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Підручник містить оригінальні джерела інформації, присвячені основним історичним подіям від доісторичного періоду до сучасності. Тексти супроводжуються комплексами вправ, спрямованих на розвиток усіх видів мовленнєвої діяльності.

Підручник рекомендується для викладачів та студентів фахових факультетів вищих навчальних закладів України, а також для тих, хто хоче поглибити свої знання в галузі іноземних мов, історії та міжнародних відносин.

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ПЕРЕДМОВА

Підручник з англійської мови для студентів факультету історії та міжнародних відносин містить оригінальні джерела інформації, присвячені основним історичним подіям від доісторичного періоду до сучасності. Посібник складається з 2 частин (21 розділу), побудованих за єдиною структурою, в кожному з яких історичні спецтексти супроводжується комплексами вправ, спрямованих на розвиток основних мовленнєвих навичок. Значна увага приділяється розвитку навичок перекладу. Кожен розділ завершується тестами на перевірку рівня засвоєння навчального матеріалу. В підручнику розроблені також завдання для студентів, рідною мовою яких є угорська.

Багатий фактичний матеріал текстів може використовуватися студентами для закріплення знань, отриманих на лекціях, самостійного опрацювання тем за програмою, для написання курсових та дипломних робіт, тощо. Системи вправ можуть бути використані на практичних заняттях з іноземних мов та історії або для самостійної підготовки студентів.

Підручник адаптований до вимог навчальної програми з іноземних мов та історії у системі вищої освіти і, безумовно, сприятиме підвищенню мотивації студентів, активізації самостійної роботи, глибшому оволодінню матеріалом та систематизації знань.

Підручник рекомендується для викладачів та студентів факультетів історії та міжнародних відносин, а також для студентів інших факультетів вищих навчальних закладів України, які хочуть поглибити свої знання в галузі іноземних мов, історії та міжнародних відносин.

PART I

UNIT 1

BEFORE HISTORY BEGAN

6.5 MYA–3000 BCE

The human story began **more than six million years ago**, in Africa, when our apelike ancestors first began to walk upright. Over time they evolved, becoming bigger and more intelligent. One species, **Homo erectus**, learned how to use fire and to make stone tools. They were followed **by more advanced species** until, around 200,000 years ago, our own species, *Homo sapiens*, appeared. As hunter-gatherers, modern humans settled **every inhabited part of the planet**. Then, around 9500 BCE, humans began to farm, which led to a new way of life.

The “cradle of humankind”

Humans belong to a family of **upright walking apes**, called hominins, which evolved in East and South Africa. We know about hominins thanks to their fossils. One of the most important sites is **the Olduvai Gorge in Tanzania**, where hominin fossils date from around 1.9 MYA. The gorge is known as “the cradle of humankind.”

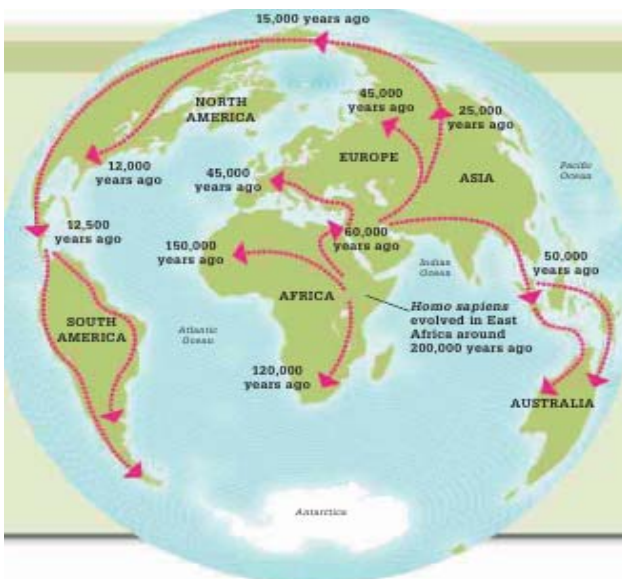
6.5 MYA

Two-legged apes

The first apes able to walk upright appeared **in the forests of Africa**. They combined walking with swinging from trees. The earliest evidence found so far is called **Sahelanthropus tchadensis** (“Human fossil from Sahel”).

3.9 MYA

Human ancestors



A new group of hominins, called **Australopithecines**, spread across the dry grasslands of East and South Africa. They were small, with brains a third the size of those of modern humans, but their footprints **were much like ours**.

“We hope to find more pieces of the puzzle, which will shed light on the connection between this upright, walking ape, our early ancestor, and modern man.”

Richard Leakey, Kenyan anthropologist

2.5 MYA

Early toolmakers

A new hominin species, Homo habilis (handy man), learned how to make stone tools by striking pebbles with other stones **to create a cutting edge**. They used **their tools** to dig up roots, open nuts, and smash open bones to get at edible marrow on the inside.

1.9 MY

Human-sized



Homo erectus (upright man), a descendant of Homo habilis, evolved in East Africa. The discovery of an almost complete skeleton, called the Turkana Boy, showed that Homo erectus was **the first hominin to grow as tall as modern humans. A new tool**



Homo erectus invented a new kind of stone tool, **the leaf-shaped hand ax**, in Africa around 1.9 MYA. This was the first tool to be made to a design, and it would remain the main hominin tool for over a million years.

First shelters

Descendants of Homo erectus, **called Homo heidelbergensis**, moved into Europe, where they hunted elephants and hippos with stone-tipped spears. They were the first hominins to build **shelters out of wood**.

0.2 MYA Modern humans



The first modern humans, called Homo sapiens (thinking man), appeared **in Africa 200,000 years ago**. They were larger-brained descendants of Homo heidelbergensis. Our distinguishing features are **a high forehead with slight brow ridges**, a small face, and a projecting chin.

OUT OF AFRICA

Less than 100,000 years ago, our species, Homo sapiens, moved out of Africa to settle the world, as shown on this map. We were not the first hominins to leave Africa. Around 1.9 MYA Homo erectus moved **out of Africa into Eurasia**.

Longest-standing hominin



Homo erectus was the longest-surviving hominin species. They lived across large areas of Africa, Southern Europe, Asia, and Indonesia for more than 1.5 million years



Making fire

Homo erectus learned **how to make fire**. This provided warmth, light, and protection from wild animals, and was used to cook meat. Fire allowed hominins **to move into colder areas of the planet**.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) ancestor, 2) tool, 3) species, 4) ape, 5) fossil, 6) gorge, 7) grasslands, 8) footprints, 9) anthropologist, 10) spear.

- a) someone who scientifically studies humans and their customs, beliefs, and relationships;
- b) a set of animals or plants in which the members have similar characteristics to each other and can breed with each other;
- c) a deep, narrow valley with steep sides, usually formed by a river or stream cutting through hard rock;
- d) a plant, animal, or object that is related to one existing at a later point in time ;
- e) a weapon consisting of a pole with a sharp, usually metal, point at one end, that is either thrown or held in the hand;
- f) a piece of equipment that you use with your hands to make or repair something;
- g) an animal like a large monkey with no tail, that uses its arms to move through trees;
- h) a large area of land covered with grass;
- i) the shape of a bone, a shell, or a plant or animal that has been preserved in rock for a very long period;
- j) the mark made by a person's or animal's foot.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to begin to walk upright;

- 2) to make stone tools;
- 3) to settle every inhabited part of the planet;
- 4) to be known as “the cradle of humankind”;
- 5) to combine walking with swinging from trees;
- 6) to spread across the dry grasslands;
- 7) to shed light on smth.;
- 8) to create a cutting edge;
- 9) to invent a new kind of stone tool;
- 10) to build shelters out of wood.

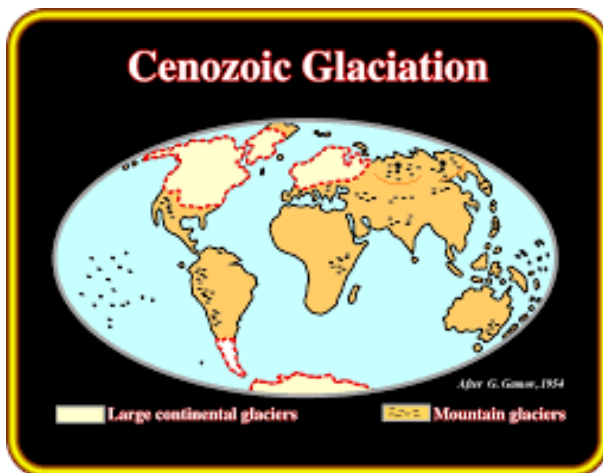
IV. Match the beginnings of the sentences with the endings below.



1. There have been five or six major ice ages in the history of Earth
2. The Late Cenozoic Ice Age began 34 million years ago, its latest phase being the Quaternary glaciation,
3. Within ice ages, there exist periods of more severe glacial conditions and more temperate referred to as glacial periods and
4. The Earth is currently in such an interglacial period of the Quaternary glaciation, with the last glacial period of the Quaternary having ended approximately 11,700 years ago, the current interglacial
5. Based on climate proxies, paleoclimatologists study
6. The third ice age, and possibly most severe, is estimated to have occurred from 720 to 635 Ma (million years) ago, in the Neoproterozoic Era, and it has been suggested that it produced
7. It has been suggested also that the end of this second cold period was responsible for the subsequent Cambrian Explosion, a time of rapid diversification of
8. However, this hypothesis is still controversial, though is growing in popularity among researchers, as
9. A minor series of glaciations occurred from 460 Ma to 430 Ma. There were
10. The Late Cenozoic Ice Age has seen extensive ice sheets in.
 - a) Antarctica for the last 34 Ma.
 - b) in progress since 2.58 million years ago.
 - c) being known as the Holocene epoch.
 - d) a second "Snowball Earth", in which the Earth iced over completely.
 - e) evidence in its favor has mounted.

- f) interglacial periods, respectively.
- g) the different climate states originating from glaciation.
- h) multicelled life during the Cambrian Period.
- i) extensive glaciations from 350 to 250 Ma.
- j) over the past 3 billion years.

V. Complete the following sentences with the phrases below.



Whereas the first 30 million years of the Late Cenozoic Ice Age 1), the Quaternary has seen numerous ice sheets extending over parts of Europe and North America that are 2) Early geologists therefore named apparent sequences of glacial and interglacial periods of the Quaternary Ice Age after 3) , and these names varied from region to region. It is

now more common for researchers to refer to the periods 4) The marine record preserves all the past glaciations; the land-based evidence is less complete because successive glaciations 5) Ice cores from continental ice accumulations also 6) , but do not go as far back in time as marine data. Pollen data from lakes and bogs as well as loess profiles provided 7) The names system has mostly been phased out by professionals, who instead use 8) for all technical discussions. For example, there are five Pleistocene glacial/interglacial cycles recorded in marine sediments during the last half million years, but only three classic interglacials were originally recognized on land during that period (Mindel, Riss and Würm).

Land-based evidence works acceptably well back as far as MIS 6, but it has been difficult to coordinate stages using 9)

Hence, the "names" system is incomplete and the land-based identifications of ice ages previous to that are somewhat conjectural. Nonetheless, land based data is essentially useful in discussing landforms, and correlating 10)

https://en.wikipedia.org/wiki/Timeline_of_glaciation

- A - just land-based evidence before that;
- B - mostly involved Antarctica;
- C - by their marine isotopic stage number;
- D - the known marine isotopic stage with them;

- E - important land-based correlation data;
- F - the marine isotopic stage indexes;
- G - provide a complete record;
- H - may wipe out evidence of their predecessors;
- I - currently populated and easily accessible;
- J - characteristic geological features.

VI. Put the following sentences in the most logical order.

- a) The Bramertonian Stage is the name for an early Pleistocene biostratigraphic stage in the British Isles. It precedes the Pre-Pastonian Stage (Baventionian Stage).
- b) The exact timing of the beginning and end of the Bramertonian Stage is currently unknown.
- c) The Pre-Pastonian Stage or Baventionian Stage (from Easton Bavents in Suffolk), is the name for an early Pleistocene stage used in the British Isles.
- d) The Bramertonian is correlated with the Antian stage identified from pollen assemblages in the Ludham borehole.
- e) It is only known that it is equivalent to the Tiglian Stage of Europe and early Pre-Illinoian Stage of North America.
- f) It precedes the Pastonian Stage and follows the Bramertonian Stage.
- g) During this stage, the climate was temperate with evidence for mixed oak forest in southern England and the arrival of hemlock.
- h) It lies somewhere in time between Marine Oxygen Isotope stages 65 to 95 and somewhere between 1.816 and 2.427 Ma (million years ago).
- i) It derives its name from Bramerton Pits in Norfolk, where the deposits can be found on the surface.
- j) Evidence from East Anglia suggests sea levels were higher than they are today.

https://en.wikipedia.org/wiki/Timeline_of_glaciation

VII. Render the text in English.

Гетія: територія і народ



Гети проживали на величезних територіях – сучасна Галичина, Румунія, Молдова, північне узбережжя Дунаю. На підставі розповідей Геродота можна вважати, що гети були тим народом, що заселяв усю Скитію (Україну), але з часом був витіснений на Подністров'я. Таємничі "кіммерійці", на думку істориків, – не хто інші, як гети. Якщо скитські кіммерійці були траками, вважає німецький історик Міленгоф, то належать до

народності гетів, бо про інших траків у землі скитів історія не знає нічого. За Птолемеєм, гети жили також в гірських Карпатах і були сусідами бойків і тухольців, яких той же Птолемей називає "сарматськими бесами".

За 200-300 літ перед походом Дарія (512 р. до н. е.) на Скитію, тобто проти гетів, вони вели кочовий спосіб життя. Назва "таргети" або "таргіти" означає "пастирі стад". В час Геродота (V вік до н. е.) Східна Скитія між Дніпром і Дністром уже займалася обробкою землі. Тому непереконливим є зображення Геродотом персо-скитської війни, під час якої Дарій переслідує 70000 військом скитів пустелею і не може їх знайти.

Давні історики і письменники (зокрема, грецькі і римські) відзначають гуманізм, хоробрість і скромність гетів навіть на рівні королів. Про один такий приклад розповідає Діодор. Коли Лізімах після Олександра Великого зайняв македонський престол, він пішов війною проти гетів і з усім своїм військом потрапив до них у полон. Гетський король Дорікет поставився до нього великодушно, дарував йому волю та ще почастивав на прощання Лізімаха і його супровід. Для дружини Лізімаха розстелили дорогі килими, а для Дорікета і його дружини – солом'яні роґожі. Стіл Лізімаха був зроблений із срібла і на ньому розставлено найдорожчі страви; король гетів сидів за дерев'яним столом, м'ясо і овочі, зварені у воді, склали весь його обід. Потім пили чарами вино, а були вони на столі Лізімаха золоті й срібні, на столі ж Дорікета – з турових роґів і дерев'яні. Такий то вже звичай у гетів", – пише Діодор.

Римський імператор Юліан наводить слова, які мав сказати Траян про гетів після завоювання ним Дакії: "Я винищив гетів – людей найхоробріших, що коли-небудь жили на світі. Хоробрі вони не тільки завдяки фізичній силі, а насамперед тому, що глибоко прийняли у свою душу науку бога Зальми, якого високо цінують. У своїй глупоті думають гети, що вони невмирущі, що не гинуть після смерті, а якимось повертаються у інший світ. Ця віра у посмертну мандрівку душ в інший світ породила у них відвагу та завзяття у небезпечних і відважних воєнних діях".

http://narodna.pravda.com.ua/rus/history/4a43cb6bd5e93/view_print/

VIII. Read the text in Hungarian and do the exercises following it.

Szabadságot és leve sport hoztak a szkíták

2009. április 15. 09:50 **Obrusánszky Borbála**

A szkíták kutatása ma is népszerű, és az orosz történészek az elmúlt évtizedekben számos konferenciát tartottak, ahol számos **vitatott** kérdést

próbálták meg tisztázni. Ma már nem ildomos barbárnak nevezni őket, hiszen **kifinomult** művészetük más fejlett ókori civilizációkkal is felveszi a versenyt. Sőt, a szkíták voltak a **legigazságosabb**, legbátrabb népek, akik egyik legnagyobb vívmánya a szabadság volt. Kiváló harcosok lehettek, akik kincseik mellett a zászlóhasználatot és a levesporok ősét hagyományozták az utókorra.



A forrásokból azt is megtudhatjuk, hogy a szkíta népek szervezett **társadalomban** éltek. A görögök közül elsőként Hérodotosz munkája szánt egy külön fejezetet nekik, Sztrabón pedig már részletes leírással szolgált a közép-ázsiai szkíta népek történetéről.

A történészek általában három nagy korszakra osztják fel a szkíták történetét, ebből a korai szakasz még számos kérdést von maga után. A kutatók szoros kapcsolatot mutattak ki a kimmerekkel. Még az sem tisztázott, hogy a népcsoport milyen kapcsolatban állhatott a Belső-Ázsiában élt hunokkal. A legutóbbi kutatások szerint az i. e. 9. században éghajlatváltozás köszöntött be a közép-ázsiai sztyeppéken és szárazság miatt a szkíták nyugatra vándoroltak. Egyes törzseik azonban helyben maradtak, legalább is az Altaj-hegységben csak ezt követően virágzott fel a híres paziriki - kultúra, amelynek valószínűleg a hunok támadásai vetettek véget az i.e. 2. században.

Míg idehaza jól ismerik a dél-szibériai illetve kelet-európai síkság kincseit, kevés szó esik arról, hogy a szkíták ezen kívül hol éltek. A mongóliai szkíta leletek - szarvasos kövek, sziklarajzok - sem túlságosan sokszor szerepelnek a hazai szakirodalomban. Ezen felül a Kelet-Turkesztánban talált leletek az altaji paziriki kultúrával mutatnak nagyfokú **rokonságot**. Feltáratlan területnek számít még Tibet is. Jelenleg külföldiek, de kínaiak is kutatják a térség ősi múltját, főleg a buddhizmus előtti emlékeket próbálják beazonosítani.

Az általános vélekedések szerint az i.sz. 3. századig éltek szkíták az eurázsiai sztyeppe-övezetben. A kelet-európai síkságon néhány erődített

városukat is ismerjük, közülük a mai Szimferopol melletti Neapolisz a legjelentősebb. Az ukrán és orosz kutatók úgy vélik, hogy a szkíták és a velük rokon szarmaták a későbbiekben is megmaradtak egykori területükön. A Krímben még az 5. században is van hír róluk, mikor a hunok elől a Bahcsiszeráj melletti mészkőhegységbe menekültek, ahol megtelepedtek.

A hazai szakemberek a leginkább azt hangsúlyozták, hogy a szkíták nem alkottak államot, hanem **törzsszövetségi** keretek között éltek. Az orosz kutatók többsége elismeri, hogy a szkítáknak volt államuk és államszervezetük. A kurgánokban talált **mívesen** kidolgozott **diadémok** és egyéb hatalmi jelképek szintén az állam meglétét igazolják. Az i.e. 3. századtól már önálló pénzt is vertek. A szkíták között azonban a legértékesebb áru a ló és a hozzá tartozó lószerszámok voltak, amelyeket jó áron **értékesítettek** a piacon. Az viszont, hogy a belső elszámolásnál milyen értékmérőt használtak, nem ismert, elképzelhető, hogy az értéket nemesfém súlyban mérték.

A szkíták társadalma a vérszerződésre épült. Emellett a dinasztikus házasság is fontos egyesítő erő volt, sőt sokszor a kettőt összekapcsolták, hogy szoros köteléket alakítsanak ki a baráti törzsek között.

Ephorosz szerint hozzájuk köthető a tűzfúvó, valamint a fazekas korong feltalálása. A lovas **harcmodor** kialakítása és a lószerszámok készítése mindenképpen az ő érdemük volt. A sírok leletei alapján tudjuk, hogy kiváló fémművesek voltak, ők terjesztették el a bronzművességet a kínai fejedelemségekben. A sztyeppe népek fejlesztették ki a levesporok ősét. Az öltözetnél pedig a csizma, a nadrág, de a bőrpáncél is a szkíták és utódnépeik fejlesztéseit dicsérik.

<https://mult-kor.hu/20090415-szabadsagot-es-levesport-hoztak-a-szkitak>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*organized ethnic group prosper rock
paintings limestone mountain kurgan
(burial mound)
blood oath Bronze sculpture art leather
armour*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|-------------------|--|
| 1. appropriate | a go to live in another area or country |
| 2. leave a legacy | b a rare and valuable metal |
| migrate | c saddles, bridles, and other equipment for horses. |
| identify | d someone who is related to a person who lived a long time ago, or to a family, group of people etc that existed in the past |
| mint | e the expression of approval or admiration for someone or something. |
| precious metal | f suitable or correct in the circumstances |
| saddlery | g a state ruled by a prince |
| principality | h make (a coin) by stamping metal |
| descendant | i establish or indicate who or what (someone or something) is |
| praise | g money or property that you receive from someone after they die |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | |
|---|--|
| 1. felveszi a versenyt | a consider them related people |
| 2. részletes leírás | b very little is said about |
| 3. számos kérdést von maga után | c establish strong bond between tribes |
| 4. szoros kapcsolatot mutattak ki | d to be based on blood oath |
| 5. rokonnépnek tartották őket | e compete with/against |
| 6. támadások vetettek véget | f it is generally believed |
| 7. kevés szó esik arról | g detailed description of |
| 8. általános vélekedések szerint | h attacks put an end to |
| 9. vérszerződésre épül | i close links to smth were detected |
| 10. szoros köteléket alakítsanak ki a törzsek között. | g entail a number of issues |

5. Comprehension questions.

- Who was the first Greek historian to write about the Scythians and how did he describe them?
- Where from do we know about the history of the Scythians and how do historians generally divide it?
- Why did the Scythians migrate westward in the 9th century BC?
- What were the Scythians feared and admired for?
- What apart from their fighting ability were the Scythians remarkable for?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The human story began more than six million years ago, , when our apelike ancestors first began to walk upright.

- a) in Europe
- b) in Asia
- c) in Africa
- d) in America

2. One species, Homo erectus, learned how and (2choices).

- a) to use fire
- b) to use water
- c) to make metal tools
- d) to make stone tools

3. They were followed by more advanced species until, , our own species, Homo sapiens, appeared.

- a) around 200,000 years ago
- b) around 20,000 years ago
- c) around 2,000 years ago
- d) around 200,000 00 years ago

4. Humans belong to a family of upright walking apes, called hominins, which evolved in a) West and North Africa.

- b) West and South Africa.
- c) East and North Africa.
- d) East and South Africa.

5. Australopithecines were small, with brains of those of modern humans, but their footprints were much like ours. a) a third the size

- b) a fourth the size
- c) a fifth the size

- d) a sixth the size
6. A new hominin species, Homo habilis (.), learned how to make stone tools.
- a) handy man
 - b) upright man
 - c) clever man
 - d) funny
7. Homo erectus (.), a descendant of Homo habilis, evolved in East Africa.
- a) short man
 - b) tall man
 - c) upright man
 - d) handy man
8. The discovery of an almost complete skeleton, called , showed that Homo erectus was the first hominin to grow as tall as modern humans.
- a) the Turkana Brother
 - b) the Turkana Sister
 - c) the Turkana Boy
 - d) the Turkana Girl
9. Descendants of Homo erectus, called Homo heidelbergensis, moved , where they hunted elephants and hippos with stone-tipped spears.
- a) into Europe
 - b) into Asia
 - c) into America
 - d) into Africa
10. The first modern humans, called Homo sapiens (.), appeared in Africa 200,000 years ago.
- a) handy man
 - b) upright man
 - c) thinking man
 - d) clever man

UNIT 2

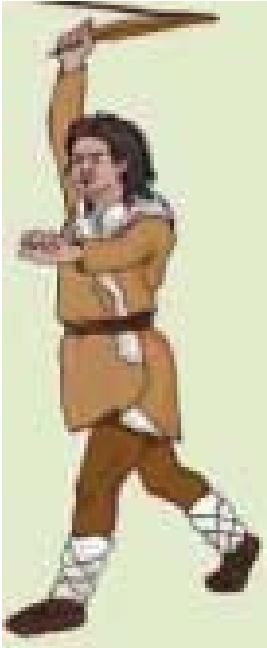
HUNTER-GATHERERS



Until just 10,000 years ago, all humans survived **by hunting animals and gathering plants for food**. This can only support a small population, so hunter-gatherers usually lived **in bands of fewer than fifty people**, who often had to move on to find fresh food supplies. It was as hunter-gatherers, searching for new sources of food, that people settled every continent of the world **except Antarctica**.

Spear-thrower

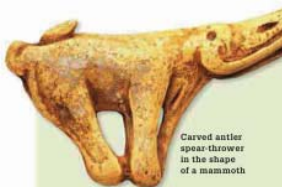
Hunting methods changed over time. One invention, **before 21,000 BCE**, was the spear-thrower, which **added length and leverage to a throwing arm**. In Europe, people decorated their spear-throwers **with carvings of the animals they hunted**.



“The choice for hunter was brutal: starve or move.”
Dr. Jacob Bronowski, *The Ascent of Man*, 1973

Hunting with dogs

At some point before 35,000 BCE, hunters **domesticated dogs**. Dogs were skilled trackers, with their acute senses of smell and hearing, and they provided **speed and sharp teeth for the kill**. Dogs also learned new skills, such as **how to understand human emotions**.



After the Ice Age



From around 12,000 BCE, the world's climate warmed. As ice sheets melted, forests spread and rivers and lakes formed. During the new period, called **the Mesolithic (Middle Stone) Age**, people ate a wider variety of plant foods. **The bow**, ideal for woodlands, became their most important hunting weapon.

KEY EVENTS

62,000 BCE

Arrowheads, found in a **South African cave**, provide the earliest evidence of the bow and arrow. The bow allowed hunters **to kill their prey from a distance**.

39,000 BCE

People in Europe began **to make cave paintings of animals**, such as wild horses, mammoths, and aurochs (wild cattle).

35,000 BCE

Earliest evidence of domesticated dogs, from a cave in Belgium. Dogs were domesticated from wolves, by raising them from puppies.

21,000 BCE People in Europe first used spear-throwers, tools that increased the speed and force of a spear through the air.

Choose your weapon



During the Mesolithic period, people invented **many specialized tools for different purposes**. Hunters made antler and bone harpoons, arrows with flint blades, and spears, traps, and nets for fishing.

Hunter-gatherers today



In a few areas of the world today, people still live as hunter-gatherers. Learning about these societies can help us understand **how the first people might have lived**. In most cases, hunting is left to men, while the gathering of plant foods is the work of women and children. People

own few personal possessions, and share everything they have.

Tracking prey

The San Bushmen of South Africa are **modern-day hunter-gatherers**. Expert trackers and hunters, they use bows and arrows **to kill deer, antelope, zebra, and other animals**. They tip their arrows with poison, which they extract from beetle larvae.

Prehistoric menu

Mesolithic people learned to eat a highly varied diet. Here are some of the foods they would have eaten:

- Berries • Nuts • Seeds • Leaves • Grasses • Roots • Shellfish • Snails
- Fish • Meat • Eggs

13,000 BCE

Mammoth hunters in Ukraine built constructions **from the bones of their prey**. It is not known if these were simply shelters or had some ritual purpose.

12,000 BCE

Mesolithic hunter-gatherers in the Near East became so skilled at gathering wild foods that they were able **to settle down in early villages**. As the climate in Northern Europe warmed up, many large mammals, including woolly rhinos and mammoths, **became extinct**.

<http://pubhtml5.com/zhka/qetk>

I. Read the text. Match the words with their definitions.

1) band, 2) supplies, 3) leverage, 4) carving, 5) starve, 6) tracker, 7) climate, 8) bow, 9) woodland, 10) prey

- a) food and other ordinary goods needed by people every day;
- b) land on which many trees grow, or an area of this;
- c) an animal that is hunted and killed for food by another animal;
- d) a group of people who share the same interests or beliefs, or who have joined together for a special purpose;
- e) the action or advantage of using a lever;
- f) a person who is able to find animals or people by following the marks they leave on the ground as they move over it;
- g) a weapon for shooting arrows, made of a long, thin piece of wood bent into a curve by a tightly stretched string;
- h) a shape or pattern cut into wood or stone or the skill of doing this;
- i) to (cause someone to) become very weak or die because there is not enough food to eat;
- j) the general weather conditions usually found in a particular place.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to survive by hunting animals;
- 2) to live in bands;
- 3) to make cave paintings of animals;
- 4) to make antler and bone harpoons;

- 5) arrows with flint blades;
- 6) the work of women and children;
- 7) to tip the arrows with poison;
- 8) to eat a highly varied diet;
- 9) to build constructions from the bones of prey;
- 10) to settle down in early villages.

IV. Match the beginnings of the sentences with the endings below.



1. Hunter-gatherers tend to have an egalitarian social ethos, although ...
 2. Nearly all African hunter-gatherers are egalitarian, with women
 3. Karl Marx defined this socio-economic system
 4. The egalitarianism typical of human hunters and gatherers is never total, but is striking
 5. One of humanity's two closest primate relatives, chimpanzees, are anything but egalitarian, forming themselves into hierarchies
 6. So great is the contrast with human hunter-gatherers that it is widely argued by palaeoanthropologists that resistance to being dominated was ...
 7. Anthropologists maintain that hunter/gatherers don't have permanent leaders; instead, the person taking the initiative
 8. In addition to social and economic equality in hunter-gatherer societies, there is often,
 9. Hunter-gatherers are often grouped together
 10. Young mothers can enjoy childcare support from their own mothers,
- a) at any one time depends on the task being performed.
 - b) who continue living nearby in the same camp.
 - c) as primitive communism.
 - d) that are often dominated by an alpha male.
 - e) based on kinship and band (or tribe) membership.
 - f) when viewed in an evolutionary context.
 - g) a key factor driving the evolutionary emergence of human consciousness, language, kinship and social organization.
 - h) though not always, sexual parity as well.
 - i) settled hunter-gatherers (for example, those inhabiting the Northwest Coast of North America) are an exception to this rule.
 - j) roughly as influential and powerful as men.

V. Complete the following sentences with the phrases below.

During the 1970s, Lewis Binford suggested that early humans were obtaining food 1) Early humans in the Lower Paleolithic lived 2), which allowed them 3), and fruits besides scavenging. Rather than 4), according to this view, they used carcasses of such animals that had 5) or that 6) Archaeological and genetic data suggest that the source populations of Paleolithic hunter-gatherers survived 7) and dispersed through areas of high primary productivity while 8)

According to the endurance running hypothesis, 9), a method still practiced by some hunter-gatherer groups in modern times, was likely the driving evolutionary force leading to the evolution of certain human characteristics. This hypothesis does not necessarily contradict 10): both subsistence strategies could have been in use – sequentially, alternating or even simultaneously.

<https://en.wikipedia.org/wiki/Hunter-gatherer>

- A - via scavenging, not hunting
- B - either been killed by predators
- C - the scavenging hypothesis
- D - avoiding dense forest cover.
- E - in forests and woodlands
- F - long-distance running as in persistence hunting
- G - in sparsely wooded areas
- H - had died of natural causes
- I - killing large animals for meat
- J - to collect seafood, eggs, nuts

VI. Put the following sentences in the most logical order.

a) Hunting and gathering was presumably the subsistence strategy employed by human societies beginning some 1.8 million years ago, by *Homo erectus*, and from its appearance some 0.2 million years ago by *Homo sapiens*.

b) It remained the only mode of subsistence until the end of the Mesolithic period some 10,000 years ago, and after this was replaced only gradually with the spread of the Neolithic Revolution.

c) This specialization of work also involved creating specialized tools such as fishing nets, hooks, and bone harpoons.

d) Agriculture originated as early as 12,000 years ago in the Middle East, and also independently originated in many other areas including Southeast Asia, parts of Africa, Mesoamerica, and the Andes.

e) Forest gardens originated in prehistoric times along jungle-clad river banks and in the wet foothills of monsoon regions.

f) Prehistoric hunter-gatherers lived in groups that consisted of several families resulting in a size of a few dozen people.

g) Starting at the transition between the Middle to Upper Paleolithic period, some 80,000 to 70,000 years ago, some hunter-gatherers bands began to specialize, concentrating on hunting a smaller selection of (often larger) game and gathering a smaller selection of food.

h) In the gradual process of families improving their immediate environment, useful tree and vine species were identified, protected and improved, whilst undesirable species were eliminated.

i) Forest gardening was also being used as a food production system in various parts of the world over this period.

j) The transition into the subsequent Neolithic period is chiefly defined by the unprecedented development of nascent agricultural practices.

<https://books.google.com.ua/books>

VII. Render the text in English.



Терміном мисливці і збирачі позначають певний рівень розвитку людських суспільств. Суспільство мисливців і збирачів характеризується високою горизонтальною мобільністю. При цьому екологічна ніша відтворення людей суттєво не розширюється, тому що відсутні ефективні штучні засоби її розширення. Для таких суспільств характерні дуже невелика густота населення (зазвичай набагато менше 1 людини на км²), невеликі розміри громад (зазвичай 20-30 осіб) та незначна соціальна диференціація. Втім, за останнім показником мисливсько-збиральницькі суспільства мають значні відмінності. Так, для австралійських аборигенів була характерна яскраво виражена нерівність чоловіків і жінок, а також старших і молодших чоловіків. Такі мисливсько-збиральницькі суспільства називають «неегалітарними». З іншого боку, для мисливців-збирачів Африки (пігмеїв, бушменів, хадза) характерна певна рівність всіх членів громади. Такі мисливсько-збиральницькі суспільства називають «егалітарним».

Більшість етнографічно описаних мисливсько-збиральницьких спільнот були бродячими екстенсивними мисливцями-збирачами. Помітні відмінності від них демонструють інтенсивні спеціалізовані мисливці-збирачі (класичним прикладом тут служать індіанці Північ-

но-Західного Берегу), які можуть характеризуватися осілістю, відносно високою густиною населення (більше ніж 1 людина на км²), значними розмірами громад (до декількох сот осіб), вираженою соціально-економічною нерівністю, відносно розвиненим політичним лідерством. Такі суспільства виникали тільки у місцях з особливо багатими природними ресурсами і все одно мали виражені межі для свого розвитку, оскільки не мали ефективних засобів розширення своєї екологічної ніші.

Ситуація кардинально змінюється після так званої неолітичної революції, після того, як у розпорядженні людей з'являються ефективні штучні засоби розширення їхньої екологічної ніші.

https://uk.wikipedia.org/wiki/Мисливці_і_збирачі

VIII. Read the text in Hungarian and do the exercises following it.

Kőkori hűtőszekrényre bukkantak Ausztriában

2019. október 28. 11:26 MTI

Őskőkori hűtőszekrényt találtak az Osztrák Tudományos Akadémia régészei az ausztriai Kremsben. A mintegy 23 ezer évvel ezelőtt emelt **kőépítményt** egy jól szervezett vadász- és gyűjtögető csoport alkotta, ez eddig az egyetlen ilyen lelet ebből a korból - mondta el az ásatást vezető Thomas Einwögerer. Hasonló hústárolók azonban a mai napig léteznek.

Az Alsó-Ausztria északnyugati részének peremén lévő lelőhely az utolsó jégkorszak idején, időszámításunk előtt 24 500-18 000 évvel ezelőtt jobban hasonlított a mai Észak-Skandináviára, és jóval kevésbé a mai enyhe éghajlatú, szőlőtermelő vidékekre.

"Egészen máshogy kell elképzelni, mint ma: egy nagyrészt fűvel benőtt hideg sztyeppe a földön kúszó fenyőfajtákkal, nyírfákkal vagy fűzfákkal" - mondta Einwögerer. A klíma leginkább száraz volt, a **talaj** pedig egész évben fagyott volt. Ha nyáron **felerősödött** a napsugárzás, csak a **felszín** olvadt fel némileg, a mélyedésekben sár alakult ki.

Ez a terület igen alkalmas volt a **vadászatra** nagyvadakra, vonzóvá vált az őskőkorszaki vadászok számára - közölték a kutatók.

Két kis hegyvonulat között egy katlanban a tudósok a pattintott **kőkorszak** korai időszakát feltáró lelőhelyen bukkantak a "kőhalomra", melyet vélhetően rénszarvashús hűtésére, **tárolására** használtak az akkor élt emberek.

A leletről kiderült, hogy nagyon is megtervezett volt: egy 40-szer 40 méteres nagy táborhely legmagasabb pontján kapott helyet, ahol a legszárazabb maradt a terület nedves-latyakos nyáron is.

Egy rétegben kőlemezt fektettek le, erre rétegezték a kicsontozott húst, majd ismét kövek következtek - mondta Einwögerer. Nagyjából hat ilyen rétegezés után az "építmény" fél méter magas lett, oldalai nagyjából 2,5 méter hosszúak. Végül az egészet kövekkel fedték le. Hasonló stratégiát követnek a ma élő inuitok is Kanada északi részén.



A helyszínen talált rénszarvascsontok (kép forrása: derstandard.at)

A permafrost talaj alulról nagyon jól hűti a húst, ugyanakkor a réseken befúj a szél. Ezáltal mélyhűtéssel fagyasztott hús jön létre, mely hónapokig, vagy akár tovább is megőrzi szavatosságát, ugyanakkor védve marad a ragadozóktól, például rókáktól és farkasoktól.

Ez akkoriban sokat segített a meglehetősen mobilis csoportoknak az élelemellátásban, hiszen hónapokra elhagyhatták a táborhelyet, majd visszatérve sem jelentett gondot a **táplálkozás**.

A helyszínen talált kőpengékből és ékszerekből az akkor élt emberek életére is következtetéseket tudtak levonni a **szakértők**. A csoport valószínűleg nagyon szervezeten élt.

A raktározási módszert mindenesetre nagyon jól **elsajátították**, "mérsékelt erőfeszítéssel viszonylag sok húst tudtak konzerválni" - fogalmazott Einwögerer. A füstöléshez akkoriban nem volt elegendő fa, a levegőn szárításhoz pedig nagy állványokra és sok időre lett volna szükség.

<https://mult-kor.hu/kokori-hutoszekrenyre-bukkantak-ausztriaban-20191028>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

uncovered Paleolithic discover excavation
"meat stores" glacial period permafrost
stone slab carnivore stash

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|-------------------|---|
| 1. site | a to store food for a long time after treating it so that it will not decay |
| 2. countryside | b a place that is used for a particular purpose |
| 3. steppe | c a part of a surface that is lower than the other parts |
| 4. conifer | d become or cause to become less hot |
| 5. mountain range | e a place used for camping |
| 6. depression | f a line of mountains connected by high ground |
| 7. cooling | g a tree that bears cones and evergreen needlelike or scalelike leaves. |
| 8. food supply | h the land and scenery of a rural area |
| 9. campsite | i make food available to someone; provide |
| 10. preserve | g a large area of flat unforested grassland in southeastern Europe or Siberia |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | |
|--|---------------------------------------|
| 1. jól szervezett | a highly mobile hunters and gatherers |
| 2. meglehetősen mobilis vadászok- és gyűjtögetők | b well organized |
| 3. szőlőtermelő vidék | c “stone-age” refrigerator |
| 4. igen alkalmas | d keep protected |
| 5. vonzóvá válik | e conclusions could be drawn |
| 6. mélyhűtéssel fagyasztott | f with moderate effort |
| 7. védve marad | g highly suited to |
| 8. következtetéseket tudtak levonni | h become attractive |
| 9. mérsékelt erőfeszítéssel | i deep frozen |
| 10. kőkori hűtőszekrény | g winegrowing region |

5. Comprehension questions.

- What kind of remains have archaeologists uncovered?
- What have Researchers from the Institute of Oriental and European Archeology of the Austrian Academy of Sciences (ÖAW) discovered?
- Which period is the discovered site in Kammern-Grubgraben from?
- What were the so-called “meat stores” constructed from?
- Where did the highly mobile hunters and gatherers stash supplies?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. Until just , all humans survived by hunting animals and gathering plants for food.
 - a) 20,000 years ago
 - b) 200,000 years ago
 - c) 10,000 years ago
 - d) 100,000 years ago
2. Hunter-gatherers usually lived in bands of , who often had to move on to find fresh food supplies.
 - a) more than fifty people
 - b) more than sixty people
 - c) fewer than twenty people
 - d) fewer than fifty people
3. One invention, before 21,000 BCE, was the spear-thrower, which added length and leverage a) to a throwing arm.
 - b) to a throwing shoulder
 - c) to a catching arm
 - d) to a catching leg
4. At some point before 35,000 BCE, hunters domesticated
 - a) pigs.
 - b) sheep.
 - c) dogs.
 - d) bears.
5. Dogs also learned new skills, such as how to understand
 - a) human emotions.
 - b) human speech.
 - c) human movements.
 - d) human gestures.

