the correct paragraphs. Then explain the words in bold.

- A. EGYPT'S GODS
- B. THE PYRAMIDS
- C. EARLY EGYPT
- D. THE OLD KINGDOM
- E. LATER EGYPT
- F. EGYPTIANS AND DEATH
- G. PHARAOHS, VIZIER AND NOMARCHS



Over 5000 years ago, long before most of the world emerged from the Stone Age, the Ancient Egyptian civilization was born on the banks of the *River Nile*. The pharaohs (kings) of Egypt ruled for nearly 3000 years and left behind an **astonishing** series of monuments to their power and wealth – not only the great pyramids and statues **visible** for miles across the **desert**, but also the treasures of their **tombs**, including their mummified remains, written texts and beautiful objects made of gold and **jewels**.

1.

The River Nile was the **life-blood** of Ancient Egypt. Every spring, when the snows **melted** in the Ethiopian mountains, the Nile rose high in **flood** and **spilled** across the fields - not only watering them but leaving a **fertile** coat of mud too. Egyptians had farmed this rich **soil** for thousands of years when the first towns grew up and the art of writing was discovered in 3500 BC. Six centuries later, the pharaohs came to power when *King Menes* united north and south Egypt to create a single kingdom with a new capital at Memphis. From the time of Menes, the pharaohs' rule



is divided into three main periods – the Old, Middle and New Kingdoms – with an Intermediate Period when their power was **weak** and Egypt was **wracked** by conflict.

2.

Egypt **prospered** and its merchants travelled far and wide. Egyptian craftsmen made beautiful furniture and jewellery and **mastered stone-masonry, copper smelting** and many other skills. Egyptian scholars studied astronomy and mathematics and made great **ad-**

vances in medicine. But the period is remembered, above all, for the building of the pyramids – from the Step Pyramid of *Saqqara* created by the brilliant *Imhotep* for *King Zoser* around 2620 BC to the Great Pyramid of Giza built for *Khufu* in 2540 BC.

3.

The New Kingdom was the age of the warrior pharaohs. For the first time, Egypt stability was **threatened**, with the invasion of the *Hyksos* people from Asia. King *Khamose* and his brother *Ahmose* drove the Hyksos out of Egypt and went on to conquer Syria, using horse-drawn chariots and **sophisticated bows**. The New Kingdom was also a time when queens gained influence – notably *Hatshepsut*, who was crowned “king” and wore men's clothes.

King *Amenhotep IV*, also known as *Akhenaten*, hated the toughness now expected of pharaohs and began to worship a single Sun god, in the form of *Aten* (the disc of the Sun). He had many of the temples to the old Egyptian gods **torn down** and built a new capital, Akhetaten, in honour of Aten. He also encouraged artists to paint **unconventional** objects such as flowers and birds. But his changes shocked many Egyptians and when he died, they were all **reversed** by his **successor** Tutankhamun.

From about 1200 BC on, Egypt was ruled by kings from places such as *Libya* and *Nubia*. In 332 BC, it fell without a struggle to Alexander the Great.

4.

The Egyptians believed life was just a stage on the way to the Next World, but a person's three **souls** would **survive** only if the body stayed **intact** on its voyage after death. That is why they tried to preserve bodies by **embalming** with oils and salt, then wrapping them in **bandages** to create a mummy. Mummies were buried with **amulets** and a “Book of the Dead”, containing **spells** to help them survive in the Next World.

5.

The Egyptians had hundreds of different gods. The most important was *Re*, the Sun god. In the New Kingdom, the King of the Gods was *Amun*, who was so closely **linked** with Re that he was often called *Amun-Re*. Here, *Shu*, the god of air, holds up his daughter *Nut*, the sky goddess **arching** over all. The green **reclining** figure is her brother and husband *Geb*, god of the Earth.

6.

The pharaohs **wielded immense** power – as the huge pyramids built to commemorate them show. They were thought to be **descended** from the Sun god Re and **regarded** as so **holy** that they could only be spoken of as the “pharaoh”, meaning “Great House”. Pharaohs married within the family to keep their blood pure. Although the pharaoh had the last word, the country was governed by officials, headed by two *viziers*, one for Upper (southern) Egypt, based at *Thebes*, the other for Lower Egypt, based at *Memphis*. The country was also divided into regions or *nomes*, headed by a *nomarch* or governor, whose power varied with the power of the pharaohs.



7.

The great pyramids built for the pharaohs are one of the great wonders of the world. There are three large pyramids at Giza, and the biggest, built for Khufu (*Cheops* to the Greeks), was originally 147m tall. It is made from 2.3 million blocks of stone, each weighing an average of 2.5 tons. In their **heyday**, the pyramids were covered in a **smooth** and **dazzling casing** of **limestone**.

The labour involved in building the great pyramids was huge and may have involved as many as 100,000 workers. To build Khufu's Great Pyramid, huge blocks of stone were **quarried**, transported and lifted into place by hand every day for 20 years. The pyramid was built up layer by layer, as the blocks were **dragged** on wooden **sleds** up long **ramps** that **spiraled** round the pyramid. The ramps were **eventually dismantled**. http://en.wikipedia.org/wiki/Ancient_Egypt



Tutankhamen
(1333–1323 BC)

Exercise 3. Read the text again. Are these sentences true or false?

- 1) The Ancient Egyptian civilization was born on the banks of the River Nile.
- 2) The River Nile was the life-blood of Ancient Egypt.
- 3) From the time of Menes on, the pharaohs' rule is divided into four main periods – the Old, Middle, Intermediate and New Kingdoms.
- 4) The New Kingdom was the age of the warrior pharaohs.
- 5) The New Kingdom was a time when queens gained authority.
- 6) The Egyptians tried to protect bodies by embalming with oils and salt, then wrapping them in bandages to create a mummy.
- 7) The Egyptians had twenty gods.
- 8) The pharaohs wielded enormous power.
- 9) Ancient Egypt was divided into nomes, headed by a nomarch.
- 10) There are four large pyramids at Giza.

Language development

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

a) blocks, b) blocks were dragged, c) by embalming, d) craftsmen, e) dismantled, f) fertile, g) great advances, h) horse-drawn, i) Hyksos people, j) immense power, k) life-blood, l) pyramids, m) smooth and dazzling, n) Step Pyramid, o) stone-masonry, p) unconventional

1. the great
2. the Nile was the
3. a coat of mud
4. Egyptian
5. mastered
6. made in medicine
7. the of Saqqara
8. the invasion of the



9. they used chariots
10. to paint objects
11. to preserve bodies
12. the pharaohs had
13. a casing of limestone
14. huge of stone
15. the on wooden sleds
16. ramps were eventually

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

a) by, b) for, c) from, d) in, e) into, f) of, g) on, h) out, i) with, j) within



1. a stage the way to the Next World, 2. Egypt was wracked conflict, 3. the first time, 4. hundreds different gods, 5. honour Aten, 6. it is made 2.3 million blocks, 7. objects made gold and jewels, 8. pharaohs married the family, 9. snow melted the Ethiopian mountains, 10. the art of writing was discovered 3500 BC, 11. the Hyksos people Asia, 12. the pharaohs ruled nearly 3000 years, 13. the pharaohs' rule is divided three main periods, 14. they drove the Hyksos of Egypt, 15. they had farmed the soil thousands years, 16. to embalm bodies oils and salt

Exercise 6. Translate the words in bold and then match the pairs which are similar in meaning.

1. a desert, 2. a heyday, 3. a jewel, 4. a merchant, 5. a scholar, 6. a tomb, 7. a voyage, 8. a warrior, 9. an amulet, 10. astonishing, 11. intact, 12. mud, 13. notably, 14. smelting, 15. to drag, 16. to hate, 17. to invent, 18. to prosper, 19. to spill, 20. to survive, 21. to tear down, 22. to wield, 23. to wrack, 24. to wrap, 25. weak



a) a **charm**, b) a **gem**, c) a golden age, d) a journey, e) a scientist, f) a **sepulcher**, g) a soldier, h) a trader, i) a **wilderness**, j) amazing, k) melting, l) particularly, m) poor, n) **silt**, o) to create, p) to **detest**, q) to live, r) to **possess**, s) to pull, t) to pull down, u) to ruin, v) to thrive, w) to wind round, x) untouched

Exercise 7. Explain the words in bold. Match the words with the best definition.

1) a desert, 2) treasure, 3) a pyramid, 4) a kingdom, 5) a pharaoh, 6) a flood, 7) a papyrus, 8) a tomb, 9) a government, 10) a chariot



a) a two-wheeled horse-drawn **vehicle**; b) a region that is **devoid of** vegetation; c) the **inundation** of land; d) the system by which a community is ruled; e) a community reigned over by a ruler; f) paper made from the **stem pith** of an **aquatic** plant; g) the title of the ancient Egyptian kings; h) a huge masonry construction that has a square base and four **sloping triangular** sides; i) a place for the burial of a **corpse**; j) wealth and riches in the form of money, precious metals, or gems

Speaker's corner

Exercise 8. 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 dynast.
 - 3100 BC: 3100-2950: The First and Second dynasties ruled Egypt and began using **hieroglyphics**.
Hor-Aha, is considered to be the first king of the first Dynasty.

- **2950 BC: 2950-2575:** The first Egyptian pyramid is 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: 2125-1775 BC:** The 9th-11th Egyptian Dynasties the 1st Intermediate Period. During this time Egypt saw a breakdown of central government.

- **1775 BC: 1775-1640 BC:** The 11th-14th Egyptian Dynasties the Middle Kingdom - *Amenemhet* is 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 and moved into the Delta and introduced the Egyptians to the chariot.

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

- **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.

- **1539 BC: 1539 -1075 BC** - The 18th-20th Egyptian Dynasties New Kingdom and the building of the tombs of 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 order worshipping the sun god *Aten*.

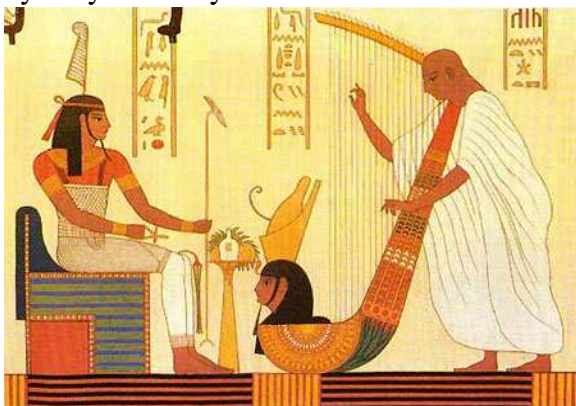
- During this time the Egyptians developed a permanent army.

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

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

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

- **332 BC** - *Alexander the Great* conquers Egypt. Alexander the Great occupies Egypt and his general, *Ptolemy*, becomes king and founds a dynasty. Greek culture was spread throughout Egypt during this dynasty. The city of Alexandria was founded and became famous for



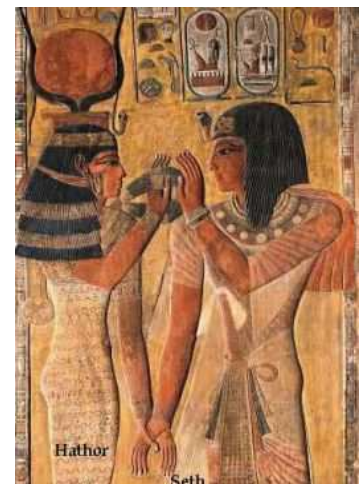
the Great Library and the great Lighthouse of Alexandria which was one of the Seven Wonders of the Ancient World.

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

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

- **37 BC** - Queen Cleopatra VII of the Ptolemies marries *Mark Antony*.

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





opatra committed suicide.

- **30 BC** - Egypt becomes a province of the Roman Empire.
- **384 AD** - *Theodosius* ordered the **adherence** to Christianity.
- **395 AD** - The Roman empire split into West and East and Egypt became part of the Byzantine Empire.
- **642 AD - 642 AD** - The Arabs captured Alexandria and Egypt became an important part of the Islamic Empire.
- **868: 868 – 969** - The *Tulunid* and the *Ikhshidid* dynasty rule Egypt.
- **969** - *Fatimid* rulers **seized** Egypt and founded the Egyptian city Al-Qahirah (modern day Cairo).

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

Exercise 9. Match the pictures with the best definition. Translate and explain the words in bold. Then, make up dialogues, using the information below.



a) Akhenaten



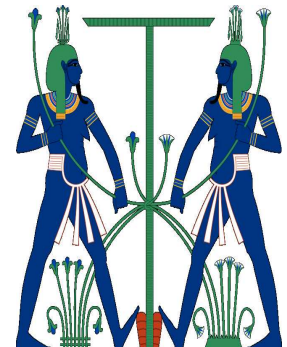
b) Amenemhet I



c) Anubis



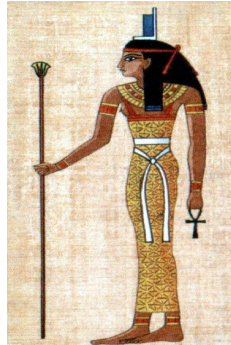
d) Cleopatra



e) Hapy



f) Horus



g) Isis



h) Menes



i) Nefertiti



j) Osiris

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.

Exercise 10. 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) average, b) disappearance, c) eighteen, d) genius, e) heir, f) nine, g) pharaohs, h) support

Egyptian history is measured by dynasties – how long a family ruled for. Rulers of Egypt were called pharaohs, the only country to call them this. Since Egypt has a history that goes back more than seven thousand years the list of **1) ...** is long. Here are a few of the more interesting ones:



Hatshepsut (1473 - 1458 BC). One of only a few **female** pharaohs, Hatshepsut who was the first wife **Thutmose II**. After Thutmose's death, his son, **Thutmose III**, was named the **2) ...** Because the boy was so young, Hatshepsut ruled with him until she declared herself pharaoh.

She claimed the god Amon-Ra said she was to be pharaoh. Dressed not as a lady, but in men's clothes, Hatshepsut took charge of the nation and had the **3) ...** 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 temples and **restored** many others. One of these magnificent buildings was the temple at Deir el Bahari. Hatshepsut disappeared after Thutmose III **reclaimed** the throne, and what became of her is a mystery.

Thutmose III (1479 - 1425 BC) might be responsible for the mysterious **4) ...** of Hatshepsut, but he was still a great ruler. He has been called the Napoleon of ancient Egypt. After taking the throne he had Hatshepsut's name cut from the temple walls and tried to **erase** her name from history. Thutmose never lost a battle. Thutmose III was a national hero and he was **respected** throughout Egyptian history. Besides being a military **5) ...** he is well known for his 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 in Central Park in New York, one in Rome and another in Istanbul. (Obviously he didn't build them in these locations, they were excavated and moved centuries later).



Tutankhamen (1336 - 1327 BC). At the age of **6) ...** Tutankhamen became pharaoh. **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 for him while he was a boy. Tut married **Ankhesenmune**. Tutankhamen died at **7) ...** His body was found with his **skull bashed** in. It is thought that Ay may have had something to do with the sudden and mysterious death. Only a person of great importance could get near enough to harm him, one of them would have been Ay. Ay married Tut's **widow** (who is also a **suspect** in Tut's murder), despite being her grandfather, so that he could have power.

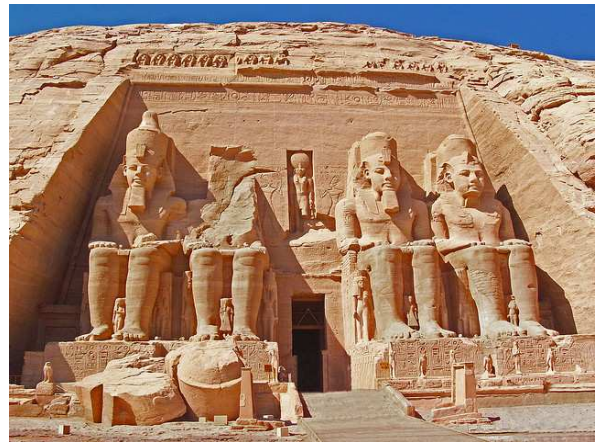


Ramesses II (1279 - 1213 BC). Ramesses II was one of the longest ruling pharaohs of Ancient Egypt. He was called Ramesses the Great and ruled for 67 years, although beside his father in the beginning. It is said that Ramesses lived for over 80 years. The 8) ... person lived to about 40 so he must have seemed like a god. Ramesses 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 11. 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?
2. Who was the first king/pharaoh of Egypt?
3. Which God did the people think their Pharaoh was?
4. Where were Pharaohs buried?
5. How many wives did a pharaoh have?
6. Who is the most famous pharaoh of Egypt?
7. Who is regarded as the builder of more temples and statues than any of the other ancient Egyptian pharaohs?
8. Who died mysteriously at the age of eighteen?
9. What does the name Imhotep mean?
10. What were official regalia of pharaohs?



Exercise 12. 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 13. 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

Unit 3. Ancient Greece

Lead-in

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 about Ancient Greece and match the headings to the correct paragraphs.



- A. Classical Greece
- B. Athens in the golden age
- C. Mycenae and the Dark Ages
- D. Greek gods and myths
- E. Greek art
- F. Greek Science and philosophy
- G. Golden age of Athens
- H. Democratic Athens



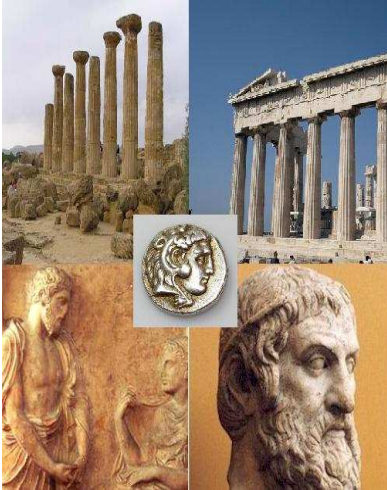
No ancient civilization had such a lasting **impact** on our world as Ancient Greece. The style of Greek buildings is still widely copied today. Greek thinkers laid the basis of mathematics and science and **posed** questions about life that still **occupy** us. The idea of democracy (government by the people) had its **roots** in Grecian Athens. So too did modern theatre. Even many of our words were **originally** Greek.

1.....

Civilization in the Aegean Sea first began on the island of *Crete* about 4000 years ago with the *Minoan* people. But the Minoan civilization was destroyed by a **huge** volcanic **eruption** which blew the island of *Thera* apart 3500 years ago. Soon after, people from the Greek **mainland**, called the *Mycenaeans*, **invaded** Crete. The Mycenaeans **established** cities all over the *Aegean*, but their world too **broke up** and Greece was **plunged into** the Dark Ages.

2.

Slowly, however, new and **thriving** cities grew up in Greece, and by about 750 BC it had **re-emerged** into the Classical Age.



Classical Greece was **made up** of many city states, each with a population of just a few thousand. The largest *polis* (city state) was *Athens*. At first, the cities were ruled by a few **powerful aristocrats**, a system called an *oligarchy*. But **riots** resulting from their **misuse** of control instead. In Athens, one of the better **tyrants** was Solon, who from 594 BC made reforms allowing middle class people - **traders, craftsmen** and so on - to hold power, as well as the aristocrats.

But there was still unrest. Then around 500 BC, some Greek cities **overthrew** their tyrants to create democracies.

3.

At about this time the Greeks were attacked by the Persians. The first *Persian* attack was beaten off at the *Battle of Marathon* in 490

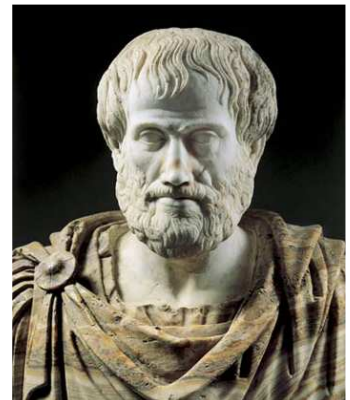
BC. But in 480 BC, Persian armies marched into Athens and destroyed all its **temples**.

Remarkably, Athens **recovered from** this **blow** with victories at sea and on land, and the city entered a golden age. Its most famous politician, *Pericles*, **launched** a huge programme to rebuild the city. The temples on the *Acropolis*, including the *Parthenon*, date from this time. Fine artists and sculptors, musicians, writers and thinkers **flocked** to Athens from east and west, and enjoyed **considerable** success.

Then Athens was **conquered** twice more, by the Spartans in 404 BC, and the *Macedonians* in 338. From this time on, although it remained a centre of culture and learning, the city's influence **steadily declined**.

4.

By looking at the world and asking questions ancient Greek thinkers such as *Thales* and *Aristotle* made many important scientific discoveries. *Pythagoras* and *Euclid*, for instance, discovered basic mathematical rules which are still used today. *Archimedes* **worked out** why ships **float**. And Anaxagoras realized that **eclipses** occur when the Sun, Moon and Earth are all in a straight line. Indeed, many ideas we think of as new were first thought of by the Greeks. We only became sure all **matter** is made up of **tiny** atoms this century - yet the Greek **scholar** *Democritus* **suggested** it 2500 years ago. Greek thinkers such as *Plato* and *Socrates* also thought about how people should behave and what the best political system is. Their ideas laid the basis of modern philosophy.



Aristotle (384-322 BC)

5.

Life in Athens and other Greek cities **focused on** the *agora* or market place, where friends met in the **shade** of the **colonnades**, and traders sold their **wares**, often from platforms called *kykloi*. There was also the *Bouleuterion*, where the **council assembled**. On a hill above the city was the Acropolis, a fortress **enclosing** various temples, including the Parthenon. Every four years, the *Great Panathenaea* festival would **climax** with a long singing, dancing **procession** up to the *Erechtheum* temple on the Acropolis.

6.

Few ancient civilizations created such rich and varied works of art as the Greeks. There were not only beautiful buildings such as the Parthenon, but also many **graceful** statues. The most famous sculptor was *Praxiteles*, who made the first **nude** statue of a woman, **portraying** the goddess Aphrodite.

Ancient Greece was also famous for its theatre, and plays written by *Sophocles*, *Euripides* and *Aristophanes* are still.

7.



The Greeks had many gods and goddesses and told many stories about them. The 12 most important gods lived on top of *Mount Olympus*. Their constant **squabbling** always involved ordinary **mortals** in some way. *Zeus* was the ruler. He was **married to** his sister *Hera*, but had many affairs with mortal women - **disguised** as a **bull**, a **swan** or even a **shower** of gold.

Aphrodite was the goddess of love and *Ares* the god of war. Many tales were told about **heroes** of old, too. One famous Greek hero was *Heracles* (known as *Hercules* by the Romans). *Heracles* was the son of the god *Zeus* and a mortal woman called *Alcmene*. *Hera* was so angry about *Zeus'* affair with *Alcmene* that she made *Heracles* kill his family.

To make **amends**, he was set twelve heroic '**labours**'.

There were also tales about the *Trojan wars*, many of them told in *Homer's* famous poems, "The *Iliad* and The *Odyssey*". In these poems, the *Mycenaeans* are great **warriors** who fought a long war against the people of *Troy* to **take back** *Helen*, the beautiful wife of *Mycenaean King Agamemnon's* brother, who had **eloped** with a *Trojan* prince called *Paris*. People once thought these tales were **mythical**, but in 1870, the **site** of the real city of *Troy* was **uncovered** in *Turkey*.

8.

In *Athens*, democracy meant that all **male** citizens (but not women, slaves or **foreigners**) had a say in how the city was **run**. It was run on a day-to-day basis by a Council, made up of 500 citizens chosen by lottery for a year. Every ten days, citizens were **summoned** to attend an assembly on a hill called the *Pnyx*. At least 6000 citizens had to be present at the meeting - if not, police would **round up** a few more. At these meetings, people **debated** the Council's **proposals** and could **approve** or **reject** them. Once a year, the assembly could **banish** unpopular politicians by writing their names on pieces of broken **pottery** called *ostrakous*. This is called *ostracism*.

http://www.ancientgreece.com/s/Main_Page/

Exercise 3. Answer the following questions:

1. What destroyed the Minoan civilization?
2. What does oligarchy mean?
3. When was the Battle of Marathon?
4. What does the agora mean?
5. Who were famous Ancient Greek thinkers?
6. Who made the first nude statue of a woman, portraying the goddess *Aphrodite*?
7. Who lived on top of *Mount Olympus*?
8. What did democracy mean in *Athens*?
9. How often were citizens summoned to attend an assembly on a hill called the *Pnyx*?
10. What is called *ostracism*?



Language development

Exercise 4. Read the text again and correct the sentences, as in the example.

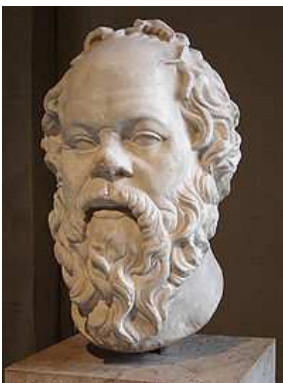
- Greek thinkers laid the basis of ecology and posed questions about life that still occupy us.
- Greek thinkers laid the basis of mathematics and science and posed questions about life that still occupy us.

1. The idea of republic had its roots in Grecian Athens.
2. The Classical Age of Ancient Greece was about 650 BC.
3. The largest city state with a population of just a few million in Classical Greece was Sparta.

4. The temples on the Acropolis, including the Parthenon, date from the Dark Ages.
5. Archimedes discovered basic mathematical rules which are still used today.
6. Plato and Socrates's ideas laid the basis of modern philosophy.
7. Every forty years, the "Great Panathenae" festival would climax with a long singing, dancing procession up to the Erechtheum temple on the Acropolis.
8. Heracles described twelve heroic 'labours'.
9. The famous proses, "The Iliad" and "The Odyssey", were written by Homer.
10. The Pnyx was a rock where citizens were summoned to attend an assembly every ten days.

Exercise 5. Read the text about Greek philosophers. Are these sentences true or false?

- | | |
|--|---|
| a) Ancient Greece is famous for thinkers. | c) Socrates was Plato's student. |
| b) Socrates, Plato, and Aristotle were famous Greek democrats. | d) Aristotle was younger than Socrates and Plato. |



Socrates (470-399 BC)

Ancient Greek philosophy is **dominated** by three very famous men: Socrates, Plato, and Aristotle. All three of these lived in Athens for most of their lives, and they knew each other. Socrates came first, and Plato was his student, 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 and opening a school. 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 200's BC, three famous kinds of philosophy started up in the schools that Plato and Aristotle had started. These are the *Stoics*, the *Skeptics*, and the *Epicureans*.

Each of these continued to be important ways of thinking about the world all the way through the Roman Empire, until people **converted** to **Christianity** in the 300's AD, and even after that.

Exercise 6. Match the word with their definition.

- | | |
|-------------------|--------------|
| 1. a civilization | 6. a riot |
| 2. a craftsman | 7. a slave |
| 3. democracy | 8. a thinker |
| 4. a myth | 9. a trader |
| 5. oligarchy | 10. a tyrant |

- a) a human **society** that has highly developed material and **spiritual resources**, a **complex** cultural, political and legal organization;
- b) a person **legally** owned by another and having no freedom of action or right to **property**;
- c) a story about **superhuman** beings of an earlier age taken by **preliterate** society to be a true **account**, usually of how natural **phenomena**, social customs, etc., came into existence;
- d) a wise man, a man of **wisdom**, a philosopher;
- e) government by the people or their elected **representatives**;
- f) government by a small group of people;
- g) a **disturbance** made by an unruly **mob** or (in law) three or more persons, **tumult** or **uproar**;
- h) a person who governs **oppressively**, **unjustly** and **arbitrarily**; a despot;
- i) a person who **engages in** trade; a dealer or a **merchant**;
- j) a member of a skilled trade; someone who practices a **craft**; an **artisan**.



Exercise 7. Fill in the words the list and then make sentences using the completed phrases.

a) Aegean, b) Ages, c) aristocrats, d) armies, e) battle, f) city, g) conquered, h) flocked, i) focused, j) golden, k) island, l) ordinary, m) scientific, n) statues, o) thinkers, p) thriving, q) tyrants, r) uncovered

1. entered the age
2. to Athens
3. graceful
4. Greek
5. life in agora
6. made many discoveries
7. mortals
8. overthrew the
9. Persian



10. powerful
11. thesea
12. the of Marathon
13. the Dark
14. the of Thera
15.cities
16. to rebuild the
17. was twice
18. wasin Turkey

Exercise 8. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) from, b) up, c) of, d) to, e) as, f) into, g) by, h) with, i) at, j) off

- 1) the basis mathematics; 2) was destroyed
- 3) Persian armies marched; 4) Athens recovered
- 5) all matter is made tiny atoms; 6) was plunged
- 7)looking world; 8) he was married his sister Hera; 9) cities were ruled
- 10) the Persian attack was beaten
- 11) known Heracles Romans; 12) he eloped a Trojan prince.

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

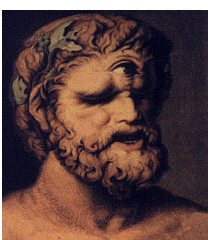
a) a blow, b) a bull, c) a riot, **d) a shade**, e) a shower, f) a squabble, **g) a swan**, h) a tradesman, i) a warrior, j) amends, k) disguised, l) graceful, m) impact, n) pottery, o) thriving, p) tiny, q) to decline, r) to elope, s) to float, t) to flock, u) to invade, v) to pose, w) to reject

1. a compensation, 2. a cygnet, 3. a **downpour**, 4. a fighting man, 5. a merchant, 6. a **rebellion**, 7. a shadow, 8. a **tiff**, 9. an attack, 10. an ox, 11. **ceramics**, 12. dressed up, 13. elegant, 14. **flourishing**, 15. goods, 16. influence, 17. to capture, 18. to fall into decay, 19. to formulate, 20. to gather, 21. to refuse, 22. to run away, 23. to swim, 24. very small

Speaker's corner

Exercise 10. Complete the text using the following words. Use a dictionary to help you if necessary.

a) bolt, b) dispatch, c) dragon, d) imprisoned, e) mutual, f) one eyed, g) rebellion, h) tempted, i) hunderbolts, j) underworld



The Cyclopes were gigantic 1) ... monsters. There were three of them representing **thunder, lighting**, and the lighting 2) ... They are named *Brontes*, *Steropes*, and *Arges*. They were born to Gaea and Uranus. They were also the first **smiths**. When *Cronus* came to power he **imprisoned** the Cyclopes in *Tartarus*. They were **released** by Zeus and fought with him against the *Titans*. As a **reward** for their release the Cyclopes gave Zeus his weapons of lighting and

thunder. They continued as his workers at Mount Olympus throwing his 3) ... *Apollo* killed at least one of the Cyclopes to **retribution** for *Zeus* killing his son *Aesculapius*.

Hecatoncheires means "hundred handed". They were **gigantic** and had fifty heads and one hundred arms each of great strength. There were three of them: *Briareus* also called *Aegaeon*, *Cottus* and *Gyges* also called *Gyes*. They were born to *Gaea* and *Uranus*. Their 4) ... **hatred** of *Uranus* caused him to force the *Hecatoncheires* back into *Gaea's womb*. This **precipitated** *Gaea's* 5) ... against *Uranus*. When *Cronus* came to power he imprisoned the Cyclopes in *Tartarus*.

They were released by *Zeus* and fought with him against the *Titans*. They were able to **hurl** huge **boulders** as many as a hundred at a time against their opponents. One of them, *Briareus*, served as *Zeus's bodyguard*.

The *Giants* were **generated** from *Uranus blood* resulting from his castration by *Cronus*. They became powerful enough to try to **unseat** *Zeus* and the *Olympians* early in their rule. When the gods won they 6) ... the *Giants* in *Tartarus*.

The **Ash Tree Nymphs** were generated from *Uranus blood* resulting from his castration by *Cronus*.



Typhoeus, was a fire breathing dragon with a hundred heads that never rest. It was birthed by *Gaea* as a last **ditch** effort to keep the *Olympians* from **defeating** her children the *Titans*. It came close to **succeeding**, setting most of the gods to flight and **capturing** *Zeus*. *Hermes* was able to free *Zeus*. *Zeus* was then able to 7) ... *Typhoeus* with his lighting bolts. *Typhoeus* is **buried** under *Mount Etna* in *Sicily*. *Cerberus* is the three headed dog with a 8) ... **tail** which **guards** the **entrance** to the 9) Allowing the dead to enter but, never leave. **Fetching** *Cerberus* was the last labor of *Heracles*.

The *Sirens* are sisters who **lure** sailors to their death. The song of the *Sirens* is **irritable** but, they **reside** beyond **impassable** reefs which **destroy** the sailors' boat when they try to reach the *Sirens*. Among those 10) ... were *Jason* on the *Argo* and *Odysseus*. <http://tribes.tribe.net>

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

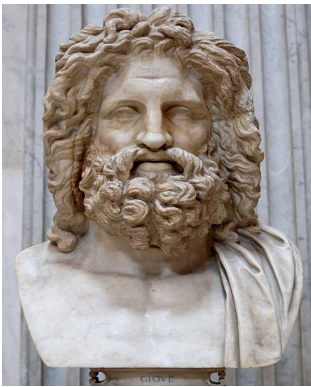
Exercise 12. Match Ancient Greek gods with their Roman counterparts.

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



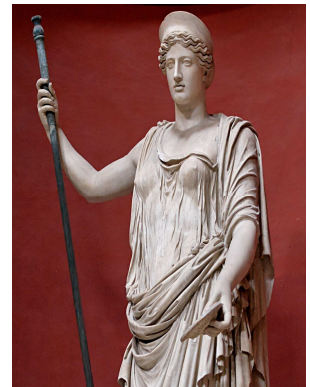
a)



b)



c)



d)



e)



f)



g)



h).....



i)



j)



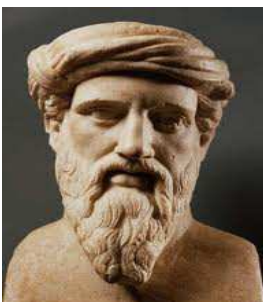
k)



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



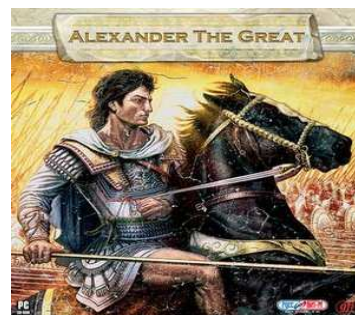
Pythagoras

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).



Plato

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).

8. An Ancient Greek philosopher; he was a pupil of Leucippus, who formulated an atomic theory for the universe (460 – 370 BC).

9. A king of Macedon from 359 BC until his **assassination** in 336 BC. He was the father of Alexander the Great and Philip III (382–336 BC).

10. A Roman Emperor from 284 to 305 (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 are **staged**

750 BC - 750 - 700 BC: Homer writes the "Iliad" and the "Odyssey"

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

650 BC - The Rise of the Greek tyrants



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

600 BC - Greek **Coin currency** introduced

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

505 BC - *Cleisthenes* introduces democracy in Athens

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

468 BC - *Sophocles* writes his first tragedy

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

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

441 BC - Euripides writes his first tragedy

443 BC: 443 - 429 BC Pericles leads Athens

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

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

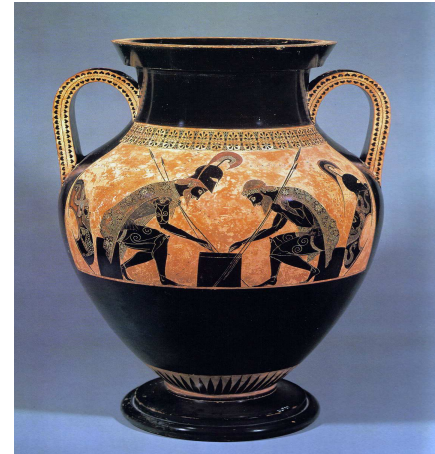
420 BC: 420 - 410: Construction of Temple of Athena Nike





399 BC - *Socrates* is **executed** for his opposition to the Thirty Tyrants
 386 BC - *Plato* founds the Academy
 384 BC - *Aristotle* is born
 359 BC - *Philip II* becomes the king of the Greeks
 356 BC - *Alexander the Great*, son of *King Philip II*, is born
 333 BC - Alexander the Great defeats the Persians at Issus and is given Egypt by the Persian Satrap where he builds a capital at Alexandria and founds the great library

399 BC - *Socrates* is executed for his opposition to the Thirty Tyrants
 386 BC - *Plato* founds the Academy
 384 BC - *Aristotle* is born
 359 BC - *Philip II* becomes the king of the Greeks
 356 BC - *Alexander the Great*, son of *King Philip II*, is born
 333 BC - Alexander the Great defeats the Persians at Issus and is given Egypt by the Persian Satrap where he builds a capital at Alexandria and founds the great library
 323 BC - Alexander the Great dies at Babylon
 323 BC: 323 -31 BC: *The Hellenistic Period*
 224 BC - Earthquake destroys the Colossus of Rhodes



200 BC: 200 - 196 BC: First Roman victory over Greece
 197 BC - *King Philip V* of Greece loses to Roman forces at *Kynoskephalai*
 86 BC - The Roman General *Sulla* captures Athens
 33 AD - **Crucifixion** of Jesus and the **origin** of Christianity
 267 AD - The Goths sack Athens, Sparta, and Corinth
 286 AD - The Roman Emperor *Diocletian* divides the Roman empire in two forming modern Greece (the Byzantine Empire)
 641 AD - The **Slavs overrun** Greece

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. Write a composition about a famous person of the Ancient Greece.

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 or Peloponnesian War, 6. Political structure.

Unit 4. Ancient Rome

Lead-in

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 did the volcano destroy Pompeii?
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 about Ancient Rome and match the headings to the correct paragraphs. Then explain the words in bold.

- a) EARLY ROME & THE REPUBLIC
- b) EMPIRE AND FALL
- c) JULIUS CAESAR
- d) ROMAN GAMES
- e) THE ROMAN MILITARY MACHINE



Two thousand years ago, the city of Rome **presided over** one of the greatest empires the world has seen. At its height in the 2nd century AD, it **extended** over 4000 km from England to the Red Sea. With **ruthless efficiency**, the Romans introduced their own **blend** of advanced technology and civilized living to every corner of the Empire. Roman citizens could journey from Deva (Chester) to Damascus and still feel at home.

1.....

According to a legend, Rome was founded in 753 BC by Romulus and Remus, who were said to have been brought up by a she-wolf. Whatever the truth, by the 6th century BC Rome was a large city ruled over by Etruscan kings. In 509 BC, the Romans **drove out** the Etruscans to set up a republic, governed not by a king but by an assembly called the *Senate*.



In theory, all Roman citizens could **vote** in **elections** to the Senate and serve in the army. In practice, only a rich few, called *patricians*, had any real power; the *plebeians* (commoners) had very little. Slaves had no rights at all.

Over the next few centuries, Rome extended its power over all Italy by **brute** force and **alliances**. By 264 BC, it **rivalled** Carthage, the north African city that dominated the western Mediterranean. After a **bitter** struggle, called the Punic Wars, Rome **utterly** destroyed Carthage in 146 BC. But the cost at home was great.

The plebeians' efforts to **gain** a little power and the patricians' **determination** to stop them created **constant** trouble.

When the end of the Punic Wars left thousands of people out of work, trouble **increased**. Many joined the army and became more **loyal** to their generals than to the Senate. In 60 BC, two popular generals, Pompey and Julius Caesar, used their armies to **take over** Rome.

When Pompey and Caesar **fell out**, Caesar became a **sole ruler**. In 44 BC Caesar was assassinated by Brutus, who hoped to bring back the Republic - but Caesar's place was taken by another general, called Octavian. Octavian defeated Brutus and became so powerful that in 27 BC he was able to **declare** himself Emperor and take the name Augustus.

2.

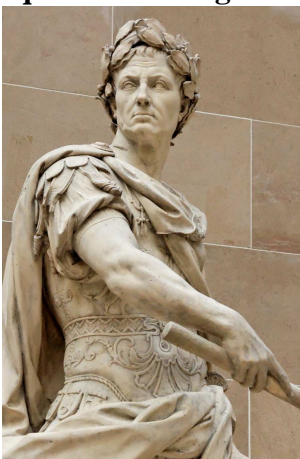
For 200 years, Roman emperors ruled over an Empire so large and **secure** that citizens could talk of the *Pax Romana* (Roman Peace). In each province, a Roman **governor** kept control, backed by **disciplined** Roman **troops**. Fast roads were built everywhere and hundreds of towns were built in the Roman way - with a **grid** of streets, water **brought in** by **aqueducts**, a *forum* where citizens met, *stadiums* for games and comfortable *villas* (houses). Back in Rome, citizens lived a **luxurious** life in the Greek style, writers such as Virgil and Ovid wrote classic poems and huge new buildings **testified** to the city's **wealth** and skills.



But political **struggles** within the empire, and constant attacks along its **fringes** slowly **undermined** Rome's **might**. In 410 AD, a European **tribe** called Visigoths invaded Italy and **sacked** Rome.

3.

Rome **owed** its power to its disciplined army. It fought mainly on foot, advancing in **tight squares** **bristling** with **spears**, protected by large **shields** called *scutari*.



Often they protected their heads from **arrows** with shields too, making a *tortoise*. Under the Republic, the army was divided into *legions* of around 5000 soldiers; legions were made up from 10 **cohorts**; cohorts were made up from *centuries* of 80-100 soldiers.

4.

Caesar (100 - 44 BC) was the greatest of all Roman generals. He made his name in the Gallic Wars in France and conquered Britain in 54 BC. In 48 BC, he **pursued** his rival Pompey to Egypt, defeated him and **fell in love** with Egypt beautiful queen Cleopatra. On his return to Rome, he became dictator, but his power was so **resented** that he was murdered in 44 BC.

5.

Nearly every major town in the Empire had stadiums where thousands of people watched games such as chariot races and bloody *gladiator* fights. Chariot races were held at a ring called a **circus** or **hippodrome**.

At the Circus Maximus in Rome, 250,000 fanatical **spectators** would **cheer** their favourite team. Gladiators were **prisoners**, slaves or paid professionals who fought to the death, often with wild animals, in **vast** stadiums called *amphitheatres* like the Colosseum in Rome. One show involved 10,000 gladiators over 117 days. http://en.wikipedia.org/wiki/Ancient_Rome

Language development

Exercise 3. Read the text again. Are these sentences true or false?



- 1) Roman citizens could journey from Deva to Damascus and still feel at home.
- 2) Rome was founded in 573 BC by Romulus and Remus.
- 3) In practice all Roman citizens could vote in elections to the Senate and serve in the army.
- 4) Pompey and Julius Caesar were popular Roman generals.
- 5) Pax Romana was a time where the Romans did not have a major confrontation.
- 6) Slaves had different rights.
- 7) During the Pax Romana Roman citizens lived a luxurious life in the Greek style.
- 8) Roman army was divided into legions of around 80-100 soldiers.
- 9) Gladiator fights were held at a ring called a circus or hippodrome.
- 10) Gladiators were prisoners, slaves or paid professionals.

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

a) advanced technology, b) alliances, c) bitter, d) constant, e) defeated, f) disciplined, g) efficiency, h) extended, i) gladiator, j) patricians, k) Punic, l) ruled over, m) sacked, n) sole ruler, o) undermined, p) utterly destroyed

1. a
2. a blend of
3. bloody fights
4. brute force and
5. Caesar became a
6. Roman troops
7. createdtrouble
8. Rome's might



9. Octavian Brutus
10. had real power
11. Rome its power
12. Rome Carthage
13. by Etruscan kings
14. theWars
15. Visigoths Rome
16. with ruthless

Exercise 5. Translate words in bold and then match the pairs of words which are similar in meaning.

1. a *detachment*, 2. a *hippodrome*, 3. a *tortoise*, 4. a *union*, 5. a *water-supply*, 6. *completely*, 7. *faithful*, 8. *fierce*, 9. *might*, 10. *military forces*, 11. *only*, 12. *permanent*, 13. *safe*, 14. *sumptuous*, 15. *to chase*, 16. *to compete*, 17. *to encourage*, 18. *to force out*, 19. *to found*, 20. *to get*, 21. *to plunder*, 22. *to proclaim*, 23. *to stretch*, 24. *to undermine*

a) a circus, b) a cohort, c) a turtle, d) an alliance, e) an aqueduct, f) constant, g) loyal, h) luxurious, i) power, j) ruthless, k) secure, l) sole, m) to cheer, n) to declare, o) to destroy, p) to drive out, q) to extend, r) to gain, s) to pursue, t) to rival, u) to sack, v) to set up, w) troops, x) utterly

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

a) by, b) for, c) from, d) in, e) into, f) of, g) on, h) out, i) to, j) up, k) with

1. Caesar was assassinated Brutus
2. citizens could vote elections
3. cohorts were made from centuries
4. a journey Deva Damascus
5. he fell in love Egypt's queen
6. each province
7. his return to Rome



8. onethe greatest empires
9. Pompey and Caesar fell
10. protectedlarge shields
11. bristlingspears
12. stadiums games
13. the army fought foot
14. the army was divided legions
15. the Romans drove the Etruscans
16. were built the Roman way
17. advanced tight squares

Exercise 7. Find in the text the words that mean the following:

- 1) a music hall, variety theatre, or circus;
- 2) a building, usually **circular** or oval, in which tiers of seats rise from a central open arena;
- 3) a monarch who rules or reigns over an empire;
- 4) a man trained to fight in arenas to provide **entertainment**;
- 5) a person viewing anything; **observer**;



- 6) to **exert** strength, energy, and force; work or **strive**;
- 7) a number of people gathered together, especially for a formal meeting held at regular intervals;
- 8) an **indication** of choice, opinion, or will on a question, such as the choosing of a candidate, by or as if by some recognized means, such as a **ballot**;
- 9) the selection by vote of a person or persons from among candidates for a position;
- 10) a person who governs.

Exercise 8. 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*

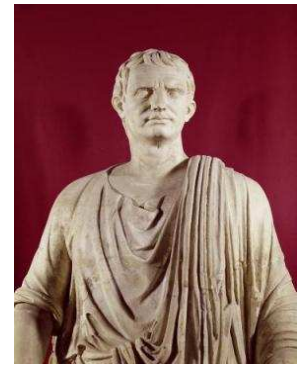
1. a Roman Emperor from 161 to 180 AD; he ruled with Lucius Verus as co-emperor from 161 until Verus' death in 169 (*121 – 180 AD*);
2. a Roman general and statesman and a **distinguished** writer of Latin prose; He played a critical role in the **gradual** transformation of the Roman Republic into the Roman Empire (*100 - 44 BC*);
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 from 37 AD to 41 AD, also known as Gaius; he was a member of the house of rulers **conventionally** known as the Julio-Claudian dynasty (12 – 41AD);

8. a general in the Second 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



Sulla



Tiberius

in military history (236–183 BC);

9. the first emperor of the Roman Empire, which he ruled alone from 27BC until his death in 14 AD. He took the name Gaius Julius Caesar Octavianus (Octavian) in 44 B.C. after the murder of his great uncle, Julius Caesar. In his will Caesar had adopted Octavian and made him his **heir** (63 BC – 14 AD);

10. a Roman Emperor from 14 AD to 37 AD, he was the **stepson** of Augustus, great-uncle of Caligula, **paternal** uncle of Claudius, and great-great uncle of Nero (42 BC – 37 AD).

Exercise 9. Complete the text “The Punic Wars” using words from the box. Use a dictionary to help you if necessary.

1. antiquity, 2. “Carthaginian”, 3. conflict, 4. conquered, 5. destroyed, 6. emerged, 7. end, 8. Mediterranean, 9. power, 10. Rome, 11. Sicily, 12. victories



Hannibal (247-183 BC)

The Punic Wars were a series of three wars fought between a) and Carthage from 264 BC to 146 BC. At the time, they were probably the largest wars that had ever taken place. The term Punic comes from the Latin word Punicus, meaning b)

The main cause of the Punic Wars was the c) of interests between the existing Carthaginian Empire and the expanding Roman Republic. The Romans were **initially** interested in expansion **via d)** (which at that time was a cultural **melting pot**), part of which lay under Carthaginian control. At the start of the first Punic War (264 to 241 BC), Carthage was the dominant power of the Western e), with an extensive **maritime** empire, while

Rome was the rapidly **ascending** power in Italy, but **lacked** the **naval f)** of Carthage. By the end of the third war (149 to 146 BC), after more than a hundred years and the loss of many hundreds of thousands of soldiers from both sides, Rome had **g)** Carthage's empire and completely **h)** the city, becoming the most powerful state of the Western Mediterranean.

With the **i)** 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 **j)** as the dominant Mediterranean power and one of the most powerful cities in classical **k)** The Roman **l)** over Carthage in these wars gave Rome a **preeminent** status it would retain until the 5th century AD.

Exercise 10. 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* establish 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 invades 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 captures Jerusalem

45 BC - *Julius Caesar* defeats Pompey to become the first dictator of Rome

44 BC - Julius Caesar assassinated

44 BC: 44-31 BC - The Triumvirate of *Marc Antony*, *Lepidus*, and *Octavian* (later known as Caesar Augustus) become the rulers of Rome

31 BC - Antony and *Cleopatra* are defeated by Octavian

27 BC - Octavian becomes 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, becomes 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 is killed and *Claudius* proclaimed Emperor

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

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

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

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

180 - *Commodus* **succeeds** his father Marcus Aurelius and gains imperial power

305 - *Constantine* becomes the first Christian emperor

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

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

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

476 - The last Roman Emperor was *Romulus Augustulus* who was defeated by *Odoacer* who was a *German Goth*



<http://www.history-timelines.org.uk/places-timelines/03-ancient-rome-timeline.htm>

Speaker's corner

Exercise 11. 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* (cohort) included 6 centurie, a total of 480 men; *legio*: (legion) consisted of 10 cohorts, about 5,000 men; *equus legionis* - each legio had a cavalry unit of 120 attached to them.

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 (France) were Roman citi-

zens and were **eligible** to serve. Legionnaires 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 legionnaires and had to serve for 25 years, after which they became Roman citizens.

A troop of 120 horsemen, who served as **scouts** and **messengers** were attached to each Roman legion.

The basic equipment of a Roman soldier was: *cassis* – helmet; *lorica segmentata* – armour; *focale* and *cingulum* - **scarf** and **tunic** worn under armour; *gladius* - **sword**, 18-24 in. long; *pilum* – medium-length



throwing spear; *scutum* – shield; red **battle cloak**; *caligae* or military boots.

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.

Each soldier carried a his **kit** (equipment on a pole). He had spare clothes, food rations, a cooking pot, a short **spade**, a **handmill** for **grinding corn** and two wooden **stakes** to help build a protective **fence** (*palisade*).

On the left side of the soldier's body was his **trusty** shield (*scutum*). It was a semi-circular shield, designed so that any **missiles** thrown at the soldier would be **deflected** to one side. This would mean less effort by the soldier would be needed to defend himself.

Roman boots were made of several **thicknesses** of **leather**, **studded** with **conical hobnails** for marching over **rough** ground and using on the enemy when he had fallen. The metal studs on the soles helped prevent the leather **wearing down** quickly.



<http://www.chiddingstone.kent.sch.uk/homework/romans/equipment.html>

Exercise 12. 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** - 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

Exercise 13. Quiz “Who's Who In Ancient Rome”.



1. Which Roman Emperor is supposed to have been responsible for the great fire in Rome in 64 AD?

- a) Caligula b) Nero c) Claudius d) Titus

2. Which of the following was the first Roman emperor to **convert** to Christianity in 313 AD?

- a) Marcus b) Aurelius c) Constantine d) Commodus e) Nerva

3. Who became the first Roman Emperor in 27 BC?

- a) Augustus b) Marcus c) Aurelius d) Julius Caesar e) Romulus

4. Which writer **witnessed** the eruption of Mt. Vesuvius in 79 AD?

- a) Pompey the Great b) Plutarch c) Pliny the Younger d) Plautus

5. Which Roman Emperor wrote "The Meditations" that was actually a sort of personal **diary**?

- a) Julius Caesar b) Constantine c) Hadrian d) Marcus Aurelius

6. Who was the great Roman orator who created a Latin stylebook which is still used in Latin classes today?

- a) Constantine b) Marcus Aurelius c) Nerva d) Cicero

7. In Ancient Rome, who were the **Lares**?

a) **Household spirits** of dead **ancestors**

b) The Roman counterpart of the Greek Furies

c) The elite **corps** of the Roman army

d) The Muses

8. Which of these poets wrote many poems of love and manners widely read by Ancient Romans?

a) Plutarch

b) Virgil

c) Cato

d) Ovid

9. Which Roman emperor is well known for his **atrocities**?

a) Caligula

b) Claudius

c) Tiberius

d) Hadrian

10. Who was the last emperor of the Western Roman Empire who reigned till 476 AD?

a) Junenval

b) Marcus Aurelius

c) Remuc

d) Romulus Augustus



Writing

Exercise 14. 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

Project

Exercise 15. Make a short presentation:

➤ Ancient Rome was one of the most successful civilizations on earth.

MODULE II. THE MIDDLE AGES

Unit 5. The Crusades and Knights

Lead-in

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 **Chivalric** orders?
10. When did the Medieval crusades end? Why?



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 into 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 a series of misunderstandings and outbreaks of violence the city was sacked in 1204.

D. This "taking of the cross", the **crux**, eventually became **associated with** the entire journey; the word "crusade" (coming into English from the French 'croisade', the Italian 'crociata', or the Portuguese 'cruzado') 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 faithful 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** (crux) 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 upon all Christians to join a war against the Turks, a war which would count as full **penance**. Crusader armies marched up 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.

4)

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

Language development

Exercise 4. Answer the following questions:

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

a) Ages, b) alliance, c) arms, d) Byzantine, e) central, f) Christian, g) connotation, h) cross, i) journey, j) monarchs, k) Muslims, l) original, m) sack, n) swear, o) truce, p) Turks

1. heretics
2. to carry a
3. crusaders
4. a cloth
5. Europe
6. to carry
7. powerful
8. the Middle



9. to.....a vow
10. an entire
11. a emperor
12. to cities
13. an unstable
14. to establish a
15. to join a war against the
16. to recapture Acre from the

Exercise 6. Match the pairs of words which are similar in meaning.

1. to conquer, 2. arms, 3. a cross, 4. a vow, 5. minor, 6. to sermonize, 7. a truce, 8. to invade, 9. a monarch, 10. to defend, 11. a penance, 12. to sack

a) secondary, b) a crux, c) an armistice, d) a sovereign, e) to encroach, f) to protect, g) to plunder, h) to subjugate, i) a penitence, j) an oath, k) to preach, l) weapons



Exercise 7. Match the words with their opposites.

1. to forbid, 2. to include, 3. heretic, 4. righteous, 5. successful, 6. a war, 7. west, 8. frequent, 9. evil, 10. minor

a) faithful, b) unsuccessful, c) seldom, d) to exclude, e) east, f) main, g) good, h) unjust, i) peace, j) to allow

Exercise 8. Fill in the correct preposition, and then make sentences using the completed phrases.

a) by, b) for, c) from, d) in, e) into, f) of, g) with



1. a scheme the crusades; 2. to be associated; 3. the Kingdom Jerusalem; 4. to be sewn their clothes; 5. a truce Saladin; 6. to co-exist the Holy Land, 7. the intention; 8. to be conquered; 9. Richard I England; 10. to be initiated; 11. to forbid carrying arms; 12. to call help



Speaker's corner

Exercise 9. Use words/phrases from the list to retell the text about crusades.



the original crusaders, a pilgrimage, were usually forbidden from carrying arms, swore a vow, were granted a cloth cross, a righteous campaign, to root out evil, nine traditional crusades, "minor" crusades, Christian heretics, Muslims, the Papacy, Alexius I called for help, against the Seljuk Turks, sacked cities on their way, they took Jerusalem, massacring the Jewish and Muslim population, the Kingdom of Jerusalem, co-existed in the Holy Land, Edessa, returned without any result, Saladin recaptured Jerusalem, Europe's most important leaders, a truce, was initiated by Pope Innocent III

Exercise 10. Fill in gaps with the proper names in 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.

Crusade	Dates of crusade	Crusades Timeline of Events
The first	1096 - 1099	1. The People's Crusade - Freeing the Holy Lands. 1st Crusade 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. The 4th Crusade led by Fulk of Neuil French/Flemish 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 6th 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 11. Put the words into the correct order. Make sentences using the words in bold.



1. Early / fall / Rome / the / after / 400AD / of / the Middle Ages / about / comes.
2. used / by / longships / fleets / were / defense / the / extensively / Scandinavian.
3. Kings and Queens / between / Jerusalem / 1099 and 1291 / of / the / was / by / European / ruled / kingdom.
4. **Minstrels** / town / were/ who // from / to/ **entertainers** / town / traveled.
5. by / to / vassals / king / ruled / them / their/ lands / granted.
6. were / who / in / **servants** / **household chores**/ **peasants** / the / lord's manor house / worked / and / cooking/ cleaning / doing / the / other / **laundering**.

7. over / in/ North Africa / and / Constantinople /and / soon / Europe / 542 AD / bubonic plague / the / all / **struck** / spread.
8. 793 and 1066 AD / the / the / of / period / the / between / is / and / Scandinavia / name / Viking Age / Britain / in.
9. battle of Manzikert / 1071 AD / in / Anatolia / of / the / Empire / lost / to / the / at / the / Seljuk Turks / most / Byzantine.
10. Wars of the Roses / and / York / the / civil / wars / between / houses / of / for / were / Lancaster / the / the / of / throne / fought / England.



Exercise 12. Match the word in bold with the suitable definitions.

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 member of an all-male religious group that lives together in a monastery
- 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 woman member of a religious group, who lives a life of service to god with others in a **convent**
- f) a noble soldier on horseback
- g) a member of the nobility, peer
- 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

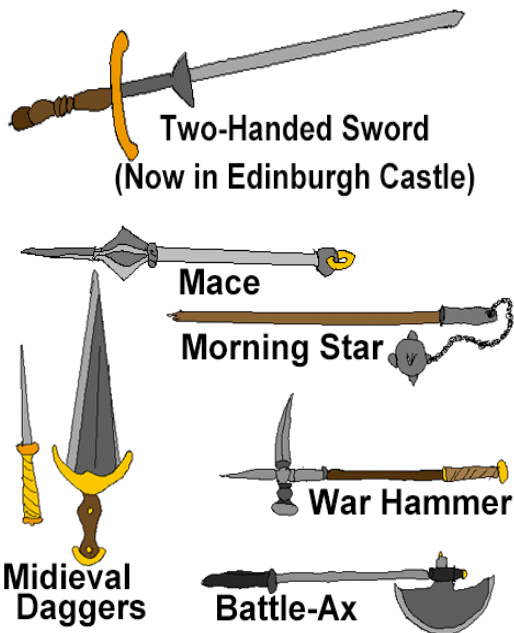
Exercise 13. Fill in the blanks with the following words. You may use each word only once.

