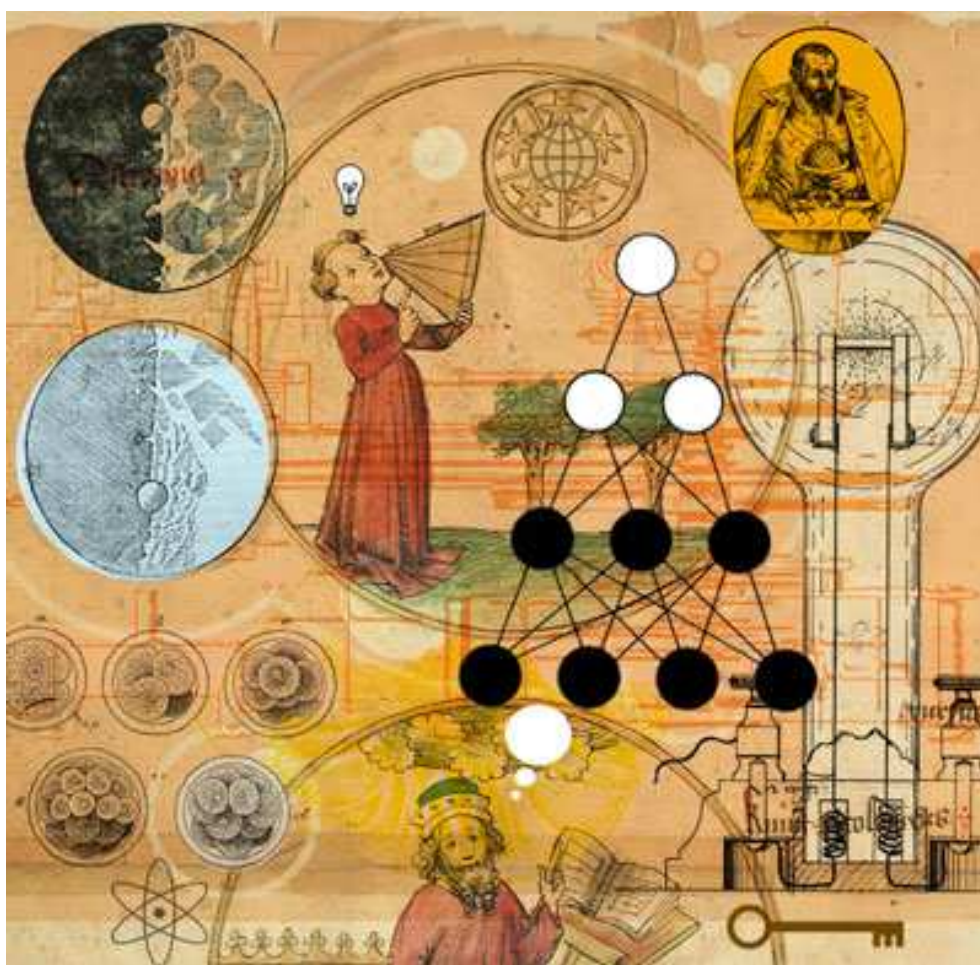


ENGLISH FOR HISTORIANS



НАВЧАЛЬНИЙ ПОСІБНИК

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Н-48

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У навчальному посібнику наведено автентичні тексти, спрямовані на вдосконалення вмінь і навичок читання й перекладу текстів за фахом та розширення фахової лексики з метою вдосконалення комунікативних умінь студентів. Навчальний посібник побудовано відповідно до вимог програми з вивчення англійської мови студентами немовних факультетів вищих навчальних закладів. Структура і зміст роботи спрямовані на розвиток іншомовної комунікативної та міжкультурної компетенцій, загальних навичок критичного мислення, вирішення проблем, презентації ідей тощо, що відповідає сучасним вимогам до спеціаліста гуманітарного напрямку.

Посібник адресовано студентам-історикам I – II курсів, які вивчають англійську мову за професійним спрямуванням.

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Передмова

Навчальний посібник для вивчення курсу „Англійська мова за професійним спрямуванням” для студентів спеціальності „Історія” розроблено для студентів I – II курсів спеціальності “Історія”. Мета навчального посібника – допомогти студентам засвоїти програмний навчальний матеріал, зуміти правильно організувати роботу з курсу іноземної мови для формування та розвитку у студентів навичок користування іноземною мовою як засобом передачі та одержання професійно значущої інформації, у тому числі під час самостійної роботи з іноземними джерелами, а також формування міжкультурної комунікативної компетентності. Особлива увага приділяється засвоєнню студентами спеціальної лексики за фахом; розвитку навичок читання, перекладу та розуміння текстів, пов’язаних з проблематикою майбутньої спеціальності; формуванню творчого мислення та навичок усного мовлення, у тому числі під час розв’язання проблемних ситуацій англійською мовою.

Посібник розроблено з урахуванням кредитно-модульної системи. Матеріал посібника поділяється на 4 модулі, які містять 14 юнітів. Практична частина вміщує автентичні тексти професійного спрямування, лексико-граматичні вправи, вправи творчого характеру: робота зі словниками (перекладними, тлумачними, тематичними), вправи візуалізації тощо; перекладні вправи, рольові ігри, вправи для розвитку усного та письмового мовлення.

Завданням післятекстових вправ є перевірка розуміння студентами прочитаного, розвиток навичок письмового та усного перекладу, навичок творчого мислення та комунікаційних навичок студентів. У посібнику окремо подаються короткі граматичні пояснення з прикладами. Для опрацювання вивченої теорії після кожної граматичної теми пропонується система вправ та тестові завдання. Вправи для ілюстрації тих чи інших мовних явищ створені, в основному, із використанням розмовної та побутової лексики й урахуванням програмних вимог з англійської мови для немовних спеціальностей.

Крім 4 модулів у посібник включено додаткові тексти для індивідуального читання та перекладу, граматичні пояснення та словник до кожного юніту.

Послідовна та цілеспрямована робота з навчальним посібником забезпечує вирішення основних задач, що стоять перед студентами гуманітарних спеціальностей під час вивчення курсу англійської мови за професійним спрямуванням.

Module A. The Ancient World

Unit 1. The seven wonders of the ancient world

Lead-in

Exercise 1. Look at the pictures and guess what are these?

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

1. *The Colossus of Rhodes*, 2. *The Great Pyramid of Giza*, 3. *The Hanging Gardens of Babylon*, 4. *The Lighthouse of Alexandria*, 5. *The Mausoleum at Halicarnassus*, 6. *The Statue of Zeus at Olympia*, 7. *The Temple of Artemis at Ephesus*

a)



b)



c)



d)



e)



f)



g)



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 and minor Asia
- B. was destroyed during the fire
- C. **entitled** "Péri tôn hépta théamatôn" (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, a II century before Jesus Christ **engender**, in a **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 Great Pyramid of Giza*
2. *The **Hanging** Gardens of Babylon*
3. *The Statue of Zeus at Olympia*
4. *The **Temple** of Artemis at Ephesus*
5. *The **Mausoleum** at Halicarnassus*
6. *The **Colossus** of Rhodes*
7. *The **Lighthouse** of Alexandria*



These monuments are located in Greece, 3) Their date of **construction** varies from 2800 BC for the Pyramid of Giza to 280 BC for the Lighthouse of Alexandria.

Nowadays, the Pyramid of Giza is the only wonder which still **exists**. **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 at Olympia. 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 and 1 m height. 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, holds, in its right hand, the

goddess of Victory, Nike, and, in the left hand, a **scepter surmounted** by an eagle. The throne was decorated with **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 four games during which the Greeks were **involved**.

The three others were the Isthmian games (at Corinth), the Pythian games (at Delphi) and the Nemean games (at Nemea). Then, we can say that with its **greatness** and its **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 the ancient god – Zeus?
11. Who is his Roman and Etruscan counterpart?
12. What are the symbols of Zeus?



Language development

Exercise 5. Match the word with their definition.

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) dating from very long ago;

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;

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 or event or in celebration of something;

j) a book or other document written by hand.



Exercise 6. Lexical game “Anagrams”. Guess the words given in jumbled letters.



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



Exercise 7. Look up in the Dictionary of English Language and write down into your copybooks the meanings that the following words have. Use these words in the sentences of your own.

1. a pyramid, 2. a garden, 3. a statue, 4. a temple, 5. a mausoleum, 6. a colossus, 7. a lighthouse.

Exercise 8. Find in the text the words that mean the following.

1. enormous,
2. a building,
3. a worship,
4. respect,
5. a resident,
6. a miracle,
7. a universe.

Speaker's corner

Exercise 9. 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 to **commemorate** the end of the seat of the city, which took place into 305 BC, and the victory of Rhodiens against the Macedonian chief Démétrios Poliorcète.

The **colossus** of Rhodes was located in the wearing of Rhodes in Greece, probably at the end of the **current** Saint-Nicolas Day 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

and 291 BC, so it took twelve years of hard work to totally finish it.

Made of bronze and based on **marble** block, the statue was 32 meters heigh from the top of the head to the feet, that is to say 14 meters less than the statue of liberty in New York. The heigh 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 colossuses' legs to enter in the wearing of Rhodes. It was technically impossible that the statue had its legs **split**.

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

Then, in 653 AC, all the material (more than 13 tons of bronze and nearly 7 tons of iron, according to Philon) is taken by an Arab **expedition** to be sold to a Jewish **merchant** of Ephesea. 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 **proress** which is characterized, amongst other things, by the use of **terra cotta moulds** necessary to the casting of the colossus.

According to the **legend**, Charas of Lindos **committed** a **suicide** when he discovered an **error** in his calculs, error that one of his assistants had to correct.



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

Exercise 10. Choose the right answer after reading the text.

The Mausoleum at 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 **satrap** of the king of Persia, to whom the Carie belonged.

It is very likely that Artemis, sister and woman of the satrap of Carie began the construction of this **edifice** in 353 BC, three years after the death of 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 of one **quadriga** with marble. The **funeral chamber doubtless** contained the graves of Mausole and Artemis. We could also **observe a valuable frieze** represented a fight of the Greeks against the Amazon and the Centaurs.



This monument was partly destroyed, by an **earthquake**, at around 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 at Halicarnassus is a grave where lived ...*

- a) Amazon b) Artemis c) Carie

2. *The Mausoleum was destroyed ...*

- a) by an earthquake b) by fire c) by Amazon

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 of one quadriga with marble.*

- a) 63 b) 306 c) 36

Exercise 11. Use the information from the internet or historical books/encyclopedias and speak about:

The Great Pyramid of Giza

The Hanging Gardens of Babylon

The Statue of Zeus at Olympia

The Temple of Artemis at Ephesus

The Mausoleum at Halicarnassus

The Colossus of Rhodes

The Lighthouse of Alexandria



Exercise 12. 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 13. Write a short newspaper article entitled “The seven wonders of the ancient world” using 150 -200 words.

Project

Exercise 14. Make a short presentation of one of the seven wonders of the ancient world.

Unit 2. Ancient Greece

Lead-in

Exercise 1. Answer the following questions:



1. What is Greece known for?
2. How important were the Greek gods to the citizens and what role did religion play in ancient Greek **civilization**?
3. Who are the major Greek gods and goddesses?
4. Who became **slaves** during Greek times?
5. What kinds of governments developed in ancient Greece?
6. How did the Dark Ages end in Greece?
7. What did the Greeks in the Archaic Age **invent**?
8. Where is the city of Sparta **located**?
9. What is the name of the speaker's **platform** in ancient Athens?
10. What was Greek **education** like in 500 BC?

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



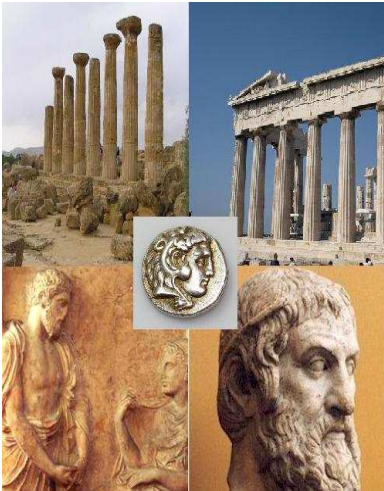
No ancient civilization had such a lasting **impact** on our world as Ancient Greece. The style of Greek buildings is still **widely** copied today. Greek **thinkers** laid the basis of mathematics and **science** and **posed** questions about life that still **occupy** us. The idea of **democracy** (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 *poll* (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

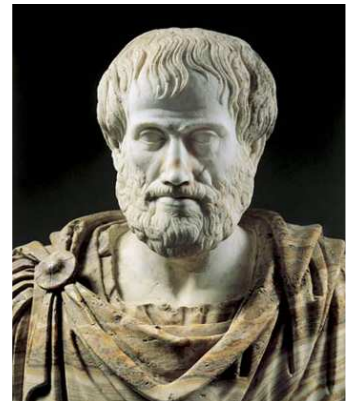
BC. But in 480 BC, Persian armies marched into Athens and destroyed all its **temples**.

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.

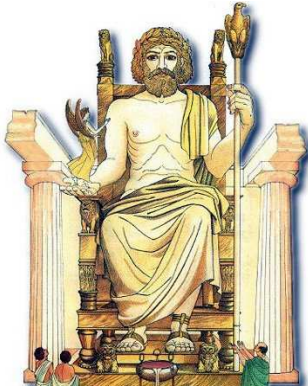
Life in Athens and other Greek cities **focused** on the *agora* or market place, where friends met in the **shade** of the **colonnades**, and **traders** sold their **wares**, often from platforms called *kykloi*. There was also the *Bouleuterion*, where the **council assembled**. On a hill above the 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 Alcmena. Hera was so angry about Zeus' affair with Alcmena 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**.

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?



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

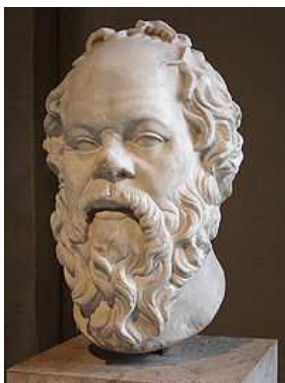
- Greek thinkers laid the basis of ecology and posed questions about life that still occupy us.
- Greek thinkers laid the basis of mathematics and science and posed questions about life that still occupy us.

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*" a 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.
- b) Socrates, Plato, and Aristotle were famous Greek democrats.
- c) Socrates was Plato's student.
- 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 Sceptics, 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.

Language development

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 and 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**; despot;
- i) a person who **engages** in trade, a dealer/ **merchant**;
- j) a member of a skilled trade; someone who practices a **craft; artisan**.

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

a) for b) on c) at d) of e) with f) above g) to h) by

1) destroyed ... a huge volcanic eruption; 2) each ... a population ... just a few thousand; 3) ... about this time; 4) the temples ... the Acropolis; 5) ... instance; 6) the basis ... modern philosophy; 7) ... a hill ... the city; 8) famous ... its theatre; 9) was married ...; 10) had to be present ... the meeting.

Exercise 8. Match the pairs of words which are similar in meaning.

1. an attack, 2. to conquer, 3. considerable, 4. an eclipse, 5. to remain, 6. a scholar, 7. a thinker, 8. tiny, 9. a tyrant, 10. ware

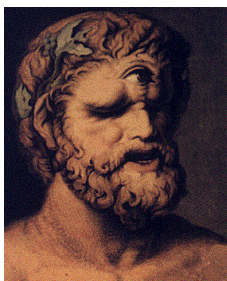
.....
a) to assail, b) to subjugate, c) important, d) an obscuration, e) to stay, f) a scientist, g) a philosopher, h) small, i) a despot, j) to produce



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) thunderbolts, 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 forging 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 theG: 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.

The 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 9. 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

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

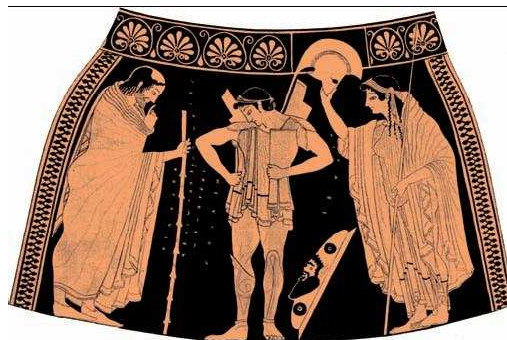
86 BC - The Roman General Sulla captures Athens

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



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



Writing

Exercise 11. Write a composition about a famous person of the Ancient Greece:



1. Plato
2. Aristotle
3. Parmenides
4. Archimedes
5. Pythagoras
6. Alexander the Great



Project

Exercise 12. 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 3. Ancient Rome

Lead-in

Exercise 1. Answer the following questions:

1. Did Romans **basically** just **rename** the gods of the Greeks?
2. Was it a way of **incorporating** the cultures?
3. Who were the **gladiators** and what exactly did they do?
4. Why did the **volcano** destroy Pompeii?
5. Where was Ancient Rome located?
6. When did the Roman Empire begin and end?
7. Who **invented** Roman **numerals**?



8. What is Pax Romana?
9. What is the Colosseum made out of?
10. What type of clothing did ancient Romans wear?
11. What **currency** was used by the ancient Romans?
12. Do you know any **inventions** of Ancient Rome?
13. What was the largest city in ancient Rome?
14. How long did **slavery** in ancient Rome last?
15. 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 4000km 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 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

Rome ballista of 1/2 talent caliber



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 **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 *testudo* (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's 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 (*ludi*) 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

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



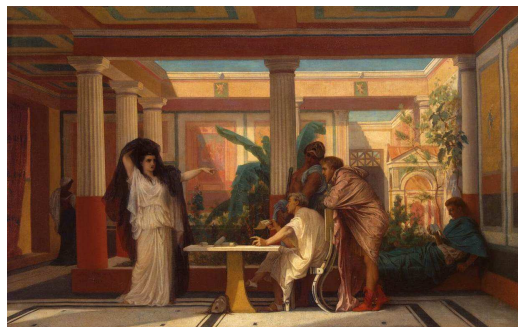
- 1) Roman citizens could journey from Deva to Damascus and still feel at home.
- 2) Rome was founded in 573 BC by Romulus and Remus.
- 3) In practice all Roman citizens could vote in elections to the Senate and serve in the army.
- 4) Pompey and Julius Caesar were popular Roman generals.
- 5) Pax Romana 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 sumptuous 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.