6. In 39,000 BCE people in Europe began to make cave paintings
- a) of children.
 - b) of animals.
 - c) of gods.
 - d) of relatives.
7. As the climate in Northern Europe, many large mammals, including woolly rhinos and mammoths, (2choices).
- a) warmed up
 - b) cooled down
 - c) became extinct
 - d) grew in number
8. Mesolithic hunter-gatherers in the Near East became so skilled at gathering wild foods that they were able to settle down
- a) in early kingdoms.
 - b) in early towns.
 - c) in early villages
 - d) in early castles.
9. The San Bushmen tip their arrows with poison, which they extract from
- a) roots
 - b) beetle larvae
 - c) bees
 - d) plants
10. The San Bushmen are modern-day hunter-gatherers.
- a) of South Africa
 - b) of South America
 - c) of North America
 - d) of East Asia

UNIT 3

200,000 - 10,000 BCE

Ice sheets

110,000 BCE



The latest ice age began **more than 1.8 million years ago** and ended about 10,000 years ago. During this period huge glaciers formed and spread **south from the North Pole**. Several times these glaciers partly melted so they covered less area. At times glaciers covered all of Canada, much of the United States, and most of northwestern

Europe. The ice was hundreds or even thousands of feet thick.

The lands just south of the glaciers were **colder than they are today**. The ground near the edges of the glaciers was **permanently frozen**. Nevertheless, there was a variety of plant and animal life. Few trees could grow, but grasses and some flowering plants covered the land **during warmer seasons**. Many large mammals, including reindeer, musk-oxen, and woolly mammoths, roamed the land. By the end of the latest ice age, **modern humans** were living south of the glaciers as well.



A map shows five great ice caps, or centers, from which the ice moved outward during the last Ice Age

Scientists are not sure what caused the ice ages. **Changes in Earth's orbit around the sun** may be one cause. These changes would have caused parts of Earth to receive less heat from the sun at certain times. Another possible cause is **changing amounts of dust and gases in the air**. More dust and fewer gases could have caused Earth's surface to cool.

200,000 BCE NEANDERTHALS



In Europe and the Near East, Neanderthals, **a new human species** adapted to cold conditions, appeared. Stocky and muscular, Neanderthals hunted large mammals **using spears at close quarters**. Neanderthals dressed in skins and lived in caves, where they also buried their dead.

Neanderthals probably lived **in extended family groups**, in rock shelters or caves.



Skin scraper

Neanderthals made **a wide range of tools and weapons**. This scraper, for preparing skins, was shaped by chipping flakes from the flint with a hammer of bone or antler.

"If we went back 100,000 years... here might have been as many as six different kinds of humans on the Earth. All those other kinds have disappeared, and left us as the sole survivors."

Dr. Chris Stringer of the Natural History Museum, London



Hand painting from a cave at Chauvet, France

85,000–70,000 BCE Into Asia

Modern humans, *Homo sapiens*, moved out of Africa and into Asia. They then spread east across South Asia, keeping to the warmer southern regions. The previous human species in Asia, *Homo erectus*, **had already become extinct**. **50,000 BCE First sea voyages**



Modern humans from Asia made the earliest known boat journeys, crossing the sea to settle Australia. There, they found **unfamiliar new animals**, including the Giant Kangaroo and many large flightless birds.

Many of these became extinct **following the arrival of humans.40,000 BCE****Cro-Magnons**

The first modern humans in Europe are called **Cro-Magnons**, after a site in France. They were the first people to make tailored clothes using bone needles.

39,000 BCE**First artists**

Early humans created works of art—**cave paintings of animals and carvings of animals** and people. They also left images of their own hands on the cave walls, by spitting or blowing pigment over them.

24,000 BCE**Last Neanderthals**

Following a period of extreme climate change, Neanderthals became extinct. Their last known outpost was **a cave in Gibraltar, south of Spain**. With the disappearance of the last Neanderthals, Homo sapiens was the only human species on Earth. **15,000 BCE****Into America**

Modern humans from Asia crossed into the Americas, **following herds of game**. They were able to do this because the lower sea levels created a land bridge between the two continents, where today the Bering Strait divides Russia from Alaska.

14,000 BCE

First pots



Hunter-gatherers in Japan made the first pots—clay copies of woven baskets called “Jomon” (cord patterned) ware. In most other places, pottery was only invented once people became settled farmers.

Magical creatures

Around 17,000 years ago in Lascaux, France, early people decorated a network of caves

with paintings of 2,000 animals, including horses, aurochs (wild oxen), bison, and stags. Perhaps these paintings were used in ceremonies to bring good hunting. We do not know. But when they were illuminated **by the flickering light of stone lamps**, the beasts must have seemed to have magical powers.



The Hall of Bulls in the Lascaux caves, France

“Most people don’t realize how huge some of the paintings are. There are pictures of animals there that are ten, fifteen feet long, and more.”

Ralph MORSE, US photographer, who took the first photos of the Lascaux caves, in 1947.<http://pubhtml5.com/zhka/qetk>

I. Read the text. Match the words with their definitions.

1) glacier, 2) reindeer, 3) scraper, 4) needle, 5) herd, 6) pottery, 7) beast, 8) stag, 9) bison, 10) cave .

a) a tool typically formed by chipping the end of a flake of stone in order to create one sharp side and to keep the rest of the sides dull to facilitate grasping it;

b) an adult male deer;

c) a large hole in the side of a hill, cliff, or mountain, or one that is underground;

d) a large mass of ice that moves slowly;

e) objects that are made out of clay by hand;

f) a thin metal pin, used in sewing, that is pointed at one end and has a hole called an eye at the other end for thread;

g) a large wild animal, similar to a cow but having a larger head and shoulders covered in hair, found in North America and Europe;

h) a type of deer with large horns that lives in the northern parts of Europe, Asia, and North America;

i) a large group of animals of the same type that live and feed together;

j) an animal, especially a large or wild one.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

1) to be permanently frozen;

2) a variety of plant and animal life;

3) changing amounts of dust;

4) to adapt to cold conditions;

5) hunted large mammals; 6) to make tailored clothes;

7) to follow herds of game;

8) to become settled farmers;

9) to have magical powers;

10) to take the first photos.

IV. Match the beginnings of the sentences with the endings below.

1. The people who may have been living in central North America 20,000 years ago.

2. The men hunted along the edge of a great wall of ice that

3. In summer the women fished in

4. These people were living in the grip of the latest Ice Age, a period when all of Canada, much of the United States, and most of northwestern Europe.

5. But these people did not.



6. The average temperature was only 10 or 12 degrees lower.
7. Moreover, this cooler average and the very Ice Age itself
8. There was not enough heat in the warm months to melt away.
9. So they piled up year after year, until
10. The biggest difference between

the country near the edge of the ice sheet and

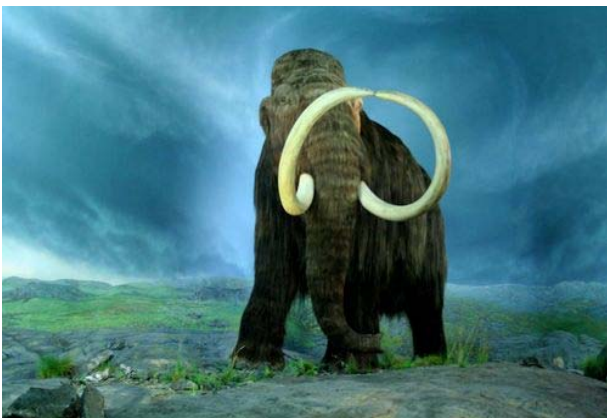
- a) chill streams that flowed from the melting ice.
- b) than it is today along the border between the United States and Canada.
- c) saw ice and snow the year round.
- d) they covered the northern country.
- e) lay buried beneath sheets of ice hundreds or even thousands of feet thick.
- f) the previous winter's snow and ice.
- g) the same country today was in the vegetation and animal life.
- h) extended across the continent from ocean to ocean.
- i) live in bitter cold.
- j) were caused largely by cool summers rather than by bitter winters.

<http://discovermagazine.com/1998/apr/newwomenoftheice1430>

V. Complete the following text with the phrases below.

The Disappearance of the Megafauna

Woolly Mammoth



Such diversity is hard to imagine from our own point of view, in a time when 1) to suit their own needs to such an extent the habitats of many animals have already shrunk or disappeared completely. Indeed, a lot of the creatures named above have long since vanished 2) Quite a few of the big ones, in particular, collectively

3), seem to have dwindled and died out towards the end of the Pleistocene in a massive extinction event.

The last of the cave bears seem 4) somewhere between 30,500 - 28,500 years ago, around the time of the Last Glacial Maximum (the most

recent glacial, in which 5) between 26,500 to 19,000 years ago). In fact, the northern reaches of Eurasia saw as much as around 37% of species weighing upwards of 44 kg disappear from this time onwards. Species such as 6)clung on until 14,000 years ago, the latter already having retreated far into northeastern Siberia as a final refuge by this time, seemingly having trouble 7) (which also affected the plants it normally ate).

Our iconic mammoth actually 8) (alongside the Giant Deer, which is last known from the Urals in Siberia around 7700 years ago), albeit pushed back to a last retreat at Wrangel Island in Arctic Siberia where it finally gave in 3600 years ago. This is one species on which the impact of climate change can clearly be seen, as after the Last Glacial Maximum ended, the warmer conditions 9) into the mammoths' climatic niche, and their numbers plummeted. We know that humans also hunted them quite successfully, and it seems the challenging climate left the mammoths quite vulnerable.

This combination of climatic as well as human-induced effects was arguably the culprit when it came to the extinction of more of these Pleistocene favourites, including 10)

The finer details are subject to fierce discussion, though.

- A – cave lions and woolly rhinoceros
- B – from the face of the earth.
- C – the Eurasian steppe bison and the wild horse.
- D – seem to have made a serious dent
- E – referred to as the Pleistocene megafauna
- F – dealing with the late-glacial warming climate
- G – the ice sheets reached peak growth
- H – to have met their end
- I – survived into the Holocene
- J – humans have shaped the world

<https://www.theguardian.com/environment/2013/oct/30/how-many-more-new-species-are-left-to-discover>

VI. Put the following sentences in the most logical order.

Early Humans



Muskox on the Tundra

a) As with the other fauna, prehistoric humans were directly impacted by the unpredictable Quaternary climate.

b) As such, humans became ever more resourceful.

c) The climatic variations also opened up green corridors across the Sahara between roughly 50,000 –45,000 years ago and 120,000 –110,000 years ago, interestingly, their appearance coincides with the main migrations of *Homo sapiens* out of sub-Saharan Africa.

d) In fact, it seems that our survival and development was actually shaped by the rapid shifts in conditions that came with the Ice Age.

e) Lower sea levels consequently even left Australia within reasonable striking distance, and Beringia was turned into steppe land during the cold snaps, forming a possible passageway for humans into the Americas.

f) Adaptability also means it became possible to move to entirely new areas and learn to cope with their specific quirks and to take advantage of them.

g) Within Europe, they then learned to ebb and flow along with the growth and decline of the glaciers and carved out some nice spots for themselves.

h) All the big benchmarks of species appearance within our evolutionary history, as well the appearance of the different stone technologies, can be linked to periods of very high climatic variation.

i) Around 870,000 years ago, for instance, there was a marked drop in temperature which pushed large herbivores into southern Europe and opened up a corridor through the Po Valley, of which *Homo heidelbergensis* seems to have been keenly aware.

j) Humans thus had to be able to adapt not just, for instance, to rainy forests but also arid grasslands, and the ones who were good at this obviously did better than their more limited peers.

<https://text.ru/rd/aHR0cHM6>

VII. Render the text in English.

Причиною Малого льодовикового періоду стали вулкани



Згідно із нещодавніми висновками вчених, Малий льодовиковий період був спричинений "охладжуючим" ефектом численних вулканічних вивержень, а також збільшенням площі Арктичних льодовиків. Міжнародна команда дослідників детально вивчила зразки стародавніх рослин з Ісландії та Канади, а також льодовикові мінеральні відкладення та дійшла висновку, що

вулканічні виверження, які сталися в період до 1300 року, могли спричинити зниження температури в Арктичному регіоні настільки, щоб льодовики почали збільшуватися.

Науковці запевняють, що це і стало причиною значного зниження температури на нашій планеті, яке тривало кілька століть. Вчені ще й досі сперечаються щодо точної дати початку Малого льодовикового періоду: одні твердять, що він розпочався у 15 столітті, інші ж наполягають на тому, що це сталося на два-три століття раніше.

Чому ж так холодно?

Під час Малого льодовикового періоду загальносвітова температура знизилася менше ніж на 1 градус за Цельсієм, проте у деяких частинах Європи цей показник був дещо більшим, особливо взимку. Для прикладу, в Лондоні взимку було настільки холодно, що Темза повністю замерзала, і її можна було перейти просто по кризі.

Донедавна на питання, що стало причиною такого похолодання, у вчених не було відповіді. Проте нещодавно група дослідників університету штату Колорадо у місті Боулдер (США) під керівництвом доктора Гіффорда Міллера зробила досить цікаве відкриття. За їх висновками, початок Малого льодовикового періоду був спричинений низкою вулканічних вивержень, що сталися у тропічному регіоні в період між 1250 та 1300 роками.

Науковці розповідають, що внаслідок вивержень у верхні шари атмосфери потрапили частки сульфатів, а вони, як відомо, віддзеркалюють сонячні промені, повертаючи їх назад у космос. Дослідники надзвичайно радіють своєму відкриттю, адже до них ще нікому не вдалося визначити головну причину та час початку Малого льодовикового періоду. Окрім цього, науковці також знайшли докази, які пояснюють, чому період похолодання розтягнувся на кілька століть.

Таємниці льодовиків

Науковці проаналізували мінеральний склад льодовикових відкладень цього періоду, здобутих біля берегів Ісландії та островів Канадського арктичного архіпелагу, які протягом століть безліч разів опинялися під льодовиком, що насувався з Антарктики.

Справа у тому, що коли лід насувається на сушу, то "підминає" під себе рослини, що потім зберігаються у ньому ніби у капсулі часу. А потім вчені за допомогою радіо-вуглецевого методу можуть визначити, коли саме це сталося. А отже залишки стародавніх рослин у льоді можуть багато чого розповісти про розмір льодовиків у різні періоди історії, а також опосередковано і про кліматичні умови на планеті в ті часи. Окрім цього, вчені аналізували і кількість відкладень, принесених льодовиками, щоб визначити товщину льодовикового покриву.

Зібравши ці дані, науковці дійшли висновку, що похолодання на планеті почалося у період між 1250 та 1300 роками із подальшим зниженням температури в період між 1430 та 1455 роками. Першому з цих періодів передувала низка з чотирьох вулканічних вивержень, що сталися імовірно у тропічних регіонах, починаючи з 1256 року, але точної відповіді щодо того, де саме розташовувалися ці вулкани, поки що немає.

Льодовиковий період, частина друга

Другу хвилю похолодання пов'язують із виверженням вулкану на острові Кувае (сучасна Вануату). Як правило, вулканічні викиди стають причиною охолодження клімату на кілька років. Проте, коли дослідники зробили комп'ютерне моделювання змін клімату внаслідок вулканічних вивержень, то побачили, що навіть незначного, але різкого похолодання було цілком достатньо, щоб льодовики Арктики почали збільшуватися. А збільшення площі льодовикового покриття, своєю чергою, призвело до того, що у космос почало віддзеркалюватися ще більше сонячних променів. Більше того, значно слабшим у цьому регіоні став і вплив теплої течії, що сьогодні відома як Гольфстрім.

Подальші дослідження Малого льодовикового періоду показали, що ще однією причиною зниження температури у зазначений період могло стати і зниження сонячної активності, зокрема зниження кількості ультрафіолетових променів.

https://www.bbc.com/ukrainian/science/2012/01/120131_little_ice_age_ag

VIII. Read the text in Hungarian and do the exercises following it.

Szentély lehetett a cro-magnoni ember számára a csodálatos Lascaux-i barlang

2019. szeptember 12. 12:37 MTI



79 éve, 1940. szeptember 12-én **fedezték fel** a Lascaux-i barlangot, amely őstulkok, lovak, szarvasok ábrázolásainak páratlan gazdagságát őrzi a délnyugat-franciaországi Vézere folyó völgyében.

A tizenhétézer éves festmények, amelyek a lascaux-i erdőség 250 méter hosszú mészkőbarlangjának termeit fedik, jó ideje már csak a szakemberek által látogathatók, a turistáknak be kell érniük az eredeti „facsimile kiadásával”, a két leglátványosabban díszített járat hű másolatával.

Kép forrása: lascaux-dordogne.com

A **barlangot** 1940. szeptember 12-én fedezte fel négy kamasz fiú, amikor Robot nevű kutyájuk egy hasadékba esett. A felfedezésről egyikük értesítette tanárukat, Léon Lavalt, aki megállapította, hogy a falakat a pattintott kőkorszakból származó festmények borítják. A tanár Henri Breuil abbé, neves őskorkutató segítségét kérte: az „őstörténet pápája” állapította meg a falfestmények és vésetek hitelességét.

A barlangot 1948-ban nyitották meg a nagyközönség előtt, 1963-ban azonban André Malraux akkori kulturális miniszter a barlang bezárása mellett döntött.

A sok látogató miatt - 15 év alatt egymillióan keresték fel a különleges szépségű őskorszaki szentélyt - ugyanis megjelent a „zöld betegség”: a cipőtálpakon **behurcolt** mikroorganizmusok révén algák telepedtek meg a falakon.

A problémán antibiotikumos permittel lehetett segíteni, de a látogatók által kilélegzett szén-dioxid kémiai reakcióba lépve kalcitként csapódott ki a falakon, amire nem találtak ellenszert.

Hogy a páratlan szépségű barlangrajzokat is **megőrizhessék** és az érdeklődők is megismerhessék a cro-magnoni emberek remekműveit, 1972-ben egy régi kőbányában, az eredeti barlangtól kétszáz méternyire megkezdődött a "másolat" építése.

A munkálatok befejezése után szobrászok mintázták meg öt éven át, centiméterről centiméterre haladva a barlang falát az eredeti alapján, majd Monique Peytral festőművész festette ki azokat az eredetivel teljesen **megegyező** színekkel és technikával - öt milliméteres hibahatárral - a Bikák terme és a Központi mélyedés falait díszítő **alkotásokat**.

A festő hat évig dolgozott az ábrákon. Az eredeti bezárása után húsz évvel nyílt meg a Lascaux II néven ismert új „barlang”.

A cro-magnoni ember, a homo sapiens egyik fajtája, a mai ember közvetlen jégkori elődje - nevét a Dordogne megyei Les-Eyzies-de-Tayac település Cro-Magnon-sziklafaláról kapta, amelynek tövében **maradványait** feltárták - nem volt barlanglakó, csak festeni járt oda, ezért feltételezik, hogy Lascaux egyfajta szentély lehetett számára.

A barlangban használati tárgyakat is találtak. A cro-magnoni ember számos technikát alkalmazott, szőrből és növényi anyagokból készült ecsetet is használt, a szájába vett festéket a falra köpte, dárdaheggyel készített véseteket.

Zsírral töltött mécesst használt, és ismerte az állványkészítés technikáját, mert a falak felső, nem agyagos részeit és a mennyezetet díszítette rajzaival. A képek mellett ismétlődő, eddig még **megfejtetlen** jelek láthatók, amelyről feltételezik, hogy a cro-magnoni ember írása lehetett.

A Bikák termét, a Központi mélyedést, az Átjárót, a Hajót és az Apszist számtalan fekete bikát, lovat, vörös tehenet, kőszáli kecskét, szarvast

ábrázoló festmény borítja. Alkotóik ismerték a perspektívát. A barlangban található egyetlen **emberábrázolás**, egy hanyatt fekvő, madárfejű, nagylábú férfi a hat méter mély Gödörben látható.

A barlangtól hét kilométerre lévő Thot parkban élőben megtekinthetők a barlangban ábrázolt állatok. Az is megtudható, hogy a festményeken szereplőkhöz megszólalásig hasonlító, valaha Franciaországban is honos, de kihalt őstulkokat a 20. században tenyésztették ki újra korzikai, magyar és skót házi szarvasmarhafajták keresztezésével.

Lascaux II nem kevésbé **népszerű**, mint annak idején az eredeti: az idegenvezető szerint évente 280 ezren látogatják.

<https://mult-kor.hu/szentely-lehetett-a-cro-magnoni-ember-szamara-a-csodalatos-lascaux-i-barlang-20190912>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*spiritual sanctuary grotto replica expert
limestone cave “green malady”
drawings and engravings everyday objects
scaffolding technique bear a striking resemblance*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|---------------------------------|---|
| 1. depiction of | a make (something) look attractive to the greatest extent |
| 2. most spectacularly decorated | b come to a resolution in the mind as a result of consideration |
| 3. establish | c a person in former times from whom one is descended |
| 4. decide on something | d a prehistoric man who lived in caves |
| 5. immediate ancestor | e having been in existence for a long time and therefore recognized and generally accepted |
| 6. caveman | f (of a plant or animal) of indigenous origin or growth |
| 7. sanctuary | g cause (an animal) to produce offspring, typically in a controlled and organized way |
| 8. native to | h a holy place |

- | | |
|-------------------------|--|
| 9. breed | i describe something or someone in writing or speech, or to show them in a painting, picture etc |
| 10. cross fertilisation | g a particular kind of person or type of thing |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|--|---|
| 1. különleges szépségű | a open to the public |
| 2. nyitott a nagyközönség számára | b strikingly beautiful |
| 3. dolgozni a replikán | c dating back to the palaeolithic era |
| 4. látványos festmények | d unwittingly destroying the Unesco world heritage site |
| 5. grotto/barlang pontos mása | e work on the replica |
| 6. kőbe vésve | f replica grotto |
| 7. őskori művészeti példák | g examples of prehistoric art |
| 8. föld alatti barlangok hálózata | h etched into stone |
| 9. a paleolitikum korszakába nyúlik vissza | i network of subterranean caves |
| 10. akaratlanul megsemmisíti az UNESCO világörökség részét | g spectacular paintings |

5. Comprehension questions.

- What did a group of teenagers stumble across one day?
- Why has Lascaux been closed to the public for more than 50 years?
- What is the replica grotto like?
- How did the work on the replica enable experts to discover new details about the original Lascaux?
- What do experts believe the Lascaux caves were used for?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The latest ice age began more than 1.8 million years ago and ended about.....
 - a) 10,000,000 years ago
 - b) 100,000,0 years ago
 - c) 100,000 years ago
 - d) 10,000 years ago
2. At times glaciers covered all of Canada, much of the United States, and most of.....
 - a) southwestern Europe.
 - b) northeastern Europe.
 - c) northwestern Europe.
 - d) southern Europe.
3. Many large mammals, including,, and, roamed the land(3choices).
 - a) reindeer
 - b) bisons
 - c) musk-oxen
 - d) woolly mammoths
4. Changes in Earth's orbit around the sun would have caused parts of Earth to receive at certain times.
 - a) less heat from the sun
 - b) more heat from the sun
 - c) more cold from the glaciers
 - d) less cold from the glaciers
5., Neanderthals, a new human species adapted to cold conditions, appeared.
 - a) In Africa and the Near East
 - b) In Europe and the Far East
 - c) In Europe and the Near East
 - d) In Asia and the Near East
6., Neanderthals hunted large mammals using spears at close quarters.
 - a) Stocky and tall
 - b) Tall and well-built
 - c) Short and thin
 - d) Stocky and muscular
7. Following a period of extreme climate change, Neanderthals became extinct. Their last known outpost was a cave in Gibraltar,.....
 - a) north of Spain

- b) south of Spain
- c) west of Spain
- d) east of Spain

8. Modern humans from Asia were able to cross into the Americas because the lower sea levels created a land bridge between the two continents, where today the Bering Strait divides

- a) Canada from the USA
- b) Russia from Alaska.
- c) Russia from the USA
- d) Finland from Alaska

9. Hunter-gatherers in Japan made the first pots—clay copies of woven baskets called (cord patterned) ware.

- a) "Domon"
- b) "Lemon"
- c) "Comon"
- d) "Jomon"

10. Around 17,000 years ago in Lascaux, France, early people decorated a network of caves with paintings of , including horses, aurochs (wild oxen), bison, and stags.

- a) 2,000 animals
- b) 2 animals
- c) 20 animals
- d) 200 animals

UNIT 4

FIRST FARMERS 9500 BCE



People in Egypt and the Near East became **the first farmers**. With the arrival of farming, a new period called **the Neolithic (New Stone) Age** began. In other parts of the world, where people still lived as hunter-gatherers, **the Mesolithic (Middle Stone) Age** continued.

From 9500 BCE, people in Egypt and western Asia learned **how to sow, harvest, and store crops**. They also domesticated animals, such as goats, sheep, cattle, and pigs—they had become farmers, beginning a new period called the Neolithic (New Stone) Age. **In East Asia and the Americas**, farming was adopted later, and different native crops were grown.



The Fertile Crescent

Farming began in an area known as **the “fertile crescent”** (shown in green above), which stretched **from the Mediterranean to the Persian Gulf**. It followed the courses of three great rivers—the **Nile, the Tigris, and the Euphrates**—which flooded regularly, depositing silt to

make the soil fertile. Here grew wild grasses, ancestors of wheat, barley, rye, and other food crops.

Hard labor

Farming people had to work harder than hunter-gatherers. Women spent long hours grinding grain by pushing a small stone backward and forward on a large stone, called a quern. Skeletons from this period show that kneeling at the quern caused **arthritis and damaged toes and ankles**.

KEY EVENTS

9500 BCE

First farming began in Egypt and western Asia, as people settled to cultivate wild grasses.

8500 BCE

Goats and sheep were domesticated **in the Near East**. 8000 BCE

In Mesoamerica, people learned to grow squash. Rice was first domesticated **in China**.

7000 BCE Pigs were domesticated **in Turkey** and cattle in the Near East. Corn was developed from wild teosinte in Mexico. 6500 BCE

Chinese farmers grew millet **along the Yellow River**, and rice by the Yangtze. **Settled life**

Farming allowed people to stay in one place, settling in villages that then grew into towns.

Settling down changed many aspects of daily life, bringing with it advantages and disadvantages.

Pros

- Easier to raise bigger families
- Life was more comfortable
- There was access to goods, through trade
- Potential for wealth and power, for some

Cons

- Overcrowding
- Risk of disease, caught by living alongside other people and animals
- Disposal of rubbish and sewage was a problem
- Farmers' wealth attracted attackers

Ancestor worship

Living in one place, farming people became aware **of the ancestors who had lived before them**. They believed that the dead watched over them. In 'Ain Ghazal, Jordan, statues of people, perhaps ancestors, were found buried **in pits beneath houses**. This may have been part of a ritual of ancestor worship.

Practical pots

Most pottery was too heavy and fragile to be carried by hunter-gatherers, but when people settled, pots **revolutionized their lives**. They could use them to carry liquids, store grain, and cook food over a fire. Pottery was also decorative, and became **a way of displaying wealth**.

American farmers

Around 8000 BCE, farming was developed in Mesoamerica (present-day Mexico and Central America) and South America. **There were few large animals suitable for farm work**, so Americans never invented wheeled transportation or the plow. Many different native crops and animals were found in this region: **Corn**
Domesticated in Mesoamerica from a wild grass called teosinte.

Potatoes

Wild potato species grew across the Americas.

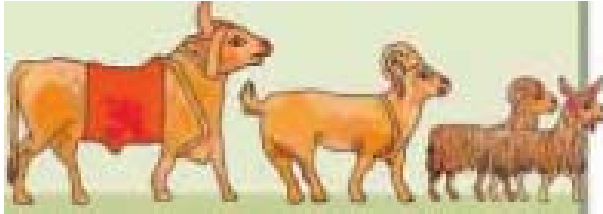
Llamas and alpacas

Used for their meat, wool, dung (for fuel and fertilizer), and also as pack animals.

Guinea pigs

These animals are a major meat source in the Andes.

Animal adaptation



Animals changed **when they were domesticated**. Cattle and sheep became smaller and more docile than their wild ancestors. Sheep lost their long horns and developed a **thick woolly fleece**.

KEY EVENTS

6000 BCE In Sumeria,

Mesopotamia, the cultivation of crops occurred on a large scale.

5000 BCE

Farming spread across Europe, West Asia, and North Africa.

5000 BCE

In the Andes mountains of South America, llamas were tamed.

4000 BCE

Paddy field cultivation of rice began in China. In the Mediterranean, vines and olives were farmed.

The invention of farming changed human life forever. People now lived a **settled life** that could support many more people than hunting and gathering. As the population exploded, villages grew **into towns and cities**, and different classes appeared. The earliest civilizations developed in **Egypt and Mesopotamia**, with kings, organized religion, and writing. A great advance was made when people learned how to use metals, for tools, weapons, and jewelry. Competition over land and resources also led to the first wars. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) Mesolithic, 2) to sow, 3) to harvest, 4) to domesticate, 5) crescent, 6) gulf, 7) to flood, 8) ancestor, 9) arthritis, 10) fragile.

- a) to pick and collect crops, or to collect plants, animals, or fish to eat;
- b) easily damaged, broken, or harmed.
- c) to cause to fill or become covered with water, especially in a way that causes problems;
- d) relating to the middle part of the Stone Age (= the period when humans used tools and weapons made of stone);

- e) a serious condition in which a person's joints (= the places where two bones are connected) become painful, swollen, and stiff;
- f) (something with) a curved shape that has two narrow pointed ends, like the moon when it is less than half of a circle;
- g) to put seeds in or on the ground so that plants will grow;
- h) a person related to you who lived a long time ago;
- i) to bring animals or plants under human control in order to provide food, power, or company;
- j) a very large area of sea surrounded on three sides by a coast.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) the arrival of farming;
- 2) to domesticate animals;
- 3) to make the soil fertile;
- 4) to cause arthritis and damaged toes;
- 5) to cultivate wild grasses;
- 6) to change many aspects of daily life;
- 7) to become aware of the ancestors;
- 8) a ritual of ancestor worship;
- 9) to become a way of displaying wealth;
- 10) animals suitable for farm work.

IV. Match the beginnings of the sentences with the endings below.

What Were the First Farms Like?

1. By 3500BC people in many parts of Britain.
2. They made clearings in the forest and built
3. The early farmers grew
4. Some farmers grew beans and peas. Others grew a plant called flax, ..
.....
5. Neolithic farmers kept lots of animals. They had herds of wild cows ..
.....
6. The cattle provided beef, as well as milk and cheese. Sheep and goats.
.....
7. Wild pigs were domesticated and
8. Dogs helped on the farms too. They
9. Dogs were probably treated as
10. The early farmers still went hunting and gathered nuts and berries to eat, but

- a) that had been domesticated (tamed).

- b) had set up farms.
- c) they spent most of their time working on their farms.
- d) which they made into linen for clothes.
- e) groups of houses, surrounded by fields.
- f) herded sheep and cattle and worked as watchdogs.
- g) family pets, like they are today.
- h) provided wool, milk and meat.
- i) wheat and barley, which they ground into flour.
- j) kept in the woods nearby.

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles>

V. Complete the following text with the phrases below.

What is Stonehenge?



Stonehenge is one of the world’s most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones 1)

Stonehenge was built over many hundreds of years. Work began in the late Neolithic Age, around

3000 BC. Over the next thousand years, people 2) The last changes were made in the early Bronze Age, around 1500 BC.

We may never know exactly 3), but people probably gathered there for religious ceremonies.

How was Stonehenge built?

The first task was 4) Archaeologists believe that the ancient Britons hammered wedges of wood into cracks in the stone. When the wood was soaked in water, it 5) Next, the builders used chisels and hammers to shape them.

The stones were then transported to the building site. They were probably carried 6), then dragged overland 7) It's believed that the stones were placed on giant wooden sledges and pulled along the ground using log rollers. The builders dug deep ditches for the stones. Then they pulled on ropes to raise them and packed the ditches 8)

What was Stonehenge for?

Why did the ancient Britons build such a massive monument at Stonehenge? What exactly went on at this sacred site? Some people think

that Stonehenge was used to study 9) Other people think it was a place of healing.

The ancient Britons believed that the Sun and Moon had 10) It is very likely that they held special ceremonies at Stonehenge on Midsummer's Day (the longest day of the year) and on Midwinter's Day (the shortest day of the year).

Many experts believe that Stonehenge was used for funerals. They suggest that people carried the dead along the River Avon, and then walked up to Stonehenge in a grand procession. The most important funeral ceremony of the year was probably held on Midwinter's Night at Stonehenge.

- A – a special power over their lives.
- B – by teams of men and oxen.
- C – can be seen from miles around.
- D – the movements of the Sun and Moon.
- E – made many changes to the monument.
- F – to cut the boulders into shape.
- G – why Stonehenge was built
- H – expanded and split the stone.
- I – on rafts down rivers
- J – with rocks to hold the stones in place.

VI. Put the following sentences in the most logical order.

Europe's First Farmers



a) Thousands of years ago, the steep geologic folds of the Danube Gorges region, in present-day Romania and Serbia, were lushly forested and filled with game.

b) Strontium, which is present in the environment and becomes a permanent part of our tooth enamel in childhood, leaves a distinctive signature that lets scientists pinpoint an individual's place of origin.

c) "In Southeastern Europe," Price says, "the colonization model is what's going on."

d) It was an ideal home for the foragers who had lived there for millennia.

e) Price recently analyzed strontium isotopes in 153 sets of human teeth from ancient burials in the Gorges.

f) The technique allowed Price and Dušan Borić, of Cardiff University, to document an influx of farmers into the area, including a number of women, who may have married into foraging groups.

g) The Danube River itself teemed with fish.

h) The work helps settle a decades-old debate about whether farming was brought to Europe by colonizers or diffused from community to community.

i) They came from the south and east, and hailed from farming communities, says anthropologist T. Douglas Price of the University of Wisconsin–Madison.

j) But around 6200 B.C., foreigners began appearing.

<https://text.ru/rd/>

VII. Render the text in English.

Поширення землеробства і скотарства на землях України за неоліту

Упродовж сотень тисяч років люди споживали те, що дарувала їм природа (власне, тому найдавніші людські заняття – мисливство й збиральництво – вчені називають привласнювальними). Землеробство і скотарство давали змогу, використовуючи природу, вирощувати щороку нові рослини та збільшувати поголів'я свійських тварин – тобто відтворювати природні багатства. Ось чому нові види діяльності людини вчені домовилися називати відтворювальними.

Землеробство і скотарство виникли в останній період кам'яного віку, що його називають неолітом. Територія України не належить до регіонів, де виникли землеробство і скотарство. Проте місцеві мисливці протягом 8–6 тис. рр. тому переймали нові види людської діяльності від мешканців Центральної Європи, які, в свою чергу, запозичували їх від переселенців із Азії. Тож досвід землеробів і скотарів наші давні предки засвоювали від різних народів.

Поява землеробства підштовхнула людей до винайдення першого штучного матеріалу – кераміки (випалена глина). З неї виготовляли різноманітний посуд для збереження зерна й приготування страв. Кожен із народів мав свої улюблені форми горщиків і віддавав перевагу тим або іншим візерункам.

Оскільки назви давніх народів не збереглися, вчені послуговуються умовними, користуючись поняттям археологічної культури. За даними археологів, на наших землях за неоліту та енеоліту було

чимало осередків землеробства і скотарства. Вони належали до різних археологічних культур, центри яких розташовувалися в Південно-Західній та Центральній Європі, а землі України були східною межею їх поширення.

Лише для одного народу, що через Балкани примандрував, імовірно, з Близького Сходу, наші землі стали другою вітчизною, позаяк саме тут розквітли їхні господарство й культура. Йдеться про трипільців. Розквіт трипільської культури припав на добу енеоліту.



Назва **трипільської культури**, а отже, й її носіїв, умовна. Вона походить від назви села Трипілля на Київщині, неподалік якого наприкінці 19 ст. українським археологом Вікентієм Хвойкою були виявлені рештки життєдіяльності давніх землеробів.

Численні археологічні знахідки свідчать, що трипільці, нащадки одного з давніх народів Малої Азії, прийшли на землі України з Нижнього Подунав'я близько 7 тис. років тому, згодом опанували величезні простори від Дністра до Дніпра, досягнувши територій Волині та степового Причорномор'я.

Трипільська культура проіснувала на наших землях майже півтори тисячі років – від 4 тис. до н.е. до першої половини 3 тис. до н.е. Саме з нею дослідники пов'язують утвердження на праукраїнських територіях відтворювального господарства.

<https://geomap.com.ua/uk-uh7/275.html>

VIII. Read the text in Hungarian and do the exercises following it.

Feltárulnak a jégkori vadászok és az első európai földművesek kapcsolatai

2017. november 9. 18:19 MTI



DNS vizsgálat az MTA archeogenetikai laboratóriumában (mta.hu)
Az őskori európai populációk, az őslakos **vadászok-gyűjtögetők** és a később érkező első földművesek közötti lokális keveredéseket, gene-

tikai interakciókat tárja fel a Harvard Medical School Genetika Tanszékének és az MTA BTK Régészeti Intézet Archeogenetikai Laboratóriumának közös **tanulmánya**, amelynek eredményeiről a Nature című tudományos folyóirat új számában adtak hírt.

A tanulmány célja, hogy modellezze az őskori európai populációk **genetikai kapcsolatait**, interakcióit. David Reich (Harvard Medical School, Boston) vezetésével a munkacsoport olyan kérdésekre kereste a választ, hogy vajon a földművesek már a vándorlásuk során keveredett -e az őslakosokkal. Hogyan, milyen ütemben történhetett a **keveredés** a két populáció között Európa különböző vidékein? - olvasható az MTA tudományos cikket összegző közleményében.

Mint írják, az újkőkor előtt vadászó-gyűjtögető őslakosság élt Európában. Ezeknek a jégkori vadászoknak hazánk területén igen kevés **régészeti nyomuk** maradt, így eddig csak találgatni lehetett, érintkeztek-e a később bevándorló földművesekkel. A régészeti genetika új eszközei azonban feltárják a jégkori vadászok és az első európai **földművesek** kapcsolatait.

Mark Lipson matematikus és Szécsényi-Nagy Anna archeogenetikus (MTA BTK) elsőszerzőségével közölt 130 új, genomszinten elemzett humán minta közül 90 Magyarország területéről származik. A hazai mintasort - amely jelenleg a legrészletesebb az egész világ őskori genetikai kutatását tekintve - úgy alakította ki a Régészeti Intézet munkacsoportja, hogy reprezentatív legyen szinte valamennyi újkőkori és rézkori régészeti kultúrára és időszakra, a Dunántúlon és az Alföldön egyaránt. A magyarországi **minták** elsődleges feldolgozása (a DNS kinyerése és úgynevezett DNS-könyvtár készítése) az MTA BTK Régészeti Intézet Archeogenetikai Laboratóriumában történt.

Az adatok elemzéséből kiderült, hogy a vadászó-gyűjtögetők genetikai örökségének aránya Európa mindhárom vizsgált régiójában fokozatosan nőtt az újkőkor (és rézkor) három évezrede során. Folyamatos génáramlást figyeltek meg a kutatók a kevesebb vadászó-gyűjtögető elemmel bíró földműves populációk felé olyan közösségekből, melyek több vadászó-gyűjtögető **örökséget** hordoztak. Ez a génáramlás a Kárpát-medencében volt a legalacsonyabb mértékű, de itt is megkezdődött már az újkőkor legkorábbi időszakában.