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



Exercise 15. 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 helm or **helmet**. 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.

Their weapons were the standard weapons of western knights in the period. They would carry a sword and a shield. The brothers also had 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**.

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

Writing

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



1. The military-**monastic** orders of knighthood
2. The chivalric orders
3. The **honorific** orders of knighthood
4. The **hereditary** knighthoods
5. The medieval knight
6. Knights and armor
7. Famous people of 1096-1272
8. Knight **heraldry**



Project

Exercise 18. Read the beginning of the story entitled “Archaeologists uncover some surprising finds” and 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

Lead-in

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 the 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.

A castle, a house, people, dinner, a kitchen, a farm



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. Beds, though made of the softest materials, were often **rife** 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/city_life_2.htm

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?



Language development

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

a) peasants, b) to tuck in, c) fortified, d) a village, e) field, f) surplus, g) insects, h) boundaries, i) dues, j) quarters, k) candle, l) a pungent, m) a permanent, n) meager, o) ceiling, p) to erect, q) invasions, r) infertile

1. feudal
2. a fat-based
3. medieval
4. aroma
5. residence
6. biting
7. walls
8. sheet
9.land



10. diet
11. towns
12. Viking
13. servant
14. goods
15. a stone floor and
16. landscape
17. to set
18. a plowed

Exercise 6. Match the pairs of words which are similar in meaning.

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) *acid*, q) *to build*, s) *a brook*, t) *a sideboard*, u) *to pillage*.

1. surplus, 2. to flourish, 3. to plunge, 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.

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

a) around, b) at, c) by, d) for, e) from, h) in, g) into, h) of, i) on, j) to

1. to use trading, 2. to be bound the land, 3. the mid-900s, 4. beds, made the softest materials, 5. to depend, 6. to set out village charters, 7. linen glued or nailed benches, 8. nighttime, 9. the Mediterranean Germany, 10. to consist, 11. to change outside, 12. to be cramped one room, 13. to exist centuries, 14. to subsist, 15. to tuck sheets, 16. houses clustered the village.

Exercise 8. Put the words into the correct order. Then explain words in bold.



1. **feasts** / days / and / marked / church / **reaping** / **sowing**.
2. activities / in/ to/ would / every / a / be/ attend / town/ citizen / social / medieval / expected.
3. food / new / flavor / / that / Middle Age / East / the / of / found / from / **spices** / imported / were / **courtesy** / **rare**.
4. Europe / Western / and / schools / were / across / Universities / forming.
5. to / had / a / medieval / them / diet / peasants / simpler / **available** / much.
6. of / **curriculum**s / grammar, / most / Latin / the / logic / **core** / formed / mathematics / and / rhetoric / astronomy / philosophy.
7. one / was / in / more / kitchen / than / wealthy / there / homes / typically.

Exercise 9. Match the word on the left with the best definition on the right.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. a barn 2. a charter 3. an inhabitant 4. to fortify 5. a landscape 6. a quarry 7. a liniment 8. surplus 9. a cellar 10. to plunder | <ol style="list-style-type: none"> a) a place on the surface of the earth from which stone, sand, etc., are dug out. b) more than what is needed or used c) a written or printed signed statement from a ruler, government, etc., giving rights, freedoms to people, an organization or a person. d) an oily liquid to be rubbed on the skin, especially to help soreness and stiffness of the joints. e) a person who lives in a particular place f) a farm building for keeping animals or for storing crops and food for animals. g) to build forts on; strengthen against possible attack. h) to seize goods illegally or by force from people or a place, especially in time of war. i) a wide view of country scenery. j) an underground room, usually used for storing goods. |
|---|--|

Exercise 10. Complete the text “Medieval Clothing” using words from the box. Use a dictionary to help you if necessary.

- a) slipped, b) bun, c) loose, d) braided, e) flowing, f) luxurious, g) kirtles, h) fitting, i) nets j) tunics, k) affluent, l) briefs, m) wound, n) sleeveless, o) ankles, p) cloaks*

From the 11th through the 13th centuries, medieval clothing varied according to the social standing of the people.

As with today, clothing styles of medieval men changed periodically. At the end of the 13th century the once 1) and 2)tunics became tighter 3) Besides 4) , the men also wore undershirts and 5) covered by a 6) jacket and an additional tunic. Stockings completed the ensemble. Men's medieval clothing also consisted of 7) with a round opening that was 8) over the man's head.



Early medieval women's clothing consisted of 9) ".....", which were tunics worn to their 10) These tunics were often worn over a shirt. When the women were in public, they often topped the tunics with an even shorter "kirtle." Of course the more 11) women wore more 12) clothing than those of the less affluent lifestyle. Women, especially those who were married, wore tight-fitting caps and 13) over their hair, which was 14) in a 15) "....." on their heads. Other women wore veils over their hair, which was left either hanging loosely, or 16) tightly.

Exercise 11. Choose the correct word. Use a dictionary and translate words in bold which are referred to medieval household offices, premises and outhouses.

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



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

Speaker's corner

Exercise 12. Use words/word combinations from the list to retell the text about the medieval village and city life.

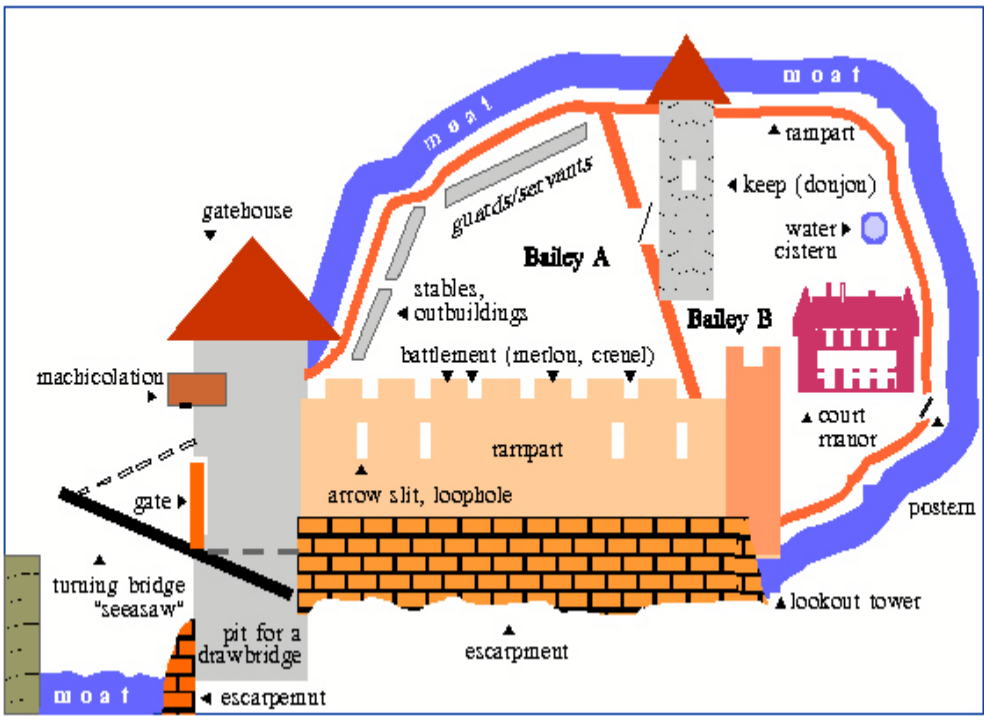


Medieval roots; Julius Caesar; cities were flourishing; Viking invasions; created base camps; walled cities; bourgeois; medieval villages; houses, barns and animal pens; toiled; temporary and permanent villages; set boundaries; village charters; peasants; free men; villeins; were bound to the land; feudal dues; harsh life; subsisted on a meager diet; medieval city home; inside accommodations; servant quarters; comfort wasn't easy to find; stone floors, ceiling and walls; wooden benches, long tables, cupboards and pantries; linen, might be glued or nailed to benches; bedbugs, lice and other biting insects; pests; tucked in sheets; oily liniments.

Exercise 13. 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**.

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

A **gate** - a fortified opening **entrance** to a palace or 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 **corbeled 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**.

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

Exercise 14. Look through the table “The British monarchy – Norman and Plantagenet (1066-1485) and make up dialogues, using the information below.

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 15. 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 16. 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 17. Make a short presentation about a famous person of the Middle Ages.

Unit 7. The Renaissance

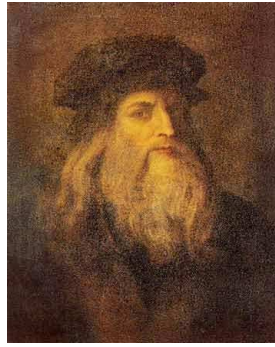
Lead-in

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

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 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?
10. What writers, artists, composers, architects marked the beginning of the English Renaissance?

Reading

Exercise 3. Read the text “The Renaissance” and number the paragraphs in the correct order, then explain the words in bold.

A The Renaissance was connected with the established **canons** of taste and literature; and in the **distinctive** Renaissance style in art, music and architecture. It also provided the model of many-sided achievement of the creative genius, the "universal man," exemplified by *Leonardo da Vinci* or *Leon Battista Alberti*. Finally, the Renaissance **spawned** the great creative **vernacular** literature of the late 16th century: the earthy fantasies of Rabelais, the worldly **essays** of *Montaigne*, the probing analysis of the human condition in the **plays** of *William Shakespeare*.



B No single philosophy or ideology dominated the intellectual life of the Renaissance. Early humanists had stressed a **flexible approach** to the problems of society and the active life in service of one's fellow human beings. Renaissance science consisted mainly of the study of medicine, physics, and mathematics, depending on ancient masters, such as *Galen*, *Aristotle*, and *Euclid*. Experimental science in anatomy and **alchemy** led to discoveries both within and outside university **settings**.

C The **consciousness** of cultural rebirth was itself a characteristic of the Renaissance. Italian scholars and critics of this period proclaimed that their age had progressed beyond the **barbarism** of the past and had found its **inspiration**, and its closest parallel, in the civilizations of ancient Greece and Rome.

D The term Renaissance, adopted from the French equivalent of the Italian word *rinascita*, meaning literally "**rebirth**," describes the radical and **comprehensive** changes that took place in European culture during the 15th and 16th centuries, bringing about the **demise** of the Middle Ages and **embodying** for the first time the **values** of the modern world.



Titian. Woman with a mirror
of a **secure** civil life.

E Under the **vener** of magnificent works of art and the **refined** court life described in *Baldassare Castiglione's* "Book of the Courtier", the Renaissance had a darker side. **Warfare** was common, and death by **pestilence** and **violence** was **frequent**. Interest in the **occult**, magic, and astrology was **widespread**, and the officially **sanctioned persecution** for witchcraft began during the Renaissance period. Many intellectuals felt a **profound** pessimism about the evils and **corruptions** of society as seen in the often **savage** humanist critiques of *Giovanni Bracciolini* and *Desiderius Erasmus*. Sir *Thomas More*, in his "Utopia", **prescribed** the radical **solution** of a classless, communal society, **bereft of** Christianity and **guided** by the dictates of natural reason. The greatest Renaissance thinker, *Niccolo Machiavelli*, in his "Prince and **Discourses**", constructed a realistic science of human nature aiming at the reform of Italian society and the creation

F The new age began in Padua and other **urban** communes of northern Italy in the 14th century, where lawyers and **notaries** imitated ancient Latin style and studied Roman archaeology. The key figure in this study of the classical **heritage** was *Petrarch*, who spent most of his life **attempting** to understand ancient culture and **captured** the enthusiasm of popes, princes, and emperors who wan-



Leonardo da Vinci. Annunciation

and furniture designs were imitated in France, Spain, England, the Netherlands, and Germany, but as Renaissance values came to the north, they were transformed. Northern humanists such as *Erasmus of the Netherlands* and *John Colet* of England planted the first **seeds** of the Reformation when they **applied** critical methods developed in Italy to the study of the **New Testament**.

H The **chief patrons** of Renaissance art and literature were the merchant classes of *Florence* and *Venice*, who created in the Renaissance palace their own distinctive home and workplace, **fitted** for both business, **rearing** and **nurture** of the next generation of urban rulers. The brilliant period of artistic achievement continued into the 16th century—the age of Leonardo da Vinci, Raphael, Titian, and Michelangelo.

ted to learn more of Italy's past. In the next **generations**, study of Latin rhetoric and the classics, later known as humanism, became the major intellectual movement of the period, and its achievements became permanent.

G During the 15th century, students from many European nations had come to Italy to study the classics, philosophy, and the remains of antiquity, eventually spreading the Renaissance north of the *Alps*. Italian literature and art, even Italian clothing



Jan van Eyck. Madonna of Chancellor Rolin

<http://www.ibiblio.org/wm/paint/glo/renaissance>

Language development

Exercise 4. Answer the following questions:

1. What is the origin of the term Renaissance?
2. Who found the closest parallel in the civilizations of ancient Greece and Rome?
3. What was the major intellectual movement of that period?
4. What changes took place in northern Italy in the 14th century?
5. Who were the chief patrons of Renaissance art and literature? Why?
6. Why were the Italian literature and art, even Italian clothing and furniture designs imitated in many countries?
7. What did the Renaissance science consist mainly of?
8. Why did the Renaissance have a darker side?
9. What was the influence of that period?
10. Can you name the prominent Renaissance representatives?

Exercise 5. Translate words in bold, then match the pairs of words which are similar in meaning.

1. rebirth, 2. a demise, 3. a scholar, 4. inspiration, 5. ancient, 6. heritage, 7. witchcraft, 8. to continue, 9. to rear, 10. to dominate, 11. veneer, 12. evil, 13. to spawn, 14. pestilence

a) a scientist, b) sorcery, c) to last, d) gloss, e) to prevail, f) legacy, g) to beget, h) a decease, i) enthusiasm, j) bubonic plague, k) harm, l) to nurture, m) antique, n) Renaissance

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

a) demise, b) comprehensive, c) rebirth, d) Northern, e) patrons, f) urban, g) heritage, h) Testament, i) secure, j) refined, k) equivalent, l) flexible, m) persecution, n) scholars, o) achievement, p) experimental

1. the cultural
2. the classical
3. science
4. humanists
5. court life
6. communes
7. the French
8. for witchcraft



9. chief
10. the New
11. an artistic
12. Italian
13. acivil life
14. changes
15. a approach
16. the of the Middle Ages

Exercise 7. Fill in the correct preposition, then make sentences using the completed phrases.



Raphael Santi. The School of Athens

1. the next generations,
2. persecution witchcraft,
3. to adopt
4. death pestilence,
5. to embody
6. an approach the problems,
7. students many countries,
8. to fit
9. scholars this period,
10. the key figure this study.



Raphael Santi. The Parnassus

Exercise 8. Match the words in bold with the suitable definitions.

1. Humanism, 2. the Renaissance, 3. archaeology, 4. an essay, 5. a lawyer, 6. witchcraft, 7. alchemy, 8. a scholar, 9. the New Testament, 10. an essay



Leonardo da Vinci. Mona Lisa

- a) the study of the buried **remains** of ancient times, such as houses, **tool**, and weapons.
- b) a person with great knowledge of a subject.
- c) a person whose business it is to advice people about **laws** and to represent them in **court**.
- d) the second part of the Bible, containing the earliest writings about the life of Christ.
- e) a system of beliefs concerned with the needs of man, and not with religious principles.
- f) to give **care** and food to somebody.
- g) the science concerned with finding a way to **turn** all metals **into** gold.
- h) the period in Europe between the 15th and 17th centuries , when the art, literature, and ideas of ancient Greece were discovered again and widely studied.
- i) the practice of magic to make thing (especially bad things) happen.
- j) a short piece of writing on a subject especially as part of a course of study.

Exercise 9. 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;



Leonardo da Vinci. Lady with an Ermine

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 Petrarck; 31. Antonio Correggio; 32. Francois Rabelais; 33. Albrecht Durer; 34. Matteo Palmieri; 35. Lorenzo Valla; 36. Giordano Bruno.

Exercise 10. 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



Michelangelo. Angel

- 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 11. Choose the painters in bold to label their canvases.

a) Jan van Eyck, **b) Leonardo da Vinci**, c) Michelangelo, d) Paul Bril, e) Rafael Santi, f) Sandro Botticelli, g) Titian, **h) Pieter Bruegel**

- 1) "**Annunciation**", 2) "Fantastic mountain landscape", 3) "Pietà", 4) "Portrait of Emperor Charles V", 5) "Sistine Madonna", 6) "The **Adoration** of the **Shepherds**", 7) "The **Hunters** in the Snow", 8) "The **Virgin** and Child with **Saint Anne**".



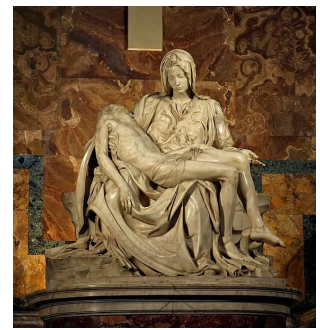
1.



2.



3.



4.



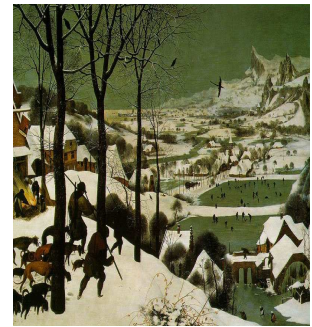
5.



6.



7.



8.

Exercise 12. 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.

1. *abhorred*, 2. *accomplish*, 3. *allied bombs*, 4. *astounding*, 5. *avoid*, 6. *behold*, 7. *beleaguered*, 8. *conjunction*, 9. *crane*, 10. *deteriorate*, 11. *device*, 12. *doomed*, 13. *gears*, 14. *grenades*, 15. *grin*, 16. *indecipherable*, 17. *levers*, 18. *miraculously*, 19. *missiles*, 20. *monks*, 21. *mortar*, 22. *mural*, 23. *pregnant*, 24. *restorers*, 25. *reveal*, 26. *turnspit*



People just can't stop talking about that "Mona Lisa". Why is she smiling? What's her story? Some people think her mysterious **a)** meant she was secretly **b)** , but that would be unlikely in **c)** with another theory: that Mona Lisa is actually a self-portrait of Leonardo! X-rays of the painting and close comparison with drawings of Leonardo suggest that this may actually be true.

The Last Supper is one of Leonardo's best-known and worst-preserved pieces. **d)** from the start by Leonardo's experimental technique, the **e)** began to **f)** even before the artist's death. Within 50 years it was almost **g)** , and it was repainted twice during the 18th century. Its suffering continued through the 19th century,

first at the hands of Napoleon's soldiers, then from the **h)** who actually cut a door through the bottom. After **i)** surviving the **j)** of World War II, the **k)** mural's luck began to change. **l)** discovered that much of the original work remained, and it is once again a joy to **m)**

Leonardo recognized that **n)** and **o)** , when applied properly, could **p)** **q)** tasks. Gears were at the heart of nearly all his inventions, from the **r)** to the helicopter and the automatic **s)**..... .

Like any rational human, Leonardo **t)** war - he called it "bestly madness" - but since Renaissance Italy was constantly at war he couldn't **u)** it. He designed numerous weapons, including **v)**, multi-barreled machine guns, **w)** , **x)** , and even a modern- style tank. He drew the line, however, with his plans for an underwater breathing **y)** , which he refused to **z)** , saying that men would likely use it for "evil in war."



Madonna of the Carnation

<http://www.mos.org/leonardo/artist.html>

Speaker's corner

Exercise 13. Use words/phrases from the list to retell the text about the Renaissance.

The Italian word 'rinascita'; the demise of the Middle Ages; Italian scholars and critics; the civilizations of ancient Greece and Rome; Padua; imitated ancient Latin style; studied Roman archaeology; Petrarch; humanism; the major intellectual movement; Leonardo da Vinci, Raphael, Titian, and Michelangelo; Italian literature and art; were imitated; Erasmus of the Netherlands; seeds of the Reformation; problems of society; study of medicine, physics, and mathematics; Galen, Aristotle, and Euclid; veneer; refined court life; pestilence and violence; persecution for witchcraft; Thomas More; Nicola Machiavelli; many-sided achievement; vernacular literature; Rabelais; essays of Montaigne; plays of William Shakespeare.

Exercise 14. 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, the shoulders and the **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 padding, 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 puffed 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 15. 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. A wallpaper



Exercise 16. Make a report about a famous canvas of the Renaissance. You may use pictures from Ex. 1, 3, 7-12.

Exercise 17. Make a short presentation of one of the books, mentioned in Ex. 10.

Writing

Exercise 18. Write a composition about a famous person of the Renaissance.



Charles I of England

1. an artist
2. an architect
3. a philosopher
4. a scholar
5. a poet
6. a writer
7. a sculptor
8. a political leader
9. a king
10. a queen



Mary I Tudor

MODULE III. THE MODERN HISTORY

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

Lead-in

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 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. A 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 the Chesapeake forced a 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-revolutionary-war>



Language Development

Exercise 3. Read the text again and correct the statements. Underline the correct word in bold.



1. A ***French/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 ***representation/declaration***.
3. In April of 1775, ***Gage/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 ***Saratoga/Bunker Hill*** in 1777.

5. Spain's involvement culminated in the ***inclusion/expulsion*** of British armies from West Florida, securing the American southern flank.

6. The Americans formed a unifying ***American/Continental*** Congress and a shadow government in each colony.

7. That American victory persuaded ***Spain/France*** to enter the war openly in early 1778

8. The Battles of Lexington and Concord ***ended/ignited*** the war.



Exercise 4. 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 5. Fill in the words from the list, then make sentences using the completed phrases.

a) shadow, b) militia, c) contingent, d) cities, e) superiority, f) Stamp, g) Paris, h) Spain's, i) supplies, j) arms, k) Dutch, l) war, m) Boston, n) naval, o) Congress, p) Lexington

1. the Treaty of
2. a victory
3. rebel
4. to ignite the
5. a government
6. naval
7. involvement
8. a of troops



9. the Tea Party
10. the Battle of
11. the Continental
12. the Republic
13. Loyalist
14. to capture
15. to provide
16. the Act

Exercise 6. Translate words in bold, then match the pairs of words which are similar in meaning.

1. to galvanize, 2. weapons, 3. a rebel, 4. an expulsion, 5. a standoff, 6. to persuade, 7. troops, 8. to respond, 9. to oppose, 10. naval, 11. to surrender, 12. to claim, 13. a minutemen, 14. to seize

a) a banishment, b) to reply, c) a militiaman, d) to convince, e) to capture, f) arms, g) to yield, h) forces, i) to demand, j) an insurgent, k) marine, l) to resist, m) to excite, n) a deadlock

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

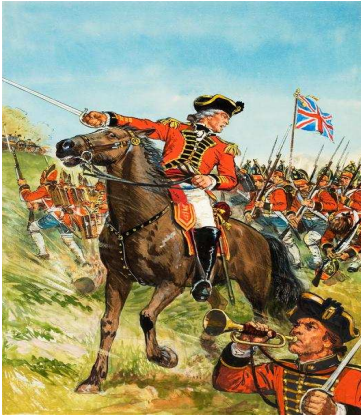
a) in, b) of, c) from, d) at, e) on, f) to, g) under



1. the Kingdom Great Britain, 2. campaigns Europe,
3. Florida the south, 4. the Battle Saratoga, 5. to rely mobilizing Loyalist militia,
6. to capture the British army, 7. a contingent troops, 8. a British invasion Canada,
9. the Treaty Paris, 10. to put it the control, 11. a shadow government each colony, 12. the Battle ...Concord

Exercise 8. Match the words with their definitions.

1. a governor, 2. a troop, 3. ammunition, 4. an ally, 5. to persuade, 6. to capture, 7. to galvanize, 8. to ignite, 9. to oppose, 10. to surrender

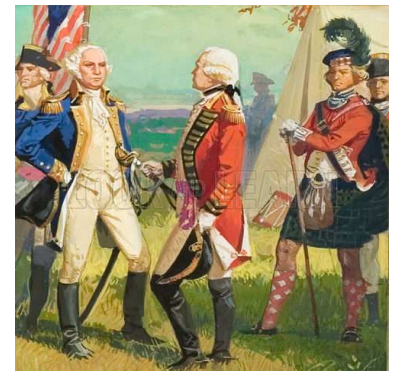


- a) a person who controls a certain type of organization or place
- b) to shock someone into action
- c) to be or act against
- d) a body of soldiers, especially on horses or in armoured vehicles
- e) to start to burn
- f) ammunition – **bullets**, bombs, **explosives**, etc., especially things fired from a weapon
- g) to take control of something by force from an enemy
- h) to cause to do something by reasoning, **arguing**, **begging**, etc.
- i) a person or country that helps or supports one, especially in war
- j) to yield as a sign of defeat

Exercise 9. Complete the text “Historical Assessments” using words from the box. Use a dictionary to help you if necessary.

- a) assistance, b) battlefield, c) benefited, d) dispersed, e) entry, f) logistical, g) manpower, h) rebellion, i) seized, j) simultaneously, k) sufficient, l) suppressing, m) theaters, n) unabated

During the war the Americans 1) greatly from international 2) In addition, Britain had significant military disadvantages. Distance was a major problem: most troops and supplies had to be shipped across the Atlantic Ocean. The British usually had 3) problems whenever they operated away from port cities, while the Americans had local sources of 4) and food and were more familiar with the territory. Additionally, ocean travel meant that British communications were always about two months out of date: by the time British generals in America received their orders from London, the military situation had usually changed.



5) a 6) in America also posed other problems. Since the colonies covered a large area and had not been united before the war, there was no central area of strategic importance. In Europe, the capture of a capital often meant the end of a war; in America, when the British 7) cities such as New York and Philadelphia, the war continued 8) Furthermore, the large size of the colonies meant that the British lacked the manpower to control them by force. The British had 9) troops to defeat the Americans on the 10) but not enough to 11) occupy the colonies. This manpower shortage became critical after French and Spanish 12) into the war, because British troops had to be 13) in several 14) , where previously they had been concentrated in America.

Exercise 10. 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 passes a series of laws. Americans call them the **Intolerable Acts**.

- First Continental Congress. It meets in Philadelphia with every colony, except Georgia, sending delegates.

1775

- Virginian Patrick Henry **delivers** a speech **favoring** independence. He says, “Give me liberty or give me death!”

- Rides of Paul Revere and William Dawes. At night, the two men ride from Boston to **warn** colonists that British troops are coming.
- First battle of the Revolutionary War. Americans and British troops open fire at Lexington and Concord in Massachusetts.
- Second Continental Congress. It meets in Philadelphia.
- Congress names 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 **votes** to adopt the declaration.
- Caught **spying** on the British, Nathan Hale is **hanged**.
- Battle of Trenton, N.J. Washington crosses the Delaware River and **launches** a surprise attack on British troops, who surrender quickly.

1777

- Flag Resolution. Congress adopts the U.S. flag. It has 13 stars and 13 white and red **stripes**.

- Second Battle of Saratoga, N.Y. Americans defeat the British. Ten days later, more than 5,000 British troops surrender.
- Valley Forge. Washington's army begins its long winter stay at Valley Forge.

1778 - France declares war on Britain.

1779 - In a sea battle, Captain John Paul Jones meets a larger British ship. When the British demand that he surrender, he responds, "I have not yet begun to fight. Jones captures the British ship before his own ship **sinks**.



1781

- Last Major Battle of the Revolutionary War. British General Cornwallis surrenders at Yorktown, Virginia.

1783

- U.S. and Britain sign the Treaty of Paris.

1784

- Congress **ratifies** the Treaty of Paris. The Revolutionary War officially ends.

<http://crfcelebrateamerica.org/timeline-for-american-independence-abbreviated>

Speaker's corner

Exercise 11. 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.



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 12. 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 13. 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 in the American Revolutionary War, **6.** George Washington in the American Revolution.

Unit 9. The French Revolution (1789–1799)

Lead-in

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:

- | | |
|--|--|
| <p>1. What was the French Revolution?</p> <p>2. What were the weaknesses of the French Monarchy?</p> | <p>3. When did the French Revolution begin?</p> <p>4. What are three major causes of the French Revolution?</p> |
|--|--|



5. What is the Jacobin dictatorship?
6. What world changes came out of the French 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 as independence day of France?
12. Who were Danton Robespierre and Marat?

Exercise 3. Read the text “The French revolution” and explain the words in bold. Then, make up dialogues in pairs.

Movement that shook France between 1787 and 1799, reaching its first **climax** in 1789, and ended the ancien régime. Causes included the loss of peasant support for the feudal system, broad **acceptance** of the reformist writings of the philosophes, an **expanding** bourgeoisie that was excluded from political power, a **fiscal crisis worsened** by participation in the American Revolution, and crop **failures** in 1788.



The efforts of the regime in 1787 to increase taxes **levied** on the **privileged** classes **initiated** a crisis.

In **response**, Louis XVI **convened** the Estates-General, made up of **clergy**, **nobility**, and the Third **Estate (commoners)**, in 1789.

Trying to pass reforms, it **swore** the Tennis Court **Oath** not to disperse until France had a new constitution. The king **grudgingly concurred** in the formation of the National Assembly, but **rumours** of an "aristocratic **conspiracy**" led to the Great Fear of July 1789, and Parisians seized the Bastille on July 14. The assembly **drafted** a new constitution that introduced the Declaration of the Rights of Man and of the Citizen, **proclaiming liberty, equality, and fraternity**.



The Constitution of 1791 also established a short-lived constitutional monarchy. The assembly nationalized church lands to pay off the public **debt** and reorganized the church. The king tried to **flee** the country but was **apprehended** in Varennes. France, newly nationalistic, declared war on Austria and Prussia in 1792, beginning the French Revolutionary Wars. Revolutionaries imprisoned the royal family and massacred nobles and clergy at the Tuileries in 1792.

A new assembly, the National Convention - divided between Girondins and the extremist Montagnards - abolished the monarchy and established the First Republic in September 1792. Louis XVI was **judged** by the National Convention and **executed** for **treason** on Jan. 21, 1793. The Montagnards seized power and adopted radical economic and social policies that **provoked** violent reactions, including the Wars of the Vendée and citizen revolts. Opposition was broken by the Reign of Terror. Military victories in 1794 brought a change in the public **mood**, and Maximilien Robespierre was overthrown in the Convention on 9 Thermidor, year II, and executed the next day. Royalists tried to seize power in Paris but were **crushed** by Napoleon on 13 Vendémiaire, year IV (in 1795). A new constitution placed **executive** power in a Directory of five members. The war and **schisms** in the Directory led to disputes that were **settled** by coups d'état, **chiefly** those of 18 Fructidor, Year V (in 1797), and 18 – 19 Brumaire, Year VIII (in 1799), in which Napoleon abolished the Directory and declared himself leader of France.

<http://www.answers.com/topic/french-revolution>

Language development

Exercise 4. Are the following statements true or false?



1. The Constitution of 1791 established the republic in France.
2. A new constitution placed executive power in a Directory of five members.
3. Louis XVI convened the Estates-General, made up of clergy, nobility, and the Third Estate (commoners), in 1789.
4. The king tried to flee the country but was apprehended at Fontainebleau Castle.
5. The efforts of the regime in 1787 to increase taxes levied on the privileged classes initiated a crisis.
6. Revolutionaries imprisoned the royal family and massacred nobles and clergy at Varennes in 1792.
7. Louis XVI was judged by the National Convention and executed for treason on Jan. 21, 1793.
8. Movement that shook France between 1787 and 1799, reaching its first climax in 1792.

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

a) acceptance, b) classes, c) constitutional, d) Convention, e) crop, f) Estate, g) expanding, h) fiscal, i) flee, j) Great, k) National, l) nobles, m) Oath, n) public, o) revolts, p) treason

1. a broad
2. a crisis
3. an bourgeoisie
4. citizen
5. failures
6. privileged
7. themonarchy
8. the Fear



9. the Assembly
10. the National
11. the debt
12. the Tennis Court
13. the Third
14. to be executed for
15. to the country
16. to massacre

Exercise 6. Translate words in bold and then match the pairs of words which are similar in meaning.

a) a climax, b) a crop failure, c) a fraternity, d) a revolt, e) rumour, f) a treason, g) fiscal, h) grudgingly, i) liberty, j) nobility, k) to apprehend, l) to concur, m) to convene, n) to disperse, o) to draft, p) to flee, q) to levy, r) to massacre, s) to swear, t) to worsen

1. a bad **harvest**, 2. a **betrayal**, 3. a brotherhood, 4. a culmination, 5. a **mutiny**, 6. financial, 7. freedom, 8. **hearsay**, 9. nobles, 10. to agree, 11. to arrest, 12. to break up, 13. to **convoke**, 14. to draw, 15. to **impose**, 16. to make worse, 17. to **slaughter**, 18. to **take a flight**, 19. to vow, 20. **unwillingly**

Exercise 7. Match the words with the best definition.

1. a debt, 2. a fraternity, 3. an oarth, 4. clergy, 5. nobility, 6. to abolish, 7. to apprehend, 8. to convene, 9. to imprison, 10. to massacre

- a) to call a group of people, committee, etc. to meet
- b) the members of the Christian **priesthood** who are allowed to perform religious services

- c) the group of people of the highest social class
- d) a **solemn** promise
- e) any association of people having work, interests, etc., in common
- f) something **owed** to someone else
- g) to seize a person who breaks the law
- h) to put or keep in a place or state from which one cannot get out as one wishes
- i) to kill a large number of people
- j) to bring an end by law; stop



Exercise 8. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) for, b) on, c) from, d) in, e) by, f) off

1. to be excluded , 2. response, 3. a support the feudal system, 4. a participation , 5. a change the public mood, 6. to be broken , 7. to levy , 8. to pay a debt, 9. to be judged , 10. to be executed Treason

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.

Exercise 10. Complete the text “The Thermidorian Reaction”, using words from the box. Use a dictionary to help you if necessary.

a) aid, b) approved, c) dauphin, d) desperate, e) draft-dodgers, f) enabling, g) ensuing, h) grapeshot, i) kneebreeches, j) overwhelmed, k) permanently, l) persecuted, m) plebiscite, n) risings, o) runaway, p) sansculottes, q) suppressed, r) titular, s) weakened, t) whiff



During the **1** period (1794-95) of the Thermidorian Reaction, government was so **2** that anarchy and **3** inflation almost **4** the republic. In the southeast the royalists **conducted** a "white terror," and in Paris gangs of **5** , called "**gilded** youth", **6** the patriots. Twice, in Germinal and Prairial (April and May, 1795), there were **7** **8** demanding "Bread and the Constitution of 1793." Without the Montagnards and Jacobins, however, whose club was closed in November 1794, the **9** ("those without **10**") the name given to extreme republicans) could **achieve** nothing, and the Convention broke the popular movement **11** with the **12** of the army. The death (1795) of the imprisoned **13** (**14** King Louis XVII) and an unsuccessful royalist landing in Brittany also checked the reaction toward monarchy, **15** the Convention to complete the Constitution of 1795. This liberal settlement was **16** by **17**, and it took effect after a reactionary rising in Vendemiaire (Oct. 5, 1795) had been **18** by General Napoleon Bonaparte (the future Emperor Napoleon I) with what he described as "a **19** of **20**" http://www.discoverfrance.net/France/History/DF_revolution.shtml

Exercise 11. Read the text “The French revolution– timeline” and explain the words in bold. Then, make up dialogues, using the information below.

May 05, 1789 - A meeting of the Estates-General was called by Louis XVI in Versailles to discuss and approve a new tax plan.

June 17, 1789 - Three Poitevin curés decide to join the Third Estate, leaving the Chambers of the Clergy. Accepting the proposition of the delegate Abbé Sieyès, the Third Estate proclaims itself "The National Assembly." A few liberal nobles and many clergy join the movement of the Third Estate. Tennis Court Oath: After being locked out of their meeting room, deputies of the Third Estate assembled on a tennis court and swore not to separate until a constitutional regime was established.

July 7 - 13, 1789 - The National Assembly appoints a committee of thirty members to draft a constitution. The National Assembly proclaims itself the Constituent National Assembly, with full authority and power to **decree** laws; their primary task is to **draw up** and adopt a constitution. Necker is **dismissed**. Demonstrations and speeches take place at the Palais-Royal. The electors of Paris form a standing committee and a citizens' militia.

July 14, 1789 - The storming and fall of the Bastille.

August 04, 1789 - The end of feudalism and **serfdom** in France was **announced** by the National Assembly.

August 27, 1789 - The Declaration of the Rights of Man was **issued** by The National Assembly.

October 5, 1789 - The women of Paris invaded Versailles. Parisians, led by a large number of women, march upon Versailles and force the royal family back to Paris, where they take up residence at the Tuileries. Louis XVI is considered by many a "Prisoner" in Paris. The Assembly,





still in Versailles, declares, in the spirit of constitutional monarchy, its **inseparability** from the king.

1790 - The Civil Constitution of the Clergy was passed.

1791 - The Constitution of 1791 was adopted.

June 20, 1791 - Louis XVI and his family were arrested while trying to flee from France but were arrested.

April 20, 1792 - France **declared war on** Austria.

September 1792 - The First meeting of the National Convention was held.

December 1792 - **Commencement** of the **trial** of Louis XVI.

January 21, 1793 - Louis XVI **sentenced** to the guillotine.

August 1793 - A National **Draft** was issued calling for all **able-bodied** men to **enlist** in the army.

September 1793 to July 1794 - The Reign of Terror court sentenced 20,000 to 40,000 people to death.

July 27, 1794 - The National Convention arrested Robespierre.

July 28, 1794 - Robespierre was **beheaded**.

1795 - A new Constitution was adopted.

1799 - The fall of the Directory **heralds** the end of the French Revolution.



Speaker's corner

Exercise 12. 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
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 13. 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
5. The Famous people of the revolution.



Unit 10. The Victorian Age

Lead-in

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 an **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.a.m. 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>

Language Development

Exercise 3. Read the text again 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 4. Fill in the words from the list and then make sentences using the completed phrases.

a) *empress*, b) *previously*, c) *finery*, d) *skilled*, e) *industrialists*, f) *pews*, g) *gentry*, h) *delivery*, i) *bourgeoisie*, j) *decent*, k) *horse*, l) *estates*, m) *slums*, n) *huge*, o) *wretched*, p) *paved*

1. conspicuous
2. a goods service
3. reserved
4. country
5. food
6. artisans
7. a employer
8. theof India



9. occupants of
10. landed
11. streets
12. poverty
13. drawn wagons
14. rural
15. middle class
16. wealthy

Exercise 5. Translate words in bold, 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 6. Fill in the correct preposition from the box. Then make sentences using the completed phrases.



a) *of*, b) *from*, c) *into*, d) *on*, e) *in*, f) *at*, g) *away*, h) *to*

1. the height the British industrial revolution, 2. to transform , 3. spread the railway, 4. the outskirts towns, 5. to live slums, 6. to move ..., 7. ten miles one direction, 8. the perimeter town, 9. the development new machinery, 10. 1837 1901.

Exercise 7. Match the word with their definition.

1. an empire, 2. a wretch, 3. a railway, 4. slums, 5. to squash, 6. to sprawl, 7. decent, 8. an estate, 9. an artisan, 10. gentry

a) a city area of poor living conditions and dirty unrepaired buildings d) a group of countries under one government, usually by an emperor
 b) rather good e) people high social class
 c) to spread ungracefully f) to be forced into a flat shape or a small space

g) a track for trains

h) a person who does skilled work with his hands

i) a piece of land on which buildings have all been built together in a planned way

j) a poor or unhappy person

Exercise 8. Complete the text using words from the box. Use a dictionary to help you if necessary.

1. blinds, 2. bric-a-brac, 3. china, 4. clutter, 5. crammed, 6. domed, 7. drapes, 8. embroidered, 9. engravings, 10. etchings, 11. inlaid, 12. lace curtains, 13. layers, 14. mother-of-pearl, 15. ostentatious, 16. papier-mâché, 17. patterned, 18. refinement, 19. scrolled, 20. stitched needlework, 21. stuffed birds, 22. trinket, 23. vastness, 24. water colours.

The Victorians associated the a) of ornamentation and b) display with wealth and so c) their homes with furniture, d) and pianos to show their e) and taste.

The taste for heavy balloon furniture may have been a reaction to the earlier lighter Regency furniture.

f) of scale in home furniture was essential because from 1840 women looked like bells. They needed big generous seats to spread their wide expanding skirts. The pretty decorative g) chair h) with i)....., j) and gilded also reached its peak in these days.

Home interiors were quite dark with busily k) wallpaper. From a picture rail hung oil paintings, l) , m) , n) , o) samplers and hand p) reproductions of famous paintings. Sunlight was kept out of the already dark room by q) of r) , s) , velvet t)

The more a home could be over filled with u) , v) wax flowers, w) , x) boxes, the more homelife could be reflected in mirrors, the more it showed its owner had arrived to the full Victorian lifestyle.



Exercise 9. 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.



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.

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.

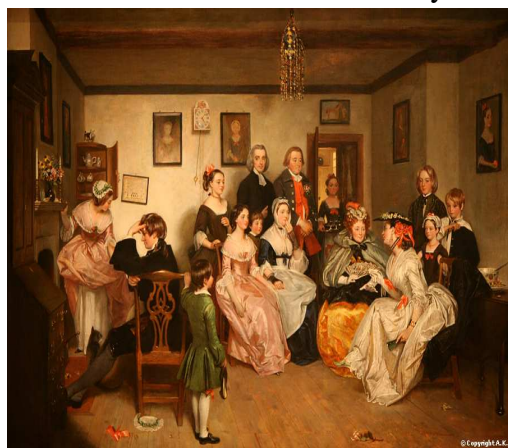
1854 - A **cholera** epidemic led to demands for a clean water supply and proper **sewage** systems in the big cities.

1856 - Britain defeated Russia in the Crimean War.

1856 - Police forces were in every town.



Copyright, Natural History Museum



1858 - The British Parliament passed the Government of India Act, ending the rule of the East India company and bringing India under British rule.

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 introduced, allowing banks to close a few days a year.

1872 - First FA Cup Final.

1875 - Captain Matthew Webb became the first man to swim the English Channel. It took him 22 hours.

1876 - Scotsman Alexander Bell invented the telephone.

1876 - Queen Victoria is crowned Empress of India.



© Horton Kirby Environmental Education Centre

1876 - Primary education was made **compulsory**.

1878 - The first public electric lighting in London, replacing the old gas lamps, which had to be lit by hand every evening.

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.



<http://www.woodlands-junior.kent.sch.uk/Homework/victorians/timeline.htm>

Exercise 10. Choose the right answer.



1. Who did Queen Victoria marry?
 a) Albert of Saxe-Coburg Gotha c) George IV
 b) William IV
2. How many children did a normal Victorian family have?
 a) 2 - 3 b) 5 - 6 c) 8 - 9
3. Where did poor children go to school?
 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



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 years and 7 months 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

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 the well known book

“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”



Speaker's corner

Exercise 11. Make up an oral summary of the text “Victorian England”.

Exercise 12. 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/ William Gladstone,
7. Education,
8. The Crimean War/ the Boer War,
9. The Chartism,
10. The Gothic Revival Architecture

Writing

Exercise 13. 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

Project

Exercise 14. Make a short presentation

1. The notable people of the Victorian Age.

Unit 11. The First World War (1914-1918)

Lead-in

Exercise 1. Choose proper names from the table to label the pictures. Then, try to give a 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 of 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 centred 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 (centred around the Triple Entente - Great Britain, France and Russia) and the Central Powers (originally centred 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 nationalist Serb.

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** were **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 it's 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/s_civ_his_wwi.php

Language development

Exercise 4. Are the following statements 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 5. Fill in the words from the list and then make sentences using the completed phrases.

- 1
2. gains and
3. Entente
4. guns
5. German
6. firepower
7. a central
8. Triple



9. a rapid
10. of fire
11. a nationalist
12. the Treaty of
13. support
14. trench
15. casualties
16. the front

a) Alliance, b) entire, c) hailstorms, d) losses, e) machine, f) mobile, g) opposing, h) recovery, i) rivalry, j) Russian, k) Serb, l) staggering, m) submarines, n) Triple, o) Versailles, p) warfare

Exercise 6. 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 7. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) with, b) for, c) by, d) in, e) of, f) up

1. to be assembled two alliances, 2. to be sparked , 3. the culmination tension, 4. the balance power, 5. to occur , 6. the nature the war, 7. to be equipped , 8. to be used , 9. favour , 10. to draw

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. Retell the text about the First World War (see Ex. 3) using the words in bold.

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 (1921-29).

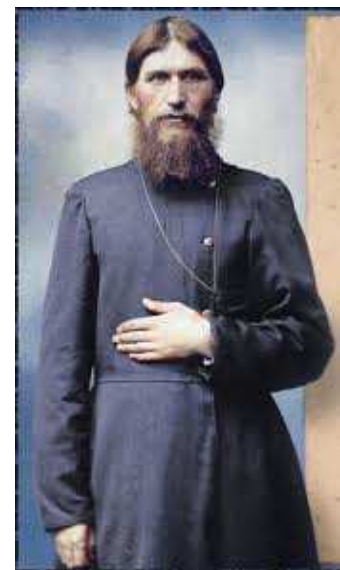
6. a Russian mystic who is **perceived** as having influenced the latter days of the Russian Emperor Nicholas II, his wife Alexandra, and their only son Alexei.

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 “German forces in Belgium and France”, using words from the box. Use a dictionary to help you if necessary.

a) aggravated, b) assistance, c) converge, d) defensive, e) denied, f) diverted, g) encircle, h) flank, i) foreseen, j) General Staff, k) halted, l) incapacitated, m) insufficient, n) modified, o) rail-heads, p) signified



At the outbreak of the First World War, the German army carried out a 1) version of the Schlieffen Plan, designed to quickly attack France through neutral Belgium before turning southwards to 2) the French army on the German border. The plan called for the right 3) of the German advance to 4) on Paris and initially, the Germans were successful, particularly in *the Battle of the Frontiers* (14-24 August). By 12 September, the French with 5) from the British forces 6) the German advan-

ce east of Paris at *the First Battle of the Marne* (5–12 September). The last days of this battle **7)** the end of mobile warfare in the west. The French offensive into Germany launched on 7 August with *the Battle of Mulhouse* had limited success.



In the east, only one Field Army defended East Prussia and when Russia attacked in this region it **8)** German forces intended for the Western Front. Germany defeated Russia in a series of battles collectively known as *the First Battle of Tannenberg* (17 August – 2 September), but this diversion **9)** problems of **10)** speed of advance from **11)** not **12)** by the German **13)** The Central Powers were **14)** a quick victory and forced to fight a war on two fronts. The German army had fought its way into a good **15)** position inside France and had permanently **16)** 230,000 more French and British troops than it had lost itself. Despite this, communications problems and questionable command decisions cost Germany the chance of early victory.

http://en.wikipedia.org/wiki/World_War_I

Exercise 12. Read the text “World War I – Timeline” and explain the words in bold. Then, make up dialogues, using the information below.



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.

August 26 - Russian army defeated at Tannenburg and Masurian Lakes.

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.

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 - France launched an unsuccessful offensive on the Western Front.
July 31 - Start of the Third Battle at Ypres.
October 24 - Battle of Caporetto – the Italian Army was heavily 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. The start of the **collapse** of the German army.

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.

Post-war – 1919

January 4 - Peace conference met at Paris.
June 21 - The surrendered German naval fleet at Scapa Flow was **scuttled**.
June 28 - The Treaty of Versailles was signed by the Germans.



Speaker's corner

Exercise 13. Read the text about Nicholas II and make up an oral summary of it.



Nicholas II (18 May 1868 – 17 July 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.

http://en.wikipedia.org/wiki/Nicholas_II_of_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”.

MODULE IV. THE NEW HISTORY

Unit 12. The Second World War

Lead-in

Exercise 1. Choose proper names from the list to label the pictures. Do you know these persons? So, try to give a 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



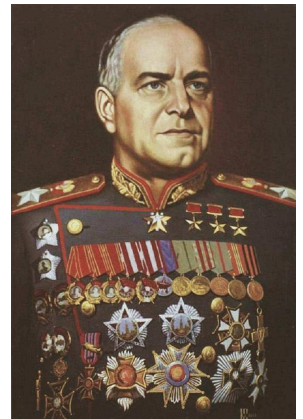
a)



b)



c)



d)



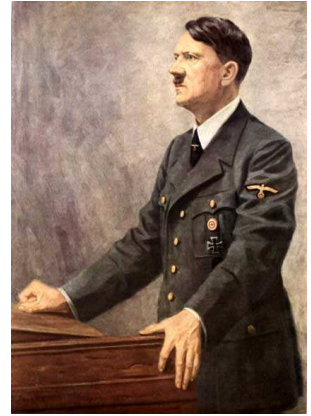
e)



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 late 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

Language development

Exercise 4. 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 the Second World War.



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 relatively much movement in Axis territory.

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

a) Axis, b) committee, c) conquest, d) Interwar, e) Nazi, f) obstacle, g) Pearl, h) Phony, i) Powers, j) rockets, k) six-month, l) Stalingrad, m) supply, n) surprise, o) turning, p) U-boat

1. the regime
2. to suicide
3. Harbor
4. the Battle of
5. a rapid
6. a attack
7. a lull
8. Powers



9. Allied
10. the War
11. the period
12. a chief
13. a point
14. attacks
15. to launch
16. lines

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

a) of, b) from, c) in, d) on, e) for

1. to succeed , 2. the invasion Europe, 3. a policy appeasement, 4. order to, 5. a policy isolationism, 6. to suffer , 7. to pause the winter, 8. both sides, 9. to operate , 10. to drop bombs

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. to decline, 3. to defer, 4. a lull, 5. an obstacle, 6. to resume, 7. to seize, 8. a siege, 9. to terminate, 10. to witness

- | | |
|--|---|
| <p>a) an operation by an army surrounding a defended place to force it to yield, usually by preventing any supplies from reaching it.</p> <p>b) a period in which activity is less</p> <p>c) the act of taking (land) by force</p> <p>d) to be present at the time of an event and see it</p> <p>e) to bring or come to an end</p> | <p>f) something which stands in the way and prevents action or success</p> <p>g) to begin something again after a pause</p> <p>h) to delay until a later date</p> <p>i) to take hold of eagerly and forcefully; to grab</p> <p>j) to move from a better to a worse position, or from higher to lower</p> |
|--|---|

Exercise 9. Fill in the table with the proper names listed below.

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.

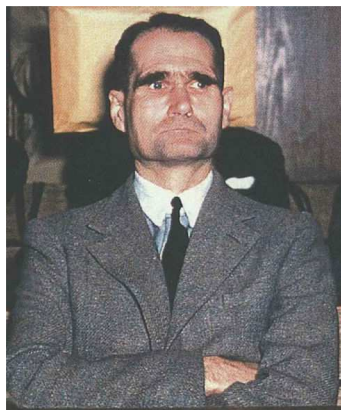
Exercise 10. Match the list of proper names with the best definition. What do you know about these persons?

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

- The Reichsführer of the SS, a military commander, and a leading member of the Nazi Party.
- 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 with the Soviet Union, he flew solo to Scotland in an attempt to negotiate peace with the United Kingdom, but was arrested and became a prisoner of war.
- The 124th emperor of Japan.
- The Head of the Italian Government (1925 –1943)
- The King of Italy (1900 – 1946).
- The Chief of the RSHA and President of Interpol, Obergruppenführer und General der Polizei und Waffen-SS.



Erwin Rommel



Rudolf Hess

- A Polish-origin Soviet career officer who was 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.
- The German Field Marshal of World War II.
- The British Army officer. He commanded the 8th Army from August 1942 in the Western Desert until the final Allied victory in Tunisia.
- 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.

Exercise 11. Complete the table “Flying aces of WW II” using the following proper names:

- Finland
- Germany
- Japan
- Soviet Union
- United Kingdom
- USA



- Finnish Air Force
- Imperial Japanese Army
- Luftwaffe
- Royal Air Force
- Soviet Air Force
- U.S. Army Air Forces
- U.S. Navy

Name	Country	Service	Victories
1. Erich Hartmann			352
2. Gerhard Barkhorn			301
3. Günther Rall			275
4. Otto Kittel			267
5. Walter Nowotny			258
6. Ilmari Juutilainen			94
7. Hiroyoshi Nishizawa			87
8. Tetsuzo Iwamoto			80-87
9. Hans Wind			75
10. Ivan Kozhedub			62
11. Aleksandr Pokryshkin			59
12. Grigoriy Rechkalov			58
13. Richard Bong			40
14. James Johnson			38
15. David McCampbell			34
16. William Vale			30
17. Bob Braham			29
18. Robert Tuck			29
19. Francis Gabreski			28
20. Robert S. Johnson			27

Exercise 12. Complete the text “The Battle of Britain”, using words from the box. Use a dictionary to help you if necessary.

a) airborne, b) airfields, c) amphibious, d) armistice, e) convoys, f) crucial, g) defenses, h) destroying, i) failure, j) gain, k) German Air Force, l) objective, m) Operation Sea Lion, n) outright, o) resorted, p) shifted, q) superiority, r) sustained, s) targets, t) waged

The Battle of Britain is the name given to the World War II air campaign **1)** by the **2)** (Luftwaffe) against the United Kingdom during the summer and autumn of 1940. The **3)** of the campaign was to **4)** air **5)** over the Royal Air Force (RAF), especially Fighter Command.

The Battle of Britain was the first major campaign to be fought entirely by air forces, and was also the largest and most **6)** aerial bombing campaign to that date. From July 1940 coastal shipping **7)** and shipping centers, such as Portsmouth, were the main **8)**; one month later the Luftwaffe **9)** its attacks to RAF **10)** As the battle progressed the Luftwaffe also



targeted aircraft factories and ground infrastructure. Eventually the Luftwaffe **11)** to attacking areas of political significance and using terror bombing tactics.

The **12)** of Germany to achieve its objectives of **13)** Britain's air **14)**, or forcing Britain to negotiate an **15)** or an **16)** surrender, is considered its first major defeat and one of the **17)** turning points in the war. If Germany had gained air superiority over England, Adolf Hitler might have launched **18)**, an **19)** and **20)** invasion of Britain.

http://en.wikipedia.org/wiki/Battle_of_Britain

Speaker's corner

Exercise 13. Speak about the Second World War using the words in bold from Exercise 3.

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 is invaded by Hitler on 1st September. Two days later, France and Britain declares war on Germany.

1940

- Rationing begins in United Kingdom.
- France, Belgium and Holland are **overwhelmed** by German Blitzkrieg.
- Churchill becomes Britain’s Prime Minister.
- British Expeditionary Force relinquished from Dunkirk.



- The battle of Britain saw Britain win, which then **impacts** negatively on Hitler who is forced to **postpone** his invasion plans.

1941

- Hitler starts Operation Barbarossa, which was on the invasion of Russia.
- Britain’s major cities witness continuation of the Blitz.
- Tobruk, situated in North Africa, is taken over by allies and was used to **resist** attacks by German.

- Pearl Harbor is attacked by Japan, and the US joins the War.

1942

- Germany suffers two major **setbacks** at El Alamein and at Stalingrad
- Japan defeats 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 surrenders, though Germany takes the battle to a new level.
- Indian and British forces **merge** to fight a common course –

Japan in Burma.

1944

- Soviet offensive combines **pace** in eastern part of Europe.
- the allies invade France, which saw the liberation of Paris in August.
- US Okinawa **liberates** Guam, and later, Iwo Jima is bombed.

1945

- Soviet Troops liberate Auschwitz.
- Russians reach Berlin, later; Hitler commits suicide, which then saw Germany surrender the war on 7th May.
- Roosevelt’s death saw Truman become US president, while Churchill is replaced by Attlee.



- Atomic bombs are dropped on Nagasaki and Hiroshima, which saw Japan surrender the World War II on 14th August. http://en.wikipedia.org/wiki/Timeline_of_World_War_II

Exercise 15. Read the text about Winston Churchill and make up an oral summary of it.



Winston Churchill (1874-1965) was a British statesman and author. Son of Lord Randolph Churchill and the American Jennie Jerome, he had an unhappy childhood and was an unpromising student. After joining the 4th Hussars in 1895, he saw service as both a soldier and a journalist, and his **dispatches** from India and South Africa attracted wide attention. **Fame** as a military hero helped him win election to the House of Commons in 1900. He quickly rose to **prominence** and served in several cabinet posts, including first lord of the Admiralty (1911 – 1915), though in World War I and during the following decade he **acquired** a reputation for **erratic judgment**. In the years before World War II,

his **warnings** of the threat **posed** by Adolf Hitler's Germany were repeatedly ignored. When war broke out, he was appointed to his old post as head of the Admiralty. After Neville Chamberlain **resigned**, Churchill headed a coalition government as prime minister (1940 – 1945). He committed himself and the nation to an all-out war until victory was achieved, and his great **eloquence**, energy, and **indomitable fortitude** made him an inspiration to his countrymen, especially in the Battle of Britain. With Franklin Roosevelt and Joseph Stalin, he shaped Allied strategy through the Atlantic Charter and at the Cairo, Casablanca, and Tehran conferences. Though he was the architect of victory, his government was defeated in the 1945 elections. After the war he **alerted** the West to the expansionist threat of the Soviet Union. He led the Conservative Party back into power in 1951 and remained prime minister until 1955, when ill health forced his resignation. For his many writings, including “The Second World War” (6 vol., 1948 – 1953) he was awarded the Nobel Prize for Literature in 1953; his later works include his “History of the English-Speaking Peoples” (4 vol., 1956 – 58). He was knighted in 1953; he later refused the offer of a **peerage**. He was made an **honorary** U.S. citizen in 1963. <http://www.answers.com/topic/winston-churchill-political-leader>

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*, 3. *The aftermath of World War II*, 4. *The casualties and crimes*, 5. *The Resistance during the war*, 6. *The Axis Powers and Allied Powers*, 7. *The concentration camps and slave work*, 8. *The military production during the war*

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*

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

Lead-in

Exercise 1. Choose proper names from the list to label the pictures. Do you know these persons? So, try to give a 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)



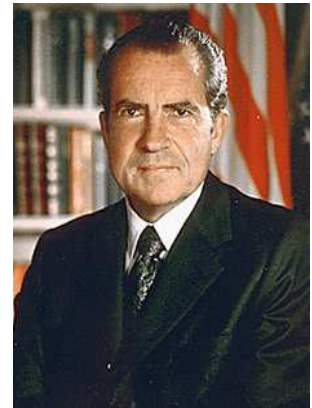
a)



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.