Language development

Exercise 4. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) at; b) over; c) by; d) of; e) from; f) in; g) to; h) into

- 1) ... the 2nd century; 2) blend ... advanced technology;
- 3) could journey ... Deva ... Damascus; 4) according ... legend;
- 5) was founded ... Romulus and Remus; 6) vote ... elections ... the Senate;
- 7) was able ... declare; 8) emperors ruled ... an Empire;
- 9) the army was divided ... legions; 10) were held ... a ring.



Exercise 5. Look up in the Dictionary of English Language and write down into your copybooks the meanings that the following words have. Use these words in the sentences of your own.

An arrow, a century, cohort, a dictator, a general, a rival, a ruler, a shield, a spear

Exercise 6. 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; **onlooker**; **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.

Speaker's corner

Exercise 7. 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: War with Pyrrhus
264 BC	264-241: 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	44-31BC 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	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>

Exercise 10. Use the information from the internet or historical books/encyclopedias and speak about:



Julius Caesar

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



Constantine the Great

Exercise 11. Read the text about the Roman warfare. Use a dictionary to help you if necessary and explain the words in bold. Then, make up dialogues, using the information below.



The Romans were among the first people on Earth to pay their soldiers a regular **salary** so that they could be full-time soldiers **instead** of only **fighting** when they could spare the time from their farms. At first, the Romans had part-time soldiers like other countries, but by about 100 BC, under Marius, the Romans began to pay soldiers to **fight** all year round. This gave them a lot of time for training and they became much better soldiers.

For the most part, only men could **serve** in the Roman army, though a few women may also have served. Men joined

the army when they were about nineteen years old. Sometimes men **volunteered** for the army, either out of **patriotism** or for the **adventure**, or in the hope of rising to be an officer, or in the hope of getting **citizenship**, as people do in the United States today. Sometimes the Roman government **forced** men to join the army when they didn't want to. Some men cut off their **thumbs** to get out of it. Once you were in the army, you joined a **legion** – a group of soldiers who lived and fought together. In the time of Augustus, there were 28 legions, each one with about 5000 men in it. Within the legion,



you were in a **cohort** of about 500 men, and **within** that you were in a century, with about 80 men (even though the name should mean 100 men). Your **commander** was a **centurion**. Then within that you were in a "tent group" or contubernium, made up of you and the seven men who **shared** your tent and ate with you. These men were your **pals** for life (unless they got killed).

Unless you got killed, you would serve in the army for twenty-five years. If you joined at 19, you would be 44 when you got out. Most Roman men died in their forties or fifties, so you would expect to spend **pretty** much all of your life in the army. Soldiers were not **supposed** to get married or have children, but often they did anyway.

<http://www.historyforkids.org/learn/romans/war/index.htm>

Exercise 12. 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 13. 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 14. Make a short presentation:

- Ancient Rome was one of the most successful civilizations on earth to ever exist.

Unit 4. 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. Where did the first Egyptians come from?
7. What is a **papyrus**?
8. What did the Egyptians **invent**?
9. Where did pharaohs live?
10. How were the Egyptian pyramids built?
11. Who was Nefertiti?
12. What did the Egyptians use to **wrap mummies**?
13. Who was King Djoser?
14. How many Pharaohs were there in Egypt?
15. What were Cleopatra's **accomplishments**?



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 c3500 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 on, 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's **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. This 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 (hey 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 **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 tonnes. 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 **spiralled** 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) *astonishing*
- b) *Ethiopian*
- c) *mummified*
- d) *unconventional*
- e) *Kingdom*
- f) *Stone*
- g) *Intermediate*



- 1) the Age
- 2) an series
- 3) remains
- 4) the mountains
- 5) an Period
- 6) The New
- 7) objects

Exercise 5. Look up in the Dictionary of English Language and write down into your copybooks the meanings that the following words have. Use these words in the sentences of your own.

To worship, a successor, a bandage, a mummy, an amulet, a soul, a chariot, holy, a temple, limestone, a heyday, a nomarch

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

a) a purpose, b) to invent, c) an accomplishment, d) to emerge, e) astonishing, f) a jewel, g) a flood, h) a merchant, i) a warrior, j) a voyage



1. to create, 2. to arise, 3. a gem, 4. a trader, 5. a journey, 6. amazing, 7. an aim, 8. a soldier, 9. deluge, 10. fulfillment

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 **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 dynasty.

- **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: 2125-1975 BC**: The 9th-11th Egyptian Dynasties the 1st Intermediate Period. During this time Egypt saw a breakdown of central government.

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

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

- Hyksos **raiders** from Asia and moved into the Delta and introduced the Egyptians to the chariot.

- Ahmose **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 Per-

sian 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 Cleopatra **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 list of proper names with the best definition. Translate and explain the words in bold.

- 1) *Anubis*, 2) *Hapy*, 3) *Akhenaton*, 4) *Bes*, 5) *Amun*, 6) *Cleopatra*, 7) *Hatshepsut*, 8) *Horus*, 9) *Bastet*



a) a king ruled from 1352-1336 BC; known as the "Heretic King"

b) the supreme god of the sun also known as Ra and Amun-Ra

c) a **jackal**-headed god who looked after the dead and oversaw mummification

d) a goddess with the head of a cat and the body of a woman

e) a **dwarf**-like god of children and fun and games

f) a Greek queen who ruled Egypt from around 51-30 BCE; she was the last pharaoh

g) the Egyptian god of the Nile and **inundation**

h) the first known woman to be an ancient Egyptian pharaoh who ruled from about 1473-1458 BCE

i) the **falcon** god and the son of Osiris, the head of the underworld

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:



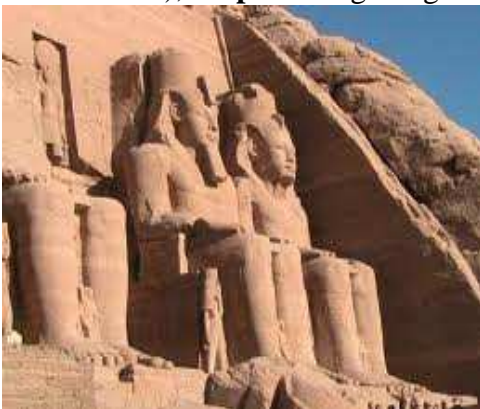
Hatshepsut (1473 - 1458 BC). One of only a few female pharaohs, Hatshepsut who was the first wife Thutmose II. After Thutmose's death, his son, Thutmose III, (by a **minor** wife) was named the **2**) Because the boy was so young, Hatshepsut ruled with him until she declared herself pharaoh.

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 Ankhsenoomun. 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 rep as a ladies man. He had over a dozen wives and more than 100 children.

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

Speaker's corner

Exercise 11. Use the information from the internet or historical books/encyclopedias and speak about Egyptian Pharaohs. Try to answer the following questions:

- Who were the Pharaohs?
- Who was the first king/pharaoh of Egypt?
- Which God did the people think their Pharaoh was?
- Where were Pharaohs buried?
- How many wives did a pharaoh have?
- Who is the most famous pharaoh of Egypt?
- What were the general signs of authority in Ancient Egypt?
- What titles did kings have during the early dynastic period?



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



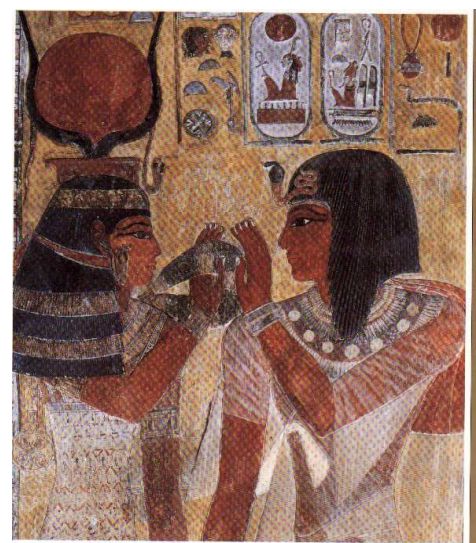
- 1. The History of Ancient Egypt.*
- 2. The Predynastic Egypt.*
- 3. The Early Dynastic Period.*
- 4. The First Intermediate Period.*
- 5. The Middle Kingdom.*
- 6. The New Kingdom.*
- 7. The third Intermediate Period.*
- 8. The Ptolemaic Dynasty.*
- 9. The Late Period.*
- 10. The Second Intermediate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



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 Egyptian cuisine*
- 4. Trade*
- 5. Egyptian hieroglyphs*
- 6. Daily life*
- 7. Architecture*
- 8. Religious beliefs*
- 9. Art*
- 10. Technology*
- 11. Medicine*
- 12. Mathematics*
- 13. Great ruler*
- 14. Famous people*



Module B. The Middle Ages

Unit 5. Crusades and knights

Lead-in

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

- | | |
|---|---|
| 1. <i>Constantinople during the medieval period</i> | 4. <i>Statue of Saladin in Damascus</i> |
| 2. <i>Knight's weapon</i> | 5. <i>English knights</i> |
| 3. <i>Richard the Lionhearted of England</i> | 6. <i>Louis IX of France</i> |



a).....



b).....



c).....



d).....



e)



f)

Exercise 2. Answer the following questions:

1. *What were the causes of the crusades?*
2. *How many crusades were there during the Middle Ages?*
3. *Who led the third crusade?*
4. *What do you know about Richard the Lionhearted of England?*
5. *What orders of knighthood do you know?*
6. *Who became the first Sultan of Egypt and Syria, and founded the Ayyubid dynasty?*



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, then make sentences using the completed phrases.

Muslims, journey, sack, connotation, Byzantine, alliance, original, cross, central, truce, arms, Christian, monarchs, Turks, Ages, swear.

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 in the left column 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.



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. with 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.

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

Crusade	Dates of crusade	Crusades Timeline of Events
The first	1096 - 1099	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	Crusaders prepared to attack Damascus. 2nd crusade led by Holy Roman Emperor Conrad III and by
The third	1187 -1192	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	The 4th Crusade led by Fulk of Neuil French/Flemish advanced on
The fifth	1217 - 1221	The 5th Crusade led by, Duke Leopold VI of Austria, John of Brienne.
The sixth	1228 - 1229	The 6th Crusade led by Holy Roman
The seventh	1248 - 1254	The 6th Crusade led by Holy Roman
The eighth	1270	The 8th Crusade led by
The ninth	1271 - 1272	The 9th Crusade led by

Exercise 11. Put the words into the correct order. Then explain 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 the left column with their definition in the right column.

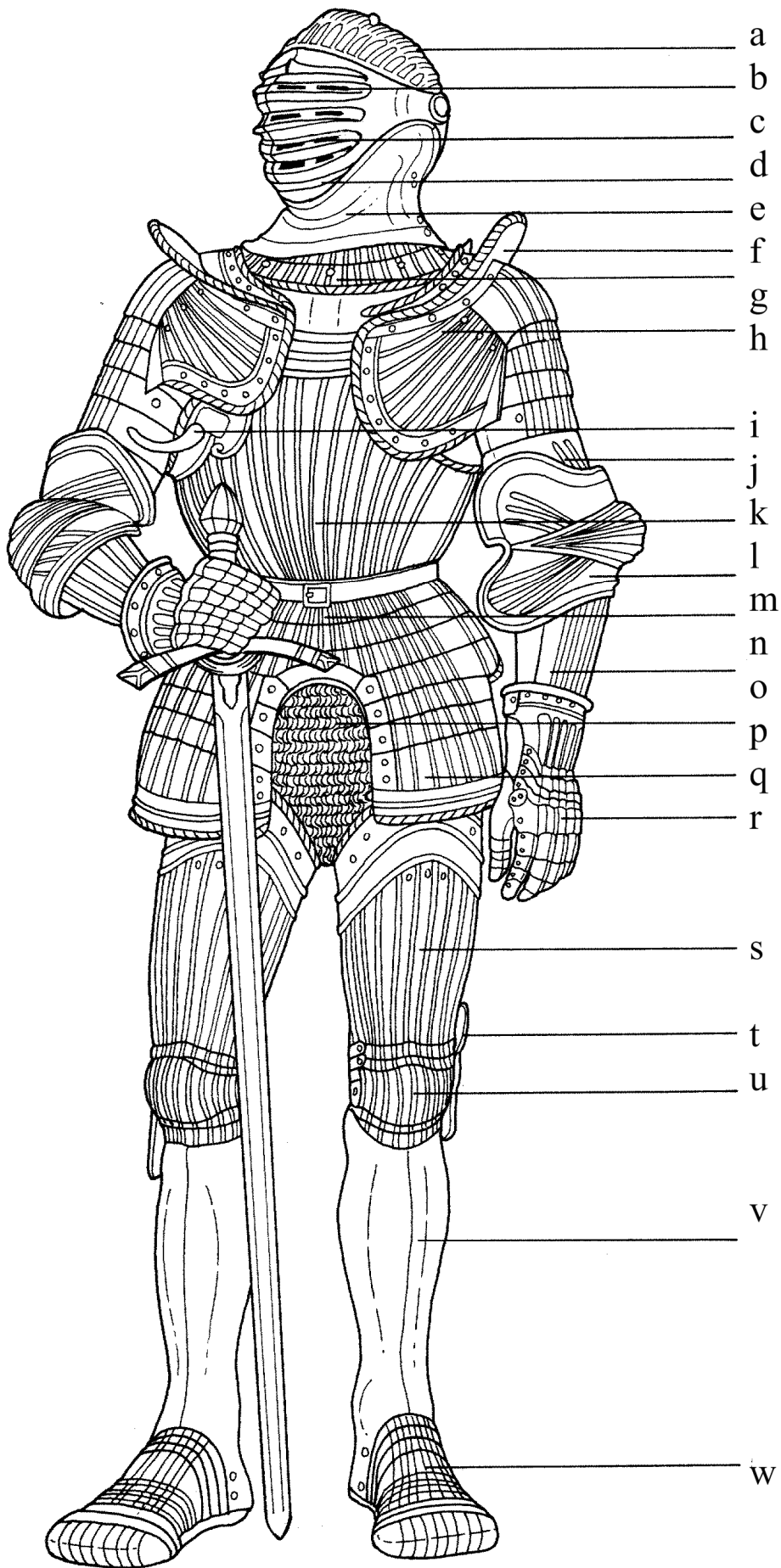
- | | |
|---|--|
| <ol style="list-style-type: none"> 1. a king 2. a bishop 3. a monk 4. a knight 5. a serf 6. a merchant 7. a nobleman 8. a nun 9. a peasant 10. a minstrel | <ol style="list-style-type: none"> a) a member of an all-male religious group that lives together in a monastery b) a person, 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. Match the elements of the knight's equipment with the right numbers in the drawing below.

1. lance rest, 2. gauntlet, 3. side wing, 4. breastplate, 5. haute piece, 6. tasset, 7. upper cannon of the vambrace, 8. couter, 9. lower cannon of the vambrace, 10. fauld or skirt, 11. cuisse, 12. sights in the visor, 13. sabaton, 14. mail skirt or fauld, 15. breaths, 16. pauldron, 17. poleyn, 18. beaver (hidden by the visor), 19. beaver, 20. greave, 21. gorget, 22. skull of the close helmet



The Parts of Armor: Front View



Exercise 14. 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**

<http://www.answers.com/topic/richard-i>

Speaker's corner

Exercise 15. 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 Wendish Crusade
5. The Stedinger Crusade
6. The Aragonese Crusade
7. The Alexandrian Crusade
8. The Norwich Crusade
9. The Military-monastic orders of knighthood
10. Chivalric orders
11. Honorific orders of knighthood
12. Hereditary knightoods



Writing

Exercise 16. Write any of the following compositions using 150 -200 words.

1. Imagine you are a medieval knight. Write a letter to your girl-friend, telling her about your participation in the crusades.
2. Write a composition about a famous person of the Middle Ages.
3. Write about your participation in the medieval knight tournament



Project

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



In 1992 Mark Redknapp, 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 Scandinavian 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 metres wide at its base. The question was, what were the inhabitants of this settlement?



In the Welsh Annals Mark found records of Viking raids in the ninth and tenth centuries. Combined with the archaeological clues to a Scandinavian presence, Mark began to suspect these local people might have been under threat from Vikings.

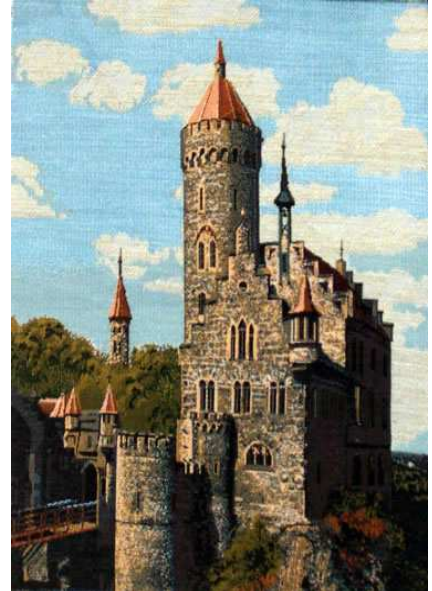
A few seasons into the excavation Mark got a surprise. Two skeletons were found. It looked as if they had been thrown into the ditch - without the care or ceremony one would expect if they had been buried by family and friends. The following year three more skeletons turned up. The position of one, a young male, led Mark to believe his hands had been tied behind his back. It's possible these Welsh victims of violence were killed by the Vikings.