Fontos megjegyezni, hogy az őslakos vadászók-gyűjtögetők is a Homo sapiens fajhoz tartoztak, mert ekkorra a Neander-völgyi ember már kihalt. A Kárpát-medencébe érkezett földművesekről elmondható, hogy **bevándorlásuk** után nem sokkal kapcsolatot létesítettek helyi vadászó-gyűjtögető közösségekkel. Az Alföldön élő földművesek gyorsabban keveredtek az őslakosokkal, mint a dunántúliak, ennek a kapcsolatnak a legtöbb genetikai nyoma Magyarország északkeleti területein jelentkezett. Az interakció a két népesség között kölcsönös volt.

A Kárpát-medence népességére felállított modell alapján egy kezdeti vadászó-gyűjtögető népességtől származó impulzust határoztak meg a kutatók, mely a földművesek génállományának csupán 2-5 százalékát érintette. Majd az ezt követő időszakokban folyamatos beáramlással a vadászó-gyűjtögető genetikai örökség a rézkori populációkban már elérte a 10-12 százalékos szintet. „Ez azt jelenti, hogy igen dinamikus volt a vizsgált közel 3000 éves időszak a **népességek** kapcsolatait tekintve, annak ellenére hogy komolyabb bevándorlást a rézkor vége előtt nem tapasztaltunk” - idézik a közleményben Szécsényi-Nagy Annát. A kutató hozzátette: „Ma a Kárpát-medencében Kr.e. 6000-3000 között élt emberek genetikai történetét ismerjük legpontosabban az őskorból”. A tanulmány példaként szolgálhat további, hasonlóan részletes adatsorok felállítására más területeken, hogy részleteiben is megismerhessük Európa őskori embereinek íratlan történetét - olvasható a közleményében.

<https://mult-kor.hu/feltarulnak-a-jegkori-vadaszok-es-az-első-európai-fldművesek-kapcsolatai-20171109>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*populations move around gene flow mix with
archeological genetics New Stone Age
the indigenous hunter-gatherers genome
specify genetic history*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | A | B |
|-------------------------|---|
| 1. populations | a make (previously unknown or secret information) known to others. |
| 2. indigenous people | b a linear sequence of ancestry |
| 3. contact with/between | c a cultural period intermediate between the Neolithic and the Bronze ages, marked by the development and use of copper tools. |
| 4. reveal | d knowledge or skill that you gain from doing a job or activity, or the process of doing this |

- | | |
|---------------------------|---|
| 5. sample collection | e behave in the same way as they did in the past, or in a similar way |
| 6. genetic heritage | f give a spoken or written account of something that one has observed, heard, done, or investigated. |
| 7. Copper Age | g a small part or quantity intended to show what the whole is like |
| 8. experience of/in/with | h communicate with a person, organisation, country etc |
| 9. example to be followed | i originating or occurring naturally in a particular place; native. |
| 10. report | g all the inhabitants of a particular town, area, or country |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|--|--|
| 1. őshonos vadászok-gyűjtögetők | a extract DNA from |
| 2. időszakos genetikai kapcsolati | b DNA studies |
| 3. tömeges migráció | c in terms of genetic relatedness |
| 4. DNS-t kivonni | d indigenous hunter-gatherers |
| 5. DNS könyvtárak létrehozása | e build DNA libraries |
| 6. genetikai rokonságuk szempontjából | f genome-wide ancient DNA data |
| 7. származását tekintve kapcsolódik | g in terms of their genetic relatedness |
| 8. DNS tanulmányok | h intermittent genetic contact |
| 9. a genetikai rokonság szempontjából | i massive movement of people |
| 10. a genomra kiterjedő ősi DNS-adatok | g ancestry related to |

5. Comprehension questions.

- When did modern humans begin arriving in what we now call Europe_

- What did the study of the Harvard Medical School and the Archeogenetic Laboratory of the Institute of Archeology of the Hungarian Academy of Sciences reveal?
- Where have archaeologists unearthed traces of hunter-gatherer cultures?
- How is the genetic history of the populations in the Carpathian Basin described by the scientists?
- When and how according to the current study did Europeans acquire DNA from people in the Near East?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. People in became the first farmers.
 - a) Japan and the Far East
 - b) Egypt and the Near East
 - c) China and the Near East
 - d) India and the Far East
2. They also domesticated animals, such as goats, sheep, cattle, and pigs—they had become farmers, beginning a new period called the Neolithic Age.
 - a) (Old Stone)
 - b) (New Stone)
 - c) (New Metal)
 - d) (Old Bronze)
3. Farming began in an area known as the “fertile crescent”, which stretched
 - a) from the Black Sea to the Bering Strait.
 - b) from the Baltic Sea to the Bering Strait.
 - c) From the Red Sea to the to the Persian Gulf.
 - d) from the Mediterranean to the Persian Gulf.
4. It followed the courses of three great rivers—,, and —which flooded regularly, depositing silt to make the soil fertile(3choices).
 - a) the Nile
 - b) the Danube
 - c) the Tigris
 - d) the Euphrates
5. Skeletons from this period show that kneeling at the quern caused arthritis and damaged

UNIT 5

3000 - 2500 BCE
2686-2181 BCE OLD KINGDOM OF EGYPT

During the Egyptian Old Kingdom, a series of pharaohs built the largest stone tombs in history. Each pyramid tomb acted as an eternal home for the dead king, and a place where he was thought to change into an immortal god. The tallest of them, **The Great Pyramid**, stood 481 ft (147m) high.

Kingdom of the Nile



The civilization of Ancient Egypt grew up **beside the desert along the banks of the Nile River**. Each year the river flooded, depositing fertile soil along the banks where people were able to farm. The first period of Ancient Egyptian civilization, known as **the Old Kingdom**, was a time of peace and prosperity.

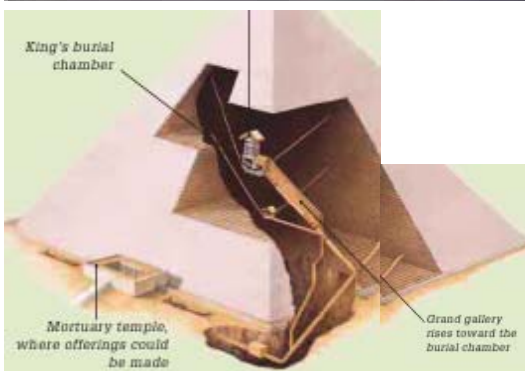
Step pyramids

Pharaoh Djoser (ruled 2670-2651 BCE) built the first pyramid, with six stepped levels. This was the world's first large building made of stone.



Great Pyramid

The largest pyramid of all was built by **Pharaoh Khufu** (ruled 2589-2566 BCE). The Great Pyramid of Giza is the only pyramid to have the king's burial chamber high up in the tomb.



First state

In Egypt, pharaohs created **the world's first state**. The king was seen as divine, a living representative of the sky god, Horus. Pharaohs were the first rulers **to wear crowns**.

Stonehenge



In Britain, **farming people** began to build Stonehenge, a ceremonial center aligned with the midwinter sunset. It began as a **circular ditch and bank**. The first stones were erected in **2600 BCE**, followed by larger uprights with horizontal stones in 2500 BCE. How Stonehenge

was used remains a mystery.



Life after death

The Ancient Egyptians preserved **the bodies of the dead** for a life they believed existed after death. Bodies were mummified—embalmed, wrapped, and placed in **cases covered in religious symbols for protection**.

Caral



The earliest American civilization developed in **Peru**. The people of the Norte Chico civilization built the first large towns in the Americas. One of the biggest

was Caral (below), which had huge **ceremonial platform mounds**.

4000–2000 BCE MESOPOTAMIA

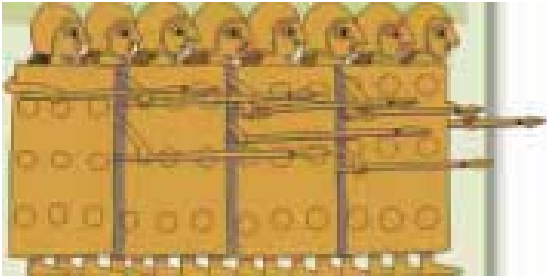


The first great civilization emerged **in Mesopotamia**, on the fertile flood plains of the Tigris and Euphrates Rivers. The earliest dynasties were **in the region of Sumer**. The Mesopotamians are believed to have invented **the wheel, the plow, and writing**.

Between two rivers

Mesopotamia means “**between the rivers**” and lay in roughly the area of modern Iraq. The region of Sumer is shown in pink. The dotted line on the map above shows the coastline at this time, which has retreated over the centuries.

Men of war



Unlike Egypt, Mesopotamia was not a single state but was made up of city-states, each **ruled by a king on behalf of a god**. The cities competed for control, and are thought to have recruited the first armies in history.

Royal tombs

From 2600 BCE, the rulers of the city of Ur were buried in tombs **filled with treasures** and everyday items for the next life, such as this gaming board.

Into battle!



This mosaic reveals how, five thousand years ago in Mesopotamia, rival armies from city-states battled for supremacy. At the top, prisoners are dragged before the king, who has stepped down from his chariot. Below, ranks of infantry advance, and other soldiers kill the enemy with axes and lead away prisoners. At the bottom, soldiers in chariots, each pulled by four donkeys, trample the dead. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) pharaoh, 2) tomb, 3) immortal, 4) Kingdom, 5) prosperity, 6) chamber, 7) divine, 8) ditch, 9) mummify, 10) embalm.

- a) a large stone structure or underground room where someone, especially an important person, is buried;
- b) to use chemicals to prevent a dead body from decaying;
- c) a long, narrow open hole that is dug into the ground, usually at the side of a road or field, used especially for supplying or removing water or for dividing land;
- d) (the title of) a king of ancient Egypt;
- e) an enclosed space;

- f) living or lasting for ever;
- g) to preserve a dead body as a mummy;
- h) connected with a god, or like a god
- i) a country ruled by a king or queen;
- j) the state of being successful and having a lot of money;

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) the largest stone tombs;
- 2) eternal home for the dead king;
- 3) to change into an immortal god;
- 4) fertile soil along the banks;
- 5) time of peace and prosperity;
- 6) a living representative of the sky god;
- 7) to remain a mystery;
- 8) to preserve the bodies of the dead;
- 9) to invent the wheel and the plow;
- 10) to be ruled by a king on behalf of a god.

IV. Match the beginnings of the sentences with the endings below.



- 1. The Bronze Age began in the Ancient Near East roughly.....
- 2. The previous millennium had seen the emergence of advanced, urbanized civilizations, new bronze metallurgy extending the productivity of agricultural work,.....
- 3. In the 3rd millennium BC, the growth of these riches, both

intellectually and physically, became

- 4. Along with this came the first appearances of monumental architecture, imperialism,
- 5. The civilizations of Sumer and Akkad in Mesopotamia became
- 6. Uninterrupted conflicts drained all
- 7. In this millennium, larger empires succeeded the last, and conquerors grew in stature until the great Sargon of Akkad.....
- 8. It would not be surpassed in size

9. In the Old Kingdom of Egypt, the Egyptian pyramids were constructed and

10. Also in Egypt, pharaohs began to posture themselves as

a) living gods made of an essence different from that of other human beings.

b) a source of contention on a political stage, and rulers sought the accumulation of more wealth and more power.

c) available resources, energies and populations.

d) between 3000 BC and 2500 BC.

e) until Assyrian times 1,500 years later.

f) and highly developed ways of communication in the form of writing.

g) a collection of volatile city-states in which warfare was common.

h) organized absolutism and internal revolution.

i) would remain the tallest and largest human constructions for thousands of years.

j) pushed his empire to the whole of Mesopotamia and beyond.

<https://text.ru/rd/>

V. Complete the following text with the phrases below.

Art



False Door from the Tomb of Metjetji. ca. 2353-2323 BC, Dynasty 5-6, Old Kingdom. Tomb of Metjetji at Saqqara.

The most defining feature of ancient Egyptian art is its function, as that was 1) Art was not made for enjoyment in the strictest sense, but rather served a role of some kind 2) This fact manifests itself in the artistic style, even as it evolved over the dynasties. The three primary principles of that style, 3) illustrates this quite well. These characteristics, initiated in the Early Dynastic Period and solidified during the Old Kingdom, persisted with some adaptability throughout

the entirety of ancient Egyptian history 4)

Frontality, the first principle, indicates that art was viewed directly from the front. One was meant to approach a piece as they would a living individual, for it was meant 5) The act of interaction would bring forth the divine entity represented in the art. The guide lines developed in the Old Kingdom and the later grid system developed in the Middle Kingdom ensured that art was 6) and most importantly reproducible and therefore recognizable. Composite composition, the second principle, also contributes 7) Multiple perspective were used in order to ensure that the onlooker could determine precisely what they saw. Though Egyptian art almost always includes descriptive text, literacy rates were not high, so the art gave 8) the same information. One of the best examples of composite composition is the human form. In 9) , the head, legs, and feet are seen in profile, while the torso faces directly front. Another common example is an 10) The third principle, hierarchy of scale, illustrates relative importance in society. The larger the figure, the more important the individual. The king is usually the largest, aside from deities. Similarity in size equated similarity in position. However, this is not to say that physical differences weren't shown as well. Women, for example, are usually shown as smaller than men. Children retain adult features and proportions, but are substantially smaller in size.

A – another method for communicating

B – frontality, composite composition, and hierarchy scale,

C – to the goal of identification.

D – aerial view of a building or location.

E – the entire purpose of creation.

F – axial, symmetrical, proportional,

G – as the foundation of its art.

H – to be a place of manifestation.

I – in Egyptian religion and ideology.

J – most two-dimensional relief

[https://text.ru/rd/\](https://text.ru/rd/)

VI. Put the following sentences in the most logical order.

Old Kingdom of Egypt

a) In ancient Egyptian history, the Old Kingdom is the period spanning 2686–2181 BC.

b) Egyptologists also include the Memphite Seventh and Eighth Dynasties in the Old Kingdom as a continuation of the administration centralized at Memphis.



c) The term itself was coined by 18th-century historians, and the distinction between the Early Dynastic Period and Old Kingdom is not one which would have been recognized by Ancient Egyptians.

d) While the Old Kingdom was a period of internal security and prosperity, it was followed by a period of disunity and relative cultural decline referred to by Egyptologists as the First Intermediate Period.

e) It is also known as the "Age of the Pyramids" or the "Age of the Pyramid Builders", as it encompasses the reigns of the great pyramid builders of the Fourth Dynasty – King Sneferu perfected the art of pyramid-building and the pyramids of Giza were constructed under the kings Khufu, Khafre and Menkaure.

f) The basic justification for a separation between the two periods is the revolutionary change in architecture accompanied by the effects on Egyptian society and economy of large-scale building projects.

g) The Old Kingdom is most commonly regarded as the period

from the Third Dynasty through the Sixth Dynasty (2686–2181 BC).

h) Not only was the last king of the Early Dynastic Period related to the first two kings of the Old Kingdom, but the "capital" – the royal residence – remained at *Ineb-Hedg*, the Ancient Egyptian name for Memphis.

i) Information from the Fourth through Sixth Dynasties of Egypt is scarce, and historians regard the history of the era as literally "written in stone" and largely architectural in that it is through the monuments and their inscriptions that scholars have been able to construct a history.

j) Egypt attained its first sustained peak of civilization – the first of three so-called "Kingdom" periods (followed by the Middle Kingdom and New Kingdom) which mark the high points of civilization in the lower Nile Valley.

<https://text.ru/rd/>

VII. Render the text in English.

Стародавня Месопотамія



З IV тис. до н. е. і до XIII ст. н. е. в Межиріччі знаходилися найбільші міста і міські агломерації. Межиріччя процвітало при асирійському і вавилонському володарюванні, а потім і при арабському пануванні. З часів появи шумерів і до падіння Нововавилонського царства на території месопотамської низовини проживало 10% населення Землі.

Це дозволило віднести Межиріччя до одного з найдавніших осередків цивілізації в 4-му – 3-му тис. до н. е., сформувати стародавні міста-держави, серед яких шумерські міста Кіш, Урук (біблійний Ерех), Ур, Лагаш, Умма, семітська місто Акшак, аморейське/шумерське місто Ларса, а також держави Аккад, Ассирія і на початку 2-го тис. до н. е. – Вавилон. Надалі територія Межиріччя входила до складу Ассирії (IX–VII ст. до н. е.), Нововавилонського царства (VII–VI ст. до н. е.).

Можливо, самим знаменним в історії Межиріччя є те, що її початок збігається з початком світової історії. Перші письмові документи належать шумерам. З цього випливає, що історія у власному розумінні почалася в Шумері і, можливо, була створена шумерами.

Однак писемність не стала єдиним визначальним чинником початку нової епохи. Найважливішим досягненням був розвиток металургії до того рівня, коли суспільство для продовження свого існування повинно було створювати нові технології. Поклади мідних руд знаходилися далеко, тому потреба в отриманні цього життєво необхідного металу призвела до розширення географічних горизонтів і зміни самого темпу життя.

Історичне Межиріччя існувало майже двадцять п'ять століть, від виникнення писемності до завоювання Вавилонії персами. Але й після цього чужоземне панування не змогло знищити культурну незалежність країни.

Грецьким за походженням словом «Месопотамія» іменується межиріччя Тигру і Євфрату. Якраз існування двох річок – Тигру і Євфрату – слід вважати основною топографічною рисою Межиріччя. Пізній розлив річок змушував людей зводити греблі, дамби, з тим щоб

врятувати сходи. Крім того, в умовах спеки вода швидко випарувалася, ведучи до засолення ґрунту. Зауважимо, що мул Євфрату далеко поступався за своєю родючістю нільському, засмічуючи до того ж канали. Південна частина Межиріччя, що стала колискою месопотамської цивілізації, являла місце, де промені палючого сонця робили ґрунт твердим, як камінь, або ж він ховався під пісками пустелі. Від боліт, величезних калюж стоячої води виходила небезпека епідемій. Лев Мечников, якому належить авторство книги «Цивілізація і великі історичні ріки», що вийшла у світ в Парижі в 1889 році, вважав за необхідне підкреслити, «що і тут історія відвернулася від родючих країн..., а обрала місцем зародження цивілізації оголену місцевість, мешканці якої під страхом загрози найжахливіших нещасть змушені до складного і мудрого координування своїх індивідуальних зусиль». На відміну від регулярних нільських розливів водопілля Євфрату і Тигра не відрізнялися періодичністю, що детермінувало більш значний і постійний характер людської праці у створенні іригації.

Масові археологічні дослідження слідів найдавніших поселень Нижнього Межиріччя свідчать про те, що в процесі вдосконалення місцевих іригаційних систем відбувалося переміщення жителів з більш ніж дрібних селищ великосімейних громад до центру номів, де розташовувалися основні храми. На початку другої чверті III тисячоліття до н. е. міські стіни стають атрибутом щільно заселених просторів навколо головних храмів.

https://uk.wikipedia.org/wiki/Стародавнє_Межиріччя

VIII. Read the text in Hungarian and do the exercises following it.

Hamarosan megtalálhatják Nagy Sándor sírját

[Múlt-kor](#)

2019.03.06.

Az egyiptomi Alexandria ókori uralkodói negyedében folytatott ásatások **érdekesítő** nyomokkal szolgálnak a híres **hódító** végső nyughelyét illetően.

Egy hosszú, bosszúságokkal teli ásatás utolsó napjának utolsó órája volt, Kalliopé Limnéosz-Papakoszta pedig készen állt arra, hogy hazainduljon. A görög régész 14 éve vizsgálta már a város központjában lévő parkot, a Sallalat-kertet a város névadója, Nagy Sándor **nyomai** után kutatva. Úgy tűnt, ez alkalommal üres kézzel lesz kénytelen távozni. Az addig **csalódott** régész ismét reménykedni kezdett abban, hogy találtak valamit. „Imádkoztam” – mondta. „Reméltem, hogy nem csak egy márványdarab.”

Imája meghallgatásra talált. A **leletről** kiderült, egy korai hellenisztikus szobor része, amely Nagy Sándor minden ismertetőjelét magán viseli. Erős

készítetést adott a csapatnak, hogy tovább kutassanak. Hét évvel később Papakoszta – immár az Alexandriai Civilizáció Hellenisztikus Kutatóközpontjának fejeként – a mai város szintjétől több mint tíz métert leásva megtalálta az ókori város uralkodói negyedét. A lelőhely ráadásul lehetséges, hogy a régészet egyik **legértékesebb** kincsét is rejtheti – Nagy Sándor elveszett sírját.

A korának leghatalmasabb vezetőjévé váló Nagy Sándor mindössze 20 éves volt, amikor édesapja, II. Philipposz Kr. e. 336-os meggyilkolását követően Makedónia királya lett. Az elkövetkező 12 év során a briliáns és ambiciózus Alexandrosz minden útjába kerülő rivális államot megdöntött, beleértve a Perzsa Birodalmat és Egyiptomot is, ahol magát kiáltotta ki fáraónak. A nyughatatlan harcos Kr. e. 323-ban halt meg, csupán 32 évesen. Maradványainak azonban ezután sem volt nyugta.



A legújabb ásatás (kép forrása: National Geographic)

Itteni sírját számtalan **zarándok** kereste fel, akár egy istenség templomát. Alexandriát és alapítójának sírját azonban folyamatosan komoly veszély fenyegette – nem külső ellenség, hanem maga a természet. Nagy Sándor születése előtt egy évtizeddel, Kr. e. 356-ban szökőár árasztotta el a várost. Ez a katasztrófa jelezte egy földrengésekkel és szökőárral teli korszak kezdetét, és az emelkedő tengerszint mind a mai napig **fenyegeti** Alexandriát. Ahogy észak felől egyre jobban teret nyert a tenger, a Nílus deltájában fekvő város évente akár 0,25 centimétert is süllyedhetett, Alexandrosz kora óta akár három és fél métert is.

Idővel a föld alá került ókori alapok feledésbe merültek, Nagy Sándor sírjának helyével együtt. A tisztázatlan helyszín azonban nem tartotta vissza attól a régészeket, hogy kutassanak utána. Pontosan a rejtély adja azonban az izgalmat a kereséshez: Nagy Sándor sírjának megtalálása Tutanhamonéhoz lenne fogható.

Papakoszta lelkesedését a történelmi jelentőségű felfedezés reménye tartja életben. Modern technológiát is használ, mint például elektromos

ellenállás tomográfiát (ERT) annak meghatározására, hol érdemes ásni. Módszereik segítségével a csapat egyre nagyobb részét tudja **feltérképezni** az ókori uralkodói negyednek, amely akár Nagy Sándor sírjához is utat mutathat. Azonban minden egyes felfedezés nagy munkával jár. Szivattyúk és csövek bonyolult rendszerét kellett létrehozniuk ahhoz, hogy az **ásatás** helyszíne elég száraz maradjon a munka folytatásához. „Kitartó voltam és folytattam. Mindig megyek tovább.”

A hosszú évek sáros munkája alatt tanúsított kitartása külön kategóriába helyezi a kutatók között Papakosztát, mondta Hiebert. „Az évek során a görög régész egyre biztosabbá vált abban, hogy közelít Nagy Sándor elveszett sírjához.

<https://mult-kor.blogstar.hu/2019/03/06/hamarosan-megtalalhatjak-nagy-sandor-sirjat/69922/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*tomb resting place empty-handed
a piece of marble declared himself pharaoh hard-
won location insistent be convinced royal
quarter*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text

| A | B |
|------------------------------|---|
| 1. restless | a carefully planned and organized in great detail |
| 2. tsunami | b electrical resistivity tomography |
| 3. be inundated with/by smth | c a place where something important or interesting happened |
| 4. encroach | d to find out the facts about something |
| 5. sink | e determination to do something even though it is difficult or other people |
| 6. determine | f to gradually cover more and more land |

- | | |
|----------------|---|
| 7. elaborate | g unwilling to stay in one place, and always wanting new experiences |
| 8. persistence | h to go down below the surface of water oppose it |
| 9. ERT | i a very large wave, caused by extreme conditions |
| 10. site | g to cover an area with a large amount of water |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|--|---|
| 1. minden ismertetőjelét magán viseli | a his remains did not rest easy |
| 2. erős késztetés | b toppled every rival empire in his path |
| 3. ókori város uralkodói negyede | c once the world's most powerful leader |
| 4. libabőrös lettem a látványától | d be on par with |
| 5. korának leghatalmasabb vezetője | e ancient city's royal quarter |
| 6. minden útjába kerülő rivális államot megdöntött | f a powerful incentive |
| 7. maradványainak ezután sem volt nyugta | g bearing every hallmark of |
| 8. veszély fenyegette | h gave me goosebumps to see it |
| 9. jelezte egy korszak kezdetét | i marked the start of |
| 10. vmihez fogható | g were under threat |

5. Comprehension questions.

- Who had been scouring Shallalat Gardens, a public park in the heart of Alexandria, Egypt, for traces of Alexander the Great?
- What made Papakosta keep digging?
- What site may yield one of archaeology's biggest prizes—the lost tomb of Alexander the Great?
- Why were Alexandria and its founder's tomb under threat?
- What methods does Papakosta use in uncovering more and more of the city's ancient royal quarter?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The civilization of Ancient Egypt grew up beside the desert
 - a) along the banks of the Euphrates River.
 - b) along the banks of the Tigris River.
 - c) along the banks of the Nile River.
 - d) along the banks of the Yellow River.
2. The first period of Ancient Egyptian civilization, known as, was a time of peace and prosperity.
 - a) the New Kingdom
 - b) the Old Kingdom
 - c) the Prosperous Kingdom
 - d) the Ancient Kingdom
3. (ruled 2670-2651 BCE) built the first pyramid, with six stepped levels.
 - a) Narmen
 - b) Khufu
 - c) Amenhotep
 - d) Pharaoh Djoser
4. The largest pyramid of all was built by Pharaoh (ruled 2589-2566 BCE).
 - a) Narmen
 - b) Khufu
 - c) Amenhotep
 - d) Pharaoh Djoser
5. In Britain, began to build Stonehenge, a ceremonial center aligned with the midwinter sunset.
 - a) farming people
 - b) noble people
 - c) craftsmen
 - d) workers
6. The earliest American civilization developed in
 - a) Peru
 - b) Mexico
 - c) Bolivia
 - d) Chile
7. Mesopotamia means and lay in roughly the area of modern Iraq.
 - a) "between the mountains"
 - b) "among the lakes"
 - c) "in the valley"
 - d) "between the rivers"
8. Unlike Egypt, Mesopotamia was not a single state but was made up of city-states, each ruled on behalf of a god.
 - a) by a king
 - b) by a queen
 - c) by an earl
 - d) by a tsar
9. The first great civilization emerged in Mesopotamia, on the fertile flood plains of and Rivers(two choices).
 - a) the Tigris
 - b) the Nile
 - c) the Euphrates
 - d) the Yellow
10. The Mesopotamians are believed to have invented,, and (three choices).
 - a) the compass
 - b) the wheel
 - c) the plow
 - d) writing

UNIT 6

GODS AND TEMPLES



The ancient civilizations of **Egypt and Mesopotamia** were among the first to practice organized religion. People worshipped many gods, each one responsible for a different area of life. Gods were worshipped **in large temples, staffed by priests**. In these and in other early civilizations, organized religion was a

powerful unifying force.

Egyptian gods

Egyptian gods took **the form of animals, humans, and sometimes a mixture of the two**. Re-Horakhty, above, combined **the features of Ra and Horus**.

Ra

God of the Sun, shown in many different forms, often with a solar disk on his head.

Horus

God of the sky and protector of the Pharaoh, shown as a falcon or a falcon-headed man.



Thoth

God of wisdom and writing, shown as a baboon or an ibis, or a man with their heads.

Khnum

God of pottery who made the first humans out of clay, shown with a ram's head.

Hathor

Goddess of joy and music, shown as a woman with the ears or head of a cow.

Festivals

Gods each had their own festivals, when **their statues** were carried in processions. **Music** played a major role. **The sistrum, a metal rattle**, was used in ceremonies for the goddesses Hathor and Isis (goddess of motherhood and magic).

The Temple of Karnak



The most famous Egyptian temple, at Karnak, was dedicated to the creator god **Amun-Re, his wife Mut, and Montu, the war god**. Over hundreds of years, the temple was enlarged by succeeding pharaohs to become one of the largest religious complexes in the world. **KEY EVENTS**

5300 BCE The oldest-known Sumerian temple, to Enki, the god of fresh water, was built in Eridu, Mesopotamia. It was called the “**House of the Cosmic Waters.**”

2600 BCE Temple of Ra, the Egyptian Sun god, was built in **Heliopolis**. Ra was the most important god worshipped during the Old Kingdom.

Egyptian priests perform a ritual

Mesopotamian gods



The gods of Mesopotamia were represented in **human form**. Although there were hundreds of them, the most important were **the patrons of major cities**. The gods are known by two names. They have a Sumerian name, which was used until the second millennium BCE, and a later Akkadian name.



Enki / Ea

God of fresh water, mischief, and crafts, and patron of the city of Eridu.

Inanna / Ishtar

Goddess of love, war, and the planet Venus, and the patron of Uruk.

Nanna / Sin

God of the moon, patron of Ur, and known as father of the gods.

Ningirsu / Ninurta

God of war and rainstorms, and patron of the neighboring cities of Girsu and Lagash.



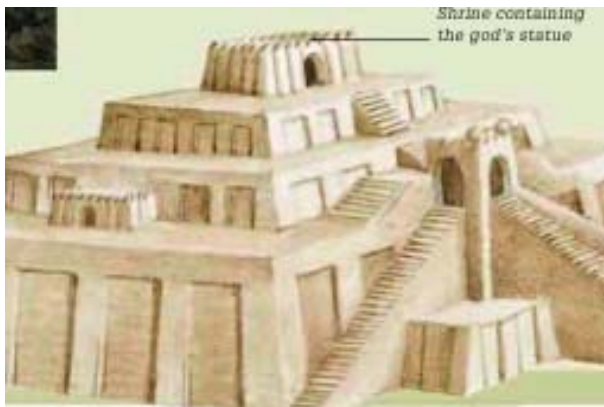
Incense

Both the Egyptians and the Mesopotamians believed that their gods loved **sweet-smelling incense**. This was a mix of resin, wood, herbs, and spices imported from Arabia, which they burned. Its fragrant smoke was an **offering to the gods**.

Worshipper statues

Ordinary Mesopotamians visited their temples with offerings, such as animals to sacrifice, to please their gods. They left behind worshipper statues, which would pray continually to the god on their behalf. **The Mesopotamians** clasped their hands together when praying.

Ziggurat of Ur



From around 2200 BCE, Mesopotamian temple complexes included **tall stepped towers called ziggurats**. These may have represented a sacred mountain, or a ladder for the god to climb up to heaven. They dominated the flat landscape, a **visible reminder of the power of the god** and the people who had built the temple.

KEY EVENTS

2200 BCE The first ziggurats were built in Mesopotamia. They were made of mud bricks, faced with glazed bricks and tiles.



Mesopotamian musician, followed by a priest

2055–1985 BCE

The earliest known temple to Amun-Re, Mut, and Montu, was built at Karnak in Thebes.

1550 - 1295 BCE

During the New Kingdom, when Thebes became the capital of Egypt, Amun-Re became chief god and his temple at Karnak was massively enlarged.

605 BCE

King Nebuchadnezzar II of Babylon rebuilt the ziggurat dedicated to Marduk, which had been destroyed by the Assyrians.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) religion, 2) to worship, 3) temple, 4) priest, 5) solar, 6) falcon, 7) baboon, 8) wisdom, 9) incense, 10) ziggurat

- a) a building used for the worship of a god or gods in some religions;
- b) a substance that is burnt to produce a sweet smell, especially as part of a religious ceremony;
- c) to have or show a strong feeling of respect and admiration for God or a god;
- d) a large rectangular structure with several levels of different sizes and steps leading up it, built in ancient times, especially in what is now Iraq, and usually forming part of a temple (= a religious building)
- e) the belief in and worship of a god or gods, or any such system of belief and worship;
- f) of or from the sun, or using the energy from the sun to produce electric power;
- g) the ability to use your knowledge and experience to make good decisions and judgments;
- h) a person, usually a man, who has been trained to perform religious duties in the Christian Church, especially the Roman Catholic Church, or a person with particular duties in some other religions;
- i) a type of large monkey, found in Africa and Asia, with a long, pointed face like a dog and large teeth;
- j) a bird with pointed wings and a long tail, that can be trained to hunt other birds and small animals;

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to practice organized religion;
- 2) to be staffed by priests;
- 3) a powerful unifying force;
- 4) to take the form of animals;
- 5) to make the first humans out of clay;
- 6) to be carried in processions;
- 7) to be represented in human form;
- 8) sweet- smelling incense;
- 9) an offering to the gods;
- 10) to climb up to heaven.

IV. Match the beginnings of the sentences with the endings below.
The Role Of Temples In Ancient Mesopotamia



1. Temples in Ancient Mesopotamia, better known as “community temples,” were

2. Their main role was to intervene with the gods for the fortune of their communities

3. In exchange, the community provided priests

- 4. Each temple was dedicated to a major deity,
- 5. Often the priests serving the temple might have been
- 6. Like many religious organizations today, temple communities also provided
- 7. Mesopotamian temples were not places
- 8. They were thought to be the home of the city deity, and for this reason.....
- 9. They were built with kitchens, tables (in the form of altars), living rooms, and the most important of the rooms, an inner sanctuary
- 10. Often, these temples used to have staircases to the roof, where

- a) rituals and offerings to the deity were performed.
- b) through prayers and offerings to their deities.
- c) where a statue of the major deity stood in one of the building’s walls.
- d) where people particularly went to worship.
- e) with food, drink, and clothing.
- f) basically operated by priests and priestesses that were often younger relatives of the rulers.
- g) they were equipped like households.
- h) help to the people in the community when in need.
- i) the former governor of that particular city-state.
- j) who was the main god of the city.

<https://stmuhistorymedia.org/the-role-of-temples-in-ancient-mesopotamia-2/>

V. Complete the following sentences with the phrases below.
Ancient Egyptian Gods and Goddesses

For all ancient people, the world was filled with mystery. Much of what they experienced in the world around them was 1) The ancient Egyptian gods and goddesses represented aspects of 2) and helped them understand its many aspects.

Demons

Ammut



Demons were more powerful than human beings but not as powerful as gods. They were usually immortal, could be 3) and could affect the world as well as people in supernatural ways. But there were 4) and they were neither all-powerful nor all-knowing. Among demons the most important figure was Ammut – the Devourer of the Dead – 5) She was often shown near the scales on which the hearts of the dead were weighed against the feather of Truth. She devoured the hearts of those whose wicked deeds in life made them unfit to enter the afterlife. Apepi, another important

demon, (sometimes called Apophis) was 6) in his daily cycle through the cosmos, and is depicted as a colossal snake.

Ancient Egyptian Gods and Goddesses

Most Egyptian gods represented 7) : Ra was the sun god, for example, and Nut was goddess of the sky. The characters of the gods were not clearly defined. Most were generally benevolent but their favor could not be counted on. Some gods were spiteful and had to be placated. Some, such as Neith, Sekhmet, and Mut, had changeable characters. The god Seth, who murdered his brother Osiris, embodied the malevolent and disordered aspects of the world.

The physical form taken on by the various Egyptian gods was usually 8) and many were associated with one or more animal species. And an animal could express a deity's mood. When a god was angry, she might be portrayed as a ferocious lioness; when gentle, a cat. The convention was to depict the animal gods with 9) The opposite convention was sometimes used for representations of a king, who might be portrayed with a human head and a lion's body, as in the case of the Sphinx. Sphinxes might also appear with other heads, particularly those of rams or falcons.

Many deities were represented only in human form. Among these were such very ancient figures as the cosmic gods Shu of the air, Geb of the earth, the fertility god Min, and the craftsman Ptah. There were a number of minor gods that 10) including Bes, a dwarf with a mask-like face, and Taurt, a goddess whose physical form combined the features of a hippopotamus and a crocodile.

- A – part crocodile, part lioness, and part hippopotamus.
 - B – in more than one place at a time,
 - C – took on grotesque forms,
 - D – a human body and an animal head.
 - E – unknowable and frightening.
 - F – the Egyptians’ natural and “supernatural” surroundings
 - G – certain limits to their powers
 - H – the enemy of the sun god
 - I – one principle aspect of the world
 - J – a combination of human and animal,
- <https://discoveringegypt.com/ancient-egyptian-gods-and-goddesses/>

**VI. Put the following sentences in the most logical order.
The Temples Of Egypt**



- a) Temples were very important in ancient Egypt and people believed that these were places where gods and goddesses lived.
 - b) Temples were endowed with large agricultural lands where a large number of people were employed in service to the temple and temples were believed to be the physical location where the Egyptian pharaohs and priests could connect with the gods.
 - c) Only the king and the priests were allowed to conduct rituals in the temple and only after undergoing rigorous purification.
 - d) The second type of temples were the mortuary temples which were dedicated to the pharaoh after their death and where the pharaoh was worshipped as a god. An example is the Temples of Ramesses II at Thebes.
 - e) Every god or goddess had a different temple where he or she was worshipped by the priests of the temple and the pharaoh.
 - f) There were two main types of temples built during the ancient Egyptian period.
 - g) The first one was a cult temple that was dedicated to a particular god or goddess. An example is the Temple of Horus at Edfu and the Temple of Isis at Aswan.
 - h) The Temples of ancient Egypt were of very high value and played an important role in the economy of the country as well.
 - i) The public was only allowed in the temple during the festivals when the god supposedly came out of the temple.
 - j) Temples in ancient were not a place of communal worship.
- <https://www.ask-aladdin.com/temples-of-egypt/>

VII. Render the text in English. Архітектура древнього Єгипту.



Ідея необмежених надлюдських можливостей найбільш яскраво втілена у величезній піраміді Хеопса, котру вважали першим із семи чудес стародавнього світу. Неймовірні розміри піраміди (довжина сторони – 230м, висота – 146,8 м) приголомшували людей. Піраміда породжувала по-

чуття благоговіння й виникало враження, немов би колосальна гробниця була створена надприродними силами. Найменша брила з піраміди Хеопса важить 2000 кг, а найбільша - 40 000 кг! При цьому будівники мали дуже примітивне обладнання. Сотні тисяч невільників, що не одержували ніякої платні та жили впроголодь, під керівництвом зодчого Хеміуна за 20 років збудували величезний пам'ятник рабовласництва.

Усі піраміди, отже, й Хеопсову, будували загалом в один спосіб. Поверхню основи вирівнювали, мабуть, так: квадратну площу огорожували муром і заливали водою, що її підводили каналом; на огорожі відмічали рівень води й за цими позначками вирівнювали ґрунт. Посередині піраміда мала ядро з ламаного каменю, на яке опиралися трохи похилені шари брил з місцевого вапняку (похилення шарів забезпечувало стійкість будівлі). Після закінчення самої піраміди поверхню її облицьовували плитами з граніту й дрібнозернистого вапняку. Царська камера в піраміді Хеопса невелика. Її перекриття складається з п'яти монолітних кам'яних плит, які розділяють розвантажувальні камери, що в них остання має стелю з двох похилих кам'яних блоків. У такий спосіб перекриття царської камери розвантажувалося від тиску шарів кладки, що лежала вище.

Піраміди в Гізі утворюють ансамбль некрополя – Міста померлих, що має правильне планування. Сторони пірамід та мастаба, що їх оточують, паралельні одна до одної й строго орієнтовані по сторонах світу. Відстань між центрами пірамід у напрямку південь – північ однакова й дорівнює $1,5 a$, де a – довжина сторони основи піраміди Хеопса. Південно-східні кути основ усіх царських пірамід лежать на одній прямій.