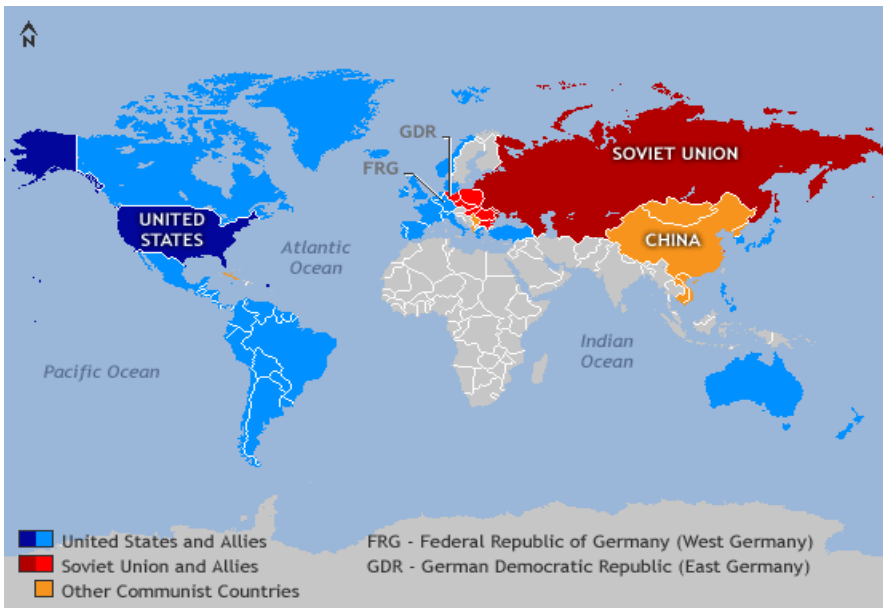
In the 1980s, the United States increased diplomatic, military, and economic **pressures** on the Soviet Union, which was suffering from the economic **stagnation**. In the late 1980s, Soviet President Mikhail Gorbachev introduced the liberalizing reforms of perestroika (1987) and glasnost (1985). This 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 a **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. http://en.wikipedia.org/wiki/Cold_War

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 - Korean War ends

1954: March - KGB established

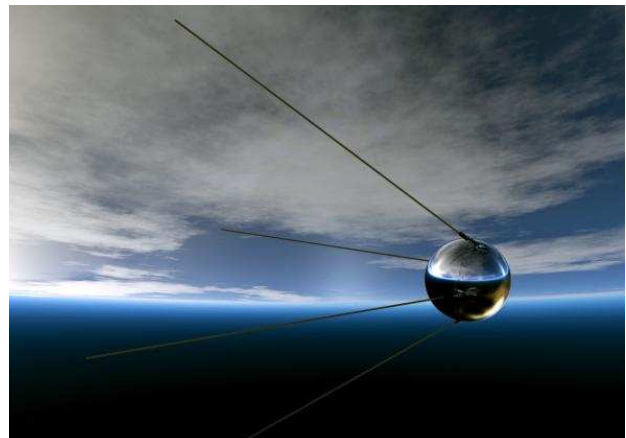
CIA helps overthrow unfriendly regimes in Iran and Guatemala

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 U.S. 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 U.S. 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

Speaker's corner



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—SS-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. 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 15. 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 16. Make a short presentation of a famous person of the Cold war.

Unit 14. Culture, science and inventions of the XX Century

Lead-in

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 has led to the development of such genres as *house*, *synthpop*, *electronic dance music*, and *industrial*.

- 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.



http://en.wikipedia.org/wiki/20th_century

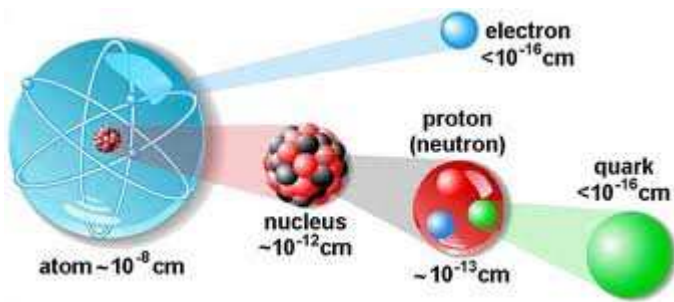
Exercise 3. Read the text “Science and Mathematics” and match sentences to the numbered spaces (1-4) in it. Explain the words in bold.

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).



- Advanced by the *Turing machine*, new fields of mathematics studying **computability** and **computation complexity** were developed.
- 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.

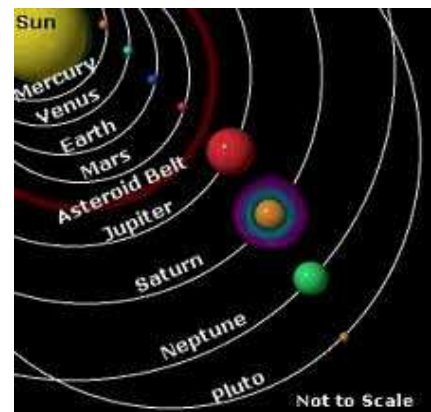
mechanics, were developed during the first half of the century.

- 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.

http://en.wikipedia.org/wiki/20th_century

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. aagainst 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. the age solar system, 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.

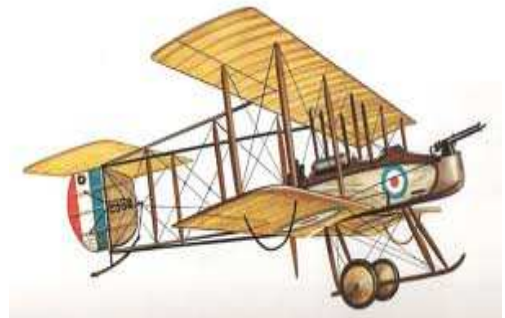
1903: The Wright brothers invent the first gas motored and **manned airplane**.

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.

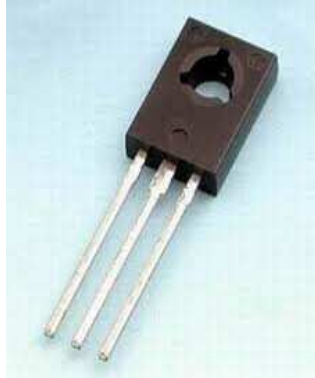
1941: Enrico Fermi invents the neutronic reactor.

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 Ferguson; 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 **I)** 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.

http://en.wikipedia.org/wiki/20th_century

Speaker's corner

Exercise 10. Divide the proper names listed below into two groups: a) American and b) British bands/singers of the XX century. Then, speak about one of them.

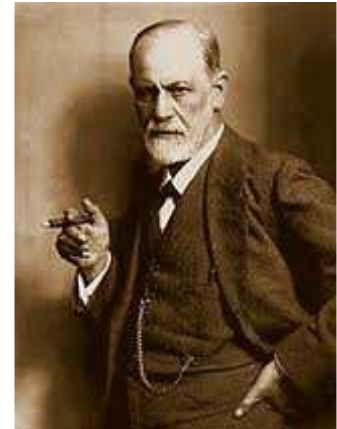


Backstreet Boys, Black Sabbath, Bon Jovi, Boston, Boys II Men, Bruce Springsteen, Cher, Chris de Burgh, Deep Purple, Dépêche Mode, Dire Straits, Duran Duran, Eagles, Elton John, Elvis Presley, Erasure, Eric Clapton, Genesis, George Michael, Guns and Roses, Iron Maiden, Jimmy Hendrix, Joe Cocker, Judas Priest, Kansas, Kiss, Led Zeppelin, Madonna, Mariah Carey, Meat Loaf, Metallica, Michael Jackson, Oasis, Ozzy Osborn, Pet Shop Boys, Phil Collins, Pink Floyd, Prince, Queen, R.E.M., Rainbow, Sheryl Crow, Status Quo, Sting, Suzanne Vega, The Beatles, The Bee Gees, The Doors, The Rolling Stones, Tina Turner, Toni Braxton, Toto, Wet Wet Wet, White Snake, Whitney Houston

Exercise 11. 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

A.H. Maslow, Adolf Hitler, Alfred Adler, Andrew Bernstein, Anna Freud, Anna Pavlova, Ariel Sharon, Carl Rogers, Erik Erikson, F D Roosevelt, Fernand Léger, Fidel Castro, Franz Kafka, Franz Marc, Georges Braque, Henri Matisse, Ho Chi Minh, Indira Gandhi, Isadora Duncan, Jawaharlal Nehru, Jean Piaget, John Dewey, John F Kennedy, John Steinbeck, Joseph Cronin, Kasimir Malevich, Lech Walesa, Mao Zedong, Marc Chagall, Marcel Duchamp, Margaret Thatcher, Mikhail Baryshnikov, Natalia Goncharova, Nelson Mandela, Nikolai Berdyaev, Pablo Picasso, Paul Cézanne, Rudolf Nureyev, Saddam Hussein, Salvador Dalí, Sigmund Freud, Stephen King, Theodor W. Adorno, Umberto Boccioni, Vaslav Nijinsky, Veniamin Kaverin, Vladimir Lenin, Vladimir Vasilev, Wassily Kandinsky, William Golding, Winston Churchill



Sigmund Freud

Exercise 12. Speak about culture and entertainment of the XX century using the words in bold from Exercise 2.

Exercise 13. Give a short summary of the text “Science and Mathematics”.

Exercise 14. 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 15. 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 16. 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 Seven Wonders of the Ancient World

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 Ch'ing 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. Today, a portion of the Great Wall of China about 80 km from Beijing receives thousands of tourists each day.

<http://geography.about.com/greatwall.htm>

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. http://en.wikipedia.org/wiki/Machu_Picchu

Taj Mahal

Taj Mahal is a white Marble mausoleum located in Agra, India. It is regarded as one of the eight wonders of the world, and some Western historians have noted that its architectural beauty has never been surpassed. The Taj is the most beautiful monument built by the Mughals, the Muslim rulers of India. It is the finest example of Mughal architecture, a style that combines elements from Persian, Turkish and Indian architectural styles.

Taj Mahal was built by a Muslim, Emperor Shah Jahan (died 1666) in the memory of his third wife and queen Mumtaz Mahal at Agra, India. Taj Mahal (meaning Crown Palace) is a Mausoleum that houses the grave of queen Mumtaz Mahal at the lower chamber. The grave of Shah Jahan was added to it later. The queen's real name was Arjumand Banu. In the tradition of the Mughals, important ladies of the royal family were given another name at their marriage or at some other significant event in their lives, and that new name was commonly used by the public. Shah Jahan's real name was Shahab-ud-din, and he was known as Prince Khurram before ascending to the throne in 1628.

Taj Mahal was constructed over twenty years (1632-1653), employing twenty thousand workers. The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. <http://www.islamicity.com/culture/taj/default.htm>

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 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. http://en.wikipedia.org/wiki/Great_Pyramid_of_Giza

The Colosseum of Rome

The Colosseum, originally the Flavian Amphitheatre is an elliptical amphitheatre in the centre of the city of Rome, Italy, the largest ever built in the Roman Empire. It is considered one of the greatest works of Roman architecture and Roman engineering.

Occupying a site just east of the Roman Forum, its construction started in 72 AD under the emperor Vespasian and was completed in 80 AD under Titus, with further modifications being made during Domitian's reign (81–96 AD). It measures 158 m length, 153 m wide and 50 m height.

Capable of seating 50,000 spectators, the Colosseum 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, quarters for a religious order, a fortress, a quarry, and a Christian shrine.

Although in the 21st century it stays partially ruined because of damage caused by devastating earthquakes and stone-robbers, the Colosseum is an iconic symbol of Imperial Rome. It is one of Rome's most popular tourist attractions and still has close connections with the Roman Catholic Church, as each Good Friday the Pope leads a torchlit "Way of the Cross" procession that starts in the area around the Colosseum. <http://en.wikipedia.org/wiki/Colosseum>

The Lighthouse of Alexandria

The Lighthouse of Alexandria, also known as the Pharos of Alexandria was a tower built between 280 and 247 BC on the island of Pharos at Alexandria, Egypt. Its purpose was to guide sailors into the harbor at night. With a height variously estimated at between 115 and 135 m it was among the tallest man-made structures on Earth for many centuries, and was identified as one of the Seven Wonders of the World by Antipater of Sidon.

It ceased operating and was largely destroyed as a result of two earthquakes in the 14th century AD; some of its remains were found on the floor of Alexandria's Eastern Harbour by divers in 1994. More of the remains have subsequently been revealed by satellite imaging.

Constructed from large blocks of light-colored stone, the tower was made up of three stages: a lower square section with a central core, a middle octagonal section, and, at the top, a circular section. At its apex was positioned a mirror which reflected sunlight during the day; a fire was lit at night. Extant Roman coins struck by the Alexandrian mint show that a statue of a triton was positioned on each of the building's 4 corners. A statue of Poseidon stood atop the tower during the Roman period.

Legends tell of the light from the Pharos being used to burn enemy ships before they could reach shore, however this is highly unlikely due to the relatively poor quality of optics and reflective technology in the time period in which the building existed. The light from the lighthouse could be seen up to 56 km from shore. <http://www.crystalinks.com/lighthousealexandria.html>

Unit 2. Ancient Egypt

Ancient Egypt Gods

Egyptian mythology was so complex and interrelated that much attention was given to the Egyptian gods family tree and the Egyptian gods names. It was quite common to see gods become one with another god as well as to be known by many Egyptian gods names. During the three thousand year history of the polytheistic religion of Egypt was comprised of a very complex system of Egyptian gods and goddesses. To name the Egyptian gods in totality would be quite lengthy. Below is a brief discussion of some of the more well known Egyptian gods.

The Egypt god Amon-Re is an amalgamation of two separate gods who became combined in the city of Thebes, where the pharaohs lived and ruled. He was primarily considered to be the god of the pharaohs and represented wind, fertility and secrets.

Among all the multitude of Egyptian deities, the Egypt god Amon-Re was considered to be the king of the gods. While most Egyptian gods were 'born' at various points in the history of the Egyptian nation and many floated in and out of popularity, the Egypt god Amon-Re appears to have been present in the mythology and culture of the Egyptian people almost from the very inception of this complex and mysterious nation.

Originally, the Egypt god *Amon-Re* was known only as Amon, or Amen and sometimes Amun. Amon was often associated with such symbols as the ram, the goose and the bull.

While Amon was worshipped to some degree throughout the Egyptian nation, his popularity, or cult, seemed to have reached frenzied proportions in two particular cities. He was

considered to be the patron saint of the city of Thebes, where the ruling pharaoh and his royal family resided. Here he became joined with the sun god Re and the two became known as the Egypt god Amon-Re. He was also very popular in Hermopolis, where he was believed to be married to Mut. The couple gave birth to a son named Khonsu, who was associated with the moon. Throughout some parts of Egypt it was believed that Amon was at least partially responsible for creation. Many popular beliefs regarding Amon included his protection of the weak.

Horus the Egyptian falcon god is known by many names throughout Egypt, however he is most commonly associated with the falcon. He is believed to have been the son on *Osiris* and *Isis* the goddess of magic. One of the most well known symbols associated with Egypt is the Eye of Horus; which symbolized power.

Seth the Egyptian god is also referred to as *Setekh* and *Set*. He was associated with war and strength, storms and deserts. He was often believed to be in conflict with Horus, Egyptian falcon god. At various times throughout the history of Egypt, the two deities vied for popularity and power among the Egyptian people.

Isis the goddess of magic, was also considered to be the goddess of fertility. One of the most famous legends involving Isis putting the body of her husband back together after he was killed by Seth the Egyptian god, impregnating herself with his body and giving birth to their son Horus, Egyptian falcon god.

Among all the ancient Egyptian gods *Anubis* is the one who was chosen to be the god of death and dying. He is also considered to be the god of the underworld. His image is often seen as the guardian of tombs and the bodies held within.

Ancient Egyptian crocodile gods are quite prominent within Egyptian mythology. *Sobek* is one of the most well known Egyptian gods associated with the crocodile. He is usually seen either completely as a crocodile or as a combination between human form and crocodile, symbolizing the strength of the Egyptian pharaohs. <http://www.ancient-egypt-online.com/ancient-egyptian-gods.html>

Ancient Egyptian Hieroglyphics

The ancient Egyptian hieroglyphics are a fascination to many people. 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.

The History of Hieroglyphics. The history of hieroglyphics in ancient Egypt is believed to date back as far as 3000 B.C. Scholars offer varying opinions regarding the identity of Egyptian hieroglyphics inventors. While not much is known about the inventors and the early history of hieroglyphics, the study of this ancient system of writing remains applicable even in today's modern society.

Throughout the long history of hieroglyphics, this system of writing utilizing ancient Egyptian symbols underwent many changes. There were six primary periods during which this ancient language was used in Egypt. A weakened form of the language is still spoken today; although only in the *Coptic Church*. It is thought that from the first use of the language until the last known use around 500 AD, there were thousands of symbols used. While all of these symbols were not primarily used to write in hieroglyphics at the same time, this ancient language still remained extremely difficult to learn. At any given time, there were likely at least 700 or so symbols used and each symbol often had more than one use. One of the most interesting facts about hieroglyphics is that one symbol alone could have up to three meanings and could be either phonetic or simply a representative of the picture it depicted.

After the Roman Empire began its rule of the Egyptian nation, hieroglyphics faded from popular use. By the time Napoleon's army invaded Egypt in 1798 and subsequently discovered the Rosetta stone a year later, the system of writing using ancient Egyptian symbols was a thorough mystery to foreigners. While Napoleon's invasion of Egypt is considered by most scholars to be a

dismal failure, the discovery of the famed Rosetta Stone was monumental in the history of hieroglyphics. Upon examination of the black asphalt tablet, scholars determined that the same inscription was written in two forms of ancient Egyptian symbols: ancient hieroglyphics and demotic hieroglyphics.

The latter form had been developed towards the end of the ancient language's use and utilized a cursive script. The most amazing facts about hieroglyphics contained on the Rosetta Stone was that they came with a Greek translation. It was discovered that the Rosetta Stone contained affirmations in hieroglyphics quotes regarding the legitimacy of a ruling family around 196 BC. The *Ptolemy* family of Macedonian descent, had ruled Egypt since the days of Alexander the Great; when one of his generals was appointed to the throne. *Cleopatra* was descended from this same family; many generations later. The Greek translation of ancient Egyptian hieroglyphics allowed modern scholars to begin piecing together an understanding of the history of hieroglyphics.

The Use of Ancient Egyptian Hieroglyphics. Throughout the history of hieroglyphics these ancient Egyptian symbols were utilized for a variety of purposes. It is well known that hieroglyphics were prominently displayed on pyramids and tombs of the royalty. Hieroglyphics obviously played an important role in conveying the history of the Egyptian nation and particularly the accomplishments and feats of the Egyptian pharaohs. Excavations of the pyramids have proven that hieroglyphics were also used on jewelry as well as nameplates for royalty, referred to as cartouche.

Facts about Hieroglyphics. 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 out 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. <http://www.ancient-egypt-online.com/>

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 black 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.

<http://www.buzzle.com/articles/ancient-egyptian-inventions.html>

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'* 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 sheafs 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.

http://en.wikipedia.org/wiki/Twelve_Olympians

Greek clothes, houses and food

Clothes. The Greeks wore light, loose clothes as the weather was hot for most of the year. Long pieces of colourful fabric were used to make the Greek clothes.

The main item of clothing for men was a tunic, called a chiton. These were big squares of cloth, held in place by pins at the shoulders and a belt round the waist. They were made from wool in the winter or linen in the summer. Women also wore clothing which was made from big square piece of linen or wool. They used pins in various places to hold it together. Unlike the men's, the dresses always went down to the ankles. The ancient Greeks could buy cloth and clothes in the agora, the marketplace, but that was expensive. Many of the clothes were made by the women and female slaves. Wealthy people had tunics made of coloured cloth. The tunics of the poor were plain. In cold weather, cloaks were worn. Most Greeks went barefoot. If they needed shoes, they put on leather sandals or boots.

Hair was curled, arranged in interesting and carefully designed styles and held in place with scented waxes and lotions. Women kept their hair long, in braids, arranged on top of their head or wore their hair in ponytails. Headbands, made of ribbon or metal, were very popular.

Houses in Ancient Greece. Men and women lived in different parts of the house. Women had the back and upstairs part. Most houses in Ancient Greek towns were built from stone or clay. The roofs were covered with tiles or reeds, and they had one or two storeys. The floors of the rooms were tiled to keep them cool, although in winter fires in metal baskets were sometimes needed. Larger homes had a kitchen, a room for bathing, a men's dining room, and sometimes a woman's sitting area. The houses were planned around a courtyard, and had high walls and a strong gate. Much of ancient Greek family life centered around the courtyard.

Food. The Greek diet was very healthy. Food in Ancient Greece consisted of grains, wheat, barley, fruit, vegetables, breads and cake. The Ancient Greeks grew olives, grapes, figs, wheat; and kept goats for milk and cheese. They ate lots of bread, beans and olives.

In summer there were plenty of fresh fruit and vegetables to eat and in the winter they ate dried fruit and food they had stored like apples and lentils. As most of the Greeks lived very near the sea, they also ate a lot of fish and shellfish.

The soil by the sea was not so rich as on the plains, so the Greeks used irrigation and crop rotation to keep the soil relatively fertile. In some of the larger Greek city-states, meat could be purchased in cook shops. Meat was rarely eaten as the Greeks felt that just killing and eating a domesticated animal (like goats) was wrong. The Greeks would often sacrifice the meat to the gods first and then might eat some of the meat.

Education in Ancient Greece

The way children were educated was different in each city state. In Sparta, reading and writing was unimportant. Boys learned to be good fighters.

In Athens citizens had to be educated to take part in voting in the Assembly. Athenian boys also went to 'wrestling school' each day, to learn many sports, not just wrestling. They had to be fit, to fight in the army.

Greek schools were small. They had only one teacher and about ten or twenty boys. The schools were not free and so only the rich could really afford to send their children to school.

The children did not need much school equipment as they had to learn everything off by heart. When they needed to, they wrote on wooden boards covered with layers of wax. They used a wooden pen called a stylus with a sharp end for writing and a flat end for 'rubbing out'. The wax was melted and reapplied from time to time. Education was also different for boys and girls. Boys were educated to become good citizens and take part in the public life of the city state. Girls were educated in housekeeping and how to look after the family.

Most Greek children, especially the girls, never went to school. Greek girls were not allowed to go to school and were often educated at home. The boys started school at 7 years old and stayed until they were about 14. In the mornings they learned to read, write and do simple Math. They worked in one room, which had stools or benches, but no desks. Pupils read aloud and learned poetry by heart. Rich boys also learned about philosophy. In the afternoons they went to wrestling schools. At the age of 14, children of tradesmen began to learn a trade. The children of rich Athenians went to the Assembly, the market place and the gymnasium to watch, listen to and learn from the older men.

The Greek Theatre

Almost every Greek city had a theatre because plays were part of many religious festivals. The Greeks enjoyed singing and dancing. At first, theatres were only used for festivals.

The theatres were built on hillsides in the open air and could often hold more than 18,000 spectators. The theatres were open air and built in a semi-circular shape with rows of tiered stone seating around it. The shape of the theatres gave everyone in the audience excellent viewing and also meant they could hear the actors well too. All the actors were men. They wore large masks that exaggerated facial features and emotions. The mouth hole was large to help amplify the voices. Greek plays were either comedies or tragedies.

Tragedies were often about the past, whereas comedies tended to be about current and everyday life. Actors in comedies wore bright colours. Actors in tragedies wore dark colours. Plays were either spoken or sung in rhyme.

Sports and the Ancient Greece Olympics

Ancient Greeks loved sport and most cities in Ancient Greece had public gymnasiums where people gathered to train and relax. The Greeks believed that a healthy body was very important. Most men and boys practiced sports every day because they enjoyed them and wanted to keep fit. Sport was a good preparation for war too. The Greek armies had to be fit enough to march long distances, carrying all their heavy equipment, and then begin the fight with the enemy.

The Greeks had four national sports festivals, where athletes from different city states competed against one another. The most important of the sports contests was the Olympic Games. These were played at Olympia, every four years, in honour of Zeus. On the first day of the Olympics, sacrifices of grain, wine and lambs were made to Zeus.

Greece is the home country of the Olympic Games. Olympia, a Greek city, was known to be a very important centre of athletics. The Olympic Games, held there every four years, were so important in Greek life that they were used as the basis for the Greek calendar.

The first recorded Ancient Olympic Games were in 776 BC. The Games were held in a village called Olympia.

The Olympics were part of a religious event. They were held in honour of Zeus, the father of the gods and were a big celebration. <http://www.woodlands-junior.kent.sch.uk/greece/clothes.htm>

Ancient Greek Government

The Greeks had a lot of different kinds of governments, because there were many different city-states in ancient Greece and they each had their own government. In addition, people's ideas about what made a good government changed over time.

Aristotle divided Greek governments into monarchies, oligarchies, tyrannies and democracies and most historians still use these same divisions. For the most part, Greece began by having monarchies, then oligarchies, then tyrannies and then democracies, but at each period there were plenty of city-states using a different system, and there were many which never did become democracies or tyrannies at all.

In the Late Bronze Age (the Mycenaean period), between about 2000 and 1200 BC, all Greek city-states seem to have been monarchies, ruled by kings. Homer's 'Iliad' and Greek mythology in general, shows us a whole series of kings like Agamemnon and Theseus and some of their palaces have survived for archaeologists to dig up.

After the Dark Age, though, only a few Greek city-states still had kings. Sparta is the most famous of these, though actually Sparta had two kings, usually brothers or cousins, at the same time. One would stay home and the other go off to fight wars.

Most city-states in the archaic period were ruled by oligarchies, which is a group of aristocrats (rich men) who tell everyone else what to do. Then in the 600's and 500's BC a lot of city-states were taken over by tyrants. Tyrants were usually one of the aristocrats who got power over the others by getting the support of the poor people. They ruled like kings, but without any legal right to rule.

In 510 BC, the city-state of Athens created the first democratic government and soon other Greek city-states imitated them. Even city-states that weren't Greek, like Carthage and Rome, experimented with giving the poor people more power at this time. But Athenian democracy did not really give power to everyone. Most of the people in Athens couldn't vote - no women, no slaves, no foreigners (even Greeks from other city-states), no children. And also, Athens at this time had an empire, ruling over many other Greek city-states, and none of those people living in the other city-states could vote either. Of course it is a lot easier to have a democratic government when you are only deciding what other people should do. <http://www.historyforkids.org/government/index.htm>

Ancient Greek Warfare

Wars were very common in ancient Greece. The Greeks lived in little city-states, each one like a small town in the United States today, with no more than about 100,000 people in each city-state. These city-states - Athens, Sparta, Corinth, Thebes - were always fighting each other over their borders. Often they would get together in leagues, a lot of city-states together, to fight as allies.

Sometimes other people invaded Greece and then there would be wars to defend the city-states from the invaders. Sometimes the city-states fought together and sometimes they didn't.

Then again, sometimes the Greeks fought in other countries. They invaded other countries and took them over or they raided other cities and took their stuff. Although there were many wars in ancient Greece, most of them we don't know very much about. There are four main wars that we do know about, thanks to the writing of *Homer*, *Herodotus*, *Thucydides* and *Arrian*. These are the *Trojan War* (about 1250 BC, but it may be mainly a made-up story), the *Persian Wars* (490-480 BC), the *Peloponnesian War* (441-404 BC) and the *campaigns of Alexander the Great* (331-323 BC). Then a little later, Greece was taken over by the Romans (146 BC), which we know about thanks to *Polybius*. <http://www.historyforkids.org/learn/greeks/war/index.htm>

Unit 4. Ancient Rome

Ancient Roman Architecture

One of the things the Romans are most famous for is their architecture. The Romans brought a lot of new ideas to architecture, of which the three most important are the arch, the baked brick, and the use of cement and concrete.

Around 700 BC the Etruscans brought West Asian ideas about architecture to Italy and they taught these ideas to the Romans. We don't have much Etruscan architecture left, but a lot of their underground tombs do survive and some traces of their temples.

In the Republican period, the Romans built temples and basilicas, but also they made a lot of improvements to their city: aqueducts, roads and sewers. The Forum began to take shape. Outside of Rome, people began to build stone amphitheaters for gladiatorial games.

The first Roman emperor, *Augustus*, made more changes: he built a lot of brick and marble buildings, including a big Altar of Peace and a big tomb for his family, and a big stone theater for plays. Augustus' stepson *Tiberius* rebuilt the Temple of Castor and Pollux in the Roman forum.

Augustus' great-great-grandson *Nero* also did a lot of building in Rome, including his Golden House. Then in 69 AD *Vespasian* tore down some of the Golden House to build the Colosseum. Vespasian's son *Titus* built a great triumphal arch and his other son *Domitian* built a great palace for himself on the Palatine hill.

Even though Domitian was assassinated in 96 AD, later architects continued to use the techniques that had been developed for his palace, just as later emperors continued to live in Domitian's palace. Trajan's architect used brick and concrete arches to build a new forum with a big column in it and an elaborate market building that is the source of modern shopping malls. Trajan also built the first major public bath building in Rome. It may have been the same architect who later designed Hadrian's Pantheon, a temple to all the gods, which used brick and concrete to build a huge dome. Nobody would build a bigger dome for more than a thousand years.

<http://www.historyforkids.org/learn/romans/architecture/romarch.htm>

Ancient Roman Philosophy

Roman men didn't begin studying philosophy until about 200 BC. At that time, the Romans were conquering Greece, and so a lot of Roman soldiers and generals spent a lot of time in Greece, and got a chance to talk to Greek philosophers.

The Romans found out that Greek philosophers like Socrates, Plato, and Aristotle had been doing a lot of thinking about philosophy just recently. Some Romans got interested and by about 50 BC these Romans were even beginning to write philosophy themselves, though most of it was pretty much just translating Greek philosophy into Latin.

One of the first Roman men (men wouldn't let women study philosophy) who wrote about philosophy was *Lucretius*. Lucretius followed Greek Epicurean philosophy. He left us a long poem, called *On the Nature of Things*, explaining Epicurean philosophy in Latin for men who couldn't read Greek.0020

Cicero was another man who wrote about philosophy at just about the same time as Lucretius. Cicero was mostly a Skeptic philosopher. Like other Skeptics, Cicero thought that you should question any ideas or facts you heard about and always ask "How do they know that?" or "How can they be sure?" or "What about this other thing?". Cicero tried to use philosophy to make men more logical thinkers, so that they would make better decisions about how to run the government. But Cicero also held some Stoic ideas especially that men should try to be as good as possible. About a hundred years later, in the time of the emperors *Claudius* and *Nero*, another philosopher called *Seneca* wrote another set of essays about Stoic philosophy. Seneca thought that men should not waste time on things that really didn't matter. Instead, they should use their time well, to help improve the world, and to improve their own minds by studying philosophy.

Soon after Claudius, many men and women began to look for a closer, more direct relationship to the gods or to God. Some people, like the Christian Gnostics, tried to use magic spells and secret knowledge to get closer to God. The Christian followers of *Montanus* thought you could get closer to God through prayer. Pagan *Neo-Platonists* used philosophical ideas that came from Plato's ideas about the perfect form to try to perfect themselves and get closer to God that way.

Later Christians developed their own philosophical ideas. *St. Augustine* and *St. Ambrose* both studied earlier philosophers and tried to create a Christian philosophy that would include both Christian ideas and Greek and Roman philosophy, including both Aristotle and Neo-Platonism.

The fall of the Roman Empire did not stop men (or a few women) from thinking about these ideas. In both the Islamic Empire and medieval Europe, men like al Tusi and Maimonides and *Thomas Aquinas* continued to try to make religion agree with philosophy, and to try to get closer to God through philosophy. <http://www.historyforkids.org/learn/romans/philosophy/index.htm>

Ancient Roman Government

From 500 BC to nearly 1500 AD, for two thousand years, Roman government had more or less the same system. Of course there were some changes over that time too!

When the Roman Republic was first set up, in 500 BC, the people in charge were two men called *consuls*. Women were not allowed to be consuls. The consuls controlled the army, they decided whether to start a war, how much tax to collect and what the laws were. They both had to agree in order to change anything; if one of them said “veto”, Latin for “I forbid it”, then nothing would be done.

The consuls got advice from the *Senate*, which was made up of men from wealthy families in Rome. Women were not allowed in the Senate, either. Once you got into the Senate, you stayed in for the rest of your life. Most consuls eventually joined the Senate, and most senators were from families where their fathers and grandfathers had been in the Senate.

Most of the time, the consuls did what the Senate advised. There were also *prefects* in Rome, whose job it was to run the city – some heard court cases, some ran the vegetable markets or the meat markets or the port.

There were *tribunes*, who were supposed to speak for the poorer people in the Senate. Tribunes were elected by the Assembly, and they could veto (forbid) anything the Senate voted for that affected the poor (which ended up being pretty much anything the Senate voted on). These, too, were all men.

Finally, there was also an *Assembly* of all the men (not women) who were grownup, free and had Roman citizenship. They voted on some big issues, if the consuls asked them to – things like whether to go to war. And they elected the consuls, prefects and the Senators. But the Assembly was set up so that richer people got more votes than poorer people.

Once the Romans began conquering other places, far away from the city of Rome, they also had a system of provincial governors – men who took charge of a province of the Empire and who heard court cases there. They were also in charge of the army while it was conquering places.

By about 50 BC, the time of Julius Caesar, these generals had begun to take over the government and not pay any attention to the consuls or the Senate anymore, and just do as they pleased. They could do that, because they had the army with them.

In 31 BC Augustus was one of these generals. But he realized that people didn’t like this pushing people around and so he set up a different system (but still one where he had all the power). Augustus kept the Senate and the consuls, and he said they were in charge, but he made the Senate vote to give him the powers of a tribune for the rest of his life. That way, he could veto (forbid) anything the Senate tried to do that Augustus didn’t like. He kept control of most of the army as well. So he could kill anyone who got in his way.

This system – where there was still a Senate and consuls, but the Emperors had all the real power – kept on going for the next 1500 years, more or less. <http://www.historyforkids.org/romans>

Unit 5. The Crusades and Knights

Knights

In medieval history, the knight was an armed and mounted warrior belonging to the nobility. The incessant private warfare that characterized medieval times brought about a permanent military class. The institution of knighthood was well established. The knight was essentially a military officer, although with the growth of feudalism the term tended to denote the holder of not only a position in the ranks of nobility but also in the ranks of landholders. The knight generally held his lands by military tenure; thus knight service was a military service, usually 40 days a year, normally

expected by an overlord in exchange for each fief held by a knight. All military service was measured in terms of knight service and a vassal might owe any number of knight services.

Although all nobles of military age were necessarily knights, knighthood had to be earned through some exploit involving the use of arms. In the late Middle Ages the son of a noble would serve first as page, then as squire, before being made a knight. Knighthood was conferred by the overlord with the accolade (a blow, usually with the flat of the sword, on the neck or shoulder); in the later period of feudalism, the ceremony was preceded by the religious ceremony of a vigil before an altar. A knight fighting under another's banner was called a *knight bachelor*; a knight fighting under his own banner was a *knight banneret*. Knights were ordinarily accompanied in battle by personal attendants (squires and pages), vassals and servants.

After 1100 military tenure was generally subject to the law of primogeniture, which resulted in a class of landless knights; at the time of the Crusades those landless knights formed the great military orders of knighthood, which were religious as well as military bodies. Important among these were the *Knights Templars*, *Knights Hospitalers*, *Teutonic Knights*, *Livonian Brothers of the Sword*, *Knights of Calatrava* and *Knights of Aviz*.

Secular orders, patterned loosely on the religious ones, but not limited to landless knights, also grew up, principally as honorary establishments by the kings or great nobles. Examples in England were the *Order of the Garter* and in Burgundy the *Order of the Golden Fleece*. The most important of these orders have survived and many more have been added (e.g., the orders of the Bath, of Victoria, and of the British Empire in Great Britain and the Legion of Honor in France).

As the feudal system disintegrated, knight service was with growing frequency commuted into cash payments. In England the payment was known as *scutage*. Many landowners found the duties of knighthood too onerous for their meager resources and contented themselves with the rank of squire. This was particularly true in England, where gentlemen landowners are still termed squires. The military value of a cavalry consisting of heavily armored knights lessened with the rise of the infantry, artillery and mercenary armies. In Germany, where the institution of knighthood persisted somewhat longer than in Britain and France, knighthood in its feudal meaning may be said to have come to an end in the early 16th century with the defeat of Franz von Sickingen.

The title knight (German 'Ritter', French 'chevalier') was later used as a noble title in Germany and France. In the French hierarchy of nobles the title chevalier was borne by a younger son of a duke, marquis or count. In modern Britain, knighthood is not a title of nobility, but is conferred by the royal sovereign (upon recommendation of the government) on commoners and nobles alike for civil or military achievements. A knight is addressed with the title Sir (e.g., Sir John); a woman, if knighted in her own right, is addressed as Dame.

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

Wars of the Roses (1455-1485)

The War of the Roses is a traditional name given to the intermittent struggle for the throne of England between the noble houses of York (whose badge was a white rose) and Lancaster (later associated with the red rose).

About the middle of the 15th century Richard, duke of York, came to the fore as leader of the opposition to the faction (William de la Pole, duke of Suffolk; Edmund Beaufort, duke of Somerset; and the queen, Margaret of Anjou) that controlled the weak Lancastrian king Henry VI. The Yorkists gained popular support as a result of discontent over the failure of English arms in the Hundred Years War and over the corruption of the court, discontent reflected in the rebellion of Jack Cade in 1450. Also in that year Suffolk was murdered, and the duke of York forced the king to recognize his claim as heir to the throne. In 1453 the king became insane and the birth of a son to Margaret of Anjou displaced York as heir. The duke was appointed protector, but when the king recovered in 1454, York was excluded from the royal council. He resorted to arms.

The opposing factions met (1455) in St. Albans - usually taken as the first battle of the Wars of the Roses. Somerset was killed, leaving Queen Margaret at the head of the defeated royal party, and York again served as protector for a short period (1455-56). By 1459 both parties were once more in arms. The following year the Yorkists defeated and captured the king at the battle of

Northampton. The duke of York hurried to London to assert his claims to the throne, which were, by laws of strict inheritance, perhaps better than those of the king himself. A compromise was affected by which Henry remained king and York and his heirs were declared successors.

Queen Margaret, whose son was thus disinherited, raised an army and defeated (1460) the Yorkists at Wakefield. York was killed in this battle, and his claims devolved upon his son Edward, but Richard Neville, earl of Warwick, became the real leader of the Yorkist party. Margaret's army rescued the king from captivity in the second battle of St. Albans (February, 1461), but Edward meanwhile secured a Yorkist victory at Mortimer's Cross, marched into London unopposed and assumed the throne as Edward IV.

The Lancastrians, after their defeat at Towton (March, 1461), continued (with Scottish aid) to raise resistance in the north until 1464. The deposed Henry was captured (1465) and put into the Tower of London. Although the Lancastrian cause now seemed hopeless, a quarrel broke out between Warwick and Edward IV after the latter's marriage to Elizabeth Woodville in 1464. Warwick and the king's brother George, duke of Clarence, allied against Edward, fled to France (1470), and there became reconciled with Margaret of Anjou. Supported by Louis XI of France, they crossed to England and restored Henry VI to the throne.

Edward fled, but with the aid of Charles the Bold, duke of Burgundy, returned to England in 1471, regained London and recaptured Henry. In the ensuing battles of Barnet and Tewkesbury (1471), Warwick and Henry's son, Edward, were killed. Margaret was imprisoned. Soon thereafter Henry VI died, probably slain at the orders of Edward IV. After 12 relatively peaceful years, Edward IV was succeeded (1483) by his young son Edward V, but soon the boy's uncle Richard, duke of Gloucester, usurped the throne as Richard III. Opposition to Richard advanced the fortunes of Henry Tudor, earl of Richmond, now the Lancastrian claimant. In 1485, Henry landed from France, defeated and killed Richard at Bosworth Field and ascended the throne as Henry VII.

Henry VII's marriage to Edward IV's daughter, Elizabeth, united the houses of Lancaster and York. Except for various efforts during Henry's reign to place Yorkist pretenders on the throne, the Wars of the Roses were ended. It is generally said that with them ended the era of feudalism in England, since the nobles who participated suffered heavy loss of life and property and were too weak, as a class, to contest the strong monarchy of the Tudors. The middle and lower classes were largely indifferent to the struggle and relatively untouched by it.

<http://www.answers.com/topic/wars-of-the-roses>

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.

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

Unit 6. The Daily Life in the Middle Ages

Middle Ages Food

The Middle Ages food changed considerably during the Middle Ages. Up to the start of the Middle Ages when William the Conqueror and the Normans invaded England the only real influence on the types of food consumed had been from the Romans. The violent times of the Dark Ages led to a primitive society lacking in elegance or refinement. Early Middle Ages food was basic and the ingredients were home grown. This all changed in 1066 with the Norman Conquest and between 1095 - 1270 when Europeans looked to the Eastern World and joined in the crusades.

Middle Ages daily meals. The quantity, quality and type of food consumed by Royalty and Nobility differed considerably from the diet of the lower Classes. The number of courses and variety of Middle Ages foods consumed by the upper classes included ingredients which were far too expensive for the majority of English people. The nobility had acquired a taste for spicy and also sweet foods and they could afford the expensive spices and sugar required to create these exotic recipes. Both the upper and lower classes generally had three meals a day but the commoners obviously far less elaborate than the upper classes. Menus for the wealthy were extensive, but only small portions were taken. A change in culture emerged during the Middle Ages when the travel prompted by the crusades led to a new and unprecedented interest in beautiful objects and elegant manners. This change extended to food preparation and presentation resulting in fabulous food arrangements and exotic colors and flavorings.

The Royalty and the nobility would eat their food from silverware, and even gold dishes. The lower classes would eat their food from wooden or horn dishes. Every person had their own knife. Spoons were rarely used as any liquid food, such as soups, were drunk from a cup. Forks were introduced in the late 14th century. The kitchens in large houses or castles were usually situated some distance from the Great Hall and therefore food was often served cold. The number of daily meals eaten during the day by the upper classes were as follows:

- Breakfast - food and drink generally served between 6 -7 p.m.
- Dinner - food and drink generally served at mid-morning between 12 – 2 p.m.
- Supper – it was a substantial meal and food and drink was generally served between 6 -7 p.m. and accompanied by various forms of entertainment.

Middle Ages daily meals for the upper classes. The daily meals for the upper classes during the Middle Ages provided a huge variety of different types of food. Vegetables were limited for the

upper classes. Only lords and nobles were allowed to hunt deer, boar, hares and rabbits and these foods were therefore used in the daily meals of the nobility. Food items which came from the ground were only are considered fit for the poor. Only vegetables such as rape, onions, garlic and leeks graced a noble's table. A type of bread called 'manchet', which was a bread loaf made of wheat flour, was consumed by the upper classes. Food was highly spiced. These expensive spices consumed by the wealthy included pepper, cinnamon, cloves, nutmeg, ginger, saffron, cardamon, coriander, cumin, garlic, turmeric, mace, anise and mustard.

Middle ages daily meals for the lower classes. The staple diet of the lower classes were bread, pottage (a type of stew), dairy products such as milk, cheese products, meat such as beef, pork or lamb. The punishment for poaching could result in death or having hands cut off, so the lower classes would only poach if they were desperate. The lower classes ate rye and barley bread. The poor could not afford to buy the spices so enjoyed by the wealthy. Biscuits were invented by the crusaders and these were eaten as a convenience food by the workers of the Middle Ages. The 'Ploughman's Lunch' of bread and cheese was also a staple diet of lower class workers. Communal ovens were available in villages for baking.

Fasting during the Middle Ages. People of the Middle Ages were highly religious and at certain times the eating of meat was banned. This was not an occasional ban. Certain religious observances banned the eating of meat on Mondays, Wednesdays and Fridays. Meat was also banned during the religious seasons of Lent and Advent. Meat was also declined on the eves of many religious holidays. Fasting and abstaining from eating meat was practised for over half the days of the Medieval year.

<http://middle-ages.org.uk/middle-ages-food.htm>

Middle Ages Drink

The people of the Middle Ages enjoyed to drink, and as water was often unclean, it was a necessity. The poor drank ale, mead or cider and the rich were able to drink many different types of wines. Beer is not only one of the oldest fermenting beverages used by man, but it is also the one which was most in vogue in the Middle Ages.

Ale and Beer. Due to the Romans the real beer was made with barley; but later all sorts of grain was indiscriminately used; and it was only towards the end of the sixteenth century that the flower or seed of hops to the oats or barley was added.

Another sort of beer was known during the Middle Ages, which was called 'godale'. This name was derived from the two German words god and ael, which mean "good beer" and was of a stronger description than the ordinary beer. When, on the return from the crusades, the use of spice had become the fashion, beverages as well as the food were loaded with spice, including beer. Allspice, juniper, resin, apples, bread-crumbs, sage, lavender, gentian, cinnamon and laurel were each thrown into it. The object of these various mixtures was naturally to obtain high-flavoured beers. Other beers, called 'Small Beer' were sweetened simply with honey or scented with ambergris or raspberries.

Cider. Cider and perry can also both claim a very ancient origin. Cider is a drink made of apples sometimes this was made by pouring water on apples and steeping them, so as to extract a sort of half-sour, half-sweet drink.

Wine. The English experimented with mixing resin with their wines to preserve them and prevent them from turning sour, as the temperature of their country was not warm enough thoroughly to ripen the grape. It was not very successful and most wines - were imported. In 1372, a merchant fleet of two hundred came from London to Bordeaux for wine. In the thirteenth century, in the "Battle of Wines" we find those of Aquila, Spain, and, above all, those of Cyprus, spoken of in high terms. A century later, Eustace Deschamps praised the Rhine wines, and those of Greece, Malmsey and Grenache. In an edict of Charles VI. mention is also made of the muscatel, rosette, and the wine of Lieppe. Generally, the Malmsey was an artificial preparation, which had neither the colour nor taste of the Cyprian wine. Malmsey wine was made with water, honey, clary juice, beer grounds, and brandy. At first the same name was used for the natural wine, mulled and spiced,

which was produced in the island of Madeira from the grapes which the Portuguese brought there from Cyprus in 1420.

Many wines were made with infusions of wormwood, myrtle, hyssop, rosemary which were mixed with sweetened wine and flavoured with honey. The most celebrated of these beverages bore the pretentious name of "nectar;" those composed of spices, Asiatic aromatics, and honey, were generally called "white wine".

The name of wine was also given to drinks composed of the juices of certain fruits, and in which grapes were in no way used. These were the cherry, the currant, the raspberry and the pomegranate wines; also the moré, made with the mulberry. There were also sour wines, which were made by pouring water on the refuse grapes after the wine had been extracted; also the drinks made from filberts, milk of almonds, syrups of apricots and strawberries, cherry and raspberry waters were principally used in summer.

Mead. Honey was used to make a sweet alcoholic drink called mead which was drunk by all classes. Wine was generally imported although some fruit wines were produced in England. A form of cider referred to as 'Apple-wine' was also produced. Ales were brewed with malt and water, while beer contained hops that held a bitter flavor. <http://middle-ages.org.uk/middle-ages-drink.htm>

William the Conqueror (1027-1087)

Duke of Normandy. The illegitimate son of Robert I, duke of Normandy and Arletta, daughter of a tanner, he is sometimes called William the Bastard. He succeeded to the dukedom on his father's death in 1035. William and his guardians were hard pressed to keep down recurrent rebellions during his minority and at least once the young duke barely escaped death.

In 1047, with the aid of Henry I of France, he solidly established his power. William is said to have visited England in 1051 or 1052, when his cousin Edward the Confessor probably promised that William would succeed him as king of England. Despite a papal prohibition, William married Matilda, daughter of Baldwin, count of Flanders, in 1053. The union, which greatly increased the duke's prestige, did not receive papal dispensation until 1059.

William's growing power brought him into conflict with King Henry of France, whose invading armies he defeated in 1054 and 1058. The accession (1060) of the child Philip I of France, whose guardian was William's father-in-law, improved his position and in 1063 William conquered the county of Maine. Soon afterward Harold, then earl of Wessex, was shipwrecked on the French coast and was turned over to William, who apparently extracted Harold's oath to support the duke's interests in England.

King of England. Upon hearing that Harold had been crowned (1066) king of England, William secured the sanction of the pope, raised an army and transport fleet, sailed for England, and defeated and slew Harold at the battle of Hastings (1066). Overcoming what little resistance remained in South East England, he led his army to London, received the city's submission and was crowned king on Christmas Day.

Although William immediately began to build garrison castles around the country, he apparently hoped to maintain continuity of rule. Many of the English nobility had fallen at Hastings, but most of those who survived were permitted to keep their lands. The English, however, did not so readily accept him as their king.

A series of rebellions broke out and William suppressed them harshly, ravaging great sections of the country. Titles to the lands of the now decimated native nobility were called in and redistributed on a strictly feudal basis, to the king's Norman followers. By 1072 the adherents of Edgar Atheling and their Scottish and Danish allies had been defeated and the military part of the Norman Conquest virtually completed. In the only major rebellion that came thereafter (1075), the chief rebels were Normans.

Later Reign. William undertook church reform, appointed Lanfranc archbishop of Canterbury, substituted foreign prelates for many of the English bishops, took command over the administration of church affairs and established (1076) separate ecclesiastical courts. In 1085-86 at his orders a survey of England was taken, the results of which were embodied in the Domesday

Book. By the Oath of Salisbury in 1086, William established the important precedent that loyalty to the king is superior to loyalty to any subordinate feudal lord of the kingdom. William fought with his factious son Robert II, duke of Normandy, in 1079 and quarreled intermittently with France from 1080 until his death. He invaded the French Vexin in 1087, was fatally injured in a riding accident and died at Rouen, directing that his son Robert should succeed him in Normandy and his son William (William II) in England. <http://middle-ages.org.uk/william-the-conqueror.htm>

Unit 7. The Renaissance

Six Wives of Henry VIII

Henry VIII (1491 – 1547) was King of England from 21 April 1509 until his death. He was Lord, and later King, of Ireland, as well as continuing the nominal claim by the English monarchs to the Kingdom of France. Henry was the second monarch of the House of Tudor, succeeding his father, Henry VII. Besides his six marriages, Henry VIII is known for his role in the separation of the Church of England from the Roman Catholic Church. The fates of the wives can be remembered as "Divorced, beheaded, died; divorced, beheaded, survived."

King Henry the Eighth in his youth was much like William Shakespeare's description of King Henry V — he was much more interested in arms and armor, swordplay, jousting, hunting, and women than in kingship. He wrote love poems and composed songs such as "Pastime with Good Company." Throughout his life, he also loved regal fashion — after all, what was royalty if one could not dress like a royal. There still remains an elaborate suit of armor worn by King Henry VIII at the Tower of London Museum. However, the British Isles had to have a ruler serious about the business of the commonwealth, and one of those concerns was taking a wife and begetting an heir to the throne of England. It was not long since the Wars of the Roses, and succession had to be secured.

Henry VIII's first wife, *Queen Catharine of Aragon*, who had been contracted to Henry's brother Arthur before his death, gave him a daughter, who was to become Queen Mary I, also known as Bloody Mary, for the number of Protestant executions in her reign. While married to Catharine, the King fell in love with Anne Boleyn to the point of obsession, which resulted in his desire to obtain a divorce. The Pope and the Catholic Church would not grant it, which resulted in King Henry VIII breaking from the Church of Rome — in one swoop England became a protestant country; it is due to this one factor that the Anglican church, or Church of England, exists.

Henry VIII's second wife, *Queen Anne Boleyn*, gave birth to a daughter, who would later become Queen Elizabeth I, arguably the strongest and most successful monarch, King or Queen, in the history of Britain. The King still desired a male heir, a crown prince, and Anne Boleyn's contrary nature was wearing on the King. Anne Boleyn also had enemies at court, who helped bring about her downfall; accused of adultery and plotting to kill the king, and thus treason, there was no way for Anne to go, but to the headsman's block. The King had already begun to court one of the ladies of the court, Jane Seymour, whom he married shortly after.

Henry VIII's third wife, *Queen Jane Seymour* succeeded in giving birth to an heir to the crown — Prince Edward, who later succeeded his father to the English throne as King Edward VI. Unfortunately, the Queen died a few days after childbirth from an infection. The King's advisors, mainly Thomas Cromwell, suggested a match for him with Anne of Cleves, but it appears Holbein's portrait of *Anne* was more flattering than the reality. Anne became Henry VIII's fourth wife, but the King was not attracted to her (and there are stories that one of the reasons was her pervasive body odour), and the marriage quickly resulted in divorce. Anne stayed in England, however, and remained in good relations with the King and all three of his children, as well as with his future queens.

King Henry VIII's fifth wife was *Catherine Howard*. An attractive young lady, she had been pushed into the marriage by her own ambition, as well as the pressure of her powerful family. King Henry VIII, however, was no longer a young man; he had become corpulent, and an old wound in his leg had never healed but remained an oozing sore — hardly the romantic ideal for a young

woman. Further, the King had become irascible; long gone were the days of courtly love, when he wrote love letters to Anne Boleyn. Catherine soon started fooling around with young courtiers, and was eventually caught: chopping block for her.

King Henry VIII's sixth and last wife was *Queen Katherine Parr*. A well-educated lady, an excellent writer with a keen intelligence and solid moral fiber, Katherine Parr was the Queen to outlast the intrigues of court, the bad temper of the King, and the general rigors of court life. She was a sweet-tempered, kind person, and the children of King Henry VIII loved her.

When King Henry VIII died, he was succeeded by his son, King Edward VI, the boy king. King Edward did not live very long, however, and was succeeded by Queen Mary I. Queen Mary, who was Catholic like her mother, married Philip II of Spain, a Catholic, and the English were in uproar. There were many plots and conspiracies on her life, and she grew very suspicious of her subjects — even of her sister, Elizabeth. The Wyatt rebellion, headed by Sir Thomas Wyatt the younger, son of the Poet Sir Thomas Wyatt, in particular seemed to suggest Elizabeth's involvement in a conspiracy. Lady Elizabeth was taken to the Tower of London, from where she wrote many letters to her sister, Queen Mary, declaring her innocence. Mary finally believed her, and while Wyatt suffered a traitor's death, Elizabeth was freed.

A few years later Queen Mary died and Elizabeth succeeded her on the throne as Queen Elizabeth I, The Virgin Queen, Gloriana, under whose reign the English Renaissance came to full bloom, and the arts and literature, especially poetry and theatre, flourished. It was in Queen Elizabeth's reign, the Elizabethan era that English literature gained its shining stars: Christopher Marlowe and William Shakespeare. Early Modern literature would likely never have reached the heights it did, had it not been for Queen Elizabeth. <http://www.luminarium.org/renlit/sixwives.htm>

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, and even horn.

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 better.

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, 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.

<http://www.mce.k12tn.net/renaissance/inventions.htm>

Unit 8. The American War of Independence

Saratoga and Philadelphia campaigns

Saratoga and Philadelphia. When the British began planning the operations for 1777, they had two main armies in North America namely the Carleton's army in Quebec and the Howe's army in New York. In London, Lord George Germain approved campaigns for these armies due to miscommunication, poor planning, and rivalries between commanders. However, the campaigns did not work in conjunction. Though Howe had successfully captured the Philadelphia, the northern army was lost in a disastrous surrender in Saratoga. After the 1777 campaign, both the armies of Carleton and Howe have resigned.

Saratoga campaign. The first among of the 1777 campaigns was a journey from Quebec and led by General John Burgoyne. The goal was to capture the Lake Champlain and Hudson River corridor as it effectively isolates the New England from the rest of the American colonies. The invasion of Burgoyne had two components. The first component is that he would lead about 10,000 men along Lake Champlain towards Albany, New York and the second component is to build a column of about 2,000 men that will be led by Barry St. Leger and would move down the Mohawk River valley and link up with Burgoyne in Albany, New York.

Joseph Brant, leader of Mohawk had led both the Native Americans and the white Loyalists in battle. Burgoyne had activated in June and recaptured Fort Ticonderoga in early July. Thereafter, his march was slowed by the Americans who literally knocked down trees in his path. A detachment was sent out to catch supplies but was decisively defeated in the Battle of Bennington by the American militia in August. It had deprived Burgoyne of almost 1,000 men.

Meanwhile, St. Leger's half of the force of Native Americans led by Sayenqueraghta had laid siege to Fort Stanwix. American militiamen as well as their Native American allies marched to relieve the siege but were ambushed and scattered in the Battle of Oriskany. As the second relief expedition approached, St. Leger's Indian support abandoned him, forcing him to break off the siege and moved back to Quebec. This time the expedition was led by Benedict Arnold

The army of Burgoyne had been decreased to about 6,000 men due to the loss in Bennington and the need to garrison Ticonderoga. In addition he was running short on supplies. Despite these reversals, he determined to push towards Albany. An American army of 8,000 men, under the command of General Horatio Gates, had implanted about 10 miles south of Saratoga, New York. Burgoyne tried to outflank the Americans but was hampered at the first battle of Saratoga in September. Burgoyne's situation was desperate, but he now seeks help from Howe's army in New York City. However, no help came along the way; instead the army of Howe had sailed away on his expedition to capture Philadelphia. American militiamen flocked to Gates' army, increasing his force up to 11,000 by the beginning of October. After being badly beaten in the second battle of Saratoga, Burgoyne was able to surrender on October 17.

Saratoga had been the turning point of the war. The revolutionary confidence and determination that suffered from the Howe's successful occupation in Philadelphia had been renewed. More importantly, the victory had encouraged France to make an open alliance with the Americans. It happened after two years of semi-secret support. For the British, the war had now become much more complicated.

Philadelphia campaign. Upon securing New York City in 1776, General Howe concentrated on capturing Philadelphia, which is the seat of the Revolutionary government in 1777. He moved slowly with landing 15,000 troops in late August at the northern end of the Chesapeake Bay. Washington positioned his 11,000 men between Howe and Philadelphia but was driven back at the Battle of Brandywine on September 11, 1777. Once again, the Continental Congress abandoned Philadelphia. On September 26, Howe finally outmaneuvered Washington and marched towards the city unopposed. Washington unsuccessfully attacked the British camp nearby Germantown in early October and then retreated to watch and wait.