Unit 6. Daily Life in the Middle Ages

Lead-in

Exercise 1. Answer the following questions:

1. Were social activities important during the Middle Ages? Why?
2. What was the life of an average person? How did he/she spend most of the time?
3. Can you describe a medieval village?
4. Do you know any household offices?
5. When were cities flourishing from the Mediterranean to northwest Europe?
6. What was the major factor in the development of cities during the early Middle Ages?
7. What do you know about men's and women's medieval clothing?
8. What did the medieval food consist of?
9. How did people spend their free time?
10. Medieval celebrations revolved around feast days that had pagan origins, didn't they?



Exercise 1. 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 2. 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 3. 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 4. 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 5. 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 6. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) *around*, b) *of*, c) *for*, d) *for*, e) *in*, f) *on*, g) *at*, h) *by*, i) *into*, 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.

Speaker's corner

Exercise 7. Use words/phrases 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 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.



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

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 the information from the internet or historical books/encyclopedias and speak about:



- *aspects of medieval life*
- *food and famine*
- *feudalism*
- *clothing and fabric*
- *games and pastimes*
- *medieval economics*
- *medieval magic and witchcraft*
- *medieval inventions*



Writing

Exercise 13. Write any of the following compositions using 150 -200 words.

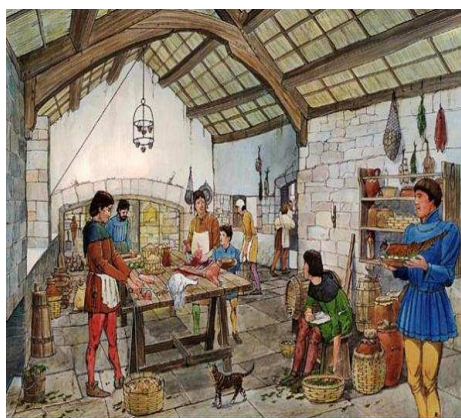


1. *A working day of a peasant or a lord.*
2. *A typical peasant's dwelling.*
3. *Life in a medieval castle.*
4. *A medieval manor.*
5. *The silk road.*
6. *Medieval Christmas.*



Project

Exercise 17. Read the beginning of the story entitled “The Lifestyle of Medieval Peasants”, then take turns to continue the story.



The lifestyle of peasants in Medieval England was extremely hard and harsh. Many worked as farmers in fields owned by the lords and their lives were controlled by the farming year. Certain jobs had to be done at certain times of the year. Their lives were harsh but there were few rebellions due to a harsh system of law and order.

The peasants were at the bottom of the Feudal System and had to obey their local lord to whom they had sworn an oath of obedience on the Bible. Because they had sworn an oath to their lord, it was taken for granted that they had sworn a similar oath to the duke, earl or baron who owned that lord's

property.

The one thing the peasant had to do in Medieval England was to pay out money in taxes or rent. He had to pay rent for his land to his lord; he had to pay a tax to the church called a

Unit 7. The Renaissance

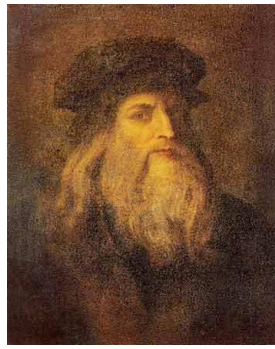
Lead-in

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. When did Renaissance spanned?
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. Humanist education was based on the programme of 'Studia Humanitatis', that being the study of five humanities: poetry, grammar, history, moral philosophy and rhetoric, wasn't it?
6. What was one of the **distinguishing** features of Renaissance art?
7. What famous artists of this period do you know?
8. What important developments were made in science?
9. What **notable** medieval and Renaissance women 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 lived on in established canons of taste and literature and in a **distinctive** Renaissance style in art, music, and architecture, the last often **revived**. 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

E Under the **veneer** 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 Francesco Poggio 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, Nicolo 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 **secure** civil life.

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Leonardo da Vinci. Annunciation

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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 wanted 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.



Jan van Eyck. Madonna of Chancellor Rolin

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 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, which created in the Renaissance palace their own distinctive home and workplace, **fit-**
ted for both business and **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.

<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. 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 6. 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) *witchcraft*, 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 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

Speaker's corner

Exercise 8. 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 9. 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 smb.
- 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 10. 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 Petrarch; 31. Antonio Correggio; 32. Francois Rabelais; 33. Albrecht Durer; 34. Matteo Palmieri; 35. Lorenzo Valla; 36. Giordano Bruno.

Exercise 11. 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 12. 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".



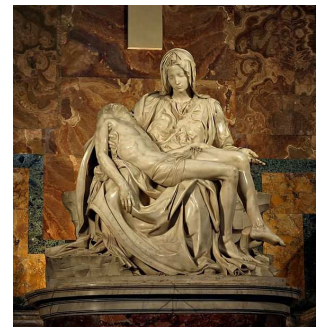
1.



2.



3.



4.



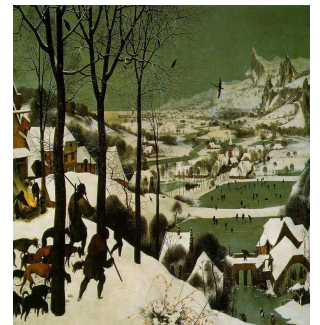
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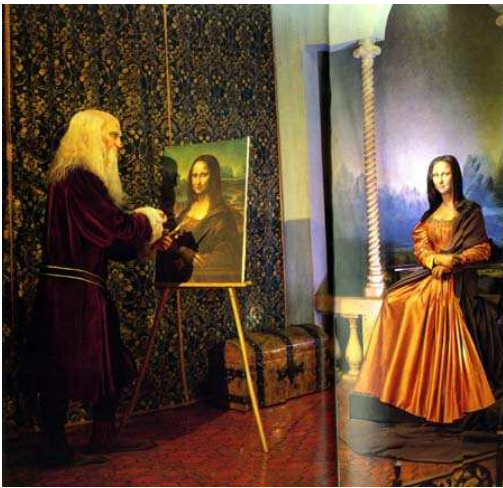
7.



8.

Exercise 13. 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. *turnstile*



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 to 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 14. Use the information from the internet or historical books/encyclopedias and speak about the inventions of the Renaissance:



1. pendulum
2. toothed wheel
3. eyeglasses
4. graded lenses
5. gun powder
6. microscope
7. telescope
8. printing press
9. submarine
10. wallpaper



Exercise 15. Make a report about a famous canvas of the Renaissance. You may use pictures from Ex. 1, 3, 5- 8, 9, 12, 13.

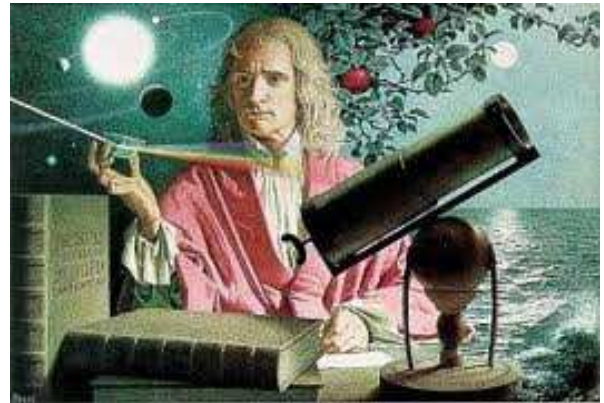
Exercise 16. Make a short presentation of one of the books, mentioned in Ex. 11.

Exercise 17. Read the story about Isaac Newton, and then give a short summary.



One day in autumn Sir Isaac was lying on the grass under an apple tree and thinking, thinking, thinking. Suddenly an apple that had grown ripe on its branch fell to the ground by his side. "What made that apple fall?" he asked himself. "It fell because its stem would no longer hold it to its branch," was his first thought. But Sir Isaac was not satisfied with this answer. "Why did it fall toward the ground? Why should it not fall some other way just as well?" he asked. "All heavy things fall to the ground — but why do they? Because they are heavy. That is not a good reason. For then we may ask why is anything heavy? Why is one thing heavier than another? ". When he had once begun to think about this he

did not stop until he had reasoned it all out. Millions and millions of people had seen apples fall, but it was left for Sir Isaac Newton to ask why they fall. He explained it in this way: — "Every object draws every other object toward it. The more matter an object contains the harder it draws. The nearer an object is to another the harder it draws. The harder an object draws other objects, the heavier it is said to be. The earth is many millions of times heavier than an apple; so it draws the apple toward it millions and millions of times harder than the apple can draw the other way. The earth is millions of times heavier than any object near to or upon its surface; so it draws every such object toward it. This is why things fall, as we say, toward the earth. While we know that every object draws every other object, we cannot know why it does so. We can only give a name to the force that causes this. We call that force gravitation. It is gravitation that causes the apple to fall.



<http://history.inrebus.com/index.php?entry=entry080326-154955>

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 C. The Modern History

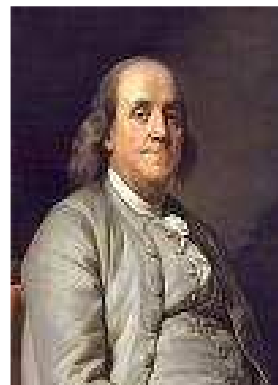
Unit 8. American War of Independence (1775-1783)

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

Speaker's corner

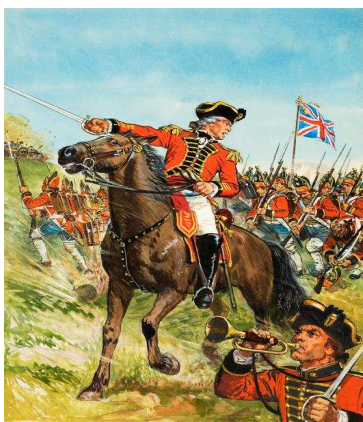
Exercise 8. Use words/phrases from the list to retell the text about the American War of Independence.

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 9. 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

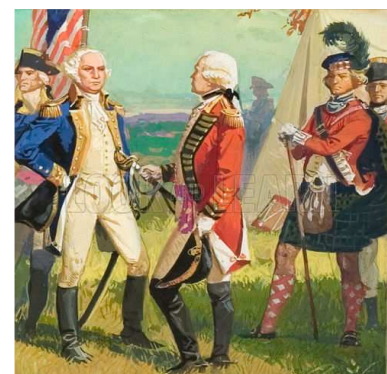


- a) a person who controls a certain type of organization or place
- b) to shock someone into action
- c) to be or act against
- d) a body of soldiers, especially on horses or in armoured **vehicles**
- e) to start to burn
- f) ammunition – **bullets**, bombs, **explosives**, etc., especially things 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 10. 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 11. 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 Delawa-re 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/index.php/story/67-timeline-for-american-independence-abbreviated>

Speaker's corner

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



1. Continental Army and Minutemen
2. War in the north, 1775–1780
3. Philadelphia campaign
4. Saratoga campaign
5. An international war, 1778–1783
6. The southern theatre of war
7. Northern and western frontier
8. Yorktown and the surrender of Cornwallis
9. Black and native Americans



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. Spain in the American Revolutionary War
5. France in the American Revolutionary War
6. Naval operations
7. Diplomacy in the American Revolutionary War
8. 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:

1. What were the causes of the French revolution?
2. What was the pre-revolution situation in France?
3. Why was King Louis XVI forced to call the States-General on May 5, 1789?



4. What document was adopted by the Assembly on August 4, 1789?
5. Why is the 14th of July considered to be the beginning of the revolution?
6. Why did women march to Versailles 5 October 1789?
7. What political clubs were there in Paris?
8. Who were the leading figures of the French Revolution?
9. What were the main stages of the revolution?
10. Why did the French revolution have a far greater impact on 19th century Europe?

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** at 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) a 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 oath, 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 la jeunesse doree ("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 (1789)*
2. *The National Constituent Assembly (1789–1791)*
3. *The storming of the Bastille*
4. *The Revolution and the Church*
5. *The Legislative Assembly (1791–1792)*



Writing

Exercise 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 French Revolution*
6. *Militant Feminism in the French 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. How did the Great Rebellion - otherwise known as the Indian **Mutiny** - of 1857 shape modern India?
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. What were the origins of the Boer Wars? How did the wars in South African shake British prestige so badly and cause a major re-evaluation of military tactics in the years before World War I?

7. The Victorian age is often characterized as a long period of peace, known as the “Pax Britannica”, isn’t it? Why?
8. Why was this period a time of tremendous scientific progress and ideas?
9. The Victorian era became notorious for the employment of young children in factories and mines, didn’t it?
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 territories were added to the British Empire during the reign of Queen Victoria? Could you name the countries and their capitals?



Queen Victoria

Reading

Exercise 2. Read the text “Victorian England” and match the headings to the correct paragraphs.

- A. *The railway - a symbol of Victorian progress*
- B. *Class divisions*
- C. *Victorian prosperity - the country becomes urban*
- D. *Working conditions*
- E. *Victoria's Empire*
- 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, 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. 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. appearance, 13. a **manor**, 14. **jerk**, 15. to enlarge, 16. noticeable

a) wretched, b) to squash, c) an estate, d) 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) 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.

Speaker's corner

Exercise 7. Read the text in Ex. 2 again and make notes under these headings. Then, use your notes to talk about England during the reign of Queen Victoria.

1. *When was the Victorian era?*
2. *Victorian Prosperity - The Country Becomes Urban*
3. *Working Conditions*
4. *The Railway - A Symbol of Victorian Progress*
5. *Emergence of New Social Classes*
6. *Class Divisions*
7. *Victoria's Empire*



Exercise 8. 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
- b) rather good
- c) to spread ungracefully
- d) a group of countries under one government, usually by an emperor
- e) people high social class
- 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 9. 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 10. 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.

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.

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.



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

Exercise 11. Choose the right answer.



1. Who did Queen Victoria marry?

- a) Albert of Saxe-Coburg Gotha
- b) William IV c) George IV

2. How many children did a normal Victorian family have?

- a) 2-3 b) 5-6 c) 8-9

3. 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 **H**ighness Princess Alexandri-





- na 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





- onism, and Post-Impressionism
 - b) Classicism and Romanticism
 - c) Impressionism and Post-Impressionism.
20. What are the best-known books of Robert Louis Stevenson?
- a) “ A Farewell to Arms” and “For Whom the Bell Tolls”
 - b) “Treasure Island” and “ Kidnapped”
 - c) “The **Jungle** Book” and “The Man Who Would Be King”

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



1. Famous inventions
2. Notable writers
3. 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. Chartism
10. Gothic Revival Architecture



Writing

Exercise 13. Write any of the following compositions using 150 -200 words.



1. Victorianism
2. The young queen
2. Victorian art and architecture
3. Victorian decorative arts
4. Victorian fashion
5. Crystal Palace Exhibition
6. Art movements
7. Victorian jewelry
8. Entertainments
9. The late Victorian age



Unit 11. World War I (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-intensive form of **warfare**. Tanks were not yet fast or **reliable** enough to play a major role, but airplanes were used for **scouting** and **eventually**





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 alliances
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 World War I (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).

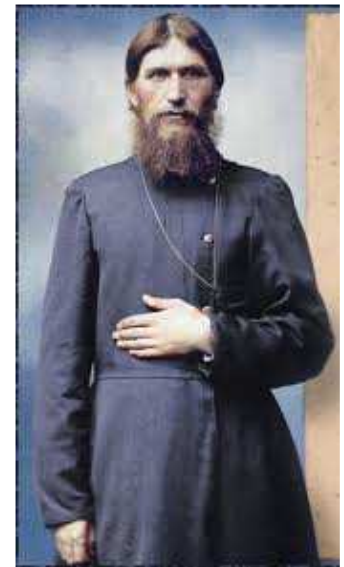
6. a Russian mystic who is **perceived** as having influenced the latter days of the Russian Emperor Nicholas II, his wife Alexandra, and their only son Alexei.

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 12. 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 13. Write any of the following compositions using 150 -200 words.



- 1. The main battles of WWI*
- 2. A famous Commander-in-Chief*
- 3. The naval war*
- 4. The American entry into the war*
- 5. Technology and weapons*
- 6. The aftermath of the war*
- 7. The new nation identities*



Project

Exercise 14. Read the joke and find other examples of the army humour.



A very elderly and frail gentleman turned to his equally aged friend, Bob, and asked if he could remember the name of the stuff the army used to put in their cups of tea during WW I.

“You remember” he told Bob, "It was supposed to keep us soldiers from getting randy in the trenches.”

His companion remembered the ingredient but couldn't remember what it was called. He asked, however, why his friend wanted to know.

The answer was, “Well, you know Bob, I think it's started to work.”

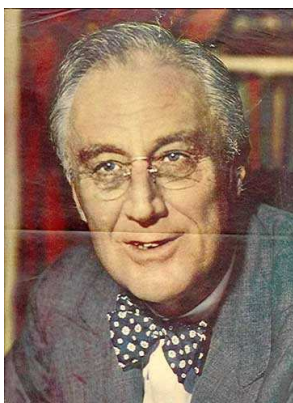
Module D. The New History

Unit 12. The Second World War

Lead-in

Exercise 1. Choose proper names from the list to label the pictures. Do you know these people? So, try to give a short information about each person.

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



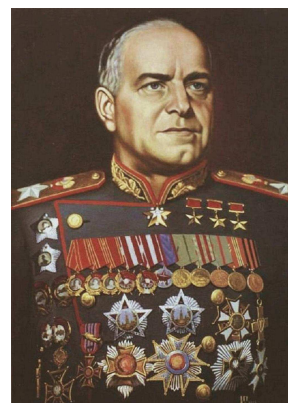
a)



b)



c)



d)



e)



f)



g)



h)



i)



j)



k)



l)

Exercise 2. Answer the following questions.