В епоху Середнього царства у зв'язку з ослабленням політичного значення влади фараонів піраміди стали будувати значно менших розмірів і не завжди ретельно виконували будівельні роботи, а згодом їх зовсім перестали будувати. Останні такі піраміди належать до кінця Нового царства.

У період Стародавнього царства починає також формуватися єгипетський храм. Окрім Сонячних храмів, від того часу нам відомі також "заупокійні" (або "поминальні") храми, побудовані поблизу пірамід. Такі храми правили за своєрідний монументальний вестибюль, з котрого після завершення довготривалого прилюдного церемоніалу мумію вносили вглиб піраміди. Таким був заупокійний храм Хефрена. Його приміщення, як і частини житлового комплексу, розташовані послідовно по повздовжній осі. Серед найбільших приміщень вирізняються прямокутний двір з обходом і вхідний зал – ранній приклад стояково-балочної конструкції, виконаної у камені. Опорою для плит стелі слугували прямокутні стовпи, перекриті важкими прямокутними балками.

І величні гробниці, і храми створювалися на честь фараонів, богів і вічності. Могил ремісників, землеробів та простих будівельників не знайти в містах померлих. Але й планування звичайних єгипетських міст відбиває класове розшарування суспільства, створеного працею рабів та простолюду.

Багаті садиби, палаци знаті й фараонів, храми, адміністративні будівлі розміщувалися у містах досить вільно, були оточені зеленню. Біднота тулилася в невеликих тісних кварталах, віддалених від центрів міст. Квартал бідноти в Ахетатоні з 74 однотипних будинків займає майже таку ж площу, що й 4 багаті садиби по іншій бік муру. В кожній комірці без зелені та вікон розміщувалися сіни, загальне приміщення і малесенькі спальня та кухня, інколи східці вели на плоский дах, де ввечері можна було відпочити.

<http://ru.osvita.ua/vnz/reports/arhitektura/22542/>

VIII. Read the text in Hungarian and do the exercises following it.

Egy Sivának tett ígéret betartására épült India legszebb temploma

Múlt-kor

2019.09.11.

A számos barlangtemplommal, illetve - kolostorral rendelkező Indiában kétségtelenül a leglenyűgözőbb ilyen **alkotások** az Ellórai-barlangok néven ismert 34 részes építményegyütteshez tartozók. A nyugati Mahárástra államban található, Kr. u. 600 és 1000 között épült **építészeti remek**ek az UNESCO **világörökségi** listájának védelmét élvezik. Mind közül a legimpozánsabb azonban a Csota Kailásza néven ismert **templom**.

A mind méretében, mind díszességében a többi közül kiemelkedő építményt számos kérdés lengi körül – az sem teljesen tisztázott, hogy pontosan ki és mikor építtette. A kutatók többsége a Rastrakuta-dinasztia tagja, I. Krisna uralkodásának (Kr. u. 756-773) idejére teszik építését.

E feltételezésnek azonban csupán azok a **faragványok** szolgálnak alapul, amelyek egy bizonyos „Krisnarádzsa” nevéhez társítják – az I. Krisna uralkodásáról szóló feljegyzések egyike sem említi a templomot.



Kép forrása: timesofindia.indiatimes.com

Habár a valós történelme sok szempontból **bizonytalan**, egy középkori legenda igazán romantikus képpel szolgál a templom keletkezésének körülményeiről.

A körülbelül 1470 és 1535 között élt Krisna Jadsnavalki által írt Katha-Kalpataru című szöveg számol be elsőként arról a történetről, mely szerint egy uralkodó súlyosan megbetegedett, mire felesége Siva istenhez imádkozott gyógyulásáért, ígéretet téve arra, hogy ha férje felépül, ő templomot építtet az isten **tiszteletére**, és addig böjtöl, amíg annak csúcsa (siharája) el nem készül.



Kép forrása: Wikimedia Commons

A király ezután hamar meggyógyult, így nekiláttak a templom építésének, azonban hamar kiderült, hogy évekbe is telhet, mire a csúcsot felhelyezhetik.

Ekkor szólalt fel egy **találékony** mérnök, aki elmagyarázta, hogy ha fentről lefelé, a hegyből faragnák ki az építményt, akkor a sihara már egy hét után felkerülhet a tetejére. Ez nagy megnyugvást jelentett a böjtölő királynénak, aki így könnyen betarthatta Sivának tett fogadalmát.

Annyi mindenképpen igaz a legendából, hogy a Kailásza templomot a tetejénél kezdve építették, amihez mintegy 200 000 tonnányi vulkáni követ kellett kifejteni a hegyből.

Bejáratánál egy úgynevezett gopuram, azaz torony áll, amely körülbelül három méter magas, és egy három oldalon zárt udvarhoz vezet. A templomot mindenütt részletes faragványok és szobrok díszítik, mindenhol Siva alakja kapja a legkiemeltebb figyelmet.

A hatalmas tereket és a rendkívül gazdag díszítést, számos kutató azon a véleményen van, hogy az építés I. Krisna idején kezdődhetett, azonban akár több évszázadon át is folytatódhatott, miközben az egymás után következő uralkodók saját ízlésüknek megfelelően formálták.

Miközben a látogató elsétál a gopuram mellett, a bal oldalt lévő faragványok Siva, míg a jobb oldalon láthatók Visnu követőit ábrázolják. A templom lába körül faragott elefántok **sokasága** látható, amelyek olyan hatást keltenek, mintha hátukon hordanák az egész építményt.

Az építés által igénybe vett elképesztő mérnöki és építészeti munkának, valamint **rendkívüli** díszességének köszönhetően a Csota Kailásza az indiai templomépítészet egyik kiemelkedő példájának számít.

<https://mult-kor.blogstar.hu/2019/09/11/egy-sivanak-tett-igeret-betartasara-epult-india-legszebb-temploma/83518/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*cave Temple monastery structure
ornamentation scholar origin fast peak
volcanic rock excavate*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| | A | | B |
|-----|--------------|----------|--|
| 1. | impressive | a | extremely good |
| 2. | vow | b | used about something that people admire because it is very good, large, important etc |
| 3. | complete | c | a religious promise that you will do something for God, etc |
| 4. | construction | d | to make an object or pattern by cutting a piece of wood or stone |
| 5. | tower | e | a flat piece of wood |
| 6. | panel | f | a tall narrow building either built on its own or forming part of a castle, church etc |
| 7. | follower | g | extremely good, large, or great, difficult to |
| 8. | carve | h | the process of building things such as houses, bridges, roads etc |
| 9. | incredible | i | someone who believes in a particular system of ideas believe |
| 10. | outstanding | g | to finish doing or making something |

3. Read the text and explain the Hungarian words in bold in English

4. Match the following Hungarian expressions with their English equivalents

| | | | |
|-----|-------------------------------------|----------|-----------------------------|
| 1. | súlyosan megbetegedett | a | at entrance |
| 2. | istenhez imádkozott | b | at the base of |
| 3. | évekbe telhet | c | by starting from the top of |
| 4. | ha fentről lefelé | d | take years |
| 5. | nagy megnyugvás jelent | e | ornate decoration |
| 6. | tetejénél kezdve építet | f | pray to the god |
| 7. | bejáratnál | g | adding ones own flair |
| 8. | gazdag díszítés | h | much to the relief of |
| 9. | saját ízlésnek megfelelően formálja | i | to be severely ill |
| 10. | lába körül | g | construct from the top down |

5. Comprehension questions.

- What was the enormous 8th century temple in India carved from?
- Who had Kailasa temple built?
- Who do scholars generally attribute the temple to?
- What is the romantic picture painted behind the medieval legend of the mammoth temple?

- How did a clever engineer solve the task of the shikhara to emerge on the temple?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The ancient civilizations of and were among the first to practice organized religion(2 choices).

- a) Egypt
- b) Peru
- c) Mexico
- d) Mesopotamia

2. was the God of the Sun, shown in many different forms, often with a solar disk on his head.

- a) Horus
- b) Ra
- c) Thoth
- d) Khnum

3. was the God of the sky and protector of the Pharaoh, shown as a falcon or a falcon-headed man.

- a) Horus
- b) Ra
- c) Thoth
- d) Khnum

4. was the God of wisdom and writing, shown as a baboon or an ibis, or a man with their heads.

- a) Horus
- b) Ra
- c) Thoth
- d) Khnum

5. was the God of pottery who made the first humans out of clay, shown with a ram's head.

- a) Horus
- b) Ra
- c) Thoth
- d) Khnum

6. was the Goddess of joy and music, shown as a woman with the ears or head of a cow.

- a) Horus
- b) Ra
- c) Thoth
- d) Hathor

7. The most famous Egyptian temple, at Karnak, was dedicated to the creator

- a) god Amun-Re, his daughter Mut, and Montu, the war god.
- b) god Amun-Re, his wife Mut, and Montu, the sea god.
- c) god Amun-Re, his wife Mut, and Montu, the war god.
- d) god Amun-Re, his sister Mut, and Montu, the arts god.

8. was the God of fresh water, mischief, and crafts, and patron of the city of Eridu.

- a) Enki / Ea
- b) Inanna / Ishtar
- c) Nanna / Sin
- d) Ningirsu / Ninurta

9. was the Goddess of love, war, and the planet Venus, and the patron of Uruk.

- a) Enki / Ea
- b) Inanna / Ishtar
- c) Nanna / Sin
- d) Ningirsu / Ninurta

10. was the God of the moon, patron of Ur, and known as father of the gods.

- a) Enki / Ea
- b) Inanna / Ishtar
- c) Nanna / Sin
- d) Ningirsu / Ninurta

UNIT 7

THE FIRST WRITING

In different parts of the world, **as civilizations grew more complex**, people started to write. The earliest systems were invented **by the Egyptians and the Sumerians** of Mesopotamia. Their reason for inventing writing was to record commercial transactions. Later, writing was used for



letters, religious texts, law codes, and **to record historical events**. With the coming of writing, history begins. For the first time, we know the names of ancient peoples and their rulers, and we can read their stories, **written in their own words**.

Hieroglyphs from the Temple of Hatshepsut in Luxor

Reed signs



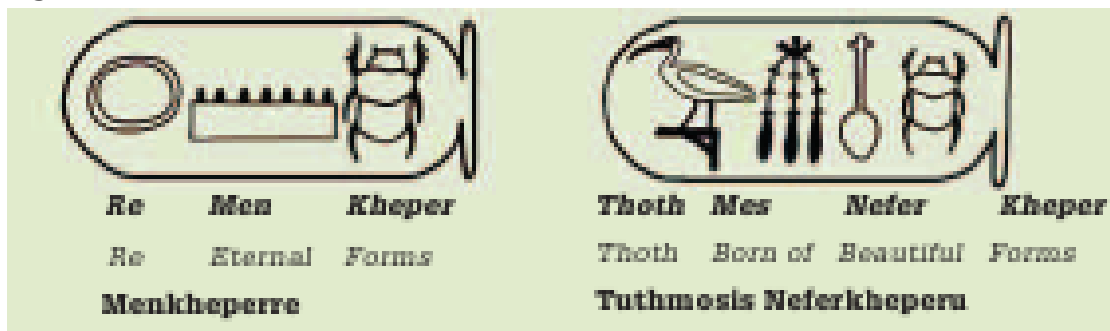
A writing technique used in the Middle East between 2500 and 330 BCE was called cuneiform, meaning **“wedge-shaped.”** The signs were formed by pressing a pointed reed into wet clay, each time producing a **wedge shape**. The resulting picture signs stood for words, sounds, ideas, and objects.

Hieroglyphs

Egyptian hieroglyphs (sacred signs) used pictures of everyday objects to represent objects, ideas, and sounds. The names of pharaohs, shown in oval shapes called cartouches, included the signs of the gods **they claimed as relatives**. Each pharaoh had **two royal names**. On the right are the names of Pharaoh Tuthmosis III, with a red disk for Re, and an ibis bird for Thoth.

Two names

Tuthmosis III was called Menkheperre, meaning “Eternal is the form of Re,” and Tuthmosis Neferkheperu, meaning “Born of Thoth, beautiful of forms.”



Key events 3300 BCE

The Egyptians used hieroglyphs on bone and ivory tags to label goods. These are among the oldest surviving examples of writing. **3300 BCE**

The Sumerians were writing with cuneiform (wedge-shaped) script **on clay tablets**. The first signs were pictures of animals and objects, later simplified to patterns of wedges.

2600 BCE

Indus people of northwest India and Pakistan invented a script. The only texts known to exist are very short, and written **on merchants' seals**. **1800 BCE**

The Minoans of Crete invented a writing system, called **Linear A**, with 90 picture signs, standing for syllables and objects. It has not been deciphered.

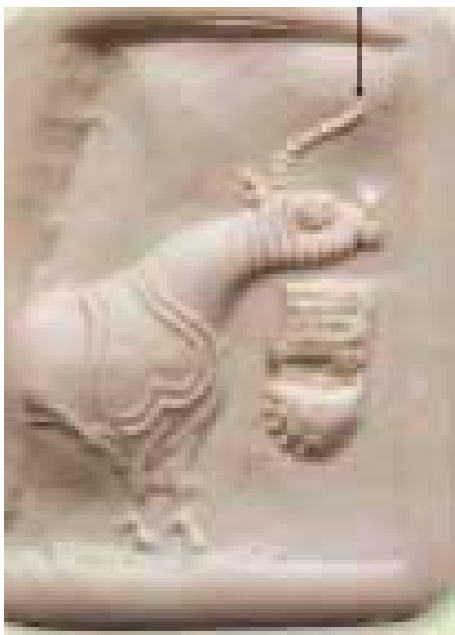


Indus seals

Indus stone seal

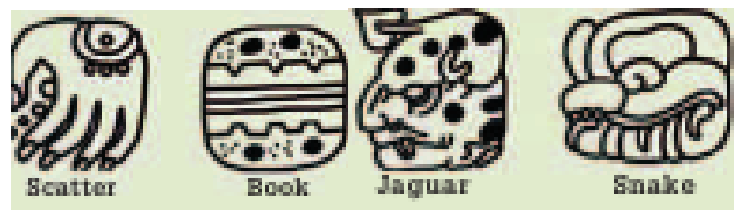
The impression when the seal is pressed in clay

The Indus people invented a writing system **that has not been deciphered**. Indus writing, using 300 picture signs, only survives on stone seals, used to identify goods and their owners.



Mayan glyphs

The Mayans of Mesoamerica invented a writing system with signs, called glyphs, that represented syllables and ideas. They wrote religious texts **in screenfold books**, called codices, made from fig tree bark.



Mayan painted codex (book)



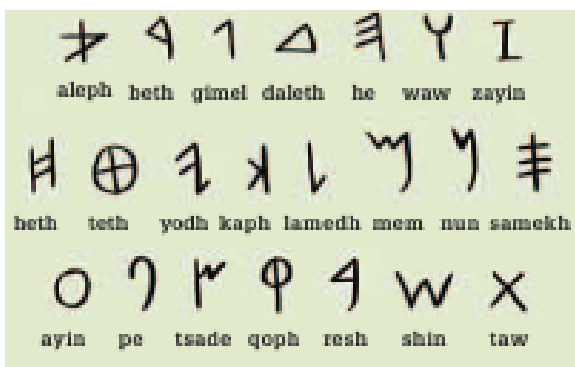
Chinese oracle bones



Some early Chinese characters

The oldest surviving Chinese writing is on “oracle bones,” used for divination (telling the future). A diviner wrote questions, such as when crops should be planted, on ox shoulder-blade bones or turtle shell. These were then heated and the diviner **interpreted the cracks** that appeared to give the answers.

Phoenician alphabet



Around 1050 BCE, there was a huge advance when **the Phoenicians** began using an alphabet, a system with signs standing for consonants. The advantage of this was that there were just **22 signs to learn**. It was now easy for ordinary people to learn to read and write.

Adapting the alphabet

The Phoenician alphabet was copied **by the Greeks**, who added new signs for vowels. This was then adapted **by the Romans**, who created the alphabet we use today. **1250 BCE**

The Chinese wrote on “oracle bones,” using picture signs called ideograms, each standing for an idea or an object. There are no sound signs. **1050 BCE**

The Phoenicians began using an alphabet. There were earlier alphabets in the Near East, but it was the Phoenicians who spread the idea.**900 BCE**

Some archaeologists believe that the first written texts in the Americas date from around 900 BCE, based on a carving from Veracruz in Mexico, which appears to have 28 signs.**300 BCE**

The Mayans used glyphs (signs) to carve monumental inscriptions, paint text on vases, and write books. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) to record, 2) law, 3) code, 4) hieroglyph, 5) cuneiform, 6) reed, 7) clay, 8) ivory, 9) syllable,
10) to decipher.

a) a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel;

b) to keep information for the future, by writing it down;

c) an ancient Mesopotamian and Persian form of writing in which thin wooden sticks with triangular ends are pressed into wet clay;

d) to discover the meaning of something written badly or in a difficult or hidden way;

e) a set of rules that are accepted as general principles, or a set of written rules that say how people should behave;

f) the hard yellowish-white substance that forms the tusks of some animals such as elephants, used especially in the past to make decorative objects;

g) a picture or symbol that represents a word, used in some writing systems, such as the one used in ancient Egypt;

h) thick, heavy soil that is soft when wet, and hard when dry or baked, used for making bricks and containers;

i) (the hollow stem of) any of various types of tall, stiff plants like grasses growing together in groups near water;

j) the system of rules of a particular country, group, or area of activity;

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

1) to record commercial transactions;

2) to record historical events;

3) the names of ancient peoples and their rulers;

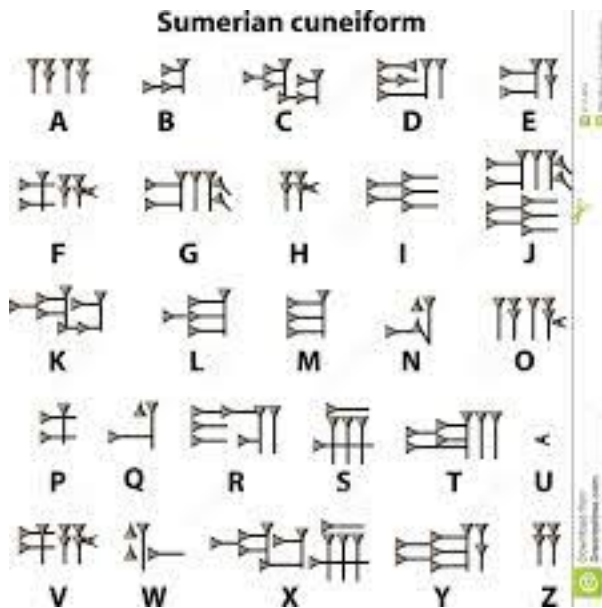
4) to produce a wedge shape;

5) the signs of the gods;

6) to write with cuneiform (wedge-shaped) script on clay tablets;

- 7) pictures of animals and objects;
- 8) to survive on stone seals;
- 9) to represent syllables and ideas;
- 10) a system with signs standing for consonants.

**IV. Match the beginnings of the sentences with the endings below.
The Invention of Writing**



1. The Sumerians first invented writing as a means of

2. With the rise of the cities in Mesopotamia, and the need for resources which were lacking in the region, long-distance trade developed and, with it,

3. The earliest form of writing was pictographs – symbols which represented objects – and served to aid in remembering such things as which parcels of grain had gone to which destination or

4. These pictographs were impressed onto wet clay which was then
5. As beer was a very popular beverage in ancient Mesopotamia,
6. With pictographs, one could tell how many jars or vats of beer were involved in

7. In order to express concepts more complex than financial transactions or lists of items, a more elaborate writing system was required,

8. Pictograms, though still in use, gave way to phonograms – symbols which represented sounds – and

9. With phonograms, one could more easily convey precise meaning and so, in the example of the two sheep and the temple of Inanna, one could now make clear whether the sheep were going to or coming from the temple,

10. Previously, one had only static images in pictographs showing objects like sheep and temples. With the development of phonograms one had.

a) the need to be able to communicate across the expanses between cities or regions.

- b) whether they were living or dead, and what role they played in the life of the temple.
 - c) long-distance communication which was necessitated by trade.
 - d) a dynamic means of conveying motion to or from a location.
 - e) those sounds were the spoken language of the people of Sumer.
 - f) many of the earliest records extant have to do with the sale of beer.
 - g) how many sheep were needed for events like sacrifices in the temples.
 - h) and this was developed in the Sumerian city of Uruk 3200 BCE.
 - i) a transaction but not necessarily what that transaction meant.
 - j) dried, and these became official records of commerce.
- <https://www.ancient.eu/writing/>

**V. Complete the following text with the phrases below.
Cuneiform Literature**



The great literary works of Mesopotamia such as the Atrahasis, The Descent of Inanna, The Myth of Etana, The Enuma Elish and the famous Epic of Gilgamesh were 1) and were completely unknown until the mid 19th century CE, when men like George Smith and Henry Rawlinson (1810-1895 CE) 2)

Rawlinson's translations of Mesopotamian texts were first presented to the Royal Asiatic Society of London in 1837 CE and again in 1839 CE. In 1846 CE he worked with the archaeologist Austin Henry Layard 3) and was responsible for the earliest translations 4) George Smith was responsible for deciphering The Epic of Gilgamesh and in 1872 CE, famously, the Mesopotamian version of the Flood Story, which until then was thought to be original to the biblical Book of Genesis.

Many biblical texts were thought to be original 5) The Fall of Man and the Great Flood were understood as literal events in human history 6) but were now recognized as Mesopotamian myths which Hebrew scribes had embellished on in The Myth of Etana and the Atrahasis. The biblical story of the Garden of Eden could now be understood as a myth derived from The Enuma Elish and other Mesopotamian works. The Book of Job, far from 7) of an individual's unjust suffering, could now be recognized as a literary piece belonging to a Mesopotamian tradition following the discovery of the earlier Ludlul-Bel-Nimeqi text 8)

The concept of a dying and reviving god who 9) , presented as a novel concept in the gospels of the New Testament, was now understood as an ancient paradigm first expressed in Mesopotamian literature in the poem The Descent of Inanna. The very model of many of the narratives of the Bible, including the gospels, could now be read in light of the discovery of Mesopotamian Naru Literature which took a figure from history and 10) .

.....

in order to relay an important moral and cultural message.

A – embellished upon his achievements

B – goes down into the underworld and then returns

C – all written in cuneiform

D – from the library of Ashurbanipal discovered at that site.

E – being an actual historical account

F – dictated by God to the author (or authors) of Genesis

G – deciphered the language and translated it into English.

H – in his excavation of Nineveh

I – until cuneiform was deciphered.

J – which relates a similar story

<http://triskleeng.com/lrfs1ms/babylon-cuneiform-alphabet.html>

VI. Put the following sentences in the most logical order.

a) Writing is the physical manifestation of a spoken language.

b) The Phoenician writing system, though quite different from that of Mesopotamia, still owes its development to the Sumerians and their advances in the written word.

c) Written language, however, does not emerge until its invention in Sumer, southern Mesopotamia, 3500 -3000 BCE.

c) Written language, however, does not emerge until its invention in Sumer, southern Mesopotamia, 3500 -3000 BCE.

e) It is thought that human beings developed language 35,000 BCE as evidenced by cave paintings from the period of the Cro-Magnon Man (50,000-30,000 BCE) which appear to express concepts concerning daily life.

f) The writing system of the Egyptians was already in use before the rise of the Early Dynastic Period (3150 BCE) and is thought to have developed from Mesopotamian cuneiform (though this theory is disputed) and came to be known as hieroglyphics.

g) The phoenetic writing systems of the Greeks, and later the Romans, came from Phoenicia (hence, the name).

h) Independently of the Near East or Europe, writing was developed in Mesoamerica by the Maya 250 CE (though some evidence suggests a date as early as 500 BCE).

i) These images suggest a language because, in some instances, they seem to tell a story (say, of a hunting expedition in which specific events occurred) rather than being simply pictures of animals and people.

j) This early writing was called cuneiform and consisted of making specific marks in wet clay with a reed implement.

<https://www.britannica.com/topic/Etana-Epic>

VII. Render the text in English.

Розвиток писемності



На етапі завершення формування Київської Русі її культура збагатилася новими здобутками. Найважливішим серед них була писемність. Археологічні джерела дозволяють вважати часом оволодіння східними слов'янами письмом IX ст. У цьому переконає "Софійська азбука", виявлена С. Висоцьким на стіні Софійського собору в Києві. Вона складалася з

27 літер: 23 грецьких і 4 слов'янських — б, ж, ш, щ. Запровадження на Русі християнства сприяло поширенню кирилиці й досконалої слов'янської писемності. Східні слов'яни знали й глаголичний алфавіт, однак значного розповсюдження він не набув.

На існування ранньої слов'янської писемності вказують літописні дані про підписання Візантією договорів з русами в 911 і 944 рр. грецькою та іншою, в даному випадку руською, мовами. Сучасникам було також відомо, що на випадок своєї смерті наші предки писали заповіти місцевою мовою. Тільки після масового запровадження християнства в 988 р. на Русі поширюється нова писемність, абетка якої була складена братами Кирилом і Мефодієм і названа за іменем одного з них "кирилицею". Вона являла собою південнослов'янський мовний діалект, зрозумілий і східному слов'янству, що й стало головною передумовою її поширення на українських землях.

У X-XII ст. писемність переростає в освіту. Володимир Святославич у 988 р. створив школу для навчання боярських дітей грамоті. Аналогічні заклади відкривали Ярослав Мудрий та інші князі. Анна Всеволодівна у 80-х рр. XI ст. організувала при Андріївському монастирі чи не першу в Європі школу для дівчаток, де учениці вчилися рукоділлю, шиттю та співам. Князі та чимало бояр були високоосві-

ченими людьми, знали по кілька мов. Вміли читати, писати й рахувати багато купців та ремісників, сотні їхніх написів збереглися на стінах монастирів, церков і ремісничих виробів. Світські вельможі та духовенство широко користувалися бібліотеками, першу з яких заснував у Києві в 1037 р. Ярослав Мудрий. Монах Київського Печерського монастиря Микола Святоша мав велике книжкове зібрання й подарував його монастирській бібліотеці. Ці кладезі мудрості були також у Білгороді, Чернігові, Переяславі та інших містах.

На духовність наших предків впливала як перекладна, так і оригінальна література з історії, філософії, правознавства. Найосвіченіша людина свого часу, спочатку священик з с. Берестова під Києвом, а потім перший давньоукраїнський митрополит Іларіон написав "Слово про Закон і Благодать" (між 1087-1050 рр.), де прославляв діяльність Володимира Святославича й виступав проти спроб нав'язати Русі духовну зверхність Візантії. З літератури богословсько-морального циклу найвідомішими тоді були перекладений (1073) і оригінальний (1076) "Ізборники". У другому творі роз'яснювалися норми поведінки людей у різних життєвих ситуаціях, пропагувалися мир, а також літературні знання: "Добро є, братіє, почитаний книжне". Напутнім духом пройняте й "Повчання дітям" Володимира Мономаха. В ньому чітко простежується прагнення князя виховати своїх дітей мудрими правителями й захисниками держави. Крім того, у Київській Русі зародився оригінальний літературний жанр — літописання. Практично всі наші знання з історії, соціально-політичного життя наших предків від найдавніших часів і до XII ст., їхні звичаї та обряди почерпнуті з давньоруських літописів. Жоден народ не може похвалитися таким духовним надбанням. Перший літопис написано в Києві — центрі літературної думки Київської держави. Найвидатнішим літературним твором є "Повість минулих літ" батька українського літописання ченця Печерського монастиря Нестора. Його перша редакція з'явилась у 1113 р. Розповідь в ній доведена до 1110 р. Зміст літопису полягає в з'ясуванні історії східнослов'янських народів і пропаганді благородної ідеї служіння рідній землі. Всього ж протягом XI— XII ст. написано не менше 95 літературних творів.

<http://politics.ellib.org.ua/pages-9767.html>

VIII. Read the text in Hungarian and do the exercises following it.

Miért volt olyan nehéz átvenniük a középkori európaiaknak az arab számokat?

[Múlt-kor](#)

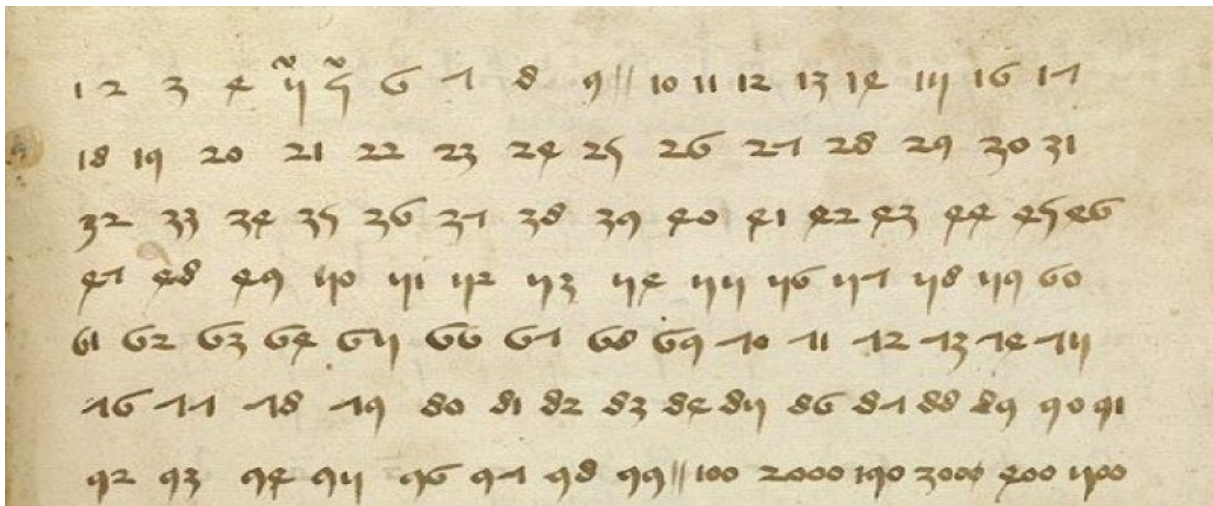
2018.01.17.

A hindu-arab számrendszer Kr. u. 500 körül **fejlődött ki** Indiában, a kora középkor századai során pedig az arab világban is elterjedt. A 10. század végére Nyugat-Európa is megismerkedett vele, a 13. századtól kezdve pedig már egyre szélesebb körben kezdték el használni az öreg kontinensen.



John Crossley matematikátörténész nemrég publikált, Régimódi és újdivatú: Számolvasás- és írás 1200-1500 között című cikkében kifejti, az európaiak csak nagyon lassan és nehezen **szoktak hozzá** a számok újfajta **írásmódjához**. Mint leírja, még a középkor végén is sok írástudó küzdött az arab számok megértésével, és használta ezek helyett továbbra is a római számokat.

Amikor valaki római számokat használt, tudta, hogy mindegyiknek van egy meghatározott értéke: ha valaki egy V-t látott, az ötöt jelentett, az X tízet, az M pedig ezret. Mint Crossley írja: „A római **számok jelentése** néhány kivételtől eltekintve nem változott akkor sem, amikor új helyre kerültek. A hindu-arab számok esetében azonban nem ez volt a helyzet. Gondolkodjunk el például azon, hogy a »3« mit jelent. Amikor a 437-es vagy a 3,145,872-es számban találkozunk a 3-assal, két különböző dolgot jelöl. Nem csak egy egyszerű 3-as! Az első esetben harmincat jelent, a másodikban pedig hárommilliót. Egy szélsőségesebb példa a 3-asok előfordulása az 1,234,537-es számban, ahol a 3-as két különböző dolgot is jelöl! Ez illusztrálja leginkább azt az egyedi tulajdonságot, amelyben a számok reprezentációját tekintve a hindu-arab számrendszerre **jellemző**: jelentésük elhelyezkedésüktől függően eltér. Ez független a 0-ás, 1-es, 9-es stb. számok formájától, mivel ezek helyett más szimbólumokat is lehetne használni, másrészt pedig más helyjelölést is lehetne alkalmazni. A mi rendszerünkben a legnagyobb számot írjuk előre. Az »123« azt jelenti, »százhuszónhárom«. Ironikus módon, az írt arabbal az első számot írják előre, mivel az arab írás iránya ellentétes a hinduéval, az irányt pedig a számok tekintetében is megőrizték.”



Középkori kézirat arab számokkal

A hely szerinti jelentés nagyon **bonyolultnak** bizonyult sokak számára a középkori Európában, és ha ehhez hozzávesszük azt is, hogy a hindu-arab számok szimbólumai is újdonságot jelentettek a kontinensen, nem **csodálhatjuk**, hogy nehezen szoktak hozzá az új rendszerhez.

Crossley 1398 darab, 1200 és 1500 között keletkezett kéziratot **elemzett**. Ennek során **kiderült**, hogy ebben az időszakban a legtöbben továbbra is a római számokat preferálták. A 13. századi dokumentumoknak mindössze 7 százaléka használta az új számokat, a 14. században ez az arány már 17 százalékra ugrott, a 15. században pedig elérte a 47 százalékot. Számos esetben alkalmaztak „vegyes” szisztémát, vagyis használták mindkét számrendszert. Volt olyan, aki az M (amely a római számokban ezret jelent) után arab számokat írva egészített ki egy számot.

Egyértelműen meg lehet **határozni**, mely területeken használták az egyes számrendszereket. Crossley kutatásából kiderül, hogy a hindu-arab számrendszerre való átállást elsősorban a vállalkozók ösztönözték. A római számokat az egyetemi oktatásban részesítették előnyben, amikor olyan absztrakt fogalmakat kellett megmagyarázni, mint a négyzetszámok vagy a háromszögszámok. A hindu-arab számok ezzel szemben a kereskedelem gyakorlatias világában jelentek meg, főként az elsősorban Itáliában népszerű abakusz iskolákban, ahol a kereskedőket és alkalmazottaikat tanították a hindu-arab számrendszerre. Mivel gyakran rendkívül komplikált számításai feladatokat kellett megoldaniuk, a kereskedők jelentősen hozzájárultak az algebra fejlődéséhez. A 16. századig kellett arra várni, hogy a mindkét terület, az akadémikus, valamint az üzleti világ egyaránt arab számokat használjon elsősorban.

<https://mult-kor.blogstar.hu/2018/01/17/miert-volt-olyan-nehez-atvenniuk-a-kozepkori-europaiaknak-az-arab-szamokat-/47329/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*number system math historian explain
Roman numerals Hindu-Arabic numerals
place notation direction of writing academia
opposed to were brand new*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | | B | |
|-------------------|---|---|--|
| 1. spread | a | something that happens | |
| 2. consider | b | someone who is paid to work for someone else | |
| 3. encounter | c | someone who buys and sells goods in large quantities | |
| 4. occurrence | d | becoming larger or moving so that it affects more people or a larger area | |
| 5. independent of | e | an area of activity, interest, or knowledge, especially one that a particular person, organization etc deals with | |
| 6. prove to be | f | a book or piece of writing before it is printed | |
| 7. manuscript | g | to show other people that you are a particular type of person | |
| 8. domain | h | not owned or controlled by | |
| 9. merchant | i | to experience something, especially problems or opposition | |
| 10. employee | g | to think about something carefully | |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | | |
|--|---|-----------------------------|
| 1. egyre szélesebb körben kezdték el használni | a | a more extreme example |
| 2. küzdött az arab számok megértésével | b | contribute significantly |
| 3. meghatározott érték | c | practical world of commerce |
| 4. néhány kivételtől eltekintve | d | in many instances |
| 5. egy szélsőségesebb példa | e | started getting more use |

- | | |
|-------------------------------------|---|
| 6. egyedi tulajdonság | f proved to be very difficult for |
| 7. nagyon bonyolultnak bizonyult | g distinctive feature |
| 8. számos esetben | h with minor exceptions |
| 9. kereskedelem gyakorlatias világa | i fixed amount |
| 10. jelentősen hozzájárul | g had a lot of difficulty understanding Arabic numbers |

5. Comprehension questions.

- Why learning numbers was so hard in medieval Europe?
- When and where was the Hindu-Arabic number system invented?
- Why did many writers even by the end of the Middle Ages have a lot of difficulty understanding how numbers work?
- Why was the process of changing over to the new system slow?
- What did Crossley examine and find in his study?

6. Render the text in English.

- 7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.**

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The earliest systems of writing were invented by the Egyptians and the Sumerians of Mesopotamia. Their reason for inventing writing was

...

- a) to record stories
- b) to record family trees
- c) to record commercial transactions
- d) to record the main events

2. A writing technique used in the Middle East between 2500 and 330 BCE was called cuneiform, meaning

- a) "round-shaped." b) "oval-shaped."
- c) "square-shaped." d) "wedge-shaped."

3. The signs were formed by pressing into wet clay, each time producing a wedge shape.

- a) a pointed reed
- b) an oval stone
- c) an engraved metal
- d) a round object

4. Egyptian hieroglyphs used pictures of everyday objects to represent objects, ideas, and sounds.

- a) (sacred signs) b) (secret signs)
 c) (hidden signs) d) (clear signs)
5. Each pharaoh had
- a) one royal name.
 b) three royal names.
 c) two royal names.
 d) many royal names.
6. Tutmosis III was called Menkheperre, meaning
- a) "Eternal is the form of Ce."
 b) "Eternal is the form of Re."
 c) "Famous is the form of Re."
 d) "Famous is the form of Ce."
7. The Sumerians were writing with cuneiform (wedge-shaped) script .

- a) on clay tablets
 b) on wooden tablets
 c) on reed sticks
 d) on stones
8. Indus people of northwest India and Pakistan invented a script. The only texts known to exist are very short, and written
- a) on wooden tablets
 b) on stones
 c) on reed sticks
 d) on merchants' seals.
9. The Minoans of Crete invented a writing system,, with 90 picture signs, standing for syllables and objects.
- a) called Circular A
 b) called Circular B
 c) called Linear B
 d) called Linear A
10. Around 1050 BCE, there was a huge advance when began using an alphabet, a system with signs standing for consonants.
- a) the Phoenicians
 b) the Romans
 c) the Greeks
 d) the Chinese

UNIT 8

METAL AGES

People made a huge advance **when they learned how to use metals**. Metal tools were easier to shape than stone ones, and they could be mass-produced using molds. Unlike a stone ax, which was useless when broken, a copper or bronze one could be melted down and recycled. Shiny metals, such as gold and silver, were also perfect materials **for jewelry and coins**.

Smelting copper



Copper is heated over a fire by Egyptian metalworkers.

Around 6500 BCE, people learned **to extract copper from ores** (rocks containing minerals and metals), which they recognized by their bright green color. They heated the rocks until the red metal flowed out—a process called smelting. The molten metal could then be poured into molds.

The age of iron



Greek ironworker at a forge

Although iron is the most common metal, it was the last to be used by people. It has a much higher melting point than other metals, which makes it difficult to extract and work. It could not be poured into a mold, but had to be hammered into shape. It is often heated **in an extremely hot furnace**, called a forge, which makes it easier to work.

Brilliant bronze

By 3200 BCE, people learned that by mixing a small amount of tin with copper, they could make a much harder metal called bronze. Tin is a scarce metal, which made bronze extremely valuable.

Using molds

Like copper, bronze was cast: heated until it melted, then poured into a mold to make items such as this pin from Morigen, Switzerland, which is 3,000 years old.



Chinese metalwork

The most skilled early bronze workers were the Chinese, who used casting techniques **to make sculptures, vessels, and weapons** such as this ax blade.

KEY EVENTS

7000 BCE Gold and copper, from naturally occurring nuggets, were used to make jewelry in western Asia and Egypt.

6500 BCE

People in southeastern Europe and western Asia learned to extract copper from mineral ores by smelting. **5000 BCE**

At Varna, Bulgaria, wealthy people were buried in tombs containing 3,000 gold artifacts.

3200 BCE In western Asia, people learned how to make bronze by mixing copper and tin.

Glorious gold

Gold, which is beautiful and scarce, has always been prized all over the world. Soft and easy to work, it does not tarnish or rust, and is the perfect material for jewelry. Some of the world's oldest gold jewelry, dating from 5000 BCE, was found **in graves in Varna, Bulgaria.**

American metal



In the Americas, people made jewelry, statuettes, and masks from gold, silver, and copper, but did not discover how to work the harder metals. This gold mask comes **from a royal tomb in Sipan, Peru**, dating from 250 CE.