After repulsing a British attack in White Marsh, Washington and his army encamped at Valley Forge in December 1777. The Valley Forge is about 20 miles or 32 kilometers from

Philadelphia. It is where they stayed for the next six months. Over the winter, 2,500 men out of the original 10,000 men had died from disease and exposure. The following spring, the army emerged from Valley Forge in good order. The emergence is owed to the training program that is supervised by Baron von Steuben who introduced the most modern Prussian methods of organization and tactics.

General Clinton had replaced Howe as the British commander-in-chief. French entry into the war had changed British strategies. Clinton abandoned Philadelphia in order to reinforce New York City, which is now vulnerable to French nautical power. Washington shadowed Clinton on his withdrawal and forced a strategic victory in the battle of Monmouth on June 28, 1778. It was the last major battle in the north. Eventually, Clinton's army went to New York City in July, arriving just before a French fleet under Admiral d'Estaing that had arrived off the American coast. Washington's army returned to White Plains, New York, which is north of the city. Although both armies were back where they had been two years earlier, the nature of the war had now changed.

<http://www.americanrevolutionarywar.net/>

George Washington (1732-1799)

George Washington 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.

<http://www.answers.com/topic/george-washington>

Unit 9. The French Revolution

Economic Conditions

While Britain's colonies were working toward becoming the United States of America, France was suffering from economic crisis and on its way to its own revolution -- a revolution that would use some of the same language used by British liberals and the American revolutionists. In fact, changes in Britain, and the reading of Newton and Locke had been pushing numerous French into believing that their kingdom's old monarchical system could be and should be reformed.

Between 1715 and 1771, French commerce had increased almost eight-fold. France was second only to Great Britain in trade. It was exporting sugar, coffee and indigo that had been developed in its Caribbean colonies. Transportation was improving. In the 1780s, for example, the 600 miles between Paris and Toulouse was only an eight-day journey, rather than the fifteen days it had taken in the 1760s. But the advance in commerce did not produce well-being for the common people. The population of France had grown to between 24 and 26 million -- up from 19 million in 1700, without a concomitant growth in food production. Farmers around Paris consumed over 80 percent of what they grew, so if a harvest fell by around 10 percent, which was common, people went hungry. There was insufficient government planning and storage of grain for emergency shortages. Agriculture was three-quarters of the economy but it was backward compared to the agricultures of Britain and the United Netherlands, and it was still burdened by feudalistic arrangements. People suffered too with a decline in the 1780s in France's textile industry. The importation of British textiles, cheaper and of better quality than French textiles, created unemployment among France's spinners and weavers.

The city of Paris had a population of roughly 650,000, many of them getting by without regular jobs. Alongside the unemployed textile workers were people who sold second-hand goods or worked at odd jobs such as carrying water. They too were hurt by the rise of hard times. Paris had many who stayed alive by petty thievery or prostitution -- sometimes both. People were being buried everyday without ceremony in pauper's graves. And many of the living were hungry, in Paris and in other French cities.

France's government was in financial crisis. For years, royal ministers believed that more revenues were needed if France were to maintain its position in international affairs and take care of domestic affairs. Originally the kings of France paid the costs of rule from wealth produced on their own domains -- helped in emergencies from an assembly of people who granted the royal treasury tax revenues. But emergencies were now perpetual. During the Seven Years' War and during France's help for the American Revolution, the monarchy had fallen deeper in debt. The government was taxing common people regularly and paying half of its revenues to cover debts owed to aristocrats and other lenders. Louis XVI considered extending taxation to France's two privileged orders: the nobility and the Catholic Church. With this in mind, and for other reforms

(such as the elimination of internal tariff barriers) the king's government, in February 1787, convened a consultative body of nobles and clergy called the Assembly of Notables. The nobles and clergy remained opposed to paying taxes, and, in May, the Assembly of Notables was dismissed. Plans were then laid to convene a larger consultative body, the Estates General, consisting of members of the Church (the First Estate), the nobility (the Second Estate) and all others (the Third Estate). Plans for the first meeting of the Estates General since 1614 were made for early 1789.

In July, 1788, a hailstorm destroyed crops. France had its worst harvest in forty years, and the winter of 1788-89 was severe. Getting no relief from their hunger, people rioted. The economy declined further. In Paris, construction workers were joining the ranks of the unemployed. People were being evicted from their rented homes. With bread more scarce, its price rose. People had been in the habit of eating mainly bread, and it now took most of the wages of those still working to obtain it. The Church was handing out bread and milk, and the king's economic minister, Jacques Necker, was doing what he could. He forbade the export of grain and launched a program to import food. This was with little success. Food was in short supply in Europe in general and frozen rivers and canals were hampering transport. <http://www.fsmitha.com/h3/h33-fr.html>

Louis XVI (France) (1754–1793)

Louis XVI, 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 (1783-87) 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 Oct., 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 (Dec.-Jan.) 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.

<http://www.answers.com/topic/louis-xvi-of-france>

Maximilian Robespierre (1758-1794)

Maximilien François Marie Isidore de Robespierre is one of the best-known and most influential figures of the French Revolution. He largely dominated the Committee of Public Safety and was instrumental in the period of the Revolution commonly known as the Reign of Terror, which ended with his arrest and execution in 1794.

Early Life. A poor youth, he was enabled to study law in Paris through a scholarship. He won admiration for his abilities, but his austerity and dedication isolated him from easy companionship. Returning to his native Arras, he practiced law and gained some reputation. He soon came under the influence of Jean Jacques Rousseau's theories of democracy and deism, and Robespierre's emphasis on virtue-which in his mind meant civic morality-later earned him the epithet "the Incorruptible."

Robespierre was elected to the States-General of 1789, and his influence in the Jacobin Club grew steadily until he became its leader. In the National Constituent Assembly (June, 1789-Sept., 1791), he unsuccessfully championed democratic elections and successfully backed the law that made members of the Constituent Assembly ineligible to sit in the Legislative Assembly, which succeeded it.

In the spring of 1792 Robespierre opposed the war proposals of the Girondists, and his opposition made him lose popularity. This was only temporary, however, and he was elected to the insurrectionary Commune of Paris set up on Aug. 10, 1792. As a deputy from Paris in the National Convention, he played an important part in the struggle for power between the Girondists and the Mountain, as the Jacobins in the assembly were known. He demanded the execution of the king and was instrumental in finally purging (May-June, 1793) the Girondists.

Reign of Terror. On July 27, 1793, Robespierre was elected to the Committee of Public Safety, where his power and prestige grew. The dangers of foreign invasion and the urgent need to maintain order and unity led the committee to inaugurate the Reign of Terror. Although it was a collective effort, the name of Robespierre is always associated with it because of his prominence on the committee. Robespierre opposed both the extreme left, under Jacques Hébert, and the moderates, led by Georges Danton and Camille Desmoulins. Each group was in turn arrested and guillotined (Mar.-Apr., 1794). By this time, however, Robespierre's position was becoming precarious; he was faced by divisions within the Committee of Public Safety and by opposition from the Plain in the Convention. The establishment of a new civic religion, partly to combat the atheism of the Hébertists, also provoked criticism.

The Terror Ends. The law of 22 Prairial (June 10) gave the Revolutionary Tribunal greater powers just when military successes convinced the moderates in the Convention that emergency measures were no longer necessary. In answer to a speech by Robespierre that seemed to threaten further purges, former terrorists and ultrarevolutionaries joined the Plain in a dramatic rising within the Convention on 9 Thermidor (July 27, 1794). Robespierre was placed under arrest and was

summarily tried and guillotined the next morning (July 28). Robespierre's character and influence have been the subject of great controversy. However, his integrity and devoted republicanism are beyond debate.

<http://www.answers.com/topic/maximilien-robespierre>

Unit 10. The Victorian Age

Queen Victoria

Victoria was the daughter of Edward, the Duke of Kent and Princess Victoria of Saxe-Coburg. She was born in Kensington Palace in London on May 24th, 1819.

Edward died when Victoria was but eight months old, upon which her mother enacted a strict regimen that shunned the courts of Victoria's uncles, George IV and William IV.

In 1837 Queen Victoria took the throne after the death of her uncle William IV. Due to her secluded childhood, she displayed a personality marked by strong prejudices and a willful stubbornness.

Barely eighteen, she refused any further influence from her domineering mother and ruled in her own stead. Popular respect for the Crown was at a low point at her coronation, but the modest and straightforward young Queen won the hearts of her subjects. She wished to be informed of political matters, although she had no direct input in policy decisions. The Reform Act of 1832 had set the standard of legislative authority residing in the House of Lords, with executive authority resting within a cabinet formed of members of the House of Commons; the monarch was essentially removed from the loop. She respected and worked well with Lord Melbourne (Prime Minister in the early years of her reign) and England grew both socially and economically.

On Feb 10th, 1840, only three years after taking the throne, Victoria took her first vow and married her cousin, Prince Albert of Saxe-Coburg-Gotha. Their relationship was one of great love and admiration. Together they bore nine children - four sons and five daughters: Victoria, Bertie, Alice, Alfred, Helena, Louise, Arthur, Leopold, and Beatrice.

Prince Albert replaced Melbourne as the dominant male influence in Victoria's life. She was thoroughly devoted to him, and completely submitted to his will. Victoria did nothing without her husband's approval. Albert assisted in her royal duties. He introduced a strict decorum in court and made a point of straitlaced behavior. Albert also gave a more conservative tinge to Victoria's politics. If Victoria was to insistently interject her opinions and make her views felt in the cabinet, it was only because of Albert's teachings of hard work.

The general public, however, was not enamored with the German prince; he was excluded from holding any official political position, was never granted a title of peerage and was named Prince Consort only after seventeen years of marriage.. His interests in art, science, and industry spurred him to organize the Crystal Palace Exhibition in 1851, a highly profitable industrial convention. He used the proceeds, some J186,000, to purchase lands in Kensington for the establishment of several cultural and industrial museums.

Reflecting back into her childhood, Victoria was always prone to self pity. On Dec. 14th 1861 Albert died from typhoid fever at Windsor Castle. Victoria remained in self-imposed seclusion for ten years. This genuine, but obsessive mourning kept her occupied for the rest of her life and played an important role in the evolution of what would become the Victorian mentality.

Her popularity was at its lowest by 1870, but it steadily increased thereafter until her death. In 1876 she was crowned Empress of India by Disraeli. In 1887 Victoria's Golden Jubilee was a grand national celebration of her 50th year as Queen. The Golden Jubilee brought her out of her shell, and she once again embraced public life. She toured English possessions and even visited France (the first English monarch to do so since the coronation of Henry VI in 1431).

Victoria's long reign witnessed an evolution in English politics and the expansion of the British Empire, as well as political and social reforms on the continent. France had known two dynasties and embraced Republicanism, Spain had seen three monarchs and both Italy and Germany had united their separate principalities into national coalitions. Even in her dotage, she maintained a youthful energy and optimism that infected the English population as a whole.

The national pride connected with the name of Victoria - the term Victorian England, for example, stemmed from the Queen's ethics and personal tastes, which generally reflected those of the middle class. <http://www.spartacus.schoolnet.co.uk/PRvictoria.htm>

The Victorian Age – entertainment, technology and engineering

Popular forms of entertainment varied by social class. Victorian Britain, like the periods before it, was interested in literature, theatre and the arts, and music, drama, and opera were widely attended. Michael Balfe was the most popular British grand opera composer of the period, while the most popular musical theatre was a series of fourteen comic operas by Gilbert and Sullivan, although there was also musical burlesque and the beginning of Edwardian musical comedy in the 1890s. Drama ranged from low comedy to Shakespeare. There were, however, other forms of entertainment. Gentlemen went to dining clubs, like the Beefsteak club or the Savage club. Gambling at cards in establishments popularly called casinos was wildly popular during the period: so much so that evangelical and reform movements specifically targeted such establishments in their efforts to stop gambling, drinking, and prostitution.

Brass bands and 'The Bandstand' became popular in the Victorian era. The band stand was a simple construction that not only created an ornamental focal point, but also served acoustic requirements whilst providing shelter from the changeable British weather. It was common to hear the sound of a brass band whilst strolling through parklands. At this time musical recording was still very much a novelty.

The Victorian era marked the golden age of the British circus. Astley's Amphitheatre in Lambeth, London, featuring equestrian acts in a 42-foot wide circus ring, was the epicenter of the 19th Century circus. The permanent structure sustained three fires but as an institution lasted a full century, with Andrew Ducrow and William Batty managing the theatre in the middle part of the century. William Batty would also build his own 14,000-person arena, known commonly as Batty's Hippodrome, in Kensington Gardens and draw crowds from the Crystal Palace Exhibition. Traveling circuses, like Pablo Fanque's, dominated the British provinces, Scotland, and Ireland. Fanque also stands out as a black man who achieved great success and enjoyed great admiration among the British public only a few decades after Britain had abolished slavery.

Another form of entertainment involved 'spectacles' where paranormal events, such as mesmerism, communication with the dead, ghost conjuring and the like, were carried out to the delight of crowds and participants. Such activities were more popular at this time than in other periods of recent Western history.

Natural history became increasingly an "amateur" activity. Particularly in Britain and the United States, this grew into specialist hobbies such as the study of birds, butterflies, seashells, beetles and wildflowers. Amateur collectors and natural history entrepreneurs played an important role in building the large natural history collections of the nineteenth and early twentieth centuries.

Many people used the train services to visit the seaside, helped by the Bank Holiday Act of 1871, which created a number of fixed holidays which all sectors of society could enjoy. Large numbers travelling to quiet fishing villages such as Worthing, Brighton, Morecambe and Scarborough began turning them into major tourist centres, and people like Thomas Cook saw tourism and even overseas travel as viable businesses.

An important development during the Victorian era was the improvement 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. Trains became another important factor ordering society, with "railway time" being the standard by which clocks were set throughout Britain. Steam ships such as the SS Great Britain and SS Great Western 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 such as corn from the United States and meat from Australia. One more important innovation in communications was the Penny Black, the first postage stamp, which standardized postage to a flat price regardless of distance sent.

Even later communication methods such as cinema, 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 1900, hand-held cameras were available.

Similar sanitation reforms, prompted by the Public Health Acts 1848 and 1869, were made in the crowded, dirty streets of the existing cities, and soap 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 sewers 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 network 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 technology. The model town of Saltaire was founded, along with others, as a planned environment with good sanitation and many civic, educational and recreational facilities, although it lacked a pub, which was regarded as a focus of dissent. 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 natural history. 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.

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 the streets. 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.

http://en.wikipedia.org/wiki/Victorian_era

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 Lichtenfelde. 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.

<http://www.firstworldwar.com/bio/richthofen.htm>

Naval warfare of World War I

At the start of the war, the German Empire had cruisers scattered across the globe, some of which were subsequently used to attack Allied merchant shipping. The British Royal Navy systematically hunted them down, though not without some embarrassment from its inability to protect Allied shipping. For example, the German detached light cruiser SMS Emden, part of the East-Asia squadron stationed at Tsingtao, seized or destroyed 15 merchantmen, as well as sinking a Russian cruiser and a French destroyer. However, most of the German East-Asia squadron—consisting of the armoured cruisers Scharnhorst and Gneisenau, light cruisers Nürnberg and Leipzig and two transport ships—did not have orders to raid shipping and was instead underway to Germany when it met British warships. The German flotilla and Dresden sank two armoured cruisers at the Battle of Coronel, but was almost destroyed at the Battle of the Falkland Islands in December 1914, with only Dresden and a few auxiliaries escaping, but at the Battle of Más a Tierra these too were destroyed or interned.

Soon after the outbreak of hostilities, Britain began a naval blockade of Germany. The strategy proved effective, cutting off vital military and civilian supplies, although this blockade violated accepted international law codified by several international agreements of the past two centuries. Britain mined international waters to prevent any ships from entering entire sections of ocean, causing danger to even neutral ships. Since there was limited response to this tactic, Germany expected a similar response to its unrestricted submarine warfare.

The 1916 Battle of Jutland developed into the largest naval battle of the war, the only full-scale clash of battleships during the war, and one of the largest in history. It took place on 31 May – 1 June 1916, in the North Sea off Jutland. The Kaiserliche Marine's High Seas Fleet, commanded by Vice Admiral Reinhard Scheer, squared off against the Royal Navy's Grand Fleet, led by Admiral Sir John Jellicoe. The engagement was a stand off, as the Germans, outmanoeuvred by the larger British fleet, managed to escape and inflicted more damage to the British fleet than they received. Strategically, however, the British asserted their control of the sea, and the bulk of the German surface fleet remained confined to port for the duration of the war.

German U-boats attempted to cut the supply lines between North America and Britain. The nature of submarine warfare meant that attacks often came without warning, giving the crews of the merchant ships little hope of survival. The United States launched a protest, and Germany changed its rules of engagement. After the notorious sinking of the passenger ship RMS Lusitania in 1915, Germany promised not to target passenger liners, while Britain armed its merchant ships, placing them beyond the protection of the "cruiser rules" which demanded warning and placing crews in "a place of safety" (a standard which lifeboats did not meet). Finally, in early 1917 Germany adopted a policy of unrestricted submarine warfare, realizing the Americans would eventually enter the war. Germany sought to strangle Allied sea lanes before the U.S. could transport a large army overseas, but could maintain only five long-range U-boats on station, to limited effect.

The U-boat threat lessened in 1917, when merchant ships began travelling in convoys, escorted by destroyers. This tactic made it difficult for U-boats to find targets, which significantly lessened losses; after the hydrophone and depth charges were introduced, accompanying destroyers might attack a submerged submarine with some hope of success. Convoys slowed the flow of supplies, since ships had to wait as convoys were assembled. The solution to the delays was an extensive program to build new freighters. Troopships were too fast for the submarines and did not travel the North Atlantic in convoys. The U-boats had sunk more than 5,000 Allied ships, at a cost of 199 submarines. World War I also saw the first use of aircraft carriers in combat, with HMS

Furious launching Sopwith Camels in a successful raid against the Zeppelin hangars at Tondern in July 1918, as well as blimps for antisubmarine patrol. http://en.wikipedia.org/wiki/World_War_I

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 1 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.

http://en.wikipedia.org/wiki/Weapons_of_World_War_I

Unit 12. The Second World War

The Battle of Stalingrad

The Battle of Stalingrad 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:

<i>German Army</i>	<i>Russian Army</i>
<i>Led by Paulus</i>	<i>Led by Zhukov</i>
<i>1,011,500 men</i>	<i>1,000,500 men</i>
<i>10, 290 artillery guns</i>	<i>13,541 artillery guns</i>
<i>675 tanks</i>	<i>894 tanks</i>
<i>1,216 planes</i>	<i>1,115 planes</i>

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.

http://www.historylearningsite.co.uk/battle_of_stalingrad.htm

Georgy Zhukov

Zhukov was the most successful Russian general in World War Two. Zhukov effectively lead the attack on Berlin in April/May 1945 and throughout the whole Russian campaign was known as the 'man who did not lose a battle'. Zhukov was born in 1896 and he served as an officer in the Russian Imperial Army during World War One. After the Bolshevik victory in November 1917, Zhukov joined the communist Red Army. He served as a cavalry commander during the Russian Civil War.

After the Civil War had ended in Russia and relative calm had descended on the nation, Zhukov studied the use of armoured warfare in battle. He had seen for himself, the cost in human lives of outmoded warfare and he developed his own ideas on how armoured vehicles could be used in combat. His knowledge and skill clearly impressed Joseph Stalin who had used the Purges to rid himself of many senior Red Army officers. In 1940, Zhukov was appointed chief of staff by Stalin. Zhukov knew that failure would not be tolerated by Stalin - neither would be getting on the wrong side of the leader.

Operation Barbarossa cruelly exposed the Russian Army for what it was at that time. The Germans surged on to Stalingrad in the south, got into the suburbs of Moscow and besieged Leningrad in the north. Zhukov's first great test was to save Moscow which he did. He then used his expertise to destroy the German Army at Stalingrad which lead to Field Marshall von Paulus surrendering his forces. From this surrender, the German forces would only be retreating back to Germany such was the devastating nature of this defeat. For the advance into occupied Eastern Europe, Zhukov used to his advantage the new T-34; a weapon that set new standards for tank design.

The victory of the Russians at Kursk gave them a huge advantage over the Germans in terms of armoured warfare. Zhukov was given the credit for the victory of the Russian forces over the Nazis in the Battle for Berlin. Though a victory in military terms, the Russians had taken very many casualties in this battle. However, this victory sealed for Zhukov the title of the 'man who never lost a battle'. In the aftermath of this victory, Zhukov, now a marshal in the army, headed the Russian occupation force. However, his success and fame was his undoing. Stalin could never tolerate someone in Russia being more famous than he was - or even threatening that fame. In 1946, Zhukov was demoted by Stalin to a regional post in Russia and he was sidelined.

When Stalin died in 1953, Zhukov regained the prestige his career merited. In 1955, he was appointed First Deputy Minister of Defense. In 1957, he was promoted to the Executive Committee of the Communist Party. However, he was sacked from both positions in 1957 when he was accused of putting the military before the party. From 1965 to 1968, Zhukov wrote articles for Russian periodicals but their content would have been heavily censored by the government. Other than that, the man who effectively lead the Russian military during World War Two, lead a quiet life in retirement. G. Zhukov died in 1974 aged 78. **http://www.historylearningsite/georgy_zhukov**

The Nazi Connection with Shambhala and Tibet

a) The Myths of Thule and Vril

The first element of Nazi occult beliefs was in the mythic land of Hyperborea-Thule. Just as Plato had cited the Egyptian legend of the sunken island of Atlantis, Herodotus mentioned the Egyptian legend of the continent of Hyperborea in the far north. When ice destroyed this ancient land, its people migrated south. Writing in 1679, the Swedish author Olaf Rudbeck identified the Atlanteans with the Hyperboreans and located the latter at the North Pole. According to several accounts, Hyperborea split into the islands of Thule and Ultima Thule, which some people identified with Iceland and Greenland.

The second ingredient was the idea of a hollow earth. At the end of the seventeenth century, the British astronomer Sir Edmund Halley first suggested that the earth was hollow, consisting of four concentric spheres. The hollow earth theory fired many people's imaginations, especially with the publication in 1864 of French novelist Jules Verne's *Voyage to the Center of the Earth*.

Soon, the concept of Vril appeared. In 1871, British novelist Edward Bulwer-Lytton, in *The Coming Race*, described a superior race, the Vril-ya, who lived beneath the earth and planned to conquer the world with Vril, a psychokinetic energy. The French author Louis Jacolliot furthered the myth in "The Sons of God" (1873) and *Les "The Indo-European Traditions"* (1876). In these books, he linked Vril with the subterranean people of Thule. The Thuleans will harness the power of Vril to become supermen and rule the world.

The German philosopher Friedrich Nietzsche (1844-1900) also emphasized the concept of the superman and began his work, "The Antichrist" (1888) with the line, "Let us see ourselves for what we are. We are Hyperboreans. We know well enough how we are living off that track." Although Nietzsche never mentioned Vril, yet in his posthumously published collection of aphorisms, "The Will to Power", he emphasized the role of an internal force for superhuman development. He wrote that "the herd," meaning common persons, strives for security within itself through creating morality and rules, whereas the supermen have an internal vital force that drives them to go beyond the herd. That force necessitates and drives them to lie to the herd in order to remain independent and free from the "herd mentality."

In "The Arctic Home of the Vedas" (1903), the early advocate of Indian freedom, Bal Gangadhar Tilak, added a further touch by identifying the southern migration of the Thuleans with the origin of the Aryan race. Thus, many Germans in the early twentieth century believed that they were the descendants of the Aryans who had migrated south from Hyperborea-Thule and who were destined to become the master race of supermen through the power of vril. Hitler was among them.

b) The Thule Society and the Founding of the Nazi Party

Felix Niedner, the German translator of the "Old Norse Eddas", founded the Thule Society in 1910. In 1918, Rudolf Freiherr von Sebottendorf established its Munich branch. Sebottendorf had previously lived for several years in Istanbul where, in 1910, he had formed a secret society that combined esoteric Sufism and Freemasonry. It believed in the creed of the assassins, deriving from the Nazari sect of Ismaili Islam, which had flourished during the Crusades. While in Istanbul, Sebottendorf was also undoubtedly familiar with the pan-Turanian movement of the Young Turks, started in 1908, which was largely behind the Armenian genocide of 1915-1916. Turkey and Germany were allies during the First World War. Back in Germany, Sebottendorf had also been a member of the Order of Teutons, founded in 1912 as a right-wing society with a secret anti-Semitic Lodge. Through these channels, assassination, genocide, and anti-Semitism became parts of the Thule Society's creed. Anti-Communism was added after the Bavarian Communist Revolution later in 1918, when the Munich Thule Society became the center of the counterrevolutionary movement.

In 1919, the Society spawned the German Workers Party. Starting later that year, Dietrich Eckart, a member of the inner circle of the Thule Society, initiated Hitler into the Society and began to train him in its methods for harnessing Vril to create a race of Aryan supermen. Hitler had been mystic-minded from his youth, when he had studied the Occult and Theosophy in Vienna. Later,

Hitler dedicated “Mein Kampf” to Eckart. In 1920, Hitler became the head of the German Workers Party, now renamed the National Socialist German Worker (Nazi) Party.

c) Haushofer, the Vril Society, and Geopolitics

Another major influence on Hitler’s thinking was Karl Haushofer (1869-1946), a German military advisor to the Japanese after the Russo-Japanese War of 1904-1905. Because he was extremely impressed with Japanese culture, many believe that he was responsible for the later German-Japanese alliance. He was also highly interested in Indian and Tibetan culture, learned Sanskrit, and claimed that he had visited Tibet.

After serving as a general in the First World War, Haushofer founded the Vril Society in Berlin in 1918. It shared the same basic beliefs as the Thule Society and some say that it was its inner circle. The Society sought contact with supernatural beings beneath the earth to gain from them the powers of Vril. It also asserted a Central Asian origin of the Aryan race. Haushofer developed the doctrine of Geopolitics and, in the early 1920s, became the director of the Institute for Geopolitics at Ludwig-Maximilians University in Munich. Geopolitics advocated conquering territory to gain more living space as a means of acquiring power.

Rudolf Hess was one of Haushofer’s closest students and introduced him to Hitler in 1923, while Hitler was in prison for his failed Putsch. Subsequently, Haushofer often visited the future Führer, teaching him Geopolitics in association with the ideas of the Thule and Vril Societies. Thus, when Hitler became chancellor in 1933, he adopted Geopolitics as his policy for the Aryan race to conquer Eastern Europe, Russia, and Central Asia. The key to success would be finding the forefathers of the Aryan race in Central Asia, the guardians of the secrets of Vril.

d) The Swastika

The swastika is an ancient Indian symbol of immutable good luck. “Swastika” is an Anglicization of the Sanskrit word svastika, which means well-being or good luck. Used by Hindus, Buddhists, and Jains for thousands of years, it became widespread in Tibet as well.

The swastika has also appeared in most other ancient cultures of the world. For example, the counterclockwise variant of it, adopted by the Nazis, is also the letter “G” in the medieval Northern European Runic Script. The Freemasons took the letter as an important symbol, since “G” could stand for God, the Great Architect of the Universe, or Geometry.

The swastika is also a traditional symbol of the Old Norse God of Thunder and Might (Scandinavian Thor, German Donner, Baltic Perkunas). Because of this association with the God of Thunder, the Latvians and Finnish both took the swastika as the insignia for their air forces when they gained independence after the First World War.

In the late nineteenth century, Guido von List adopted the swastika as an emblem for the Neo-Pagan movement in Germany. The Germans did not use the Sanskrit word swastika, however, but called it instead “Hakenkreutz,” meaning “hooked cross.” It would defeat and replace the cross, just as Neo-

e) Nazi Suppression of Rival Occult Groups

During the first half of the 1920s, a violent rivalry took place among the Occult Societies and Secret Lodges in Germany. In 1925, for example, Rudolf Steiner, the founder of the Anthroposophical movement, was found murdered. Many suspected that the Thule Society had ordered his assassination. In later years, Hitler continued the persecution of Anthroposophists, Theosophists, Freemasons, and Rosicrucians. Various scholars ascribe this policy to Hitler’s wish to eliminate any occult rivals to his rule.

Influenced by Nietzsche’s writings and Thule Society creeds, Hitler believed that Christianity was a defective religion, infected by its roots in Jewish thinking. He viewed its teachings of forgiveness, the triumph of the weak, and self-abnegation as anti-evolutionary and saw himself as a messiah replacing God and Christ. Steiner had used the image of the Antichrist and Lucifer as future spiritual leaders who would regenerate Christianity in a new pure form. Hitler went much further. He saw himself as ridding the world of a degenerate system and bringing about

a new step in evolution with the Aryan master race. He could tolerate no rival Antichrists, either now or in the future. He was tolerant, however, of Buddhism.

In 1924, Paul Dahlke founded “The House for Buddhists” in Frohnau, Berlin. It was open to members of all Buddhist traditions, but primarily catered to the Theravada and Japanese forms, since they were the most widely known in the West at that time. In 1933, it hosted the First European Buddhist Congress. The Nazis allowed the House for Buddhists to remain open throughout the war, but tightly controlled it. As some members knew Chinese and Japanese, they acted as translators for the government in return for tolerance of Buddhism.

Although the Nazi regime closed “The Buddhist Society” in Berlin, which had been active from 1936, and briefly arrested its founder Martin Steinke in 1941, they generally did not persecute Buddhists. After his release, Steinke and several others continued to lecture on Buddhism in Berlin. There is no evidence, however, that teachers of Tibetan Buddhism were ever present in the Third Reich.

The Nazi policy of tolerance for Buddhism does not prove any influence of Buddhist teachings on Hitler or Nazi ideology. A more probable explanation is Germany’s wish not to damage relations with its Buddhist ally, Japan.

f) The Ahnenerbe

Under the influence of Haushofer, Hitler authorized Frederick Hielscher, in 1935, to establish the Ahnenerbe (Bureau for the Study of Ancestral Heritage), with Colonel Wolfram von Sievers as its head. Among other functions, Hitler charged it with researching Germanic runes and the origins of the swastika, and locating the source of the Aryan race. Tibet was the most promising candidate.

Alexander Csoma de Körös (1784-1842) was a Hungarian scholar obsessed with the quest to find the origins of the Hungarian people. Based on the linguistic affinities between Hungarian and the Turkic languages, he felt that the origins of the Hungarian people were in “the land of the Yugurs” in East Turkistan. He believed that if he could reach Lhasa, he would find there the keys for locating his homeland.

Hungarian, Finnish, the Turkic languages, Mongolian, and Manchu belong to the Ural-Altai family of languages, also known as the Turanian family, after the Persian word Turan for Turkistan. From 1909, the Turks had a pan-Turanian movement spearheaded by a society known as the Young Turks. The Hungarian Turanian Society soon followed in 1910 and the Turanian Alliance of Hungary in 1920. Some scholars believe that the Japanese and Korean languages also belong to the Turanian family. Thus, the Turanian National Alliance was founded in Japan in 1921 and the Japanese Turanian Society in the early 1930s. Haushofer was undoubtedly aware of these movements, which sought the origins of the Turanian race in Central Asia. It fit in well with the Thule Society’s search for the origins of the Aryan race there as well. His interest in Tibetan culture added weight to the candidacy of Tibet as the key to finding a common origin for the Aryan and Turanian races and for gaining the power of Vril that its spiritual leaders possessed.

Haushofer was not the only influence on the Ahnenerbe’s interest in Tibet. Hielscher was a friend of Sven Hedin, the Swedish explorer who had led expeditions to Tibet in 1893, 1899-1902, and 1905-1908, and an expedition to Mongolia in 1927-1930. A favorite of the Nazis, Hitler invited him to give the opening address at the Berlin Olympics in 1936. Hedin engaged in pro-Nazi publishing activities in Sweden and made numerous diplomatic missions to Germany between 1939 and 1943.

In 1937, Himmler made the Ahnenerbe an official organization attached to the SS and appointed Professor Walther Wüst, chairman of the Sanskrit Department at Ludwig-Maximilians University in Munich, as its new director. The Ahnenerbe had a Tibet Institute, which was renamed “The Sven Hedin Institute for Inner Asia and Expeditions” in 1943.

g) The Nazi Expedition to Tibet

Ernst Schäfer, a German hunter and biologist, participated in two expeditions to Tibet, in 1931–1932 and 1934–1936, for sport and zoological research. The Ahnenerbe sponsored him to lead a third expedition (1938–1939) at the official invitation of the Tibetan Government. The visit coincided with renewed Tibetan contacts with Japan. A possible explanation for the invitation is that the Tibetan Government wished to maintain cordial relations with the Japanese and their German allies as a balance against the British and Chinese. Thus, the Tibetan Government welcomed the German expedition at the 1939 New Year celebration in Lhasa.

In “Festival of the White Gauze Scarves: A Research Expedition through Tibet to Lhasa, the Holy City of the God Realm” (1950), Ernst Schäfer described his experiences during the expedition. During the festivities, he reported, the Nechung Oracle warned that although the Germans brought sweet presents and words, Tibet must be careful: Germany’s leader is like a dragon. Tsarong, the pro-Japanese former head of the Tibetan military, tried to soften the prediction. He said that the Regent had heard much more from the Oracle, but he himself was unauthorized to divulge the details. The Regent prays daily for no war between the British and the Germans, since this would have terrible consequences for Tibet as well. Both countries must understand that all good people must pray the same. During the rest of his stay in Lhasa, Schäfer met often with the Regent and had a good rapport.

The Germans were highly interested in establishing friendly relations with Tibet. Their agenda, however, was slightly different from that of the Tibetans. One of the members of the Schäfer expedition was the anthropologist Bruno Beger, who was responsible for racial research. Having worked with H. F. K. Günther on “The Northern Race among the Indo-Germans of Asia”, Beger subscribed to Günther’s theory of a “northern race” in Central Asia and Tibet. In 1937, he had proposed a research project for Eastern Tibet and, with the Schäfer expedition, planned to investigate scientifically the racial characteristics of the Tibetan people. While in Tibet and Sikkim on the way, Beger measured the skulls of three hundred Tibetans and Sikkimese and examined some of their other physical features and bodily marks. He concluded that the Tibetans occupied an intermediary position between the Mongol and European races, with the European racial element showing itself most pronouncedly among the aristocracy.

Beger recommended that the Tibetans could play an important role after the final victory of the Third Reich. They could serve as an allied race in a pan-Mongol confederation under the aegis of Germany and Japan. Although Beger also recommended further studies to measure all the Tibetans, no further expeditions to Tibet were undertaken.

http://www.berzinarchives.com/web/en/archives/advanced/kalachakra/shambhala/nazi_connection_shambhala_tibet.html

Unit 13. The Cold War

The Truman Doctrine

The Truman Doctrine was the name given to a policy announced by US President Harry Truman on March 12th, 1947. The Truman Doctrine was a very simple warning clearly made to the USSR – though the country was not mentioned by name – that the USA would intervene to support any nation that was being threatened by a takeover by an armed minority.

The Truman Doctrine has to be assessed against the background of what had happened in Europe at the end of World War Two and in the immediate aftermath.

During the war conferences, Stalin had made it clear that he would allow free elections in the east European countries previously occupied by Nazi forces and that had been liberated by the Red Army in its drive to Berlin. To Roosevelt, his successor Truman and Churchill this seeming promise meant that anyone could stand for election, anyone over a certain age could freely vote and that voting would be done in secret – effectively a carbon copy of what the west took for granted when it came to elections. Stalin clearly had other ideas. He wanted to put what Churchill was to call an “Iron Curtain” around the USSR and that meant each eastern European country that was near to the Soviet border had to have a loyal communist government in power with leaders who would

do what Stalin wished. Therefore, elections were never going to be fair. Poland, Hungary, Bulgaria and Rumania all ended up with communist governments and had leaders who looked to Moscow for advice as opposed to the people of the country they governed. The only oddity for Stalin was Yugoslavia led by Tito. He was communist but Tito was not prepared to simply see the Nazis replaced by the influence of Soviet communists.

Then in 1946 communists in Greece attempted a takeover. They were in the minority in the country but received moral support from the USSR in their efforts to overthrow the monarchy and actual material support from Yugoslavia.

Greece was in a highly sensitive position militarily and Truman, while not wanting to involve America in any military action, wanted to give the Greek government as much support as he could during the Greek Civil War. The USSR's Black Sea Fleet was effectively bottled up in the Black Sea. It had to use the narrow waterway through Turkey – the Dardanelles – to get into the Mediterranean Sea. All its movements were easy to monitor – even submarines, as listening devices had been placed on the seabed that easily picked up the noise of a submarine's engines. If the USSR could get an ally physically in the Mediterranean Sea, then such a hindrance would not exist as a naval base could be built in a Soviet-friendly state.

So Truman's stated policy – the Truman Doctrine – was not just about supporting the rights of a majority against the armed might of a minority, it also had a strategic bearing to it.

Truman stated that it would be "the policy of the United States to support free people who are resisting attempted subjugation by armed minorities or by outside pressures."

Congress agreed to send \$400 million in military and economic aid to support the government of Greece. There was a shared view that if Greece fell to the communists, Turkey would be next and that the Soviet Union was slowly creeping towards the oil fields of the Middle East. However, there was no support to send US military forces into Greece.

The Truman Doctrine was to set the tone for US foreign policy throughout the world post-March 1947. Greece and Turkey became members of NATO – a clear message to Moscow that an attack on either would be deemed by other members of NATO to be an attack on all of them.

http://www.historylearningsite.co.uk/truman_doctrine.htm

The Dulles Doctrine

Allen Welsh Dulles (1893 – 1969) was an American diplomat, lawyer, banker, and public official who became the first civilian and the longest-serving (1953–1961) Director of Central Intelligence (de facto head of the U.S. Central Intelligence Agency) and a member of the Warren Commission. The Dulles' plan or the Dulles Doctrine is the central document of a conspiracy theory, according to which the CIA chief Allen Dulles had developed a plan for United States to destroy the Soviet Union during the Cold war by secretly corrupting the cultural heritage and moral values of the Soviet nation. The plan was first published in Russia shortly after the dissolution of the USSR and was often quoted by prominent Russian politicians, journalists and writers.

The early 1950s were an extraordinary time in American history. President Dwight D. Eisenhower presided over what at the time was the largest economic boom in history. The early 1950s was also a period of tense international relations in the early Cold War. Few political figures played as important a role in the early Cold War as Eisenhower's Secretary of State John Foster Dulles. Dulles was an ardent anti-communist who developed some of the most influential policies of the Cold War.

The first policy designed by Dulles relied on the use of nuclear weapons and Mutually Assured Destruction or MAD. Mutually assured destruction was the theory that stated a nuclear attack by either the United States or the Soviet Union on the other would prompt a reciprocal attack large enough to destroy both powers. Dulles believed that if the Soviets were faced with MAD they would back down. His idea of "Brinkmanship" was to take the Soviets to the brink of nuclear war in a crisis and see which side gave in. In essence brinkmanship was a game of nuclear chicken. Dulles was once asked whether he understood the policy of brinkmanship would result in the

deaths of millions, Dulles responded he knew where he was going when he died and he knew where the communists were going.

The next policy Dulles supported was the domino theory, although he did not give it the name. The domino theory states that once one country falls to communism, the surrounding countries are likely to come under communist rule, like dominoes knocking down the next in the row. Because of this belief Dulles pushed for strong anti-communist support around the world. This is fact was a continuation of the Truman Doctrine from the previous administration. The goal was to contain communism to where it existed and not allow it to expand to any further countries. Because of Dulles' belief in the domino theory he was a strong supporter of aiding the French in Vietnam, and then taking their place once they were defeated. He also was a strong advocate of the defense of Taiwan against the People's Republic of China.

The third major policy advocated by John Foster Dulles was forward basing. Forward basing was a direct connection to the domino theory. In order to respond to communist aggression the United States had to have a military presence around the globe. Dulles saw the United States was able to respond in Korea in 1950s only because General MacArthur was head of a large occupation force in Japan. Dulles believed similar military presence was necessary elsewhere to deter the communists or defeat them when needed. The policies of Secretary of State John Foster Dulles helped guide American foreign policy for decades. In an era of prominent political figures, Dulles was near the top. http://keviin.hubpages.com/hub/The_Policies_of_John_Foster_Dulles

The Prague Spring

The Prague Spring of 1968 is the term used for the brief period of time when the government of Czechoslovakia led by Alexander Dubček seemingly wanted to democratise the nation and lessen the stranglehold Moscow had on the nation's affairs. The Prague Spring ended with a Soviet invasion, the removal of Alexander Dubček as party leader and an end to reform within Czechoslovakia.

The first signs that all was not well in Czechoslovakia occurred in May 1966 when there were complaints that the Soviet Union was exploiting the people. This developed when people in Slovakia complained about the government in Prague imposing its rules on the Slovaks and overriding local autonomy. A weak economy exacerbated the situation and none of the reforms that were introduced worked. The workers remained in poor housing and led the most basic of lifestyles. The same occurred in rural Czechoslovakia where farmers had to follow Party lines with regards to cultivation and innovation was frowned on.

In June 1967, there was open criticism of Antonin Novotný, Party Leader, at the Writers' Union Congress. In October 1967, students demonstrated against Novotný and early in 1968 he was replaced as First Secretary of the Party by Alexander Dubček. He had not courted leadership of the anti-Novotný movement but as the man who had handed in a long list of complaints against him (September 1967), Dubček was the obvious choice.

On April 5th 1968, Dubček embarked on a programme of reform that included amendments to the constitution of Czechoslovakia that would have brought back a degree of political democracy and greater personal freedom.

Dubček announced that he wanted the Czech Communist Party to remain the predominant party in Czechoslovakia, but that he wanted the totalitarian aspects of the party to be reduced. Communist Party members in Czechoslovakia were given the right to challenge party policy as opposed to the traditional acceptance of all government policy. Party members were given the right to act "according to their conscience". In what became known as the 'Prague Spring', he also announced the end of censorship and the right of Czech citizens to criticise the government. Newspapers took the opportunity to produce scathing reports about government incompetence and corruption. The state of housing for the workers became a very common theme.

Dubček also announced that farmers would have the right to form independent co-operatives so that they themselves would direct the work that they did as opposed to orders coming from a centralised authority.

Dubček assured Moscow that Czechoslovakia would remain in the Warsaw Pact and that they had nothing to worry about with regards to the reforms.

This did nothing to reassure Soviet leader Brezhnev and on the night of August 20th/21st troops from the Warsaw Pact invaded Czechoslovakia to reassert the authority of Moscow. The bulk of these troops were from the Soviet Union but to give the impression that they represented the whole of the Warsaw Pact who were united in disapproval of what Dubček had done, there were contingents of Polish, East German, Hungarian and Bulgarian troops involved.

Clearly the Czech military had no ability to stand up to such a force and the invasion was all but bloodless in stark contrast to the 1956 Hungarian Uprising.

The reforms of Dubček were abandoned. He was arrested and sent to Moscow. Here he was told what was expected of Czechoslovakia and he was released and sent back to Prague. Dubček announced that the talks in Moscow had been “comradely” and he returned still as First Secretary of the Party. Dubček did as was required and announced that all reforms were ending. However, his days were numbered and in April 1969, Dubček was removed from office.

The Prague Spring had proved that the Soviet Union was not willing to even contemplate any member of the Warsaw Pact leaving it. The tanks that rolled through the streets of Prague reaffirmed to the West that the people of Eastern Europe were oppressed and denied the democracy that existed in Western Europe. However, to the masters in Moscow what they had ordered ensured the maintenance of the Warsaw Pact – something that they considered was vital to the survival of communism in Europe as a whole. http://www.historylearningsite.co.uk/prague_spring_1968.htm

The nuclear arms race

The nuclear arms race was central to the Cold War. Many feared where the Cold War was going with the belief that the more nuclear weapons you had, the more powerful you were. Both America and Russia massively built up their stockpiles of nuclear weapons.

The world greatly changed when USA exploded the H-bomb in 1952. This one bomb was smaller in size than the Hiroshima atomic bomb but 2500 times more powerful. The Russians produced an H-bomb in 1953 and the world became a much more dangerous place. However, it is possible that the sheer power of these weapons and the fear that they evoked, may have stopped a nuclear war.

USA produced a bomber - the B52 - that could fly 6,000 miles and deliver a nuclear payload. Such a development required massive financial backing from the government - something which America could afford to do and which Russia could not. Russia concentrated on producing bigger bombs - a far more cost effective procedure.

In October 1957, the world was introduced to the fear of a missile attack when Sputnik was launched. This was to lead to ICBM's : Inter-continental ballistic missiles. As a result, America built the DEW line around the Arctic - Defence and Early Warning system. At the end of the 1950's, American Intelligence estimated that in a Russian missile attack, 20 million Americans would die and 22 million would be injured.

During the 1960's, the Russians put their money into producing more missiles regardless of quality while America built fewer but better quality missiles - the Atlas could go 5,000 miles at a speed of 16,000 mph. By 1961, there were enough bombs to destroy the world.

Despite this, great emphasis was put on new weapon systems - mobile missile launchers were built, missiles were housed underground in silos and in 1960 the first Polaris submarine was launched carrying 16 nuclear missiles. Each missile carried four warheads which could targeted on different cities; hence one submarine effectively carried 64 nuclear warheads.

In 1967, China exploded an H-bomb. China was a communist country. In the west, NATO felt out-numbered as the table below shows and so had to place her faith in nuclear missiles.

Troops : NATO 2.6 million - Warsaw Pact 4 million

Tanks : NATO 13,000 - Warsaw Pact 42,500

Artillery : NATO 10,750 - Warsaw Pact 31,5000

During the 1960's the theory of MAD developed - Mutually Assured Destruction. This meant that if Russia attacked the west, the west would make sure that they would suitably retaliate i.e. there would be no winners.

By 1981, USA had 8,000 ICBM's and USSR 7,000 ICBM's

By 1981, USA had 4,000 planes capable of delivering a nuclear bomb. Russia had 5000. USA defence spending for 1981 = 178 billion dollars. By 1986, it was 367 billion dollars. By 1986, it is estimated that throughout the world there were 40,000 nuclear warheads - the equivalent of one million Hiroshima bombs.

British Intelligence estimated that just one medium sized H-bomb on London would essentially destroy anything living up to 30 miles away.

Confronted by such awesome statistics, world leaders had to move to a position where they trusted each other more. Throughout the 1960's and 1970's "detente" had been used to ease bad relations between the superpowers. This was to culminate in the Reykjavik meeting between presidents Reagan and Gorbachev that started real progress in the cut in nuclear weaponry in future meetings.

http://www.historylearningsite.co.uk/nuclear_arms_race.htm

Russia invasion of Afghanistan

Afghanistan hit the world's headlines in 1979. Afghanistan seemed to perfectly summarise the Cold War. From the west's point of view, Berlin, Korea, Hungary and Cuba had shown the way communism wanted to proceed. Afghanistan was a continuation of this.

In Christmas 1979, Russian paratroopers landed in Kabal, the capital of Afghanistan. The country was already in the grip of a civil war. The prime minister, Hazifullah Amin, tried to sweep aside Muslim tradition within the nation and he wanted a more western slant to Afghanistan. This outraged the majority of those in Afghanistan as a strong tradition of Muslim belief was common in the country.

Thousands of Muslim leaders had been arrested and many more had fled the capital and gone to the mountains to escape Amin's police. Amin also lead a communist based government - a belief that rejects religion and this was another reason for such obvious discontent with his government. Thousands of Afghanistan Muslims joined the Mujahdeen - a guerilla force on a holy mission for Allah. They wanted the overthrow of the Amin government. The Mujahdeen declared a jihad - a holy war - on the supporters of Amin. This was also extended to the Russians who were now in Afghanistan trying to maintain the power of the Amin government. The Russians claimed that they had been invited in by the Amin government and that they were not invading the country. They claimed that their task was to support a legitimate government and that the Mujahdeen were no more than terrorists.

On December 27th, 1979, Amin was shot by the Russians and he was replaced by Babrak Kamal. His position as head of the Afghan government depended entirely on the fact that he needed Russian military support to keep him in power. Many Afghan soldiers had deserted to the Mujahdeen and the Kamal government needed 85,000 Russian soldiers to keep him in power. The Mujahdeen proved to be a formidable opponent. They were equipped with old rifles but had a knowledge of the mountains around Kabal and the weather conditions that would be encountered there. The Russians resorted to using napalm, poison gas and helicopter gun ships against the Mujahdeen - but they experienced exactly the same military scenario the Americans had done in Vietnam.

By 1982, the Mujahdeen controlled 75% of Afghanistan despite fighting the might of the world's second most powerful military power. Young conscript Russian soldiers were no match against men fuelled by their religious belief. Though the Russian army had a reputation, the war in Afghanistan showed the world just how poor it was outside of military displays. Army boots lasted no more than 10 days before falling to bits in the harsh environment of the Afghanistan mountains. Many Russian soldiers deserted to the Mujahdeen. Russian tanks were of little use in the mountain passes.

The United Nations had condemned the invasion as early as January 1980 but a Security Council motion calling for the withdrawal of Russian forces had been vetoed.....by Russia. America put a ban on the export of grain to Russia, ended the SALT talks taking place then and boycotted the Olympic Games due to be held in Moscow in 1980. Other than that, America did nothing. Why ? They knew that Russia had got itself into their own Vietnam and it also provided American Intelligence with an opportunity to acquire any new Russian military hardware that could be used in Afghanistan. Mujhadeen fighters were given access to American surface-to-air missiles - though not through direct sales by America.

Mikhail Gorbachev took Russia out of the Afghanistan fiasco when he realised what many Russian leaders had been too scared to admit in public - that Russia could not win the war and the cost of maintaining such a vast force in Afghanistan was crippling Russia's already weak economy. By the end of the 1980's, the Mujahdeen was at war with itself in Afghanistan with hard line Taliban fighters taking a stronger grip over the whole nation and imposing very strict Muslim law on the Afghanistan population. http://www.historylearningsite.co.uk/russia_invasion_afghanistan.htm

Unit 14. Culture, science and inventions of the XX century

Medicine

The discovery of penicillin by Alexander Fleming had changed the world of modern medicine by introducing the age of antibiotics. Placebo-controlled, randomized, blinded clinical trials became a powerful tool for testing new medicines.

Antibiotics drastically reduced mortality from bacterial diseases and their prevalence. A vaccine was developed for polio, ending a worldwide epidemic. Effective vaccines were also developed for a number of other serious infectious diseases, including influenza, diphtheria, pertussis (whooping cough), tetanus, measles, mumps, rubella (German measles), chickenpox, hepatitis A, and hepatitis B. A successful application of epidemiology and vaccination led to the eradication of the smallpox virus in humans.

X-rays became powerful diagnostic tool for wide spectrum of diseases, from bone fractures to cancer. In the 1960s, computerized tomography was invented. Other important diagnostic tools developed were sonography and magnetic resonance imaging. Development of vitamins virtually eliminated scurvy and other vitamin-deficiency diseases from industrialized societies.

New psychiatric drugs were developed. These include antipsychotics for treating hallucinations and delusions, and antidepressants for treating depression.

New methods for cancer treatment, including chemotherapy, radiation therapy, and immunotherapy, were developed. As a result, cancer could often be cured or placed in remission. The development of blood typing and blood banking made blood transfusion safe and widely available.

The invention and development of immunosuppressive drugs and tissue typing made organ and tissue transplantation a clinical reality.

Research on sleep and circadian rhythms led to the discovery of sleep disorders.

New methods for heart surgery were developed, including pacemakers and artificial hearts. Cocaine/crack and heroin were found to be dangerous addictive drugs, and their wide usage had been outlawed; mind-altering drugs such as LSD and MDMA were discovered and later outlawed. In many countries, a war on drugs caused prices to soar 10x-20x higher, leading to profitable black market drug dealing, and to prison inmate sentences being 80% related to drug use by the 1990s.

Contraceptive drugs were developed, which reduced population growth rates in industrialized countries.

The development of medical insulin during the 1920s helped raise the life expectancy of diabetics to three times of what it had been earlier.

As a result of some of the above developments, most notably antibiotics and vaccines, child and young people's mortality decreased drastically.

http://en.wikipedia.org/wiki/20th_century

Modern Art

Modern art includes artistic works produced during the period extending roughly from the 1860s to the 1970s, and denotes the style and philosophy of the art produced during that era. The term is usually associated with art in which the traditions of the past have been thrown aside in a spirit of experimentation. Modern artists experimented with new ways of seeing and with fresh ideas about the nature of materials and functions of art. A tendency toward abstraction is characteristic of much modern art. More recent artistic production is often called Contemporary art or Postmodern art.

Modern art begins with the heritage of painters like Vincent van Gogh, Paul Cézanne, Paul Gauguin, Georges Seurat and Henri de Toulouse Lautrec all of whom were essential for the development of modern art. At the beginning of the 20th century Henri Matisse and several other young artists including the pre-cubist Georges Braque, André Derain, Raoul Dufy and Maurice de Vlaminck revolutionized the Paris art world with "wild", multi-colored, expressive landscapes and figure paintings that the critics called Fauvism. Henri Matisse's two versions of *The Dance* signified a key point in his career and in the development of modern painting. It reflected Matisse's incipient fascination with primitive art: the intense warm color of the figures against the cool blue-green background and the rhythmical succession of the dancing nudes convey the feelings of emotional liberation and hedonism.

Initially influenced by Toulouse Lautrec, Gauguin and other late 19th century innovators Pablo Picasso made his first cubist paintings based on Cézanne's idea that all depiction of nature can be reduced to three solids: cube, sphere and cone. With the painting *Les Femmes d'Alger* (1907), Picasso dramatically created a new and radical picture depicting a raw and primitive brothel scene with five prostitutes, violently painted women, reminiscent of African tribal masks and his own new Cubist inventions. Analytic cubism was jointly developed by Pablo Picasso and Georges Braque, exemplified by *Violin and Candlestick*, Paris, from about 1908 through 1912. Analytic cubism, the first clear manifestation of cubism, was followed by Synthetic cubism, practised by Braque, Picasso, Fernand Léger, Juan Gris, Albert Gleizes, Marcel Duchamp and several other artists into the 1920s. Synthetic cubism is characterized by the introduction of different textures, surfaces, collage elements, papier collé and a large variety of merged subject matter. The notion of modern art is closely related to Modernism.

http://en.wikipedia.org/wiki/Modern_art

Famous people of the XX century

a) Indira Priyadarshini Gandhi (1917-1984)

Indira Priyadarshini Gandhi was an Indian politician who served as the third Prime Minister of India for three consecutive terms (1966–77) and a fourth term (1980–84). Gandhi was the second female head of government in the world after Sirimavo Bandaranaike of Sri Lanka, and she remains as the world's second longest serving female Prime Minister as of 2012. She was the first woman to become prime minister in India.

Gandhi was the only child of Jawaharlal Nehru, the first prime minister of independent India. She adhered to the quasi-socialist policies of industrial development that had been begun by her father. Gandhi established closer relations with the Soviet Union, depending on that nation for support in India's long-standing conflict with Pakistan. She was also the only Indian Prime Minister to have declared a state of emergency in order to 'rule by decree' and the only Indian Prime Minister to have been imprisoned after holding that office. She was assassinated by her Sikh bodyguards in retaliation for ordering Operation Blue Star.

http://en.wikipedia.org/wiki/Indira_Gandhi

b) Albert Einstein (1879-1955)

Albert Einstein was a German-born theoretical physicist who developed the theory of general relativity, effecting a revolution in physics. For this achievement, Einstein is often regarded as the father of modern physics and one of the most prolific intellects in human history. While best known for his mass–energy equivalence formula $E = mc^2$, he received the 1921 Nobel Prize in Physics.

Near the beginning of his career, Einstein thought that Newtonian mechanics was no longer enough to reconcile the laws of classical mechanics with the laws of the electromagnetic field. This led to the development of his special theory of relativity. He realized, however, that the principle of relativity could also be extended to gravitational fields, and with his subsequent theory of gravitation in 1916, he published a paper on the general theory of relativity. He continued to deal with problems of statistical mechanics and quantum theory, which led to his explanations of particle theory and the motion of molecules. He also investigated the thermal properties of light which laid the foundation of the photon theory of light. In 1917, Einstein applied the general theory of relativity to model the structure of the universe as a whole.

He was visiting the United States when Adolf Hitler came to power in 1933, and did not go back to Germany, where he had been a professor at the Berlin Academy of Sciences. He settled in the U.S., becoming a citizen in 1940. On the eve of World War II, he helped alert President Franklin D. Roosevelt that Germany might be developing an atomic weapon, and recommended that the U.S. begin similar research; this eventually led to what would become the Manhattan Project. Einstein was in support of defending the Allied forces, but largely denounced using the new discovery of nuclear fission as a weapon. Later, together with Bertrand Russell, Einstein signed the Russell–Einstein Manifesto, which highlighted the danger of nuclear weapons. Einstein was affiliated with the Institute for Advanced Study in Princeton, New Jersey, until his death in 1955.

Einstein published more than 300 scientific papers along with over 150 non-scientific works.

http://en.wikipedia.org/wiki/Albert_Einstein

c) Bill Gates

William Henry "Bill" Gates III (born October 28, 1955 in Seattle, Washington) is an American business magnate, investor, philanthropist, and author. Gates is the former CEO and current chairman of Microsoft, the software company he founded with Paul Allen. He is consistently ranked among the world's wealthiest people and was the wealthiest overall from 1995 to 2009, excluding 2008, when he was ranked third; in 2011 he was the wealthiest American and the second wealthiest person. During his career at Microsoft, Gates held the positions of CEO and chief software architect, and remains the largest individual shareholder, with 6.4 percent of the common stock.

Gates is one of the best-known entrepreneurs of the personal computer revolution. Gates has been criticized for his business tactics, which have been considered anti-competitive, an opinion which has in some cases been upheld by the courts. In the later stages of his career, Gates has pursued a number of philanthropic endeavors, donating large amounts of money to various charitable organizations and scientific research programs through the Bill & Melinda Gates Foundation, established in 2000.

Gates stepped down as chief executive officer of Microsoft in January 2000. He remained as chairman and created the position of chief software architect. In June 2006, Gates announced that he would be transitioning from full-time work at Microsoft to part-time work, and full-time work at the Bill & Melinda Gates Foundation. He gradually transferred his duties to Ray Ozzie, chief software architect, and Craig Mundie, chief research and strategy officer. Gates' last full-time day at Microsoft was June 27, 2008. He remains at Microsoft as non-executive chairman.

http://en.wikipedia.org/wiki/Bill_Gates

d) John Paul II (1920-2005)

Blessed Pope John Paul II, born in Karol Józef Wojtyła, Poland, 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.