1. When did the World War II start?
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 the war?

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

Speaker's corner

Exercise 7. Retell the text about the Second World War using the words in bold from Exercise 3.

Exercise 8. 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 9. 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



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

Exercise 10. Fill in the table with the proper names listed below.

a) Germany	b) Italy	c) Japan	d) Great Britain	e) France	f) SU

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

a) Benito Mussolini, b) Bernard Montgomery, c) Ernst Kaltenbrunner, d) Erwin Rommel, e) Heinrich Himmler, f) Hirohito, g) Konstantin Rokossovsky, h) Rudolf Hess, i) Victor Emmanuel III, j) Vyacheslav Molotov

1. the Reichsführer of the SS, a military commander, and a leading member of the Nazi Party.
2. the prominent Nazi politician who was Adolf Hitler's **deputy** in the Nazi Party during the 1930s and early 1940s. On the **eve** of war 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.
3. the 124th emperor of Japan.
4. the Head of the Italian Government (1925 –1943)
5. the King of Italy (1900 – 1946).
6. the Chief of the RSHA and President of Interpol, Obergruppenführer und General der Polizei und Waffen-SS.
7. 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.
8. the German Field Marshal of World War II.
9. The British Army officer. He commanded the 8th Army from August 1942 in the Western **Desert** until the final Allied victory in Tunisia.



Erwin Rommel

10. The Soviet politician and diplomat, served as **Chairman** of the **Council** of People's Commissars from 1930 to 1941, and as Minister of Foreign Affairs from 1939 to 1949 and from 1953 to 1957.

Exercise 12. Complete the table “List of World War II flying aces” using the following proper names:

- a) *Finland*
- b) *Germany*
- c) *Japan*
- d) *Soviet Union*
- e) *United Kingdom*
- f) *USA*



- 1) *Finnish Air Force*
- 2) *Imperial Japanese Army*
- 3) *Luftwaffe*
- 4) *Royal Air Force*
- 5) *Soviet Air Force*
- 6) *U.S. Army Air Forces*
- 7) *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

Exercise 13. 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.

Exercise 14. Look through exercises and find all proper names according to the following categories: continents, countries, cities, names of famous people, military operations, Fronts, Air Forces of different countries, etc. Give a short information about each of them/it.

Speaker's corner

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



1. *Causes of the World War II*
2. *Pre-war events (the Second Italian–Abyssinian War, the Spanish Civil War, the Second Sino-Japanese War, Soviet-Japanese Border Wars)*
3. *Aftermath of the World War II*
4. *Casualties and crimes*
5. *Resistance during the war*
6. *The Axis Powers and Allied Powers*
7. *Concentration camps and slave work*
8. *Military production during the war*



Writing

Exercise 15. Write any of the following compositions using 150 -200 words.



1. *World War II military operations*
2. *Advances in technology and warfare*
3. *The history of 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*



Unit 13. The Most Important Inventions of the 20th Century

Lead-in

Exercise 1. What inventions of the 20th century are these?

1. *It connects a computer to the Internet (1958).*
2. *Chemist's workplace.*
3. *Car instrument that tells you how fast you're going (1902).*
4. *Common antibiotic (1928).*
5. *Sugar substitute in diet soft drinks (1964).*
6. *Kind of monitor screen for 21-Across: Abbr.*
7. *Hand-held device that divide and multiply (1967).*
8. *Instrument used to help determine the truth (1921).*
9. *Cloning material discovered in 1953.*
10. *Gizmos that hold sheets of paper together (1900).*



Reading

Exercise 2. Read the text “20th Century Timeline” and explain the words in bold.

20th Century Timeline 1900 – 1999

Technology, science, and inventions have **progressed** at an **accelerated rate** during the hundred years of the 20th century, more so than any other century.

We began the 20th century with the **infancy** of airplanes, automobiles, and radio, when those inventions **dazzled** us with their **novelty** and wonder.

We end the 20th century with **spaceships**, computers, **cell phones**, and the **wireless** Internet all being technologies we can take for **granted**.

- 1900** The **zeppelin** invented by Count Ferdinand von Zeppelin.
Charles Seeberger **redesigned** Jesse Reno's escalator and invented the modern **escalator**.
- 1901** King Camp Gillette invents the double-edged safety **razor**.
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.
The birth of the Teddy Bear.
George Claude invented neon light.
- 1903** Edward Binney and Harold Smith co-invent **crayons**.
Bottle-making **machinery** invented by Michael J. Owens.
The Wright brothers invent the first gas motored and manned airplane.
Mary Anderson invents **windshield wipers**.
William Coolidge invents **ductile tungsten** used in **lightbulbs**.
- 1904** **Teabags** invented by Thomas Sullivan.
Benjamin Holt invents a **tractor**.
John A Fleming invents a **vacuum diode** or Fleming

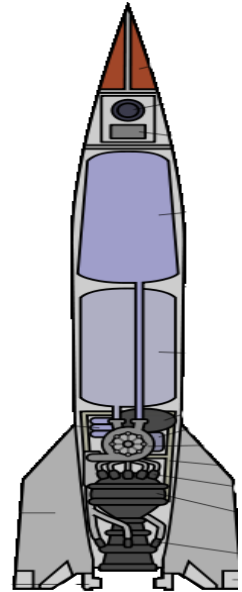


valve.

- 1905** Albert Einstein published the Theory of Relativity and made famous the equation, $E = mc^2$.
Mary Anderson receives a patent for windshield wipers.
- 1906** William Kellogg invents **Cornflakes**.
Lewis Nixon invents the first **sonar** like device.
Lee DeForest invents electronic **amplifying** tube (triode).
- 1907** Leo Baekeland invents the first synthetic plastic called Bakelite.
Color photography invented by Auguste and Louis Lumiere.
The very first piloted **helicopter** was invented by Paul Cornu.
- 1908** The **gyrocompass** invented by Elmer A. Sperry.
Cellophane invented by Jacques E. Brandenberger.
Model T first sold.
J W Geiger and W Müller invent the **Geiger** counter.
Fritz Haber invents the Haber Process for making artificial nitrates.
- 1909** **Instant** coffee invented by G. Washington.
- 1910** Thomas Edison demonstrated the first talking motion picture.
Georges Claude displayed the first neon lamp to the public on December 11, 1910, in Paris.
- 1911** Charles Franklin Kettering invents the first automobile electrical **ignition** system.
- 1912** Motorized movie cameras invented, replaced hand-cranked cameras.
The first tank **patented** by Australian **inventor** De La Mole.
Clarence Crane created Life Savers **candy** in 1912.
- 1913** The **crossword puzzle** invented by Arthur Wynne.
The Merck Chemical Company patented, what is now known as, **ecstasy**.
Mary Phelps Jacob invents the **bra**.
Gideon Sundback invented the modern **zipper**.
- 1914** Garrett A. Morgan invents the Morgan gas mask.
- 1915** Eugene Sullivan and William Taylor co-invented Pyrex in New York City.
- 1916** Radio tuners invented, that received different stations.
Stainless steel invented by Henry Brearly.
- 1917** Gideon Sundback patented the modern zipper (not the first zipper).
- 1918** The **superheterodyne** radio **circuit** invented by Edwin Howard Armstrong. Today, every radio or television set uses this invention.
Charles Jung invented **fortune** cookies.
- 1919** The pop-up toaster invented by Charles Strite.
Short-wave radio invented.
The **flip-flop** circuit invented.
The **arc welder** invented.
- 1920** The Tommy gun patented by John T Thompson.
The Band-Aid (pronounced 'ban-'dade) invented by Earle Dickson.
- 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** Garrett A. Morgan invents a **traffic** signal.
The television or **iconoscope (cathode-ray tube)** invented by Vladimir Kosma Zworykin.
John Harwood invented the self-winding watch.
Clarence Birdseye invents frozen food.
- 1924** The dynamic **loudspeaker** invented by Rice and Kellogg.
Notebooks with **spiral bindings** invented.
- 1925** The mechanical television a **precursor** to the modern television, invented by John Logie Baird.
- 1926** Robert H. Goddard invents **liquid-fueled** rockets.
- 1927** Eduard Haas III invents PEZ candy.
JWA Morrison invents the first **quartz** crystal watch.
Philo Taylor Farnsworth invents a complete electronic TV system.
Technicolor invented.
Erik Rotheim patents an **aerosol** can.
Warren Marrison developed the first quartz clock.
Philip Drinker invents the **iron lung**.
- 1928** Scottish **biologist** Alexander Fleming discovers **penicillin**.
Bubble gum invented by Walter E. Diemer.
Jacob Schick patented the electric **shaver**.
- 1929** American, Paul Galvin invents the car radio.
Yo-Yo re-invented as an American **fad**.
- 1930** **Scotch** tape patented by 3M engineer, Richard G. Drew.
The frozen food process patented by Clarence Birdseye.
Wallace Carothers and DuPont Labs invent **neoprene**.
The "differential analyzer", or analog computer invented by Vannevar Bush at MIT in Boston.
- 1931** Frank Whittle and Dr Hans von Ohain both invent a **jet** engine.
Harold Edgerton invented stop-action photography.
Germans Max Knott and Ernst Ruska co-invent the electron **microscope**.
- 1932** Polaroid photography invented by Edwin Herbert Land.
The **zoom** lens and the light meter invented.
Carl C. Magee invents the first **parking** meter.
Karl Jansky invents the radio **telescope**.
- 1933** **Frequency modulation** (FM radio) invented by Edwin Howard Armstrong.
Stereo records invented.
Richard M. Hollingshead builds a **prototype** drive-in movie theater in his driveway.
- 1934** Englishmen, Percy Shaw invents cat eyes or roads **reflectors**.
Charles Darrow claims he invented the game Monopoly.
Joseph Begun invents the first tape recorder for broadcasting - first magnetic recording.
- 1935** Wallace Carothers and DuPont Labs invents **nylon**.
The first canned beer made.
Robert Watson-Watt **patented** radar.
- 1936** Bell Labs invents the voice **recognition** machine.
Samuel Colt patents the Colt revolver.
- 1937** Chester F. Carlson invents the **photocopier**.
The first jet engine is built.
- 1938** The **ballpoint** pen invented by Ladislo Biro.
Strobe lighting invented.
LSD was synthesized on November 16, 1938 by Swiss chemist Albert Hofmann of Sandoz



Laboratories.

Roy J. Plunkett invented **tetrafluoroethylene** polymers

or Teflon. Nescafe or freeze-dried coffee invented.

The first working **turboprop** engine.

1939 Igor Sikorsky invents the first successful **helicopter**.

The electron microscope invented.

1940 Dr William Reich invents the orgone **accumulator**.

Peter Goldmark invents modern color television system.

Karl Pabst invents the jeep.

1941 Konrad Zuse's Z3, the first computer controlled by **software**.

Aerosol **spray** cans invented by American inventors, Lyle David Goodloe and W.N. Sullivan.

Enrico Fermi invents the **neutronic reactor**.

1942 John Atanasoff and Clifford Berry built the first electronic digital computer.

Mueller designs a turboprop engine.

1943 Synthetic **rubber** invented.

Richard James invents the **slinky**.

James Wright invent silly **putty**.

Swiss chemist, Albert Hofmann discovered the **hallucinogenic properties** of LSD.

Emile Gagnan and Jacques Cousteau invent the **aqualung**.

1944 The **kidney** dialysis machine invented by Willem Kolff.

Synthetic **cortisone** invented by Percy Lavon Julian.

1945 Vannevar Bush proposes **hypertext**.

The atomic bomb invented.

1946 The **microwave** oven invented by Percy Spencer.

1947 British/Hungarian scientist, Dennis Gabor, developed the theory of **holography**.

Mobile phones first invented. Although **cell phones** were not sold commercially until 1983.

Bardeen, Brattain, and Shockley invent the **transistor**.

Earl Silas Tupper patented the Tupperware seal.

1948 The Frisbee ® invented by Walter Frederick Morrison and Warren Franscioni.

Velcro ® invented by George de Mestral.

Robert Hope-Jones invented the Wurlitzer **jukebox**.

1949 Cake **mix** invented.

1950 The first credit card (Diners) invented by Ralph Schneider.

1951 Super **glue** invented.

Power **steering** invented by Francis W. Davis.

Charles Ginsburg invented the first **video tape recorder (VTR)**.

1952 Mr Potato Head patented.

The first patent for bar code issued to inventors Joseph Woodland and Bernard Silver.

The first diet soft drink sold.

Edward Teller and team build the **hydrogen** bomb.

1953 Radial **tires** invented.

The first musical **synthesizer** invented by RCA.

David Warren invented the black box - flight recorder.

Transistor radio invented by Texas Instruments.

1954 Oral **contraceptives** invented - the pill.

The first **nonstick** teflon pan produced.

The solar cell invented by Chaplin, Fuller and



Pearson.
Ray Kroc started McDonalds.

1955 **Tetracycline** invented.

Optic **fiber** invented.

1956 The first computer **hard disk** used.

The **hovercraft** invented by Christopher Cockerell.

Bette Nesmith Graham invented "Mistake Out," later renamed Liquid Paper, to paint over mistakes made with a typewriter.

1957 **Fortran** (computer language) invented.

1958 The computer **modem** invented.

Gordon Gould invents the **laser**.

The Hula Hoop invented by Richard Knerr and Arthur "Spud" Melin.

The **integrated circuit** invented by Jack Kilby and Robert Noyce.

Ошибка! The internal **pacemaker** invented by Wilson
Ошибка Greatbatch.

связи. Barbie Doll invented.

Jack Kilby and Robert Noyce both invent the

1960 **microchip**.

1961 The **halogen** lamp invented.

Valium invented.

1962 The **nondairy creamer** invented.

The audio cassette invented.

The **fiber-tip** pen invented by Yukio Horie.

Spacewar, the first computer video game invented.

Dow Corp invents **silicone** breast implants.

1963 The video disk invented.

1964 Acrylic paint invented.

Permanent-press fabric invented.

BASIC (an early computer language) is invented by John George Kemeny and Tom Kurtz.

1965 **Astroturf** invented.

Soft contact lenses invented.

NutraSweet invented.

The compact disk invented by James Russell.

Kevlar invented by Stephanie Louise Kwolek.

1966 Electronic Fuel **injection** for cars invented.

1967 The first handheld **calculator** invented.

1968 The **computer mouse** invented by Douglas Engelbart.

The first computer with integrated circuits made.

Robert Dennard invented RAM (random access memory).

1969 The **arpanet** (first internet) invented.

The **artificial** heart invented.

The ATM invented.

The bar-code scanner is invented.



- 1970 The daisy-wheel printer invented.
The **floppy disk** invented by Alan Shugart.
- 1971 The **dot-matrix** printer invented.
The food processor invented.
The liquid-crystal display (LCD) invented by James Fergason.
The **microprocessor** invented by Faggin, Hoff and Mazor.
VCR or **videocassette** invented.
- 1972 The word processor invented.
Pong first video game invented by Nolan Bushnell.
Hacky Sack invented by John Stalberger and Mike Marshall.
- 1973 Gene **splicing** invented.
The ethernet (local computer network) invented by Robert Metcalfe and Xerox.
Bic invents the **disposable lighter**.
- 1974 The post-it notes invented by Arthur Fry.
Giorgio Fischer, a gynecologist from Rome, Italy, invents **liposuction**.
- 1975 The laser printer invented.
The push-through tab on a drink can invented.
- 1976 The ink-jet printer invented.
- 1977 Magnetic **resonance** imaging invented by Raymond V. Damadian.
- 1978 Dan Bricklin and Bob Frankston invented the VisiCalc spreadsheet.
The artificial heart Jarvik-7 invented by Robert K. Jarvik.
- 1979 **Cell phones** invented.
Cray supercomputer invented by Seymour Cray.
Walkman invented.
Scott Olson invents roller blades.
- 1980 The **hepatitis-B** vaccine invented.
- 1981 MS-DOS invented.
The first IBM-PC invented.
The scanning tunneling microscope invented by Gerd Karl Binnig and Heinrich Rohrer.
- 1982 Human growth **hormone** genetically engineered.
- 1983 The Apple Lisa invented.
Soft bifocal contact lens invented.
First Cabbage Patch Kids sold.
Programmer Jaron Lanier first coins the term "virtual reality".
- 1984 The **CD-ROM** invented.
The Apple Macintosh invented.
- 1985 Windows program invented by Microsoft.
- 1986 A high-temperature super-conductor invented by J. Georg Bednorz and Karl A. Muller.
Synthetic **skin** invented by G. Gregory Gallico, III.
Fuji introduced the **disposable camera**.
- 1987 The first 3-D video game invented.
Disposable contact lenses invented.
- 1988 Digital **cellular** phones invented.
The RU-486 (abortion pill) invented.
Doppler radar invented by Christian Andreas Doppler.
Prozac invented at the Eli Lilly Company by inventor Ray Fuller.
The first patent for a genetically engineered animal is issued to Harvard University researchers Philip Leder and Timothy



Stewart.

Ralph Alessio and Fredrik Olsen received a patent for the Indiglo nightlight. The bluish green light is used to illuminate the entire face of a watch.

- 1989 High-definition television invented.
- 1990 The World Wide Web and Internet protocol (HTTP) and WWW language (HTML) created by Tim Berners-Lee.
- 1991 The digital answering machine invented.
- 1992 The smart pill invented.
- 1993 The Pentium processor invented.
- 1994 HIV **protease inhibitor** invented.
- 1995 The Java computer language invented.
DVD (Digital Versatile Disc or Digital Video Disc) invented.
- 1996 Web TV invented.
- 1997 The gas-powered fuel cell invented.
- 1998 Viagra invented.
- 1999 Scientists **measure** the fastest wind speed ever recorded on earth, 509 km/h(318 mph).
Tekno Bubbles patented.