Choose your metal

Each metal was used for different purposes, according to its availability and properties, such as hardness or color.



Gold, the most valuable metal, was made into royal funeral masks and jewelry for the rich.

Silver, the second-most-prized metal, was used **for jewelry, cups, and coins.**

Copper, an attractive red metal, was used **for decorative items and tools**, such as axes and chisels. Copper is soft, so these needed to be resharpened regularly.

Bronze was used for high-status objects, such as swords, spearheads, shields, helmets, brooches, and mirrors.

Iron, the hardest and most common metal, was used **for weapons and everyday items**, such as tools, nails, and wheel rims..

KEY EVENTS

1550 BCE

Iron was first smelted in the area that is now Turkey, beginning the Iron Age.

1200 BCE

The Chinese used bronze to make the world's first life-size statues of people.

1200 BCE

Ironworking reached western Europe. The coming of iron weapons led to an increase in warfare.

Chinese metalworkers learned **how to heat iron until it melted**, creating the first cast iron.



The Olmec

The first Mesoamerican civilization developed **in the jungles of the north coast of Mexico**. The Olmec built earth mounds and temples, and carved colossal sculptures of the heads of rulers, ancestors, or gods—all wearing helmets.

Trojan horse



A Bronze Age legend tells of the siege of Troy. The Greeks built a **huge wooden horse**, hid soldiers inside, and pretended to sail away. When the Trojans took the horse into the city, the soldiers crept out, and opened the gates **to the Greeks**, who captured the city.

1250 -1100 BCE BRONZE AGE COLLAPSE

From 1250–1100 BCE, the eastern Mediterranean was in turmoil. There was a mass movement of peoples **looking for new lands to settle**, and some of the great Bronze Age civilizations, including the Mycenaeans and Hittites, were violently **destroyed by unknown enemies**. Only Egypt was strong enough to fend off foreign invaders, whom the Egyptians called the “Sea Peoples.”

Greek Dark Age

Sometime around 1100 BCE, Mycenae (right) and the other fortified palaces in Greece were sacked and burned. A period now called the Greek Dark Age followed. The knowledge of writing was lost, and population levels fell.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) mold, 2) melt, 3) recycle, 4) jewelry, 5) smelting, 6) hammer, 7) furnace, 8) tin, 9) artifact, 10) mask.

a) decorative objects worn on clothes or on the body, such as rings and necklaces, often made from valuable metals and containing precious stones

b) a covering for all or part of the face that protects, hides, or decorates the person wearing it;

c) a hollow container into which you pour a soft or liquid substance so that it will cool or harden into the shape of the container;

d) an object, such as a tool, that was made in the past;

e) to turn from something solid into something soft or liquid, or to cause something to do this;

f) a chemical element that is a silver-coloured metal, often combined with other metals or used to cover and protect other metals;

g) to hit something with a hammer;

h) a container that is heated to a very high temperature, so that substances that are put inside it, such as metal, will melt or burn;

i) to use something again for a different purpose;

j) the act or process of getting a metal from rock by heating it to a very high temperature, or of melting objects made from metal in order to use the metal to make something new;

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

1) to make a huge advance;

2) to be perfect materials for jewelry;

3) to extract copper from ores;

4) to be poured into molds;

5) to be hammered into shape;

6) the most skilled early bronze workers;

7) to be buried in tombs;

8) to tarnish or rust;

9) to work the harder metals;

10) to be resharpened regularly.

IV. Match the beginnings of the sentences with the endings below.

1. The Iron Age is the final epoch of the three-age system, preceded

2. It is an archaeological era in the prehistory and protohistory of Europe and the Ancient Near East, and

3. The three-age system was introduced in the first half of the 19th century for the archaeology of Europe in particular, and
4. As an archaeological era it was first introduced for Scandinavia
5. By the 1860s, it was embraced as a useful division of the "earliest history of mankind" in general and
6. The development of the now-conventional periodization in the archaeology of the Ancient Near East
7. As its name suggests, Iron Age technology is characterized by the production of tools and weaponry
8. It is defined by archaeological convention, and the mere presence of cast or wrought iron is not sufficient to represent an Iron Age culture; rather, the term "Iron Age" implies
9. In the Ancient Near East, this transition takes place in the wake of
10. The technology soon spreads throughout the Mediterranean region and to South Asia. Its further spread to Central Asia, Eastern and Central Europe is

- a) somewhat delayed, and Northern Europe is reached still later, by about 500 BC.
- b) by the Stone Age (Neolithic) and the Bronze Age.
- c) by the later 19th century expanded to the archaeology of the Ancient Near East.
- d) that the production of carbon steel has been perfected to the point where mass production of tools and weapons superior to their bronze equivalents become possible.
- e) by Christian Jürgensen Thomsen in the 1830s.
- f) by analogy also used of other parts of the Old World.
- g) the so-called Bronze Age collapse, in the 12th century BC.
- h) began to be applied in Assyriology.
- i) by ferrous metallurgy (ironworking), more specifically from carbon steel.
- j) was developed in the 1920s to 1930s
https://en.wikipedia.org/wiki/Iron_Age

V. Complete the following sentences with the phrases below.

In Europe, the Iron Age is the last stage 1) and the first of the protohistoric periods, which initially means 2) by Greek and Roman writers. For much of Europe, the period came to an abrupt local end 3) , though ironworking remained the dominant technology until recent times. Elsewhere it may last until the early centuries AD, and either



Christianization or a new conquest 4) Iron working was introduced to Europe in the late 11th century BC, 5) , and slowly spread northwards and westwards over the succeeding 500 years. The Iron Age did not start when iron first appeared in Europe

but 6) in the preparation of tools and weapons. It did not happen at the same time 7) ; local cultural developments played a role in the transition 8) For example the Iron Age of Prehistoric Ireland begins around 500 BC, when the Greek Iron Age had already ended, and finishes around 400 AD. The widespread use 9) was implemented in Europe simultaneously with Asia. The prehistoric Iron Age in Central Europe divided into two periods based on historical events – Hallstatt (early Iron Age) and La Tene (late Iron Age) cultures. Material cultures of Hallstatt and La Tene 10) (A, B, C, D phases).

- A – of prehistoric Europe
- B – of the technology of iron
- C – after conquest by the Romans
- D – consist of 4 phases
- E – descriptions of a particular area
- F – to the Iron Age.
- G – it began to replace bronze
- H – probably from the Caucasus
- I – all around Europe
- J – in the Migration Period.

https://en.wikipedia.org/wiki/Iron_Age_Europe

VI. Put the following sentences in the most logical order.

The Metal Ages

- a) The period of the 3rd, the 2nd, and the 1st millennia BCE was a time of drastic change in Europe.
- b) Simultaneous with these technological innovations were changes in settlement organization, ritual life, and the interaction between the different societies in Europe.
- c) Thus, it was suggested that the segmented faience beads from the rich early Bronze Age graves in Wessex were Mycenaean products or that development of bronze working in central Europe was due to the Aegean civilization's need for new bronze supplies.
- d) The Metal Ages of Europe thus must be understood as indigenous local inventions and as an independent cultural evolution.

e) Local developments were long thought to have been caused by influences from the eastern Mediterranean and the Middle East and by migrations.

f) They showed that many supposedly interdependent developments had in fact developed independently and been separated by centuries.

g) This has traditionally been defined as the Metal Ages, which may be further divided into stages, of approximate dates as shown: the Bronze Age (2300–700 BCE) and the Iron Age (700–1 BCE), which followed a less distinctly defined Copper Age (c. 3200–2300 BCE).

h) New methods of absolute dating, including radiocarbon dating, revolutionized the understanding of this phase in prehistoric Europe.

i) These developments and their remarkable reflections in the material culture make the period appear as a series of dramatic changes.

j) At this time, societies in Europe began consciously to produce metals.
<https://www.britannica.com/topic/history-of-Europe/The-Metal-Ages>

VII. Render the text in English.

Кіммерійці (IX–VII ст. до н. е.)

Кіммерійці – найдавніший народ України, відомий нам за писемними джерелами. За Гомером, вони були жителями найвіддаленішої з північних країн, якої досягав у своїх подорожуваннях легендарний Одисей. Кіммерійці займали все степове Причорномор'я від Дону до Дністра. Вони належали до іраномовної групи народів. Кіммерійцям була відома технологія виплавлення заліза із руд та виготовлення залізної зброї й знарядь праці. Вчені вважають, що кіммерійці були кочовими скотарями.



Кочівництво – форма господарської діяльності і побуту, в основі якої лежить екстенсивне скотарство з сезонним переміщенням худоби.

Зображення кіммерійців на етрусській вазі

Кіммерійці активно розводили коней і були чудовими вершниками. Залізне озброєння робило їх небезпечними воїнами. Тому чи не найголовнішими заняттям кіммерійців були військові походи з метою отримання здобичі. Походи кіммерійців у Передню і Малу Азію та їхні успішні війни з могутніми державами Стародавнього Сходу (Ассирією, Урарту, Лідією) дають

можливість припускати, що кіммерійці були об'єднані в міцний військовий союз. Очолювали кіммерійські племена та союзи племен племенні вожді, які в письмових джерелах названі царями. Нам відомо лише троє їх імен: Лігдаміс, Теушпа та його син Сандакшатру.

Сармати (III ст. до н. е. – III ст. н. е.)



В III ст. до н.е. скіфів витіснили племена сарматів. Їхня мова, як і скіфська, належала до іранських мов. Важливим політичним центром було м. Танаїс у гирлі Дону. Як і більшість кочових народів, сармати не були однорідним племенем, вони були утвореним союзом, який складався з декількох племен: язгів, роксоланів, аланів та ін. Основу їх господарства складало кочове скотарство. Найбільше розводили коней та овець. Сармати були дуже войовничими, ця риса відбилась у їх релігійних віруваннях. Меч був у них об'єктом поклоніння. Основу сарматського війська становила легка кіннота. Проте при військовому прориві ударною силою виступала важка кіннота, відома як катафрактарії. Важко озброєна кіннота сарматів передбачала наявність металевих обладунків як у воїнів, так і в коней. У військових діях брали участь навіть жінки. На основі саме цього факту виник відомий дав-

ньогорецький міф про амазонок. В III ст. н.е. сармати зазнали серйозного удару з боку готів. Кінець пануванню сарматів на південних землях України поклали гуни в другій половині IV ст.

<http://zno.academia.in.ua/mod/book/view.php?id=100&forceview=1>

VIII. Read the text in Hungarian and do the exercises following it.

Magas szintű civilizációról árulkodik a Bibliából ismert ókori Edom réztermelése

2019. szeptember 20. 19:40 MTI

Fejlett réztermelést folytattak az ókori Edom királyságában - írta izraeli régészeti kutatásokra hivatkozva a Háárec című újság honlapja csütörtökön.



Ásatás a Timna-völgyben (kép forrása: timesofisrael.com / E. Ben-Yosef / Central Timna Valley Project)

A **régészeti kutatások** szerint háromezer évvel ezelőtt az **ókori** Edom jól szervezett királyság volt, melyben jelentős és fejlett réztermelés folyt. Mindez egybevág a Bibliának az egyik "ősellenségről", az edomitákról szóló leírásával.

Amerikai, izraeli és jordán régészek szerint a Teremtés könyvével összhangban, az izraeli **törzsek** megjelenése előtt, az eddig gondoltnál jóval hamarabb vált stabil hatalommá a korábban nomád edomiták országa.

Az Arava-sivatag különböző részein már évszázadokkal korábban is folyt fémtermelés, ami azonban három évezrede az egész régióban egyszerre ugrásszerű **fejlődésen** esett át. Mindez annak a jele, hogy erős, központosított **állam** felügyelte az egymástól távoli helyeken folytatott réztermelést.

Az i.e. 10. században technológiai "ugrást" hajtottak végre az i. e. 13. század óta folytatott réztermelésben - derül ki a Tel-avivi Egyetem (TAU) és a Kaliforniai Egyetem San Diegó-i intézményének közös kutatásából, amelynek során a korabeli rézipart és a Holt-tenger közelében lévő Arava

térség egykori hulladékait tanulmányozták, és amelynek eredményeit a PLOS ONE című tudományos lapban tettek közzé.

Az izraeli Timna-völgy ókori rézbányáinál és olvasztóinál végzett vizsgálat a **tudósok** szerint cáfolja azt a korábbi **vélekedést**, hogy az edomita királyság csak a törzsek gyenge **szövetsége** lett volna.

A rézhulladéknak az i.e. 10. században megfigyelt csökkenéséből, a réz előállításának hatékonyabbá válásából az edomita királyság fejlődésére vonatkozó következtetést vontak le.

"Vannak régészek, akik szerint a térségben ebben az időszakban csak ideiglenesen, alkalmilag réztermelést végző törzsek laza együttese élt, de a mi megállapításaink ennek ellentmondanak, és összhangban állnak a Biblia történeteivel. Szerintünk itt egy centralizált és hierarchikus királyság állt, amely csakis az ősi, bibliai Edom lehetett" - állítják a kutatók.

A réztermelés hirtelen fejlődését az i. e. 943-922 között **uralkodó** I. Sesonk egyiptomi fáraó katonai hadjáratának köszönhetnék, amely lökést adott mind a kitermelés technológiai fejlődésének, mind a rézkereskedelemnek.

"A réztermelés az ősi idők hi-tech technológiája volt, amelynek módszerei és hatékonysága változott az idők során, tükrözve a **társadalmi** folyamatokat " - hangsúlyozták a tudósok.

<https://mult-kor.hu/magas-szintu-civilizacirol-arulkodik-a-bibliabol-ismert-okori-edom-reztermelese-20190920>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*copper production Edomite kingdom Genesis
"technological leap" copper mines biblical Edom
waste copper trade hierarchical kingdom be
consistent with*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text

- | | A | B |
|----|---------|--|
| 1. | kingdom | a a social group consisting of people of the same race who have the same beliefs, customs, language etc, and usually live in one particular area ruled by their leader |
| 2. | tribe | b a country ruled by a king or queen |
| 3. | nomadic | c to be in charge of a group of workers and |

- | | | |
|-----|-----------------------------|---|
| | | check that a piece of work is done satisfactorily |
| 4. | centralised have control | d to show that something is wrong or not true |
| 5. | over | e continuing for only a limited period of time |
| 6. | disprove | f sometimes, but not regularly and not often |
| 7. | decrease | g not tied or fastened very tightly |
| 8. | temporarily | h to become less or go down to a lower level, or to make something do this |
| 9. | occasionally | i to organize the control of a country, organization, or system so that everything is done or decided in one place |
| 10. | loose | g if someone leads a nomadic life, they travel from place to place and do not live in any one place for very long |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|-----|-------------------------------------|----------|---|
| 1. | régészeti kutatások szerint | a | a well-organized kingdom |
| 2. | jól szervezett királyság | b | according to archaeological research |
| 3. | egybevág a Biblia leírásával. | c | decrease in copper waste |
| 4. | tudományos lapban tettek közzé | d | findings contradict it |
| 5. | törzsek gyenge szövetsége | e | as described in Genesis |
| 1. | megállapítások ennek ellentmondanak | f | was published on the site of the scientific journal |
| 7. | katonai hadjárat | g | research has uncovered |
| 8. | Teremtés könyvével összhangban | h | loose alliance of tribes |
| 9. | derül ki a kutatásából | i | military invasion of |
| 10. | a rézhulladék csökkenése | g | agrees with the description in the Bible |

5. Comprehension questions.

- Why has the biblical kingdom of Edom always been a significant puzzle for biblical archaeology?
- How has research uncovered the untold story of a thriving and wealthy society in the Arava?

- What are the copper mines an evidence of?
- What archaeological evidence ratifies the biblical kingdom of Edom?
- How do the present findings contradict the view of many archaeologists?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. Shiny metals, such as and, were perfect materials for jewelry and coins (2choices).
 - a) gold
 - b) silver
 - c) tin
 - d) lead
2. Around 6500 BCE, people learned to extract copper from ores (rocks containing minerals and metals), which they recognized by their..... .
 - a) dark brown colour
 - b) bright red colour
 - c) bright green colour
 - d) bright blue colour
3. Although is the most common metal, it was the last to be used by people.
 - a) gold
 - b) silver
 - c) tin
 - d) iron
4. By 3200 BCE, people learned that by mixing a small amount of with, they could make a much harder metal called bronze(2 choices).
 - a) gold
 - b) tin
 - c) silver
 - d) copper
5. The most skilled early bronze workers were....., who used casting techniques to make sculptures, vessels, and weapons such as this ax blade.
 - a) the Phoenicians
 - b) the Romans
 - c) the Greeks
 - d) the Chinese

6. In 6500 BCE people in southeastern Europe and learned to extract copper from mineral ores by smelting.

- a) western Asia
- b) eastern Asia
- c) northern Asia
- d) southern Asia

7., an attractive red metal, was used for decorative items and tools, such as axes and chisels.

- a) iron
- b) gold
- c) silver
- d) copper

8., the second-most-prized metal, was used for jewelry, cups, and coins.

- a) iron
- b) gold
- c) silver
- d) tin

9., the most valuable metal, was made into royal funeral masks and jewelry for the rich.

- a) iron
- b) gold
- c) lead
- d) tin

10., the hardest and most common metal, was used for weapons and everyday items, such as tools, nails, and wheel rims..

- a) iron
- b) gold
- c) silver
- d) tin

UNIT 9

EGYPTIAN SCRIBE

Children **in Ancient Egypt** were usually taught at home, and expected to do the same work as their parents, usually farming. Only the sons of scribes and nobles went to school, where they learned **writing and accounting**. Scribes kept all the official records in Egypt, and could become very successful. However, their training was **long and rigorous**.

An early start

From the age of four, a boy went to scribal school, where he would train for **up to ten years**. Lessons began early in the morning, and pupils would take their midday meal of bread and beer with them. The boys sat cross-legged **on the floor**, ready to learn.

Tools of the trade

One of the boys' first lessons was **to make pens**. They learned how to chew the ends of reeds to separate the stiff fibers into delicate nibs. The pens were kept **in a wooden palette**, along with cakes of red and black ink. Scribes wrote on paper made from the papyrus plant, which grows **in the Nile marshes**. However, to save papyrus, pupils practiced on slabs of limestone or broken pieces of pottery.

A lot to learn

Students had to learn **more than 700 hieroglyphic signs**, as well as simplified versions of the symbols used in everyday letters and accounts. The boys copied out literary texts to practice writing, and also studied **mathematics and accounting**.

Best behavior

Young scribes must have envied other children their own age, who did not have to go to school. For them, discipline was strictly enforced and unruly or lazy pupils **were often beaten**.

They were also reminded of the benefits of the life ahead of them. A scribe could look forward to authority, freedom from manual labor, and exemption from taxes in times of flood.

Ostrakon



Pieces of stone or pottery used for writing were called **ostraca**. This ostrakon shows a copy of a classic poem from Egyptian literature, written in hieratic script.

“By the hypnotic process of repetition, the boy was filled with

elaborate repertoire of form and phrase that made up the literary language of the state”.

Extract from Egyptologist John Romer's book Ancient Lives, 1984

“The ears of a boy are on his back. He hears when he is beaten.”

School text quoted by the historian Adolf Arman in the “Literature of the Ancient Egyptians”, 1927.

“I shall make you love books more than your mother and I shall place your excellence before you. It (the scribe's office) is greater than any office. There is nothing like it on earth.”

The teachings of Dua- Khety, a school text 2000 BCE.

750 BCE GREEK WRITING The Greeks adopted an alphabet **from the Phoenicians**. Not long after, The Iliad and The Odyssey, two long poems **by the poet Homer**, were first written down. This marks the beginning of Western literature.

The hero Odysseus



The Odyssey tells the story **of Odysseus**, returning home from war. Here, he has encountered the menacing sirens, half-women, half-birds, who try to lure the ship to its doom.

750 BCE

Greek colonies

The Greeks founded colonies **around the Mediterranean and Black Seas**. These include Massilia (Marseilles, France), Neapolis (Naples, Italy), and Tripolis (Tripoli, Libya).

776 BCE

Olympic games

The Olympic Games, held in honor **of the chief Greek god, Zeus**, were first held in Greece. During the games, people from all over the Greek world gathered to compete.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) scribe, 2) noble, 3) accounting, 4) rigorous, 5) to chew, 6) palette, 7) ink, 8) papyrus, 9) repertoire, 10) to compete.

- a) a person of the highest social group in some countries;
- b) all the music, plays, dances, operas, etc., that a person or a group can perform, or that exist in a particular type of activity related to the arts;
- c) to take part in a race or competition;
- d) the skill or activity of keeping records of the money a person or organization earns and spends;
- e) to crush food into smaller, softer pieces with the teeth so that it can be swallowed;
- f) a thin board with curved edges and a hole for your thumb, used by artists to mix their paints on while they are painting;
- g) a person employed before printing was invented to make copies of documents;
 - in biblical times, a teacher of religious law;
- h) careful to look at or consider every part of something to make certain it is correct or safe;
- i) a tall plant like a grass that grows in or near water, especially in North Africa, or paper made from this plant, especially by ancient Egyptians;
- j) coloured liquid used for writing, printing, and drawing;

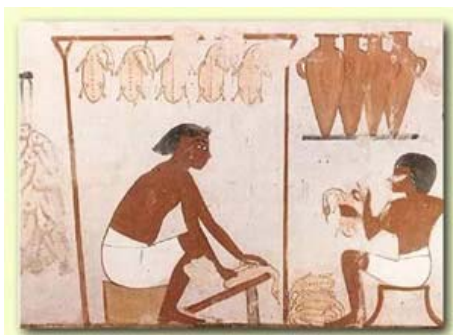
II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to be taught at home;
- 2) to learn writing and accounting;
- 3) to keep all the official records;
- 4) to take their midday meal;
- 5) to sit cross-legged on the floor;
- 6) to practice on slabs of limestone;
- 7) to copy out literary texts;
- 8) unruly or lazy pupils;
- 9) to look forward to authority;
- 10) freedom from manual labor.

IV. Match the beginnings of the sentences with the endings below.

Egyptian School



- 1. Formal education in ancient Egypt was.....
- 2. Although there is some evidence that occasionally, girls.....
- 3. Boys usually started school at the age of 7 and they were taught.....

4. A recent discovery in Egypt showed classrooms that were set up very similar to today's and there were inscriptions on the walls

5. From the pictures and images, it seems that classrooms had tables for the children.

6. Some schools were designed for specific talents, such as 'Scribes'. These were the people that would have the job of

7. Scribe students would spend hours writing and

8. There is evidence that the kids didn't always like doing

9. It seems that the lesson books, called 'Kemty' (which means completion) were not designed in the horizontal way we are taught, but instead,

10. Some young girls were educated in both a formal manner and by their mothers. Many Egyptian families required that the husband or father be away at various times, and this meant

a) that the wife or mother had to run the family business.

b) mostly reserved for the boys of wealthier families.

c) writing all of the history, letters and all communications.

d) did go to school and even became doctors.

e) re-writing the hundreds of symbols that made up the Egyptian words.

f) to read and write as well as mathematics.

g) the work and when they skipped school, they were punished.

h) they used vertical (up and down) lines for children to learn and write in.

i) about the rules for behaving properly in class.

j) to use to write on and lessons were taught by teachers.

<https://www.google.com.ua/url?sa>

V. Complete the following text with the phrases below.
What Were Ancient Egyptian Schools Like



Much of the Egyptian education was based around learning to read and write.

Schools that taught ancient Egyptian education were generally 1) or government buildings. This implies that education was constantly monitored and 2) People who acted as teachers were generally priests of the temples or

3) Writing material for younger students consisted of wooden tablets to which material was copied from existing documents. The tablets could be wiped clean after there was no further space left. For older students, use of

papyrus was allowed. There were different types of ancient Egyptian schools for different people. For instance, there were general village schools that instructed in preliminary education and there were schools that 4) such as a priest or a scribe. At the top of this hierarchy of schools was The Prince's School which was the most prestigious school and 5) In addition to that, children of nobles and court officials were also educated in The Prince's School.

Subjects Taught in Ancient Egypt

A broad variety of subjects was taught 6) For younger students, the subjects were generally confined 7) The range of education expanded as students grew old and included such subjects as 8) and science. Books of Instruction were used in ancient Egyptian education which included instruction on a diverse range of subjects such as 9) After the completion of preliminary education, most students went on to join the professions of their fathers. But it was also not unusual for students to choose the path of specialized education in various subjects. This specialized or higher level education was focused 10)

Specialized education was also imparted to the children of nobles and royal officials who were instructed accordingly.

- A - as part of ancient Egyptian education.
- B - on producing skilled individuals.
- C - molded by the authorities.
- D - attached to religious temples
- E - morality, ethics, humanity, and others.
- F - government officials acting as scribes.
- G - gave specialized education for specific careers
- H - medicine, mathematics, geography, history, music,
- I - to reading, writing, and basic forms of mathematics.
- J - was attended by the sons of the Pharaoh.

<http://www.legendsandchronicles.com/ancient-civilizations/ancient-egypt/ancient-egyptian-education/>

VI. Put the following sentences in the most logical order. How Did the Olympic Games Begin?



a) The Olympic Games began over 2,700 years ago in Olympia, in south west Greece.

b) The entire games were dedicated to Zeus. Visitors flocked to see the Temple of Zeus. Inside stood a huge gold and ivory statue of the king of the gods himself.

c) The ancient games were also a religious festival, held in honour of Zeus, the king of the gods.

d) This altar was not made from stone. Instead it was made from the leftover ash of all the sacrificed oxen. By around 200AD, the mound of ash stood six meters high!

e) Every four years, around 50,000 people came from all over the Greek world to watch and take part.

f) The main event at the Olympics was not a sporting event, but a sacrifice. On the third day of the games, 100 oxen were sacrificed and burnt on the Altar of Zeus.

g) Athletes competed for the glory of their city and winners were seen as being touched by the gods.

h) Before the games began, messengers were sent out to announce a 'sacred truce' or a peace.

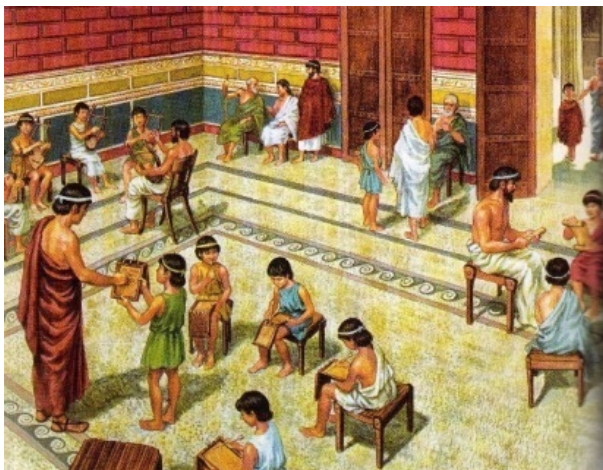
i) There were no gold, silver and bronze medals. Winners were given a wreath of leaves and a hero's welcome back home.

j) This meant that any wars should be called off so that people could travel safely to Olympia.

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty>

VII. Render the text in English.

ШКОЛА В ДРЕВНІЙ ГРЕЦІЇ



Древня Греція свого часу багато чого запозичила у єгиптян, в тому числі і в певній мірі систему освіти. Вже давно пройшли часи, коли єгипетські жерці з поблажливою посмішкою казали греку Солону: «Ви, греки, немов діти, і завжди лишитесь дітьми». Їх пророцтво зовсім не справдилось, греки таки вирости і створили власну надзвичайну багату культуру, славетну великими мудрецами та філософами, такими як Сократ чи Піфагор. До речі, останній був єдиним греком, який пройшов навчання у єгипетському храмі та був посвячений у священні містерії Ісиди та Осіріса. Він же і переніс єгипетську навчальну систему у Грецію, створивши піфагорійську школу (імені себе) у Кротоні. Правда, багато чого він змінив, підлаштувавши систему навчання під грецькі реалії та місцеву психологію, бо як там кажуть: «що єгиптянину добре, то греку - смерть».

Між школами давньої Греції та Єгипту було багато спільного, але стільки ж і відмінного. Навчання у грецькій школі так само було виключно для хлопчиків, (бо загалом місце жінки у давньогрецькому суспільстві було виключно місцем домогосподині) починалось у віці семи років та тривало протягом наступних дев'яти. На відміну від Єгипту навчання у греків було в рази демократичніше, всі греки, (тільки якщо вони не раби) не залежно від матеріальних статків та соціального положення мали право віддати своїх чад до школи. От, правда, діти бідних батьків, як правило, вчилися тільки перші роки, аби опанувати лишень грамоту, далі покидали навчання, щоб мати змогу допомагати батькам, перейняти їхнє ремесло, а хлопці з багатших сімей вчилися до 16 років, повністю завершуючи навчальну програму. Сини багатих греків (так би мовити тодішні «мажори») частенько ходили на навчання разом з персональними рабами.

Щодо самого навчання, звісно як і в будь-якій школі, передусім, діти опановували її величність грамоту. Опановували довго, понад три роки. Для полегшення завдання вчитель давав юним школярам глиняні таблички, де були написані букви та склади, і учень вчився їх складати у слова, а слова у речення. Також складали спеціальні театральні п'єси, в яких головними дієвими персонажами були літери. Вчили писати спершу на воскових табличках, а пізніше на папірусі, завезеному з Єгипту.

Нарешті опанувавши грамоту, учні приступали до вивчення нетлінної (вже тоді) класики грецької літератури – творів Гомера: «Іліади» та «Одіссеї». Зручно вмотивувшись на низеньких лавках учні захоплено (чи хто як) слухали вчителя, який натхненно читав той чи інший уривок з безсмертних творінь. Прочитавши, вчитель розбирав його з учнями, розповідаючи про великих богів та хоробрих героїв, запеклі битви та відважні вчинки. Окрім Гомера читали Гесіода та інших давньогрецьких авторів, пізніше уривки з Гомера старанні учні завчали напам'ять і потім старанно (з виразом та інтонацією) декламували. Загалом, у античній Греції вважалося правилом хорошого тону, коли освічений чоловік знав напам'ять багато віршів Гомера та інших популярних авторів і міг їх використати чи то в застільній бесіді, чи то в промові на народних зборах, чи то виступаючи в суді.

Також великою увагою користувалось навчання музики, цієї шляхетнішої з наук. В школі хлопців вчили грі на флейті, лірі та кіфарі та також співу. Всякий поважний афінянин мав вміти грати та співати. Рахувалось, заняття музикою підіймає та облагороджує чоловіка, тож з раннього віку грецькі хлопчики приймали участь у хорах та у спеціальних музичних змаганнях під час ігор та свят.

I, звісно, величезна увага приділялась фізичному вихованню юних хлопчиків, адже кожний грецький учень – це потенційний воїн, який в разі державної небезпеки має не вагаючись встати на захист батьківщини від ворогів. Саме з античної Греції походить сучасний термін «гімназія», річ в тім, що маленькі греки у віці 12-13 років окрім звичайної школи (яку ще називали музичною, через велику увагу до музики) починали відвідувати школу гімнастичну. Тут назва говорить сама за себе – головна увага приділялась фізичному вихованню, а саме:: силі, мужності, спритності, витривалості. Тож юнаки активно займались фізичними вправами – бігали, стрибали, вправлялись в метанні диска та списа, боролися один з одним. Також хлопців строго привчали до дисципліни. По завершенню навчання юні греки ще два роки мали провести на військовій службі і тільки після цього відбувалась урочиста церемонія, на якій юнаки ставали повноправними громадянами грецького суспільства.

<https://travel-in-time.org/uk/mandrivki-chasom/shkola-v-drevniy-gretyiy/>

VIII. Read the text in Hungarian and do the exercises following it.

Felfedek titkaikat az ősi egyiptomi hieroglifák

2016. augusztus 29. 14:04



Emlékműveken, síremlékeken és papyruszokon olvasható történeteket ismerhet meg a **nagyközönség**, amelyeket eddig csak **kutatók** egy szűk köre olvashatott. Mindeddig a Halottak Könyve volt a legszélesebb körben

hozzáférhető, ókori egyiptomi szövegeket tartalmazó **szöveggyűjtemény**, ám ez most megváltozik.

Bár az ókori Rómából és Görögországból származó írásokat gyakorta a nyugati irodalom klasszikusai között tartjuk számon, az egyiptomi szövegekre hajlamosak vagyunk pusztán dekorációs célokat szolgáló objektumokként tekinteni. A hieroglifákon használt karakterek sokszor még tapétákon is **feltűnnek** – olvasható a *Smithsonian* cikkében.

Ennek egyik oka az, hogy latin és ógörög szövegeket az iskolás gyerekek és a klasszika-filológusok is olvastak évszázadokon át, ám a hieroglifák titkai csak néhány **beavatott** számára voltak hozzáférhetők. A Penguin Classics elsősorban ezért döntött úgy, hogy *Writings from Ancient Egypt* címmel kiadja ezen, a nagyközönség számára eddig nem hozzáférhető szövegeket angolul. A kutatók több ezer négyzetméternyi, műemlékeket és sírfalakat borító szöveget fordítottak le – az ókori egyiptomi írások tekintetében első alkalommal irodalmi igénnyel.

Toby Wilkinson, a Cambridge-i Egyetem egyiptológusa egy, a *The Guardian*nek adott interjúban elmondta, az egyiptomi írás ugyanolyan vonzó, és ugyanolyan rétegzett, mint a római. „Az emberek meg fognak döbbsenni, ha betekintenek az ókori Egyiptom színpalái mögé, azok mögé a színpalák mögé, amely mindenkiében él a fáraókról, Tutanhamon maszkjáról és a piramisokról” – mondta Wilkinson.

A válogatásban olyan történetek szerepelnek, mint *A hajótörött tengerész meséje*, amely a mintegy 3500 éves ún. Vihar-sztélén olvasható, valamint egy Heqanakht nevű földműves i. e. 1930 körül írt levelei. Az i. sz. 2. századra a hieroglif írást jórészt a görög alapokra épülő kopt váltotta fel a *Live Science* tudományos hírportál munkatársa, Owen Jarus szerint, a hieroglif írás azonban már akkor kezdett eltűnni az egyiptomi hétköznapokból, amikor Nagy Sándor i. e. 332-ben elfoglalta a birodalmat, és a görög lett a bürokrácia nyelve. A francia katonák 1799-ben **bukkantak rá** a rosette-i kőre, amelyen egy ősi szöveg görög, egyiptomi démotikus és hieroglif írással is megtalálható. Jean-François Champollion francia kutatónak ezen kő segítségével sikerült megfejtenie 1822-ben a hieroglifákat, ehhez azonban arra volt szüksége, hogy megértse: a hieroglifák tárgyakat, gondolatokat és hangokat reprezentáló komplex szimbólumgyűjtemények.

Mindeddig a Halottak Könyve volt a legszélesebb körben **hozzáférhető**, ókori egyiptomi szövegeket tartalmazó szöveggyűjtemény. A halállal és a túlvilággal kapcsolatos szövegeket tartalmazó munka nem könnyű olvasmány, és a görög mítoszokkal vagy római eposzokkal **ellentétben** a nem tudós olvasóknak nem enged túlzott betekintést az ókori egyiptomiak hétköznapjaiba és gondolataiba.

Wilkinson hozzátette, hogy bár számos szöveget már több mint 100 évvel ezelőtt is lefordítottak, ezek idővel **elavultak**, és a mai olvasók

számára már komoly nehézséget okozna megértésük, az új fordítás azonban már egy szélesebb közönségnek készült. A kutató reméli, megfelelően tudják majd **közvetíteni** a hieroglifák összetettségét, finomságait és költőiségét.

<https://mult-kor.hu/felfedik-titkaikat-az-osi-egyiptomi-hieroglifak-20160829>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*inscription wallpaper classicist accessible
general public include stories Tempest Stela
hieroglyphic script non-academic readers
tomb walls*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | | B | |
|----------|------------|----------|--|
| 1. | papyrus | a | pretty or attractive, but not always necessary or useful |
| 2. | decorative | b | to get control of a country by fighting |
| 3. | literary | c | a sudden clear understanding of something or part of something, especially a complicated situation or idea |
| 4. | compelling | d | to understand or explain something that is mysterious or complicated |
| 5. | layer | e | a book that is part of a set, or one into which a very long book is divided |
| 6. | insight | f | to communicate or express something, with or without using words |
| 7. | conquer | g | to make a layer of something or put something down in layers |
| 8. | unravel | h | very interesting or exciting, so that you have to pay attention |
| 9. | volume | i | typical of the style of writing used in literature rather than in ordinary writing and talking |
| 10. | convey | g | a type of paper made from papyrus and used in ancient Egypt, or a piece of this paper |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|---|---|
| 1. elfoglalja a birodalmat | a unravel hieroglyphs |
| 2. rábukkantak a rosette-i kőre | b a complex collection of symbols |
| 3. megfejteti a hieroglifákat | c contained the text in Greek, Demotic and hieroglyphics |
| 4. komplex szimbólumgyűjtemények | d hieroglyphics have remained accessible only to a handful of trained scholars |
| közvetíteni a hieroglifák | e get insights behind the facade of ancient Egypt |
| 5. összetettségét, finomságait és költőiségét | f most widely available |
| 6. a szöveg görög, egyiptomi démotikus és hieroglif írással is megtalálható | g schoolchildren and classicists alike |
| 7. hieroglifák csak néhány beavatott számára voltak hozzáférhetők | h convey the complexity, subtlety and poetry of hieroglyphics |
| 8. gyerekek és a klasszika-filológusok | i conquer the empire |
| 9. a legszélesebb körben hozzáférhető | g discovered the Rosetta Stone |
| 10. betekintenek az ókori Egyiptom színpalái mögé | |

5. Comprehension questions.

- Why will ancient Egyptian stories be published in English?
- What kind of tales will the book present?
- Why and how are Egyptian hieroglyphics often seen?
- What are some of the fascinating facts about Egyptian hieroglyphic script?
- Why do we say that the story of the decipherment of Egyptian hieroglyphics text is really the story of Jean-Francois Champollion of France?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. Only the sons of scribes and nobles in Ancient Egypt went to school, where they learned and (2choices) .

- a) writing
- b) religion
- c) arts
- d) accounting

2. , a boy went to scribal school, where he would train for up to ten years.

- a) From the age of five
- b) From the age of six
- c) From the age of four
- d) From the age of seven

3. Lessons began early in the morning, and pupils would take their midday meal of with them.

- a) fruits
- b) bread and beer
- c) bread and butter
- d) rolls and milk

4. One of the boys' first lessons in Ancient Egypt was

- a) to make pencils
- b) to learn letters
- c) to learn numerals
- d) to make pens

5. Scribes wrote on paper made from the papyrus plant, which grows ..

.....

- a) in the Nile marshes
- b) in the Nile estuary
- c) in the Nile valleys
- d) in the Nile plains

6. Students had to learn, as well as simplified versions of the symbols used in everyday letters and accounts.

- a) more than 70 hieroglyphic signs
- b) more than 700 hieroglyphic signs
- c) less than 700 hieroglyphic signs
- d) less than 50 hieroglyphic signs

7. The Greeks adopted an alphabet

- a) from the Romans.
- b) from the Chinese.
- c) from the Japanese.