He 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.

http://en.wikipedia.org/wiki/Pope_John_Paul_II

e) Margaret Hilda Thatcher

Margaret Hilda Thatcher, 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) (née Roberts; born 13 October 1925) 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.

http://en.wikipedia.org/wiki/Margaret_Thatcher

f) 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, including the 1993 Nobel Peace Prize.

http://en.wikipedia.org/wiki/Nelson_Mandela

SECTION II. Grammar Guide

1. The Article

There are only three articles in English: *a*, *an* and *the*. There are two types of articles **indefinite 'a'** and **'an'** or **definite 'the'**.

The indefinite article *a/an*

The indefinite article is the *a* is the same for all genders (*a boy, a girl, a cat*). The indefinite article has no plural form (a boy – boys).

We use an if the following word starts with a vowel.

The following word starts with a consonant

- a boy
- a school
- a girl

The following word starts with a vowel

- an aunt
- an old school
- an American girl

Note! If the next word begins with a consonant sound when we say it, for example, "university" then we use *a*. If the next word begins with a vowel sound when we say it, for example "hour" then we use *an*.

Use of the indefinite article *a/an*

- before phrases of time and measurements (per week/weekly):
 - We have English 4 times a week.*
 - I go on holiday twice a year.*
 - Tomatoes are \$2 a kilo.*
- before phrases of jobs:
 - My father is a car mechanic.*
- with a noun complement:
 - He is a good boy.*
- before phrases of nationality:
 - Bruce Springsteen is an American.*
- half/quite:
 - We need half a pound of sugar.*
 - This is quite a good story.*

The definite article *the*

You can use *the* to make general things specific. The definite article *the* is the same for all genders in singular and in plural, countable or uncountable (*the boy, the girl, the cat, the computers*).

Without the definite article	With the definite article
general words (indefinite) <i>I like flowers.</i>	general words (definite) <i>I like the flowers in your garden.</i>
names of persons on the singular, relatives <i>Peter and John live in London.</i>	family names in the plural <i>The Smiths live in Chicago.</i>
public buildings, institutions, means of transport (indefinite) <i>Mandy doesn't like school.</i>	public buildings, institutions, means of transport (definite) <i>The school that Mandy goes to is old.</i>
names of countries in the singular; summits of mountains; continents; towns <i>Germany, France.</i>	names of countries in the plural; mountain ranges; regions <i>The United States of America, the Netherlands.</i>
single islands <i>Corfu, Bermuda, Sicily</i>	groups of islands <i>the Bahamas, the British Isles, the Canaries</i>
parks; lakes; streets <i>Central Park, Hyde Park.</i>	phrase; oceans; seas; rivers <i>the Statue of Liberty, the Tower (of London).</i>
months, days of the week (indefinite) <i>The weekend is over on Monday morning.</i>	months, days of the week (definite) <i>The August of 2001 was hot and dry.</i>

Grammar Exercises. The Article

Exercise 1. Fill in the article *a/an* or *the* where necessary.

1. I like ___ blue T-shirt over there better than ___ red one.
2. Their car does 150 miles ___ hour.
3. Where's ___ USB drive I lent you last week?
4. Do you still live in ___ Bristol?
5. Is your mother working in ___ old office building?
6. Carol's father works as ___ electrician.
7. The tomatoes are 99 pence ___ kilo.
8. What do you usually have for ___ breakfast?
9. Ben has ___ terrible headache.
10. After this tour you have ___ whole afternoon free to explore the city.

Exercise 2. Decide whether to use the definite article *the* or not.

Hi John,

I arrived in ___ USA last Monday. We left ___ Rome, flew over ___ Alps and made a quick stop in ___ London. There we went shopping in ___ Harrods, visited ___ Tower and enjoyed a sunny afternoon in ___ Hyde Park. On the following day we left for ___ New York. ___ time on board wasn't boring as there were two films to watch on ___ monitor. ___ people on ___ plane were all ___ Italian. Before we landed at ___ JFK airport, we saw ___ Statue of Liberty, ___ Ellis Island and ___ Empire State Building. ___ hotel I stayed in was on ___ corner of ___ 42nd Street and ___ 5th Avenue. I don't like ___ hotels very much, but I didn't have ___ time to rent an apartment.

Please say hello to Peter and Mandy.

Yours,
Peter

Exercise 3. Use *a* or *an*. Write the correct forms of the indefinite articles into the gaps.

1. There is ___ new English book on the desk.
2. She's reading ___ old comic.
3. They've got ___ idea.
4. He is drinking ___ cup of coffee.
5. The girl is ___ pilot.
6. Leipzig has ___ airport.
7. This is ___ expensive bike.
8. Look! There's ___ bird flying.
9. My father is ___ honest person.
10. My friend likes to be ___ astronaut.

Exercise 4. Fill in *a/an*, *the* or *nothing* (-) into the gaps.

1. There is ___ big tree in the garden.
2. There are some big trees in ___ garden.
3. Is there ___ cheap hotel near here?
4. Are there any cheap ___ hotels near here?
5. There is a modern sports centre in ___ London.
6. There is ___ famous university in Oxford.
7. How many days are there in ___ week?
8. How many small apples are there in ___ this bag?
9. Is there ___ tired student in the class?
10. Is there ___ good-looking man in your club?
11. There aren't any ___ serious problems.
12. How many ___ tall players are there in your team?
13. There is a big black cloud in ___ sky.
14. There is a lot of rain in ___ winter.
15. Is there any water in ___ glass?
16. How many planets are there in our ___ solar system?
17. There isn't enough ___ snow to go skiing.
18. Is there anyone from ___ Germany in here?
19. There isn't enough ___ air in the lift.
20. There aren't any interesting films on ___ TV tonight.

Test. The Article

Choose the correct answer.

- 1) Are you shopping for ___ health club to join so you can get in shape?
a. *a* c. *the*
b. *an* d. *no article*
- 2) Shop wisely! You could end up choosing ___ wrong club and losing more money than pounds.
a. *a* c. *the*
b. *an* d. *no article*
- 3) You may find out too late that ___ health clubs aren't for you.
a. *a* c. *the*
b. *an* d. *no article*
- 4) ___ San Diego fitness experts recommend thoroughly checking out several health clubs before you join one.
a. *a* c. *the*
b. *an* d. *no article*
- 5) First, know what you want and need in ___ fitness facility, and don't pay for what you'll never use.
a. *a* c. *the*
b. *an* d. *no article*
- 6) If you only want exercise classes, ___ exercise studio without weight machines and locker rooms may work for you.
a. *a* c. *the*
b. *an* d. *no article*
- 7) If you're looking for ___ place to only do bodybuilding, you'll be happy in a basic gym.
a. *a* c. *the*
b. *an* d. *no article*
- 8) You may be in ___ market for a full-service health club; then, make sure it offers lots of activities.
a. *a* c. *the*
b. *an* d. *no article*
- 9) Look for a place near your house, and check out ___ exercise instructors and personal trainers.
a. *a* c. *the*
b. *an* d. *no article*
- 10) They should be educated in physical education or certified by ___ organization such as the American Council on exercise.
a. *a* c. *the*
b. *an* d. *no article*
- 11) Certified instructors have at least some knowledge of anatomy, exercise physiology, injury prevention and ___ cardiopulmonary resuscitation (CPR).
a. *a* c. *the*
b. *an* d. *no article*
- 12) You should evaluate ___ equipment and make sure fitness machines are modern and in working order.
a. *a* c. *the*
b. *an* d. *no article*
- 13) Try to talk to other members of the club. Find out what they believe are ___ advantages and disadvantages there.
a. *a* c. *the*
b. *an* d. *no article*
- 14) Look in ___ locker room, workout room, and shower--everywhere should be clean.
a. *a* c. *the*
b. *an* d. *no article*
- 15) ___ locker room sanitation is usually a good indication of how clean other areas are.
a. *a* c. *the*
b. *an* d. *no article*
- 16) Finally, before you sign ___ agreement to join, read the contract carefully.
a. *a* c. *the*
b. *an* d. *no article*

2. The Noun

A noun is a word used to refer to people, animals, objects, substances, states, events and feelings. Nouns can be a subject or an object of a verb, can be modified by an adjective and can take an article or determiner.

Types of Nouns

Proper nouns are the names of specific things, people, or places, such as *John*, *France*. They usually begin with a capital letter.

Common nouns are general names such as *person*, *mansion*, and *book*. They can be either concrete or abstract.

Concrete nouns refer to things which you can sense such as *clock* and *telephone*.

Abstract nouns refer to ideas or qualities such as *liberty* and *truth*.

Countable nouns refer to things which can be counted (can be singular or plural)

Uncountable nouns refer to some groups of countable nouns, substances, feelings and types of activity (can only be singular)

Noun Plurals

1. The general rule is to add "-s" to the noun in singular.

For example: *book* – *books*, *house* – *houses*, *chair* – *chairs*.

2. When the singular noun ends in -sh, -ch, -s, -ss, -x, -o we form their plural form by adding "-es".

For example: *sandwich* – *sandwiches*, *brush* – *brushes*, *bus* – *buses*, *box* – *boxes*, *potato* – *potatoes*.

3. When the singular noun ends in "y", we change the "y" for "i" and then add "-es" to form the plural form. But do not change the "y" for "ies" to form the plural when the singular noun ends in "y" preceded by a vowel.

For example: *nappy* – *nappies*, *day* – *days*, *toy* – *toys*.

4. When the singular noun ends in "f", we change the "f" for "v" and then add "-es" to form the plural form.

For example: *thief* – *thieves*, *wife* – *wives*, *shelf* – *shelves*.

5. There are many Irregular Nouns which do not form the plural in this way:

For example: *woman* – *women*, *child* – *children*, *sheep* – *sheep*, *man* – *men*, *mouse* – *mice*, *tooth* – *teeth*, *goose* – *geese*, *foot* – *feet*, *ox* – *oxen*.

6. These nouns have irregular plural forms. They often make their plurals according to the rules of the language they were taken from (e.g. Latin or Greek). Sometimes there is more than one plural form possible or these forms have different meanings.

For example: *analysis* – *analyses*, *appendix* – *appendixes/appendices*, *axis* – *axes*, *basis* – *bases*, *cactus* – *cactuses/cacti*, *criterion* – *criteria*, *datum* – *data*, *diagnosis* – *diagnoses*, *index* – *indexes/indices*, *medium* – *mediums/media*, *oasis* – *oases*, *octopus* – *octopuses/octopi*, *phenomenon* – *phenomena*, *syllabus* – *syllabuses/syllabi*, *thesis* – *theses*.

The Possessive case

Nouns may take an "'s" ("**apostrophe s**") or "**Genitive marker**" to indicate possession. If the noun already has an -s ending to mark the plural, then the genitive marker appears only as an apostrophe after the plural form.

For example: *my girlfriend's brother*, *John's house*, *the Browns' house*, *the boys' pens*.

Compound Nouns

A compound noun is a noun that is made with two or more words. Each compound noun acts as a single unit and can be modified by adjectives and other nouns. There are three forms for compound nouns: **open or spaced** – space between words (*tennis shoe*); **hyphenated** – hyphen between words (*six-pack*); **closed or solid** – no space or hyphen between words (*bedroom*).

Grammar Exercises. The Noun

Exercise 1. Write apostrophe 's into the gaps.

Example: I met _____ sister yesterday. (Mandy).

I met *Mandy's* sister yesterday.

- | | |
|---|---|
| 1. This is ___ book. (Peter) | 6. ___ shoes are on the second floor. (men) |
| 2. Let's go to the ___. (Smiths) | 7. My ___ car was not expensive. (parents) |
| 3. The ___ room is upstairs. (children) | 8. ___ CD player is new. (Charles) |
| 4. ___ sister is twelve years old. (John) | 9. This is the ___ bike. (boy) |
| 5. ___ and ___ bags have blue stickers. (Sue - Steve) | 10. These are the ___ pencils. (boys) |

Exercise 2. Put in the correct form of the plural.

Ox, roof, potato, party, deer, chief, photo, series, wife, brother-in-law.

Exercise 3. Fill in the following words *advice, chocolate, jam, lemonade, meat, milk, oil, rice, tea, tennis* and form meaningful phrases.

a piece of	a bar of	a cup of	a slice of	a game of
a packet of	a glass of	a bottle of	a barrel of	a jar of

Exercise 4. Put the nouns into the correct columns below.

Apple, bell, bread, butter, car, cat, chair, friend, hair, homework, liberty, milk, money, music, noise, rice, star, straw, time.

<i>Countable</i>	<i>Non-countable</i>	<i>Both</i>

Exercise 5. Complete with the words in the plural form.

- | | |
|---|---|
| 1. How many (cinema) are there in London? | 6. Where do (moose) live? How many (fish) are there in the sea? |
| 2. How many (fly) have you swatted? | 7. How many (abbey) are there in the UK? |
| 3. How many (house) are there in your street? | 8. How many (pencil case) do we have in stock? |
| 4. Is your cat catching (mouse)? | 9. How many (sheep) do you have on your farm? |
| 5. How many (goose) do you have on your farm? | |

Exercise 6. Write apostrophe 's or the of-phrase into the gaps.

Example: (*Mandy*) sister - _____ (*Mandy*)

(*Mandy*) sister - *Mandy's* sister

- | | |
|-----------------------|-----------------------------|
| 1. (a glass) milk | 6. (the headteacher) office |
| 2. (my friend) bike | 7. (the number) house |
| 3. (the window) room | 8. (two days) work |
| 4. (Mr Smith) car | 9. (the waiter) shoes |
| 5. (ten minutes) walk | 10. (Britain) economy |

Test. The Noun

Choose the correct variant.

- 1) Our two _____ are crying all the time.
a. babies c. babyes
b. babys
- 2) No news _____ good news.
a. is b. are
- 3) _____ usually fly not very high.
a. flyes c. flies
b. flys
- 4) These potatoes weigh five _____ .
a. kiloes b. kilos
- 5) I don't like going by car. If I have a chance, I always go on _____ .
a. foot c. foots
b. feet
- 6) What do you need these _____ for?
a. boxs b. boxes
- 7) My new Swiss watch _____ 3 minutes slow.
a. is b. are
- 8) Those were the happiest days of our _____ .
a. lifes c. lifees
b. lives
- 9) Leaves usually _____ trees in autumn.
a. leaf c. leafs
b. leave d. leaves
- 10) Rock music of the 1970s is an extremely interesting cultural _____ .
a. phenomen c. phenomenon
b. phenomena
- 11) Big _____ don't cry.
a. boys b. boyes
- 12) I prefer natural _____ when I want to change my hair style.
a. dies c. dys
b. dyes
- 13) It is rather dangerous to walk on _____ after the rain.
a. roofs c. rooves
b. roofes
- 14) Dentists recommend using _____ twice a day: in the morning and in the evening.
a. tooth`s paste c. teeth`s paste
b. toothpaste d. teethpaste
- 15) _____ are flowers of life.
a. Childs c. Childrens
b. Children
- 16) The naughty kid likes throwing rotten _____ at passers-by.
a. tomatos b. tomatoes
- 17) 50 ... of oil leaked out of the tanker into the sea.
a. Tones c. Tonns
b. Tons
- 18) There is no piano in the _____ .
a. bushes b. bushs
- 19) _____ in our house are so annoying. We definitely need a cat.
a. Mouses c. Mice
b. Mices d. Mousees
- 20) My little son is afraid of grey ... (ВОЛЧКОВ) that come at night.
a. wolfys c. wolves
b. wolfies d. wolfvys

3. The Pronoun

The **pronoun** is a word that takes the place of a noun. Pronouns can be in one of three cases: Subject, Object or Possessive.

Personal pronouns, Possessive determiners, Possessive pronouns

<i>Personal pronouns</i>		<i>Possessive determiners</i>	<i>Possessive pronouns</i>
<i>as subject (nominative)</i>	<i>as object (accusative and dative)</i>		
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	its
we	us	our	ours
you	you	your	yours
they	them	their	theirs
<i>We have some books.</i>	<i>The books are for us.</i>	<i>These are our books.</i>	<i>The books are ours.</i>

Demonstrative pronouns

Demonstrative pronouns are used when we identify someone or something. There are four demonstrative pronouns: **this**, **that**, **these** and **those**. They are all similar in meaning; **'this'** and **'these'** tend to refer to items fairly close at hand, while **'that'** and **'those'** tend to be further away. Moreover, **'this'** and **'that'** refer to single items, while **'these'** and **'those'** are plural.

Examples: *This is my chair that is yours. These are John's pens, those are Mary's.*

Indefinite pronouns

The indefinite pronouns are the words used to give an idea of 'all', 'some' or 'none'. The most commonly used indefinite pronouns are: **anybody**, **somebody**, **nobody**, **everybody**, **anyone**, **someone**, **no-one**, **everyone**, **anything**, **something**, **nothing**, **everything**, **all**, **some**, **one**, **none**, **each**, **any**, **few**, **many**.

Examples: *Is somebody coming? Do you have any? I have nothing. Here are some.*

Note! Some of the indefinite pronouns can also be used as indefinite adjectives if there is a noun in the sentence as well. If I said *'Here are some biscuits'* then the word **'some'** would be an adjective.

Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentence. There are eight reflexive pronouns: **myself**, **yourself**, **himself**, **herself**, **itself**, **ourselves**, **yourselves**, **themselves**.

Examples: *I like to check my email myself. The cat washed herself. They decided to look after themselves.*

Interrogative pronouns

Interrogative pronouns are the ones used to ask questions. **Who**, **whom**, **which** and **what** are interrogative pronouns. Also, **whoever**, **whomever**, **whichever** and **whatever** can also be used as interrogative pronouns.

Examples: *Who is on the phone? Which is the book you want? Whoever was that?*

Relative pronouns

Relative pronouns link two phrases or clauses. The relative pronouns are similar to the interrogative pronouns: **who**, **whom**, **which**, **that**, **whoever**, **whomever** and **whichever**. They are relative rather than interrogative when they are not used to ask a question.

Examples: *I do not like people who smoke. You can choose whichever you want.*

Grammar Exercises. The Pronoun

Exercise 1. Use the correct personal pronouns. Watch the words in brackets.

Example: ___ often reads books. (Lisa)

She often reads books.

- 1) ___ is dreaming. (George)
- 2) ___ is green. (the blackboard)
- 3) ___ are on the wall. (the posters)
- 4) ___ is running. (the dog)
- 5) ___ are watching TV. (my mother and I)
- 6) ___ are in the garden. (the flowers)
- 7) ___ is riding his bike. (Tom)
- 8) ___ is from Bristol. (Victoria)
- 9) ___ has got a brother. (Diana)
- 10) Have ___ got a computer, Mandy?

Exercise 2. Choose the correct possessive determiners.

Example: I have got a sister. ___ name is Susan.

I have got a sister. Her name is Susan.

Hi Daniel,

___ name is John. This is ___ friend Jason. He's 12. ___ sister is nine. ___ pet is a budgie. ___ name is Dickens. Jason and I go to the same school. There are 450 boys and girls in ___ school. Jason's form teacher is Mrs. Peterson. She has got a pet, too. ___ pet is a tortoise. Our form teacher is Mr. Smith. I like ___ lessons. He has two dogs. The dogs love to play in ___ garden. Now I have a question for you. What's ___ pet?

Yours,

John

Exercise 3. Choose the correct reflexive pronouns from the following.

myself - yourself - himself - herself - itself - ourselves - yourselves - themselves

- 1) Robert made this T-shirt ____ .
- 2) Lisa did the homework ____
- 3) We helped ____ to some cola at the party.
- 4) Emma, did you take the photo all by ____ ?
- 5) I wrote this poem ____ .
- 6) He cut ____ with the knife while he was doing the dishes.
- 7) The lion can defend ____ .
- 8) My mother often talks to ____ .
- 9) Tim and Gerry, if you want more milk, help ____ .
- 10) Alice and Doris collected the stickers ____.

Exercise 4. Put in the relative **who**, **which** or **whose** where necessary.

Example: Peter is the boy ___ rides the blue bike.

Peter is the boy who rides the blue bike.

- 1) This is the boy ___ had an accident.
- 2) Yesterday I saw a car ___ was really old.
- 3) Mandy is the girl ___ I met on Friday.
- 4) I haven't seen Frank, ___ brother is five, for a long time now.
- 5) The robber stole the car ___ the lady parked in front of the supermarket.
- 6) This is the man ___ house is on fire.
- 7) Can I talk to the girl ___ is sitting on the bench?
- 8) The book ___ you gave me is great.
- 9) She likes hamburgers ___ are hot.
- 10) Bill Clinton, ___ was President of the USA, has only one daughter.

Exercise 5. Which objects form of the personal pronoun can substitute the underlined phrase in the sentence?

- 1) The teacher always gives the students homework.
- 2) I am reading the book to my little sister.
- 3) The boys are riding their bikes.
- 4) My father is writing a letter to John.
- 5) I don't know the answer.
- 6) Sally is going to Anne.
- 7) Open the window, please.
- 8) Can you tell the people the way to the airport, please?
- 9) The books are for Peter.
- 10) Can you help my sister and me, please?

Test. The Pronoun

Choose the correct variant

- 1) What colour is the car? – It is quite far, I can't see _____ colour.
a. It c. Its
b. It's
- 2) _____ were the last words.
a. His c. He
b. Him
- 3) _____ told me a funny story the other day.
a. A mine friend c. A friend of mine
b. Of my friend
- 4) Why are you sitting here? It is not your place, but _____ .
a. Her c. Hers
b. She
- 5) These sweets are very tasty. Could you give _____ to me, please?
a. it c. they
b. them
- 6) Where is the cooler? – You are standing next to _____ .
a. It c. He
b. Him
- 7) You haven't seen _____ ! How can you say, that she is a bad painter?
a. Hers picture c. A picture of hers
b. A her picture
- 8) In what direction do you usually hitch-hike? – Western Europe. Join _____ .
a. our c. us
b. we
- 9) On holiday I'm going to stay in _____ house.
a. they c. them
b. their
- 10) I really love _____ here in Paris!
a. his c. them
b. it
- 11) It is a very good project, but _____ is better.
a. ours c. us
b. our
- 12) Jack, Are you listening to _____ .
a. I c. My
b. Me
- 13) Every cat washes _____ face after eating.
a. his c. its
b. her
- 14) Hmmm! Nice photos! – Yeah! It's _____ in Hawaii.
a. ours c. us
b. we
- 15) What are you doing? – It is none _____ business!
a. your c. of yours
b. of your
- 16) Our children will go to the concert. So will _____ .
a. their c. theirs
b. they
- 17) Look at my new watch. Do you like _____ ?
a. it c. they
b. them
- 18) This is his "Jaguar", and this "Harley Davidson" is also _____ .
a. He c. His
b. Him
- 19) They seem to be good guys. What do you have against _____ ?
a. They c. Them
b. Their
- 20) Let's send these flowers to _____ . I'm sure, she will be pleased.
a. Shis c. He
b. Her

4. The Adjective and the Adverb

Comparison of adjectives

There are three forms of comparison: **positive, comparative, superlative.**

Positive Form

Use the positive form of the adjective if the comparison contains one of the following expressions:

as ... as (*Jane is as tall as John*) **not as ... as / not so ... as** (*John is not as tall as Arnie*)

Comparative Form and Superlative Form (-er/-est)

one-syllable adjectives (clean, new, cheap)

two-syllable adjectives ending in -y or -er (easy, happy, pretty, dirty, clever)

positive form

clean

comparative form

cleaner

superlative form

(the) cleanest

Comparative Form and Superlative Form (more/most)

adjectives of three or more syllables (and two-syllable adjectives not ending in -y/-er)

positive form

difficult

comparative form

more difficult

superlative form

(the) most difficult

Comparative Form and Superlative Form (irregular comparisons)

Good - better - best

late (time) - later - latest

bad / ill - worse - worst

late (order) - latter - last

little (amount) - less - least

near (place) - nearer - nearest

little (size) - smaller - smallest

near (order) - next

much / many - more - most

old (people and things) - older - oldest

far (place + time) - furthe - furthest

old (people) - elder - eldest

far (place) - farther - farthest

Form and Comparison of Adverbs

Form

In general: adjective + -ly (adjective – adverb = *slow – slowly*)

Comparison of adverbs

There are three forms: *positive, comparative, superlative.*

Comparison with -er/-est

all adverbs with one syllable

the adverb: early

positive form

hard

comparative form

harder

superlative form

(the) hardest

Comparison with more - most

adverbs ending on -ly (not: early)

positive form

carefully

comparative form

more carefully

superlative form

(the) most carefully

Irregular adverb

well - better - best

little - less - least

badly - worse - worst

late - later - last

much - more - most

far - farther/further - farthest/furthest

Adjective or Adverb

Adjectives are used to modify nouns

The dog is loud.

Adverbs are used to modify verbs, adjectives or other adverbs

The dog barks loudly.

Linking Verbs

Some verbs can only be used with adjectives, others might change their meaning when used with an adverb (*look – look good (= appearance) – look well (= healthy); feel – feel good (= state of health/mind) – feel well (= have a good sense of touch).*)

Grammar Exercises. The Adjective and the adverb

Exercise 1. Fill in the correct form of the words in brackets (comparative or superlative).

1) My house is (big) _____ than yours. 2) This flower is (beautiful) _____ than that one. 3) This is the (interesting) _____ book I have ever read. 4) Non-smokers usually live (long) _____ than smokers. 5) Which is the (dangerous) _____ animal in the world? 6) A holiday by the sea is (good) _____ than a holiday in the mountains. 7) It is strange but often a coke is (expensive) _____ than a beer. 8) Who is the (rich) _____ woman on earth? 9) The weather this summer is even (bad) _____ than last summer. 10) He was the (clever) _____ thief of all.

Exercise 2. Fill in the comparison with as ... as.

1) John is (tall) _____ Glen. 2) Janet is (beautiful) _____ Jeniffer. 3) You are (crazy) _____ my sister. 4) We can run (fast) _____ they can. 5) My mom is (not / strict) _____ your mum. 6) Your mobile phone is (not / trendy) _____ mine. 7) Matrix II was (not / interesting) _____ Matrix I. 8) This yoghurt (not / taste / good) _____ the one I bought yesterday. 9) I can do (many / press-ups) _____ you. 10) I (not / earn / much / money) _____ you do.

Exercise 3. Find the adjective in the first sentence and fill the gap with the adverb.

1) Joanne is happy. She smiles _____. 2) The boy is loud. He shouts _____. 3) Her English is fluent. She speaks English _____. 4) Our mum was angry. She spoke to us _____. 5) My neighbour is a careless driver. He drives _____. 6) The painter is awful. He paints _____. 7) Jim is a wonderful piano player. He plays the piano _____. 8) This girl is very quiet. She often sneaks out of the house _____. 9) She is a good dancer. She dances really _____. 10) This exercise is simple. You _____ have to put one word in each space.

Exercise 4. Fill in the correct form of the adjective or adverb.

1) Once upon a time there were three little pigs who wanted to see the world. When they left home, their mum gave them some advice: Whatever you do, do it the (good) _____ you can. 2) So the three pigs wandered through the world and were the (happy) _____ pigs you've ever seen. 3) They were playing (funny) _____ games all summer long, but then came autumn and each pig wanted to build a house. 4) The first pig was not only the (small) _____ but also the (lazy) _____ of the pigs. 5) He (quick) _____ built a house out of straw. 6) The second pig made his house out of wood which was a bit (difficult) _____ than building a straw house. 7) The third pig followed his mum's advice and built a strong house out of bricks, which was the (difficult) _____ house to build. 8) The pig worked very (hard) _____, but finally got his house ready before winter. 9) During the cold winter months, the three little pigs lived (extreme) _____ (good) _____ in their houses. 10) They (regular) _____ visited one another and had the (wonderful) _____ time of their lives.

Exercise 5. Fill in the correct adverb form (comparative or superlative) of the adjectives in brackets.

1) I speak English (fluent) _____ now than last year. 2) She greeted me (polite) _____ of all. 3) She smiled (happy) _____ than before. 4) This girl dances (graceful) _____ of all. 5) Could you write (clear) _____? 6) Planes can fly (high) _____ than birds. 7) He had an accident last year. Now, he drives (careful) _____ than before. 8) Jim can run (fast) _____ than John. 9) Our team played (bad) _____ of all. 10) He worked (hard) _____ than ever before.

Test. The Adjective and the Adverb

Choose the correct variant

- 1) What's that noise? It sounds ____.
A. terrible B. terribly
- 2) Mike takes care of his health. He does exercises ____.
A. regular B. regularly
- 3) There was a ____ change in his behavior.
A. suddenly B. sudden
- 4) My sister speaks Italian ____.
A. perfectly B. perfect
- 5) The whole city was ____ damaged.
A. seriously B. serious
- 6) Peter seemed so ____ yesterday.
A. happily B. happy
- 7) See this film if you have a chance. It's really ____.
A. interestingly B. interesting
- 8) The cake was ____ delicious.
A. surprisingly B. surprising
- 9) The baby is sleeping ____ at the moment.
A. peaceful B. peacefully
- 10) I advise you to book a ____ planned holiday.
A. complete B. Completely
- 11) My mom is a ____ hair dresser.
A. professional B. professionally
- 12) We have an ____ view out of the window.
A. impressively B. impressive
- 13) Tim always listens to the teacher ____.
A. attentively B. attentive
- 14) When drawing, use ____ pencils.
A. colourfully B. Colourful
- 15) Dina thinks only about herself. She is so ____.
A. selfishly B. selfish
- 16) Sean is a good athlete. He can run very ____.
A. fastly B. fast
- 17) I'd like to try on this suit. It looks ____.
A. nice B. nicely
- 18) This jigsaw is easy. I can do it ____.
A. quickly B. quick
- 19) We all had a ____ time last weekend.
A. merrily B. merry
- 20) I can trust Marta. She is a ____ friend.
A. true B. truly
- 21) You should answer all the questions ____.
A. honest B. honestly
- 22) The problem is ____ difficult. I can't solve it by myself.
A. extremely B. extreme
- 23) Cathy is so _____. She does nothing around the house.
A. lazy B. lazily
- 24) Harry was ____ sorry he hadn't come to the meeting.
A. terrible B. terribly
- 25) He got the promotion because he had been working ____ for many years.
A. hardly B. hard

5. The Numeral

1. Difficulties in spelling

four but forty, fortieth

eight but eighth

twelve but twelfth

five but fifteen, fifty, fifth

nine but ninth

thirty but thirtieth

There is a hyphen between tens and digits, e.g. *twenty-two, one hundred and eighty-seven*

2. General remarks about cardinal numbers

a) In British English we say 'and' after the word 'hundred', e.g. *113 - one hundred and thirteen; 320,000 - three hundred and twenty thousand.*

b) In bigger numbers, we put 'and' before the tens when the hundreds are missing, e.g. *We have the year two thousand and five.*

3. **Fractions:** $\frac{1}{2}$ - a half, $2\frac{1}{2}$ - two and a half, $\frac{1}{4}$ - a quarter, $\frac{3}{4}$ - three quarters (three fourth), $\frac{1}{8}$ - one eighth (an eighth), $\frac{7}{8}$ - seven eighths.

4. Decimals

Note: in English a 'point', not a comma, is used in decimal fractions!

We read the digits after the point separately: 0.5 - oh (OR: nought) point five, 2.5 - two point five, 0.75 - oh point seven five, 15.735 - fifteen point seven three five.

5. Ways of saying the number 0:

- generally, the figure '0' is usually called 'nought' in BrE, and 'zero' in AmE.

- in a series of numbers (such as telephone number) you can pronounce 0 like the letter o;

- in mathematics, science, and technical contexts say nought or zero (sometimes also 'cipher');

- in temperatures say zero to refer to freezing point (0 Celsius or -32 Fahrenheit);

- in sports for scores of 0 say nil (BrE), zero or nothing (AmE) (in tennis say love).

6. **Ordinal numbers:** the article 'the' normally precedes ordinal numbers, e.g. *the seventh day of the week.*

7. **Saying the numbers of years:** 1066 - ten sixty-six; 1605 - sixteen oh five; 1776 - seventeen seventy-six; 1900 - nineteen hundred; 2000 - (the year) two thousand; 2001 - two thousand and one OR twenty oh one.

We don't say 'year' after the number, we may say 'the year 2005' but before the number.

8. Dates

a) We have two ways of saying the dates, e.g. *10 March (the tenth of March - British English; March (the) tenth - American English).*

b) In American English the month comes before the day, e.g. *5/3/94* (5th March in Britain; 3rd May in the USA).

9. Telling the time

a) *the informal*

6.10 - ten past six

9.49 - eleven minutes to ten

12.00 - noon/midday

7.03 - three minutes

10.30 - half past ten

18.45 - a quarter to seven

past seven

11.15 - a quarter past eleven

20.00 - eight (o'clock) (in the afternoon)

8.55 - five to nine

24.00 - midnight

b) *the formal* (e.g. for timetables) - the 24-hour clock

6.10 - six ten

10.30 - ten thirty

18.45 - eighteen forty-five

c) We never use 'o'clock' together with 'a.m.' or 'p.m.'

10. Telephone / room etc numbers

a) They are read separately, e.g. *Room 106 - room number one oh six.*

b) 'Oh' is used in British English, whereas 'zero' is used in American English.

c) shortenings in British English: *22 - double two; 999 - triple nine etc. (American English: 22 - two two)*

11. Money

a) We put the symbols before the number, e.g. *\$200, PLN 500.*

b) *\$46.80* is read *forty-six dollars eighty cents; £25.16 - twenty-five pounds sixteen pence.*

Grammar Exercises. The Numeral

Exercise 1. Put down in writing the following ordinal numerals:

- 1) 9.02.1997 3) 5.08.1975 5) $7 + 25 = 32$
2) 22.06.1941 4) $7 + 5 = 12$ 6) I live in Tverskaya street 25, flat 69
7) 121600 square miles

Exercise 2. Fill in the correct form of the numerals (ordinal or cardinal).

1) There are _____ months in a year. 2) January is _____ month of the year. 3) May is _____ month of the year. 4) There are _____ months in winter. 5) December is _____ month of the year and _____ month of winter. 6) There are _____ days in a week: _____ one is Monday, _____ one is Tuesday, _____ one is Wednesday, _____ one is Thursday, _____ one is Friday, _____ one is Saturday and _____ one is Sunday. 7) Sunday is _____ day of the week in England and _____ one in Russia. 8) Monday is _____ day in Russia and _____ in Great Britain. 9) There are _____ hours in a day, _____ minutes in an hour and _____ seconds in a minute. 10) September, April, June and November have _____ days. All the rest have _____ except February. 11) There are _____ days in February except the leap year. It's the time when February has _____ days.

Exercise 3. Write down these figures in words:

1; 2; 6; 9; 5; 8; 15; 20; 31; 42; 68; 44; 61; 82; 75; 99; 102; 120; 130; 241; 341; 1001; 2110; 17; 22; 35; 158; 10; 322; 1234; 567; 69; 87; 95; 26; 563; 679; 723; 855; 982.

Exercise 4. Translate these numerals into English and write down them in figures:

Один, два, чотири, шість, сім, дев'ять, дванадцять, вісім, тринадцять, двадцять, двадцять сім, двадцять два, тридцять п'ять, сорок три, п'ятдесят вісім, шістдесят два, сімдесят дев'ять, сто, сто сорок, сто сімдесят два, двісті тридцять, тисячу п'ятсот, чотирнадцять, вісімнадцять, вісім, дві тисячі.

Exercise 5. Transform the following cardinal numerals into ordinal ones:

One, two, three, five, seven, ten, eleven, twelve, sixteen, twenty two, thirty four, eight, nine, a hundred, seventy one, one hundred twenty, thirteen, fourteen, fifteen, seventeen, thirty, forty, fifty, sixty seven, ninety eight, two hundred.

Exercise 6. Read aloud and write these common fractions and decimal ones in words:

$1/25$; $2/2$; $1/5$; $1/12$; $1/35$; $2/4$; $4/5$; $2/6$; $1/30$; $2/7$; $1/15$; $3/8$; $2/9$; $1/3$; $4/6$; $5/8$.
2,1; 1,2; 3,4; 6,2; 10,5; 12,3; 4,6; 20,8; 40,3; 100,2; 1,5; 2,5; 50,3; 22,3.

Exercise 7. Put in the correct words from the box:

seven, six, is, bus ten, go, ten, a lot of, two, room, first, two, Ayton Road ten

Andy Stewart lives in (1) ... There are (2) ... floors in his house. His bedroom is on (3) ... floor. His favourite room is a living (4) ... which is on the ground floor. Andy has a nice garden with (5) ... pine trees. There are (6) ... bushes of roses there. He is also fond of fuch-sias and has (7) ... kinds of them in his garden. Andy and his wife Sally sometimes (8) ... to a vegetarian restaurant. As a rule they take (9) ... and go there. Andy (10) ... fond of books and he is reading an Agatha Christie now. He has read (11) ... chapters and now he is on chapter (12) ...

Test. The Numeral

Choose the right answer.

- 1) Independence Day, commonly known as the _____, is a federal holiday in the United States.
a) Fours of July c) Fourth of July
b) Fourt of July
- 2) Kate is having a party for her _____ birthday.
a) twenty-two c) twenty-second
b) second twenty
- 3) I felt very bad during my _____ trip.
a) fifth-hour c) fiveth-hour
b) five-hour
- 4) Her sister is _____ years old. She is tall and she has long curly hair.
a) twenty-seven c) twenty-seventh
b) twentieth-seven
- 5) He died on the _____ in the seventy-second year of his age.
a) twent-fifth c) twenty-fiveth
b) twenty-fifth of May
- 6) When Mary was in her _____ she left her city.
a) twents c) twenties
b) twentyies
- 7) He was the _____ person arrested in this city last month.
a) eleventh c) elefen
b) eleventieth
- 8) America was discovered in _____. Probably by Columbus.
a) fourteen ninety-two c) fourteen ninety-two
b) forteen ninety-second
- 9) Susan has been the _____ girl to win such an expensive award since 2000.
a) fourteenth c) fourthenth
b) forteenth
- 10) Ted was the _____ citizen born in this city.
a) nine millionthes c) nine millions
b) nine millionth
- 11) Two _____ two is four.
a) on c) by
b) to
- 12) I need _____ of your annual turnover.
a) three-nineths c) three-nine
b) three-ninths
- 13) So, this will be two _____ five.
a) point b) comma
- 14) _____ can save the situation.
a) ten percent b) ten percents
- 15) A fortnight means _____ weeks.
a) two c) four
b) three
- 16) _____ we need to think this problem over.
a) the first of all b) first of all
- 17) Have you ever experienced love _____ ?
a) first sight c) at first sight
b) at the first sight
- 18) The length of this avenue is 5 kilometers _____ four hundred _____ fifty meters.
a) and ... and c) ... and
b) and ...
- 19) I wonder what the world will be at the end of _____ century?
a) twenty one c) the twenty-first
b) the twentieth-first
- 20) Personally, I prefer music of _____.
a) nineteen seventys c) the nineteen seventeens
b) the nineteen seventies

6. The Verb. The Indefinite Tenses

1. Present Simple

a) Use

- 1) repeated actions (*My friend often draws nice posters*);
 2) things in general (*The sun rises in the East*);
 3) fixed arrangements, scheduled events (*The plane flies to London every Monday*);
 4) actions in the present - one follows after the other (*First I get up, then I have breakfast*);
 5) instructions (*Open your books at page 34*);
 6) with special verbs (*I understand English*).

b) Signal words: *every day, often, always, sometimes, never*

c) Form: infinitive (3rd person singular *he, she, it*: infinitive + -s)

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I/you/we/they</i>	<i>I play.</i>	<i>I do not play.</i>	<i>Do I play?</i>
<i>he/she/it</i>	<i>He plays.</i>	<i>He does not play.</i>	<i>Does he play?</i>

d) Form: *to be*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I</i>	<i>I am.</i>	<i>I am not.</i>	<i>Am I?</i>
<i>he/she/it</i>	<i>He is.</i>	<i>He is not.</i>	<i>Is he?</i>
<i>you/we/they</i>	<i>You are.</i>	<i>You are not.</i>	<i>Are you?</i>

2. Past Simple

a) Use

- 1) action finished in the past (*I visited Berlin last week*);
 2) series of completed actions in the past (*First I got up, then I had breakfast*);
 3) together with the Past Progressive/Continuous - The Simple Past interrupted an action which was in progress in the past (*They were playing cards when the telephone rang*).

b) Signal words: *yesterday, last week, a month ago, in 2002*

c) Form: with regular verbs: infinitive + -ed; with irregular verbs: 2nd column of the table of the irregular verbs.

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I/you/we/they/he/she/it</i>	<i>I spoke.</i>	<i>I did not speak.</i>	<i>Did I speak?</i>

d) Form: *to be*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I/he/she/it</i>	<i>He was.</i>	<i>He was not.</i>	<i>Was he?</i>
<i>you/we/they</i>	<i>You were.</i>	<i>You were not.</i>	<i>Were you?</i>

3. Future Simple

a) Use

- 1) Future actions happen without the speaker's intention (*The sun will shine tomorrow*);
 2) Predictions, assumptions (*I think Sue will arrive in Paris at 6 pm*);
 3) Spontaneous actions (*Hang on! I'll have a word with you*).

b) Signal words: *in a year, next ..., tomorrow*

c) Form:

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I/you/we/they/he/she/it</i>	<i>I will speak.</i>	<i>I will not speak.</i>	<i>Will I speak?</i>

d) Form of going to Future. *Going to* expresses a conclusion regarding the immediate future or an action in the near future that has already been planned or prepared.

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I</i>	<i>I am going to speak.</i>	<i>I am not going to speak.</i>	<i>Am I going to speak?</i>
<i>you / we / they</i>	<i>You are going to speak.</i>	<i>You are not going to speak.</i>	<i>Are you going to speak?</i>
<i>he / she / it</i>	<i>He is going to speak.</i>	<i>He is not going to speak.</i>	<i>Is he going to speak?</i>

Grammar Exercises. The Indefinite Tenses

Exercise 1. Put in the verbs in brackets into the gaps. Use the Simple Present.

- 1) They ___ hockey at school. (*to play*)
- 2) She ___ e-mails. (*not/to write*)
- 3) ___ you ___ English? (*to speak*)
- 4) My parents ___ fish. (*not/to like*)
- 5) ___ Anne ___ any hobbies? (*to have*)
- 6) Andy's brother ___ in an office. (*to work*)
- 7) Leroy ___ very fast. (*can/not/to read*)
- 8) ___ Jim and Joe ___ the flowers every week? (*to water*)
- 9) Yvonne's mother ___ a motorbike. (*not/to ride*)
- 10) ___ Elisabeth ___ cola? (*to drink*)

Exercise 2. Put in the verbs in brackets into the gaps. Use the Simple Past.

- 1) I ___ my Maths homework yesterday. (*to do*)
- 2) ___ Susan ___ to England by plane? (*to go*)
- 3) They ___ a farm two weeks ago. (*to visit*)
- 4) Jenny and Peggy ___ their brother. (*not/to help*)
- 5) The children ___ at home last weekend. (*not/to be*)
- 6) When ___ you ___ this wonderful skirt? (*to design*)
- 7) My mother ___ into the van. (*not/to crash*)
- 8) The boys ___ the mudguards of their bicycles. (*to take off*)
- 9) ___ you ___ your aunt last week? (*to phone*)
- 10) He ___ milk at school. (*not/to drink*)

Exercise 3. Put in the verbs in brackets into the gaps. Use the will-future.

- 1) The meeting ___ at 4:30 pm. (*to close*)
- 2) Prices ___. (*to increase*)
- 3) Phillip ___ to come. (*not/to forget*)
- 4) Why ___ me this book? (*not/to lend*)
- 5) ___, please? I don't like driving on icy roads. (*you/to drive*)
- 6) Emily was very rude to me. I ___ her again. (*not/to visit*)
- 7) Henry ___ his father about the accident. (*not/to tell*)
- 8) I ___ to answer your questions. (*to attempt*)
- 9) Where is the waiter? The guests ___ any minute. (*to arrive*)
- 10) While the cat's away, the mice ___. (*to play*)

Exercise 4. Fill in the correct form of to be.

Hello! I (1) ___ a boy. My name (2) ___ Frank. I (3) ___ a pupil of the 4th form. I like animals. I have got two pets. They (4) ___ a cat and a dog. The cat's name (5) ___ Pussy and the dog's name (6) ___ Spot. They (7) ___ funny, because they (8) ___ a kitten and a puppy. They like playing together. Pussy (9) ___ white and Spot (10) ___ black. Their tails (11) ___ long. The cat's tail (12) ___ bushy and the dog's one (13) ___ not. I love my pets very much.

And what about you? What (14) ___ your name? How old (15) ___ you? Have you got any pets? If you have, what (16) ___ they?

Write soon! Best wishes, Frank.

Exercise 5. Fill in the correct form of the verbs.

- 1) David ___ (to be) an English teacher.
- 2) He ___ (to work) at school.
- 3) He usually ___ (to get up) at 7 o'clock in the morning and ___ (to have) a shower.
- 4) David ___ (to leave) home at 8 o'clock and ___ (to go) to school by bus.
- 5) It ___ (to take) him 20 minutes to get it.
- 6) Yesterday he ___ (to miss) the bus, so he ___ (to catch) a taxi.
- 7) He ___ (to be) in time at school.
- 8) Next weekend he ___ (to go) on a hike with his students.
- 9) They ___ (to take) everything for their trip.
- 10) David ___ (to hope) that the trip ___ (to be) a success.

Test. The Indefinite Tenses

Choose the right answer.

- 1) The child _____ to school every day.
a. will goes c. goes
b. go
- 2) His father _____ him there in his car.
a. take c. taken
b. takes d. carries
- 3) She always _____ lunch at school.
a. takes c. has
b. have
- 4) Richard's life in Paris is a bit difficult. He _____ only English.
a. understand c. doesn't know
b. doesn't understand d. knows
- 5) What's the matter? You _____ very sad.
a. look b. looks
- 6) Liz is very good at tennis. She _____ every game.
a. gets c. wins
b. won d. is
- 7) Winter is warm here. It _____ very seldom.
But sometimes it _____.
a. rain, snows c. snow, rain
b. snows, rains d. rains, snow
- 8) Helen is on a diet. She _____ very little.
a. doesn't eat c. ate
b. eats
- 9) He _____ in a hurry.
a. is b. be c. doesn't be
- 10) The exams at school _____ in June.
a. have c. starts
b. start
- 11) Looking through the paper, the teacher (find) several mistakes.
a. finded c. found
b. founded
- 12) He (meet) Mary and (fall) in love with her at first sight.
a. had met, falled c. meeted, fell
b. met, fell
- 13) Helen (prefer) tea to coffee.
a. preferred c. prefered
b. preffered
- 14) When you (write) to your parents last time?
a. When do you writed c. When did you wrote
b. When did you write
- 15) Yesterday Mr. Watson (drink) too much at the party.
a. drunk c. drank
b. drinked
- 16) Don't worry about your letter. I (send) it the day before yesterday.
a. sended c. sent
b. have sent
- 17) When I was a child, I (always/be) late for school.
a. were always late c. be always lated
b. was always late
- 18) My husband (work) in the bank for three years since 1990 to 1993.
a. was worked c. worked
b. had worked
- 19) We (not/have) a holiday last year.
a. didn't have c. haven't had
b. haven't had
- 20) When Jill (finish) school?
a. When did Jill finished c. When did Jill finish
b. When was Jill finish
- 21) He (be) fourteen next year.
a. 'll be b. will is c. is
- 22) I'm not sure I (find) Jim at the hotel.
a. found c. shall find
b. shall found
- 23) We (not/book) the tickets in advance.
a. not book c. shan't book
b. shalln't book
- 24) Do you think it (rain)?
a. rained c. will rain
b. will be rain
- 25) Everybody thinks they (not/get) married.
a. won't get c. shall not get
b. not will get
- 26) There (not/be) any wars in the world.
a. aren't wars c. not'll be
b. will not be
- 27) Dad (give) Mag a personal computer, _____ he?
a. gives, didn't he c. give, will he
b. will give, won't he
- 28) _____ there (be) drugs for every kind of disease in 50 years' time?
a. Shall there be c. Will there be
b. Will there is
- 29) Let's go to the theatre, _____ we?
a. let's not we c. shall we
b. shan't we
- 30) I (not/do) it before dinner.
a. not do c. not shall do
b. 'll not do

7. The Verb. The Continuous Tenses

1. Present Continuous

a) **Use:** **1)** actions happening at the moment of speaking (*Peter is reading a book now*); **2)** fixed plan in the near future (*She is going to Basel on Saturday*); **3)** temporary actions (*His father is working in Rome this month*); **4)** actions happening around the moment of speaking (longer actions) (*My friend is preparing for his exams*); **5)** trends (*More and more people are using their computers to listen to music*); **6)** repeated actions which are irritating to the speaker (with always, constantly, forever) (*Andrew is always coming late*).

b) **Signal words:** *now, at the moment, Look! Listen!*

c) **Form:** *to be (am, are, is) + infinitive + -ing*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I</i>	<i>I am playing.</i>	<i>I am not playing.</i>	<i>Am I playing?</i>
<i>he, she, it</i>	<i>He is playing.</i>	<i>He is not playing.</i>	<i>Is he playing?</i>
<i>you, we, they</i>	<i>You are playing.</i>	<i>You are not playing.</i>	<i>Are you playing?</i>

2. Past Continuous

a) **Use:** **1)** actions were in progress at special time in the past (*Peter was reading a book yesterday evening*); **2)** two actions were happening at the same time (the actions do not influence each other) (*Anne was writing a letter while Steve was reading the New York Times*); **3)** together with the Simple Past (*While we were sitting at the breakfast table, the telephone rang*); **4)** repeated actions irritating the speaker (with always, constantly, forever) (*Andrew was always coming in late*).

b) **Signal words:** *while*

c) **Form:** *to be (was, were) + infinitive + -ing*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I / he / she / it</i>	<i>I was speaking.</i>	<i>I was not speaking.</i>	<i>Was I speaking?</i>
<i>you / we / they</i>	<i>You were speaking.</i>	<i>You were not speaking.</i>	<i>Were you speaking?</i>

3. Future Continuous

a) **Use:** **1)** An action will be in progress at a certain time in the future. This action has begun before the certain time. **2)** Something happens because it normally happens.

b) **Form:** *will + be + infinitive + ing*

Examples: When I come to school, the other kids will be waiting for me.

4. Present Perfect Continuous

a) **Use:** **1)** Actions beginning in the past and still continuing (focus is on the action) - mostly with since (point of time) or for (period of time) (*I have been waiting for you for three hours*); **2)** Recently completed actions (focus is on the action) (*She has been watching too many videos*).

b) **Signal words:** *all day, the whole day, since, for; Questions with how long*

c) **Form:** *have/has + been + infinitive + -ing*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I / you / we / they</i>	<i>I have been speaking.</i>	<i>I have not been speaking.</i>	<i>Have I been speaking?</i>
<i>he / she / it</i>	<i>He has been speaking.</i>	<i>He has not been speaking.</i>	<i>Has he been speaking?</i>

5. Past Perfect Continuous

a) **Use:** how long something had been happening before something else happened.

b) **Form:** *had + been + infinitive + ing*

Example: I had been waiting for Susan for 2 hours when she arrived.

6. Future Perfect Continuous

a) **Use:** something that will have already begun and will be continuing in the future.

b) **Form:** *will have + been + infinitive + ing* (*I will have been swimming for an hour by 6.30*).

Grammar Exercises. The Continuous Tenses

Exercise 1. Write what you are doing at the moment.

Example: Look at the window, please! – I am looking at the window.

1) Look at the blackboard, please! 2) Write your exercise into your exercise-book! 3) Take your textbook! 4) Answer my question! 5) Give me your pen, please. 6) Show me your exercise-book, please!

Exercise 2. Put in the verbs in brackets into the gaps. Use the Past Continuous.

1) I ____ (to read) an interesting book at 12 o'clock yesterday. 2) My friends ____ (to play) football from 3 till 4 o'clock yesterday. 3) My mother ____ (to cook) supper at 6 o'clock yesterday. 4) When I came home my brother ____ (to watch) TV. 5) At this time yesterday my grandparents ____ (to listen) to music at the Tchaikovsky Hall. 6) Yesterday at 7 o'clock I and my friends ____ (to talk) on art. 7) Then from 8 till 9 o'clock we ____ (to look) through magazines.

Exercise 3. Fill in the verbs in brackets in the Future Continuous.

1) Peggy __ to the party on Saturday. (to come) 2) We __ him tomorrow. (to meet) 3) This time next week he __ to South Africa. (to fly) 4) At 6 o'clock on Friday they __ the new song. (to sing) 5) It __ when I reach Bangkok. (to rain) 6) Tomorrow at nine I __ a test. (to write) 7) Andy __ a video when I arrive tonight. (to watch) 8) You __ pizza soon. (to eat) 9) She __ when you telephone her. (to sleep) 10) They __ in Budapest just about now. (to arrive)

Exercise 4. Put in the verbs in brackets into the gaps. Use the Present Perfect Continuous.

1) Max __ this comic book. (not/to read) 7) How long __ this earring? (you/to wear)
2) How long __ French? (they/to learn) 8) Marie __ in her diary. (not/to write)
3) I __ for two months now. (not/to drive) 9) __ matchstick figures the whole lesson? (he/to draw)
4) __ the whole morning? (she/to walk)
5) Who __ in the garden? (to dig) 10) What __? (we/to do)
6) It __ much in this area. (not/to rain)

Exercise 5. Put the verbs into the correct form (Past Perfect Continuous)

1) We (sleep) for 12 hours when he woke us up. 2) They (wait) at the station for 90 minutes when the train finally arrived. 3) We (look for) her ring for two hours and then we found it in the bathroom. 4) I (not / walk) for a long time, when it suddenly began to rain. 5) How long (learn / she) English before she went to London? 6) Frank Sinatra caught the flu because he (sing) in the rain too long. 7) He (drive) less than an hour when he ran out of petrol. 8) They were very tired in the evening because they (help) on the farm all day. 9) I (not / work) all day; so I wasn't tired and went to the disco at night. 10) They (cycle) all day so their legs were sore in the evening.

Exercise 6. Ask for the information in the bold part of the sentence.

1) Ashley is going *to a restaurant*. 2) Gareth is reading *the paper*. 3) Stacey is playing *in the garden*. 4) **She** is wearing a red dress. 5) Britney is doing *her homework*. 6) Mandy is leaving *at nine*. 7) Joe is repairing *his bike*. 8) Amanda is going out with Dan. 9) They are meeting *at two o'clock*. 10) Sandy is looking for *Phil*.

Test. The Continuous Tenses

Choose the right answer.

- 1) Where are the children? It's quiet at home. - They (lie) on the carpet and (draw).
- a. lie, are drawing c. are lying, drawing
b. are lieing, drawing
- 2) What you (do) now? - I (look for) my key. I can't open the door.
- a. What do you do, I look for
b. What are you do, I looking for
c. What are you doing, I'm looking for
d. What you doing, I'm looking for
- 3) Listen! Somebody (sing) a lovely song.
- a. sings c. are singing
b. is singing
- 4) Why you (put on) the coat? It's sunny today.
- a. are you putting on c. will you put on
b. do you put on d. are you puting on
- 5) Don't make so much noise. I (try) to work.
- a. tried c. 'm trying
b. 'm triing
- 6) The teacher _____ pointing to the board.
- a. was c. were
b. has
- 7) We _____ the birds.
- a. being feed c. feeding
b. were feeding
- 8) My parents _____ at a restaurant.
- a. not were eating
b. were not eating
- 9) James and Phil _____ a tree house.
- a. was building c. were building
b. building
- 10) The birds _____ in the tree.
- a. sat c. being sit
b. were sitting
- 11) "I wonder if that terrible wind (blow) tomorrow." – "Oh, yes. The weather forecast says it (blow) for another two weeks.
- a. will blow, will blow
b. will be blowing, will be blowing
c. will blow, blows
- 12) I (say) more about that topic in my next lecture.
- a. will say b. am saying c. will be saying
- 13) After the operation you (not/do) any sport for a while.
- a. didn't c. will not be doing
b. don't d. won't do
- 14) She (perform) every day until the end of the month.
- a. performs c. shall be performing
b. will be performing d. will perform
- 15) We (go) to my brother's house again for Christmas.
- a. will be going c. are going
b. go
- 16) I (see) Tom on Tuesday. That's when we usually meet.
- a. saw c. will be seeing
b. will see d. have seen
- 17) We (join) you in half an hour.
- a. will join c. shall join
b. will be joining
- 18) _ you (use) the computer for long? I need it.
- a. Do you use c. Will you use
b. Did you use d. Will you be using
- 19) Is it alright if I come at about 8.30? - No, I (watch) the football then.
- a. will be watching c. am watching
b. will watch
- 20) What time your friends (arrive) tomorrow? do your friends arrive
- a. will be your friends arriving
b. will your friends be arriving
c. are your friends arriving

8. The Verb. The Perfect Tenses

1. Present Perfect

a) Use

- 1) Result of an action in the past is important in the present (*I have cleaned my room*);
 2) Recently completed action (*He has just played handball*);
 3) State beginning in the past and still continuing (*We have lived in Canada since 1986*);
 4) together with lately, recently, yet (*I have been to London recently*).

b) **Signal words:** *just, yet, never, already, ever, so far, up to now, recently, since, for*

c) **Form:** *have/has + past participle*

For irregular verbs, use the participle form (list of irregular verbs, 3rd column). For regular verbs, just add “ed”.

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I / you / we / they</i>	<i>I have spoken.</i>	<i>I have not spoken.</i>	<i>Have I spoken?</i>
<i>he / she / it</i>	<i>He has spoken.</i>	<i>He has not spoken.</i>	<i>Has he spoken?</i>

d) Add -ed with regular verbs: **infinitive + -ed**

Sometimes there are exceptions in spelling when adding -ed.

- **consonant after a short, stressed vowel at the end of the word**

Double the consonant (*stop – stopped; swap – swapped*).

We do not double the consonant if it is not stressed (*benefit - benefited*)

In British English we double one -l at the end of the word (*travel – travelled*).

- **one -e at the end of the word**

Leave out the -e. Add -d (*love – loved; save – saved*).

- **verbs ending in -y**

Verbs ending in 'y' preceded by a vowel (a, e, i, o, u). Add -ed (*play – played*).