<http://inventors.about.com/od/timelines/a/twentieth.htm>

Language development

Exercise 3. Are the following statements true or false?

1. Hubert Booth invented the double-edged safety razor in 1903.
2. The first radio transmission was successfully received in 1901.
3. Crayons' inventor was Harold Smith.
4. Michael J. Owens invented bottle-making machinery in 1903.
5. Ductile tungsten was invented by William Coolidge.
6. The first neon lamp was displayed in 1910.
7. De La Mole was American inventor of the first tank.
8. The modern zipper was invented by Mary Phelps Jacob.
9. Edwin Howard Armstrong invented FM radio in 1933.
10. The hypertext was proposed in 1945.



Exercise 4. Translate words in bold and then match the pairs of words which are similar in meaning.

a) an aqualung, b) to control, c) to demonstrate, d) a device, e) diet, f) different, g) famous, h) first, i) a game, j) handheld, k) to invent, l) an invention, m) an inventor, n) machinery, o) modern, p) to publish, q) random, r) to receive, s) safety, t) synthetic

- 1) an **artificer**, 2) casual, 3) **celebrated**, 4) to create, 5) a **discovery**, 6) to display, 7) earliest, 8) to get, 9) to **issue**, 10) low-calorie, 11) a machine, 12) to manage, 13) mechanism, 14) new, 15) a play, 16) **portable**, 17) a scuba, 18) security, 19) various, 20) **artificial**

Exercise 5. There are several noteworthy inventions made in the 20th century. Put the inventions into the correct columns below.

Antibiotics, atomic bomb, automobiles, ballpoint pen, band-aid, cellophane, chemotherapy, chocolate chips, compact discs, corn flakes, electric loudspeakers, electron microscope, escalator, helicopter, jet engine, laser, loudspeaker, neon lights, nuclear power, oven, pacemaker, polio vaccine, radar, radio telescope, robot, safety razor, space shuttle, toaster, transistor, vacuum cleaner, zeppelin, zipper.



Inventions in the Field of Science and Technology	Inventions in the Field of Medicine	Other Inventions
Automobiles	Antibiotics	Ballpoint Pen
...

Exercise 6. Match the word with their definition.

Airplane, automobile, computer, highway, internet, petroleum, radio, spacecraft, telephone, television

- 1) a self-propelled road vehicle designed to carry passengers, especially one with four wheels that is powered by an internal-combustion engine;
- 2) a heavier-than-air powered flying vehicle with fixed wings;
- 3) an electronic device designed to receive, demodulate, and amplify radio signals from sound broadcasting stations;
- 4) the system or process of producing on a distant screen a series of transient visible images, usually with an accompanying sound signal;
- 5) a device, usually electronic, that processes data according to a set of instructions;
- 6) an electrical device for transmitting speech, consisting of a microphone and receiver mounted on a handset;
- 7) a manned or unmanned vehicle designed to orbit the earth or travel to celestial objects for the purpose of research, exploration;
- 8) the single worldwide computer network that interconnects other computer networks;



9) a dark-coloured thick flammable crude oil occurring in sedimentary rocks around the Persian Gulf, in parts of North and South America, and below the North Sea, consisting mainly of hydrocarbons;

10) a public road that all may use.

Speaker's corner

Exercise 7. Use the information from this exercise and add some facts from the internet or encyclopedias and speak about following 20th century's inventions in details.

The Internet – The typewriter became obsolete after the personal computer was introduced to the general public and this slowly made writing in long-hand a thing of the past, but it took the internet to make the computer what it is today. While the airplane shrank our planet to the

point that one could fly from Paris to New York in a few hours, the internet made it possible to be there in seconds.

Radio – suddenly it was possible for a person to be heard from thousands of miles away without the use of a wire (a real accomplishment in the early 1900s) but more importantly it was the center of family life until the onset of television in the 1950s.



Antibiotics – Until 1928 when Alexander Fleming discovered penicillin nearly any little bug someone picked up was potentially fatal.

Television – Where would we be without the boob tube?

The Airplane – The world was first made a smaller place by the locomotive in the 19th century, and the airplane did the same the 20th. Suddenly, any place in the world was there for the choosing.

The Automobile – The automobile became the most practical and reliable source of transportation ever invented and people the world over still cannot imagine life without them.

The Personal Computer – It's hard to imagine a world without computers these days. They may have been around since World War Two, but these clunky underachieving hunks of scrap cannot be compared to today's models, in which a person's entire life can be stored and organized.

Rocketry – The Chinese are credited with inventing rockets over three thousand years ago, but it was in the 20th century when they transformed from exciting amusement to an effective weapon of war and terror.

The Submarine – Although predating the 20th century, submarines as we know them today came into being during the 20th century. With development of nuclear power, a submarine's range and endurance become nearly unlimited effectively rendering all previous forms of naval warfare obsolete.



Nuclear Energy – With nuclear energy, humanity suddenly had a power source that was efficient, virtually unlimited, and didn't pollute.

Exercise 8. Imagine that you are interviewing one of the scientists of the 20th century. What would you like to ask him/her about? Make up the dialogues.

Writing

Exercise 9. Read the information about the greatest engineering achievements of the twentieth century and make up your own Top List -20 of the greatest inventions of the 20th century. Use the text "20th Century Timeline" from exercise 2.

1. Electrification, 2. Automobile, 3. Airplane, 4. Water Supply and Distribution, 5. Electronics, 6. Radio and Television, 7. Agricultural Mechanization, 8. Computers, 9. Telephone, 10. Air Conditioning and Refrigeration, 11. Highways, 12. Spacecraft, 13. Internet, 14. Imaging, 15. Household Appliances, 16. Health Technologies, 17. Petroleum and Petrochemical Technologies, 18. Laser and Fiber Optics, 19. Nuclear Technologies, 20. High-performance Materials

Exercise 10. Write a short newspaper article entitled "What's the greatest invention of the 20th century?" using 150 -200 words.

Project

Exercise 11. Quiz “Inventions of the 20th century”. Do you know who created some of the famous inventions in the twentieth century? This quiz takes you on a journey through 20th century inventions.

1. Who invented the modern lie detector?
Mark Spencer Graham Bell Chris Williams John Larson
2. Who invented polaroid photography?
Wallace Carothers Mark Albourne Paul Galvin Edwin Herbert Land
3. In which country was the first patent for color television processed?
Japan France USA Germany
4. Who invented the first microwave oven?
Stacy Richardson Paul Shockley Mary Smith Percy Spencer
5. Which company invented the first walkman?
Phillips Sony/AIWA Panasonic Apple
6. What company invented the DVD disk?
All of these Phillips Sony Matsushita and Toshiba
7. Which companies invented WEB TV?
*Paroc Inc and Neril Electronics Erim Inc and Perima Electronics
Saro Inc and Baroc Electronics Diba Inc and Zenith Electronics*



Exercise 12. Make a short presentation of one of 20th century’s inventions.

Unit 14. The International Organizations

Lead-in

Exercise 1. Answer the following questions:

1. Who is the Secretary-General of United Nations Organization?
2. Who is the Vice-President of World Bank (IBRD)?
3. Who is the Chairman of UN General Assembly?
4. Who is the Director-General of United Nations Educational Scientific and Cultural Organization (UNESCO)?
5. Who is the Director-General of World Health Organisation (WHO)?
6. Who is the President of International Court of Justice (ICJ)?
7. Who is the President of International Olympic Committee (IOC)?
8. Who is the Secretary-General of Commonwealth?
9. Who is the Chairman of UN Human Rights Council (UNHRC)?
10. Who is the Secretary-General of NATO?
11. Who is the Secretary-General of INTERPOL?
12. Who is the President of World Bank (WB)?



Reading

Exercise 2. Read the text about international organizations and international co-operation and match the headings to the correct paragraphs. Then explain the words in bold.

- A. *Unemployment*
- B. *What are the results of the activity of the international organizations?*
- C. *What international organizations are in the world?*
- D. *What is the European Union?*
- E. *What role do the international organizations play today?*
- F. *Why did people create international organizations?*



1.....

The **formation** of international organizations has been a 20th-century **phenomenon**. **Nowadays** there are more than 2,500 international organizations. Among them are more than 130 **intergovernmental** unions. The United Nations Organization is the most **notable**. Other important organizations are the European Economic **Community**, the North Atlantic **Treaty** Organization, the Organization of American States, and the **Council** for Mutual Economic **Assistance**.

2.

The **creation** of international organizations on a wide **scale** in the 20th-century is the result of the progress in the technology of communication, transportation, **warfare**, and the spread of **industrialization**. These developments gave rise to a sense of **interdependence** among the peoples of the world, and made people **recognize** the **importance** of international co-operation to **avoid** the dangers, **solve** the problems, and use the **opportunities** which **confront** the society of nations on a world-wide scale. Some organizations are **concerned** only with single and **relatively narrow** problems, while others, such as the United Nations and the UNESCO, deal with a great variety of matters. **Moreover**, international organizations function as either intergovernmental or nongovernmental **agencies**.



United Nations
Educational, Scientific and
Cultural Organization



3.

The European Union was created November 1, 1993 out of the European Economic Community.

The European Economic Community (EEC) was founded in 1957-58 to **oversee** the economic **integration** of the nations of Western Europe. In 1967 the EEC united together with the European Coal and Steel Community

and the European Atomic Energy Community to form the European Communities, or EC.

The European Union is an organization of most of the states of western Europe that works toward and oversees the economic and political integration of these states. The European Union consists of the European Community. The original members of the EEC were Belgium, France, West Germany, Italy, Luxembourg, and the Netherlands. Denmark, Ireland, and the United Kingdom joined in 1973. Greece was **admitted** in 1981. Portugal and Spain entered in 1986. The former East Germany entered as part of re unified Germany in 1990. Greenland, a **dependent** state of Denmark that had been brought into the EC when under full Danish rule, **withdrew** in 1985. The Maastricht Treaty **paved** the way for other European countries to join the EU. Austria, Finland, and Sweden – all members of the European Free Trade Association (EFTA) – became members of the EU in 1995.

The European Union General **Assembly** meets once in four years. As a rule the European Union member-states have regular **annual** meetings.

4.

The **influence** of the international organizations is great. They deal with political, social, and economic problems. They are concerned with the **environmental** problems as well. For example, such international organization as the United Nations is aimed at **modifications** of the national and international laws for the good of the people. The **chief** modification introduced by the United

Nations Charter is the **limitation** of the rights of subjects of international law under international **customary** law to **threaten** or **resort** to armed **reprisals** and war.

5.

The results of the activity of the international organizations are **significant**. The UN General Assembly passed a number of **resolutions** and **declarations**. They are the Nuremberg Principles that dealt with crimes against peace, war crimes, and crimes against **humanity**; **genocide**; the Universal Declaration of Human Rights; the right of peoples and nations to self-determination; **permanent sovereignty** over natural resources; **denuclearization**; and non-intervention. The most important of them is the Universal Declaration of Human Rights. This general **agreement** that all human beings are entitled to some basic rights marked the birth of the international and universal **recognition** of human rights.

6.

Unemployment is the condition of one who is **capable** of working, actively **seeking** work, but unable to find it. It is important to note, that to be considered unemployed a person must be an active member of the **labour force** and in **search** of work. **Statistics** on unemployment collected and analyzed by government labour offices in most countries is considered to be the **chief indicator** of economic health. In the United States an unemployment rate of two percent is often cited as a "base" rate.

In Western Europe, unemployment is by far the most important **issue**. When presented with the **choice** of 15 different areas of **concern**, west European nations put unemployment either first or in the top three. Europeans felt that unemployment was the main cause of **poverty**. **Elsewhere** in the world, people were likely to choose lack of education as the main reason. Europeans also put great **emphasis** on **insufficient welfare** funding. People from the former eastern bloc put **slightly** less emphasis on unemployment and more on drug and alcohol **abuse**. These countries also tend to be more concerned about the **environment** than about economic growth.



<http://www.bestreferat.ru/referat-7647.html>

Exercise 3. Answer the following questions:

1. *Why did people create international organizations?*
2. *What role do the international organizations play today?*
3. *What are the results of the activity of the international organizations?*
4. *What international organizations are in the world?*
5. *What is the European Union?*
6. *When was the European Union created?*
7. *How did the European Economic Community come into being?*
8. *What are member-states of the European Union?*
9. *How often do the members of the European Union meet?*
10. *What do you know about the problem of unemployment in Europe?*



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

Nowadays there are more than 500 world organizations.

Nowadays there are more than 2,500 international organizations.



- 1) The United Nations Organization is the least notable.
- 2) The European Economic Community, the North Atlantic Treaty Organization, the Organization of American States, and the Council for Mutual Economic Assistance are important organizations only in the USA.
- 3) The European Union was created in 1883.
- 4) The European Union consists of United Nations.
- 5) Austria, Finland, and Sweden are all members of the European Free Trade Association (EFTA) and aren't members of the EU.

Exercise 5. Complete the text using the following words. Use a dictionary to help you if necessary.

Figure, founded, including, languages, league, meetings, organization, organs, post, territory.

United Nations

The United Nations (UN) is an international 1) ... whose stated aims are **facilitating cooperation** in international law, international **security**, economic development, social progress, human rights, and **achievement** of world peace. The UN was 2) ... in 1945 after World War II to **replace** the 3) ... of Nations, to stop wars between countries, and to **provide** a platform for dialogue. It contains **multiple subsidiary** organizations to carry out its **missions**.



There are **currently** 193 member states, 4) ... every internationally **recognized sovereign** state in the world but the Vatican City. From its offices around the world, the UN and its specialized agencies decide on **substantive** and administrative **issues** in regular 5) ... held throughout the year. The organization has six principal 6) ...: the General Assembly (the main **deliberative** assembly); the Security Council (for deciding certain resolutions for peace and security); the Economic and Social Council (for **assisting** in **promoting** international economic and social cooperation and development); the Secretariat (for providing studies, information, and **facilities** needed by the UN); the

International Court of **Justice** (the primary **judicial** organ); and the United Nations **Trusteeship** Council (which is currently inactive). Other **prominent** UN System agencies include the World Health Organization (WHO), the World Food Programme (WFP) and United Nations Children's Fund (UNICEF). The UN's most **visible** public 7) ... is the Secretary-General, currently Ban Ki-moon of South Korea, who attained the 8) ... in 2007.

The United Nations **Headquarters** resides in international 9) ... in New York City, with further main offices at Geneva, Nairobi, and Vienna. The organization is financed from **assessed** and **voluntary contributions** from its member states, and has six official 10) ... : Arabic, Chinese, English, French, Russian, and Spanish.

Exercise 6. Read the text "UNESCO" and match the sentences (A-F) to the numbered spaces (1-6) in it. Then explain the words in bold.

A) It is also a member of the United Nations Development Group.

B) It is the **heir** of the League of Nations' International **Commission** on Intellectual Cooperation.

C) On 15 October 2009, The 35th **Session** of the General Conference **elected** Irina Bokova of Bulgaria as the tenth Director-General of UNESCO.

D) The broad goals and **concrete objectives** of the international community – as set out in the internationally agreed development **goals**, including the Millennium Development Goals (MDGs) – **underpin** all UNESCO's strategies and activities.

E) UNESCO **pursues** its objectives through five **major** programs: education, natural sciences, social and human sciences, culture, and communication and information.

F) UNESCO's mission is to **contribute** to the "building of peace", **reducing poverty**, promoting **sustainable** development and intercultural dialogue through education, the sciences, culture, communication and information.



The UNESCO flag

UNESCO

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a specialized **agency** of the United Nations. Its stated **purpose** is to **contribute** to peace and **security** by **promoting** international **collaboration** through education, science, and culture in order to further universal **respect** for **justice**, the rule of law, and the human rights along with fundamental **freedoms proclaimed** in the UN Charter. 1) ...

UNESCO has 193 Member States and seven **Associate** Members. Most of the field offices are "cluster" offices covering three or more countries; there are also national and regional offices. 2) ... Projects sponsored by UNESCO include **literacy**, technical, and teacher-training programmes; international science programmes; the **promotion** of independent media and freedom of the press; regional and cultural history projects; the promotion of cultural **diversity**; international cooperation **agreements** to **secure** the world cultural and natural **heritage** (World Heritage Sites) and to **preserve** human rights, and **attempts** to bridge the worldwide digital **divide**. 3)...

Mission and priorities

4) ... The Organization **focuses**, in particular, on two global **priorities**: Africa and Gender Equality.

Other priorities of the Organization include **attaining** quality education for all and **lifelong** learning, addressing **emerging** social and ethical **challenges**, **fostering** cultural **diversity**, a culture of peace and building inclusive knowledge societies through information and communication. 5) ...

Directors-General

1946–1948 – Julian Huxley

1948–1952 – Jaime Torres Bodet

1952–1953 – John Wilkinson Taylor

1953–1958 – Luther Evans

1958–1961 – Vittorino Veronese



Irina Bokova

1961–1974 – René Maheu

1974–1987 – Amadou-Mahtar M'Bow

1987–1999 – Federico Mayor Zaragoza

1999–2009 – Koïchiro Matsuura

2009–present – Irina Bokova

Irina Georgieva Bokova (born 12 July 1952) is a Bulgarian politician, **incumbent** Directors-General of UNESCO. She was member of the Bulgarian Parliament from the Bulgarian Socialist Party for two terms, minister and **deputy** minister of foreign **affairs** in the socialist cabinet of Prime Minister Zhan Videnov, and was **Ambassador** of the Republic of Bulgaria to France and to Monaco, Permanent Delegate of Bulgaria to UNESCO and Personal **Representative** of the President of Bulgaria to the Organisation internationale de la Francophonie (2005–2009). On 22 September 2009, Bokova's **candidacy** was proposed for the post of Director-General of UNESCO. 6) ... Bokova is the first **female** and Eastern European to head UNESCO.