- d) from the Phoenicians.
8. The Greeks founded colonies around and (2choices).
- a) the Baltic Sea
 - b) the Red Sea
 - c) the Mediterranean Sea
 - d) the Black Sea
9. The Olympic Games, held in honor of the chief Greek god, Zeus, were first held in
- a) Greece
 - b) Italy
 - c) Mexico
 - d) China
10., around 50,000 people came from all over the world to watch and take part in the Olympic Games.
- a) Every five years
 - b) Every four years
 - c) Every six years
 - d) Every three years

UNIT 10

700 BCE–500 CE MUCH MORE CIVILIZED

As the world's population grew, farming and trade expanded and civilizations emerged in different parts of the world—**around the Eastern Mediterranean, in Persia, India, and China.** By 500 CE, most of the

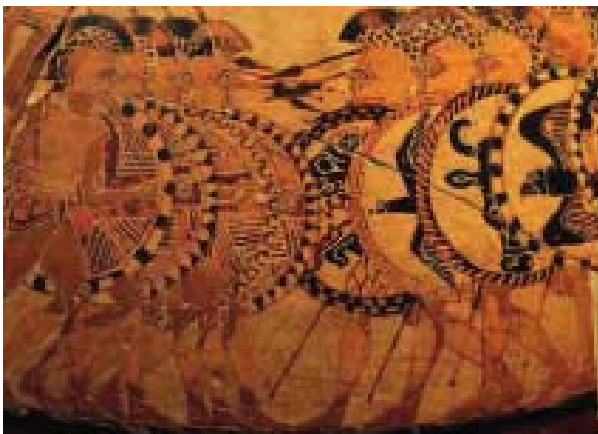


world's major religions, except Islam, had been founded. New skills and technologies allowed artists, poets, architects, and thinkers to be creative in new ways. Many of the things we now take for granted, such as coins, paper, drama, sports, philosophy, and mathematics, first came into being **during what is now known as the Classical Age.**

685–668 BCE THE RISE OF MILITARY SPARTA

After the Greek city-state of Sparta crushed the neighboring land of Messenia, Sparta **forced the Messenians to become slaves** (helots). But the helots outnumbered the Spartans. **The risk of a revolt** turned Sparta into a military state ruled by two kings and a Council of Elders.

Battle-ready troops



Sparta became the strongest military power **in Greece.** Sparta never bothered to build defenses against invaders. Its strength lay in its formidable army. **All adult male Spartans** were full-time soldiers, ready to fight for their city at any time.



Killer looks

Beneath their bronze helmets, Spartan soldiers wore their hair long to appear more ferocious. Their tunics were dyed red to hide any bloodstains.

CHILDREN IN HISTORY

Growing up in Sparta

From the moment he or she was born, every Spartan boy or girl belonged to the state. A council of elders would inspect the newborn baby to see if it was healthy and strong. If it seemed weak, it would be left to die on a hillside. The lives of both boys and girls were dedicated to the military power of Sparta.



To the barracks

At the age of seven, a boy was taken from his family and sent to military school to be turned into a soldier. The boys lived and slept in barracks, where they were taught the arts of war. Their sisters started their education at the same age. They learned to wrestle, run, and throw the javelin. The Spartans believed that this training would produce strong mothers, who would give birth to strong sons.

Toughening up

Young Spartans were trained to be tough. The boys were forced to go barefoot at all times—which would have been painful over rough, thorny ground—and were kept permanently short of food. Once a year, they were taken to the sanctuary of the goddess Artemis and publicly whipped to test their resilience.

Everything to prove

Before he became a citizen, a young Spartan had to prove his courage and ferocity in a special ritual. He was sent out alone into the countryside at night, armed with only a dagger, and allowed to kill any helot he came across. Helots were despised slaves, who were forced to farm the land for the Spartans.

Life as a warrior

At the age of 20, a Spartan man became a full-time soldier called a hoplite, a name derived from his large heavy shield, called a hoplon. From

then on, he lived as part of a pack of 15 men who ate, drank, trained, and fought together. He would have to marry **by the age of 30**, to produce the next generation of warriors.<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) Islam, 2) crush, 3) helot, 4) council, 5) barracks, 6) wrestle, 7) javelin, 8) barefoot, 9) sanctuary, 10) hoplon.

a) a person who is legally owned by someone else and has no personal freedom;

b) a long stick with a pointed end that is thrown in sports competitions;

c) the Muslim religion, and the people and countries who believe in it;

d) a large heavy shield;

e) a group of people elected or chosen to make decisions or give advice on a particular subject, to represent a particular group of people, or to run a particular organization;

f) a building or group of buildings where soldiers live;

g) to fight with someone by holding and trying to throw that person to the ground, or to do this as a sport;

h) not wearing any shoes or socks;

i) to defeat someone completely;

j) the most holy part of a religious building.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

1) to take for granted;

2) to come into being;

3) to crush the neighboring land;

4) the risk of a revolt;

5) to be full-time soldiers;

6) to be turned into a soldier;

7) to go barefoot;

8) to prove one's courage;

9) to live as part of a pack;

10) to produce the next generation.

IV. Match the beginnings of the sentences with the endings below.

1. The relationship between citizens and helots was an uneasy one and.....

2. Sparta gained revenge on Argos in c. 545 BCE but

3. This regional instability brought about the Peloponnesian League (c. 505 to 365 BCE) which was a grouping of Corinth, Elis, Tegea, and other states (but never Argos),

4. Membership of the League did not necessitate the paying of tribute to Sparta but.....

5. The League would allow Sparta to establish hegemony over and

6. In addition to local politics, from the 6th century BCE Sparta began to broaden her horizons by, for example,.....

7. Sparta, under Cleomenes (c. 520-490 BCE), overthrew the tyrants of Athens but

8. Sparta was, however, an ally with Athens in the defence of Greece against the invasion of Persian king Xerxes,

9. From 480 to 460 BCE regional rivalries and revolts by the helots damaged Sparta and worse were

10. The long wars were damaging to both sides but Sparta, with some Persian help, finally won the conflict when Lysander destroyed

a) lost a battle with Tegea shortly after.

b) where each member swore to have the same enemies and allies as Sparta.

c)) to follow when rivalry with Athens developed into the Peloponnesian Wars from c. 460 to 446 BCE and again from 431 to 404 BCE.

d) dominate the Peloponnese until the 4th century BCE.

e) e) the Athenian fleet at Aegospotami in 405 BCE.

f) and fought with distinction at Thermopylae in 480 BCE and at Plataea one year later.

g) there were sometimes uprisings, notably in the 7th century BCE which contributed to Sparta's defeat to Argos at Hysiae in 669 BCE.

h) the resulting democracy put a stop to any Spartan ambitions in the city.

i) creating an alliance with Croesus of Lydia and sending an expedition against Polycrates of Samos in c. 525 BCE.

j) rather the provision of troops.

<https://www.ancient.eu/sparta/>

V. Complete the following sentences with the phrases below.

In Greek mythology 1) was Lacedaemon, a son of Zeus, who 2) to the region and his wife's name to the city. Sparta was also 3)of the Greek force which participated in the Trojan War. Indeed, the Spartan king Menelaos 4)after the Trojan prince Paris 5), offered to Paris by the goddess Aphrodite as a prize 6) with fellow goddesses Athena and

Hera. Helen was said 7)in Greece and Spartan women in general 8)not only for good looks but also spirited independence.

- A - enjoyed a reputation
 - B - the founder of the city
 - C - for choosing her in a beauty contest
 - D - to have been the most beautiful woman
 - E - gave his name
 - F - instigated the war
 - G - abducted his wife Helen
 - H - an important member
- <https://www.ancient.eu/sparta/>

VI. Put the following sentences in the most logical order.

a) A second and lower social group was the helots, semi-enslaved agricultural labourers who lived on Spartan-owned estates.

b) The helots could keep a percentage of the produce they cultivated, but they were also regularly purged to keep them firmly in their social place and they could also be conscripted into military duties in times of war.

c) In the late 8th century BCE, Sparta subjugated most of neighbouring Messenia and its population was made to serve Spartan interests.

d) Spartan citizens did not indulge in farming activities themselves but devoted their time to military training, hunting, war, and politics.

e) The conquered peoples of Messenia and Laconia, known as *perioikoi*, had no political rights in Sparta and were often made to serve with the Spartan army.

f) Sparta thus came to control some 8,500 km² of territory making the polis or city-state the largest in Greece and a major player in Greek politics.

g) Intermediary between the helots and the *perioikoi* were the liberated helots or *neodamōdeis*.

<https://www.ancient.eu/sparta/>

VII. Render the text in English.

Державний лад Спарти



В основу державного ладу Спарти було покладено принцип єдності повноправних держав. Для цього держава суворо регламентувала життя та побут спартіатів, стримувала їхнє майнове розшарування. Основи державного ладу були закладені ретрою (договором) легендарного царя Лікурга. Спартіати були

зобов'язані займатися лише військовим мистецтвом та спортом. Землеробство, ремесла й торгівля стали справою ілотів та періеків.

«**Лікурів лад**» трансформував військову демократію спартіатів у олігархічну рабовласницьку республіку, яка зберегла риси родоплемінного ладу. На чолі держави перебували одночасно два царі — архагеті. Їхня влада була спадковою. Повноваження архагетів зводилися до воєнної влади, організації жертвопринесень та участі у раді старійшин.

Герусія (рада старійшин) складалася з двох архагетів та 28 геронтів, яких обирали довічно народними зборами зі знатних громадян, що досягли 60-річного віку. Герусія виконувала функції урядової установи — готувала питання для обговорення на народних зборах, керувала зовнішньою політикою, розглядала кримінальні справи про державні злочини (включаючи злочини проти архагетів).

Колегія ефорів (з'явилася у VIII столітті до н. е.) складалася з п'яти гідних громадян, яких обирали на один рік народними зборами. Спочатку повноваження ефорів обмежувались судочинством по майнових спорах. У VI столітті до н. е. їх влада зростає, вони витісняють герусію. Ефори почали скликати герусію та народні збори, керувати зовнішньою політикою, здійснювати внутрішнє управління державою та судочинство, контролювати посадових осіб (включаючи архагетів).

Народні збори (апелла) у Спарті відрізнялися пасивністю. Право на участь у народних зборах мали повноправні громадяни-чоловіки, які досягли 30-річного віку. Спочатку народні збори скликалися архагетами, згодом керівництво ними перейшло до ефорів. Апелла не обговорювала висунуті питання, а лише ухвалювала або відхиляла запропоноване рішення. Голосування проводилося примітивно — криком або учасники розходилися по різні боки та «на око» визначалася більшість. Народні збори мали законодавчі права, право на обрання посадових осіб, вирішували також питання війни та миру.

[https://uk.wikipedia.org > wiki > Спарта](https://uk.wikipedia.org/wiki/Спарта)

VIII. Read the text in Hungarian and do the exercises following it.

Nélkülözés, korbácsolás és trükkös kérdések – hogyan nevelkedtek a spártai gyermekek?

2017. december 13. 16:06

A spártai gyermeknevelés milyenségéről semmi sem árulkodik jobban, mint az, hogy a spártai szigor még napjainkban is ismert fogalomnak számít. Ugyan a gyengének ítélt csecsemőket valójában nem dobták bele egy szakadékba, a spártai fiatalok gyermekkorai mai szemmel elképzelhetetlenül nehéz volt.



Fiatal spártaiak gyakorlatoznak a 19. századi művész, Edgar Degas festményén

Az ókori Görögországban Spárta neve egyet jelentett az elsőpró katonai erővel. A városállam egész működése tulajdonképpen egyetlen cél alá volt rendelve, nevezetesen hogy egy ütőképes haderőt tudjanak kiállítani minden körülmények között. Ennek alapja a gyermekkortól kezdett katonai nevelés volt, amelynek **hatékonyságáról** valószínűleg az árulkodik a legjobban, hogy a **spártai szigor** még napjainkban is ismert fogalomnak számít.

Bár a széles körben elterjedt legenda, miszerint a beteges vagy gyengének tűnő újszülötteket lehajították a Taigetosz hegyéről, valójában nem igaz, a spártai nevelés ténylegesen a születéstől kezdődött. Plutarkhosz szerint az „idétlen vagy nyomorék” csecsemőket egy völgybe helyezték és magukra hagyták. Ez csak kevéssel volt jobb a szakadékba hajításnál, lévén a kisgyermekre vagy az éhhalál vagy a rabszolgasors várt ezután. Ez azonban még nem volt spártai sajátosság, hiszen a gyermekek „kitevése” valamennyi görög városállamban bevett gyakorlatnak számított.

A felnevelésre érdemesnek tartott spártai fiúk hétéves korukig édesanyjuknál nevelkedtek. Erre az időszakra sem a család melege volt a jellemző, hiszen anyjuk nem ölelhette meg őket és születésüktől kezdve rendszeresen egyedül hagyták őket a sötétben, hogy így tanuljanak meg szembenézni a félelemmel és a magánnyal.

Amikor betöltötték hetedik életévüket, a fiúkat a katonai kaszárnyákba vitték, ahol megkezdődött a tényleges **kiképzésük**. Egy felügyelő szigorú utasításai szerint tanulták meg a lopakodás, a fegyverforgatás, a **vadászat** és a harcászat művészetét. A **folyamatos** edzés mellett elsajátították a matematika, a zene és a filozófia alapjait is – bár egy spártai felnőtt korára sem válhatott igazi zenésszé vagy filozófussá, úgy vélték, hogy ezek az ismeretek **előnyt** jelentenek a csatatéren is.

12 éves koruktól **rendszeresen** kirakták őket a **vadonba**, mindenféle ruha és élelem nélkül, rákényszerítve őket, hogy maguk teremtsék meg a túlélés szükségleteit. A fiúkat lényegében arra bíztatták, hogy vadásszanak, harcoljanak vagy akár lopjanak másoktól – vagy egymástól –, de ha valakit rajtakaptak, amint éppen lop, azt kegyetlenül megverték. Előfordult az is, hogy két fiút egy verembe helyeztek, hogy harcoljanak meg a küzdőtér közepére helyezett darab sajtért.

Az esti vacsoránál a felügyelő trükkös kérdésekkel vizsgáztatta a fiatal spártaiakat, úgy mint „Ki a legerősebb a csapatotokban?” vagy hogy „Miért fontos, hogy matematikát tanuljatok?”. A kérdésekre gyors, érveléssel alátámasztott és szellemes válaszokat kellett adni. Aki pedig kudarcot vallott ebben, annak lábára ostorcsapásokat mértek, így akár napokra képtelenné téve őket arra, hogy napközben vadásszanak vagy lopjanak.



Egy spártai váza a Kr. e. 6. századból

A spártai fiatalok 20 évesen váltak nagykorúvá és teljes értékű állampolgárrá – de csak azután, hogy kiállták az egyik legkegyetlenebb **próbatételt**. Minden évben, a Diamastigosis nevű ünnepen a felnőtt kor küszöbére érkezett fiúkat kiállították a nyilvánosság elé és korbácsolni kezdték őket. A fiataloknak nem szabadott **kifejezniük** a fájdalmukat és lényegében azon kellett versenyezniük, hogy ki bírja a legtovább a kínnal felérő próbatételt. Akik korán feladták, azok csak a spártai középréteg tagjai lehettek és nem részesültek teljes polgárjogban.

Akik ezen is túl estek, igazi spártaiakká váltak. Ekkor azonban még továbbra is a kaszárnyákban kellett élniük, egészen harminc éves korukig, amikor is elég éretté váltak ahhoz, hogy megházasodjanak és saját családot alapítsanak – vagyis új katonákat termeljenek a városállam számára. Egészen hatvan éves korukig a spártai hadsereg tagjai voltak, ezt követően azonban a város törvényei szerint visszavonultak az aktív katonai szolgálattól.

Hasonlóan a fiúkhoz, a lányok is a családjuktól elszakítva nevelkedtek. Nekik szintén meg kellett tanulni a lándzsavetést, a birkózást és a fizikai fájdalmak elviselését, hiszen az akkori vélekedés szerint, csak egy spártai anya tud életet adni egy erős spártai gyermeknek.

<https://mult-kor.hu/nelkulzes-korbacsolas-es-trukks-kerdesek-hogyan-nevelkedtek-a-spartai-gyermekekbr-20171213>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*Spartan rigor unimaguably difficult city-state
 weapon handling martial arts scrounge
 reasoned witty answers whiplash flog
 korbácsol – flog*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | | B | |
|----------|------------------|----------|--|
| 1. | upbringing | a | a unit that is part of some military service |
| 2. | military force | b | suffering or death caused by lack of food |
| 3. | starvation | c | a usual or accepted way of doing things |
| 4. | enslavement | d | a building or group of buildings in which soldiers live |
| | common practice | e | to not succeed in achieving something |
| 5. | | | |
| 6. | barracks | f | to reach the age when you are legally considered to be a responsible adult |
| 7. | fail | g | the system in which every adult, or every male adult, in a country has to spend a period of time in the army, navy, or air force |
| 8. | come of age | h | to stop working, usually because you have reached a certain age |
| 9. | retire | i | to make someone a slave |
| 10. | military service | g | the way that your parents care for you and teach you to behave when you are growing up |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | | | |
|----|---|----------|---|
| 1. | völgybe helyezték | a | house in barracks |
| 2. | katonai kaszárnyákba vinni | b | were encouraged to scrounge for food |
| 3. | szembenézni a félelemmel és a magánnyal | c | become full citizen |
| 4. | arra bízatták, hogy lopjanak másoktól | d | were required to marry to produce new warriors for the city-state |

- | | | | |
|-----|--|---|---------------------------------------|
| 5. | ha valakit rajtakaptak, amint éppen lop | e | retire from military service |
| 6. | teljes értékű állampolgárrá válik | f | girls also were removed from the home |
| 7. | megházasodjanak es új katonákat termeljenek a városállam számára | g | enduring physical pain |
| 8. | visszavonul az aktív katonai szolgálattól | h | if caught red-handed |
| 9. | lányok is a családjuktól elszakítva nevelkedtek | i | face fear and solitude |
| 10. | a fizikai fájdalmak elviselése | g | exposed it on the hillside |

5. Comprehension questions.

- What was Spartan life all about?
- In what way was the Spartan family quite different from that of other Ancient Greek city-states?
- How were Spartan boys trained as soldiers?
- How did self-denial, simplicity, the warrior code, and loyalty to the city-state govern the lives of the Spartan boys?
- How did Spartan boys become full citizens?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. As the world's population grew, farming and trade expanded and civilizations emerged in different parts of the world—around the Eastern Mediterranean, in , , and (3choices).

- a) Greece
- b) Persia
- c) India
- d) China

2. Many of the things we now take for granted, such as coins, paper, drama, sports, philosophy, and mathematics, first came into being during what is now known as

- a) the Classical Age.
- b) the Renaissance Age.
- c) the New Age.
- d) the Modern Age.

3. The risk of a revolt turned Sparta into a military state ruled by and a Council of Elders.

- a) one king
- b) two kings
- c) three kings
- d) four kings

4. Sparta became the strongest military power

- a) in Italy
- b) in Mesopotamia
- c) in Greece.
- d) in China

5. Spartans were full-time soldiers, ready to fight for their city at any time.

- a) Men from 16
- b) Men from 18
- c) All adult male
- d) Men from 20

6. Their tunics of Spartans were dyed to hide any bloodstains

- a) red
- b) black
- c) brown
- d) green

7. , a boy was taken from his family and sent to military school to be turned into a soldier.

- a) At the age of seven
- b) At the age of eight
- c) At the age of ten
- d) At the age of twelve

8. , a Spartan man became a full-time soldier called a hoplite, a name derived from his large heavy shield, called a hoplon.

- a) At the age of 16
- b) At the age of 18
- c) At the age of 21
- d) At the age of 20

9. After the Greek city-state of Sparta crushed the neighboring land of Messenia, Sparta forced the Messenians

- a) to become soldiers
- b) to become slaves
- c) to become farmers
- d) to become servants

10. A Spartan man would have to marry , to produce the next generation of warriors.

- a) by the age of 30
- b) by the age of 18
- c) by the age of 21
- d) by the age of 28

UNIT 11

GREEK-PERSIAN WARS



Hoplites on the run



Quick-moving Persian

499 BCE

During the reign of Darius I, the Ionian city-states revolted against Persia. Athens came to their aid.

490 BCE

In the early 5th century BCE, the Persians twice attempted to conquer Greece. The Greek city-states, especially Athens and Sparta, were always squabbling with each other but they united **against the Persians**. Though hugely outnumbered, the Greeks finally fought the Persians off.

This vase painting shows Greek soldiers (hoplites). The Greeks fought **on foot** in formations called phalanxes, of 8 to 50 ranks (rows). With their shields locked tightly together to form a protective wall and the spears of those in front pointing toward the enemy, the phalanx advanced at a run.

The Persians had greater mobility on the battlefield thanks to their lighter equipment. This archer is wearing a **soft felt cap and mail coat** in contrast to the heavy bronze helmets and body armor of the Greeks. The Persians fought at a distance, using their archers **to break up the advancing enemy** and bringing in cavalry to ride them down.**Key events**547 BCE

Cyrus the Great, king of Persia, conquered the Ionian city-states of Anatolia (modern-day Turkey).

Darius I sent a huge army to punish Athens. The Athenians defeated the Persians at Marathon.

484 BCE

Two years into his reign, Xerxes began preparations for a massive invasion of mainland Greece.

483 BCE

The Athenian general Themistocles persuaded Athens to start building a fleet.

Who's who?



Xerxes

Darius I's son, Xerxes, became king of Persia in **486 BCE**. Six years later, he invaded Greece in revenge for his father's defeat at Marathon.



Artemisia

Queen of Halicarnassus (a city on the site of Bodrum, Turkey), Artemisia sent five ships to join Xerxes' fleet. She took part in the Battle of Salamis.



Leonidas

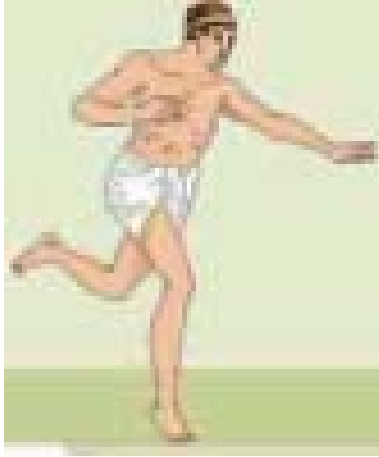
Known as **Leonidas the Brave**, this king of Sparta led an elite force of 300 Spartans on a suicide mission at Thermopylae.

"Come and get them!" Leonidas's answer to Xerxes when he ordered the Spartans **to lay down their weapons** at Thermopylae



The Battle of Thermopylae

This 19th-century painting shows the heroic Spartan king Leonidas. The Greeks met Xerxes' invasion force **at a narrow mountain pass**. Knowing defeat was inevitable, Leonidas sent **the rest of the Greeks** away while he and his Spartan force delayed the Persian advance. They all died.



Marathon man

Pheidippides was a **Greek messenger** who ran all the way from Athens to ask the Spartans for help before the Battle of Marathon but they refused to come. Another story says that he ran 25 miles (40 km) from Marathon to Athens to announce the

Greek victory—the origin of the modern marathon.

Major battles

490 BCE Marathon

This battle was fought **on the plain of Marathon**, north of Athens. Led by the Athenian general Miltiades, a much smaller Greek army defeated Darius I's invasion force.

Forces

Greeks: 10,000 hoplites: 9,000 from Athens, 1,000 from Plataea

Persians: 25,000 foot soldiers; 1,000 cavalry; 600 ships

480 BCE Thermopylae

As Xerxes' invasion force moved south into Greece, the outnumbered Greeks met it at a mountain pass. They held it up for two days before the Persians found a route around.

Forces

Greeks: 7,000, including 300 elite Spartan troops

Persians: Up to 250,000, including 10,000 "Immortals" (elite infantry)

480 BCE Salamis

Themistocles, commanding the Athenian fleet, lured the Persian fleet into an

ambush off the island of Salamis. King Xerxes watched from the shore **as his much larger fleet was rammed and destroyed.**

Forces

Greeks: 378 ships

Persians: 800 ships

479 BCE Plataea

The Greek and Persian armies clashed on Theban territory. A surprise Spartan phalanx charge made the Persian army turn and flee, giving the Greeks final victory.

Forces

Greeks: 40,000

Persians: 120,000 (including Greek allies)

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) to conquer, 2) city-state, 3) phalanx, 4) archer, 5) helmet, 6) cavalry,
7) to persuade, 8) fleet,
9) weapons, 10) marathon.

- a) a group of ships, or all of the ships in a country's navy;
- b) a large group of people standing very close to each other, usually for the purposes of defence or attack;
- c) any object used in fighting or war, such as a gun, bomb, knife, etc.;
- d) a person who shoots arrows from a bow for sport or as a weapon;
- e) a strong, hard hat that covers and protects the head;
- f) to take control or possession of foreign land, or a group of people, by force;
- g) to cause people to do or believe something, esp. by explaining why they should;
- h) a running race of slightly over 26 miles (42.195 kilometres);
- i) the group of soldiers in an army who fight (especially in the past) on horses;
- j) in the ancient world, a city and the area around it with an independent government.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to squabble with each other;
- 2) to form a protective wall;
- 3) to have greater mobility;
- 4) to fight at a distance;
- 5) in revenge for the defeat;
- 6) to lead an elite force;
- 7) to lay down the weapons;

- 8) to announce the victory;
- 9) to delay the Persian advance;
- 10) to meet it at a mountain pass.

IV. Match the beginnings of the sentences with the endings below.

1. The Persians met the Greeks in battle over
2. At sea a detachment of 200 Persian ships attempted to surprise the Greek fleet, but
3. That night a tremendous storm destroyed the Persian squadron
4. On land the Persians attacked the Greeks at
5. However, on the second night a Greek traitor guided
6. The Spartan general Leonidas dispatched most of the Greeks south to safety but
7. While the battle raged at Thermopylae, the Persian fleet attacked
8. Xerxes' army, aided by northern Greeks
9. In September the Persians burned Athens, which,
10. In the meantime, the Greeks decided

- a) to station their fleet in the Strait of Salamis.
 - b) fought to the death at Thermopylae with the Spartan and Thespian soldiers who remained.
 - c) a period of three days in August 480.
 - d) however, by that time had been evacuated.
 - e) the Greeks, forewarned, engaged the main Persian navy.
 - f) the Greek navy, with both sides losing many ships.
 - g) the best Persian troops around the pass behind the Greek army.
 - h) while the Greeks were safely in port.
 - i) Thermopylae for two days but suffered heavy losses.
 - j) who had joined it, marched south.
- <https://www.britannica.com/event/Greco-Persian-Wars>

V. Complete the following sentences with the phrases below.

Politically, the Greeks did not 1) This seems clear from 2) (something more or less democratic is implied by this word) made at 3) ; these were perhaps influenced by 4) back in Athens (see below). Political dislike of satrapal control is also 5) made after the revolt ended in 494: the Persians Artaphernes and Mardonius granted a degree of autonomy by instituting 6) ; they abstained from financial reprisals and from demanding indemnities and merely 7), but after a more precise survey; and above all, Herodotus says, they “put down 8) , and in lieu of

them established democracies.” The meaning and even the truth of this last concession are alike disputed. Although there certainly were still tyrants in some 9) in 480, some improvement 10) is surely implied.

A- on arbitrary one-man government

B - exacted former levels of tribute

C - like satrapal control

D - the beginning of the revolt

E - very recent democratic developments

F - Persian-held eastern Greek states

G - implied by the concessions

H - the proclamations of isonomia

I - all the despots throughout Ionia

J - a system of intercity arbitration

<https://www.britannica.com/event/Greco-Persian-Wars>

VI. Put the following sentences in the most logical order.



a) While the Persian cavalry was away, he seized the opportunity to attack.

b) However, in 490 a Persian army of 25,000 men landed unopposed on the Plain of Marathon, and the Athenians appealed to Sparta to join forces against the invader.

c) In 500 BCE the Greek city-states on the western coast of Anatolia rose up in rebellion against Persia.

d) The Greeks then prevented a surprise attack on Athens itself by quickly marching back to the city.

e) The Athenians were commanded by 10 generals, the most daring of whom was Miltiades.

f) This uprising, known as the Ionian revolt (500–494 BCE), failed, but its consequences for the mainland Greeks were momentous.

g) Athens and Eretria had sent a small fleet in support of the revolt, which Darius took as a pretext for launching an invasion of the Greek mainland.

h) The Greeks won a decisive victory, losing only 192 men to the Persians' 6,400 (according to the historian Herodotus).

i) Owing to a religious festival, the Spartans were detained, and the 10,000 Athenians had to face the Persians aided only by 1,000 men from Plataea.

j) His forces advanced toward Europe in 492 BCE, but, when much of his fleet was destroyed in a storm, he returned home.

<https://www.britannica.com/event/Greco-Persian-Wars>

VII. Render the text in English.



Навесні 490 до н. е. перська армія під командуванням полководців Датіса й Артаферна направилася морським шляхом через острова Родос, Наксос і Делос до Евбеї і, захопивши її, висадилася на марафонській рівнині, де відбулася знаменита битва під Марафоном (490 до н. е.), в якій афіняни та платейці під командуванням Мільтіада одержали вагому перемогу над персами.

Протягом 10-річного перепо-чинку в Афінах з ініціативи вождя демократичного угруповання Фемістокла був створений великий флот. Напередодні перського походу у Коринфі відбувся Істмійський конгрес, де 30 грецьких держав уклали союз. Новий похід персів у 480 до н. е. очолював цар Ксеркс. Перське військо прорвалося через гірський прохід Термопіли, який захищали греки під командуванням спартанського царя Леоніда, спустошили Беотію, Аттику та зруйнували Афіни.

Однак, у тому ж році перський флот зазнав тяжкої поразки біля острова Саламін. 479 до н. е. при Платеях було розгромлено сухопутне військо персів. У цей же час перський флот зазнав поразки біля мису Мікале. Ці перемоги, по суті справи, вирішили підсумок греко-перських воєн: перси змушені були звільнити територію Греції, а греки перенесли військові дії в район Егейського моря та в Малу Азію.

У 470-х роках до н. е. Союзна грецька армія під командуванням афінського полководця Кімона, одержала кілька перемог, захопила узбережжя Фракії, низку островів Егейського моря та Візантії й у 469 до н. е. завдала нищівної поразки персам у битві при гирлі р. Еврімедонт.

Проте, військові дії з тривалими перервами продовжувалися до 449 до н. е., коли в битві біля м. Саламіні (на Кіпрі) греки одержали велику перемогу. Після цього з Персією був укладений, так званий, Каллієвий мир (названий за іменем афінського уповноваженого), за яким Персія позбавлялась своїх володінь в Егейському морі, Геллеспонті та Босфорі й визнавала за полісами Малої Азії політичну незалежність.

https://uk.wikipedia.org/wiki/Греко-перські_війни

VIII. Read the text in Hungarian and do the exercises following it

A sorsfordító szalamiszi csata idejéből való épületre bukkantak

Múlt-kor

2019.06.27.

Egy nagyméretű ókori görög épület maradványai kerültek elő a 2500 évvel ezelőtti, **legendás** szalamiszi tengeri ütközet helyszínének közelében – jelentette be a görög kulturális minisztérium a Newsweek cikke szerint. Az építmény **romjait** a Szalamisz szigetének partjai mentén lévő sekély vízben fedezték fel, és 2018 júniusában és júliusában egy különleges technika segítségével vizsgálták át és datálták a régészek.

A víz alatti kutatásra specializálódott **régészek** felmérést végeztek a sziget partjai mentén, amikor a sekély vízben a romokra bukkantak. Az építmény körülbelül 15 méter hosszú, és egy észak-déli tengelyen helyezkedik el. A kutatók szerint nagy középület lehetett, amely a Kr. u. 3. századig, a késő római korig használatban maradt.

A kutatók szerint ez lehetett a sziget egyik fő **középülete**, mivel a város legalacsonyabb pontján helyezkedett el – a kikötőben. Az épületmaradványok mellett a régészek kerámiadarabokat, szobrokat, oszlopokat és más, az épülethez tartozó leleteket is találtak. A márványtárgyak között van egy fej is, amely egy sportoló vagy isten szobrához tartozhatott. E lelet a Kr. e. 4. századra datálható.



A márvány szoborfej (kép forrása: Newsweek)

A 2018-as felmérés során a kutatók új technikát is alkalmaztak: egyfajta mobilgáttal vették körbe a romokat, így a vízszintet csökkentve jobban meg tudták vizsgálni a maradványokat, és az üledékből is jobb mintákat tudtak venni a datáláshoz.

Az épület azért is fontos **felfedezés**, mert segíthet a kutatóknak képet alkotni a **térség** 2500 évvel ezelőtti topográfiájáról. Ekkoriban – Kr. e. 480-ban – **zajlott** ugyanis a szalamiszi csata.

Az ütközetben a perzsa katonai sikerek sorozata után a görög városállamok szövetsége Themisztoklész vezetésével fordított a helyzeten, és a szalamiszi tengerszorosban kisebb hajóikkal **szétzúzták** a nagyobb, nehézkes mozgású hajókból álló perzsa flottát.

A görögök annak ellenére arattak győzelmet, hogy a perzsák számbéli fölényben is voltak. A szalamiszi **csata** volt a görög-perzsa háborúk egyik utolsó nagy ütközete, és valódi fordulópontot jelentett a görög – és ezáltal az európai – történelemben, mivel a Perzsa Birodalom ezt követően nem jelentett **fenyegetést** a görög városállamokra.

<https://mult-kor.blogstar.hu/2019/06/27/a-sorsfordito-szalamiszi-csata-idejebol-valo-epuletre-bukkantak/75259/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*remains site huge shallow waters
carry out a survey structure axis
public building flexible barrier sediment*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | | | |
|--------------------|----------|---|
| 1. discover | a | to be more in number than another group |
| 2. battle | b | a narrow passage of water between two areas of land, usually connecting two seas |
| 3. arrange | c | to produce a complete description or copy of an event by collecting together pieces of information |
| 4. port | d | a fight between opposing armies, groups of ships, groups of people etc, especially one that is part of a larger war |
| 5. survey | e | to put a group of things or people in a particular order or position |
| 6. take samples of | f | a place where ships can be loaded and unloaded |
| 7. reconstruct | g | a general description or report about a particular subject or situation |
| 8. strait | h | to take or try a small amount of something |
| 9. outnumber | i | a group of ships, or all the ships in a navy |
| 10. fleet | g | to find out something that you did not know about before |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | |
|---|----------|---|
| 1. nagyméretű épület | a | a turning point in European history |
| 2. szalamiszi tengeri ütközet | b | monumental Structure |
| 3. fordulópontot jelentett az európai történelemben | c | located at the lowest point of the ancient city |
| 4. a késő római korig használatban | d | other features relating to the building |
| 5. a város legalacsonyabb pontján helyezkedett el | e | appears to date to the fourth century B.C. |
| 6. az épülethez tartozó leleteket is találtak | f | the Persian fleet had difficulty maneuvering |
| 7. nehézkes mozgású perzsa flotta | g | battle in the Greco-Persian Wars |
| 8. a görög-perzsa háborúk egyik ütközete | h | drain the area |
| 9. a vízszintet csökkentve | i | was used until the late Roman times |
| 10. a Kr. e. 4. századra datálható | g | naval battle of Salamis |

5. Comprehension questions.

- What was the first great naval battle recorded in history?
- How and where was the monumental structure found?
- Why is the Battle of Salamis considered to be a turning point for Western civilization?
- What do researchers believe the monumental structure was used for?
- Why is the discovery of the building important?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. , the Persians twice attempted to conquer Greece.
 - a) In the late 5th century BCE
 - b) In the late 10th century BCE
 - c) In the early 10th century BCE
 - d) In the early 5th century BCE
2. The Greeks fought in formations called phalanxes, of 8 to 50 ranks (rows).
 - a) on horses
 - b) on elephants
 - c) chariots
 - d) on foot
3. The Persians had greater mobility on the battlefield thanks to their
 - a) cavalry
 - b) chariots
 - c) lighter equipment
 - d) harder equipment
4. In 483 BCE the Athenian general persuaded Athens to start building a fleet.
 - a) Darius I
 - b) Themistocles
 - c) Xerxes
 - d) Artemisia
5. Darius I's son, , became king of Persia in 486 BCE. Six years later, he invaded Greece in revenge for his father's
 - a) Leonidas
 - b) Themistocles

- c) Xerxes
 - d) Artemisia
6. Queen of Halicarnassus (a city on the site of Bodrum, Turkey), sent five ships to join Xerxes' fleet. She took part in the Battle of Salamis.
- a) Leonidas
 - b) Themistocles
 - c) Darius I
 - d) Artemisia
7. Known as the Brave, this king of Sparta led an elite force of 300 Spartans on a suicide mission at Thermopylae.
- a) Leonidas
 - b) Themistocles
 - c) Darius I
 - d) Artemisia
8. was a Greek messenger who ran all the way from Athens to ask the Spartans for help before the Battle of Marathon but they refused to come.
- a) Leonidas
 - b) Themistocles
 - c) Darius I
 - d) Pheidippides
9. In 480 BCE , commanding the Athenian fleet, lured the Persian fleet into an ambush off the island of Salamis.
- a) Leonidas
 - b) Themistocles
 - c) Darius I
 - d) Pheidippides
10. In 490 BCE the battle was fought on the plain of Marathon, north of Athens. Led by the Athenian general Miltiades, a much smaller Greek army defeated invasion force.
- a) Leonidas
 - b) Themistocles
 - c) Darius I
 - d) Pheidippides

UNIT 12

CELTIC WARRIORS

The Celts (called “Gauls” by the Romans) were not a single people but consisted of **scattered tribes** ruled by warrior chiefs. Originally from an area north of the Alps, some tribes migrated south after 400 BCE, clashing with the Greeks and Romans. Archaeologists call the Celtic culture of this period La Tene, after a Swiss site. By 100 BCE, the La Tene culture had spread throughout Europe.

Celtic gods

Celtic religion was tied in with **the farming year and nature**. Hundreds of gods were worshipped under different names throughout the Celtic world. Here are four:



Belenus

The god of sun and fire, Belenus was associated **with the Beltane festival on May 1**, when fires were lit to purify cattle.

Brigit

Also known as Brigantia, Brigit was **the goddess of healing, poetry, and fertility**. In Ireland, she was later adopted as a Christian saint.

Cernunnos

This horned god was associated with fertility, nature, harvest, and the underworld.



Epona

The goddess Epona was **the protector of horses**. Roman soldiers adopted her, and built her a temple in Rome.

The world of the druids

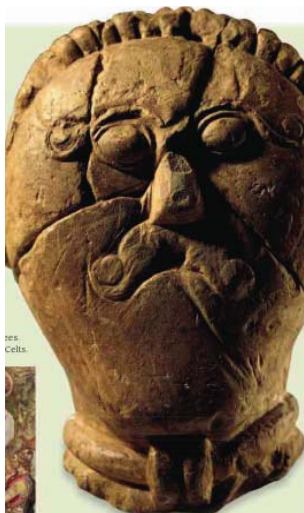
Celtic priests were called druids. The druids carried out many rituals and may have offered up **human sacrifices to the gods**. This picture shows a druid using a golden sickle to cut mistletoe in a grove of oak trees. Mistletoe was a sacred plant **to the Celts**.

According to Julius Caesar, who is the principal source of information about the Druids, there were two groups of men in Gaul that were held in honour, the Druids and the noblemen (equites). Caesar considered that the Druids **took charge of public and private sacrifices**, and many young men went to them for instruction. They judged all public and private quarrels and decreed penalties. If anyone disobeyed their decree, he was

barred from sacrifice, which was considered **the gravest of punishments**. One Druid was made the chief; upon his death, **another was appointed**. If, however, several were equal in merit, the Druids voted, although they sometimes resorted to armed violence. Once a year the Druids assembled **at a sacred place in the territory of the Carnutes**, which was believed to be the centre of all Gaul, and all legal disputes were there submitted to the judgment of the Druids.

Caesar also recorded that the Druids abstained from warfare and paid no tribute. Attracted by those privileges, many joined the order **voluntarily or were sent by their families**. They studied ancient verse, natural philosophy, astronomy, and the lore of the gods, some spending as much as 20 years in training. The Druids' principal doctrine was that **the soul was immortal and passed at death from one person into another**.

The Druids offered human sacrifices for those who were gravely sick or in danger of death in battle. Huge wickerwork images were filled with living men and then burned; although the Druids preferred to sacrifice criminals, they would choose innocent victims **if necessary**.