Change 'y' to 'i' after a consonant. Then add -ed (*worry – worried*)

2. Past Perfect

a) **Use:** 1) Together with the Simple Past (*Mary had read the book before she watched a film*).

2) the past equivalent of the Present Perfect (*He had played hockey*).

b) **Signal words:** *already, just, never, not yet, once, until that day (with reference to the past, not the present)*

c) **Form:** *had + past participle*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I / you / we / they / he / she / it</i>	<i>I had spoken.</i>	<i>I had not spoken.</i>	<i>Had I spoken?</i>

3. Future Perfect

a) **Use:** something will already have happened before a certain time in the future

b) **Signal words:** *by then, by... o'clock, by the end of.*

c) **Form:** *will + have + past participle*

Example: *I will have written the letter by tomorrow.*

	<i>Affirmative</i>	<i>Negative</i>	<i>Question</i>
<i>I / you / we / they / he / she / it</i>	<i>She will have finished.</i>	<i>She will not have finished.</i>	<i>Will she have finished?</i>

Note: Like all future forms, the Future Perfect cannot be used in clauses beginning with time expressions such as: when, while, before, after, by the time, as soon as, if, unless, etc. Instead of Future Perfect, Present Perfect is used (I am going to see a movie when I have finished my homework).

Grammar Exercises. The Perfect Tenses

Exercise 1. Put the verbs into the correct form (Present Perfect Simple).

- 1) I (not / work) today.
- 2) We (buy) a new lamp.
- 3) We (not / plan) our holiday yet.
- 4) Where (be / you)?
- 5) He (write) five letters.
- 6) She (not / see) him for a long time.
- 7) (be / you) at school?
- 8) School (not / start) yet.
- 9) (speak / he) to his boss?
- 10) No, he (have / not) the time yet.

Exercise 2. Write questions in Present Perfect Simple.

- 1) you / answer / the question
- 2) Jenny / lock / the door
- 3) Walter / call / us
- 4) you / see / the picture
- 5) your parents / get / the letter
- 6) it / rain / a lot
- 7) how often / we / sing / the song
- 8) Maureen / watch / the film
- 9) how many books / Bob / read
- 10) ever / you / be / to London

Exercise 3. Put the verbs into the correct form (Past Perfect Simple).

- 1) The storm destroyed the sandcastle that we (build).
- 2) He (not / be) to Cape Town before 1997.
- 3) When she went out to play, she (do / already) her homework.
- 4) My brother ate all of the cake that our mum (make).
- 5) The doctor took off the plaster that he (put on) six weeks before.
- 6) The waiter brought a drink that I (not / order).
- 7) I could not remember the poem we (learn) the week before.
- 8) The children collected the chestnuts that (fall) from the tree.
- 9) (he / phone) Angie before he went to see her in London?
- 10) She (not / ride) a horse before that day.

Exercise 4. Fill in the verbs in brackets in the Future Perfect.

- 1) Anne ___ her bike next week. (to repair)
- 2) We ___ the washing by 8 o'clock. (to do)
- 3) She ___ Paris by the end of next year. (to visit)
- 4) I ___ this by 6 o'clock. (to finish)
- 5) Sam ___ by next week. (to leave)
- 6) She ___ this with her mother tonight. (to discuss)
- 7) The police ___ the driver. (to arrest)
- 8) They ___ their essay by tomorrow. (to write)
- 9) Paolo ___ the teams. (to manage)
- 10) If we can do that - then we ___ our mission. (to fulfil)

Exercise 5. Complete the questions in Past Perfect Simple.

- 1) (you / finish) your homework before you went to the cinema?
- 2) (why / you / clean) the bathroom before you bathed the dog?
- 3) (you / have) breakfast before you came here?
- 4) (she / find) a place to stay when she went to Boston?
- 5) (where / she / live) before she moved to Chicago?

Exercise 6. Make the future perfect negative.

1) I'm sorry, by next week, I (not/finish) the report. 2) I'm sorry, by next week, Julia (not/send) the emails. 3) I'm sorry, by next week, John (not/clean) the office. 4) I'm sorry, by next week, we (not/order) new stock. 5) I'm sorry, by next week, they (not/write) the article.

Test. The Perfect Tenses

Choose the right answer.

- 1) Since then I _____ my job several time.
changed
a. has changed b. have changed
- 2) “You _____ your hair”, he cried.
a. have dyed b. dyed
- 3) Jane _____ suddenly that there was a letter
attached to the painting.
a. found c. had found
b. has found
- 4) I _____ that point yet.
a. haven’t considered c. not considered
b. didn’t consider
- 5) Mary isn’t at home. She _____ to work.
a. went c. has gone
b. was
- 6) They _____ in construction business for 5 years.
a. were c. are
b. have been
- 7) _____ you ever _____ the Queen of Great Britain?
a. Have ... seen b. Did ... see
- 8) He can’t find a job. He _____ unemployed
for half a year.
a. was c. have been
b. has been
- 9) _____ you ever _____ to Africa?
a. Have ... travelled c. Did ... travel
b. Are ... travelled
- 10) _____ you _____ about Miss Carol’ marriage?
a. Did ... hear b. Have ... heard
- 11) The telephone on his table _____ and he
_____ it up.
a. had rung, had picked c. rang, had picked
b. had rung, picked d. rang, picked
- 12) He _____ the bill and _____.
a. paid, left c. had paid, had left
b. had paid, left d. paid, had left
- 13) She _____ a stronger person now than she
_____ a few months ago.
a. had been, was b. was, had been
- 14) She _____ on her coat and _____ for a walk.
a. had put, went c. put, had gone
b. put, went d. had put, had gone
- 15) Hardly _____ raining when a rainbow _____ in
the sky.
a. had it stopped, appeared
b. did it stop, appeared
c. had it stopped, had appeared
d. did it stop, had appeared
- 16) I was late because I _____ in a jam.
a. stick b. had stick c. had stuck
- 17) We went out after it _____ raining.
a. had been stopped c. stopped
b. had stopped
- 18) I thanked him for what he _____ for me.
a. did b. had done
- 19) The house he _____ was of a modern
design.
a. was built c. had built
b. built
- 20) My mother was worried because I _____ in
touch with her for a long time.
a. haven’t been c. wasn’t
b. hadn’t been
- 21) By that time I’ll _____ from the University and
will _____ a well-paid job, I hope.
a. graduate, get c. have graduated, get
b. have graduated, have got d. graduate, have got
- 22) We _____ the camp by 10 o’clock, I believe.
a. reached c. will have reached
b. were reaching
- 23) I hope, we _____ half of our way by tomorrow.
a. will have driven c. ’ll have driven
b. are driving

9. The Passive Voice

1. Use of Passive

Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action: *My bike was stolen.*

In the example above, the focus is on the fact that my bike was stolen. I do not know, however, who did it. Sometimes a statement in passive is more polite than active voice, as the following example shows: *A mistake was made.*

In this case, I focus on the fact that a mistake was made, but I do not blame anyone (e.g. *You have made a mistake.*)

2. Form of Passive:

Subject + finite form of to be + Past Participle (3rd column of irregular verbs)

When rewriting active sentences in passive voice, note the following:

- the object of the active sentence becomes the subject of the passive sentence
- the finite form of the verb is changed (to be + past participle)
- the subject of the active sentence becomes the object of the passive sentence (or is dropped)

		Indefinite	Continuous	Perfect	Perfect Continuous
Present	I am asked he is asked we are asked you are asked they are asked	I am being asked he is being asked we are being asked you are being asked they are being asked	I have been asked he has been asked we have been asked you have been asked they have been asked	X	
	Am I asked?	Am I being asked?	Have I been asked?		
	I am not asked	I am not being asked	I have not been asked		
Past	I was asked he was asked we were asked you were asked they were asked	I was being asked he was being asked we were being asked you were being asked they were being asked	I had been asked he had been asked we had been asked you had been asked they had been asked	X	
	Was I asked?	Was I being asked?	Had I been asked?		
	I was not asked	I was not being asked	I had not been asked		
Future	I shall be asked he will be asked we shall be asked you will be asked they will be asked	X		I shall have been asked he will have been asked we shall have been asked you will have been asked they will have been asked	X
	Shall I be asked?			Shall I have been asked?	
	I shall not be asked			I shall not have been asked	
Future in the Past	I should be asked he would be asked we should be asked you would be asked they would be asked	X		I should have been asked he would have been asked we should have been asked You would have been asked they would have been asked	X
	I should not be asked			I should not have been asked	

Grammar Exercises. The Passive Voice

Exercise 1. Rewrite the sentences in passive voice.

1) I can answer the question. 2) She would carry the box. 3) You should open the window. 4) We might play cards. 5) You ought to wash the car. 6) He must fill in the form. 7) They need not buy bread. 8) He could not read the sentence. 9) Will the teacher test our English? 10) Could Jenny lock the door?

Exercise 2. Put in the correct form of the verb in Passive into the gaps. Use the verb and the tense given in brackets.

- | | |
|--|---|
| 1) The words ___ by the teacher today. (to explain - Simple Present) | 6) He ___ to the party yesterday. (to invite - Simple Past) |
| 2) We ___ a letter the day before yesterday. (to send - Simple Past) | 7) The blue box ___. (can/not/to see - Simple Present) |
| 3) This car ___. It's too old. (not/to steal - future) | 8) I ___ the book by my friend last Sunday. (to give - Simple Past) |
| 4) This street ___ because of snow. (already/to close Present Perfect) | 9) The dishes ___ by my little brother. (not/to wash - Present Perfect) |
| 5) A new restaurant ___ next week. (to open - will-future) | 10) I ___ by Robert. (not/to ask - will-future) |

Exercise 3. Complete the sentences (Active or Passive Voice). You must either use Simple Present or Simple Past.

- | | |
|--|---|
| 1) The Statue of Liberty (give) to the United States by France. | 6) The pieces (put) together and the opening ceremony (take) place on 28 October 1886. |
| 2) It (be) a present on the 100th anniversary of the United States. | 7) The Statue of Liberty (be) 46 m high (93 m including the base). |
| 3) The Statue of Liberty (design) by Frederic Auguste Bartholdi. | 8) The statue (represent) the goddess of liberty. |
| 4) It (complete) in France in July 1884. | 9) She (hold) a torch in her right hand and a tablet in her left hand. |
| 5) In 350 pieces, the statue then (ship) to New York, where it (arrive) on 17 June 1885. | 10) On the tablet you (see / can) the date of the Declaration of Independence (July 4, 1776). |

Exercise 4. Fill the gaps with the correct tenses (active or passive voice).

Hadrian's Wall

In the year 122 AD, the Roman Emperor Hadrian (visit) his provinces in Britain. On his visit, the Roman soldiers (tell) him that Pictish tribes from Britain's north (attack) them. So Hadrian (give) the order to build a protective wall across one of the narrowest parts of the country. After 6 years of hard work, the Wall (finish) in 128. It (be) 117 kilometres long and about 4 metres high. The Wall (guard) by 15,000 Roman soldiers. Every 8 kilometres there (be) a large fort in which up to 1,000 soldiers (find) shelter. The soldiers (watch) over the frontier to the north and (check) the people who (want) to enter or leave Roman Britain. In order to pass through the Wall, people (must go) to one of the small forts that (serve) as gateways. Those forts (call) milecastles because the distance from one fort to another (be) one Roman mile (about 1,500 metres). Between the milecastles there (be) two turrets from which the soldiers (guard) the Wall. If the Wall (attack) by enemies, the soldiers at the turrets (run) to the nearest milecastle for help or (light) a fire that (can / see) by the soldiers in the milecastle. In 383 Hadrian's Wall (abandon). Today Hadrian's Wall (be) the most popular tourist attraction in northern England. In 1987, it (become) a UNESCO World Heritage Site.

Test. The Passive Voice

Choose the right answer.

- 1) We ... by a loud noise during the night.
a. woke up c. were woken up
b. are woken up d. were waking up
- 2) A new supermarket is going to ... next year.
a. build c. be building
b. be built d. building
- 3) There's somebody walking behind us.
I think
a. we are following c. we are followed
b. we are being following d. we are being followed
- 4) 'Where ...?' 'In London'.
a. were you born c. have you been born
b. are you born d. did you born
- 5) There was a fight at the party, but nobody
a. was hurt b. were hurt c. hurt
- 6) Jane ... to phone me last night, but she didn't.
a. supposed c. was supposed
b. is supposed
- 7) Where ...? Which hairdresser did you go to?
a. did you cut your hair
b. have you cut your hair
c. did you have cut your hair
d. did you have your hair cut
- 8) ... during the storm.
a. They were collapsed the fence
b. The fence was collapsed
c. They collapsed the fence
d. The fence collapsed
- 9) The new computer system ... next month.
a. is being installed by people
b. is be installed
c. is being installed
d. is been installed
- 10) The children ... to the zoo.
a. were enjoyed taken
b. enjoyed being taken
c. were enjoyed taking
d. enjoyed taking
- 11) ... chair the meeting.
a. John was decided to
b. There was decided that John should
c. It was decided that John should
d. John had been decided to
- 12) This car is not going ... in the race.
a. to drive c. to driven
b. to be drive d. to be driven
- 13) Will these clothes ... by Saturday?
a. make b. made c. be make d. be made
- 14) The mice ... the cheese.
a. have eaten c. has eaten
b. have been eaten d. has been eaten
- 15) When a student I ... to the discos every Friday night.
a. used to go c. use to go
b. are used to go d. were used to go
- 16) Neither Jim nor Jack ... there.
a. was invited c. were invited
b. was been invited d. were been invited
- 17) Your food
a. is still being prepared
b. has still been prepared
c. is being prepare
d. will prepare yet
- 18) Their engagement ... in the local paper.
a. was announced c. is being announced
b. has been announcing d. had announced
- 19) When ...?
a. has the letter posted
b. has the letter been posted
c. was the letter posted
d. did the letter post
- 20) After the volcanic eruption of 1957 the railway station
a. destroyed completely
b. was completely destroyed
c. has been destroyed
d. has destroyed

10. Modal Verbs

1) Can

- ability to do sth. in the present (substitute form: to be able to): *I can speak English.*
- permission to do sth. in the present (substitute form: to be allowed to): *Can I go to the cinema?*
- request : *Can you wait a moment, please?*
- offer: *I can lend you my car till tomorrow.*
- suggestion: *Can we visit Grandma at the weekend?*
- possibility: *It can get very hot in Arizona.*

2) Could

- ability to do sth. in the past (substitute form: to be able to): *I could speak English.*
- permission to do sth. in the past (substitute form: to be allowed to): *I could go to the cinema.*
- polite question : *Could I go to the cinema, please?*
- polite request: *Could you wait a moment, please?*
- polite offer: *I could lend you my car till tomorrow.*
- polite suggestion: *Could we visit Grandma at the weekend?*
- possibility: *It could get very hot in Montana.*

3) May

- possibility: *It may rain today.*
- polite suggestion: *May I help you?*
- permission to do sth. in the present (substitute form: to be allowed to): *May I go to the cinema?*

4) Might

- possibility (less possible than may): *It might rain today.*
- hesitant offer: *Might I help you?*

5) Must

- force, necessity: *I must go to the supermarket today.*
- possibility: *You must be tired.*
- advice, recommendation: *You must see the new film with Brad Pitt.*

6) Must not/May not

- prohibition: *You mustn't work on dad's computer. You may not work on dad's computer.*

7) Need not

- not necessary: *I needn't go to the supermarket, we're going to the restaurant tonight.*

8) Ought to

- advice: *You ought to drive carefully in bad weather.*
- obligation: *You ought to switch off the light when you leave the room.*

9) Shall

- instead of will in the 1st person
- suggestion: *Shall I carry your bag?*

10) Should

- advice: *You should drive carefully in bad weather.*
- obligation: *You should switch off the light when you leave the room.*

11) Will

- wish, request, demand, order (less polite than would): *Will you please shut the door?*
- prediction, assumption: *I think it will rain on Friday.*
- promise: *I will stop smoking.*
- spontaneous decision: *Can somebody drive me to the station? - I will.*
- habits: *She's strange, she'll sit for hours without talking.*

12) Would

- wish, request (more polite than will): *Would you shut the door, please?*
- habits in the past: *Sometimes he would bring me some flowers.*

Note: Many modal verbs cannot be used in all of the English tenses. That's why we need to know the substitutes to these modal verbs (**must – to have to; must not – not to be allowed to; can – to be able to; may – to be allowed to; need – to have to; need not – not to have to; shall / should/ ought to – to be supposed to / to be expected to / to be to**).

Grammar Exercises. Modal Verbs

Exercise 1. Use modal verbs where possible. If a modal verb can't be used with a certain tense, use its substitute.

- 1) You (must) get up early tomorrow.
- 2) You (not / need) call a baby sitter.
- 3) We (may) watch the film tonight.
- 4) He (not / can) see me yesterday.
- 5) She (must) stay at school yesterday afternoon.
- 6) (may / you) go to the disco yesterday?
- 7) He (not / must) sleep now.
- 8) You (not / need) answer.
- 9) He (ought to) give evidence at the court yesterday.
- 10) Since he bought the new car he (not / can) sleep.

Exercise 2. Use of 'must not' or 'need not' in the following exercise.

1) The teams ___ have more than 11 players on the field during a match. 2) But there ___ even be 11 players playing for each team. 3) Players ___ wear anything which might injure another player. 4) Players ___ play the ball with their feet only. 5) Substituted players ___ return to the game. 6) Players ___ leave the game without the referee's permission. 7) Players ___ hold an opponent. 8) The referee ___ send a player off if he has committed foul play. 9) However, if a player is sent off during the game, he ___ be replaced. 10) A period ___ be over after exactly 45 minutes.

Exercise 3. Complete the following sentences with one of the following words: can, could, may, might, should, ought to, shall, will.

- 1) The article stated that he ___ read at the age of three.
- 2) You ___ take a sweater in case it gets cold.
- 3) It's going to rain all afternoon. ___ we go to the cinema?
- 4) Scott ___ be 21 at the end of the month.
- 5) Julie said they traffic was heavy, so she ___ be late for the meeting.
- 6) You look a bit confused. ___ I help you?
- 7) You stole a CD from a friend? You ___ be ashamed of yourself!
- 8) I don't know the meaning of this word. ___ I borrow your dictionary?

Exercise 4. Write the phrases in brackets in their correct forms into the gaps.

- 1) Last week we ___ swimming, this week we can't. (can/to go)
- 2) Maybe the Smiths ___ a new house next year. (can/to build)
- 3) If you try hard, you ___ your examinations. (can/to pass)
- 4) When I was five, I ___. (not/can/to swim)
- 5) Dennis ___ the trumpet after four months. (can/to play)
- 6) Luke has passed his driving test, now he ___ a car. (can/to drive)
- 7) For three weeks I ___ to him on the phone. (not/can/to speak)
- 8) Alex ___ his homework when his desk is in such a mess. (not/can/to do)
- 9) They were so busy, they ___ me a text message. (not/can/to write)
- 10) Lisa ___ her dress. She can wear it again. (can/to clean)

Exercise 5. Form questions from the given words or phrases.

- 1) can play the trumpet she ?
- 2) write can they e-mails ?
- 3) can watch I TV ?
- 4) climb can the tree the cat ?
- 5) pictures can your draw brother ?
- 6) can parrot talk the ?
- 7) when come can you ?
- 8) do we can what ?
- 9) can our friends where lunch have ?
- 10) can sing sister your how ?

Test. Modal Verbs

Choose the right answer.

- 1) Sorry, I ___ eat that vegetable. I don't like it.
a. shouldn't c. mustn't
b. can't
- 2) The doctor told me: "You ___ eat less sugar."
a. should c. may
b. can
- 3) If you continue eating so much fatty food, you ___ have cardiovascular problems.
a. must c. may
b. should
- 4) ___ I eat as many fruit and vegetables as I want?
a. must b. can c. could
- 5) Your child is too fat. He ___ eat fewer sweets.
a. should b. may c. could
- 6) To be in good health, you ___ walk at least half an hour.
a. must c. can
b. should
- 7) You ___ suffer from heart diseases because you eat too much junk food.
a. must c. should
b. may
- 8) 150kg!!! You ___ lose weight.
a. must c. may
b. shouldn't
- 9) You ___ use less salt when you cook. It's bad for your health.
a. can't b. could c. mustn't
- 10) You ___ eat more fruit and vegetables to be in good health.
a. can b. should c. must
- 11) The children _____ go to bed in time.
a. is to b. are to
- 12) Peter and Mike _____ work overtime this month.
a. have to b. has to
- 13) She _____ never let them hurt her feelings.
a. mustn't b. must
- 14) I _____ see my doctor tomorrow.
a. will must c. must
b. will must to
- 15) He said that they _____ come at once.
a. musted b. must
- 16) Mary _____ English books without a dictionary.
a. can reads c. can read
b. cans read
- 17) Where could I _____ my wallet?
a. put b. putted
- 18) Weather in England _____ very quickly. cans change
a. can to change c. can change
b. can changes
- 19) We _____ to finish this work next week.
a. will can b. will be able to
- 20) My parrot _____.
a. can't speak c. can'ts speak
b. can't to speak
- 21) He ___ to see us tomorrow.
a. mays come c. may to come
b. may comes d. may come
- 22) They ___ finish the work by Thursday.
a. don't may c. may not
b. don't may to d. may not to
- 23) May I speak to you, sir? – Yes, ____.
a. you do b. you may
- 24) Henry said, that he _____ be late.
a. might c. would may
b. may
- 25) This _____ happen to us anytime.
a. will may b. may

11. The Reported Speech

1. Reported commands

If you put a command into Reported speech there are some steps which are the same like in statements: (changing of the person, backshift of tenses, changing of expressions of time).

The form is mostly: **form of to tell + to + infinitive**.

Affirmative commands: Father: "Do your homework." – Father told me **to do** my homework.

Negative commands: Teacher. "Don't talk to your neighbour." – The teacher told me **not to talk** to my neighbour.

2. Reported questions

If you put a question into Reported speech there are some steps which are the same like in statements: (changing of the person, backshift of tenses, changing of expressions of time).

In Reported speech there is no question anymore, the sentence becomes a statement. That's why the word order is: **subject - verb**

Question without question words (yes/no questions): Peter: "Do you play football?" – Peter asked me whether (if) I played football.

Question with question words: Peter: "When do you play football?" – Peter asked me when I played football.

3. Statements

1) If the sentence starts in the present, there is no backshift of tenses in Reported speech.

Example: Susan: "I work in an office." – Susan says that she works in an office.

2) If the sentence starts in the past, there is often backshift of tenses in Reported speech.

Example: Susan: "I work in an office." – Susan said that she worked in an office.

Backshift of tenses

<i>from</i>	<i>to</i>
Simple Present Peter: "I work in the garden."	Simple Past Peter said that he worked in the garden.
Simple Past Peter: "I worked in the garden."	Past Perfect Peter said that he had worked in the garden.
Present Perfect Peter: "I have worked in the garden."	
Past Perfect Peter: "I had worked in the garden."	
Will Peter: "I will work in the garden."	Would Peter said that he would work in the garden.
Progressive forms am/are/is Peter: "I'm working in the garden."	Progressive forms was/were Peter said that he was working in the garden.
was/were Peter: "I was working in the garden."	
has been Peter: "I have been working in the garden."	had been Peter said that he had been working in the garden.
had been Peter: "I had been working in the garden."	

If the sentence contains an expression of time, you must change it as well: **this (evening) – that (evening); today/this day – that day; these (days) – those (days); now – then; (a week) ago – (a week) before; last weekend – the weekend before / the previous weekend; here – there; next (week) – the following (week); tomorrow – the next/following day.**

Grammar Exercises. The Reported Speech

Exercise 1. Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

1) Andrew: "Clean the blue bike!" Andrew told me ___. 2) Jessica: "Write a text message!" Jessica told me ___. 3) Nelly: "Help Peter's sister!" Nelly told me ___. 4) Fred: "Wash your hands!" Fred told me ___. 5) Anna: "Open the window!" Anna told me ___. 6) Tom: "Come at 8!" Tom told me ___. 7) Teacher: "Do your homework!" The teacher told me ___. 8) Doris: "Dance with me!" Doris told me ___. 9) Sabine: "Meet Sandy at the station!" Sabine told me ___. 10) Victoria: "Check your e-mails!" Victoria told me ___.

Exercise 2. Complete the sentences in reported speech. Note the change of pronouns and tenses.

1) "Where is my umbrella?" she asked. She asked ___. 2) "How are you?" Martin asked us. Martin asked us ___. 3) He asked, "Do I have to do it?" He asked ___. 4) "Where have you been?" the mother asked her daughter. The mother asked her daughter ___. 5) "Which dress do you like best?" she asked her boyfriend. She asked her boyfriend ___. 6) "What are they doing?" she asked. She wanted to know ___. 7) "Are you going to the cinema?" he asked me. He wanted to know ___. 8) The teacher asked, "Who speaks English?" The teacher wanted to know ___. 9) "How do you know that?" she asked me. She asked me ___. 10) "Has Caron talked to Kevin?" my friend asked me. My friend asked me ___.

Exercise 3. Complete the sentences in reported speech. Note whether the sentence is a request, a statement or a question.

1) He said, "I like this song." He said ___. 2) "Where is your sister?" she asked me. She asked me ___. 3) "I don't speak Italian," she said. She said ___. 4) "Say hello to Jim," they said. They asked me ___. 5) "The film began at seven o'clock," he said. He said ___. 6) "Don't play on the grass, boys," she said. She told the boys ___. 7) "Where have you spent your money?" she asked him. She asked him ___. 8) "I never make mistakes," he said. He said ___. 9) "Does she know Robert?" he wanted to know. He wanted to know ___. 10) "Don't try this at home," the stuntman told the audience. The stuntman advised the audience ___.

Exercise 4. Finish the sentences using Reported speech. Always change the tense, although it is sometimes not necessary.

1) Emily: "Our teacher will go to Leipzig tomorrow." Emily said that ___. 2) Helen: "I was writing a letter yesterday." Helen told me that ___. 3) Robert: "My father flew to Dallas last year." Robert told me that ___. 4) Lisa: "Tim went to the stadium an hour ago." Lisa said that ___. 5) Patricia: "My mother will celebrate her birthday next weekend." Patricia said that ___. 6) Michael: "I am going to read a book this week." Michael said to me that ___. 7) Jason and Victoria: "We will do our best in the exams tomorrow." Jason and Victoria told me that ___. 8) Andrew: "We didn't eat fish two days ago." Andrew remarked that ___. 9) Alice: "I spent all my pocket money on Monday." Alice complained that ___. 10) David: "John had already gone at six." David said that ___.

Exercise 5. Finish the sentences using Reported speech.

1) John: "Mandy is at home." John said that ___. 2) Max: "Frank often reads a book." Max told me that ___. 3) Susan: "I'm watching TV." Susan said to me that ___. 4) Simon: "David was ill." Simon said that ___. 5) Peggy: "The girls helped in the house." Peggy told me that ___.

Test. The Reported Speech

Choose the right answer.

- 1) Carol says she ___ Fred for years.
a. was known
b. has been knowing
c. has known
- 2) Mom asked what time we ___ back the day before.
a. had come c. come
b. have come
- 3) The teacher ordered the pupils ____.
a. not to shout c. don't shout
b. to not shout
- 4) Chris said his parents ___ then.
a. sleep
b. were sleeping
c. has been sleeping
- 5) Lena asked if I ___ her my pen.
a. could lend c. will lend
b. could have lent
- 6) He said he ___ to the pool the next day.
a. is going
b. has gone
c. was going
- 7) Lucy says she ___ well.
a. hadn't felt
b. don't feel
c. is not feeling
- 8) Andy asked Kate if she ___ to the circus.
a. has ever been c. is
b. had ever been
- 9) Tom said he ___ to see a new film.
a. wanted
b. has wanted
c. will want
- 10) Nick demanded ___ the window.
a. closed
b. to close
c. to be close
- 11) Claire explained that she ___ to hurt me.
a. wasn't mean
b. hadn't meant
c. hasn't meant
- 12) She said they ___ to the beach if the weather was fine.
a. will go c. would go
b. went
- 13) Tom says he ___ a newspaper.
a. is reading c. read
b. was read
- 14) My father asked if I ___ that film.
a. has watched
b. will be watching
c. was watching
- 15) Kate's mom warned her that it ___ to rain.
a. is going
b. was going
c. has been going
- 16) She tried to find out where we ___ our holidays the previous year.
a. had spent
b. will spend
c. are spending
- 17) Mike told us they ___ tennis all morning the day before.
a. played
b. had been playing
c. has played
- 18) My aunt said she ___ me an interesting book.
a. may bring
b. might brought
c. might bring
- 19) The customer asked where they ___ meat.
a. has sold c. will sell
b. sold
- 20) Sean added that he ___ Ann the next day.
a. would visit
b. will visit
c. had visited
- 21) Greg told his brother he ___ pop music.
a. couldn't stand
b. can't stand
c. can't have stand
- 22) Dina says she ___ to the museum yesterday.
a. has been c. was
b. will be
- 23) Tim explained that he ___ his mom's car.
a. didn't take
b. hadn't taken
c. hasn't taken
- 24) Laura asked if I ___ some tea.
a. have wanted
b. will want
c. wanted
- 25) My sister told me ___ an ice-cream for her.
a. buy c. bought
b. to buy

12. Questions

1) Definition

An interrogative sentence is a type of sentence which usually asks a question and use a question mark (?). They may ask for information or for confirmation or denial of a statement. They typically begin with a question word such as **what**, **who**, or **how**, or an auxiliary verb such as **do/does**, **can** or **would**.

For example: *Do you speak French? Will you go to the supermarket for me? How can I do that?*

2) Types

There are four types of interrogative sentences.

1. **Yes/No interrogatives**
2. **Alternative interrogatives.**
3. **Wh-interrogatives**
4. **Tag questions.**

Yes/no interrogatives are questions that can be answered with a yes or a no response: *Mister, can you spare a dime? Did you take your vitamin this morning? Do you have your homework ready? Are you ready to go? Did you go to the game Friday night?*

For each of the above questions, the answer will be either a yes or no answer. We always use the short answer, not only "Yes" or "No". This sounds rude.

Note: If the answer is "Yes", we always use the long form (*Yes, I am*).

If the answer is "No", we either use the long or the contracted form (short form) (*No, I am not – No, I'm not*).

Alternative interrogatives are questions that provide for two or more alternative answers. In other words, you're providing a choice: *Would you prefer chocolate or vanilla ice cream? Should I call or email you? Do you want coffee, tea, or soda?*

Wh-interrogatives sentences begin with a wh-word and call for an open-ended answer. A yes or no answer isn't appropriate for these questions, nor does the question provide alternative answers. The answer can be a simple response or complex explanation: *What are you doing? Where do you live? Who is playing in the Super Bowl? What is the meaning of this? Which songs do you like best?*

Question words: **where** (*Where do you live?*); **who** (*Who are you?*); **when** (*When do you get up?*); **what** (*What are you doing?*); **why** (*Why do you smoke?*); **whose** (*Whose book is this?*); **which** (*Which bus do you take to school?*); **how** (*How old are you?*).

Tag questions are questions attached or tagged onto the ending of a declarative statement. They transform a declarative sentence into an interrogative sentence: *You live in the city, don't you? We need to get going now, don't we? There's a game on today, isn't there? You're coming to the party, aren't you?*

Form: positive main clause → negative question tag (*You are Tom, aren't you?*)

negative main clause → positive question tag (*He isn't Joe, is he?*)

Statements with negative adverbs

The adverbs **never**, **rarely**, **seldom**, **hardly**, **barely** and **scarcely** have a negative sense. Even though they are in a positive statement, the feeling of the statement is negative. We treat statements with these words like negative statements, so the question tag is normally positive: *He never came again, did he? She rarely comes, does she? You hardly ever come late, do you? I barely know you, do I?*

Sometimes interrogative sentences are actually declarative sentences that have a question mark at the end. If you ask this type of question, the last syllable of the final word in the sentence is spoken with a rising intonation: *The bus has already left? The Saints won the Super Bowl? It's snowing in Florida? You've lost 15 pounds already? The Subject of Interrogative Sentences*

Grammar Exercises. Questions

Exercise 1. Write the correct question into the gap.

- | | |
|----------------------------|-----------------------------------|
| 1) Speak you English? | 6) Understand you the question? |
| 2) What can I for you do? | 7) Does Frank works in Sheffield? |
| 3) Where live you? | 8) What did you last Sunday? |
| 4) Played you football? | 9) Where did Peter went? |
| 5) From where do you come? | 10) Like you Hip-Hop? |

Exercise 2. Ask for the underlined part.

1) She is opening a present. 2) The boys are hiding under Tom's bed. 3) My sister prefers porridge for breakfast. 4) On Thursday Jack has German, History and Maths. 5) Yesterday Carol and Jane went to the swimming pool. 6) The plane is landing at the airport. 7) The telephone is ringing . 8) Sarah has to stop because of a security check. 9) Andrew's new mountain bike costs €1000 10) At sunset Peter is walking along the beach .

Exercise 3. Put in What, Where, Why, When, How into the gaps and form meaningful questions.

- | | |
|--|--|
| 1) __ is the weather like today? | 6) __ do Anne and Betty get to school every day? |
| 2) __ don't you like apple juice? | 7) __ does your father go to work? |
| 3) __ about a walk through the forest? | 8) __ is the dog's bone? |
| 4) __ do you play volleyball? | 9) __ are we going for a holiday by the sea again? |
| 5) __ is my red sweat shirt, Mum? | 10) __ do you like your coffee? |

Exercise 4. Put in the correct question tags.

- | | |
|--|---|
| 1) She is collecting stickers, __? | 6) They are going home from school, __? |
| 2) We often watch TV in the afternoon, __? | 7) Mary didn't do her homework last Monday, __? |
| 3) You have cleaned your bike, __? | 8) He could have bought a new car, __? |
| 4) John and Max don't like Maths, __? | 9) Kevin will come tonight, __? |
| 5) Peter played handball yesterday, __? | 10) I'm clever, __? |

Exercise 5. Answer the questions. Use short answers.

1) Did you watch TV last night? - Yes, __. 2) Will it take us long to cross the Channel? - No, __. 3) Have they been waiting for long? - No, __. 4) Will she write me a letter? - Yes, __. 5) Was he running to the bus stop when the accident happened? - Yes, __. 6) Are Michael and Lucas going to write a letter today? - No, __. 7) Does Jane speak English? - No, __. 8) Had you locked the door before you left the house? - Yes, __. 9) Must we come tomorrow morning? - No, __. 10) Were they lazy on Sunday? - No, __.

Exercise 6. All questions are wrong. Write the correct questions.

- | | |
|-------------------------------|---|
| 1) When begins the race? | 6) Plays Mike volleyball? |
| 2) Sell you fish? | 7) Can the man the car drive? |
| 3) Who does the trumpet play? | 8) Why wrote you this letter? |
| 4) Where flew the plane? | 9) Do you can remember her name? |
| 5) Do you have got a brother? | 10) Think you not that it's time to go? |

Test. Questions

Choose the right answer.

- 1) Who usually ___ the dishes in your family?
 - a. do
 - b. does
 - c. is doing
- 2) ___ do you need this bucket for?
 - a. Why
 - b. Where
 - c. What
- 3) Alfred always writes long essays, ___?
 - a. doesn't he
 - b. don't he
 - c. does he
- 4) ___ Ann got a dress for the party?
 - a. Have
 - b. Does
 - c. Has
- 5) What ___ the main points of this report?
 - a. are
 - b. do
 - c. is
- 6) How ___ stars are there in the sky?
 - a. more
 - b. many
 - c. much
- 7) Andy can't skate very well, ___?
 - a. can't he
 - b. can he
 - c. could he
- 8) Do you have ___ interest in biology?
 - a. some
 - b. many
 - c. any
- 9) ___ a dog under the table?
 - a. Is there
 - b. Are
 - c. Are there
- 10) ___ colour is your new suit?
 - a. Where
 - b. Why
 - c. What
- 11) ___ Cathy lately?
 - a. Have you seen
 - b. Did you see
 - c. Has you seen
- 12) ___ turn is to clean the room?
 - a. Who
 - b. Whose
 - c. Which
- 13) How ___ do you want for your old car?
 - a. many
 - b. a lot
 - c. much
- 14) ___ your father take part in the organization of the competition last week?
 - a. Does
 - b. Had
 - c. Did
- 15) Tim didn't go to the football match yesterday, ___?
 - a. did he
 - b. does he
 - c. didn't he
- 16) Could you explain how ___?
 - a. does this device work
 - b. this device works
 - c. this device work
- 17) ___ influenced your choice of profession?
 - a. Which
 - b. When
 - c. What
- 18) ___ there any new books on sale?
 - a. Are
 - b. Do
 - c. Is
- 19) She never watches talk shows, ___?
 - a. doesn't she
 - b. does she
 - c. don't she
- 20) ___ a CD player?
 - a. Has Jill got
 - b. Have Jill
 - c. Have Jill got
- 21) Did he know where ___ her holidays last summer?
 - a. his sister has spent
 - b. did his sister spend
 - c. his sister had spent
- 22) ___ married next Saturday?
 - a. Do they get
 - b. Are they getting
 - c. Will they get
- 23) ___ she phoned you before you got home?
 - a. Has
 - b. Have
 - c. Had
- 24) ___ was the TV invented?
 - a. What
 - b. Who
 - c. When
- 25) Who ___ Ben lately?
 - a. has seen
 - b. had saw
 - c. have seen

13. The Preposition

1. Time

On – days of the week (*on Monday*);
in – months / seasons (*in August / in winter*);
time of day (*in the morning*); year (*in 2006*);
after a certain period of time (when?) (*in an hour*);
at – for night, for weekend, a certain point of time (when?) (*at night, at the weekend, at half past nine*);
since – from a certain point of time (past till now) (*since 1980*);
for – over a certain period of time (past till now) (*for 2 years*);
ago – a certain time in the past (*2 years ago*);

2. Place (Position and Direction)

In – room, building, street, town, country, book, paper etc.; car, taxi; picture, world (*in the kitchen, in London, in the book, in the car, in a taxi, in the picture, in the world*);
at – meaning next to, by an object; for table; for events; place where you are to do something typical (watch a film, study, work) (*at the door, at the station; at the table; at a concert, at the party; at the cinema, at school, at work*);
on – attached; for a place with a river; being on a surface; for a certain side (left, right); for a floor in a house; for public transport; for television, radio (*the picture on the wall; London lies on the Thames; on the table; on the left; on the first floor; on the bus, on a plane; on TV, on the radio*);
by, next to, beside – left or right of somebody or something (*Jane is standing by / next to / beside the car*);
under – on the ground, lower than (or covered by) something else (*the bag is under the table*);
below – lower than something else but above ground (*the fish are below the surface*);

3. Other important Prepositions

from – who gave it (*a present from Jane*);
of – who/what does it belong to; what does it show (*a page of the book; the picture of a palace*);
by – who made it (*a book by Mark Twain*);
on – walking or riding on horseback; entering a public transport vehicle (*on foot, on horseback; get on the bus*);
in – entering a car / taxi (*get in the car*);

before – earlier than a certain point of time (*before 2004*);
to – telling the time (*ten to six (5:50)*);
past – telling the time (ten past six (6:10));
to / till / until – marking the beginning and end of a period of time (*from Monday to/till Friday*);
till / until – in the sense of how long something is going to last (*He is on holiday until Friday*);
by – in the sense of at the latest, up to a certain time (*I will be back by 6 o'clock. By 11 o'clock, I had read five pages*).

over – covered by something else; meaning more than; getting to the other side (also across); overcoming an obstacle (*put a jacket over your shirt; over 16 years of age; walk over the bridge; climb over the wall*);
above – higher than something else, but not directly over it (*a path above the lake*);
across – getting to the other side (also over); getting to the other side (*walk across the bridge*);
through – something with limits on top, bottom and the sides (*drive through the tunnel*);
to – movement to person or building; movement to a place or country; for bed (*go to the cinema; go to London / Ireland; go to bed*);
into – enter a room / a building (*go into the kitchen / the house*);
towards – movement in the direction of something (but not directly to it) (*go 5 steps towards the house*);
onto – movement to the top of something (*jump onto the table*);
from – in the sense of where from (*a flower from the garden*).

off – leaving a public transport vehicle (*get off the train*);
out of – leaving a car / taxi (*get out of the taxi*);
by – rise or fall of something; travelling (other than walking or horseriding) (*prices have risen by 10 percent; by car, by bus*);
at – for age (*she learned Russian at 45*);
about – for topics, meaning what about (*we were talking about you*).

Grammar Exercises. The Preposition

Exercise 1. Write the correct prepositions into the gaps.

1) She was born ___ 2004. 2) They are waiting ___ the bus. 3) Don't forget to bring some flowers ___ you. 4) I haven't smoked ___ ages. 5) You can look up the word ___ a dictionary. 6) She is allergic ___ insect stings. 7) I'm looking ___ my keys. Have you found them? 8) The song was written ___ Madonna. 9) He likes to travel ___ Spain in summer. 10) The police car chased the robbers ___ the streets.

Exercise 2. Complete the exercise with the correct prepositions.

Henry Ford was born ___ the 30th ___ July 1863. He made his first car, the Quadricycle, ___ June 1896. ___ 1903, he founded the Ford Motor Company. Modern mass production ___ cars was developed ___ him ___ 1913. Ford's Model T could then be assembled ___ just 93 minutes. ___ 1927, 15 million Model T cars had been manufactured ___ the Ford Motor Company. Henry Ford became one ___ the richest and best-known people ___ the world.

Exercise 3. Complete with the missing preposition. In one place, a preposition is not needed.

- | | |
|---|---|
| 1) Jim is ___ the office. | 14) Jim works ___ the top floor ___ an office block. |
| 2) His wife is ___ home. | 15) He takes a lift ___ and ___ . |
| 3) He is sitting ___ his desk. | 16) The only exciting thing that happened to Jim was that once the lift stopped ___ the eighth and ninth floors and Jim was stuck ___ it. |
| 4) She is working ___ the kitchen table. | 17) He sat ___ the floor until help came. |
| 5) He has papers ___ his desk. | 18) When she has a lot to buy, Mary takes the car and parks ___ the car park, close ___ the store. |
| 6) She has a cookery book open ___ the table. | 19) ___ the supermarket, she walks ___ the aisles, pushing her trolley ___ the rows of shelves. |
| 7) Jim goes ___ the office ___ eight. | 20) She pays ___ the checkout, loads the groceries ___ the boot of her car, and drives ___ home. |
| 8) His wife stays ___ home ___ ten; then she goes ___ the supermarket. | |
| 9) ___ the supermarket, she buys groceries. | |
| 10) She walks ___ her house ___ the supermarket. | |
| 11) She walks ___ the end of her street ___ a busy road. | |
| 12) The courses is just ___ the corner. | |
| 13) She buys groceries ___ the courses and vegetables ___ an open market. | |

Exercise 4. Fill in the blanks with these words: *against, at, by, for, from, in, like, near, of, on, to, up, with*.

- | | |
|--|--|
| 1) She is doing a degree course ___ a university. | 11) A university is where you study ___ a degree. |
| 2) His trousers were washed ___ the washing machine. | 12) Which of these roads will lead ___ the church? |
| 3) We had to climb slowly ___ the hill. | 13) He sometimes quarrels ___ the neighbour. |
| 4) His house looks ___ a temple. | 14) I think there is a salesman ___ the door. |
| 5) How many ___ the members will join the trip? | 15) Her next birthday will be ___ a Sunday. |
| 6) Don't lean that ladder ___ the wall. | 16) Even the new drug could not cure him ___ his illness. |
| 7) I don't usually feel tired ___ the morning. | 17) He was given a ten-year prison sentence ___ armed robbery. |
| 8) Have you heard anything ___ him yet? | 18) The cat likes to rub its head ___ my legs. |
| 9) My house is quite ___ to your school. | 19) My father has a car ___ yours. |
| 10) Put this ___ your drawer and do not let anyone see it. | |

Test. The Preposition

Choose the right answer.

- 1) George and Jill got married ____ June.
a. at b. on c. in
- 2) We don't have driving lessons ____ Sundays.
a. in b. on c. at
- 3) Our train leaves ____ 9 o'clock in the evening.
a. on b. at c. in
- 4) Mike doesn't usually have breakfast ____ the morning.
a. in b. on c. at
- 5) My mother doesn't let me stay up late ____ night.
a. on b. at c. in
- 6) Would you like to live ____ the 18th century?
a. at b. on c. in
- 7) I love having picnics ____ a warm summer day.
a. in b. at c. on
- 8) Nancy is in Spain ____ the moment.
a. at b. on c. in
- 9) Our final exams start ____ five days.
a. at b. in c. on
- 10) I last saw Claire ____ Wednesday.
a. in b. at c. on
- 11) We always have school vacations ____ Christmas.
a. at b. on c. in
- 12) There is always lots of snow ____ January.
a. in b. on c. at
- 13) My aunt's birthday is ____ 15 April.
a. at b. in c. on
- 14) I hope to live in a detached house ____ the future.
a. on b. in c. at
- 15) Henry doesn't feel well ____ present.
a. on b. at c. in
- 16) This train stops ____ every station.
a. in b. at c. on
- 17) Let's drive ____ the field. It's the shortest way.
a. through b. from c. on
- 18) We spent a few days ____ Florence last week.
a. at b. in c. across
- 19) Put your money and documents ____ the cash desk.
a. in b. round c. onto
- 20) The bus stopped ____ the traffic lights.
a. in front b. in front of c. up
- 21) I think your slippers are ____ the bed.
a. under b. through c. between
- 22) Are there many passengers ____ the plane?
a. in b. at c. on
- 23) Todd is lying ____ bed with fever.
a. in b. onto c. near
- 24) We are going to travel ____ the sea.
a. inside b. across c. out of
- 25) I'm sure Lena is ____ college now.
a. in b. at c. into
- 26) The reception desk is ____ the centre of the hall.
a. in b. at c. on
- 27) Look! The shopping center is ____.
a. near b. on the left c. at the left
- 28) The company is sitting ____ the table.
a. onto b. into c. round
- 29) We are lucky to have a garage right ____ the house.
a. near b. among c. inside
- 30) Go ____ the path until you see a high rock.
a. out of b. from c. up

14. Revision. Test 1.

Choose the right answer.

- 1) Choose the right answer.
 - A. Always he arrives at 2:30
 - B. He arrives at always 2:30
 - C. He always arrives at 2:30
 - D. He always at 2:30 arrives
- 2) Choose the right answer.
 - A. Where playing Real Madrid?
 - B. Where is playing Real Madrid?
 - C. Where is Real Madrid playing?
 - D. Where playing is Real Madrid?
- 3) David is the boss, you need to speak to

 - A. it
 - B. him
 - C. her
 - D. them

- 4) She Supper with us last Friday
 - A. hadn't
 - B. no had
 - C. didn't have got
 - D. didn't have
- 5) ... sugar for my coffee!
 - A. There aren't any
 - B. There is any
 - C. There isn't no
 - D. There isn't any
- 6) Every year, he goes to the coast for his holidays
 - A. in train
 - B. on train
 - C. by train
 - D. with train
- 7) There is of beer left from the party
 - A. little
 - B. much
 - C. a lot
 - D. too
- 8) Choose the right answer.
 - A. Taking train what you are?
 - B. What train taking are you?
 - C. Are you what train taking?
 - D. What train are you taking?
- 9) She has her German classes
 - A. in Tuesday mornings
 - B. at Tuesday mornings
 - C. by Tuesday mornings
 - D. on Tuesday mornings
- 10) I haven't got
 - A. no money
 - B. money
 - C. any money
 - D. some money
- 11) He goes to work.....
 - A. by taxi
 - B. on taxi
 - C. with taxi
 - D. in taxi
- 12) Choose the right answer.
 - A. Always he wakes up at 9:00
 - B. He wakes up at always 9:00
 - C. He always wakes up at 9:00
 - D. He wakes always up at 9:00
- 13) Choose the right answer.
 - A. Where playing Manchester United?
 - B. Where is playing Manchester United?
 - C. Where is Manchester United playing?
 - D. Where playing is Manchester United?
- 14) I have class
 - A. on Mondays
 - B. in Mondays
 - C. at Mondays
 - D. by Mondays
- 15) He breakfast yesterday
 - A. hadn't
 - B. no had
 - C. didn't have got
 - D. didn't have
- 16) Choose the right answer.
 - A. Give the Joan money
 - B. Give the money to Joan.
 - C. Give to Joan the money.
 - D. Give the money at Joan
- 17) The room was empty. There there.
 - A. wasn't nobody
 - B. was anybody
 - C. was nobody
 - D. was somebody
- 18) She arrived Victoria Station half an hour late.
 - A. in
 - B. at
 - C. on
 - D. by
- 19) I haven't seen your cousinover a year ago.
 - A. since
 - B. _____
 - C. for
 - D. during
- 20) We're really looking forward on holiday.
 - A. to go
 - B. going
 - C. go
 - D. to going
- 21) Don't start That's for babies!
 - A. to crying!
 - B. crying!
 - C. cry!
 - D. in crying!
- 22) Choose the right answer.
 - A. I told her what she finished the exercise.
 - B. I told her to finish the exercise.
 - C. I told she finish the exercise.
 - D. I told her that she finish the exercise.
- 23) Have you finished the shopping ?
 - A. already
 - B. still
 - C. now
 - D. yet
- 24) My mother asked me if I was hungry, But I said that I dinner.
 - A. had already got
 - B. had already had
 - C. have already had
 - D. already had

Revision. Test 2.

Choose the right answer.

- 1) The kitchen can't be dirty he
- A. is just clean it.
 - B. have just cleaned it.
 - C. just clean it.
 - D. has just cleaned it.
- 2) If I won the lottery, I a house in the country.
- A. will buy
 - B. have bought
 - C. would buy
 - D. would have bought
- 3) "..... have you been waiting?" "Only a few minutes"
- A. How long
 - B. How long time
 - C. What time
 - D. For how long
- 4) I went to the cinema in the afternoon, before that I lunch.
- A. had already got
 - B. had already had
 - C. have already had
 - D. already had
- 5) He go to see the accountant this morning.
- A. must
 - B. had to
 - C. ought to
 - D. must to
- 6) His wedding is the of my problems! What about my car bills? .
- A. fewer
 - B. less
 - C. last
 - D. least
- 7) The good looking man by the door is my boyfriend.
- A. whose
 - B. standing
 - C. is standing
 - D. stands
- 8) You don't look very well. Maybe you see a doctor.
- A. need
 - B. have
 - C. should have
 - D. ought to
- 9) I thought you
- A. will going to help me.
 - B. were going to help me.
 - C. go to help me.
 - D. have go to help me.
- 10) The letter yesterday, but I don't know for sure.
- A. may arrive
 - B. might arrived
 - C. should arrive
 - D. may have arrived
- 11) is it from Istanbul to Bagdad?
- A. How much distance
 - B. How long
 - C. How far
 - D. How many
- 12) "I'm just going out for an ice cream -get one for you too?" "That would be nice of you!"
- A. Do I
 - B. Shall I
 - C. Will I
 - D. Do I have
- 13) You guys better get a move on if you don't want to miss the film.
- A. ought
 - B. had
 - C. have
 - D. would
- 14) This is the cat I saw.
- A. whom
 - B. _____
 - C. what
 - D. who
- 15) is it from Barcelona to Madrid?
- A. How far
 - B. How long
 - C. How much distance
 - D. How many
- 16) I wouldn't mind tonight.
- A. to go out
 - B. go out
 - C. going out
 - D. to going out
- 17) The man in the corner is my boss.
- A. whose
 - B. sitting
 - C. is sitting
 - D. sits
- 18) Where have you put my keys? I clearly remember them on the table last night.
- A. to leave
 - B. left
 - C. did leave
 - D. leaving
- 19) You look tired. You go to bed.
- A. need
 - B. have
 - C. should have
 - D. ought to
- 20) That was a great match. I'll never forget Revaldo score that goal.
- A. see
 - B. to see
 - C. seeing
 - D. seen
- 21) They last night, but I'm not sure.
- A. may come
 - B. might come
 - C. should come
 - D. may have come
- 22) I wouldn't do that if I ...you.
- A. am
 - B. have been
 - C. were
 - D. would be
- 23)that I knew what he was up to.
- A. Little did he know
 - B. Little known
 - C. Little he knew
 - D. Little knowing
- 24) ..in telling me these lies, because you know I don't believe you.
- A. There is no use
 - B. It is no point
 - C. It is no use
 - D. It is usefulness

MODULES 1 - 4
Module 1 - Total: 100 marks

Exercise 1. Underline the correct item in bold.

(10 marks)

1. In the antiquity, this city was a place of cult which contained numerous **a) treasures / b) jewels** of the Greek art: temples, monuments, altars, theaters, statues and marble or bronze votive offerings.
2. Mummies were buried with amulets and a “Book of the Dead”, containing **a) songs / b) spells** to help them survive in the Next World.
3. Greek thinkers laid the basis of mathematics and science and **a) posed / b) asked** questions about life that still occupy us.
4. After taking the throne Thutmose had Hatshepsut's name cut from the temple walls and tried to **a) drive out / b) erase** her name from history.
5. The Statue of Zeus was destroyed during the fire which **a) ravaged / b) broke up** the temple in 462.
6. The height enabled the statue to be visible by the ships **a) coming / b) approaching** to the port.
7. In Athens, democracy meant that all **a) male citizens / b) foreigners and male citizens** had a say in how the city was run.
8. In each province, a Roman **a) general / b) a governor** kept control, backed by disciplined Roman troops.
9. Egyptians had farmed this rich **a) soil / b) land** for thousands of years when the first towns grew up and the art of writing was discovered in 3500 BC.
10. Political struggles within the empire, and constant attacks along its fringes slowly **a) broke up / b) undermined** Rome's might.

Exercise 2. Fill in the correct word from the list.

(10 marks)

**a) alliances, b) crucifixion, c) depicted, d) excavations, e) impact, f) mistress, g) plunged, h) set up
i) smelting, j) spilled**

1. proved the existence of the other wonders, except of the Hanging Gardens of Babylon.
2. Egyptian craftsmen made beautiful furniture and jewellery and mastered stone-masonry, copper and many other skills.
3. Horus, the god of the sky and vengeance, is as a falcon-headed man wearing a red and white crown.
4. No ancient civilization had such a lasting on our world as Ancient Greece.
5. The Colossus of Rhodes was between 303 and 291 BC, so it took twelve years of hard work to totally finish it.
6. Cleopatra VII reigned from 51 BC to 30 BC; she became the of Julius Caesar and gave birth to his son Octavian.
7. In 33 AD there was a of Jesus Christ in the Roman province of Jerusalem.
8. Every spring, when the snows melted in the Ethiopian mountains, the Nile rose high in flood and across the fields.
9. Over the next few centuries, Rome extended its power over all Italy by brute force and
10. The Mycenaeans established cities all over the Aegean, but their world too broke up and Greece was into the Dark Ages.

Exercise 3. Choose the correct answer.

(20 marks)

1. Who was the father of Alexander the Great?

a) Philip II

b) Sulla

c) Diocletian

4. Civilization the Aegean Sea first began the island Crete 4000 years ago the Minoan people.

Exercise 5. Match the pairs of words which are similar in meaning. (20 marks)

1. a bull, 2. a desert, 3. a heyday, 4. a hippodrome, 5. a merchant, 6. a riot, 7. a shower, 8. a tomb, 9. a tortoise, 10. a union, 11. a warrior, 12. a water-supply, 13. graceful, 14. pottery, 15. tiny, 16. to chase, 17. to drag, 18. to invade, 19. to prosper, 20. troops

a) a circus, b) a downpour, c) a golden age, d) a rebellion, e) a sepulcher, f) a soldier, g) a trader, h) a turtle, i) a wilderness, j) an alliance, k) an aqueduct, l) an ox, m) ceramics, n) elegant, o) military forces, p) to capture, q) to pull, r) to pursue, s) to thrive, t) very small

Exercise 6. Match the words with the suitable definitions. (10 marks)

1. a craftsman, 2. a desert, 3. a god, 4. a hippodrome, 5. a manuscript, 6. a monument, 7. a papyrus, 8. a pyramid, 9. a shield, 10. a slave

a) a book or other document written by hand;	g) a supernatural being, who is worshipped as the controller of some part of the universe or some aspect of life in the world;
b) a broad piece of armor made of rigid material and strapped to the arm or carried in the hand for protection against hurled weapons;	h) an obelisk, statue, building, etc., erected in commemoration of a person or event or in celebration of something;
c) a huge masonry construction that has a square base and four sloping triangular sides;	i) an open-air stadium with an oval course for horse and chariot races in ancient Greece and Rome
d) a member of a skilled trade; an artisan;	j) paper made from the stem pith of an aquatic plant;
e) a person legally owned by another and having no freedom of action or right to property;	
f) a region that is devoid of vegetation;	

Exercise 7. Match the proper names with the best definitions. (10 marks)

1. Akhenaten, 2. Alexander the Great, 3. Anubis, 4. Augustus, 5. Democritus, 6. Horus, 7. Mark Antony, 8. Nero, 9. Osiris, 10. Pythagoras

a) a god of the afterlife, the underworld and the dead; he is classically depicted as a green-skinned man, wearing a crown with two large ostrich feathers and holding a symbolic crook and flail.
b) a god of the sky and vengeance; 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.
c) a Greek philosopher who developed the atomist theory of matter of his teacher, Leucippus.
d) a Greek philosopher who founded a school in southern Italy that sought to discover the mathematical principles of reality through the study of musical harmony and geometry.
e) 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.
f) a king of Macedonia; a conqueror of Greece and Egypt and Persia and a founder of Alexandria.
g) a pharaoh of the 18th dynasty of Egypt; he is especially noted for abandoning traditional Egyptian polytheism and introducing worship centered on the Aten.
h) a Roman general under Julius Caesar in the Gallic wars; he repudiated his wife for the Egyptian queen Cleopatra.
i) a Roman statesman who became the first emperor of Rome in 27 BC.
j) an emperor of Rome; his cruelty and irresponsibility provoked widespread revolts, which led to his suicide.

Module 2 - Total: 90 marks

Exercise 1. Underline the correct item in bold.