Language development



Exercise 7. Look up in the Dictionary of English Language and write down into your copybooks the meanings that the following words have. Use these words in the sentences of your own.

An agency, an assembly, community, a council, a declaration, environment, environmental, humanity, importance, industrialization, integration, interdependence, limitation, modification, a phenomenon, poverty, a resolution, statistics, unemployment, welfare.

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

1. *currently*, 2. *deliberative*, 3. *diversity*, 4. *facility*, 5. *foreign*, 6. *a member*, 7. *priority*, 8. *prominent*, 9. *promotion*, 10. *to replace*, 11. *security*, 12. *sovereign*, 13. *trusteeship*, 14. *voluntary*.

a) *abroad*, b) *at present*, c) *consultative*, d) *to displace*, e) *free*, f) *freewill*, g) *guardianship*, h) *opportunity*, i) *outstanding*, j) *a participant*, k) *preferment*, l) *safety*, m) *seniority*, n) *variety*.



Exercise 9. Fill in the correct preposition from the box. Then make sentences using the completed phrases.

a) *of*; b) *as*; c) *for*; d) *in*; e) *with*; f) *against*; g) *among*; h) *on*, i) *at*
j) *to*; k) *out of*; l) *by*



1) a sense ... interdependence ... the peoples; 2) ... a rule; 3) crime ... humanity; 4) deal ... a great variety of matters; 5) ... example; 6) ... the 20th-century; 7) meet once ... four years; 8) ... a world-wide scale; 9) statistics ... unemployment; 10) the European Union consists ... the European Community; 11) the formation ... international organizations; 12) the Organization

... American States; 13) to be admitted ... 1981; 14) to be aimed ... modifications; 15) to be concerned ...; 16) to be considered ... be; 17) to be created ... the European Economic Community; 18) to be introduced ... the United Nations Charter; 19) to be often cited ... a "base" rate; 20) to pave the way ... other European countries

Speaker's corner

Exercise 10. Use the information from the internet or encyclopedias and speak about one of the UN System agencies:



- 1) *the World Health Organization (WHO)*;
- 2) *the World Food Programme (WFP)*;
- 3) *United Nations Children's Fund (UNICEF)*.



Exercise 11. Imagine that you are interviewing one of the members of the United Nations. What would you like to ask him/her about? Make up the dialogues.

Exercise 12. Use words/phrases from the list to retell the text about UNESCO.

A specialized agency, stated purpose, peace and security, the human rights, fundamental freedoms, "cluster" offices, projects sponsored by UNESCO, mission and priorities, Directors-General.

Writing

Exercise 13. Make up the plan of the text from exercise 2. Give the title of the text.

Exercise 14. Write a short newspaper article entitled “*International organizations*” using 150 - 200 words.

Exercise 15. Comment on the following statement:

There is an official list of UNESCO prizes.

Exercise 16. Read the text “United Nations” again. Find 5-7 sentences in the text which you can call “key sentences”.



Project

Exercise 17. Make a short presentation of one of the international organizations.
Additional texts for Individual Reading and Translations

Unit 1

The Lighthouse of Alexandria

The lighthouse was localized, between 1994 and 1996, in the port of Alexandria by the French archaeologist Jean-Yves Empereur. This is one of the most known ancient monuments and also most often represented because it was one of the first lighthouses. Indeed, we even found souvenir objects with reproductions of the image of the lighthouse in Afghanistan.

The Lighthouse is located in Egypt on the island of Pharaos in front of the city of Alexandria. During the centuries, this island was connected with the continent by the alluviums of the Nile, on which we built a road and a bridge. The lighthouse, built on the island, was begun under Ptolemy II Philadelphus and ended around 280 BC by Sostratus of Cnidus.

The lighthouse counted three floors: the first one was squared, the second was octagonal and the third cylindrical. The white marble whole measured approximately 135 m height from where we could see ships located 100 miles far away. Angles were decorated with bronze tritons which were used either to warn of the approach of the enemy by terrifying sounds, but also to carry mirrors which, during the night, reflected the light of a fire. In the daytime, the smoke indicated to the boats the entrance of the port.

Why is this a wonder of the ancient world?

Its important height and its exemplary robustness made the lighthouse of Alexandria unique. Indeed it was exposed to a strong wind coming from the sea that is why it should be inevitably resistant enough. This edifice is the symbol of the technical exploit shown by the Egyptians. Furthermore it was one of the first lighthouses.

The Temple of Artemis

The Temple of Artemis at Ephesus served as well as a market place and a cult place for the goddess Artemis which was the divinity of the fertility, the Earth, the moon and the animals. She was very worshipped.

It was located in Turkey, in the ancient city of Ephesus which is nowadays called Selcuk, and which is located 50 km in the South of Izmir. This temple was set up from the middle of the eighth century to the middle of the third century BC. It has the peculiarity to have been demolished seven times in ten centuries.

The first temple was primitive (8 columns on 4), however king Croesus ordered to destroy it in order to raise a new much larger one. With a base of 155 m on 60, the new sanctuary possessed 127 columns with sculptured reliefs. But it was destroyed again to leave place to the new temple drawn by the Greek architect called Chersiphron, even more gigantic than the precedent: its Ionic columns, adorned with gold, raised at more than 18 m height and contained scenes with mythological symbols sculptured by the lost famous sculptors and the Greek architects such as Scopas, Praxiteles, Phidias and Polyclitus. This last sanctuary sheltered the statues of Artemis and Zeus where these gods were worshipped by the Greek population. Nowadays, we can find some reproductions of the statue of this goddess in the museums of Naples, the Vatican and the Louvre.

Finally, during the night of 21st of July in 356 BC, a person called Herostratus set on fire the temple so that its name is immortalized. It is done. Stones were doubtless reused to build churches.

Why is this a wonder of the ancient world?

Ephesus was famous in the Antiquity for its cult for Artémis in a temple whose magnificence permit to make it classified among the seven wonders of the ancient world. This temple was besides, one of the most Panhellenic crowned sanctuaries.

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

The Hanging Gardens of Babylon

The hanging gardens of Babylon are a quite mysterious wonder. Indeed, no Babylonian text describing them has been found. We don't even know the destruction date of this wonder. Maybe this is just a product of Greeks imagination?

The gardens were located on east the bank of the river Euphrates, in the city of Babylon (50 km from Bagdad) and may have been built in 600 BC. No Greek historian have seen them, it just consists in stories told by solders, which is a quite doubtful source of information.

According to the legend king Nebuchadnezzar II (604-562 BC) would have made build the famous hanging gardens of Babylon for his wife Sémiramis to remind her the vegetation of the mountains from her natal country: Media (actual Iran).

These gardens were composed of several floors, each was a terrace of 120 m² supported by vaults and pillars of brick. An immense staircase, made of marble, connected the terraces, where water was brought from the river Euphrates by a system of hydraulic screws. It was a real botanical garden where was cultivated plants and trees of Mesopotamia and of Media. On the first eight meters height terrace were planted big trees: plane trees, palm trees - date palms, pines and cedars. On the second thirteen meters height terrace were located the cypresses and quantity of fruit trees. And even higher, on the two last terraces, less vast than the others, we could find the anemones and the tulips, the lilies and the irises... without forgetting the roses, so appreciated from the beautiful Sémiramis.

Why is this a wonder of the ancient world?

At the time, it was an innovation: for the first time Greeks saw hanging gardens on the roofs. Moreover, the meeting of all this diversity of plants was to be splendid and should have amply satisfy Sémiramis.

The Great Pyramid of Giza

Near the Cairo city, in Egypt, is raised the most ancient and the only survivor of seven wonders of ancient world: the Great Pyramid of Giza also called Pyramid of Khufu located near to two other smaller pyramids: Khadre and Menkaure.

We consider that the Pyramid of Khufu was built near 2800 BC but the uncertainty concerning this date remains important. This pyramid would have been drawn by Imhotep, Egyptian architect of the third dynasty of ancient Egypt.

The Egyptians reached the perfection by building this edifice that was raised by the Pharaoh Khufu and that we know nowadays with the name of the Great Pyramid of Giza. Indeed, he wished for himself a grave able to endure the time. A gigantic, inviolable grave which would preserve its divine slough for the eternity... This pyramid is exceptional looking at its dimensions: 232 m wide and 146 m height, and its internal arrangements: not less than three chambers, among two ones directly built in the stone block. To reach the king's room, a long gallery of 47 m and 8.50 m height was imagined. To proceed to the construction of its monumental ambition, Khufu even order to bring stones extracted from the mountains of Arabia which were loaded on boats to go down the Nile until Gizeh.

This set of pyramids was raised by thousands of persons chosen among the Egyptian population. By these constructions, they proved their power that we can even recognize nowadays by observing these pyramids in Gizeh.

Why is this a wonder of the ancient world?

The Pyramid of Khufu is the extraordinary testimony of the human genius because it was immense and impressive considering the epoch. Even nowadays, it remains one of the biggest human constructions.

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

The Tower of Babel

A few people speak about the existence of an eighth wonder, the tower of Babel. This monument described in the biblical texts would be at the origin of the various languages spoken on earth. In fact, the tower of Babel effectively existed in Mesopotamia in Babylon. This tower was a Ziggurat with many floors containing, in its summit, a temple dedicated to the god of the city: Marduk. The faith of this period wanted that nobody could enter the room of Mardouk during night. Only a woman of Babylon, elected by the priests, could spend the night with the god.

The Great Wall of China

The construction of the Great Wall of China begun during the IVth century BC, when China was split in several realms which were in confrontation. The realms of the North, that had to resist to the barbaric invasions, built sections of the Great Wall using stones and dirt.

Around 220 before Christ, the emperor Quin Shin Huang of China recently unified decides to link the extremities of the fortifications to form the unique wall protecting the North of the country. The construction continues until Ming (from 1368 to 1644), that is to say during more than 1800 years. With its 3700 miles long and bordering the north and northwest boundaries of China, the Great Wall of China is considered as the biggest work of the military genius.

By looking closer the details of the Great Wall of China, we notice that it is in fact technically impossible to watch it from the moon as several people claim it. Indeed, the width of the wall is at most ten metres. To see it from the moon would means that we are capable of seeing the leg of an acarid 10 m away.

The Taj Mahal

The Taj Mahal, located at Agra in India, is considered as one of the masterpieces of the moghul art. This palace was built by the emperor Shah Jahan (1592-1666) in honor of his favourite wife named Arjumand Banu Bagam who died at 38 years old.

The construction of the Taj Mahal was fifteen years long and required 20 000 people and more than 40 000 elephants.

In 1658, Shah Jahan is discharged by his son. He is accused to have ruined the city with the construction of this mausoleum. We can still admire the magnificence of the Taj Mahal in Agra. However the pollution caused by the industry strongly alters the brightness of the marble and could also destroy this luxurious palace.

The Colosseum of Rome

The project of the Colosseum was established by Vespasien who wanted to give back to Rome its greatness after the destructive regime of Nero. Inaugurated in the year 80, the Coliseum had a capacity of 50 000 sitting places. It measures 158 m length, 153 m wide and 50 m height.

In this amphitheatre, we mainly organized combats of gladiators and animals. The structure of the Colosseum also allowed to organize water joustings by inundating its low part.

The last fight of gladiators took place at the beginning of fifth century. Since this period, this monument has endured numerous earthquakes and plunders imposing irreversible damages. Several stones were even used for the construction of the Basilica of Saint Peter.

Unit 2

What Clothes did the Ancient Greeks wear?

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 the houses 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 and 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, squid 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.

The Greeks loved their wine which was made from the grapes they grew.

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. Philosophy is thinking and writing about thinking.

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. In the centre of the theatre was a stage. 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/Homework/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 kind of 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.

(And many Greek city-states kept oligarchic government, or tyrannies, or monarchies, through this whole time).

<http://www.historyforkids.org/learn/greeks/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 and Herodotus and 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) and 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 3

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 and 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.

Cicero was another man who wrote about philosophy at just about the same time as Lucretius. Cicero was mostly a Skeptic philosopher. Like other Sceptics, 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, and they decided whether to start a war and 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 and 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 and 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.

Augustus, in 31 BC, 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. And, 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/learn/romans/government/index.htm>

Unit 4

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 A.D., 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 B.C. 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-hieroglyphics.html>

Ancient Egyptian Inventions

The Egyptian Civilization was born on the banks of Nile River in 3150 B.C., when the upper and lower Egypt were unified under the first Pharaoh. The civilization prospered for next three millenniums till it ended in 31 B.C, 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 B.C, 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. 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 B.C., 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 B.C. 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 5

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, and by the 10th cent. 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) and by vassals and servants.

After c.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 cent. with the defeat of Franz von Sickingen.

The title knight (Ger. Ritter, Fr. 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)

Roses, Wars of the, traditional name given to the intermittent struggle (1455-85) 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 cent. 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) at 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 effected 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 (Feb., 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 (Mar., 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 N 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 (see plague), and marauders terrorized the countryside. Civil wars (see Jacquerie; Cabochiens; Armagnacs and Burgundians) 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

Middle Ages Food

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.

Middle Ages Daily Meals. Royalty and the nobility would eat their food from silverware, and even gold dishes. 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
- Dinner - Food and drink generally served at mid-morning between 12 - 2

- Supper - Was a substantial meal and food and drink was generally served between 6 -7 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 (aka Cardamom), Coriander, Cumin, Garlic, Turmeric, Mace, Anise, Caraway 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 and cheese products and meats 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.

Middle Ages Drink - Ale and Beer. Under the Romans, the real beer, was made with barley; but, at a later period, 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.

Middle Ages Drink – 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.

Middle Ages 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, the syrups of apricots and strawberries, and cherry and raspberry waters, all of which were ref-shing, and were principally used in summer.

Middle Ages Drink – 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. Other flavors were added to ales and beers such as bayberries, pepper.

<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 SE 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 and 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 for the time being. 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 (see feudalism), 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

Six Wives of Henry VIII. An Overview of the Tudor Queens:

King Henry VIII, Tudor monarch, ruler of England in sixteenth-century Renaissance England, had six wives. 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, probably of ovarian cancer, 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 A.D. 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 during the Battle of Crīcy 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 artist soon make 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), 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, 1754-93, king of France (1774-92), third son of the dauphin (Louis) and Marie Josèphe of Saxony, 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. Found guilty by a unanimous vote, 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, facing death with courage.

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

Maximilian Robespierre (1758-1794)

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-robspierre>

Unit 10

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

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 WWI

World War I weaponry consisted of various types of weapons standardised 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.

Artillery. Big Bertha (howitzer), a heavy mortar-like howitzer built and used by Germany during World War I, the name being associated with Bertha Krupp, heiress and owner of the Krupp industrial empire.

Paris Gun, called Big Bertha by the French, and several other big heavy German guns of World War I.

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

Unit 12

Technology during World War II

Aircraft were used for reconnaissance, as fighters, bombers and ground-support, and each role was advanced considerably. Innovation included airlift (the capability to quickly move limited high-priority supplies, equipment and personnel); and of strategic bombing (the bombing of civilian areas to destroy industry and morale). Anti-aircraft weaponry also advanced, including defences such as radar and surface-to-air artillery, such as the German 88 mm gun. The use of the jet aircraft

was pioneered, and though late introduction meant it had little impact, it led to jets becoming standard in worldwide air forces.

U-995 Type VIIC at the German navy memorial at Laboe. Between 1939 and 1945, 3,500 Allied merchant ships (gross tonnage 14.5 million) were sunk at a cost of 783 German U-boats.

Advances were made in nearly every aspect of naval warfare, most notably with aircraft carriers and submarines. Although at the start of the war aeronautical warfare had relatively little success, actions at Taranto, Pearl Harbor, the South China Sea and the Coral Sea established the carrier as the dominant capital ship in place of the battleship. In the Atlantic, escort carriers proved to be a vital part of Allied convoys, increasing the effective protection radius and helping to close the Mid-Atlantic gap. Carriers were also more economical than battleships due to the relatively low cost of aircraft and their not requiring to be as heavily armoured. Submarines, which had proved to be an effective weapon during the First World War were anticipated by all sides to be important in the second. The British focused development on anti-submarine weaponry and tactics, such as sonar and convoys, while Germany focused on improving its offensive capability, with designs such as the Type VII submarine and wolfpack tactics. Gradually, improving Allied technologies such as the Leigh light, hedgehog, squid, and homing torpedoes proved victorious.

Land warfare changed from the static front lines of World War I to increased mobility and combined arms. The tank, which had been used predominantly for infantry support in the First World War, had evolved into the primary weapon. In the late 1930s, tank design was considerably more advanced than it had been during World War I, and advances continued throughout the war in increasing speed, armour and firepower.

At the start of the war, most commanders thought enemy tanks should be met by tanks with superior specifications. This idea was challenged by the poor performance of the relatively light early tank guns against armour, and German doctrine of avoiding tank-versus-tank combat. This, along with Germany's use of combined arms, was among the key elements of their highly successful blitzkrieg tactics across Poland and France. Many means of destroying tanks, including indirect artillery, anti-tank guns (both towed and self-propelled), mines, short-ranged infantry antitank weapons, and other tanks were utilised. Even with large-scale mechanisation, infantry remained the backbone of all forces, and throughout the war, most infantry were equipped similarly to World War I.

The portable machine gun spread, a notable example being the German MG42, and various submachine guns which were suited to close combat in urban and jungle settings. The assault rifle, a late war development incorporating many features of the rifle and submachine gun, became the standard postwar infantry weapon for most armed forces. Most major belligerents attempted to solve the problems of complexity and security presented by using large codebooks for cryptography with the use of ciphering machines, the most well known being the German Enigma machine.