Celtic hero

This Celtic head, found at a site near Prague, in the Czech Republic, has staring eyes and a swept-back mustache. Around its neck is a torc—the metal neck ring worn by Celtic warriors. The Romans admired the courage of the Celts, but thought they were boastful and drank too heavily.

Wild warriors

Brennus

This chieftain led an army of Gauls to attack Rome in 390 BCE. Guard geese sounded the alarm, but the Romans had to give Brennus gold to make him leave.

Caractacus

From his Welsh hideout, Caractacus resisted the Roman invasion of Britain for six years, but eventually he was captured and taken to Rome.

Boudicca

Queen of the Iceni, a tribe in eastern England, Boudicca led a rebellion against the Romans in 61 CE.

After the Romans

In Gaul and Britain, Celtic culture merged with that of the occupying Romans. After the Romans left, Germanic invaders pushed the surviving

Celts back into Brittany in France, and into Wales, Cornwall, and southwest Scotland in Britain.



*A fortified Celtic village
in Anglesey, North Wales*

<https://books.google.com.ua/books>

I. Read the text. Match the words with their definitions.

1) warrior, 2) archaeologist, 3) worship, 4) healing, 5) fertility, 6) druid, 7) mistletoe, 8) noblemen, 9) tribute, 10) chieftain.

a) an evergreen plant (one that never loses its leaves) that grows on trees, with small, white fruits and pale yellow flowers;

b) a member of the nobility (the highest social rank in a society);

c) the leader of a tribe;

d) a soldier, usually one who has both experience and skill in fighting, especially in the past;

e) someone who studies the buildings, graves, tools, and other objects of people who lived in the past;

f) a priest of a religion followed in Britain, Ireland, and France, especially in ancient times;

g) the process of becoming well again, especially after a cut or other injury, or of making someone well again;

h) to have or show a strong feeling of respect and admiration for God or a god;

i) something that you say, write, or give that shows your respect and admiration for someone, especially on a formal occasion;

j) (of land) the quality of producing a large number of good quality crops.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

1) to be ruled by warrior chiefs;

2) the god of sun and fire;

3) to be adopted as a Christian saint;

4) to carry out rituals;

5) the principal source of information;

6) to take charge of public and private sacrifices;

- 7) the gravest of punishments;
- 8) to resort to armed violence;
- 9) to abstain from warfare;
- 10) to choose innocent victims.

IV. Match the beginnings of the sentences with the endings below.
Celtic Warriors



- 1. For hundreds of years, the Celtic warrior represented
- 2. To the Romans, Greeks and other "civilized" people, the Celts
- 3. It was a well-earned reputation, and they repeatedly gave

- 4. Celtic warriors stood a head taller than their Mediterranean opponents and are
- 5. The Celtic warriors, or Gauls as they were called in the French part of their range, spiked their hair up with lime and
- 6. Their attacks on the battlefield were fearless, wild and savage, but
- 7. As the Celts spread over their vast range, having conquered most of Europe at their height,
- 8. In Spain, they became master swordsmen accustomed to
- 9. In southern Gaul they developed impressive armor and preferred long swords, while in Britain they
- 10. However, whether in Asia Minor or Ireland, the Celtic warrior remained essentially the same,

- a) they were also skilled and deadly.
- b) a capable warrior and someone to be feared.
- c) the Mediterranean world reason to fear them.
- d) up-close combat with their short swords.
- e) the quintessential barbarian warrior to the settled peoples of the Mediterranean.
- f) wore horned and winged helmets to emphasize their large stature.
- g) their warriors developed different styles of warfare.
- h) were a re-occurring nightmare that unpredictably erupted from darker Europe.
- i) continued to fight from chariots that they had adapted to rough ground.
- j) described as having muscular physiques.

<http://www.ancientmilitary.com/celtic-warriors.htm>

V. Complete the following sentences with the phrases below.

Celtic Cavalry



At first, horses were used only 1)..... . Each chariot consisted of 2) : a driver and a noble warrior or champion. The ancient writers described the Celtic chariots use as 3) The chariot would drive into the battle where the warrior jumps out

of the vehicle and 4) Once the warrior tired he would 5) The chariots would also drive up and down the battle lines throwing javelins and intimidating opponents 6) Caesar describes the drivers as extremely agile on the chariot, they would even climb forward on the yoke 7) Celtic chariots used a suspension system that allowed them to operate on rough ground and 8)

Mounted cavalry arose only later, particularly in Britain where chariots were still used in battle much longer 9) Celtic riders were usually rather light cavalry. They fought by first unleashing a hail of javelins on their opponents, then they followed up by attacking with lances and swords. An exception to this was the nobles who 10) , particularly in Gaul.

- A - fights as an infantry warrior
 - B - often functioned as heavy cavalry
 - C - in conjunction with chariots
 - D - than anywhere else in the world
 - E - two crew members
 - F - in order to steer the horses better.
 - G - a mixture of cavalry and infantry tactics
 - H - with the load noises they made.
 - I - jump back on the chariot.
 - J - even on steep hillsides
- <https://en.wikipedia.org/wiki/Chariot>

VI. Put the following sentences in the most logical order.

Celts as Barbarians

a) They were called Keltoi or Galatae by the Greeks and Celtae or Galli by the Romans.

b) Dionysius said that their "manner of fighting, being in large measure that of wild beasts and frenzied, was an erratic procedure, quite lacking in military science.

c) Greek and early Roman civilization faced major threats from Celtic invaders.

d) Such descriptions have been challenged by contemporary historians.

e) To the Ancient Greeks and Romans the Celtic warrior was the archetypal barbarian, stereotypically presented as massive, powerful, and malicious.

f) And again they would deliver crosswise blows aimed at no target, as if they intended to cut to pieces the entire bodies of their adversaries, protective armour and all".

g) Later, the situation was reversed as the expanding Roman Empire gradually conquered most of the Celts.

h) Thus, at one moment they would raise their swords aloft and smite after the manner of wild boars, throwing the whole weight of their bodies into the blow like hewers of wood or men digging with mattocks.

i) In the 5th century BC a Greek writer Ephoros described the Celts as one of the four great barbarian peoples, along with the Persians, the Scythians and the Libyans.

j) The Celts were described by classical writers such as Strabo, Livy, Pausanias, and Florus as fighting like "wild beasts", and as hordes.

<https://en.wikipedia.org/wiki/Chariot>

VII. Render the text in English



КЕЛЬТИ

Кельтами зветься племена індоєвропейського походження, які в давнину займали великі площі в Західній і Центральній Європі. Це був дуже войовничий народ, який в 390 році до н.е. навіть захопив і пограбував Рим. Але міжусобні війни послабили цей войовничий народ. В результаті германці та римляни витіснили кельтів з їх земель. Ці племена так і залишилися оточеними численними таємницями, інтригами та міфами. Давайте ж спробуємо зрозуміти, ким же насправді вони були.

Важко сказати що-небудь певне про походження кельтів. Деякі історики вважають, що вони населяли Британію ще 3200 років тому, а інші вважають, що навіть задовго до цього. Але ясно одне — міграція кельтів почалася приблизно в 400 році до н.е. з Центральної Європи. Племена стали поширюватися у всіх напрямках, але на півдні їм довелося зіткнутися з сильними римлянами. Виявилось, що войовничим, але розрізненим кельтам протистояла єдина уніфікована імперія. Племена ж постійно воювали одне з одним, не думаючи про об'єднання проти спільного ворога. В результаті, деякі з племен виявилися повністю знищеними, інші підкорилися римлянам, перейнявши їхню культуру, а треті взагалі рушили у віддалені місцевості — в Ірландію, Шотландію та Уельс. Там досі існують громади сучасних кельтів, які прагнуть зберегти свою культуру. Слід відмітити, що в своїх подорожах кельти дісталися навіть до Греції і Єгипту.

Деякі дослідники вважають, що кельти були малоосвіченими. І знову варто зрозуміти, що римляни всіляко прагнули виставити своїх суперників у максимально поганому світлі. Насправді, цей народ зовсім не був таким простуватим, яким його уявляють. Більш того, кельти володіли тим, чого не було навіть у римлян — точним календарем. Так, існував Юліанський календар, але кельти володіли власним календарем з Коліньї. Його знайшли саме в цьому французькому місті ще в 1897 році, що і дало ім'я відкриттю. Мало того, що у нього незвичайний вигляд, так календар виявився виконаним з таємничих металевих пластин з численними мітками: дірочками, номерами, лініями, набором грецьких і римських літер. За сто років вчені змогли лише зрозуміти, що мають справу з календарем, але принцип його роботи залишався загадкою. Тільки в 1989 році винахід кельтів вдалося розшифрувати. Виявилось, що знахідка являла собою сонячно-місячний календар, який на підставі циклів появи небесних світил розраховував час року. Для того стану цивілізації календар був досить точним, будучи передовим винаходом. З допомогою нього кельти могли передбачити, де буде знаходитися на небі сонце в майбутні місяці. Ця знахідка наочно довела, що кельти мали розвинуте наукове і математичне мислення. Цікаво було б порівняти винахід «варварів» з тим календарем, яким користувалися римляни. Він також вважався досить точним для свого часу, маючи похибку з реальним сонячним календарем всього в 11,5 хвилин на рік. Але за століття ця похибка швидко накопичується. В результаті, в наш час римляни святкували початок весни тоді, коли на дворі був серпень. А ось кельтський календар навіть сьогодні правильно зміг би передбачати час року. Так що римлянам було чому повчитися у «неосвічених» варварів.

<https://molomo.com.ua/myth/celts.html>

VIII. Read the text in Hungarian and do the exercises following it.

A druidák tervezték a legendás "római" utakat

2013. október 15. 18:13

Az egyenes, mérnöki pontossággal **megtervezett** római utak mítoszáról rántja le a leplet egy újonnan **megjelenő** könyv, amely azt állítja, hogy az érdem valójában a keltáké.



A vaskori Britanniáról, Európáról és a babonás, barbár keltákról alkotott, sztereotípiáktól hemzsegő kétezer éves képet próbálja **megváltoztatni** – vagy legalábbis árnyalni – Graham Robb. A brit író-történész új könyvében, *Az ősi utak - a kelta Európa elveszett térképének felfedezése (The Ancient Paths: Discovering the Lost Map of Celtic Europe)* című munkájában leírja, hogy a druidák térképkészítő képességeit a történészek csak évszázadokkal később fedezték fel, és ők voltak az elsők, akik „megalkották a történelem legkorábbi pontos térképeit”.

A kelták tudományos teljesítményét szinte teljesen **elfelejtették** az eltelt évszázadokban, ezért **döntött** úgy a témán öt éven keresztül dolgozó Robb, hogy leszámol a fakunyhókban lakó nép bántóan leegyszerűsítő sztereotípiájával. Könyvében **kifejti**, hogy a druidák, azaz a kelták

papjai koruk legnagyobb tudományos elméi voltak, akik amellet, hogy a vallási életet **szervezték**, döntőbíráskodtak és gyógyítással foglalkoztak, komoly **eredményeket** értek el a tudomány területén is.

A druidák ezenfelül már az időszámításunk előtti 4. században egyenes utakat terveztek és építettek – azaz több száz évvel azelőtt, hogy a hódító rómaiak végigmasíroztak volna a szigetország déli részein.

„Saját úthálózatuk volt, ahol a római legionáriusok vonultak” – így Robb. „Gyakran kérdezték, hogyan sikerült megépíteniük a rómaiaknak az Exeter és Lincoln között futó Fosse Way-t. Tudniuk kellett, hol végződik,

holott Britannia ezen részét csak évtizedekkel később hódították meg a rómaiak. Hogyan sikerülhetett volna ez, ha nem ismerték a kelták útját?” – kérdezte sokat sejtetően a történész.



A gloucestershire-i Fosse Way

Robb először akkor vetette fel elméletét, amikor **eltervezte**, hogy kerékpárral végigteker az Ibériai-félszigettől az Alpokig több ezer kilométeren át egyenesen futó ősi úton, a Via Heraclea-on. A kutató ekkor **vette észre**, hogy a napforduló napkelte-pontjának irányvonalát követő út kelta településmaradványok mentén húzódik. Robb több száz franciaországi, angliai és írországi települést térképezett fel, s megállapította, a kelták úgy szervezték meg a településhálózatukat, hogy az a Napistenük útját tükrözze.

[https://mult-kor.hu/20131015 a druidak terveztek a legendas romai utakat](https://mult-kor.hu/20131015-a-druidak-terveztek-a-legendas-romai-utakat)

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*myth superstitious map-making skills
Iron Age Britain conquer Celtic settlement remains
map created developed the straight roads
marched across*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | | |
|----------------------------|--|
| 1. merit | a very cruel and violent |
| 2. barbaric | b using cruel words or physical violence |
| 3. achievement | c a member of an ancient group of priests, in Britain, Ireland, and France, before the Christian religion |
| 4. abusively simplistic | d an advantage or good feature of something e something important that you succeed in doing by your own efforts |
| 5. | |
| 6. druids | f the act of getting control of a country by fighting |
| 7. Celtic | g the time when the sun is furthest north or south of the equator |
| 8. conquest | h to discover or learn something by study, tests, sums etc |
| 9. solstice | i of an ancient European people who are related to the Irish, Scots, Welsh, and Bretons, or of their language or culture |
| 10. find | g treating difficult subjects in a way that is too simple |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|--|---|
| 1. lerántja a leplet | a intellectually advanced thinkers |
| 2. sztereotípiáktól hemzsegő kép | b ancient route that runs in a straight line |
| 3. legnagyobb tudományos elméi | c wood-dwelling people |
| 4. elméletét vetette fel kerékpárral végigteker | d be exposed e stereotyped image |
| 5. | |
| 6. egyenesen futó ősi úton | f earliest accurate map |
| 7. napforduló napkelte- pontjának irányvonalát követő | g came up with the theory |
| 8. Napistenük útját tükrözze | h to cycle |
| 9. fakunyhókban lakó nép | i mirror the paths of their Sun God |
| 10. legkorábbi pontos térkép | g plotted along the solstice lines |

5. Comprehension questions.

- What has been exposed by a new book?
- What do Graham Robb's findings bring into question?
- What were the Druids in reality?
- What theory does Mr Robb, former fellow of Exeter College, Oxford, first came up with?
- What does The Ancient Paths suggest?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The Celts (called by the Romans) were not a single people but consisted of scattered tribes ruled by warrior chiefs.

- a) "Germans" b) "Gauls"
- c) "Barbarians" d) "Druids"

2. , the god of sun and fire, was associated with the Beltane festival on May 1, when fires were lit to purify cattle.

- a) Brigit b) Cernunnos
- c) Epona d) Belenus

3. was the goddess of healing, poetry, and fertility. In Ireland, she was later adopted as a Christian saint.

- a) Brigit b) Cernunnos
- c) Epona d) Belenus

4. This horned god was associated with fertility, nature, harvest, and the underworld.

- a) Brigit b) Cernunnos
- c) Epona d) Belenus

5. was the protector of horses. Roman soldiers adopted her, and built her a temple in Rome.

- a) Brigit b) Cernunnos
- c) Epona d) Belenus

6. was a sacred plant to the Celts.

- a) Cannabis
- b) Peyote
- c) Salvia
- d) Mistletoe

7. This chieftain led an army of Gauls to attack Rome in 390 BCE. Guard geese sounded the alarm, but the Romans had to give Brennus gold to make him leave.

- a) Brennus
- b) Caractacus
- c) Boudicca
- d) Caesar

8. From his Welsh hideout, resisted the Roman invasion of Britain for six years, but eventually he was captured and taken to Rome.

- a) Brennus
- b) Caractacus
- c) Boudicca
- d) Caesar

9. Queen of the Iceni, a tribe in eastern England, led a rebellion against the Romans in 61 CE.

- a) Brennus
- b) Caractacus
- c) Boudicca
- d) Caesar

10. In Gaul and Britain, Celtic culture merged with that of the occupying . .

...

- a) Romans.
- b) Greeks.
- c) Scandinavians.
- d) Turks.

UNIT 13

ROMAN EMPIRE



The Roman Empire grew slowly at first—it took 500 years for the small city of Rome to conquer the whole of Italy—but by the 1st century CE, its frontiers stretched **from Spain in the west to Syria in the east**. This vast empire of more than 60 million people was held together by a strong and efficient system of provincial government, backed by the army.

The Roman world

Shown in red on the map above is the Roman Empire in 118 CE, during the reign of Emperor Hadrian. The empire was divided **into about 45 provinces**, each headed by a governor.



Head of Rome

Standard coins were issued across the empire. They were stamped with the head of the emperor to show who was in charge.

Enemies of Rome

Samnites. The **Samnites** lived in the mountains of southern Italy. They were always ready to make trouble for the Romans, who fought three major wars

against them in the 4th and 3rd centuries BCE.

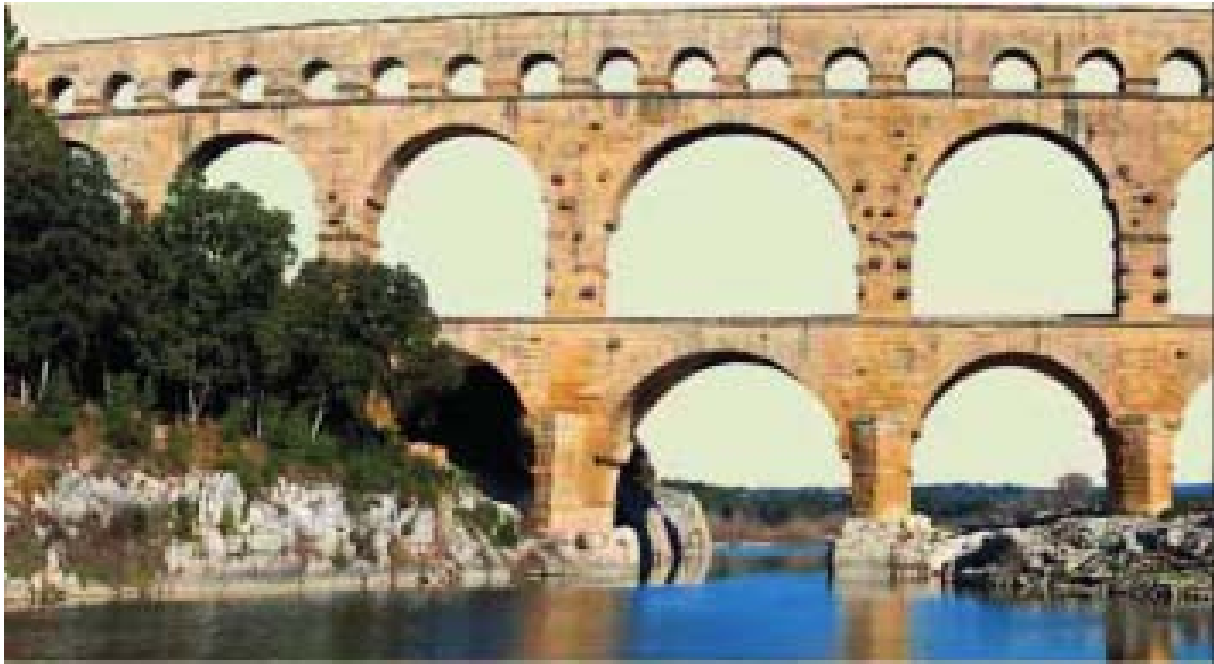
Carthaginians. The Carthaginians were **Rome's bitterest enemies** in the 3rd century BCE. Their empire, which at times included North Africa, Spain, Corsica, Sardinia, and most of Sicily, blocked Roman expansion in the Mediterranean.

Parthians. The Parthians, who ruled Persia from the 3rd century BCE, were a threat **on the eastern frontier**. The Romans never forgot their **humiliating defeat by the Parthians** at Carrhae (Harran, Turkey) in 53 BCE.

Cimbri and Teutones. The Cimbri and Teutones were two tribes **from northern Europe** who threatened northern Italy in the 2nd century BCE.

The Cimbri defeated **two Roman armies** at Arausio (Orange, France) in 105 BCE.

Marcomanni. The Marcomanni, a Germanic tribe from north of the Danube frontier, invaded Roman territory in the 2nd century CE. Emperor Marcus Aurelius expelled them but had **to fight a lengthy war against them.**



Brilliant engineers

The Romans built this impressive aqueduct **to carry fresh water across the Gard River** to the city of Nemausus (Nomes) in southern France. The Romans were skilled engineers. Their network of paved, all-weather roads linked towns and cities across the empire.



Roman society

During the reign of Augustus (ruled 27 BCE – 14 CE), only **a tenth of the empire's population** were full citizens—women and slaves were among those excluded. People's place in society depended **on their birth**—whether they were a patrician (noble) or pleb (ordinary citizen)—and their wealth.

Dressed for success

Only citizens could wear a toga—this toga's purple stripe indicates that the man is a senator. **His wife** wears a stola (dress) and palla (cloak).

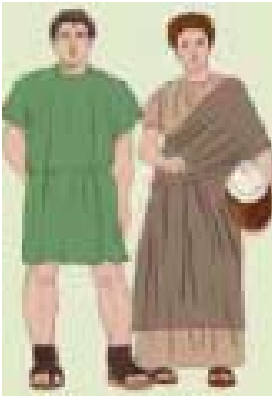


Soldier and captive

Prisoners taken in war **were sold into slavery**. They might become gladiators and fight in the arena, or be sent to row in war galleys.

Former slaves

Many working people in Rome were former slaves who had been freed by their masters. **Their children** automatically became citizens.



Famous generals

Scipio Africanus

Leading the fight against the Carthaginians in the Second Punic War, Scipio took the war to Africa, where he defeated **Hannibal at the Battle of Zama (202 BCE)**.



Pompey the Great

A famous general of the 1st century BCE, Pompey won victories in the east and in Spain. In 67 BCE, he defeated the pirates **who had been terrorizing traders in the Mediterranean**.



Trajan

Born in Spain, Trajan became emperor in 98 CE. He conquered Dacia (Romania) and part of Mesopotamia, and his victories are displayed on Trajan's Column in Rome.



Roman gods

The Romans had hundreds of gods and goddesses **associated with every aspect of life**. These are some of the major ones: *Jupiter*, king of the gods

Juno, queen of the gods

Mars, god of war

Venus, goddess of love and beauty

Neptune, god of the sea

Apollo, god of the Sun and the arts

Diana, goddess of the Moon and hunting

Minerva, goddess of wisdom

Vulcan, blacksmith of the gods

Vesta, goddess of the hearth



Neptune in his sea chariot

KEY EVENTS

1CE

The population of the city of Rome reached **approximately one million**, making it the world's largest city.

117

The Roman Empire reached its fullest extent, thanks to Trajan's conquests in the east.**212**

Emperor Caracalla **granted full Roman citizenship** to all free adult males living in the empire.**476**

Barbarians overthrew the Western Roman Empire. The Eastern (Byzantine) Empire lasted until 1453.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

- 1) empire , 2) governor , 3) expansion, 4) threat, 5) expel, 6) aqueduct,
7) patrician
8) pleb, 9) senator, 10) gladiator.

- a) a politician who has been elected to a Senate;
b) a group of countries ruled by a single person, government, or country;
c) a person in charge of a particular political unit;
d) a structure for carrying water across land, especially one like a high bridge with many arches that carries pipes or a canal across a valley;
e) in ancient Rome, a man who fought another man or an animal, usually until one of them died, for public entertainment;
f) a person of high social rank;
g) a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed;
h) a person of a low social class;
i) to force someone to leave a country, organization, or school;
j) the increase of something in size, number, or importance;

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to conquer the whole of;
2) efficient system of provincial government;

- 3) to show who is in charge;
- 4) to be ready to make trouble;
- 5) to fight a lengthy war against smb.;
- 6) to be among those excluded;
- 7) to be sold into slavery;
- 8) to row in war galleys;
- 9) to be associated with every aspect of life;
- 10) to grant full Roman citizenship.

IV. Match the beginnings of the sentences with the endings below:

1. For hundreds of years, the Celtic warrior represented
2. It was during the rule of Tiberius (14–37) that
3. Thereafter, Christians were tolerated at best—but often tortured or killed —.....
4. In 313 an edict of toleration for all religions was issued, and from about 320 Christianity
5. But the empire was dying. The last of Constantine's line, Theodosius I (379–395),
6. The Western Empire, suffering from repeated invasions and the flight of the peasants into the cities, had grown weak compared with the East,
7. When Theodosius died, in 395, Rome
8. The West was severely shaken in 410, when the city of Rome was sacked by the Visigoths,
9. The fall of Rome was completed in 476, when the German chieftain Odoacer
10. The East, always richer and stronger, continued as the Byzantine Empire

- a) Jesus Christ was crucified.
 - b) through the European Middle Ages.
 - c) where spices and other exports virtually guaranteed wealth and stability.
 - d) deposed the last Roman emperor of the West, Romulus Augustulus.
 - e) the quintessential barbarian warrior to the settled peoples of the Mediterranean.
 - f) split into Eastern and Western empires.
 - g) until the reign of Constantine I (312–337).
 - h) a wandering nation of Germanic peoples from the northeast.
 - i) was the last emperor to rule over a unified Roman Empire.
 - j) was favoured by the Roman state rather than persecuted by it.
- <https://books.google.com.ua/books>

V. Complete the following sentences with the phrases below.



The Roman Empire was distinguished not only for its outstanding army—1)

— but also for its accomplishments in intellectual endeavours. Roman law, for example, was 2), which were all finally codified in the 6th century (see Justinian, Code of). Rome's roads were 3), designed for 4) and adapted to a wide variety of functions: commerce, agriculture, mail delivery, pedestrian traffic, and military movements. Roman city planners achieved 5) with their plumbing, sewage disposal, dams, and aqueducts. Roman architecture, 6), was 7) and lavishly executed. Triumphal arches commemorated 8), and the famous Roman baths were built 9) as well as to cleanse the body.

Finally, Latin, the language of the Romans, became 10)

in Western civilization. Cicero's speeches, the histories of Livy and Tacitus, Terence's drama, and above all the poetry of Virgil are all part of the legacy of Rome.

A - the foundation upon which the whole empire rested

B - the medium for a significant body of original works

C - though often imitative of Greek styles

D - a considered and complex body of precedents and comments

E - important state occasions

- F - unprecedented standards of hygiene
 - G - without match in the ancient world
 - H - boldly planned
 - I - comparatively fast transportation
 - J - to stir the senses
- <https://www.britannica.com/place/Roman-Empire>

VI. Put the following sentences in the most logical order.
Imperial Rome



- a) A period of unrest and civil wars in the 1st century BC marked the transition of Rome from a republic to an empire.
- b) Under Augustus, Rome began to prosper once again, and the emperor came to be looked upon as a god.
- c) It was not long before Octavian went to war against Antony in northern Africa, and after his victory at Actium (31 BCE) he was crowned Rome's first emperor, Augustus.
- d) Decadent, cruel men also rose to power: Caligula (37–41) and Nero (54–68) were so loathed that their reigns were struck from the official Roman records.
- e) This period encompassed the career of Julius Caesar, who eventually took full power over Rome as its dictator.
- f) Thereafter, all good emperors were worshiped as gods after death. Among the beloved rulers of Rome were Trajan (reigned 98–117), Hadrian (117–138), Antoninus Pius (138–161), and Marcus Aurelius (161–180).

g) The Senate still functioned, though Augustus, as princeps, or first citizen, remained in control of the government.

h) Augustus established a form of government known as a principate, which combined some elements from the republic with the traditional powers of a monarchy.

i) After his assassination in 44 BCE, the triumvirate of Mark Antony, Lepidus, and Octavian, Caesar's nephew, ruled.

j) His reign, from 27 BCE to 14 CE, was distinguished by stability and peace.

<https://www.britannica.com/place/Roman-Empire>

VII. Render the text in English.

Загибель Західної Римської імперії та утворення варварських королівств



З початком великого переселення народів германські племена раз у раз проривали укріплений кордон імперії. З неймовірними зусиллями їм протистояли війська Риму. Справжня катастрофа розпочалась з появою у Європі гуннів. Від кордонів Китаю вони рушили на Захід. У 375 р. гунни напали на готів. Остготи підкорились

гуннам, а вестготи відійшли до Дунаю. Римляни дозволили вестготам оселитись на правах федератів. Але утиски чиновників та голод підняли готів на повстання. У 378 р. неподалік від Адріанополя повсталих зустріла римська армія на чолі з імператором Валентом. Через кілька годин страшної битви римське військо перестало існувати. Імператор загинув.

Вестготи рушили на Захід. На чолі з вождем Аларіхом вони підійшли до Риму, але взяти могутню фортецю варварам було не під силу. Змучені тривалою облогою римляни вирішили відкупитись. Щоб задовольнити варварів, довелось переплавити безліч срібних та золотих скульптур. В тому числі і зображення Воїнської звитяги. Дійсно, вона у римлян була вже в минулому. Через 2 роки Аларіх знову підійшов до Риму. Тепер ні відбитись, ні відкупитись римлянам не вдалось. Хто і як відчинив ворота "Вічного міста" — невідомо, але у 410 р. Рим пав. Три дні вестготи грабували місто, а потім відійшли на північ. У південній Галлії вони заснували власне королівство.

Гунни розташувались на місці сучасної Угорщини. Вся Європа здригалась від їх спустошливих набігів. Найвідомішого вождя гуннів

Аттілу сучасники називали "Бичем Божим". У 451 р. Аттіла повів військо у черговий похід. На Каталаунських полях його зустріла армія на чолі з римським полководцем Аецієм. Військо тільки з назви було римським. Багато германських вождів прийшло до Аеція, щоб битись з гуннами. Аттіла зазнав поразки і невдовзі помер на власному весіллі. Його тіло було поховане на дні річки у трьох домовинах - золотій, срібній та залізній. Невдодзі після цього держава гуннів розпалась.

Всього через 4 роки після перемоги на Каталаунських полях Рим знову був захоплений варварами. Це було плем'я вандалів. Вандали спочатку оселились у Іспанії, а потім заснували королівство у Північній Африці. У 455 р. флот вандалів на чолі з Гейзеріхом піднявся по Тібру і захопив Рим. Такого спустошення місто ще не знало. Було зруйновано безліч пам'яток культури. На згадку про ці події залишилось слово „вандалізм", яке означає нищення культурних цінностей.

У 476 р. один з воєначальників, варвар Одоакр скинув з трону малолітнього імператора Ромула Августула, а знаки імператорської влади відіслав у Константинополь. Західна Римська імперія перестала існувати, розпочалась доба Середньовіччя

<https://disted.edu.vn.ua/courses/learn/8632>

VIII. Read the text in Hungarian and do the exercises following it.

A nő, aki Róma uralkodója akart lenni

Múlt-kor

2019.04.17.

Fulvia Antoniára a római történelem kedvelői többnyire Marcus Antonius feleségeként emlékeznek, e címke azonban messze nem fedi le személye jelentőségét. Antonius már a harmadik férje volt, és mire Kr. e. 47-ben vagy 46-ban összeházasodtak.

Fulvia politikai súlya majdnem ugyanolyan vonzó lehetett Antonius számára, mint **vagyona**, amelyet két ősi család utolsó leszármazottjaként örökölt. A politikai súly első, Publius Clodius Pulcherhez való házasságából származott, azonban kellett hozzá Fulvia ügyessége is, hogy jól ki tudja azt használni.

Életük háttere a római polgárháborúk kora volt, amikor mindenki számára veszélyes volt a politikában való szerepvállalás. Clodius kíméletlen és **siker**es politikus volt, aki annak ellenére, hogy a hagyományos uralkodó osztályból származott, a köznép kegyeit kereste. Emiatt összetűzésbe került az arisztokrácia iránt elkötelezett Titus Annius Milóval, ellentétüket mind a bíróságokon, mind az utcákon – felbérelt verőlegényekkel – igyekeztek eldönteni. A végkifejlet Clodius halála lett, amiért Milót bíróság elé állították.

Fulvia a római viszonyok közt szokatlanul odafigyelő feleség volt. Mindazonáltal férje halála után jött igazán elemébe. Zavargást robbantott ki

azzal, hogy Clodius véres holttestét végighúzatta Róma utcáin, hogy szimpátiát gyűjtsön a köznép körében. **Látványos**, nyilvános gyásza megerősítette Clodius pártját, és gyengítette Milóét.

E gyász azonban nem akadályozta meg Fulviát abban, hogy újra férjhez menjen – a hagyományok által előírt gyászperiódus után szinte azonnal. Második férje Gaius Scribonius Curio, egy pályája kezdetén álló ígéretes politikus volt. A házasság által karrierje még **ígéretesebbé** vált: az arisztokrata oldalról egyszerre a populárisra került, döntései pedig olyan határozottságról tettek tanúbizonyságot, amely korábban hiányzott személyéből. Habár nyíltan nem ismerték el szerepét, Fulvia **hatása** nyilvánvaló volt.

Curio Észak-Afrikában, egy I. Juba numidiai király ellen viselt hadjárat során életét vesztette Kr. e. 49-ben, Fulvia pedig Kr. e. 47-ben vagy 46-ban Marcus Antoniushoz ment férjhez. Antonius fiatal volt, nagyravágyó, és közel állt Julius Caesarhoz, azonban hiányzott belőle az önkontroll és a **határozottság** – ezek a tulajdonságok azonban megvoltak Fulviában.



Marcus Antonius és Fulvia (kép forrása: mirovoeiskusstvo.ru)

Emellett Antonius kevésbé dicsőséges szerepvállalásaiban is része volt: évekkel később kritikusai előszeretettel terjesztették azt a szóbeszédet, miszerint Cicero a proscriptiók során életét vesztette.

Cassius Dio történetíró szerint „a következő évben (Kr. e. 41) Publius Servilius és Lucius Antonius lettek névleg a konzulok, a valóságban azonban Antonius és Fulvia voltak azok.” Ebben az évben történt, hogy Fulvia felbőszült Antonius szövetségesére, Octavianusra, amiért az közösen elért eredményeikért igyekezett minden **dicsőséget** magának learatni. Az asszony ezért háborút indított Róma jövődöbéli első császára ellen.

Ez volt az úgynevezett perusiai háború, és talán Fulvia életének legnagyobb dobása. Az ekkoriban vert érmék, amelyek Fulviát a győzelem szárnyas istennője, Victoria képében ábrázolják, bizonyítják szándéka komolyságát: Fulvia az első nő, aki római pénzermén szerepel.

Fulvia és sógora, Lucius sereget gyűjtöttek, és bevették Perugia (a mai Perugia) és Praeneste (a mai Palestrina) városait. Fulvia szerepét, mint a harc kirobbantója nyíltan elismerték ekkoriban – amikor Octavianus

csapatai **ostromolni** kezdték Perusiat. Octavianus végül sikeresen bevette a várost, azonban megkegyelmezett Antonius feleségének és fivérének, mivel elméletben még mindig szövetségesek voltak.

Fulviának a vereség nem szegte kedvét: Görögországba utazott, ahol Antonius éppen állomásozott, és megpróbálta meggyőzni, hogy hajózzon Itália ellen. Antonius a források szerint igen dühös volt Fulviára itáliai tevékenysége miatt, felesége érvei azonban **meggyőzőek** voltak.

Antonius éppen Octavianus csapataival állt szemben Brundisiumnál, amikor megkapta a hírt. Meglátta benne a könnyű kiutat, és ezt is választotta: a férfiak megegyeztek abban, hogy Fulviát hibáztatják az egész konfliktusért, ily módon törekeny szövetségük továbbra is fennmaradt.

Igen valószínűnek tűnik, hogy ha Fulvia életben maradt volna, nem **elégedett** volna meg egy ilyen kiegyezéssel. Bátor nő volt, aki jobban otthon érezte magát egy katonai táborban, mint a szövőszék mellett, és habár politikai tevékenysége miatt „nőietlennek” gúnyolták, még ellenzői is kénytelenek voltak elismerni, hogy erejével mindenkinek számolnia kellett.

<https://mult-kor.blogstar.hu/2019/04/17/a-no-aki-roma-uralkodoja-akart-lenni/71543/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

*by the time they married an attraction to political
clout exploiting hired thugs sparked a riot
to rouse the sympathy of not publicly acknowledged
pass on the rumour their fragile alliance survive*

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | | | |
|---------------|---|---|
| 1. shrewdness | a | able or likely to harm or kill |
| 2. dangerous | b | an angry and often violent quarrel between two people or groups that continues for a long time |
| 3. ruthless | c | to move something by pulling it along a surface, usually the ground: |
| 4. feud | d | showing signs of being successful or good in the future |
| 5. attentive | e | a simple machine consisting of a wheel on a frame that people used in their homes in the past for making cotton, wool etc into thread |

- | | |
|-------------------|--|
| 6. drag | f determined to be successful, rich, powerful etc |
| 7. promising | g to make someone very angry |
| 8. spinning wheel | h listening to or watching someone carefully because you are interested |
| 9. ambitious | i not thinking or worrying about any pain caused to others; cruel: |
| 10. enrage | g clear understanding and good judgment of a situation, usually resulting in an advantage |

3. Read the text and explain the Hungarian words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|---|---|
| 1. nem csinál vele igazságszolgáltatást | a courted the support of the common people |
| 2. két ősi család utolsó leszármazottjaként örökölt | b does not do smb justice |
| 3. uralkodó osztályból származott | c still ostensibly in alliance |
| 4. a köznép kegyeit kereste | d first living woman ever to have her face on Roman coinage |
| 5. bíróság elé állították | e showing a decisiveness and purpose of mind |
| 6. elemébe jött | f inherited as the last surviving member of two ancient families |
| 7. a hagyományok által előírt gyászperiódus | g coming from the upper class |
| 8. határozottságról tettek tanúbizonyságot | h came into her own |
| 9. Fulvia az első nő, aki római pénzérmén szerepel | i be on trial |
| 10. elméletben még mindig szövetségesek voltak | g the prescribed mourning period |

5. Comprehension questions

- Why is Fulvia most familiar as the wife of Mark Antony?
- What were the reasons for the clash between Clodius dead and Milo and how did it end?
- How did Fulvia spark a riot?
- What was Fulvia's influence on her second husband Gaius Scribonius Curio?

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PART II

UNIT 1

CHINA'S GOLDEN AGE



Two dynasties, **the Tang** (618–907) and **the Song** (960–1279), dominated medieval China, a time of great artistic and technological developments. The Tang period is often called **the golden age of China**. The Tang emperors were successful at fighting wars, and Chinese influence spread into Central Asia. **After a period of disunity**, the Song Dynasty brought a return to prosperity before it fell to the Mongols.



Four Tang emperors

Gaozu

The first Tang emperor, Gaozu, was born **Li Yuan**. He overthrew the last emperor of the crumbling Sui Dynasty in 618, but **his son Li Shimin** forced him to step down in 626.

Taizong

Li Shimin took the imperial name of **Taizong**. He was one of the greatest emperors in Chinese history, and his reforms brought **lasting prosperity and stability** to China. He died in **649**.

Gaozong

Reigning **from 649 to 683**, Gaozong was a weak emperor. After suffering a series of strokes, he left affairs of state **to his wife, Wu Zetian**. She later took the title of huangdi (“emperor”) for herself.

Xunzong

The longest-serving Tang emperor was Xunzong, who reigned **for 43 years, from 712 to 756**. Art and culture flourished during his reign, which is considered the highpoint of Tang success.

Curvy camel

The Bactrian camel was the principal form of transport along the Silk Road. Camel caravans carried **glass, jade, crystal, , and cotton** into China, and silk, tea, paper, and fine ceramics a out of China. Ceramic figures of **camels and horses**, standing only about 20 in (50 cm) tall, were often placed **in the tombs of Tang nobles and important officials**.



A palace concert

Elegant ladies of the Tang court drink tea while they play and listen to music. A small dog is curled up under the table. This painting by an unknown Tang artist is done in inks on silk.

Key events

618

The Tang Dynasty was founded by Li Yuan, who rebelled against the Sui.

659

The Tang expanded into Central Asia, making the Silk Road safer for travelers.

751

The Arabs defeated a Chinese army at the Talas River (present-day Kyrgyzstan).