(10 marks)

1. Like pilgrims, each crusader swore a vow, to be fulfilled on successfully reaching Jerusalem, and they were granted a cloth cross to be **a) sewn / b) embroider** into their clothes.
2. Medieval peasants were either classified as free men or as "villeins," those who owed heavy labor service to **a) a farmer / b) a lord**, were bound to the land
3. Renaissance science consisted mainly of the study of medicine, physics and mathematics, **a) depending on / b) considering** ancient masters, such as Galen, Aristotle, and Euclid.
4. After a period of relative peace, in which Christians and Muslims co-existed in the Holy Land, Bernard of Clairvaux **a) called for / b) announced** a new crusade when the town of Edessa was conquered by the Turks.
5. At the first sign of trouble, the commoners rushed to get inside the **a) lookout tower / b) castle walls** before the gates closed and shut them out.
6. Viking **a) invasions / b) raids** were a major factor in the development of cities during the early Middle Ages.
7. Italian literature and art, even Italian clothing and furniture designs were **a) imitated / b) banned** in France, Spain, England, the Netherlands and Germany, but as Renaissance values came to the north, they were transformed.
8. In 1099 crusader armies **a) burn down / b) took** Jerusalem, massacring the Jewish and Muslim population.
9. **a) Darker colors / b) light colors** of fabrics became popular to show off the embroidery or jewels that were sewn into the clothing.
10. **a) Bandages / b) linen**, when afforded, might be glued or nailed to benches to provide some comfort.

Exercise 2. Fill in the correct word from the list.

(10 marks)

a) accomplish, b) antiquity, c) barns, d) connotation, e) kingdom, f) scheme, g) secure, h) surplus, i) to conquer, j) urban

1. As a result of the First Crusade, several small Crusader states were created, notably the of Jerusalem.
2. When Julius Caesar set Western Europe, there were few places that could have been called cities.
3. A traditional numbering for the crusades gives us nine during the 11th to 13th centuries, as well as three others that are mostly contemporaneous and unnumbered.
4. Houses, and animal pens clustered around the center of the village, which was surrounded by plowed fields and pastures.
5. The greatest Renaissance thinker, Nicola Machiavelli, in his "Prince and Discourses", constructed a realistic science of human nature aiming at the reform of Italian society and the creation of a civil life.
6. Since the 17th century the term "crusade" has carried a in the west of being a "righteous campaign," usually to "root out evil," or to fight for a just cause.
7. During the 15th century, students from many European nations had come to Italy to study the classics, philosophy, and the remains of , spreading the Renaissance north of the Alps.
8. These invaders often plundered more than they could carry, sold goods to surrounding villages and created base camps to be used for trading.
9. The new age began in Padua and other communes of northern Italy in the 14th century, where lawyers and notaries imitated ancient Latin style and studied Roman archaeology.

10. French and German armies marched to Asia Minor in 1147, but failed to any major successes, and indeed endangered the survival of the Crusader states with a foolish attack on Damascus.

Exercise 3. Choose the correct answer.

(20 marks)

1. Who called upon all Christians to join a war against the Turks in 1095?
a) Pope Gregory VIII b) Pope Urban II c) Pope Gregory V
2. What did a knight put on his head during crusades?
a) a helmet b) a top hat c) a felt hat
3. What building materials were used to erect a castle after 1100AD?
a) limestone b) stone c) wood
4. Who is the author of "The Taming of the Shrew"?
a) William Shakespeare b) Lope de Vega c) Francesco Petrarca
5. What do we call a notched parapet built on top of a wall, with alternating merlons and crenels for decoration or defense?
a) a battlement b) a bailey c) a keep
6. Which Roman Emperor drowned in Cilicia in 1190?
a) Frederick I b) Richard I of England c) Philip II of France
7. Who painted "Sistine Madonna"?
a) Sandro Botticelli b) Leonardo da Vinci c) Rafael Santi
8. How long did Richard the Lionhearted reign in the British Isles?
a) ten years b) one year c) five years
9. Which playwright and poet is the author of "The Dog in the Manger"?
a) Lope de Vega b) Michel de Montaigne c) William Shakespeare
10. Which crusade was initiated by Pope Innocent III in 1202?
a) the third crusade b) the fifth crusade c) the fourth crusade
11. What Northern humanists planted the first seeds of the Reformation when they applied critical methods developed in Italy to the study of the New Testament?
a) Erasmus of the Netherlands and John Colet of England b) Petrarch and Poggio Bracciolini c) Pico della Mirandola and Tommaso Campanella
12. Who made a truce with Saladin in the third crusade?
a) Louis IX of France b) Frederick I c) Richard I
13. What building materials were used to erect a castle before 1100AD?
a) stone b) wood c) limestone
14. What do we call the period between 793 and 1066 AD in Scandinavia and Britain?
a) the Viking Age b) the Crusades Age c) the Middle Ages
15. What does the term 'Renaissance' mean?
a) cross b) witchcraft c) rebirth
16. Which Roman Emperor imprisoned Richard the Lionhearted in Austria?
a) Frederick I Barbarossa b) Otto IV c) Henry VI
17. What tunics came into fashion at the end of the 13th century?
a) tighter fitting b) loose fitting c) full fitting
18. What did a knight wear under his armour, which itself acted as an additional layer of protection against enemy blows?
a) a coat b) a hauberk c) a padded jerkin
19. What do we call a building for the shelter and feeding of domestic animals, especially horses and cattle?
a) a stable b) a gatehouse c) a pantry
20. What do we call a musician in the Middle Ages who travelled about the country singing songs and poems?
a) a minstrel b) a singer c) a playwright

Exercise 4. Fill in the gaps with prepositions, conjunctions, particles from the list. (20 marks)

a) between, b) by, c) from, d) in, e) into, f) of, g) on, h) or, i) over, j) to, k) with

1. Village life would change outside influences market pressures and new landlords.
2. The Kingdom Jerusalem was ruled European Kings and Queens 1099 and 1291.
3. Women, especially those who were married, wore tight-fitting caps and nets their hair, which was wound a "bun" their heads.
4. Knights wore a hauberk, which was a long-sleeved shirt chain mail cover the hands and a chain mail hood coif, iron chain mail leggings.
5. Castles were designed withstand a siege and mount a defense.
7. Women's clothing kept pace the men's Renaissance clothing many respects.
8. Alchemy was the science concerned finding a way turn all metals gold.

Exercise 5. Match the pairs of words which are similar in meaning. (20 marks)

1. a granary, 2. a sovereign, 3. a stream, 4. a vow, 5. an armistice, 6. an attic, 7. an ointment, 8. heritage, 9. linen, 10. meager, 11. minor, 12. Renaissance, 13. sorcery, 14. surplus, 15. to dominate, 16. to nurture, 17. to protect, 18. to subjugate, 19. toil, 20. weapons

a) a barn, b) a brook, c) a garret, d) a liniment, e) a monarch, f) a truce, g) an oath, h) arms, i) bedclothes, j) excessive, k) hard work, l) legacy, m) limited, n) rebirth, o) secondary, p) to conquer, q) to defend, r) to prevail, s) to rear, t) witchcraft

Exercise 6. Put the words into the correct order. (10 marks)

1. sacking / marched up / way / on / cities / crusaders / armies / Jerusalem / several / towards / their.
.....
2. roots / be / can / in / of / cities / European / major / all / found / medieval / today's.
.....
3. of / to / the / a / stressed / had / early / society / humanists / approach / problems / flexible.
.....
4. the / poor / city / medieval / outside / little / homes / rich / the / form / and / between / differed.
.....
5. Leonardo da Vinci's/of / is / and / the / pieces / one / worst-preserved / best-known / 'Last Supper'
.....
6. result / without / had / in / any / 1149 / home / French / returned / armies / German / and.
.....
7. their / began / walls / fortifying / and / villages / erecting / positions / medieval.
.....
8. Renaissance / witchcraft / officially / for / during / persecution / the / the / began / sanctioned.
.....
9. to / of / at / but / castles / first / burn down / wood / they / were / were / easy / made / too.
.....
10. John / England / Richard the Lionhearted / finally / defeat / to / to / in / 1194 / returned.
.....

Module 3 - Total: 100 marks

Exercise 1. Match the items to make full sentences.

(10 marks)

- | | |
|--|--|
| 1. The American Revolution, also known | a) and the United States of America was born. |
| 2. British soldiers and American patriots started the war | b) as the Revolutionary War, began in 1775. |
| 3. Colonists in America wanted | c) enforce several taxes, and increase more control over the colonies. |
| 4. The British government attempted to pass some laws, | d) independence from England. |
| 5. For ten years before the war actually started, | e) so delegates from all the colonies were sent to form the first Continental Congress. |
| 6. The colonies had no central government at the beginning of the war, | f) the Declaration of Independence, in which the colonies declared their independence from England. |
| 7. George Washington, a former military officer and wealthy Virginian, | g) there was a lot of tension between England and the colonies. |
| 8. Members of the Continental Congress wrote a letter | h) to King George of England outlining their complaints and declaring their independence from England. |
| 9. On July 4, 1776, the Continental Congress adopted | i) was appointed Commander in Chief of the Continental Army. |
| 10. The war ended in 1783 | j) with battles at Lexington and Concord, Massachusetts. |

Exercise 2. Underline the correct item in bold.

(10 marks)

- The war was the result of the political American Revolution, which galvanized around the **a) dispute / b) treaty** between the Parliament of Great Britain and colonists opposed to the Stamp Act of 1765, which the Americans protested as unconstitutional.
- The occupants of slums had no sanitation, no water supply, no paved streets, no schools, no law, no **a) food rich in calories / b) decent food** or new clothing.
- The Americans formed a unifying **a) American / b) Continental** Congress and a shadow government in each colony.
- The roots of World War I, however, lay in the gradual destabilization of the five-way balance of power that had **a) prevailed / b) appeared** in Europe since Napoleon.
- In April of 1775, **a) Gage / b) Washington** sent a contingent of troops out of Boston to seize rebel arms.
- In response, Louis XVI **a) called / b) convened** the Estates-General, made up of clergy, nobility and the Third Estate (commoners) in 1789.
- As head of state, Nicholas II 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 **a) wounded / b) killed**.
- Louis XVI was judged by the National Convention and **a) executed for treason / b) assassinated** on the 21st of January, 1793.
- The Victorian era of Great Britain is considered the height of the British industrial revolution and the **a) apex / b) symbol** of the British Empire.
- Trying to pass reforms, the Estates-General swore the Tennis Court **a) Oath/ b) spell** not to disperse until France had a new constitution.

Exercise 3. Fill in the correct word from the list. Then translate sentences.

(20 marks)

a) ammunition, b) banned, c) debt, d) issued, e) massacred, f) naval, g) overthrown, h) sparked, i) stalemate, j) wretched

1. On the 27th of August, 1789 the Declaration of the Rights of Man was by the National Assembly.
2. France, Spain and the Dutch Republic all secretly provided supplies, and weapons to the revolutionaries starting early in 1776.
3. 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 poverty.
4. The British used their superiority to capture and occupy American coastal cities while the rebels largely controlled the countryside, where 90 percent of the population lived.
5. The First World War was by the murder of Franz Ferdinand, Archduke of Austria, by a nationalist Serb.
6. The assembly nationalized church lands to pay off the public and reorganized the church.
7. The law of 1864 boys under 10 years old from working as chimney sweeps.
8. Military victories in 1794 brought a change in the public mood and Maximilien Robespierre was in the Convention on 9 Thermidor, year II and executed the next day.
9. In 1918, the at the Western Front was finally broken, and troops swept through France and Belgium to Germany.
10. Revolutionaries imprisoned the royal family and nobles and clergy in the Tuileries in 1792.

Exercise 4. Read the text about Queen Victoria and fill in the gaps with the words from the list. Then write 5 questions to the text. (20 marks)

- a) celebration, b) cousin, c) death, d) duke, e) empress, f) era, g) expansion, h) female, i) influence, j) inherited, k) monarch, l) nickname, m) powers, n) reign, o) successor*

Queen Victoria was the **1)** of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. From 1 May 1876, she used the additional title of **2)** of India.

Victoria was the daughter of Prince Edward, **3)** of Kent and Strathearn, the fourth son of King George III. Both the Duke of Kent and the King died in 1820, and Victoria was raised under close supervision by her German-born mother Princess Victoria of Saxe-Coburg-Saalfeld. She **4)** the throne at the age of 18, after her father's three elder brothers had all died without surviving legitimate issue. The United Kingdom was already an established constitutional monarchy, in which the Sovereign held relatively few direct political **5)** Privately, she attempted to **6)** government policy and ministerial appointments. Publicly, she became a national icon and was identified with strict standards of personal morality.

She married her **7)**, Prince Albert of Saxe-Coburg and Gotha in 1840. Their nine children married into royal and noble families across the continent, tying them together and earning her the **8)** "the grandmother of Europe". After Albert's **9)** in 1861, Victoria plunged into

deep mourning and avoided public appearances. As a result of her seclusion, republicanism temporarily gained strength, but in the latter half of her **10)**, her popularity recovered. Her Golden and Diamond Jubilees were times of public **11)**

Her reign of 63 years and 7 months, which is longer than that of any other British monarch and the longest of any **12)** monarch in history, is known as the Victorian **13)** It was a period of industrial, cultural, political, scientific and military changes within the United Kingdom, and was marked by a great **14)** of the British Empire. She was the last British monarch of the House of Hanover; her son and **15)** Edward VII belonged to the House of Saxe-Coburg and Gotha, the line of his father.

Questions:

1.
2.
3.
4.
5.

Exercise 5. Match the pairs of words which are similar in meaning. (20 marks)

1. a cart, 2. a combat, 3. a crop failure, 4. a expulsion, 5. a height, 6. a high-explosive shell, 7. a manor, 8. a pact, 9. a retirement, 10. a standoff, 11. betrayal, 12. financial, 13. hearsay, 14. naval, 15. negotiations, 16. to designate, 17. to flee, 18. to oppose, 19. to surrender, 20. well-being

a) a bad harvest, **b)** a banishment, **c)** a deadlock, **d)** a fight, **e)** a grenade, **f)** a treaty, **g)** a wagon, **h)** a withdrawal, **i)** an apex, **j)** an estate, **k)** fiscal, **l)** marine, **m)** prosperous, **n)** rumour, **o)** talks, **p)** to define, **q)** to resist, **r)** to take a flight, **s)** to yield, **t)** treason

Exercise 6. Match the words with the suitable definitions. (10 marks)

1. a fraternity, 2. a mortar, 3. a troop, 4. an ally, 5. an assassination, 6. an estate, 7. clergy, 8. slums, 9. to capture, 10. to imprison

- | | |
|--|--|
| a) a body of soldiers, especially on horses or in armoured vehicles; | f) any association of people having work, interests, etc., in common; |
| b) a city area of poor living conditions and dirty unrepaired buildings; | g) the crime of killing a ruler, politician, etc. for political reasons or reward; |
| c) a heavy gun with a short barrel, firing an explosive that falls from a great height; | h) the members of the Christian priesthood who are allowed to perform religious services; |
| d) a person or country that helps or supports one, especially in war; | i) to put or keep in a place or state from which one cannot get out as one wishes; |
| e) a piece of land on which buildings have all been built together in a planned way; | j) to take control of something by force from an enemy; |

Exercise 7. Fill in the gaps with prepositions from the list (10 marks)

a) before, **b)** by, **c)** from, **d)** in, **e)** of, **f)** until, **g)** up

1. The last Emperor of Russia, Nicholas II ruled 1894 his abdication 1917.
2. Georges Jacques Danton was a leading figure the early stages the French Revolution.
3. The Victorian era was preceded the Regency era and came the Edwardian period.
4. Peace talks (June 28, 1918) were conducted Paris, where the Treaty Versailles was drawn to reorganize Europe.

Module 4 - Total: 100 marks

Exercise 1. Match the items to make full sentences.

(10 marks)

1. The Battle of Britain is the name given to the World War II air campaign waged ...
 2. In the 1960s and 1970s, the Third World was increasingly divided between
 3. In the years leading up to the war, France and Britain attempted to evade
 4. Art Nouveau was very dynamic and highly inventive style;
 5. When the Second World War broke out, Winston Churchill was
 6. On the 14th of October 1962, following indications of increased military activity on Cuba and a growing Soviet presence,
 7. The Cold War (1945-1991) was a continuing state of political and military tension between the powers of the Western world,
 8. The automobile vastly increased the mobility of people in the Western countries
 9. In the 1980s, the United States increased diplomatic, military, and economic
 10. Synthesizers began to be employed widely in music
- a) an American U-2 aircraft photographed missile sites in western Cuba.
 - b) and crossed over into the mainstream with new wave music in the 1980s.
 - c) and in many other places by the end of the 20th century.
 - d) appointed to his old post as head of the Admiralty.
 - e) by the German Air Forces (Luftwaffe) against the United Kingdom during the summer and autumn of 1940.
 - f) conflict by allowing Hitler to take possession of neighbouring lands, including Austria and Czechoslovakia.
 - g) 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.
 - h) however the depression of the Great War made it difficult to keep up such a high standard.
 - i) led by the United States and its NATO allies, and the communist world, led by the Soviet Union, its satellite states and allies.
 - j) pressures on the Soviet Union, which was suffering from the economic stagnation.

Exercise 2. Underline the correct item in bold.

(10 marks)

1. June 6, 1944, the *a) invasion / b) capture* of Europe began with the Normandy Landings in northern France.
2. In 1968, Eastern Bloc member Czechoslovakia attempted reforms and was subsequently *a) liberated / b) invaded* by the Soviet Union and other Warsaw Pact members, crushing the reforms.
3. The first half of 1941 witnessed relatively little movement in *a) Axis / b) Allied Powers* territory.
4. The number and types of home *a) domestic surroundings / b) appliances* increased dramatically due to advances in technology, electricity availability and increases in wealth and leisure time.
5. British victory in the Second Battle of El Alamein (November 1942) initiated the Anglo-American recovery of *a) North / b) Central* Africa.
6. By the end of the 20th century, unmanned probes had visited the Moon, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, various *a) galaxies / b) asteroids* and comets.
7. The Soviet Union created the Eastern Bloc with the eastern European countries it occupied, maintaining these as *a) satellite / b) independent* states.
8. The age of the *a) stationary / b) portable* music player grew during the 1960s with the development of 8-track and cassette tapes, which slowly began to replace record players.
9. The U.S. maintained its Cold War *a) fight / b) 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.
10. This period of the Cold War would continue through US President Reagan's first term, through the death of Soviet leader Leonid Brezhnev in 1982, the brief *a) interim / b) long* period of Soviet leadership consisting of Yuri Andropov and Konstantin Chernenko.

Exercise 3. Read the text about the Vietnam War and fill in the gaps with the words from the list. Then write 8 questions to the text.

(20 marks)

a) capture, b) combat, c) conflict, d) Congress, e) containment, f) government, g) policy, h) prevent, i) region, g) state, k) supported, l) war

The Vietnam War was a Cold War-era military 1) that occurred in Vietnam, Laos and Cambodia from 1 November 1955 to the fall of Saigon on 30 April 1975. This 2) followed the First Indochina War and was fought between North Vietnam, supported by its communist allies and the 3) of South Vietnam, 4) by the United States and other anti-communist countries. The Viet Cong, a lightly armed South Vietnamese communist common front directed by the North, largely fought a guerrilla war against anti-communist forces in the 5)

The USA government viewed involvement in the war as a way to 6) a communist takeover of South Vietnam as part of their wider strategy of 7) The North Vietnamese government and Viet Cong viewed the conflict as a colonial war, fought initially against France, backed by the USA and later against South Vietnam, which it regarded as USA puppet 8) The USA involvement escalated in the early 1960s, with troop levels tripling in 1961 and tripling again in 1962. USA 9) units were deployed beginning in 1965. Operations spanned international borders, with Laos and Cambodia heavily bombed. American involvement in the war peaked in 1968. After this, USA ground forces were gradually withdrawn as part of a 10) known as Vietnamization. Despite the Paris Peace Accords, signed by all parties in January 1973, fighting continued.

USA military involvement ended on 15 August 1973 as a result of the Case-Church Amendment passed by the US 11) The 12) of Saigon by the Vietnam People's Army in April 1975 marked the end of the war, and North and South Vietnam were reunified the following year.

Questions:

1.
2.
3.
4.
5.
6.
7.
8.

Exercise 4. Choose the correct answer.

(20 marks)

1. The policy of was finally abandoned when Hitler invaded Poland on September 1, 1939.

a) appeasement	b) confrontation	c) containment
----------------	------------------	----------------
2. On the 7th of December, 1941, Pearl Harbor was attacked by Japan and joined the War.

a) France	b) the USA	c) Great Britain
-----------	------------	------------------
3. ‘Crisis and’ was a period from the death of the Soviet leader Joseph Stalin in 1953 to the Cuban Missile Crisis in 1962.

a) escalation	b) competition	c) recovery
---------------	----------------	-------------
4. Winston Churchill in 1953.

a) was knighted	b) became Prime Minister	c) became Queen’s messenger
-----------------	--------------------------	-----------------------------
5. In February 1943, the of Stalingrad was finally broken with Russian victory in the Battle of Stalingrad.

a) capture	b) seizure	c) siege
------------	------------	----------

a) a collapse, b) a counterpart, c) a recovery, d) a siege, e) a treaty, f) an accord, g) an alliance, h) an automobile, i) an invasion, j) contemporary, k) detente, l) fashion, m) influence, n) stagnation, o) tension, p) to decline, q) to embark on, r) to evade, s) to succeed, t) to surrender

Exercise 6. Match the words with the suitable definitions, then translate sentences into your native language.

(20 points)

1. a missile, 2. a particle, 3. a siege, 4. an obstacle, 5. arm race, 6. containment, 7. detente, 8. fashion, 9. technology, 10. to decline

a) a competition between nations to have the most powerful armaments;

.....
.....

b) 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;

.....
.....

c) a rocket carrying a warhead of conventional or nuclear explosives; it may be ballistic or directed by remote control;

.....
.....

d) a style in clothes, cosmetics, behaviour, etc., especially the latest or most admired style;

.....
.....

e) an operation by an army surrounding a defended place to force it to yield, usually by preventing any supplies from reaching it;

.....
.....

f) 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;

.....
.....

g) something which stands in the way and prevents action or success;

.....
.....

h) the easing of tensions or strained relations especially between nations;

.....
.....

i) the practical application of science to commerce or industry;

.....
.....

j) to move from a better to a worse position, or from higher to lower;

.....
.....

SECTION IV. Wordlist

<u>Unit 1</u>	expedition	prove	chamber
according to	falls	prowess	charm
adopt	fortress	quadriga	consort
altar	frieze	queen	copper
antiquity	funeral	ravage	corpse
approach	goddess	realize	credit
artistic	grave	reign	crook
assistant	greatness	relief	dazzling
base	hanging gardens	remain	depict
calculus	harbor	rite	descend
canyon	heaven	satrap	desert
cast	height	scene	detest
cave	in honour of	scepter	devoid of
ceiling	inert	sculptor	dismantle
ceremonial	influential	set up	drag
chamber	inhabitant	sewerage	embalm
colossal	introduction	split	embankment
colossus	involve	steam ship	erase
commemoration	iron	supernatural	eventually
commit suicide	ivory	surmount	expel
consider	Jewish	sustain	female
contain	knight	take place	fertile
contrary to	lance	temple	flail
correct	landscape	throne	flood
counterpart	layer	torch	gem
create	lighthouse	treasure	genie
cult	malleable	universe	heyday
current	manuscript	valuable	holy
dam	marble	value	immense
decay	mausoleum	vary	inscribe
deity	measure	vastness	intact
dense	merchant	votive	inundation
distance	minor	wearing (weir)	jackal
dominant	mole	with reference to	jewels
doubtless	moreover	wonder	kingship
ductile	mould	worship	life-blood
eagle	murder	<u>Unit 2</u>	limestone
earthquake	notably	abandon	lineage
ebony	numerous	adherence	link
edifice	observe	advance	master
enable	occur	amulet	melt
engender	offerings	aquatic	mistress
entitle	order	arch	mummy
entry	partially	astonishing	needle
error	perfect	bandage	notable
evoke	perimeter	bash	papyrus
excavations	plaster	beard	pharaoh
except of	precious	bow	pith
exemplary	preserve	carve	possess
exist	priceless	casing	predecessor

priest	ash tree	float	prefecture
prosper	assassination	flock	preliterate
quarry	assemble	flourishing	procession
raider	banish	focus	prominent
ramp	be engaged in	foreigner	property
reclaim	blood	generate	proposal
recline	blow	gigantic	rebellion
regard	bodyguard	graceful	recover from
respect	bolt	guard	re-emerge
restored	boulder	hatred	refer to
revere	break up	hero	reject
reverse	bubonic plague	huge	release
seize	bull	hurl	remarkably
sepulcher	bury	impact	representative
silt	capture	impassable	reside
skull	ceramics	imprison	resources
sled (sledge)	Christianity	invade	retribution
sloping	climax	irritable	revolt
smelting	code	labour	reward
smooth	coin	launch	riot
sophisticated	colonnade	legally	root
soul	complex	lighting	round up
spell	conquer	lure	run
spill	considerable	mainland	scholar
spiral	convert	make up	shade
stem	council	male	shower
stone-masonry	craft	marry to	site
successor	creature	matter	Slav
survive	credit with	merchant	smith
suspect	crucifixion	misuse	society
tear down	currency	mob	spirit
threaten	cygnet	mortal	spiritual
tomb	debate	mutual	squabble
triangular	decline	mythical	stage
unconventional	defeat	nude	statesman
vehicle	destroy	occupy	steadily
vengeance	disguise	oligarchy	succeed
visible	dispatch	oppressively	suggest
vizier	disturbance	origin	summon
weak	ditch	originally	superhuman
widow	dominate	outbreak	swan
wield	downpour	overrun	tail
wilderness	eclipse	overthrow	take back
wrack	elope	ox	temple
wrap	enclose	phenomena	tempt
	entrance	plunge	thriving
	eruption	polymath	thunder
	establish	portray	thunderbolt
	ethics	pose	tiff
	execute	pottery	tiny
	fail	powerful	trader
	fetch	precipitate	tumult

Unit 3

account
amend
approve
arbitrarily
aristocrat
artisan

tutor	distinction	plunder	witness
tyrant	distinguished	preeminent	Unit 5
uncover	drive out	preside	accomplish
underworld	earn	prisoner	aid
unjustly	efficiency	proclaim	armistice
unseat	election	prompt	armour
uproar	eligible	pursue	assist
wares	encourage	recognition	associate with
warrior	entertainment	recruit	battle-axe
wisdom	exert	resented	bishop
womb	extend	rival	blow
work out	faithful	rough	brim
Unit 4	fall in love	ruler	cavalry
alliance	fall out	ruthless	chain mail
ancestor	fence	sack	chivalric
aqueduct	fierce	scarf	coif
armour	force out	scout	connive
arrow	fringe	secure	connotation
ascending	gain	shield	contemporaneous
auxiliaries	governor	sole	convent
ballot	gradual	spade	cross
battle cloak	grid	spear	crossbow
bitter	grind	spectator	crusade
blame	hand mill	spirit	crux
blend	heir	square	dagger
bring in	herald	stake	defensive
bristle	hippodrome	stepson	deflect
brute	hobnail	strive	derive
century	household	struggle	distinguish
chariot	increase	stud	divert
chase	indication	sumptuous	drown
cheer	initially	sword	encroach
circular	invade	take over	endanger
circus	kit	testify	entertainer
cohort	lack	thicknesses	evidence
combat	lares	tight	evil
compete	legion	tortoise	exile
concurrently	legionnaire	tough	exquisite
conical	loyal	tribe	fail
constant	luxurious	troops	flexible
conventionally	maritime	trusty	hammer
convert	melting pot	tunic	hauberk
cooking pot	messenger	undermine	haul
corn	might	unifier	helmet
corps	missile	uprising	heraldry
crucifixion	naval	utterly	hereditary
declare	nickname	vast	heretic
deflect	observer	via	hoard
detachment	origin	vote	honorific
determination	owe to	water-supply	hood
diary	paternal	wealth	household chores
discipline	permanent	wear down	imprison

in charge of	swear	commoner	invariable
initiate	trench	comprise	iron bar
investigate	troops	consolidate	joint
jerkin	truce	corbelled arch	keep
kettle-hat	Turk	core	kennel
knight	undertake	counter	kirtle
knighthood	usurp	courtesy	landscape
laundering	Viking	courtyard	larder
lead	vow	cowshed	laundry
leggings	waylay	cramp	linen
mace	weights	crenel	liniment
massacre	Unit 6	crop	liquid
minstrel	accommodation	curriculum	liquor
monastic	acid	depend on	lookout tower
monk	affluent	devastation	loophole
Muslim	afford	dig out	loose
nobleman	alternating	disaster	louse (lice)
nun	ancillary	ditch	luxurious
oath	animal pen	Domesday Survey	machicolation
objective	ankle	domestic	Magna Carta
outlaw	apartment	dot	manor
padded	arbour	drawbridge	mansion
papacy	attacker	embankment	meager
participant	attic	enterprise	merlon
peasant	available	entrance	moat
penance	bailey	erect	nail
penitence	barn	escarpment	neighboring
pilgrimage	barracks	estate	net
plot	barrel	excessive	noble
plunder	battlement	famine	notch
pope	bedbug	fare	oily
preach	bind	feast	ointment
priest	biting insect	feudal dues	outbuilding
regain	Black Death	fief	outhouse
reign	boundary	fitting	owe
relative	bourgeois	flowing	pantry
reveal	braid	fort	parley
righteous	brief	fortify	parterre
ring	brook	garret	particular
scheme	bun	gate	passageway
serf	burn down	gatehouse	pasture
servant	buttery	glue	peasant
settlement	candle	granary	permanent
sew	cattle	great hall	pest
slave	cellar	guard	pigsty
sovereign	chandlery	habitually	pillage
sparse	chapel	harsh	plowed field
spouse	charter	hedge	portcullis
strike	chimney	household	postern
subjugate	chivalry	illegally	poultry
surcoat	cloak	infertile	premises
survey	cluster	intruder	pressure

projecting gallery	toil	demise	pave the way
prove	trap	deteriorate	pendulum
pungent	tuck in	device	persecution
purchase	tunic	discourse	pestilence
quarter	utensil	distinctive	play
rampart	venture	distinguishing	pleated skirt
rare	villein	doom	pregnant
reaping	vineyard	embroidery	prescribe
rear	water cistern	fabric	prevail
receptacle	wax	familiar	profound
regain	wind	fit	puffed sleeve
retiring	<u>Unit 7</u>	flax	purchase
rife	abhor	flexible	rearing
rub	accomplish	frequent	rebirth
rub	achievement	gear	refine
sand	adoration	generation	remains
scalding house	adorn	girdle	respect
scenery	affair	gloss	restorer
scullery	agenda	grenade	reveal
serf	alchemy	grin	revive
servant	allied bomb	guide	ruff
set out	annunciation	gun powder	saint
sheet	apply	heritage	sanction
shelter	approach	hips	savage
siege	appropriate	hoop	scarf
sign	attempt	hosiery	secure
skin	avoid	hunter	setting
sleeveless	barbarism	indecipherable	shepherd
slip	“barrel” look	initial	shoulder
slit	beget	inspiration	shrew
slope	behold	jerkin	slashing
smother	beleaguer	keep in pace with	smarten
soreness	bereave (bereft)	knit	solution
sowing	bodice	lace	sorcery
spice	breeches	law	spawn
spike	brimmed hat	legacy	“square” fashion
stable	brocade	lever	square toed shoes
statement	button	metal stay	stand-up collar
steep	canon	miraculously	stocking
stiffness	capture	missile	tailor
stream	care	monk	taming
strengthen	chemise	mortar	the dog in the manger
stronghold	chief	mural	tool
sturdy	comprehensive	New Testament	toothed wheel
subordinate	conjunction	notary	turn into
subsist on	consciousness	nurture	turnspit
surface	cord	occult	underskirt
surmount	corruption	outfit	urban
surplus	court	overhaul	value
surround	crane	pad	veneer
tank	dagger sleeve	patron	vernacular
temporary	decease	pattern	violence

virgin warfare weave (wove) whalebone corset widespread wool <p style="text-align: center;"><u>Unit 8</u></p> ally ammunition anger argue assistance banishment battlefield begging benefit bullet cede claim commander in chief compromise confront contingent convince culminate deadlock decisive defected deliver desert disperse dispute Dutch entry excite explosive expulsion favoring flank gain galvanize hang (hung) ignite insurgent Intolerable Act involvement launch logistical manpower marine minuteman naval	oppose pass a law persuade possession prisoner provide ratify rebel recognize rely on resist respond roughly severely simultaneously sink (sank) sovereignty spy standoff stripe sufficient superiority supplies suppress surrender tax theater threaten unabated warn wound yield <p style="text-align: center;"><u>Unit 9</u></p> able-bodied men abolish acceptance accusation achieve aid announce appoint apprehend approve balk behead betrayal cause chairman chiefly citizen clergy climax	commencement concur conduct convene convoke coup crush dauphin debt declare war on decree depose desperate dismiss disperse draft draft-dodger draw up enable enlist ensue equality execute expanding failure fiery fiscal flee fraternity gilded grapeshot grudgingly guillotine harvest hearsay heralds impose in response to initiate inseparability issue judge kneebreeches legislative leniency levy on liberty mood mutiny nobility oath overwhelmed	owe persecute plebiscite priesthood privileged proclaim provoke pursue restore rising rumour runaway sansculotte schism sentence serfdom settle slaughter solemn suppress take a flight Third Estate titular treason trial unwillingly venality vigorous weaken whiff worsen <p style="text-align: center;"><u>Unit 10</u></p> adult apex artisans ban Bank Holiday blind bric-a-brac bungalow cart charity chimney sweep china cholera christen clutter complete compulsory conceive cram dame school
--	---	--	---

decay	royal	defensive	presumptive
decent	rural	densely	pursuit
define	scroll	deny	quarrel
delivery service	sewage	disarm	raid
descendant	slate pencil	divert	rail-head
designate	slums	downpour	reconnaissance
division	sprawl	draw up	recovery
domed	spurt	dreadnought	recurring
drape	squash	due to	reliable
duke	squeeze	emerge	reparation
elite	stitched	encircle	retirement
emergence	stuffed bird	entire front	retreat
employer	succeed	execution	reward
empress	swift	explosive	scouting
engraving	toll	firepower	scuttle
etching	track	flame-thrower	signify
expand	treasure	flank	spark
faith	trinket	foremost	stagger
famine	typhoid	foresee	stalemate
farewell	underpay	gains and losses	submarine
finery	urbanized	General Staff	tension
forego	vacated	gradual	tenure
gentry	vastness	grenade	tip
Grace	watercolours	hailstorm	treaty
Highness	<u>Unit 11</u>	halt	trench warfare
inlay	abdicate	harshness	Triple Alliance
jerk	aftermath	heir	Triple Entente
jungle	aggravate	high-explosive shell	unparalleled
kidnap	alliance	hitherto	unprecedented
lace curtain	annihilation	impasse	unrestricted
layer	archduke	implement	valet
Majesty	assemble	implication	withdrawal
manor	assistance	in favour of	zeppelin
mill	barrel	incapacitate	<u>Unit 12</u>
mine	be equipped with	infantry	abandon
mother-of-pearl	campaign	insufficient	acquire
needlework	capacity	intensity	airborne
on the outskirts	casualties	intentionally	airfield
ostentatious	casus belli	magnify	alarmingly
overtake	chambermaid	martyr	alert
papier-mâché	cite	modify	Allied Powers
pattern	collapse	mortar	amass
paved street	combat	mutiny	amphibious
pew conspicuous	compel	negotiation	assemble
postage stamp	conduct	nickname	Axis Powers
poverty	conscription	offensive	bridgehead
precede	considerable	orthodox	close in
previously	contribute	outbreak	conquest
prosperity	converge	pack	convoy
provide	count	pact	council
refinement	crucial	payment	crucial
revival	cruiser	perceive	decline

defer delay deputy desperate deteriorate dispatch eloquence embark on ensuing erratic esteem evade eve fame feature foothold fortitude grab honorary impact impediment indomitable initially initiate inroad judgment liberate lull merge objective obstacle outright overwhelm pace peerage policy of appeasement pose postpone prevent prior to prominence prompt prosper in recommence recovery relinquish resign resist resort resume setback shift	siege superiority surround sustain take possession of target terminate thaw three-pronged attack throe via wage warning <p style="text-align: center;"><u>Unit 13</u></p> “iron curtain” accord align alleviate announce anxiety appeal armament arms race ascend assure atrocity back beleaguer bombardment brand cease-fire commitment conclude confrontation containment controversial crumble culminate decrease deliver deployment détente deterioration dismantle dispatch dissolution distribution downfall engagement escalation espionage evidence	exasperate facilitate foster goal guerrilla warfare handle hostage hostile indication inferior intelligence interim internal maintain moderate negotiate offer offset oppose option partial possess preoccupation pressure promote ratify reduce relieve remote control request resolve restoration satellite setback severe shipment shoot down span split spy stagnation standstill strain subsequent successor thaw transition verge wage warhead wary witch hunt	<p style="text-align: center;"><u>Unit 14</u></p> aleatoric application artificial assembly line availability bang beat behaviour branch celestial cell phone challenge chemicals cloning clothes dryer commerce complexity computability computation constituent contemporary dating depart depression determine digital distribution domain dramatically drastic due to dwarf edge electric stove entity excessive exploration external fiction furnace fusion genome genre glamorous highway home appliances hovercraft ignition system imagery in contrast with integrated circuit
--	--	---	---

interaction inventive jet engine leisure time mainstream mammal manned airplane matter merge microwave oven narrator originate from outlet outline particle portable probe proliferation propose radiocarbon rate record player re-define reduce relativity revere revolve rhythm rubber screen semiconductor sentient sequence sinuous solar solely sonar spectacles stainless steel streamline syncopate synthesizer tape trace trait transmission triode tube turboprop twin unanimously uprising	vacuum cleaner valve vehicle via viable visual vogue zeppelin		
--	--	--	--

SECTION V. Answers

Unit 1. The seven wonders of the ancient world

Ex. 4.

10. In the ancient Greek religion, Zeus was the "Father of Gods and men" who ruled the Olympians of Mount Olympus as a father ruled the family. He was the god of sky and thunder in Greek mythology.

11. His Roman counterpart is *Jupiter* and Etruscan counterpart is *Tinia*. Zeus was the child of Cronus and Rhea, and the youngest of his siblings. In most traditions he was married to Hera, although, at the oracle of Dodona, his consort was Dione.

12. His symbols are the *thunderbolt*, *eagle*, *bull*, and *oak*.

Ex. 9. 1. Pyramid, 2. garden, 3. statue, 4. temple, 5. mausoleum, 6. colossus, 7. lighthouse

Ex. 11. 1-c; 2-a; 3-b; 4-c.

Unit 2. Ancient Egypt

Ex. 1.

1. Hieroglyphics was the form of writing used in Ancient Egypt. It is a form of picture writing. Each symbol represented a word or idea rather than just a sound like the alphabet. There were thousands of different symbols.

2. The first pyramid: The step pyramid of Djoser is located at Saqqara. It was built during the 3rd Dynasty for Zoser (Djoser) by Imhotep. It is dated around 2630 BC.

3. The pharaoh was the supreme ruler. Egyptologists believe the people of Egypt considered the pharaoh to be half man/half God.

4. Pharaoh Khufu ordered the building of the Great Pyramid of Giza.

5. Generally the role of sphinxes was as temple guardians; they were placed in association with architectural structures such as royal tombs or religious temples. The great Sphinx is part of a complex which consists not only of the sphinx itself, but also of its old temple, a New Kingdom temple and some other small structures. It is also closely related to Khafre's Valley Temple, which itself had four colossal sphinx statues each more than 26 feet long. Working east there is the pyramid of Khafre then Funerary Temple of Khafre which is linked by a cause way to the Great Sphinx which is facing east at the Temple of the Sphinx.

6. Papyrus was used about 3500 BC by the Ancient Egyptians. They used it to write records for the Pharaohs. Traders also wrote on this Paper Papyrus. They used reed like instruments to write on the Papyrus.

7. They invented papyrus, black ink, first ox drawn plows, several military innovations, a writing system and beer. They invented mathematics, astronomy, monotheism, the idea of heaven and hell, columns, philosophy, science, studies in understanding medicine, and arguably electricity.

8. "Pharaoh" is the name given by the Greeks and Hebrews to Egyptian kings. Pharaohs lived in palaces in the capital city of Egypt. The capital city changed in different time periods. Cities of ancient Egypt which were capitals included Tanis, Libyan, Nubia, Thebes. Thebes was capital of Egypt during several alternating time periods.

9. The skilled Egyptian architects used only the simplest tools, but had the vast manpower of thousands of laborers, many of whom perished during the construction.

10. Nefertiti was the wife of Amenhotep IV (Akhenaton), who ruled Egypt for 20 years. Tutankhamen (King Tut) was his son by a lesser wife called Kiya. Akhenaten turned Egypt from polytheism to monotheism. Tut became Pharaoh at age 9 after the death of his father. He changed Egypt back from a monotheist religion (worship of one god) to polytheism (worship of more than one god). King Tut died at age 18 from a broken leg, probably from carriage incident when hunting

or at war. Nefertiti, circa 1370 - 1330 B.C. was the Great Royal Wife of Egyptian Pharaoh Amenhotep IV. She was also the mother-in-law and probable stepmother to the future King Tutankhamen. There is a possibility that she was the Queen of Egypt after her husband's death and before the accession of Tutankhamen, using the name of Nefernefervaten. She had six daughters.

11. They used a material called linen.

12. He was a Pharaoh in Ancient Egypt. He ruled in the 3rd Dynasty from 2630 BC- 2611 BC.

13. There are 30 dynasties (31 if you include Cleopatra, who ended the dynastic system) in Ancient Egypt containing about 332 known Pharaohs. This number is a rough estimate as there may be Pharaohs that have not been discovered, and some scholars do not agree on whether or not advisors that served during occasional lapses between Pharaohs should count. The term "Pharaoh" did not originate in Egypt and was not consistently used until the 12th dynasty.

14. Cleopatra (69 – 30 BC) was the last pharaoh of Ancient Egypt. She was a member of the Ptolemaic dynasty, a family of Greek origin that ruled Egypt after Alexander the Great's death during the Hellenistic period. Cleopatra originally ruled jointly with her father Ptolemy XII Auletes and later with her brothers, Ptolemy XIII and Ptolemy XIV, whom she married as per Egyptian custom, but eventually she became sole ruler. As pharaoh, she consummated a liaison with Julius Caesar that solidified her grip on the throne. She later elevated her son with Caesar, Caesarion, to co-ruler in name. After Caesar's assassination in 44 BC, she aligned with Mark Antony in opposition to Caesar's legal heir, Gaius Julius Caesar Octavianus (later known as Augustus). With Antony, she bore the twins Cleopatra Selene II and Alexander Helios, and another son, Ptolemy Philadelphus. Her unions with her brothers produced no children. After losing the Battle of Actium to Octavian's forces, Antony committed suicide. Cleopatra followed suit, according to tradition killing herself by means of an asp bite in 30 BC. She was briefly outlived by Caesarion, who was declared pharaoh by his supporters, but he was soon killed on Octavian's orders. Egypt became the Roman province of Aegyptus.

15. Osiris, Cleopatra, Isis, Rameses, Tutankhamun, Nefertiti, Anubis.

Ex. 9. 1-c, 2-e, 3-a, 4-d, 5-f, 6-j, 7-g, 8-i, 9-h, 10-b.

Ex. 11.

1. Pharaohs were the king or Queen of Egypt. Most pharaohs were men but some well-known pharaohs, such as Nefertiti and Cleopatra, were women. A Pharaoh was the most important and powerful person in the kingdom. He was the head of the government and high priest of every temple. The people of Egypt considered the pharaoh to be a half-man, half-god. The Pharaoh owned all of Egypt. The ancient Egyptians did not refer to their Kings as Pharaohs. The word Pharaoh comes from the Greek language and was used by the Greeks and Hebrews to refer to the Kings of Egypt. Today, we also use the word Pharaoh when referring to the kings of Egypt.

2. The first true pharaoh of Egypt was Narmer (sometimes called Menes), who united Lower Egypt and Upper Egypt. He was the first king of the First Dynasty, the beginning of the Old Kingdom. Egypt was once divided into two kingdoms. The kingdom in Lower Egypt was called the red crown and the one in Upper Egypt was known as the white crown. Around 3100 B.C. the pharaoh of the north conquered the south and Egypt became united. The pharaoh's name was King Narmer (Menes). He founded the first capital of Egypt where the two lands met. It was called Memphis. (Thebes became the next capital of Egypt and then Amarna was made the capital during the reign of King Akhenaten.) The story of Ancient Egypt begins from when the north and the south were united as one country under the first pharaoh Menes.

3. The Ancient Egyptians believed that their Pharaoh was the god Horus, son of Re, the sun god. When a pharaoh died he was believed to be united with the sun and then a new Horus ruled on earth.

4. In the Old and Middle Kingdoms (2628-1638 BC), Egyptian kings were buried in pyramids. About 50 royal pyramids have survived. They were built on the desert edge, west of the ancient

capital of Memphis. In the New Kingdom (1504-1069 BC), Egyptian kings were buried in tombs in the Valley of the Kings at Thebes. These tombs were tunnels cut deep into the natural rock.

5. Pharaohs often had several wives but only one was queen.

6. The most famous Egyptian pharaoh today is, without doubt, Tutankhamun.

7. Ramses II

8. Pharaoh Tut

9. Imhotep means "the one who comes in peace"

10. A scepter, a staff, a flail, the uraeus (a rearing cobra)

Unit 3. Ancient Greece

Ex. 1.

1. Ancient Greece is a civilization belonging to a period of Greek history that lasted from the Archaic period of the 8th to 6th centuries BC to the end of antiquity (ca. 600 AD). Immediately following this period was the beginning of the Early Middle Ages and the Byzantine era.

2. Classical Greece was a 200 year period in Greek culture lasting from the 5th through 4th centuries BC. Classical Greece began with the repelling of a Persian invasion by Athenian leadership.

3. The Greeks developed three architectural systems, called orders, each with their own distinctive proportions and detailing. The Greek orders are: Doric, Ionic, and Corinthian.

4. The Ionian Revolt; The First Persian War; The Peloponnesian War; The Archidamian War; The Sicilian war; The Ionian.

5. Athens is the symbol of freedom, art, and democracy in the conscience of the civilized world. The capital of Greece took its name from the goddess Athena, the goddess of wisdom and knowledge.

6. Sparta a beautiful town near the river Evrotas, located in the centre of the Peloponnese in southern Greece, is the capital of the prefecture of Laconia. SPARTA (known in Greek as Sparti) has a history which dates back to the Neolithic period, at least 3,000 years before Christ.

7. **800 BC:** The majority of Greek states were governed by groups of rich landowners, called aristocrats; this word is derived from 'aristoi', meaning best people. This was a system known as 'oligarchy' the rule by the few; **750 BC:** Athenian power in the Archaic Period was controlled by Aeropagus, or council. Their policies were delivered through three magistrates called Archons; **500 BC:** Democracy was introduced by an aristocrat, Cleisthenes. Who was from family of the Alcmaeonids in 508 BC, after 2 years of civil war, they used the help of Spartans to secure power.

8.

• **Zeus-** king of the gods and lord of the sky

• **Poseidon-** god of the sea

• **Hades-** god of the Underworld

• **Athena-** goddess of war strategies and skills, wisdom, and handicrafts.

• **Ares-** god of violent and bloody war

• **Hera-** goddess of marriage, family, and children

Artemis- goddess of The Hunt, baby animals, the moon and children (especially preteen girls).

Twin to Apollo.

9.

First Greek gods: Theogony, Chaos, The Titans

The Olympic gods: Aphrodite, Apollo, Ares, Artemis, Athena, Demeter, Dionysus, Hades, Hephaestus, Hera, Hermes, Hestia, Poseidon, Zeus

10. **Greek heroes:** Achilles, Agamemnon, Heracles, Jason & the Argonauts, Odysseus, Theseus

• **Apollo-** god of the sun, music, healing, prophecy, and poetry. Twin to Artemis.

• **Dionysus-** god of wine

• **Aphrodite-** goddess of love and beauty.

• **Hephaestus-** god of fire and blacksmiths

• **Hermes-** god of messengers and thieves

Zues, Poseidon, and Hades are the top three gods. The rest are the less important gods, and there are dozens of other minor gods (Nike was the goddess of victory, Iris was the goddess of the rainbow, etc.).

Semi-gods and spirits: Furies, Graces, Fates, Muses, Nymphs, Sirens

Monsters and creatures: Centaurs, Cyclopes, Giants, Satyrs

11. The Olympic Games were a series of athletic competitions held for representatives of various city-states of Ancient Greece held in honor of Zeus. The exact origins of the Games are shrouded in myth and legend but records indicate that they began in 776 BC in Olympia in Greece. They were celebrated until 393 AD when they were suppressed by Theodosius I as part of the campaign to impose Christianity as a state religion. The Games were usually held every four years, or olympiad, as the unit of time came to be known. During a celebration of the Games, an Olympic Truce was enacted so that athletes could travel from their countries to the Games in safety

Ex. 10. 1-f, 2-a, 3-i, 4-e, 5-g, 6-d, 7-b, 8-c, 9-j, 10-h.

Ex. 11. a) 1, 4, 8, 21; b) 5, 7, 18, 20; c) 10, 22, 23; d) 6, 9, 13, 14, 15; e) 11, 12; f) 16, 2; g) 17, 19; h) 3.

a) *playwrights*: Aeschylus, Aristophanes, Euripides, Sophocles; b) *philosophers*: Aristotle, Epicurus, Plato, Socrates; c) *historians*: Herodotus, Thucydides, Xenophon; d) *mythical characters*: Electra, Heracles, Jason, Oedipus, Orpheus, Zeus; e) *epic poets*: Hesiod, Homer; f) *leaders*: Pericles, Alexander the Great; g) *sculptors*: Phidias, Praxiteles; h) *mathematicians*: Archimedes

Ex. 12. 1-j, 2-e, 3-b, 4-g, 5-a, 6-i, 7-l, 8-d, 9-c, 10-f, 11-k, 12-h.

Ex. 13. 1-j, 2-g, 3-i, 4-h, 5-e, 6-d, 7-k, 8-b, 9-l, 10-f, 11-c, 12-a.

Ex. 14. a-7, b-2, c-8, d-10, e-4, f-1, g-9, h-3, i-5, j-6.

Unit 4. Ancient Rome

Ex. 1.

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.

2. In the 500 years Rome was an Empire, there were over 140 different emperors. (Augustus, Nero, Trajan, Diocletian, Constantine, etc)

3. The Colosseum could seat 45,000 spectators. This is where the ancient Romans gathered to watch bloody combat between gladiators, and battles between men and wild animals. To see men being killed was very entertaining to the ancient Romans. On occasion, they flooded the Colosseum with water, to hold naval battles. During the battles, many competitors died. The Colosseum was built of concrete, faced with stone, as were most amphitheaters. It was built in the early days of the Roman Empire, around 70 CE.

4. The Forum was the main marketplace and business center, where the ancient Romans went to do their banking, trading, shopping, and marketing. It was also a place for public speaking.

5. the lower class Romans (plebeians); the upper class Romans (patricians)

6. Augustus, the first Roman emperor, ruled for 45 years. It was during the reign of Augustus that people got used to being ruled by one leader. For 45 years, Rome was at peace. This period is the beginning of the “Pax Romana”, or Roman Peace.

7. The Pantheon is a building in Rome which was originally built as a temple to all the gods of Ancient Rome, and rebuilt circa 125 AD during Hadrian's reign.

8. Julius Caesar was a great general and an important leader in ancient Rome.

During his lifetime, he had held just about every important title in the Roman Republic including consul, tribune of the people, high commander of the army, and high priest. He suggested new laws, most of which were approved by the Senate. He reorganized the army. He improved the way the provinces were governed.

9. Rome is usually divided into 3 eras. *The monarchy* lasted from 753 BC (the founding of Rome) to 510 BC (Tarquinius Superbus overthrown). *The republic* lasted from 510 BC (senate created) to 27 BC (Octavian/Augustus takes control). *The empire* lasted from 27 BC (Augustus becomes first emperor) to 476 AD (death of Constantine).

10. The Western Roman Empire collapsed in 476 as Romulus Augustus was forced to abdicate to the Germanic warlord Odoacer. The Eastern Roman or Byzantine Empire ended in 1453 with the death of Constantine XI and the capture of Constantinople to Mehmed II, leader of the Ottoman Turks.

11. Lava buried some of the city, but most of it was buried under a thick layer of hot ash. Gasses had suffocated many of the people first, so they were quickly buried by the ash.

12. Romans men generally wore togas and tunics. Women usually wore stolas.

13. Ancient Romans invented the modern calendar, aqueducts, Latin, the Pax Romana, the Roman Road, Hot baths and debating. They also invented colosseums, bread and circuses and chariot racing.

14. The leader of a Roman legion was called a "legatus".

Ex. 7. 1. a hippodrome, 2. an amphitheatre, 3. an emperor, 4. a gladiator, 5. a spectator, 6. to struggle, 7. an assembly, 8. to vote, 9. an election, 10. a governor

Ex. 8. a-9, b-7, c-2, d-6, e-1, f-5, g-3, h-4, i-8, j-10.

Ex. 9. 1-k, 2-b, 3-c, 4-g, 5-h, 6-j, 7-i, 8-e, 9-f, 10-a, 11-d, 12-l.

Ex. 13. 1-b, 2-c, 3-a, 4-c, 5-d, 6-d, 7-a, 8-d, 9-a, 10-d

1-b. Nero, the last of the Julian emperors, is a perfect example of "Absolute power corrupts absolutely." He probably had nothing to do with starting the fire, but he did sing of the destruction of Troy while it raged. He said that the fire inspired his poetic spirit.

2-c. Constantine became a Christian and legalized the new religion throughout the empire. By that time there were many Christians and it was a good political move to get them on his side.

3-a. Octavian Augustus who was Julius Caesar's nephew and heir, became the sole leader of Rome after the fall of Marc Antony and The Second Triumvirate. He changed his name to Augustus when he became emperor.

4-c. Pliny the Younger. Pliny's uncle, Pliny the Elder was killed by the eruption. The Younger Pliny was on a ship in the harbor as the disaster unfolded and wrote a very accurate and vivid description of it.

5-d. Marcus Aurelius is known as the last of the "Good Emperors." His Meditations are still read today. They include many thoughts on how to be a good man and a good ruler. He hated war, even though most of his reign was spent on the battlefield. His believed duty was more important than ones' personal desires.

6-d. Cicero was considered the greatest orator of his day. He created a Latin vocabulary and style suitable for expressing abstract facts. He was a great proponent of Greek philosophy.

7-a. Household spirits of dead ancestors. The Lares were household spirits of dead ancestors who were worshipped in each family. There was usually a shrine somewhere in the home to honor them. To the ordinary Roman, these were more important than the Gods of State.

8-d. Ovid wrote "The Art of Love" and the great "Metamorphoses" a fifteen-book encyclopedia of over 200 legends.

9-a. Caligula, whose nickname was Little Boot, truly believed that he was god and therefore not restricted by any moral or political law. One needs a strong stomach to read about some of the things he did. One of the sanest things he did was making his horse a senator.

10-d. Romulus Augustus. He was really a puppet emperor, being the son of one of Attila's officers.

Unit 5. The Crusades and knights

Ex. 1. a-4, b-7, c-5, d-2, e-3, f-6.

Ex. 2.

1. The Crusades were a series of Holy Wars launched by the Christian states of Europe against the Saracens. The term 'Saracen' was the word used to describe a Moslem during the time of the Crusades. The Crusades started in 1095 when Pope Claremont preached the First Crusade at the Council of Claremont. The Pope's preaching led to thousands immediately affixing the cross to their garments - the name Crusade given to the Holy Wars came from old French word 'crois' meaning 'cross'. The Crusades were great military expeditions undertaken by the Christian nations of Europe for the purpose of rescuing the holy places of Palestine from the hands of the Mohammedans. They were eight in number, the first four being sometimes called the Principal Crusades, and the remaining four the Minor Crusades.

2. The reason for the crusades was a war between Christians and Moslems which centered around the city of Jerusalem. The City of Jerusalem held a Holy significance to the Christian religion. The Church of the Holy Sepulchre in Jerusalem commemorated the hill of crucifixion and the tomb of Christ's burial and was visited by Pilgrims. In 1065 Jerusalem was taken by the Turks and 3000 Christians were massacred starting a chain of events which contributed to the cause of the crusades.

3. The Objectives of the crusades was at first to release the Holy Land, in particular Jerusalem, from the Saracens, but in time was extended to seizing Spain from the Moors, the Slavs and Pagans from eastern Europe, and the islands of the Mediterranean.

4. There were a total of nine crusades! The first four crusades were seen as the most import and scant reference is made to the other crusades - with the exception of the Children's crusade which effectively led to the decline of the crusades. For a period of two hundred years Europe and Asia were engaged in almost constant warfare. Throughout this period there was a continuous movement of crusaders to and from the Moslem possessions in Asia Minor, Syria, and Egypt.

5. The effects of the Crusades on Europe of the Middle Ages were an important factor in the history of the progress of civilization. The effects of the Crusades influenced the wealth and power of the Catholic Church, Political matters, commerce, feudalism, intellectual development, social effects, material effects and the effects of the crusades also prompted the famous Voyages of discovery.

6. 1096 – 1099. The first crusade was called the 'People's Crusade'. Men, women and children were so motivated by the preaching of men like Peter the Hermit and Walter the Penniless that they left their homes and followed the call to the crusades. The crusaders, consisting of ordinary people, who followed Peter the Hermit eventually numbered over 15,000. Other massive numbers of crusaders followed men like Walter the Penniless and the numbers increased to 80,000. The Knights and armies did not accompany these people - the military expeditions took far longer to organise. The estimated forces of the First Crusade numbered 4,500 cavalry and 30,000 foot soldiers. The Crusaders of the First Crusade travelled overland to Jerusalem.

7. Between 1099 and 1291 the Kingdom of Jerusalem was ruled by many Europeans. The Kings and Queens who ruled the Kingdom of Jerusalem often appointed regents for the role. The names of the rulers of the Kingdom of Jerusalem were as follows: Godfrey of Bouillon - Protector of the Holy Sepulchre (1099 - 1100); Baldwin I (1100 - 1118); Baldwin II (1118 - 1131); Melisende and Fulk (1131 - 1153); Baldwin III (1143 - 1162); Amalric I (1162 - 1174); Baldwin IV (1174 - 1185); Baldwin V (1185 - 1186); Sibylla and Guy of Lusignan (1186 - 1187); Isabella I (1192 - 1205); Maria of Montferrat (1205 - 1212); John of Brienne (1210 - 1212); Yolande (Isabella II) and

Frederick II, Holy Roman Emperor (1212 - 1228); Conrad of Hohenstaufen, Conrad II (1228 - 1254); Conrad III of Jerusalem (1254 - 1268); Hugh I (1268 - 1284); Charles of Anjou (1277 - 1285); John II (1284 - 1285); Henry II (1285 - 1291).