SIGINT (signals intelligence) was the countering process of decryption, with the notable examples being the Allied breaking of Japanese naval codes and British Ultra, which was derived from methodology given to Britain by the Polish Cipher Bureau, which had been decoding Enigma for seven years before the war. Another aspect of military intelligence was the use of deception, which the Allies used to great effect, such as in operations Mincemeat and Bodyguard. Other technological and engineering feats achieved during, or as a result of, the war include the world's first programmable computers (Z3, Colossus, and ENIAC), guided missiles and modern rockets, the Manhattan Project's development of nuclear weapons, the development of artificial harbours and oil pipelines under the English Channel.

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

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 on. 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. Paulus was also stripped of his rank to emphasise Hitler's anger with him.

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.

Gregory Zhukov died in 1974 aged 78.

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

Unit 13

Thomas Edison (1847-1931)

Thomas Alva Edison was the U.S. inventor. He had very little formal schooling. He set up a laboratory in his father's basement at age 10; at 12 he was earning money selling newspapers and candy on trains. He worked as a telegrapher (1862 – 68) before deciding to pursue invention and entrepreneurship. Throughout much of his career, he was strongly motivated by efforts to overcome his handicap of partial deafness. For Western Union he developed a machine capable of sending four telegraph messages down one wire, only to sell the invention to Western Union's rival, Jay Gould, for more than \$100,000. He created the world's first industrial-research laboratory, in Menlo Park, N.J. There he invented the carbon-button transmitter (1877), still used in telephone speakers and microphones today; the phonograph (1877); and the incandescent lightbulb (1879). To develop the lightbulb, he was advanced \$30,000 by such financiers as J.P. Morgan and the Vanderbilts. In 1882 he supervised the installation of the world's first permanent commercial central power system, in lower Manhattan. After the death of his first wife (1884), he built a new laboratory in West Orange, N.J. Its first major endeavour was the commercialization of the phonograph, which Alexander Graham Bell had improved on since Edison's initial invention. At the new laboratory Edison and his team also developed an early movie camera and an instrument for viewing moving pictures; they also developed the alkaline storage battery. Although his later projects were not as successful as his earlier ones, Edison continued to work even in his 80s. Singly or jointly, he held a world-record 1,093 patents, nearly 400 of them for electric light and power. He always invented for necessity, with the object of devising something new that he could manufacture. More than any other, he laid the basis for the technological revolution of the modern electric world.

<http://www.answers.com/topic/thomas-edison>

The Wright brothers - inventors of the airplane and pioneer aviators

Wilbur and Orville Wright went to local schools in Ohio, Indiana, and Iowa; neither attended college. In 1889, the brothers established a printing shop in their home town of Dayton, Ohio. In addition to providing normal printing services, they launched two unsuccessful newspapers and built presses for other local printers. They expanded in 1892, establishing a bicycle sales and repair facility. By 1896, they were manufacturing bicycles of their own design.

The Wrights first became interested in heavier than air flight between 1896 and 1899. They built and flew one kite (1899); three gliders (1900, 1901, 1902); and three powered machines (1903, 1904, 1905). The disappointing performance of the first two gliders led them to undertake a series of key experiments with a wind tunnel (1901). Their clarity of vision, capacity to solve the most difficult problems (particularly with regard to roll controls), and their determination to design their machine through solid experimentation set them apart from their contemporaries.

The Wright brothers made the world's first powered, sustained, and controlled flights with a heavier than air machine near Kitty Hawk, North Carolina, on the morning of 17 December, 1903. They returned to Dayton, where they continued their experiments quietly in a local cow pasture for two more years. By fall 1905, they had built the world's first practical airplane. In the summer and fall of 1908, they won world fame with their first demonstration flights in Europe and America.

The Wrights never doubted that world governments would be their primary customers. They signed their first contract for the sale of a military airplane to the U.S. Army in 1908. In 1909, in cooperation with a group of financiers, they founded the Wright Company to build and sell airplanes in the United States, and licensed various manufacturers to produce their machines in Europe. That same year, they trained the first group of U.S. military airmen. The Wrights taught many officers to fly, including Lt. Kenneth Whiting, the U.S. Navy aviator who commanded the first U.S. military unit to arrive in France during World War I, and "Hap" Arnold, who would command U.S. Army Air Forces in World War II.

Wilbur and Orville Wright achieved an extraordinarily difficult technical goal that had eluded engineers for over a century. The airplane, a product of their combined inventive genius, would reshape the history of the twentieth century, redefine the notion of battle, and open the way to total war.

<http://www.answers.com/topic/the-wright-brothers>

The Barbie doll

The Barbie doll was created by Ruth Handler for the Mattel Company in 1959. Handler and her husband, Elliot, founded the company with partner Harold "Matt" Matson in 1942. Ruth, inspired by dolls she'd seen on a trip to Europe, and from watching her own daughter, Barbara, created an adult doll for children. Twelve inches high and plastic, the new "Barbie" doll and her fashionable and separately-sold clothing were such a hit that Mattel became a publicly-owned company in 1960. New versions of the toy mirrored fashion trends over the years, and Barbie was the center of a universe that included a benign boyfriend (Ken), occasional siblings (Skipper, Todd, Stacie, et al), pets (too many to name, including dogs, horses, cats and a parrot), cars, boats, planes and houses. Special versions of Barbie included scientists, disco dancers, fashion models, astronauts, rock stars and lifeguards. By the 1980s the doll's force as a collectible was such that Mattel began making versions of Barbie specifically for the collectors' market. Critics of the doll say it presents an unrealistic body image for girls, pointing to Barbie's large bosom, slim waist, long legs, white skin and blonde tresses. Fans say Barbie encourages young girls -- and boys -- by giving them aspirations to be scientists, disco dancers, fashion models, astronauts, rock stars or lifeguards. Despite the ongoing debate over Barbie's impact on American culture, the doll remains one of the best-known and best-selling dolls on the market.

The Ken doll is named after Ruth and Elliot Handler's other child: a son, Ken... Ruth Handler was born on 4 November 1916 in Denver, Colorado. She was president of Mattel until 1973, and died on 27 April 2002... According to Mattel lore, Barbie's full name is Barbie Millicent Roberts. A press release from 2009 said, in part, "Barbie doll -- Barbie Millicent Roberts -- was 'born' on March 9, 1959, in (fictional) Willows, Wisconsin." March 9th of 1959 was the date that the doll was first introduced at the annual New York Toy Fair.

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

Internet

Publicly accessible computer network connecting many smaller networks from around the world. It grew out of a U.S. Defense Department program called ARPANET (Advanced Research Projects Agency Network), established in 1969 with connections between computers at the University of California at Los Angeles, Stanford Research Institute, the University of California-Santa Barbara, and the University of Utah. ARPANET's purpose was to conduct research into computer networking in order to provide a secure and survivable communications system in case of war. As the network quickly expanded, academics and researchers in other fields began to use it as well. In 1971 the first program for sending e-mail over a distributed network was developed; by 1973, the year international connections to ARPANET were made (from Britain and Norway), e-mail represented most of the traffic on ARPANET. The 1970s also saw the development of mailing lists, newsgroups and bulletin-board systems, and the TCP/IP communications protocols, which were adopted as standard protocols for ARPANET in 1982 – 83, leading to the widespread use of the term Internet. In 1984 the domain name addressing system was introduced. In 1986 the National Science Foundation established the NSFNET, a distributed network of networks capable of handling far greater traffic, and within a year more than 10,000 hosts were connected to the Internet. In 1988 real-time conversation over the network became possible with the development of Internet Relay Chat protocols (see chat). In 1990 ARPANET ceased to exist, leaving behind the NSFNET, and the first commercial dial-up access to the Internet became available. In 1991 the

World Wide Web was released to the public (via FTP). The Mosaic browser was released in 1993, and its popularity led to the proliferation of World Wide Web sites and users. In 1995 the NSFNET reverted to the role of a research network, leaving Internet traffic to be routed through network providers rather than NSF supercomputers. That year the Web became the most popular part of the Internet, surpassing the FTP protocols in traffic volume. By 1997 there were more than 10 million hosts on the Internet and more than 1 million registered domain names. Internet access can now be gained via radio signals, cable-television lines, satellites, and fibre-optic connections, though most traffic still uses a part of the public telecommunications (telephone) network. The Internet is widely regarded as a development of vast significance that will affect nearly every aspect of human culture and commerce in ways still only dimly discernible.

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

Unit 14

UNICEF

The United Nations International Children's Emergency Fund (UNICEF) is one of the world's best-known organizations devoted to the health and welfare of children. UNICEF is headquartered in New York, and works with children in 158 countries. The group works through local offices in these countries. It also operates a European regional office in Geneva, Switzerland, a special office in Brussels, Belgium, and an Office for Japan in Tokyo. UNICEF's Supply Division, which handles most of its vaccine packing and distribution, is located in Copenhagen, Denmark. UNICEF also maintains the Innocenti Research Centre, in Florence, Italy. The Innocenti is the group's main social science research arm, helping to compile data on issues relating to children and exploring policy options relating to the financing of social programs. UNICEF is a non-profit group that receives about two-thirds of its funding from governments. The remaining one-third of its funding comes from its own fundraising activities, such as its sales of greeting cards and its "Trick-or-Treat for UNICEF" campaigns, and from donations from individuals and private groups. The group is a United Nations organization that began as a response to the plight of children in the aftermath of World War II. Its mandate gradually broadened to include ongoing support for children in all parts of the world. UNICEF has been instrumental in programs to vaccinate children against communicable diseases, and is a leader in work on prevention of HIV/AIDS. UNICEF is a strong advocate for universal education, for girls as well as boys, and the agency also works to overcome violence and discrimination against children. UNICEF responds to children in emergency situations, such as supplying food and rebuilding healthcare infrastructure in war-torn areas. UNICEF also works to promote children's health and welfare in non-emergency situations, with ongoing programs that seek to curtail child labor or advocate breastfeeding, for example. UNICEF also acts as a voice for children's issues, publishing an annual State of the World's Children and many other reports on specific problems and goals.

UNICEF was founded in December 1946. World War II was over, but the devastating effects of the war years continued to be felt by people across Europe. The United Nations was itself founded in October 1945, and it had begun operating a relief organization called the United Nations Relief and Rehabilitation Administration (UNRRA) to combat famine and disease in liberated Europe. UNRRA's initial mission was to bring relief to civilians all across Europe. The war had left millions without shelter, farming had been severely disrupted, and the population was extremely vulnerable to communicable diseases such as tuberculosis. UNRRA had existed in some form since 1943, and over the next three years it fed millions of European children and adults. By late 1946, however, the former Allies began to regroup, and as the Cold War began, Europe fell into distinct Eastern and Western zones. UNRRA was to be wound down, though its budget had not all been spent, on the tacit understanding that it was not equally welcome in all parts of Europe.

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

The World Health Organization (WHO)

The World Health Organization (WHO) is the principal international organization managing public health-related issues on a global scale. Headquartered in Geneva, the WHO is comprised of 191 member states (e.g., countries) from around the globe. The organization contributes to international public health in areas including disease prevention and control, promotion of good health, addressing disease outbreaks, initiatives to eliminate diseases (e.g., vaccination programs), and development of treatment and prevention standards.

In 2003, WHO began to coordinate global efforts to monitor the outbreak of the virus responsible for Severe Acute Respiratory Syndrome (SARS). WHO officials also directed aspects of research efforts to identify the specific virus responsible. In addition, WHO officials issued specific recommendations with regard to isolation and quarantine policy and issued alerts for travelers.

Just after the end of World War I, the League of Nations was created to promote peace and security in the aftermath of the war. One of the mandates of the League of Nations was the prevention and control of disease around the world. The Health Organization of the League of Nations was established for this purpose, and was headquartered in Geneva. In 1945, the United Nations Conference on International Organization in San Francisco approved a motion put forth by Brazil and China to establish a new and independent international organization devoted to public health. The proposed organization was meant to unite the number of disparate health organizations that had been established in various countries around the world. The following year this resolution was formally enacted at the International Health Conference in New York, and the Constitution of the World Health organization was approved.

In its constitution, WHO defines health as not merely the absence of disease. A definition that subsequently paved the way for WHO's involvement in the preventative aspects of disease. From its inception, WHO has been involved in public health campaigns that focused on the improvement of sanitary conditions. In 1951, the Fourth World Health Assembly adopted a WHO document proposing new international sanitary regulations. Additionally, WHO mounted extensive vaccination campaigns against a number of diseases of microbial origin, including poliomyelitis, measles, diphtheria, whooping cough, tetanus, tuberculosis, and smallpox. The latter campaign has been extremely successful, with the last known natural case of smallpox having occurred in 1977. The elimination of poliomyelitis is expected by the end of the first decade of the twenty-first century. Another noteworthy initiative of WHO has been the Global Program on AIDS, which was launched in 1987. The participation of WHO and agencies such as the Centers for Disease Control and Prevention is necessary to adequately address AIDS, because the disease is prevalent in underdeveloped countries where access to medical care and health promotion is limited.

Today, WHO is structured as eight divisions addressing communicable diseases, noncommunicable diseases and mental health, family and community health, sustainable development and health environments, health technology and pharmaceuticals, and policy development. These divisions support the four pillars of WHO: worldwide guidance in health, worldwide development of improved standards of health, cooperation with governments in strengthening national health programs, and, development of improved health technologies, information, and standards.

<http://www.answers.com/topic/world-health-organization>

Grammar Guide

1. Articles

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 name with of <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) The weekend is over on Monday morning.	months, days of the week (definite) The August of 2001 was hot and dry.

Grammar Exercises. Articles

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. Decided 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. You have forgotten the following:
2. There is ___ big tree in the garden.
3. There are some big trees in ___ garden.
4. Is there ___ cheap hotel near here?
5. Are there any cheap ___ hotels near here?
6. There is a modern sports centre in ___ London.
7. There is ___ famous university in Oxford.
8. How many days are there in ___ week?
9. How many small apples are there in ___ this bag?
10. Is there ___ tired student in the class?
11. Is there ___ good-looking man in your club?
12. There aren't any ___ serious problems.
13. How many ___ tall players are there in your team?
14. There is a big black cloud in ___ sky.
15. There is a lot of rain in ___ winter.
16. Is there any water in ___ glass?
17. How many planets are there in our ___ solar system?
18. There isn't enough ___ snow to go skiing.
19. Is there anyone from ___ Germany in here?
20. There isn't enough ___ air in the lift.
21. There aren't any interesting films on ___ TV tonight.

Test. Articles

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. Nouns

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*.

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. Nouns

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.

Countable	Non-countable	Both

Exercise 5. Complete with the words in the plural form.

- | | |
|---|--|
| 1. How many (cinema) are there in London? | 7. How many (fish) are there in the sea? |
| 2. How many (fly) have you swatted? | 8. How many (abbey) are there in the UK? |
| 3. How many (house) are there in your street? | 9. How many (pencil case) do we have in stock? |
| 4. Is your cat catching (mouse)? | 10. How many (sheep) do you have on your farm? |
| 5. How many (goose) do you have on your farm? | |
| 6. Where do (moose) live? | |

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. Nouns

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. wolvies d. wolvys

3. Pronouns

A **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. Pronouns

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. Pronouns

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. Adjectives, adverbs

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) *further* *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

swell *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. Adjectives, adverbs

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. Adjectives, adverbs

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. Numerals

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

<i>6.10 - ten past six</i>	<i>9.49 - eleven minutes to ten</i>	<i>12.00 - noon/midday</i>
<i>7.03 - three minutes past seven</i>	<i>10.30 - half past ten</i>	<i>18.45 - a quarter to seven</i>
<i>8.55 - five to nine</i>	<i>11.15 - a quarter past eleven</i>	<i>20.00 - eight (o'clock) (in the afternoon)</i>
		<i>24.00 - midnight</i>

b) the formal (e.g. for timetables) - the 24-hour clock

<i>6.10 - six ten</i>	<i>10.30 - ten thirty</i>	<i>18.45 - eighteen forty-five</i>
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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. Numerals

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. Numerals

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. Verbs. 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 future* 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. 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. 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. Verbs. Continuous/Progressive Tenses

1. Present Progressive/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 Progressive / 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 Progressive/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 Progressive

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 Progressive/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 Progressive/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. Continuous/Progressive Tenses

Exercise 1. Write what are you 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 Progressive/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 Progressive.

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 Progressive/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 progressive).

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. Continuous/Progressive 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. Verbs. 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. 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. 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. 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. 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. 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. 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

from

to

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."