8. Military–monastic orders of knighthood: Knights Hospitaller, founded during the First Crusade, 1099; Order of Saint Lazarus established about 1100; Knights Templar, founded 1118, disbanded 1307; Teutonic Knights, established about 1190, and ruled the Monastic State of the Teutonic Knights in Prussia until 1525.

9. Chivalric orders: the Order of Saint George, founded by Charles I of Hungary in 1325/6; the Order of the Most Holy Annunciation, founded by count Amadeus VI in 1346; the Order of the Garter, founded by Edward III of England around 1348; the Order of the Dragon, founded by King Sigismund of Luxemburg in 1408; the Order of the Golden Fleece, founded by Philip III, Duke of Burgundy in 1430; the Order of Saint Michael, founded by Louis XI of France in 1469; the Order of the Thistle, founded by King James VII of Scotland (also known as James II of England) in 1687; the Order of the Elephant, which may have been first founded by Christian I of Denmark, but was founded in its current form by King Christian V in 1693; the Order of the Bath, founded by George I in 1725.

10. The crusading movement came to an end by the close of the thirteenth century. The emperor Frederick II for a short time recovered Jerusalem by a treaty, but in 1244 A.D. the Holy City became again a possession of the Moslems. They have never since relinquished it. Acre, the last Christian post in Syria, fell in 1291 A.D., and with this event the Latin Kingdom of Jerusalem ceased to exist. The Hospitallers, or Knights of St. John, still kept possession of the important islands of Cyprus and Rhodes, which long served as a barrier to Moslem expansion over the Mediterranean.

Ex. 3. A – 3, B – 2, C – 4, D – 1

Ex. 10. 1-f, 2-d, 3-h, 4-a, 5-c, 6-b, 7-e, 8-e, 9-g.

Ex. 11. **1.** The Early Middle Ages comes after the fall of Rome, about 400 AD; **2.** Longships were used extensively by the Scandinavian defense fleets; **3.** The Kingdom of Jerusalem was ruled by European Kings and Queens between 1099 and 1291; **4.** Minstrels were entertainers who traveled from town to town, often in groups; **5.** Vassals ruled lands granted to them by their king; **6.** Servants were peasants who worked in the lord's manor house, doing the cooking, cleaning, laundering, and other household chores; **7.** In 542 AD the bubonic plague struck Constantinople and soon spread all over Europe and North Africa; **8.** The Viking Age is the name of the period between 793 and 1066 AD in Scandinavia and Britain; **9.** In 1071 AD, the Byzantine Empire lost most of Anatolia to the Seljuk Turks at the Battle of Manzikert; **10.** The Wars of the Roses were civil wars for the throne of England fought between the houses of Lancaster and York.

Ex. 13. 1-b; 2-I; 3-h/m/g; 4-d/ l; 5-n/ k/ f; 6-a; 7-e; 8-c/ j.

Unit 6. The Daily Life in the Middle Ages

Ex. 1.

1. Middle Ages feudalism was based on the exchange of land for military service. King William the Conqueror used the concept of feudalism to reward his Norman supporters with English lands for their help in the conquest of England. Daily life of nobles and lords during the Middle Ages centered around their castles or manors or fighting for the king during times of war. The daily life of nobles can be described as follows: 1. The daily life of nobles started at dawn; 2. Mass would be heard and prayers would be made; 3. The first meal of the day was breakfast; 4. Lords and nobles 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. The lord would also be expected to exercise his judicial powers over his vassals and peasants; 5. Complaints and disputes regarding tenants would be settled, permission to marry etc.; 6. The daily life of the nobles would include political discussions and decisions; 7. As the Medieval period progressed the culture changed becoming more refined and elegant. Time was spent on the arts - poetry, music etc; 8. Weapon practice; 9. Mid morning prayers and a meal; 10. In the afternoon the daily life of nobles turned to hunting, hawking or inspecting the estate; 11. Evening prayer and then supper in the Hall of the castle or manor house; 12. After supper there might be some entertainment - music, dancing, jugglers, acrobats, jesters, etc; 13. The time for bed was dictated by the time the lord or noble retired; 14. Bedtime prayers.

2. The daily life of a knight in the Middle Ages followed a similar schedule to that of his lord or the noble he served. The daily life of a knight during the Middle Ages centered around castles or manors or fighting for his lord and the king during times of war. Much of his time was spent on honing his weapons skills and keeping his levels of fitness high. The daily life of knights can be described as follows: 1. The daily life of a knight started at dawn when mass would be heard and prayers would be made; 2. The first meal of the day for the Knight was breakfast; 3. Knights would engage in weapons practice at the quintain and the pole; 4. The daily life of the knights would include discussions on warfare strategy and increasing his knowledge of siege warfare and weapons; 5. Mid morning prayers and a meal; 6. As the medieval period progressed the culture changed becoming more refined and elegant. Knights were expected to understand the rules of chivalry and courtly love. Time might be spent on dance practice; 7. In the afternoon the daily life of knights turned to increasing their skills in horsemanship and would accompany their lord in hunting, hawking or inspecting the estate ; 8. Evening prayer and then supper in the hall of the castle or manor house; 9. After supper there might be some entertainment - music, dancing, jugglers, acrobats, jesters, etc; 10. Bedtime prayers.

3. The daily life of a peasant in the Middle Ages was hard. Medieval serfs had to labor on the lord's land for two or three days each week, and at specially busy seasons, such as ploughing and harvesting. The daily life of a peasant in the Middle Ages can be described as follows: 1. The daily life of a peasant started at started in the summer as early as 3am; 2. A peasant would start with breakfast, usually of pottage; 3. Work in the fields or on the land started by dawn and the daily life of a peasant included the following common tasks; 4. Reaping - to cut crops for harvest with a scythe, sickle, or reaper; 5. Sowing - the process of planting seeds; 6. Ploughing - to break and turn over earth with a plough to form a furrow; 7. Binding and thatching; 8. Haymaking - cutting grass and curing it for hay; 9. Threshing - to beat the stems and husks of plants to separate the grains or seeds from the straw; 10. Hedging - creating boundaries; 11. Outside work finished at dusk, working hours were therefore longer during the summer months; 12. Peasants made some of their own tools and utensils using wood, leather and the horns from cattle; 13. Women generally ate when her husband and children had finished and had little leisure time.

4. Medieval villages consisted of a population comprised of mostly of farmers. Houses, barns sheds, and animal pens clustered around the center of the village, which was surrounded by plowed fields and pastures. 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.

5. See Ex. 10.

6. Medieval foods and diets depended much on the class of the individual. For those living in the manor house, there was a wide range of foods available. Fowl such as capons, geese, larks, and chickens were usually available to the lord and his family. They would also dine on other meats; beef, bacon, lamb, and those living close to water may have regularly dined on salmon, herring, eels and other fresh water fish. Fish would either be sold fresh or smoked and salted. Wealthy society could afford large quantities of milled flour and other meals made from grain. Dairy products such as cheese and butter could be seen on the manor table.

Medieval peasants, on the other hand, had a much simpler diet available to them. Most of the wheat they harvested went exclusively to the market, and peasant breads were made from barley and rye, baked into dark heavy loaves. Ales made from barley would quaff the thirst, as would water drawn from the well, sweetened with honey. Peasant society got what little proteins they could from peas and beans that would be added to bread and pottage.

Pottage was often favored over bread, because it did not require the grains that the miller guarded closely. Onions, cabbage, garlic, nuts, berries, leeks, spinach, parsley were some of the foods that would combined to make thick soup. Raw vegetables were considered unhealthy and rarely eaten, but anything that could grown, with the exception of known poisonous plants, were added to the mix. Lucky families may have added salt pork or fatty bacon for flavor and protein. Poorer society depended on these simple foods for survival. It was ironic that after the Black Death ravaged societies, even the poor could find wheat available.

7. Chivalry is the generic term for the knightly system of the Middle Ages and for virtues and qualities it inspired in its followers. The word evolved from terms such as chevalier (French), caballero (Spanish), and cavaliere (Italian), all meaning a warrior who fought on horseback. The term came to mean so much more during medieval times.

Chivalric orders first appeared with military activities against non-Christian states. During the Middle Ages, Western Europe aggressively sought to expand its area of control. The first orders of chivalry were very similar to the monastic orders of the era. Both sought the sanctification of their members through combat against "infidels" and protection of religious pilgrims, and both had commitments that involved the taking of vows and submitting to a regulation of activities.

13th century conventions of chivalry directed that men should honor, serve, and do nothing to displease ladies and maidens. Knights were members of the noble class socially as bearers of arms, economically as owners of horse and armor, and officially through religious-oriented ceremony. While some were knighted on the battlefield, most spent long years as a squire, practicing the art of war while serving his master. People during the Middle Ages heard of the exploits of knights both mythical and real in epics like *La Chanson de Roland* and *Le Morte D'Arthur*.

After the Crusades, knights continued to show their prowess and skills in medieval tournaments.

9. Administration: household, marshalsea, chamber, wardrobe; Food and Drink (main):

kitchen,pantry, buttery; Food and Drink (secondary): confectionery, cellar poultry, spicery, larder, scalding-house, saucery; Other: scullery, chandlery, ewery, laundry, napery.

10. Marco Polo, Johann Gutenberg, Frederick Barbarossa, Joan of Arc, Peter the Hermit, Thomas Becket, Geoffrey Chaucer, Saladin, Erasmus, Robin Hood, Leon Battista Alberti, Donatello, Petrarch, El Cid, Tamerlane, King Louis IX, William Wallace – Braveheart, Godfrey of Bouillon, John Wycliffe, Dante.

Ex. 3. 1-E, 2-A, 3-D, 4-B, 5-C.

Ex. 8.

1. Church feasts marked sowing and reaping days; 2. Every citizen in a medieval town would be expected to attend social activities; 3. Middle Age food found new flavor courtesy of rare spices that were imported from the East; 4. Schools and Universities were forming across Western Europe; 5. Medieval peasants had a much simpler diet available to them; 6. Grammar, rhetoric, logic, Latin,

astronomy, philosophy and mathematics formed the core of most curriculums; 7. In wealthy homes there was typically more than one kitchen; 8. Medieval societies always feared having a lack of food.

Ex. 9. 1-f, 2-c, 3-e, 4-g, 5-i, 6-a, 7-d, 8-b, 9-j, 10-h.

Ex. 10. 1-c, 2-e, 3-h, 4-j, 5-l, 6-n, 7-p, 8-a, 9-g, 10-o, 11-k, 12-f, 13-i, 14-m, 15-b, 16-d.

Ex. 11. 1-kitchen; 2-pantry; 3-buttery; 4-poultry; 5-wine cellar; 6-larder; 7-scalding house; 8-scellery; 9-chandlery; 10-landry.

Unit 7. The Renaissance

Ex. 1. 1-i; 2-j; 3-d; 4-g; 5-f; 6-b; 7-h; 8-c; 9-l; 10-a; 11-k; 12-e.

Ex. 2.

1. from the 14th to the 17th century, beginning in Florence in the Late Middle Ages and later spreading to the rest of Europe.

2. Leonardo da Vinci and Michelangelo.

3. Lorenzo Valla and Erasmus.

4. One of the greatest achievements of Renaissance scholars was to bring this entire class of Greek cultural works back into Western Europe for the first time since late antiquity.

5.

1. *Botticelli, Sandro* (1445-1510) was a ward of the Medici family. He painted portraits of the family and many religious pictures. From 1481-82 he painted wall frescoes in the Sistine Chapel of the Vatican. Most of his paintings were religious in nature.

2. *Bruegel, Pieter the Elder* (1525-1569) was the first in a family of Flemish painters. Bruegel's greatest inspiration was landscapes although his works vary greatly from Biblical scenes to social satire.

3. *Caravaggio* (1571-1610) most revolutionary artist of his time. His paintings were realistic and dramatic.

4. *Cellini, Benvenuto* (1500-1571) leading Renaissance goldsmith and an important sculptor. He became famous through his autobiography and the opera based on his life.

5. *Correggio* (1489-1534) one of the great painters of the 16th century Italian High Renaissance style.

6. *Della Robbia, Luca* (1400-1482) Italian sculptor, earliest and greatest of Della Robbias.

Donatello (1386-1466) the greatest sculptor of the 15th century. He was interested in the ideas of humanism and nature.

7. *El Greco* (1541-1614) unique artistic who painted religious works, a number of portraits and some dramatic views of the Toledo landscape. His paintings contained vibrant colors, unusual perspectives, and strangely contorted figures.

8. *Ghiberti, Lorenzo* (1391-1455) sculptor, painter, and metalworker. Ghiberti is known for his bronze 'Doors of Paradise' which he entered in a contest. His work focused on nature, the human body, and classical tradition.

9. *Leonardo da Vinci* (1452-1519) man of many accomplishments. Painter of 'Mona Lisa', and of the 'Last Supper'. He was also a sculptor, an architect, and a man of science who did serious investigations into the natural and physical sciences, mathematics, mechanics, and engineering.

10. *Michelangelo* (1475-1564) sculptor, painter, architect. Michelangelo was the greatest artist of his time. Between 1508 and 1512 Michelangelo painted the vaulted ceiling of the Sistine Chapel in Rome.

11. Raphael (1483-1520) master painter and architect of the Italian High Renaissance. He is most famous for painting angels and Madonnas, in which he painted over 300 in his lifetime. Raphael also painted portraits including one of Pope Julius II.

6. it was the development of highly realistic linear perspective.

7. The European Renaissance began in Tuscany (Central Italy), and centered in the cities of Florence and Siena. It later had a great impact in Venice, where the remains of ancient Greek culture were brought together, and providing humanist scholars with new texts. The Renaissance later had a significant effect on Rome, which was ornamented with some structures in the new all'antico mode, then was largely rebuilt by humanist sixteenth-century popes. The Italian Renaissance peaked in the mid-16th century as foreign invasions plunged the region into the turmoil of the Italian Wars. However, the ideas and ideals of the Renaissance endured and even spread into the rest of Europe, setting off the Northern Renaissance, and the English Renaissance.

8. Isaac Newton, Francis Bacon, Giordano Bruno, Nicolaus Copernicus, Nicholas of Cusa, René Descartes, Marsilio Ficino, Francesco Guicciardini, Niccolò Machiavelli, Pico della Mirandola, Michel de Montaigne, Robert Boyle.

9. Samuel de Champlain, John Cabot, Jacques Cartier, Samuel de Champlain, Christopher Columbus, Hernán Cortés, Dias, Francis Drake, Vasco da Gama, Ferdinand Magellan, Francisco Pizarro, Walter Raleigh.

10. In England, the Elizabethan era marked the beginning of the English Renaissance with the work of writers William Shakespeare, Christopher Marlowe, Edmund Spenser, Sir Thomas More, Francis Bacon, Sir Philip Sidney, John Milton, as well as great artists, architects (such as Inigo Jones who introduced Italianate architecture to England), and composers such as Thomas Tallis, John Taverner, and William Byrd.

Ex. 3. A-8, B-6, C-2, D-1, E-7, F-3, G-5, H-4.

Ex. 9. 1-e, 2-a, 3-a, 4-d, 5-c, 6-b, 7-c, 8-c, 9-d, 10-d, 11-a, 12-c, 13-a, 14-a, 15-c, 16-c, 17-a, 18-b, 19-d, 20-e, 21-c, 22-a, 23-c, 24-d, 25-a, 26-d, 27-a, 28-d, 29-a, 30-d, 31-a, 32-d, 33-a, 34-c, 35-c, 36-c.

1. artists: Michelangelo Buonarroti, Raphael Santi, Titian Vecellio da Cadore, Sandro Botticelli, Hugo van der Goes, Jan van Eyck, Masaccio, Leonardo da Vinci, Giorgione, Antonio Correggio, Albrecht Durer, Pieter Breugel

2. architects: Filippo Brunelleschi, Leon Battista Alberti.

3. philosophers and scholars: Niccolò Machiavelli, Thomas More, Pico della Mirandola, Matteo Palmieri, Lorenzo Valla, Erasmus Roterodamus, Michel De Montaigne, Martin Luther, Tommaso Campanella, Giordano Bruno, Jean Bodin

4. poets/writers: Dante Alighieri, Francesco Petrarca, Ludovico Ariosto, Francois Rabelais, Giovanni Boccaccio, Miguel de Cervantes Saavedra, William Shakespeare, Lope de Vega, Torquato Tasso

5. sculptors: Donatello, Lorenzo Ghiberti

Ex. 10. 1-b, 2-e, 3-g, 4-i, 5-j, 6-f, 7-c, 8-h, 9-d, 10-a.

1. Niccolò Machiavelli -“The Prince”, **2.** Michel de Montaigne -“The essay”, **3.** Tommaso Campanella, “The City of the Sun”, **4.** Francesco Petrarca -“My Secret Book”, **5.** Giovanni Boccaccio -“Decameron”, **6.** Miguel de Cervantes Saavedra -“Don Quixote”, **7.** William Shakespeare -“The Taming of the Shrew”, **8.** Lope de Vega -“The Dog in the Manger”, **9.** François Rabelais - “Gargantua and Pantagruel”, **10.** Thomas More -“Utopia”.

Ex. 11.

1. Rafael Santi . Sistine Madonna - **e-5)**

6. Jan van Eyck. - The Adoration of the

- | | |
|--|---|
| 2. Titian. - Portrait of Emperor Charles V - g)-4) | Shepherds – a)-6) |
| 3. Sandro Botticelli. Annunciation – f)-1) | 7. Paul Bril. Fantastic mountain landscape- d)-2) |
| 4. Michelangelo. Pietà – c)-3) | 8. Pieter Bruegel. The Hunters in the Snow – h)- |
| 5. Leonardo da Vinci. - The Virgin and Child with Saint Anne – b)-8) | 7) |

Ex. 12. 1-t, 2-p, 3-j, 4-q, 5-u, 6-m, 7-k, 8-c, 9-r, 10-f, 11-y, 12-d, 13-o, 14-w, 15-a, 16-g, 17-n, 18-i, 19-v, 20-h, 21-x, 22-e, 23-b, 24-l, 25-z, 26-s.

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

Ex. 1.

1. September 5 to October 26, the First Continental Congress meets in Philadelphia with 56 delegates, representing every colony, except Georgia.
 2. George Washington
 3. June 17, 1775 - The first major fight between British and American troops occurs at Boston in the Battle of Bunker Hill.
 4. January 5, 1776 - The assembly of New Hampshire adopted the first American state constitution.
 5. 1773
 6. July 4, 1776.
 7. 1778. France and America formed an alliance, negotiated by Benjamin Franklin, stating that each would consider the other a "most favored nation" for trade and friendship; France would be obligated to fight for American independence; and America would be obligated to stand by France if war should occur between France and Great Britain. Within four months, France and Great Britain were at war.
 8. 1779. Spain asked Britain for Gibraltar as a reward for joining the war on the British side. When Britain refused, Spain joined with France in its war against Britain, although refusing to recognize American independence.
 9. 1777. America Has a Flag. On June 14, Congress declared that the flag of the United States would consist of thirteen alternating red and white stripes, and a blue field with thirteen white stars.
 11. George Washington
 12. **George Washington** (1732–1799) was the dominant military and political leader of the new United States of America from 1775 to 1799. He led the American victory over Great Britain in the American Revolutionary War as commander-in-chief of the Continental Army in 1775–1783, and he presided over the writing of the Constitution in 1787.
- Thomas Jefferson** (1743 –1826) was the principal author of the Declaration of Independence (1776) and the third President of the United States (1801–1809). One of the most influential Founding Fathers, Jefferson envisioned America as a great "Empire of Liberty" that would promote republicanism.
- Benjamin Franklin** (1706–1790) was one of the Founding Fathers of the United States. A noted polymath, Franklin was a leading author, printer, political theorist, politician, postmaster, scientist, musician, inventor, satirist, civic activist, statesman, and diplomat. As a scientist, he was a major figure in the American Enlightenment and the history of physics for his discoveries and theories regarding electricity.
- Richard Henry Lee** (1732 –1794) was an American statesman from Virginia best known for the motion in the Second Continental Congress calling for the colonies' independence from Great Britain. He was a signatory to the Articles of Confederation and his famous resolution of June 1776 led to the United States Declaration of Independence, which Lee signed. He also served a one-year term as the President of the Continental Congress, and was a U.S. Senator from Virginia from 1789 to 1792.

John Hancock (1737-1793) was a merchant, statesman, and prominent Patriot of the American Revolution. He served as president of the Second Continental Congress and was the first and third Governor of the Commonwealth of Massachusetts.

Thomas Paine (1737-1809) was an author, pamphleteer, radical, inventor, intellectual, revolutionary, and one of the Founding Fathers of the United States.

Henry Knox (1750 –1806) was a military officer of the Continental Army and later the United States Army, and also served as the first United States Secretary of War.

Robert Morris (1734–1806) was an American merchant, and signer of the Declaration of Independence, the Articles of Confederation, and the United States Constitution. He was elected to the Pennsylvania Assembly, became the Chairman of the Pennsylvania Committee of Safety, and was chosen as a delegate to the Second Continental Congress, where he served as chairman of the "Secret Committee of Trade" and as a member of the Committee of Correspondence. From 1781 to 1784, he served as the powerful Superintendent of Finance, managing the economy of the fledgling United States.

Ex. 3. 1. French, 2. representation, 3. Gage, 4. Saratoga, 5. expulsion, 6. Continental, 7. France, 8. ignited

Ex. 9. 1-c, 2-a, 3-f, 4-g, 5-l, 6-h, 7-i, 8-n, 9-k, 10-b, 11-j, 12-e, 13-d, 14-m.

Unit 9. The French Revolution (1789–1799)

Ex. 1. a-4, b-10, c-12, d-11, e-7, f-6, g-9, h-2, i-5, j-8, k-1, l-3.

Ex. 2.

1. The French Revolution was a decade of social conflict and political upheaval in France. The aristocratic ancient régime was effectively overthrown, along with the new bourgeois middle class, in favor of a Republic ruled by a National Assembly. Paris and other metropolitan areas came under the legislative control of citizens' councils. In the struggle between factions of rich and poor, and conservatives and socialists, a large number of people were publicly executed. King Louis XVI was among those beheaded by the guillotine (a French invention that took the place of the executioner's axe).

2. It was an absolute monarchy and therefore lacked the advice and consent of the governed. The entire government was built on the outmoded concept that certain groups had special rights and privilege as an accident of birth instead of their own merit.

3. The official beginning is marked on July 14 1789, with the storming of the Bastille and the Tennis Court Oath.

4. The major three causes which resulted to French revolution were: 1) social cause - the French society was divided into three estates, the first two consisted of clergy and nobility respectively, the third estate consisted of merchants, businessmen, lawyers and peasants. Third estate didn't have equal rights and the other estates enjoyed other privileges; 2) economic cause- third estate had to pay all the taxes imposed by the king as the other estates were exempted from it. The prices of bread rose which was the main staple diet of the people and there was subsistence crisis; 3) immediate cause- Rumors spread that the king will order his troops to attack Paris (as people were revolting) and then 4000- 5000 people gathered and formed people's militia.

5. The Jacobin Republic was the most difficult and dangerous phase of the Revolution, when events begun in 1789 reached their climax. The Republic was brief, barely two years, but it put up a victorious struggle against the armies of the European Coalition and against the forces of the counter-revolution. However, the period also includes such grim events as the execution of Louis XVI and his queen, Marie Antoinette, the crushing rule of the revolutionary government, and the 'Terror' in Paris and in the provinces; and the eventual bloody collapse of the Jacobin dictatorship.

Marc Bouloiseau brings a revisionist's eye to bear on the period. His extensive researches and careful analyses reveal an essentially rural nation divided by its structure, its day-to-day habits, its aspirations, and confronted by the harsh realities of war.

6. France no longer being a monarchy was probably the biggest change to France. But it also worried the rest of Europe because that meant there were two successful revolutions (the American), so they were worried about even more revolutions sparking up in their own countries. And since France and England were the superpowers at the time, it should be even easier to overthrow their own countries. It also gave way to new government systems, such as democracy and socialism.

7. It was restored by the Directory and ruled by the middle class (bourgeoisie) who reversed many of the pro-revolution policies created by the National Constituent Assembly.

8. 1793, when the death penalty was abolished in line with all other civilized countries.

9. The French never wanted an Austrian woman as their Queen, so they figured that if they could not make them divorce and have her sent back, they would gossip her to death.

Gossip and rumors have it that she was a bad queen, but in fact, she was a very good one. When her husband fell into a deep depression, she was the one that tried to save the French economy by meddling into politics. When the people accused her of overspending and living an extravagant lifestyle, she tried to show them how much she had spent, which was twice as little as former Queens of France! She also gave a lot of money to charity, but this the people conveniently forgot.

10. Napoleon was defeated by the Seventh Coalition at Waterloo and was sent into exile.

11. France never was a colony of another country and thus has no independence day. The national day is held on the 14th of July, to commemorate the storming of the Bastille. That event marks the 'official' beginning of the French revolution which led to the abolition of monarchy and the Republic being established.

12. Leaders of the Reign of Terror.

Ex. 4. 1-F, 2-T, 3-T, 4-F, 5-T, 6-F, 7-T, 8-F.

Ex. 9. 1-j, 2-e, 3-a, 4-h, 5-g, 6-d, 7-i, 8-b, 9-c, 10-f.

Ex. 10. 1-g, 2-s, 3-o, 4-j, 5-e, 6-l, 7-d, 8-n, 9-p, 10-i, 11-k, 12-a, 13-c, 14-r, 15-f, 16-b, 17-m, 18-q, 19-t, 20-h.

Unit 10. The Victorian Age

Ex. 1.

1. The era was preceded by the Georgian period and succeeded by the Edwardian period.

2. The Great Exhibition, sometimes referred to as the Crystal Palace Exhibition in reference to the temporary structure in which it was held, was an international exhibition that took place in Hyde Park, London, from 1 May to 15 October 1851. It was the first in a series of World's Fair exhibitions of culture and industry that were to become a popular 19th-century feature. The Great Exhibition was organized by Henry Cole and Prince Albert, the spouse of the reigning monarch, Queen Victoria. It was attended by numerous notable figures of the time, including Charles Darwin, Samuel Colt, members of the Orléanist Royal Family and the writers Charlotte Brontë, Lewis Carroll, and George Eliot.

3. On the 22 of January, 1879.

4. 1846 to 1852.

5. 1838 – 1841.

6. The First Boer War also known as the First Anglo-Boer War or the Transvaal War, was fought from 16 December 1880 until 23 March 1881. The Second Boer War was fought from 11 October 1899 until 31 May 1902 between the British Empire and the Afrikaans-speaking Dutch settlers of

two independent Boer republics, the South African Republic (Transvaal Republic) and the Orange Free State.

7. Lord Melbourne, Sir Robert Peel, Lord Derby, Lord Palmerston, William Ewart Gladstone, Benjamin Disraeli, and Lord Salisbury.

8. The Victorian era is known for its eclectic revival and interpretation of historic styles and the introduction of cross-cultural influences from the middle east and Asia in furniture, fittings, and interior decoration. Victorian design is widely viewed as having indulged in a regrettable excess of ornament. The *Arts and Crafts movement*, the *aesthetic movement*, *Anglo-Japanese style*, and *Art Nouveau* style have their beginnings in the late Victorian era.

9. Jacobethan (1830-1870) the precursor to the Queen Anne style); Renaissance Revival (1840-1890); Neo-Grec (1845-1865); Romanesque Revival; Second Empire (1855-1880); originated in France); Queen Anne (1870-1910); Scots Baronial (predominantly Scotland); British Arts and Crafts movement (1880-1910).

10. The dress of the early Victorian era was similar to the Georgian age. Women wore corsets, ballooning sleeves and crinolines in the middle 1840's. The crinoline thrived, and expanded during the 50's and 60's, and into the 70's, until, at last, it gave way to the bustle. The bustle held its own until the 1890's, and became much smaller, going out altogether by the dawning of the twentieth century. For men stove-pipe pants were the fashion at the beginning of the century. Their ties, known then as cravats, and the various ways they might be tied could change, the styles of shirts, jackets, and hats also, but trousers have remained. Throughout the century, it was stylish for men to wear facial hair of all sizes and descriptions. The clean shaven look of the Regency was out, and mustaches, mutton-chop sideburns, Piccadilly weepers, full beards, and Van Dykes (worn by Napoleon III) were the order of the day.

11. Prince Albert's 40 grandchildren included four reigning monarchs: King George V of the United Kingdom; Wilhelm II, German Emperor; Ernest Louis, Grand Duke of Hesse; and Carl Eduard, Duke of Saxe-Coburg and Gotha.

12. The Victorian era was a time of unprecedented demographic increase in England. The population rose from 13.897 million in 1831 to 32.528 million in 1901.

13. *Alexander Graham Bell* (1847-1922) – the inventor of the telephone; *William Booth* (1829-1912) – a minister who founded The Salvation Army in 1878 to preach and give help, shelter and food to poor people; *Isambard Brunel* (1806-1859) was an engineer who specialised in railway traction, tunnels, steam ships and bridges. He designed the Clifton Suspension Bridge and was engineer to the Great Western Railway. He built the SS Great Eastern the largest 19th century ship; *Lewis Carroll* (1832-1898), the real name Charles L. Dodgson, he was the author of “Alice in Wonderland” (1865); *Charles Dickens* (1812-1870) – the great novelist of the Victorian Age. His novels were outstandingly popular in his time and are still popular now. His books include stories about thieves, convicts and schoolboys. He wrote about ordinary people and how they lived, about terrible prisons, bad schools and the workhouse; *Charles Darwin* (1809-1882) - an English naturalist who was famous for his famous theory of "natural selection". As a young scientist he set sail on the voyage of the Beagle in 1831 and came back with observations on the varieties of fossils and living animals which made him question the Bible's story of creation. His findings were published in "The Origin of Species" in 1859; *Benjamin Disraeli* (1804-1881) - a Prime Minister and a politician; *Arthur Conan Doyle* (1859-1930) - he created the character Sherlock Holmes; *Thomas Edison* (1847-1931) the inventor of over a thousand ideas which transformed life in the late 19th century. He invented his own phonograph, and developed with Swan the electric carbon filament lamp, which eventually became the modern light bulb; *Mary Ann Evans* (1819-1880) - she wrote a number of books under the pen name "George Eliot"; *William Gladstone* (1809-1898) a liberal politician who was Prime Minister four times. He was a very religious man who turned down a career in the church to become a politician; *Thomas Hardy* (1840-1928) - an English novelist and poet, born in Dorset. He wrote many stories based in the fictitious county of Wessex. These included “Tess of the Durbervilles” and “The Mayor of Casterbridge”; *Robert Louis Stevenson* (1850-1894) – a Scottish author who wrote “Treasure Island” and “Kidnapped” which are two of

the most popular children's stories ever written; *Alfred Lord Tennyson* (1809-1892) - the most famous Victorian poet.

Ex. 2. 1-F, 2-C, 3-D, 4-A, 5-G, 6-B, 7-E.

Ex. 3.

1. In 1876 Victoria was declared Empress of India and the English Empire was constantly being expanded.
2. Many people previously rural became urbanized by the new rail transport
3. In dress, the wives of wealthy industrialists were clothed in ordinary finery.
4. The Victorian era of Great Britain is often defined as the years from 1837 to 1901.
5. The lives of millions were changed as suddenly the masses were able to travel further than ten miles in one direction
6. By 1850 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 the bourgeoisie middle class.
8. Millions of workers lived in slums or in vacated old decaying upper class houses.

Ex. 8. a-4, b-15, c-5, d-2, e-18, f-23, g-16, h-11, i-14, j-19, k-17, l-10, m-9, n-24, o-20, p-8, q-13, r-1, s-12, t-7, u-3, v-6, w-21, x-22.

Ex. 10. 1-a, 2-b, 3-a, 4-c, 5-c, 6a, 7-b, 8-a, 9-a, 10-c, 11-b, 12c-, 13-c, 14-c, 15-a, 16-b, 17-a, 18-b, 19-a, 20-b.

Unit 11. The First World War (1914-1918)

Ex. 1. a-6, b-2, c-3, d-5, e-7, f-9, g-1, h-4, i-8.

Ex. 2.

1. The First World War began in August 1914. It was directly triggered by the assassination of the Austrian archduke, Franz Ferdinand and his wife, on 28th June 1914 by Bosnian revolutionary, Gavrilo Princip. This event was, however, simply the trigger that set off declarations of war. The actual causes of the war are more complicated and are still debated by historians today.
2. Great Britain by 1914 had 38 dreadnoughts and dreadnought battle cruisers; Germany by 1914 had 24 dreadnoughts and dreadnought battle cruisers.
3. See question 1.
4. The Schlieffen Plan was created by General Count Alfred von Schlieffen in December 1905. The Schlieffen Plan was the operational plan for a designated attack on France once Russia, in response to international tension, had started to mobilise her forces near the German border. The execution of the Schlieffen Plan led to Britain declaring war on Germany on August 4th, 1914.
5. The Battle of Mons, Tannenburg, Masurian Lakes Ypres, Gallipoli, Somme, Flers-Courcelette, Verdun, Vimy Ridge, Jutland, Cambrai, Passendaele, Caporetto, the First Battle of the Marne.
6. *Triple Entente*: Great Britain, France, Russia; *Triple Alliance*: Germany, Austria-Hungary, Italy.
7. *Great Britain*: Douglas Haig, David Beatty, John Jellicoe, Jackie Fisher, Henry Rawlinson.
France: Ferdiand Foch, Joseph Joffre, Philippe Petain.
Germany: Paul von Hindenburg, Erich Luderndorff, Erich von Falkenhayn
8. 1918, The Brusilov Offensive.
9. Machine Guns, the Vickers machine gun, tanks, poison gas, artillery Guns.
10. The fighting in World War I ended in Western Europe when the Armistice took effect at 11:00 am on November 11, 1918, and in eastern Europe by the early 1920s. During and in the aftermath

of the war the political, cultural, and social order was drastically changed in Europe, Asia and Africa, even the areas outside were directly involved in the war. New countries were formed, old ones were abolished, international organizations were established, and many new and old ideologies took a firm hold in people's minds.

Ex. 4. 1-T, 2-T, 3-F, 4-T, 5-F, 6-T, 7-F, 8-F.

Ex. 10. 1-g, 2-e, 3-b, 4-i, 5-h, 6-d, 7-a, 8-f, 9-c, 10-j.

Ex. 11. 1-n, 2-g, 3-h, 4-c, 5-b, 6-k, 7-p, 8-f, 9-a, 10-m, 11-o, 12-i, 13-j, 14-e, 15-d, 16-l.

Unit 12. The Second World War

Ex. 1. a-4, b-7, c-8, d-6, e-9, f-3, g-5, h-1, i-2.

Ex. 2.

1. The start of the war is generally held to be 1 September 1939, beginning with the German invasion of Poland; Britain and France declared war on Germany two days later. The exact date of the war's end is also not universally agreed upon. It has been suggested that the war ended at the armistice of 14 August 1945, rather than the formal surrender of Japan (2 September 1945); in some European histories, it ended on the 8th of May 1945. However, the Treaty of Peace with Japan was not signed until 1951.

2. The main causes of World War II were nationalistic tensions, unresolved issues, and resentments resulting from the World War I and the interwar period in Europe, plus the effects of the Great Depression in the 1930s. The culmination of events that led to the outbreak of war are generally understood to be the 1939 invasion of Poland by Germany and Soviet Russia and the 1937 invasion of the Republic of China by the Empire of Japan. These military aggressions were the result of decisions made by the authoritarian ruling Nazi elite in Germany and by the leadership of the Kwantung Army in Japan. World War II started after these aggressive actions were met with an official declaration of war and/or armed resistance.

3. **a) *The Second Italo–Abyssinian War*** (also referred to as the Second Italo-Ethiopian War or just the Ethiopian War) was a colonial war that started in *October 1935* and ended in *May 1936*. The war was fought between the armed forces of the Kingdom of Italy and the armed forces of the Ethiopian Empire (also known as Abyssinia). The war resulted in the military occupation of Ethiopia and its annexation into the newly created colony of Italian East Africa; **b) *The Spanish Civil War*** was a major conflict fought in Spain from *17 July 1936 to 1 April 1939*. The war began after a declaration of opposition by a group of right-wing generals under the leadership of *José Sanjurjo* against the Government of the Second Spanish Republic, at the time under the leadership of President *Manuel Azaña*. The rebel coup was supported by a number of conservative groups including the Spanish Confederation of the Autonomous Right, monarchists such as the religious conservative Carlists, and the Fascist Falange. The uprising was authoritarian and anti-separatist in inspiration; anti-Basque and anti-Catalan feeling marked the Nationalist zone; **c) *The Second Sino-Japanese War*** (*July 7, 1937 – September 9, 1945*) was a military conflict fought primarily between the Republic of China and the Empire of Japan. From 1937 to 1941, China fought Japan with some economic help from Germany, the Soviet Union (1937–1940) and the United States. After the Japanese attack on Pearl Harbor (1941), the war merged into the greater conflict of World War II as a major front of what is broadly known as the *Pacific War*. The Second Sino-Japanese War was the largest Asian war in the 20th century; **d) *The Soviet–Japanese Border Wars*** were a series of border conflicts between the Soviet Union and Japan between *1932 and 1939*. Before Japanese occupation of Manchukuo, the Soviet Union had conflict with China on the border of Manchuria. After the

occupation of Manchukuo and Korea, Japan turned its military interests to Soviet territories and conflicts occurred frequently on the Manchurian border.

4.

1. Atlantic	September 1939-May 1945	6. Midway	June 3-6, 1942
2. Berlin	April 16 - May 2, 1945	7. Normandy	June 6 - August 25, 1944
3. Britain	July 10 - October 31, 1940	8. Operation Barbarossa	June 22, 1941 - December 1941
4. Kursk	July 5 - August 23, 1943	9. Pearl Harbor	December 7, 1941
5. Leningrad	September 8, 1941-January 27, 1944	10. Stalingrad	August 21, 1942 - February 2, 1943

5. **Allies:** Soviet Union (1941–45), United States (1941–45), British Empire, China (at war 1937–45), France, Poland, Canada, Australia, New Zealand, South Africa, Yugoslavia (1941–45), Greece (1940–45), Norway (1940–45), Netherlands (1940–45), Belgium (1940–45), Czechoslovakia, Philippines (1941–45), Brazil (1942–45), etc.; **Axis:** Germany, Japan (at war 1937–45), Italy (1940–43), Hungary (1941–45), Romania (1941–44), Bulgaria (1941–44), Thailand (1942–45), etc.

6. World War II was the deadliest military conflict in history. Over 60 million people were killed, which was over 2.5% of the world population. According to the Nuremberg Trials, there were **four major war crimes:** 1) participation in a common plan of conspiracy for the accomplishment of crimes against peace; 2) planning, initiating and waging wars of aggression and other crimes against peace; 3) war crimes; 4. crimes against Humanity

7. Almost all types of technology were utilized, although major developments were: **a)** Weaponry; including ships, vehicles, aircraft, artillery, rocketry, small arms, and biological, chemical and atomic weapons; **b)** Logistical support; including vehicles necessary for transporting soldiers and supplies, such as trains, trucks, and aircraft; **c)** Communications and intelligence; including devices used for navigation, communication, remote sensing and espionage; **d)** Medicine; including surgical innovations, chemical medicines, and techniques; **e)** Industry; including the technologies employed at factories and production/distribution centers.

Ex. 3. 1-G, 2-D, 3-E, 4-A, 5-F, 6-B, 7-C.

Ex. 4. True – 1, 3, 4, 6, 9; False – 2, 5, 7, 8, 10.

Ex. 9.

a) Germany	b) Italy	c) Japan	d) UK	e) France	f) SU
4, 7, 10, 16, 20	5, 11, 21	8, 15, 22	3, 9, 19, 12	2, 14, 18	1, 6, 13, 17
H. Himmler R. Hess E. Kaltenbrunner J. Goebbels E. Rommel	V. Emmanuel III B. Mussolini Pietro Badoglio	Hirohito Hideki Tōjō I. Yamamoto	W. Churchill Neville Chamberlain C. Attlee Bernard Montgomery	Albert Lebrun Alphonse Juin André Lemonnier	K. Rokossovsky I. Konev V. Molotov S. Timoshenko

Ex. 10. 1-e, 2-h, 3-f, 4-a, 5-i, 6-c, 7-g, 8-d, 9-b, 10-j.

Ex. 11. 1-b/3); 2- b/3); 3- b/3); 4- b/3); 5- b/3); 6-a/1); 7-c/2); 8-c/2); 9-a/1);10-d/5); 11- d/5); 12- d/5); 13-f/6); 14-e/4); 15-f/7); 16- e/4); 17- e/4); 18- e/4); 19- f/6); 20- f/6).

Germany (<i>Luftwaffe</i>) Erich "Bubi" Hartmann - 352	Japan (<i>Imperial Japanese Army</i>)	Finland (<i>Finnish Air Force</i>)
---	---	--------------------------------------

Gerhard Barkhorn - 301 Günther Rall - 275 Otto Kittel - 267 Walter "Nowi" Nowotny - 258	Hiroyoshi Nishizawa - 87 Tetsuzo Iwamoto - 80-87	Ilmari Juutilainen - 94 Hans Wind - 75
USA (U.S. Army Air Forces) Richard I. Bong - 40 David McCampbell - 34 Francis Gabreski - 28 Robert S. Johnson - 27	UK (Royal Air Force) James Johnson - 38 William Vale - 30 Robert Tuck - 29 Bob Braham - 29	Soviet Union (Soviet Air Force) Ivan Kozhedub - 62 Aleksandr Pokryshkin - 59 Grigoriy Rechkalov - 58

Ex. 12. 1-t, 2-k, 3-l, 4-j, 5-q, 6-r, 7-e, 8-s, 9-p, 10-b, 11-o, 12-i, 13-h, 14-g, 15-d, 16-n, 17-f, 18-m, 19-c, 20-a.

Unit 13. The Cold War

Ex. 1. a-1, b-8, c-2, d-7, e-3, f-5, g-6, h-4.

Ex. 2.

1. 1945-1991

2. a) 1947–1953, b) 1953–1962, c) 1962–1979, d) 1979–1985, e) 1985–1991

3. The Vietnam War (1 November 1955 – 30 April 1975: 19 years and 180 days) was a Cold War-era military conflict that occurred in Vietnam, Laos, and Cambodia from 1 November 1955[A 1] to the fall of Saigon on 30 April 1975. This war followed the First Indochina War and was fought between North Vietnam, supported by its communist allies, and the government of South Vietnam, supported by the United States of America and other anti-communist countries. *Result:* North Vietnamese and Viet Cong victory: a) Withdrawal of American forces from Indochina; b) Dissolution of the Republic of Vietnam; c) Communist governments take power in South Vietnam, Cambodia and Laos. *Territorial changes:* Unification of North and South Vietnam into the Socialist Republic of Vietnam.

4. The 'Truman Doctrine' was a policy set forth by the U.S. President Harry S Truman in a speech on March 12, 1947 stating that the U.S. would support Greece and Turkey with economic and military aid to prevent their falling into the Soviet sphere. The Doctrine was informally extended to become the basis of American Cold War policy throughout Europe and around the world. It shifted American foreign policy toward the Soviet Union from détente (a relaxation of tension).

5. The Marshall Plan (officially the European Recovery Program, ERP) was the large-scale American program to aid Europe where the United States gave monetary support to help rebuild European economies after the end of World War II in order to combat the spread of Soviet communism. The plan was in operation for four years beginning in April 1948. The goals of the United States were to rebuild a war-devastated region, remove trade barriers, modernize industry, and make Europe prosperous again. The initiative was named after Secretary of State George Marshall. The plan had bipartisan support in Washington, where the Republicans controlled Congress and the Democrats controlled the White House. The Plan was largely the creation of State Department officials, especially William L. Clayton and George F. Kennan. Marshall spoke of urgent need to help the European recovery in his address at Harvard University in June 1947.

6. *Harry S. Truman* (1945-1953), *Dwight D. Eisenhower* (1953-1961), *John F. Kennedy* (1961-1963), *Lyndon B. Johnson* (1963-1969), *Richard Nixon* (1969-1974), *Gerald Ford* (1974-1977), *Jimmy Carter* (1977-1981), *Ronald Reagan* (1981-1989), *George H. W. Bush* (1989-1993).

7. December 24, 1979 – February 15, 1989 (9 years, 53 days). Result - Geneva Accords (1988): a) Withdrawal of Soviet forces from Afghanistan; b) Afghan Civil War continues; c) Economic Recession began in Soviet Union.

8. The Union of Soviet Socialist Republics (USSR) was formally dissolved on December 25, 1991. This left all fifteen republics of the Soviet Union as independent sovereign states. The dissolution of the world's largest communist state also marked an end to the Cold War.

In order to revive the stagnant Soviet economy, in the 1980s, Soviet leader Mikhail Gorbachev began a process of increasing political liberalization (*glasnost/perestroika*) in the erstwhile totalitarian, communist one-party state. However, this liberalization led to the emergence of long-repressed nationalist movements and ethnic disputes within the diverse republics of the Soviet Union. The Revolutions of 1989 led to the fall of the socialist states allied to the Soviet Union and increased pressure on Gorbachev to introduce greater democracy and autonomy for the Soviet Union's constituent republics. Under Gorbachev's leadership, the Communist Party of the Soviet Union subsequently introduced direct elections, formed a new central legislature and ended its ban on political parties. Although a March 1991 referendum showed a large majority of Soviet citizens voting to retain the Union, its legitimacy was marred by a boycott from the Baltic republics. The legislatures of the Soviet republics began passing laws undermining the control of the central government and endorsing independence.

9. On the night of 20–21 August 1968, the Soviet Union and her main satellite states in the Warsaw Pact – *Bulgaria*, the *German Democratic Republic* (East Germany), *Hungary* and *Poland* – invaded the Czechoslovak Socialist Republic in order to halt Alexander Dubček's Prague Spring political liberalization reforms. *The Prague Spring* was a period of political liberalization in Czechoslovakia during the era of its domination by the Soviet Union after World War II. It began on 5 January 1968, when reformist Alexander Dubček was elected the First Secretary of Communist Party of Czechoslovakia, and continued until 21 August when the Soviet Union and members of the Warsaw Pact invaded the country to halt the reforms.

10. *Perestroika* was a political movement within the Communist Party of the Soviet Union during the 1980s, widely associated with the Soviet leader Mikhail Gorbachev along with his other major policy reform he introduced known as *glasnost*, meaning "openness". Its literal meaning is "restructuring", referring to the restructuring of the Soviet political and economic system. *Perestroika* is often argued to be a cause of the dissolution of the Soviet Union, the revolutions of 1989 in Eastern Europe, and the end of the Cold War

Ex. 4. 1-B, 2-C, 3-A, 4-E, 5-D.

Ex. 5. True – 2, 4, 6, 7; False- 1, 3, 5, 8.

1. *False*. Confrontation through *détente* (1962–1979) 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

2. True.

3. *False*. After a series of revolutions in Soviet Bloc states, the Soviet Union collapsed in 1991.

4. True.

5. *False*. 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 with its Eastern allies.

6. True.

7. True.

8. *False*. To **alleviate** the risk of a potential nuclear war, both sides sought **détente** in the 1970s to **relieve** political tensions.

Ex. 10. a-10, b-9, c-7, d-4, e-6, f-2, g-3, h-8, i-1.

Ex. 11. a-3, b-14, c-6, d-7, e-4, f-9, g-10, h-16, i-12, j-13, k-5, l-11, m-18, n-15, o-8, p-17, q-1, r-2.

Unit 14. Culture, science and inventions of the XX th Century

Ex. 1.

1. Blues and jazz music became popularized during the 1910s and 1920s in the USA.
2. Rock genres: heavy metal, punk rock, and alternative rock.
3. Giacomo Puccini, Sergei Rachmaninoff, Maurice Ravel, Igor Stravinsky, Sergei Prokofiev, George Gershwin, Dmitri Shostakovich.
4. expressionism, Dadaism, cubism, de stijl (*neoplasticism*), abstract expressionism and surrealism.
5. Art Nouveau is an international philosophy and style of art, architecture and applied art—especially the decorative arts—that were most popular during 1890–1910. The name "Art Nouveau" is French for "new art".
6. New areas of physics, like special relativity, general relativity, and quantum mechanics, were developed during the first half of the century.
7. Radiocarbon dating (sometimes simply known as carbon dating) is a radiometric dating method that uses the naturally occurring radioisotope carbon-14 to estimate the age of carbon-bearing materials up to about 58,000 to 62,000 years.
8. Washing machines, clothes dryers, furnaces, exercise machines, refrigerators, freezers, electric stoves, vacuum cleaners, microwave ovens, etc.
9. Stainless steel, plastics, polyethylene, Velcro, and Teflon.
10. 1961.

Ex. 3. 1-B, 2-D, 3-C, 4-A.

Ex. 9. a-15, b-1, c-4, d-12, e-7, f-9, g-8, h-2, i-6, j-11, k-3, l-13, m-10, n-14, o-5, p-16.

Ex. 10. a) Backstreet Boys, Bon Jovi, Boston, Boys II Men, Bruce Springsteen, Cher, Eagles, Elvis Presley, Guns and Roses, Jimmy Hendrix, Kansas, Kiss, Madonna, Mariah Carey, Meat Loaf, Metallica, Michael Jackson, Prince, Sheryl Crow, Suzanne Vega, The Doors, Tina Turner, Toni Braxton, Toto, Whitney Houston; **b)** Black Sabbath, Chris de Burgh, Deep Purple, Dépêche Mode, Dire Straits, Duran Duran, Elton John, Erasure, Eric Clapton, Genesis, George Michael, Iron Maiden, Joe Cocker, Judas Priest, Led Zeppelin, Oasis, Ozzy Osborn, Pet Shop Boys, Phil Collins, Pink Floyd, Queen, R.E.M., Rainbow, Status Quo, Sting, The Beatles, The Bee Gees, The Rolling Stones, Wet Wet Wet, White Snake

Ex. 11. Painters: Fernand Léger, Franz Marc, Georges Braque, Henri Matisse, Kasimir Malevich, Marc Chagall, Marcel Duchamp, Natalia Goncharova, Pablo Picasso, Paul Cézanne, Salvador Dalí, Umberto Boccioni, Wassily Kandinsky; **Novelists:** Franz Kafka, John Steinbeck, Joseph Cronin, Stephen King, Veniamin Kaverin, William Golding; **Philosophers:** Andrew Bernstein, John Dewey, Nikolai Berdyaev, Theodor W. Adorno; **Psychologists:** A.H. Maslow, Alfred Adler, Anna Freud, Carl Rogers, Erik Erikson, Jean Piaget, Sigmund Freud; **Dancers:** Anna Pavlova, Isadora Duncan, Mikhail Baryshnikov, Rudolf Nureyev, Vaslav Nijinsky, Vladimir Vasilev; **Political Leaders:** Adolf Hitler, Ariel Sharon, F D Roosevelt, Fidel Castro, Ho Chi Minh, Indira Gandhi, Jawaharlal Nehru, John F Kennedy, Lech Walesa, Mao Zedong, Margaret Thatcher, Nelson Mandela, Saddam Hussein, Vladimir Lenin, Winston Churchill.

SECTION VI. Recommended Literature

1. Ancient Rome Timeline : <http://www.history-timelines.org.uk/places-timelines/03-ancient-rome-timeline.htm>
2. [Answers.Com](http://www.answers.com/main/government.jsp) : <http://www.answers.com/main/government.jsp>
3. Barker G., Rasmussen T. Handbook to Life in Ancient Rome. – Oxford : Oxford University Press, 1998. – 416 p.
4. Bentley D. The Seven Wonders of the World / D.Bentley. – Oxford : Oxford University Press, 2002. – 132 p.
5. Brier B., Hobbs H. Daily Life of the Ancient Egyptians / B. Brier, H. Hobbs. – Westport : Greenwood Press, 1999. – 253 p.
6. Burckhardt J., Hilty P. History of Greek Culture / J. Burckhardt. – N. Y. : Frederick Ungar Publishing Co, 1999. – 344 p.
7. Burckhardt J., Murray P. The Civilization of the Renaissance in Italy / J. Burckhardt, P. Murray. – N. Y. : Penguin Classics. – 2001. – 400 p.
8. Cartledge P. The Greeks : A Portrait of Self and Others. – Oxford : Oxford University Press. – 1993. – 198 p.
9. Dandridge D. American Prisoners of the Revolution / D. Dandridge. – N. Y. : BiblioBazaar, 2007. – 452 p.
10. Delors C. Mistress of the Revolution / C. Delors. – London : Routledge & Kegan Paul, 2008 – 451 p.
11. 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.
12. English grammar exercises
<http://englishonline.sites.uol.com.br/english/basic.htm>
13. English Grammar Exercises http://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm
14. English Tests <http://www.ego4u.com/en/cram-up/tests>
15. Farndon J. Encyclopedia / J. Farndon. – London : Harper Collins, 2009. – 272 p.
16. Fiske J. The War of Independence / J. Fiske. – N. Y. : BiblioBazaar, 2008. – 160 p.
17. Freeman C. Egypt, Greece, and Rome: Civilizations of the Ancient Mediterranean / C. Freeman. – Oxford : Oxford University Press, 1999. – 638 p.
18. Gardiner A. Egypt of the Pharaohs: An Introduction Publisher / A. Gardiner. – Oxford : Oxford University Press, 2004. – 468 p.
19. Gies F., Gies J. Life in a Medieval City / F. Gies, J. Gies. – N. Y. : Harper Perennial, 2001. – 274 p.
20. Grote G. A History of Greece : From the Time of Solon to 403 B.C. / G. Grote. – London : Routledge, 2002. – 978 p.
21. Guillou J. The Templar Knight : Book Two of the Crusades Trilogy / J. Guillou. – London : Harper Collins, 2011. – 496 p.
22. Guy J. The Victorian Age: An Anthology of Sources and Documents / J. Guy. – London : Routledge & Kegan Paul, 1998. – 632 p.
23. Hillenbrand L. Unbroken : A World War II Story of Survival, Resilience, and Redemption / L. Hillenbrand. – N. Y. : Random House Publishing Group, 2010. – 473 p.
24. Jedicke P. Great Inventions of the 20th Century / P. Jedicke. – N. Y. : Chelsea House Publications, 2007. – 72 p.
25. Keegan J. The First World War / J. Keegan. – N. Y. : Random House Inc., 2000. – 475 p.
26. 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.

27. Longman Dictionary of Contemporary English : Third edition with new words supplement. – Oxford : Longman, 2001. – 1668 p.
28. Lynn C. The Seven Wonders of the Ancient World / C. Lynn. – N. Y. : Atheneum Books, 2002. – 232 p.
29. Macaulay D. Castle / D. Macaulay. – N. Y. : Houghton Mifflin/Walter Lorraine Books. – 1997. – 80 p.
30. Macmillan English Dictionary for advanced learners. International student edition. – Malaysia : Bloomsbury Publishing Plc., 2002. – 1693 p.
31. Mantel H. A Place of Greater Safety : A Novel / H. Mantel. – London : Rouledge & Kegan Paul – 768 p.
32. Medieval-Life : <http://www.medieval-life.net/clothing.htm>
33. Monmouth G. The History of the Kings of Britain / G. Monmouth. – N. Y. : Penguin Classics, 1997. – 384 p.
34. Murphy R. English Grammar in Use / R. Murphy. – Cambridge : Cambridge University Press, 1988. – 328 p.
35. Nardo D. The Decline and Fall of Ancient Greece / D.Nardo. – London : Greenhaven Press, 2000. – 272 p.
36. Native English [http : //www. Native-english.ru](http://www.Native-english.ru)
37. New World Encyclopedia : <http://www.newworldencyclopedia.org/entry/>
38. Pettegree A. The Book in the Renaissance / A. Pettegree. – N. Y. : Hart Publishing Company, 2010. – 422 p.
39. Pinch G. Egyptian Myth : A Very Short Introduction / G. Pinch. – London : Oxford University Press, 2004 – 143 p.
40. 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.
41. Regan G. Lionhearts : Richard I, Saladin, and the Era of the Third Crusade / G. Regan. – N. Y. : Walker and Co, 2000. – 288 p.
42. Rice M. Who's Who in Ancient Egypt / M. Rice. – London : Rouledge & Kegan Paul, 1999. – 258 p.
43. Roberts A. The Storm of War : A New History of the Second World War / A. Roberts. – London : HarperCollins Publishers, 2011. – 768 p.
44. 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.
45. Strachan H. The First World War / H. Strachan. – N. Y. : Penguin Group USA, 2005. – 456 p.
46. Suetonius G. The Twelve Caesars / G. Suetonius. – N. Y. : Penguin Classic, 2003. – 384 p.
47. The seven wonders of the ancient world : <http://www.seven-wonders-world.com>
48. Tucker H. A Companion to Victorian Literature & Culture / H. Tucker. – Oxford : Blackwell Publishing Ltd, 1999 – 488 p.
49. Wikipedia, the Free Encyclopedia : <http://en.wikipedia.org/>
50. Zoch. P. Ancient Rome : An Introductory History / P. Zoch. – N. Y. : Hart Publishing Company, 1998 – 320 p.

Некрутенко. О. Б. Історія англійською : Підручник для вивчення курсу «Англійська мова за професійним спрямуванням» для студентів першого та другого курсів спеціальностей «Історія», «Країнознавство», «Міжнародні відносини». 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.

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 специальностей «История», «Страноведение», «Международные отношения». 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 Specialities «History», «Country Studies», «International relations».

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.

Key words: history, Ancient World, Middle Ages, Modern History, New History.

Навчально-методичне видання

НЕКРУТЕНКО Олена Борисівна

HISTORY IN ENGLISH

*Навчальний посібник для вивчення курсу
„Англійська мова за професійним спрямуванням”
для студентів першого та другого курсу
спеціальностей „Історія”, „Країнознавство”, „Міжнародні
відносини”*

Англійською мовою

За редакцією автора
Комп’ютерний макет – Некрутенко О. Б.

Здано до складання 07.11.2012 р. Підписано до друку 07.11.2012 р. Формат 60X84 1/8.
Папір офсетний. Гарнітура Times New Roman. Друк ризографічний.
Умов. друк. арк. 28,25. Наклад 300 прим. Зам. № 215

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.