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. 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. 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. Prepositions

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. Prepositions

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 (elevator ___ 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 (trunk) 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. Prepositions

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 Iyou.
- 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

WORD LIST

Unit 1

adopt
altar
antiquity
architectural
artistic
bronze
canonical
ceremonial
chamber
coast
colossal
colossus
commemorate
commemoration
commit
consider
construction
contain
contrary
controller
cotta
cult
current
decay
deity
dense
describe
distance
doubtless
ductile
earthquake
ebony
edifice
entitle
error
evoke
excavation
except
exemplary
existence
exist
expedition
fortress
frieze
funeral
goddess
golden
grave

greatness
hang
honour
inert
influential
engineer
inhabitant
introduction
involve
ivory
knight
lance
layer
legend
lighthouse
malleable
manuscript
marble
mausoleum
measure
merchant
moreover
mould
notably
numerous
obelisk
observe
occur
offering
order
partially
perfect
perimeter
plaster
precious
priceless
prowess
quadriga
ravage
reference
reign
relief
religious
remain
rite
ruin
satrap
scene
scepter
sculptor

split
suicide
supernatural
surmount
sustain
terra
throne
torch
treasure
universe
valuable
value
vastness
votive
wonder
worship

Unit 2

affair
agora
amend
approve
arbitrarily
archon
aristocrat
artisan
assail
assassinate
assemble
assembly
banish
bead
bolt
boulder
bury
capture
civilization
climax
colonnade
conquer
considerable
convert
convince
council
craft
craftsman
debate
decline
defeat

democracy
despot
destroy
destruction
disguise
dispatch
disturbance
ditch
dominate
eclipse
education
elope
emerge
enclose
engage
eruption
establish
execute
expand
float
flock
focus
foreigner
fortress
generate
graceful
harsh
hatred
huge
hurl
impact
impassable
imprison
include
influence
instead
invade
invent
irritable
labour
launch
locate
lure
mainland
male
marble
matter
merchant
misuse
mortal

mutual
mythical
naval
nude
obscuration
occupy
occur
oligarchy
oppressively
origin
originally
ostracism
ostracize
outbreak
overrun
overthrew
persuade
plague
platform
plunge
portray
pose
pottery
powerful
procession
proclaim
property
proposal
prosecute
rebellion
rebuild
recover from
reject
release
remain
remarkably
representative
reside
retribution
riot
root
run
scholar
science
screw
shade
shower
slave
slowly
smith
spiritual
squabble

stage
steadily
straight
subjugate
summon
swan
temple
thinker
threat
thrive
thunderbolt
tiny
trader
treaty
tumult
tyranny
tyrant
uncover
underworld
unseat
uproar
victory
volcanic
ware
warrior
widely
wisdom
withdraw
work out

Unit 3

according
adventure
alliance
amphitheatre
aqueduct
arrow
assassinate
assembly
ballot
basically
blame
blend
bristly
brute
capture
centurion
chariot
cheer
circular
circus

citizenship
cohort
combat
commander
constant
contribution
corner
crown
currency
declare
decline
defeat
destroy
destruction
determination
dictator
divide
dominate
dynasty
efficiency
effort
election
emperor
empire
entertainment
exert
extend
fanatical
fight
force
fringe
gain
gather
general
gladiator
governor
grid
herald
hippodrome
incorporate
indication
infamous
instead
interval
invade
invent
invention
involve
journey
legion
loyal
luxurious

monarch
murder
numeral
observer
onlooker
origin
owe
pal
patrician
patriotism
plebeian
preside
pretty
proclaim
prompt
province
pursue
rename
revolt
rival
rule
ruler
ruthless
sack
salary
secure
serve
share
she-wolf
shield
slave
slavery
sole
spear
spectator
square
stepson
strive
struggle
succeed
suppose
testify
thumb
tight
tribe
troop
undermine
uprise
utterly
view
volcano
volunteer

vote
wealth
whatever
within

Unit 4

accomplishment
adherence
advance
ail
air
amaze
amulets
aquatic
arch
astonish
aver
bandage
bash
battle
bow
breakdown
burial
capture
carve
chamber
chariot
coat
commemorate
commit
conflict
conquer
consider
copper
corpse
craftsman
crowned
dazzle
defeat
deluge
descend
desert
despite
devoid
dismantle
drag
dwarf
dynasty
embalm
emerge
encourage

erase
establish
eventually
expedition
expel
falcon
female
fertile
flood
fulfillment
furniture
gain
gem
goddess
govern
governor
harm
heyday
hieroglyphics
hold
holy
honour
immense
importance
impressive
influence
inscribe
introduce
inundation
invasion
invent
involve
Islamic
jackal
jewel
jewellery
kingdom
labour
lead
lighthouse
limestone
link
masonry
master
melt
merchant
military
mistress
mud
mummify
mummy
notable

notably
obelisk
official
overthrew
papyrus
permanent
pharaoh
pith
precious
preserve
prosper
province
purpose
pyramid
quarry
raider
ramp
recline
refer
reign
remain
respect
revere
scholar
seize
skull
sloping
smooth
sophisticate
soul
spell
spill
spiral
split
stability
stem
stone
struggle
successor
suicide
survive
suspect
temple
threaten
tomb
toughness
treasure
triangular
unconventional
vary
vehicle
visible

voyage
warrior
weak
wealth
weigh
wield
worship
worshipping
wrack
wrap

Unit 5

accomplish
aid
Asia Minor
assist
beaver
bishop
breastplate
breath
bubonic plague
cloth cross
connive
connotation
conquer
contemporaneous
convent
couter
crusade
cuisse
divert
drown
dynasty
endanger
entertainer
evidence
evil
excavation
exile
fail
faithful
fauld
gain
gauntlet
gorget
greave
haute piece
helmet
heretic
hoard
household chores

imprison
in charge of
invade
knight
knighthood
lance rest
laundering
mail skirt
massacre
merchant
minstrel
monk
nobleman
nun
outlaw
Papacy
pauldron
peasant
penance
pilgrim
pilgrimage
plot
poleyn
preach
priest
recapture
regain
reign
reveal
righteous
sabaton
sack
serf
sew
side wing
significantly
skull
slave
sparse
spouse
strike
survey
survival
swear a vow
tasset
trench
truce
upper cannon
usurp
vambrace
visor
waylay

Unit 6

accommodation
acrid
affluent
afford
ancillary
animal pen
ankle
arbour
attic
barn
barrel
bedbug
bind-bound
biting insects
boundary
bourgeois
braid
brief
brook
bun
buttery
candle
ceiling
cellar
chandlery
charter
chimney
cloak
cluster
comprise
core
counter
courtesy
cowshed
cramp
curriculum
depend on
dot
due
enterprise
erect
excessive
fare
fitting
flourish
flowing tunics
fortify
garret
glue
harsh

hedge
household
infertile
inhabitant
invariable
joint
Julius Caesar
kirtle
lack
landscape
larder
laundry
lice (louse)
linen
liniment
liquor
loose
luxurious
meager
Mediterranean
nail
net
ointment
outhouse
owe
pantry
parley
parterre
pasture
permanent
pest
pigsty
pillage
plowed fields
plunder
poultry
premises
pressure
prove
pungent
purchase
quarry
quarter
rare
reap
retire
rife
root
rub
scalding house
scenery
scullery

set out
sleeveless
slip
smother
soreness
sow
stable
stiffness
stream
subsist on
surplus
temporary
thrive
toil
tuck in sheets
utensil
venture
villein
vineyard
wind

Unit 7

abhor
accomplish
adoration
alchemy
allied bombs
annunciation
apply
approach
astonish
attempt
avoid
beget
behold
beleaguer
bereave (bereft)
capture
comprehensive
conjunction
corruption
crane
decease
demise
deteriorate
device
discourse
distinctive
distinguish
dog in the manger
doom

embody
eventually
fit
flexible
frequent.
gear
generation
gloss
grenade
grin
guide
gun powder
heritage
indecipherable
inspiration
lawyer
legacy
lever
miraculously
missile
monk
mortar
mural
New Testament
notable
notary
nurture
pendulum
persecution
pestilence
pregnant
prescribe
prevail
profound
rear
refine
restorer
reveal
revive
savage
scholar
secure
seed
setting
shepherd
shrew
solution
sorcery
spawn
tame
toothed wheel
turnspit

urban
value
veneer
vernacular
virgin
warfare
witchcraft

Unit 8

adopt
ally
ammunition
anger
approve
assessment
assistance
banishment
battlefield
beg
benefit
bullet
casualty
cause
claim
commander-in-chief
confront
contingent
convince
deadlock
decisive
declare war on
deliver
disperse
effect
entry
explosive
expulsion
favoring
flank
frontier
galvanize
governor
hang
ignite
insurgent
intolerable
invasion
involvement
logistical
manpower
marine

minuteman
naval
oppose
persuade
provide
ratify
rebel
recognize
rely on
respond
roughly
secure
seize
severely
simultaneously
sink
sovereignty
spy
standoff
stripe
sufficient
superiority
supplies
suppress
surrender
theater of war
threaten
troop
unabated
unify
vehicle
vote
warn
yield

Unit 9

able-bodied
abolish
acceptance
accusation
announce
appoint
apprehend
approve
balk
behead
betrayal
clergy
climax
commencement
commoner

concur
convene
convoke
crop failure
crush
dauphin
debt
declare war on
decree
depose
desperate
dismiss
disperse
disputes
draft
draft-dodger
draw up
enable
enlist
ensue
equality
estate
execute
expanding
fiscal
flee
fraternity
grapeshot
grudgingly
guillotine
harvest
hearsay
herald
impose
imprison
in response to
initiate
inseparability
issue
judge
kneebreeches
leniency
levy on
liberty
massacre
mutiny
nobility
oath
overthrow
overwhelm
owe
Persecute

plebiscite
priesthood
privileged
proclaim
provoke
pursue
revolt
rising
rumour
runaway
sansculotte
schism
serfdom
slaughter
solemn
suppress
take a flight
tax
titular
treason
unwillingly
venality
vigorous
violent
vow
weaken
whiff
worsen

Unit 10

apex
artisan
blind
bric-a-brac
bungalow
cart
chimney sweep
china
clutter
compulsory
conspicuous
crammed
decay
decent
defeat
define
delivery service
descendant
designate
domed
drapes

embroidered
emergence
empress
engraving
estate
etching
expand
finery
forego
gentry
huge
inlay
jerk
lace curtain
layer
manor
mother-of-pearl
mutiny
ostentatious
outskirts
overtake
papier-mâché
patterned
paved
pew
precede
previously
Prince Consort
prosperity
refinement
reign
rural
scroll
sewage
slate
slums
sprawl
spurt
squash
squeeze
stitched
stitched needlework
stuffed bird
stuffed bird
succeed
succeed
swift
swift
trinket
typhoid
vacated
vastness

water colour
workhouse
wretched

Unit 11

abdicate
advance
aftermath
aggravated
archduke
armistice
assassination
assemble
assistance
barrel
campaign
capacity
casualties
casus belli
combat
compel
conduct
conscription
considerable
contribute
converge
Count
crucial
cruiser
defensive
densely
deny
disarm
divert
dominant
dominate
downpour
draw up
dreadnought
due to
emerge
enable
encircle
entire front
equip with
eventually
firepower
flame-throwers
flank
foresee
gain

General Staff
gradual
grenade
hailstorm
halt
harshness
heir
high-explosive shell
impasse
implement
implication
in favour of
incapacitate
infantry
insufficient
intensity
intentionally
involve
losses
magnify
modify
mortar
murder
mutiny
negotiation
nonetheless
offensive
outbreak
pack
pact
payment
perceive
presumptive
quarrel
raid
rail-head
rapid
reconnaissance
recovery
recurring
reliable
reparation
retirement
Retreat
reward
rivalry
root
scout
signify
spark
stagger
stalemate

submarine
tension
tenure
tip
treaty
trench warfare
Triple Alliance
Triple Entente
unparalleled
unprecedented
unrestricted
warfare
withdrawal
zeppelin

Unit 12

abandon
accomplish
aftermaths
airborne
airfield
alarmingly
Allied Powers
amass
amphibious
assemble
Axis Powers
bridgehead
chairman
close in
committe suicide
conquest
convoys
council
crucial
decline
defense
defer
delay
deputy
desert
desperate
destroy
deteriorate
dominate
embark on
ensue
esteem
evade
eve
failure

feature
foothold
gain
grab
impact
impediment
initially
initiate
inroad
Jewish
liberate
lull
merge
objective
obstacle
outright
overwhelm
pace
pact
policy of appeasement
postpone
prevent
prior to
prisoner
prompt
pronged
prosper in
recommence
recovery
relinquish
resist
resort
resume
secure
setback
shift
siege
succeed
suffer
superiority
surrender
surround
sustain
take possession of
target
terminate
thaw
throe
via
wage
witness
yield

Unit 13

accelerated
accumulator
aerosol
air conditioner
amplify
aqualung
arc welder
arpanet
artificer
artificial
astroturf
ballpoint
biologist
bra
bubble gum
calculator
candy
cathode-ray tube
CD-ROM
celebrated
cell phone
cellophane
cellular
circuit
computer mouse
contraceptive
cornflakes
cortisone
crayons
crossword
dazzle
discovery
disposable camera
disposable contact
lenses
disposable lighter
Doppler
dot-matrix
ductile
ecstasy
escalator
fad
fiber
fiber-tip
flip-flop
floppy disk
fortran
fortune
frequency
glue

grant
gyrocompass
hallucinogenic
halogen
hard disk
helicopter
hepatitis
holography
hormone
hovercraft
hydrogen
hypertext
iconoscope
ignition
infancy
injection
instant
insulin
integrated circuit
inventions
inventor
iron lung
issue
jet
jukebox
kidney
laser
light bulb
liposuction
liquid-fueled
loudspeaker
machinery
measure
microchip
microprocessor
microscope
microwave
mix
modem
modulation
neoprene
neutronic reactor
nondairy creamer
nonstick
notebook
novelty
NutraSweet
nylon
pacemaker
parking
patent
penicillin

permanent-press
photocopier
polygraph
portable
precursor
progress
property
protease inhibitor
prototype
putty
puzzle
quartz
rate
razor
recognition
redesign
reflector
release
resonance
rubber
science
shaver
silicone
skin
slinky
software
sonar
spaceship
spacewar
spectacles
spiral binding
splicing
spray
stainless
steer
strobe
superheterodyne
synthesizer
teabag
technicolor
technology
telescope
tetracycline
tetrafluoroethylene
tire
tractor
traffic
transistor
transistor radio
tungsten
turboprop
vacuum cleaner

vacuum diode
valium
valve
video tape recorder
videocassette
walkman
windshield
wiper
wireless
zeppelin
zipper
zoom

Unit 14

abuse
achievement
admit
affair
agency
agreement
ambassador
annual
assembly
assess
assist
assistance
associate
attaining
attempt
avoid
candidacy
capable
challenge
chief
choice
collaboration
commission
community
concern
concrete
confront
consultative
contribute
contribution
cooperation
council
creation
currently
customary
declaration
deliberative

denuclearization
dependent
deputy
diversity
divide
elect
elsewhere
emerging
emphasis
environment
environmental
facilitate
facility
female
focus
force
formation
fostering
freedom
freewill
genocide
goal
guardianship
headquarters
heir
heritage
humanity
importance
incumbent
indicator
industrialization
influence
insufficient
integration
interdependence
intergovernmental
issue
judicial
justice
labour
lifelong
limitation
literacy
major
mission
modification
moreover
multiple
narrow
notable
nowadays
objective

opportunity
oversee
pave
permanent
phenomenon
poverty
preferment
preserve
priority
proclaim
prominent
promote
promotion
provide
purpose
pursue
recognition
recognize
reduce
relatively
replace
representative
reprisal
reside
resolution
resort
respect
scale
search
secure
security
seeking
seniority
session
significant
slightly
solve
sovereign
sovereignty
sponsor
statistics
subsidiary
substantive
sustainable
threaten
treaty
trusteeship
underpin
unemployment
visible
voluntary
warfare

Критерії оцінювання

Розподіл навчального матеріалу на змістові модулі з кожної дисципліни здійснює викладач. Він же визначає форму й терміни проведення поточних і модульних контролів і максимальна кількість балів, що може одержати студент за кожний із них.

Графік проведення модульних контролів з дисциплін кожної кафедри здається в деканат факультету (директорат інституту) і доводиться до відома студентів. Студент, відсутній на поточному або модульному контролі з неповажної причини, одержує «0» балів без права перескладання. Студенту, який пропустив поточний або модульний контроль з поважної причини, надається право скласти його один раз у термін, установлений викладачем.

Після проведення поточного або модульного контролю викладач заносить поточні й модульні рей-тингові оцінки в журнал академічної групи.

Семестрові рейтингові оцінки з дисципліни, з якої навчальним планом передбачений у даному семестрі іспит або диференційований залік, викладач переводить у державні екзаменаційні або залікові оцінки.

При переході від семестрових рейтингових оцінок з дисципліни до державних екзаменаційних і залікових оцінок викладач повинен використовувати таку шкалу:

«відмінно» – 90-100% максимальної кількості балів;

«добре» – 75-89% максимальної кількості балів;

«задовільно» – 50-74% максимальної кількості балів;

«незадовільно» – менше 50% максимальної кількості балів.

Семестрові рейтингові оцінки з дисципліни, з якої навчальним планом передбачено в даному семестрі залік, викладач переводить у державні залікові оцінки. Оцінку «зараховано» одержують студенти, які набрали не менш 50% максимальної кількості балів.

Студенти, які одержали оцінку «незадовільно» або «незараховано», зобов'язані ліквідувати академічну заборгованість у встановлені деканатом факультету (директоратом інституту) терміни до початку нового семестру.

Курс “Англійська мова за професійним спрямуванням” вивчається студентами протягом I – III семестрів. Програмою передбачено такі види контролю: I семестр – II семестр залік; III семестр – іспит.

КРИТЕРІЇ ОЦІНЮВАННЯ

(відповідність шкали оцінювання ECTS з національного системного оцінювання в Україні)

Оцінка ECTS	За національною системою	Визначення	% оцінювання за модульно рейтинговою системою
A	5	ВІДМІННО – відмінне виконання лише з незначною кількістю помилок	90-100
B	4	ДУЖЕ ДОБРЕ – вище середнього рівня з кількома помилками	85-89
C	4	ДОБРЕ – в загальному правильна робота з певною кількістю значних помилок	75-84
D	3	ЗАДОВІЛЬНО – непогано, але зі значною кількістю недоліків	67-74
E	3	ДОСТАТНЬО – виконання задовольняє мінімальні критерії	50-66
FX	2	НЕЗАДОВІЛЬНО – потрібно попрацювати перед тим, як перескласти	31-49
F	2	НЕЗАДОВІЛЬНО – необхідна серйозна подальша робота, обов'язковий повторний курс	0-30

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>
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.
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