755-763

A rebellion led by General An Lushan weakened Tang rule.

907

The fall of the Tang plunged China into the “Five Dynasties” period, when China broke up into different kingdoms.



Tang capital

Chang'an (Xi'an), a busy trading city that attracted merchants from all over Asia, had a population of **around two million people**. Little survives of the Tang city today.

“Before my bed the moon is shining bright,
I think that it is frost upon the ground
I raise my head and look at the bright moon,
I lower my head and think of home.”

“Thoughts of a still night” by Li Bai(701-762) a major poet of the Tang Dynasty period

Tang and Song inventions

Woodblock printing

Using this technique, **developed around 650**, text was carved onto a block, pressed in ink, and then onto paper.

Paper money

When it appeared around 800, paper money was called “**flying money**” because the notes could easily blow away.

Mechanical clock

The first record of a clock with a mechanical device to keep time accurately was in China and dates **to 725**.

Porcelain

The Chinese had discovered the art **of making porcelain**— very hard, fine white pottery - by 900. **Magnetic**



compass

The Chinese were using magnetized iron needles **to find north on land** by the 1040s and at sea by the 1120s. **Playing cards**

Ladies at the Tang court enjoyed a game called the “leaf game,” played with cards.

960

Song Taizu, founder of the Song Dynasty, reunited China, bringing a return to stability.

1127

The Song Dynasty moved south after Jurchen nomads overran northern China.



1234

Mongol armies conquered northern China and began attacking the Southern Song. **1279**

The Mongol conquest of China was completed **after the last Song emperor drowned in battle**.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions:

1) dynasty , 2) dominate, 3) emperor, 4) prosperity, 5) reign, 6) highpoint, 7) camel, 8) jade, 9) tomb, 10) rebel.

- a) an especially good part of an activity or event;
- b) to be the most powerful or important person or thing in it;
- c) someone who opposes or fights against people in authority;
- d) a series of rulers of a country who all belong to the same family;
- e) a stone structure above or below the ground where a dead person is buried;
- f) to rule a nation or group of nations as their king, queen, or emperor;
- g) a man who rules an empire or is the head of state in an empire;
- h) a hard, usually green, stone often used to make jewellery;
- i) a condition in which a person or community is doing well financially;
- j) a large desert animal with a long neck and either one or two humps (=large raised parts) on its back.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) a time of great artistic and technological developments;
- 2) to be successful at fighting wars;
- 3) a period of disunity;
- 4) to be done in inks on silk;
- 5) to break up into different kingdoms;
- 6) to attract merchants from all over Asia;
- 7) to keep time accurately;
- 8) the art of making porcelain;
- 9) to use magnetized iron needles;
- 10) to bring a return to stability.

IV. Match the beginnings of the sentences with the endings below.

1. The Tang dynasty was founded by Emperor Gaozu on 18 June 618. It was a golden age of Chinese civilization and considered to be the most prosperous period of China
2. Buddhism became the predominant religion for the common people. Chang'an (modern Xi'an), the national capital, was.
3. The second emperor, Taizong, is widely regarded as one of the greatest emperors in Chinese history, who had laid.
4. Combined military conquests and diplomatic maneuvers were implemented to eliminate threats from nomadic tribes, extend the border, and
5. Military victories in the Tarim Basin kept the Silk Road open,
6. In the south, lucrative maritime trade routes began.
7. There was extensive trade with distant foreign countries, and many foreign merchants

8. The Tang culture and social systems were observed and imitated
9. Internally the Grand Canal linked the political heartland in Chang'an to the agricultural and economic centers
10. Xuanzang, a Chinese Buddhist monk, scholar, traveller, and translator who travelled to India on his own, and returned with,

- a) with significant developments in culture, art, literature, particularly poetry, and technology.
- b) "over six hundred Mahayana and Hinayana texts, seven statues of the Buddha and more than a hundred sarira relics."
- c) connecting Chang'an to Central Asia and areas far to the west.
- d) by neighboring countries, most notably, Japan.
- e) the largest city in the world during its time.
- f) in the eastern and southern parts of the empire.
- g) settled in China, encouraging a cosmopolitan culture.
- h) submit neighboring states into a tributary system.
- i) the foundation for the dynasty to flourish for centuries beyond his reign.
- j) from port cities such as Guangzhou.
- <https://history.followcn.com/2017/01/14/tang-dynasty-in-short/>

V. Complete the following text with the phrases below.

Underlying the prosperity of the early Tang dynasty was 1) with efficient policies. The government was organized as "Three Departments and Six Ministries" to 2) policies. These departments were run 3) as well as scholar officials who were selected by imperial examinations. These practices, which matured in the Tang dynasty, were continued by the later dynasties, 4)

Under the Tang "equal-field system" all land 5) and granted to people 6) Men granted land were conscripted for military service for a fixed period each year, a military policy known as the "Fubing system". These policies stimulated 7) and a significant army without much burden on the state treasury. By the dynasty's midpoint, however, standing armies had replaced conscription, and land was continuously falling 8)

The dynasty continued to flourish under the rule of Empress Wu Zetian, 9) in Chinese history, and reached its zenith during the long reign of Emperor Xuanzong, who oversaw an empire that stretched from the Pacific to the Aral Sea with at least 50 million people. There were 10) , including works of the greatest Chinese poets, Li Bai, and Du Fu.

- A – by royal family members
- B –vibrant artistic and cultural creations

- C – the only empress regnant
- D – a strong centralized bureaucracy
- E – according to household size.
- F – into the hands of private owners.
- G – a rapid growth in productivity
- H – separately draft, review, and implement
- I – was owned by the Emperor
- J – with some modifications.

<http://rta.org.af/eng/2019/01/09/history-of-china/>

VI. Put the following sentences in the most logical order.



a) In 960, the Song dynasty was founded by Emperor Taizu, with its capital established in Kaifeng (also known as Bianjing).

b) Aiming to recover the strategic Sixteen Prefectures lost in the previous dynasty, campaigns were launched against the Liao dynasty in the early Song period, which all ended in failure.

c) Yet the annual outflow of Song's silver to the Liao was paid back

through the purchase of Chinese goods and products, which expanded the Song economy, and replenished its treasury.

d) Similar treaties and social-economical consequences occurred in Song's relations with the Jin dynasty.

e) In 979, the Song dynasty reunified most of the China proper, while large swaths of the outer territories were occupied by sinicized nomadic empires.

f) The treaty was a significant reversal of Chinese dominance of the traditional tributary system.

g) This dampened the incentive for the Song to further campaign against the Liao. Meanwhile, this cross-border trade and contact induced further sinicization within the Liao Empire, at the expense of its military might which was derived from its primitive nomadic lifestyle.

h) Then in 1004, the Liao cavalry swept over the exposed North China Plain and reached the outskirts of Kaifeng, forcing the Song's submission and then agreement to the Chanyuan Treaty, which imposed heavy annual tributes from the Song treasury.

i) Meanwhile, in what are now the north-western Chinese provinces of Gansu, Shaanxi, and Ningxia, the Tangut tribes founded the Western Xia dynasty from 1032 to 1227.

j) The Khitan Liao dynasty, which lasted from 907 to 1125, ruled over Manchuria, Mongolia, and parts of Northern China.

https://en.wikipedia.org/wiki/History_of_China

VII. Render the text in English.

Армія

В імперії Тан була створена досить організована для свого часу військова система, що отримала найменування фу бін («система військових округів») і була запозичена у імперії табгачів. Не порушуючи звичайного адміністративного поділу, в країні засновувалися своєрідні військові округи. Вони могли бути трьох розрядів: вищі, які постачали до 1200 солдатів, середні — 1000 і нижчі — 800 солдатів. Кількість військових округів в імперії Тан коливалася від 600 до 800, що означало практично постійну готовність армії в 400—800 тис. осіб.

Переваги такої організації полягали в тому, що вона не вимагала від держави помітних витрат на утримання армії, бо в мирний час рекрути займалися землеробством, а під час походів повинні були забезпечувати себе своїми засобами, не дозволяла посилитися вищій військовій верхівці, яка в мирний час не мала військ в своєму розпорядженні, робила армію також і зручним засобом придушення заворушень на місцях, нарешті, ця військова організація добре вписувалася в надільну систему землекористування. Серед привілеїв існувало положення про сільськогосподарські землі і місця проживання для сімей, що супроводжували солдатів на кордоні. У разі потреби влада вдавалася до послуг кінноти кочівників.

Кожен танський воїн володів мистецтвом бою, фехтування та верхової їзди. До 742 року армія Тан зросла до 500000 осіб. Армійські підрозділи несли службу як у столиці, так і в провінції. Імператорський палац і столицю охороняли гвардійці. Військо забезпечувало імперії успіх у великих завойовницьких походах.

Зовнішня політика

Китайський уряд намагався використати обмін посольствами для підтримки свого авторитету як на міжнародній арені, так і всередині країни. Основи дипломатії, вироблені ще в давнину, в VII—IX столітті почали складатися в струнку систему. Суттю її було визнан-

ня Китаю панівною у світі державою, якій в особі імператора повинні підкорятися всі зарубіжні країни. Приїжджі до Китаю були зобов'язані виявляти покірність, а привезені дари розглядалися як данина. Склався особливий церемоніал прийому послів, покликаний символізувати сюзеренітет Китаю. Володарі країн, які надсилали посольства, оголошувалися васалами імператора. На знак особливої милості їм передавали ритуальні регалії влади, подарунки, китайський одяг.

Такий чисто номінальний сюзеренітет визнавався лише китайцями. Інші держави, зазвичай, розглядали свої відносини з імперією як рівноправні. Проте, в деяких випадках мав місце реальний васалітет як певна форма залежності, обумовлена тиском і військовою загрозою з боку Китаю. Так, цілком реальною була залежність від Китаю вождів деяких тюркських та інших племен після розгрому каганату, тимчасовий васалітет держав Сілла і Наньчжао в момент їх ослаблення.

https://uk.wikipedia.org/wiki/Династія_Тан

VIII. Read the text in Hungarian and do the exercises following it.

Mi állhat a sárkánylegendák elterjedtsége mögött?

[Múlt-kor](#)

2019.09.27.



Hagyományos sárkányábrázolás
Kínából (kép forrása: dissolve.com)

A nyelv, a kultúra, a földrajzi és éghajlati környezet megannyi variációja ellenére **őseink** a világ szinte minden táján **megalkották** a sárkány képét. Azt hihetné az

ember, hogy a szárnyas hüllő csendben követte mindenhová az embert, és vele együtt alkalmazkodott az új viszonyokhoz.

A legrégebbi egybefüggő sárkányhagyományok egyértelműen Ázsiában keresendők. Az itteni ábrázolásvilágban a sárkányok a birodalom hatalmát és a jó szerencsét jelképezik. A kínai **sárkányok** általában az emberektől távoli vizek lakói, és annak ellenére, hogy nincsenek szárnyaik, tudnak repülni. A 12 éves periódusokra osztott kínai asztrológiai naptárban a sárkányéveket tartják a legkedvezőbbnek. A sárkány alakja emellett népszerű Kínában a különféle **ünnepségeken** látható többszemélyes bábjelmezek témájaként, illetve hajók **díszítéseként** az ünnepi vízi versenyeken, ahogy a hagyományos épületek egyik ornamentális elemeként és számtalan más formában is – Kínában a sárkány ugyanolyan mindennapos szimbólum, mint évezredekkel ezelőtt volt. Más ázsiai országok sárkányábrázolásai –

például Japánban vagy Vietnámban – sokat köszönhetnek a történelem során átvett kínai motívumoknak.

A klasszikus európai sárkánylegendákon kívül ezek a képzeletbeli lények előfordulnak több formában az amerikai kontinens **őslakosainak** körében is, mind az észak-amerikai indiánok, mind a délebbre élő maja és azték **civilizációk** körében (a tollas kígyóisten, Quetzalcoatl). Ázsia más részein is előfordulnak sárkányok – egy még a himalájai királyság Bhután zászlaján is szerepel. Ha lazábban értelmezzük a „sárkány” fogalmát, akár még a sarkvidéki inuitok mitológiájában is megtalálhatjuk. Honnan jöhetett tehát az eredeti gondolat?

A legvalószínűbb jelöltek az „eredeti” sárkányok forrásának szerepére az ókori mezopotámiai szörnyetegmítoszok. Ezek között megtalálhatjuk a tenger és az őskáosz istennőjét, Tiamatot, aki kígyóalakban fenyegette a teremtést azzal, hogy visszaforgatja a káoszba. Más mezopotámiai mítoszokhoz hasonlóan ennek is megtalálható a visszhangja a Bibliában. A Zsoltárok könyvében és Jób könyvében is olvashatunk arról, hogy Isten legyőzi a Leviatánt. Több sárkányszerű lényel találkoznak az ókori görög **mitológia** hősei is. Zeusz főisten például a Tüphón nevű tűzokádó lény legyőzésével biztosítja hatalmát a világ felett. A legismertebb ókori görög történet, amelyben ez előfordul, Iaszón és az aranygyapjú története – a mitikus aranygyapjút végül egy sárkánytól kell megkaparintaniuk a hősöknek.

A fent említett elemekből építkezve talán nem is tűnik olyan nagy ugrásnak a legismertebb középkori sárkányhagyomány, Sárkányölő Szent György legendája. A történet eredeti változatában a mérgeskígyó-szerű fenevad a mai Líbia területén lévő Sziléné városát tartja sakkban. A lovag Szent György a városba érkezve elvállalja, hogy megöli a sárkányt, ha cserébe a nép keresztény hitre tér. A népszerű középkori legenda felépítésében számos további elem fedezhető fel: a **kereszténység** elterjedése előtt Balkán-félszigeten gyakori fogadalmi ábrázolás volt az ágaskodó lovon ülő harcos. A Györgyként nevesített szent eredetileg a mai Törökország területén, Kappadókiában született a Kr. u. 3. században, és római katonaként halt vértanúhalált. Évszázadokon át nem volt semmilyen kapcsolat közte és bármiféle sárkány között, azonban Kr. u. 1000 után egyre inkább a lovagszent megtestesítőjévé vált, és népszerű motívum lett a keresztes lovagok körében. E **lovagok** aztán elterjesztették kultuszát Nyugat-Európában is, ahol aztán a lovagi kultúra egyik oszlopává vált.

<https://mult-kor.blogstar.hu/2019/09/27/mi-allhat-a-sarkanylegendak-elterjedtsege-mogott-/84010/>

VIII. Read the text in Hungarian and do the exercises following it.

1. Find in the text the Hungarian equivalents of the following English words and phrases.

adapting to new circumstances myriad other uses
continuous tradition of dragon stories dragon-like
creature
plumed serpent fire-breathing creature
symbolize imperial rule and good fortune
appear on the flag of
in the legend's classic form vanquish the Leviathan

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | A | B |
|---------------------|--|
| 1. wingless | a the use of words or pictures to describe ideas or actions in poems, books, films etc |
| 2. auspicious | b the way that something has been planned and made, including its appearance, how it works etc |
| 3. puppet-costumes | c to make it possible to see or notice something that was not clear before |
| 4. imagery design | d very good; excellent: e a set of clothes worn by puppets |
| 5. show up | f having no wings |
| 7. fabulous | g showing that something is likely to be successful |
| 8. convert | h a martyred person has been killed because of their religious or political beliefs |
| 9. martyred | i a Christian who fought in one of the religious wars of the 11th, 12th, 13th, and 17th centuries, mostly against Muslims in Palestine |
| 10. Crusader knight | g to change something into a different form, or to change something so that it can be used for a different purpose or in a different way |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|--|--|
| 1. a 12 éves periódusokra osztott kínai asztrológiai naptárban | a threaten all of creation with a return to primordial chaos |
| 2. épületek egyik ornamentális elemeként | b in the 12-year Chinese zodiac |
| 3. ugyanolyan mindennapos szimbólum, mint | c secures his rule over the world |
| 4. fenyegette a teremtést azzal, hogy visszaforgatja a káoszba | d ornamentation on buildings |
| 5. megtalálható a visszhangja a Bibliában. | e the story of Jason and the Golden Fleece |
| 6 biztosítja hatalmát a világ felett | f remain as current a symbol as |
| 7. Iaszón és az aranygyapjú története | g on a horse rearing up on its hind legs |
| 8. a legismertebb középkori sárkányhagyomány | h St. George emerged as the protagonist |
| 9. ágaskodó lovon | i the standard dragon story of the medieval West |
| 10. lovagszent megtestesítőjévé vált | g the Bible contains echoes of |

5. Comprehension questions.

- What do dragons in China, the country that has the longest continuous tradition of dragon stories, symbolize?
- In folklore of which countries in addition to the medieval dragons of Europe, do fabulous dragon-like monsters show up?
- What are the earliest writings about dragons?
- What is the origin of the English word "dragon"?
- What are the mythical roles of dragons?

6. Render the text in English

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. Two dynasties,, dominated medieval China, a time of great artistic and technological developments.

- a) the Dang and the Song
b) the Tang and the Dang
- c) the Tang and the Song
d) the Tong and the Sung
2. The Tang period is often called
- a) the golden age of China
b) the emerald age of China
- c) the silver age of China
d) the diamond age of China
3. The Tang emperors were successful at fighting wars, and Chinese influence spread into
- a) East Asia
b) Central Asia
- c) Near East
d) Far East
4., which has been domesticated but is still found wild in central Asia. was the principal form of transport along the Silk Road.
- a) The Bactrian horse
b) The Bactrian elephant
- c) The Bactrian donkey
d) The Bactrian camel
5. Ceramic figures of, standing only about 20 in (50 cm) tall, were often placed in the tombs of Tang nobles and important officials.
- a) elephants and horses
b) camels and donkeys
- c) camels and horses
d) camels and elephants
6. The fall of the Tang plunged China into the, when China broke up into different kingdoms.
- a) "Five Dynasties" period
b) "Six Dynasties" period
c) "Eleven Dynasties" period
d) Three Dynasties" period
7. Chang'an (Xi'an), a busy trading city that attracted merchants from all over Asia, had a population of
- a) around two hundred people
b) around two thousand people
c) around two million people
d) less than one million people
8. When it appeared around 800, paper money was called because the notes could easily blow away.
- a) "green money"
b) "papyrus money"
- c) "escaping money"
d) "flying money"
9. The Chinese were using magnetized iron needles to find on land by the 1040s and at sea by the 1120s.
- a) north
b) south
- c) west
d) east
10. Ladies at the Tang court enjoyed a game called the played with cards.
- a) "ladies' game"
b) "court game"
- c) "queen's game"
d) "leaf game"

UNIT 2 VIKINGS



The Vikings—**pagan pirates from Denmark, Norway, and Sweden**—burst upon Europe in the 790s, creating terror wherever they went. The Viking Age had dawned. Over the next two centuries, many Vikings settled in the lands they conquered in **Britain, Ireland, and France**, while some crossed the Atlantic to colonize Iceland and Greenland. Other Viking adventurers travelled down the great rivers of Russia to settle and trade with **the Arab and Byzantine Empires**.

Farmers and raiders

The Vikings were farmers as well as raiders. The women **wove woolen cloth** and took care of the crops and animals when the men were away.

Men's dress

Viking men wore **baggy, woolen pants and a cloak fixed at the shoulder**. They had helmets for battle, but these never had horns.

Women's dress

Viking women wore **a linen cap and a long, linen tunic**. Over the tunic was a wool pinafore, fastened on each side with a brooch

Longships



Viking ships were made of overlapping planks of wood, nailed together. They were powered **by oars or by the wind**. The sails were probably woven from wool.

“I have never seen more perfect physical specimens, tall as date palms, blond and ruddy... Each man has an ax, a sword, and a knife, and keeps them by him at all times.”

Ibn Fadlan, a tenth-century Arab traveler describes Viking traders he

met on the River Volga.

Famous Vikings

Guthrum

A Danish Viking, Guthrum was the ruler of the Danelaw (eastern England). He fought many battles **against King Alfred the Great of Wessex** in the 870s.

Eric the Red

An outlaw and a smooth-talker, Eric managed to convince a group of Icelanders to sail to Greenland in 985 and establish a colony there. It thrived for more than 450 years.

Harald Hardrada

Harald III of Norway, known as Harald Hardrada, travelled as a young man to Constantinople. He was killed **in 1066, fighting King Harold for the English throne.**

Key events

793

Vikings unexpectedly attacked a **monastery on Lindisfarne**, off the northeast coast of England.

841

Vikings from Norway founded a trading settlement **on a swampy site in Ireland.** It would become the city of Dublin.

862

The city of Novogorod in Russia was founded **by Swedish Vikings** trading down the rivers of Russia to the Black Sea.

866

Vikings captured the town of York in north England. They named it Jorvik and made it their kingdom's capital.

Fine jewelry

A high-ranking Viking woman would have worn this gold-and-silver brooch, which comes from Gotland, Sweden. Viking craftspeople created **beautifully intricate jewelry.**



Norse gods

The Vikings were Germanic peoples, and their gods and goddesses had their roots **in the mythology of northern Europe.**

Odin The god of war, Odin rode **an eight-legged horse**, and gathered up the bodies of fallen warriors to carry them to his hall, Valhalla. **Thor** **The god of the sky and**

thunder, Thor was armed with a great hammer, Mjolnir, to fight off dragons and demons.

Baldr The son of Odin and Frigg, Baldr was known as “the beautiful.” His blind brother, Hodr, killed him **with a mistletoe arrow.**

Loki A mischief-maker, Loki caused problems for the other gods and appeared in many forms. He fooled Hodr into killing Baldr.

Heimdall Possessor of the Gjallarhorn, a very loud horn, Heimdall will blow into it to mark the **arrival of Ragnarok, the final day.**

Remote settlements

Orkney and Shetland Islands These island groups off the north coast of Scotland were settled by Viking farmers from Norway in the ninth century.

Faroe Islands

Viking settlers reached these North Atlantic islands around 825. They called them **Faereyjar (Sheep Islands).**

Iceland

Settlers arrived in Iceland from Norway **around 870.** Within 60 years the population had grown to more than 20,000.

Greenland

Icelanders led by Eric the Red settled here in 985. At that time, the climate was warm enough to grow crops and raise livestock.

Vinland

Leif Ericson found a land he called Vinland **to the west of Greenland.** It is thought to have been Newfoundland, Canada.

Viking games



The Vikings were fond of **playing board games** such as Hnefatafl (king's table), played with pegs or counters. Chess became popular later.

885

A large Viking army besieged Paris, France, for several months. Viking attacks weakened the kingdom of the West Franks.

960

King Harald Bluetooth of Denmark was the first of the Scandinavian Vikings to convert to Christianity.

1014

Swegn Forkbeard, king of Denmark, **conquered England.** His son Cnut would rule both England and Denmark.

1450

The Viking settlements in Greenland were abandoned around this time, **since the climate became harsher and colder.**

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) pirate, 2) adventurer, 3) raider, 4) helmet, 5) oar, 6) sword, 7) colony, 8) capture,
9) craftspeople, 10) dragon.

- a) someone who goes into a place and steals things;
- b) someone who is very skilled at a particular craft;
- c) weapon with a long pointed blade and a handle;
- d) someone who sails on the seas, attacking other boats and stealing things from them;
- e) a large imaginary animal that has wings and a long tail and can breathe out fire;
- f) a long pole with a wide flat blade at one end, used for rowing a boat;
- g) someone who enjoys adventure;
- h) to get control of a place or object that previously belonged to an enemy, during a war;
- i) a strong hard hat that soldiers, motorcycle riders, the police etc wear to protect their heads;
- j) a country or area that is under the political control of a more powerful country, usually one that is far away.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to travel down the great rivers;
- 2) to take care of the crops and animals;
- 3) to wear baggy, woolen pants;
- 4) to be powered by oars or by the wind;
- 5) tall as date palms;
- 6) to convince people to sail to;
- 7) to found a trading settlement;
- 8) to create beautifully intricate jewelry;
- 9) to have roots in the mythology;
- 10) to grow crops and raise livestock.

IV. Match the beginnings of the sentences with the endings below.

Who Were the Vikings?

- 1. Simply put, the Vikings were Norwegians, Swedes and Danes, men who were usually
- 2. For various reasons, they took to
- 3. Many of the places they attacked were on the coasts as they.....

4. With their swift and easily landed ships, the Vikings could quickly swarm over the communities, killing and looting, and
5. When a Viking wasn't busy farming, planting crops, for instance, they
6. They often returned in time
7. Raiding was very profitable, however, and many farmers became.
8. The people called Vikings were also fearless explorers who actually reached North America,
9. They settled Iceland and tried to colonize Greenland. They were also shrewd and.
10. They traded all the goods of the north – furs, amber, iron and timber – for all the goods of the south –

- a) farmers, traders, blacksmiths, and craftsmen.
- b) competent traders and merchants.
- c) raiding towns, churches and monasteries.
- d) left their farms and went raiding.
- e) for harvest in the fall.
- f) were easiest to reach.
- g) making them the first Europeans to discover America.
- h) just as fast return to their ships and leave.
- i) full time pirates and raiders.
- j) silver, gold, silks and spices.

<https://www.historyonthenet.com/vikings-history-overview-culture-history-viking-age>

V. Complete the following text with the expressions below.
Vikings History — Ships for War and Trade



The technological innovation in Scandinavian ship building gave the Vikings the tactical superiority they needed 1) most of Europe and Russia during the Viking Age. Viking longships were fast, strong enough 2) , light enough to carry over portages and easy to maneuver 3) that allowed beach landings and river navigation. With these ships and the tactics that grew from their use, Vikings successfully 4) all over Europe and parts of Russia. To the Vikings, their ships were symbols of power, capable of transporting them to war, to distant shores and even to the afterlife, as 5) The

unique design element of Viking ships were the overlapping planks of the hull using the lapstrake or clinker 6) Europeans used the carvel method of boatbuilding, where strakes or planks were fastened onto a skeleton of the ship's ribs, and the plank edges butted up smooth 7) In any size or type of Viking ship, Norse ship builders laid the keel first, then added strakes or planks and fitted 8) Planks were riveted together with strong iron rivets. The overlapping planks made Viking ships 9) than a same-sized carvel built ship.

Vikings used different ships for war and trade. The war ships were longer, shallower and narrower than the big, broad knarr, the boats built for trade and exploration. They also had smaller boats 10) The two main types were the longships for war and the knarr for trade and exploration.

- A - for carrying cargo, fishing and ferrying
- B - to raid and subdue
- C - internal timbers as the last step
- D - method of shipbuilding
- E - some Vikings were buried in their ships
- F - lighter and far more flexible
- G - to cross open ocean
- H - raided, traded, conquered and settled
- I - from seam to seam
- J - with a shallow draft

<https://www.historyonthenet.com/viking-ships-for-war-trade-and-exploration>

VI. Put the following sentences in the most logical order.

Vikings History — Sagas and Stories

a) Viking culture was rich in stories, tales and poems. Kings, brave heroes, beautiful women, dangerous journeys, battles, fearsome dragons and otherworldly creatures were all subjects of tales told by skalds and everyone else.



b) All of this Norse literature was written in the vernacular, the language of Iceland, which was unusual for medieval times.

c) For centuries, they were kept alive in the hearts of Scandinavians by storytellers.

d) Thanks to men like Snorri Sturluson, an Icelandic writer, a

great flowering of Viking Age literature was produced in Iceland in the 13th century.

e) Most of what we know about the Viking Age comes from these Icelandic collections of poems, tales, sagas and stories.

f) In the Viking Age, no one wrote them down, but everyone knew them, mostly by heart.

g) Sturluson himself produced many of these works: Poetic Edda and Prose Edda, books about Norse mythology and heroes, the Heimskringla, a book about the kings of Norway, Scandinavian history and most likely, Egil's saga.

h) Finally, with the advent of Christianity in Iceland, Christian churchmen taught the Icelanders to write.

i) Educated men in Iceland saved all of it, from the poetry to the family legends and feuds, by writing it down.

j) However, the great literature of the Viking Age was in danger of being completely lost as time went by, old folks died and younger people didn't remember.

<https://www.historyonthenet.com/viking-literature-stories-sagas-and-myths>

VII. Render the text in English.

Вікінги: невідомі факти про вікінгів

Існує дуже багато міфів та стереотипів про вікінгів, які ввійшли у нашу свідомість після перегляду голлівудських фільмів. Проте, насправді, більшість «фактів» про вікінгів – це просто красиві легенди, у які ми віримо.

Вікінги не носили рогаті шоломи

Забудьте всі зображення або костюми вікінгів, які ви бачили у кіно, чи в популярній літературі. Очевидно, що деякі вікінги могли носити шоломи з рогами, проте більшість вікінгів носили звичайні шоломи без рогів. Вочевидь, рогатий образ вікінгів, був сформований на картинах європейських художників ХІХ ст., які писали вікінгів на основі середньовічних джерел, в яких вікінги були язичниками, а отже, прислужниками рогатого – диявола.

Вікінги дуже ретельно слідкували за особистою гігієною

Літературні твори та кінематограф зображують вікінгів, як дуже брудних, смердючих воїнів. Проте, насправді, історичні джерела та археологічні розкопки доводять зовсім інше. На місцях поселень вікінгів, археологи знаходять безліч пінцетів, бритв, гребінців та миючих засобів, які були виготовлені з кісток тварин або рогів.

Купалися вікінги приблизно 1 раз на тиждень, що було набагато частіше, ніж інші європейці того часу. Частим купанням сприяла велика кількість термальних джерел, які дуже полюблили вікінги.

Вікінги використовували спеціальний засіб для швидкого розпалювання багаття

Вікінги використовували відходи виробництва, з яких виробляли спеціальний засіб, який тлів, але не горів. Цей засіб брали за собою на корабель та за його допомогою швидко розпалювали багаття.

Вікінги ховали своїх померлих у човнах

Човен та корабель для вікінгів відігравав не тільки господарську та військову функцію, але також був містичним символом. Вікінги вірили, що доблесні воїни після смерті досягають Валгалли – аналогу Раю для давніх германців. Щоб потрапити у Валгаллу, воїнів ховали у човнах, за допомогою яких воїни мали досягти Валгалли.

Вікінги займалися торгівлею

Багато вікінгів багатіли на торгівлі рабами. Вони нападали на англо-саксонські, кельтські та слов'янські поселення і брали у полон молодих чоловіків та жінок, яких згодом продавали на ринках рабів Європи та Близького Сходу.

Жінки вікінгів мали майнові та особисті права

Жінки у сіспільстві вікінгів починали виходити заміж з 12 років. Поки чоловіки воювали та займалися торгівлею, жінки займалися домашнім господарством. Жінки вікінгів мали набагато більше прав, ніж жінки в тогочасній Європі. Вони мали право спадкувати майно, просити розлучення, а у разі смерті чоловіка отримували назад своє придане.

Більшість свого часу вікінги проводили займаючись сільським господарством

Найбільшим міфом про вікінгів є те, що їх основним заняттям були війна та розбій. Але це не так. Більшість свого життя вікінги проводили займаючись сільським господарством. Лише невелика частина вікінгів займалася піратством та були професійними військовими. Основна маса населення Данії та Скандинавії мирно сіяла ячмінь, жито та овес та розводила худобу – свиней, овець та кіз.

Вікінги каталися на лижах для розваги

Близько 6 тисяч років тому в Скандинавії були винайдені примітивні лижі. В часи походів вікінгів лижі розглядалися не лише як ефективний засіб пересування, але й вид активного відпочинку. Давні германці навіть мали окремого бога, який був покровителем спорту та лиж зокрема – Уль.

Вікінги прагнули бути світловолосими

Ідеалом краси у вікінгів був блондин. Чоловіки прагнули штучно відбіліти своє волосся. Для цього використовували спеціальні мила з

високим вмістом лугу, які освітлювали волосся. Проте історики пояснюють таку моду на біле волосся доволі просто – боротьбою з вошами.

Вікінги ніколи не були однорідною етнічною групою

Сучасні історики називають вікінгами всіх жителів Данії, Швеції та Норвегії. Проте, в часи походів вікінгів населення цих територій жило роздільно та ніколи не називало себе так. Часто одне поселення вікінгів нападало на інше поселення. Кожне поселення вікінгів об'єднувалося навколо вождя, разом з яким вікінги вирушали у далекі походи.

<http://istoryk.in.ua/vikingi-nevidomi-fakti-pro-vikingiv>

VIII. Read the text in Hungarian and do the exercises following it.

Moralizáló istenek nélkül is fejlődött a vikingek társadalma

Múlt-kor

2019.04.01.

Napjainkban a „Thor” név hallatán az emberek többségének Chris Hemsworth ausztrál színész jut eszébe, amint a skandináv ihletésű képregényhőst játssza a mozivásznon. A viking kori skandinávok számára a leggyakrabban a viharokkal kapcsolatba hozott isten hasonlóan csodálatra méltó lehetett tetteiért – erős erkölcsi tartásáért azonban korántsem. A legújabb kutatások szerint a kereszténység előtti Skandináviában az **istenek** nem a morális iránytű szerepét töltötték be, és az emberek nem várták tőlük azt sem, hogy megbüntessék a gonosztevőket. Annak ellenére, hogy nem voltak mindentudó, moralizáló isteneik, a térségben lakók összetett társadalmat hoztak létre. Ez arra utal, hogy még a kisebb istenségekben való hit is **együtműködésre** sarkallhatja az embereket, jelentették a kutatók.

Azelőtt, hogy keresztény térítőik és **utazók** kezdtek a térségbe érkezni, az itt élők nemigen foglalták írásba hitvilágukat. Mindazonáltal a sagák és **költemények** rengeteg információval szolgálnak a kereszténység előtti skandináv hitről – mondta el Raffield, főleg, ha összevetjük őket a régészeti leletanyaggal. Kollégáival számos viking kori emléket és szöveget elemeztek. Az általuk készített tanulmány egy jelenleg is folyó antropológiai vita része, amely annak megállapítására törekszik, vajon a természetfeletti tényezőkhöz vetett hit-e az, ami az összetett emberi társadalmak vázául szolgál. Létezik némi bizonyíték arra, hogy egy vagy több isten segíthet megfegyvelmezni az embereket, ezzel megnövelve az együtműködési hajlandóságot még **idegenek** közt is. Ha azonban ez igaz, még mindig kifejtésre vár, hogy ehhez egy nagy, **mindentudó** istenségre, mint a zsidó, keresztény és iszlám hitek istene van-e szükség, vagy bármiféle nem e világi lények általi **megfigyelés** elegendő.



*Az osebergi hajó az oslói Viking Hajó Múzeumban
(kép forrása: National Geographic)*

A viking kori skandinávok érdekes esettanulmányként szolgáltak a kutatók számára. A korszak elején Skandináviát kisebb törzsek lakták, míg a végére már hierarchikus királyságokba rendeződött, amelyek képesek voltak egészen Észak-Amerikáig eljutó tengeri expedíciókat megszervezni. Az óskandináv sagákból, versekből és **tárgyi emlékekből** látszik, hogy a viking kori emberek hittek abban, hogy természetfeletti lények figyelik őket. Az istenekre tettek **esküket**, és előfordult, hogy Ullr istennek szentelt eskükarperceket is viseltek. Egyes harci sisakokon aranyból és gránátkőből készült szem szerepelt, amely Odin isten szemét jelképezte. A skandináv istenek azonban nem tűnnek „nagy” isteneknek, mondta Raffield. Nem bírtak mindenek feletti erővel – sőt, a skandináv mitológia tanúsága szerint még halhatatlanok sem és mindenhatóak sem voltak. „Tehát úgy tűnik, nem foglalkoztatta őket a morális normák fenntartása, vagy az ezeket megszegő emberek megbüntetése.”

A viking kori skandinávok emellett hittek számos nem istenszerű természetfeletti lényekben, akik képesek voltak az emberek életébe beavatkozni. „Az ember bölcsebben tette, ha egyikőjüket sem haragította magára, de ugyanakkor arra sincs bizonyíték, hogy e lények valamiféle viselkedési előírások betartására kötelezte volna az embert,” – mondta Raffield.

Valójában talán nem is az istenek voltak a vikingek számára a legfontosabb tényezők. A **sors gondolata** vélhetően fontosabb volt. Egyesek közülük kockát vetettek vagy anyagot szőttek, amelyek meghatározták egy ember életének alakulását. „

<https://mult-kor.blogstar.hu/2019/04/01/moralizalo-istenek-nelkul-is-fejlodott-a-vikingek-tarsadalma/71046/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

conjure up Viking artifacts concept of fate moral
fortitude
all knowing, moralizing gods punish wrongdoers
supernatural beliefs archaeological evidence
Norse-inspired developed a complex society

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|-----------------------|--|
| 1. deity | a a fact or event that makes you try harder to do something |
| 2. spur | b an incorporeal being believed to have powers to affect the course of human events |
| 3. supernatural being | c belief and trust in God |
| 4. analyse | d a god or goddess |
| 5. cooperation | e living or continuing forever |
| 6. faith | f facts or signs that show clearly that something exists or is true |
| 7. case study | g able to do everything |
| 8. immortal | h when you work with someone to achieve something that you both want |
| 9. omnipotent | i a detailed account of the development of a particular person, group, or situation that has been studied over a period of time |
| 10. evidence | g to examine or think about something carefully, in order to understand it |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | |
|---|--|
| 1. jelenleg is folyó antropológiai vita | a follow a behavioral code |
| 2. összetett emberi társadalmak vázául szolgálnak | b form hierarchical society of kingdoms |

| | | | |
|-----|--|----------|--|
| 3. | tengeri expedíciókat szervez | c | ongoing anthropological debate |
| 4. | Ullr istennek szentelt eskükarpereceket viseltek | d | launching seafaring expeditions |
| 5. | harci sisakokon aranyból és gránátkőből készült szem szerepelt | e | form the scaffolding of complex societies |
| 6. | a morális normák fenntartása | f | cast lots or wove cloth |
| 7. | az emberek életébe beavatkozni | g | wore oath rings dedicated to the god Ullr |
| 8. | kockát vetettek vagy anyagot szóttek | h | meddle in human lives |
| 9. | viselkedési előírások betartására | i | helmets bore a gold-and-garnet eye |
| 10. | hierarchikus királyságokba rendeződött | g | upholding moral standards |

5. Comprehension questions

- What did the Vikings think of the Gods?
- What do new research on the Vikings suggest?
- Why do scholars talk about the complexity of the Nort faith?
- What are the origins of information about pre-Christian Scandinavian belief?
- What do the recent findings on the subject indicate?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d :

1. The Vikings—pagan pirates from,, and — burst upon Europe in the 790s, creating terror wherever they went(3 choices) .

- a) Norway
- b) Finland
- c) Sweden
- d) Denmark

2. Viking adventurers travelled down the great rivers of to settle and trade with the Arab and Byzantine Empires.

- a) Russia
- b) Germany
- c) Poland
- d) China

3. Viking men wore baggy, woolen pants and a cloak fixed at the
- waist
 - thigh
 - shoulder
 - neck
4. An outlaw and a smooth-talker, managed to convince a group of Icelanders to sail to Greenland in 985 and establish a colony there. It thrived for more than 450 years.
- Eric the Brave
 - Eric the Red
 - Eric the Greedy
 - Eric the Black
5. In 841 Vikings from Norway founded a trading settlement on a swampy site in Ireland. It would become
- the city of Cork
 - the city of Waterford
 - the city of Trim
 - the city of Dublin
6. In 862 in Russia was founded by Swedish Vikings trading down the rivers of Russia to the Black Sea.
- the city of Novgorod
 - the city of Smolensk
 - the city of Ryazan
 - the city of Belgorod
7. The Vikings were Germanic peoples, and their gods and goddesses had their roots in the mythology
- | | |
|-----------------------|----------------------|
| a) of northern Europe | c) of western Europe |
| b) of southern Europe | d) of eastern Europe |
8. The god of war, rode an eight-legged horse, and gathered up the bodies of fallen warriors to carry them to his hall, Valhalla.
- Odin
 - Thor
 - Baldr
 - Loki
9. The god of the sky and thunder, was armed with a great hammer, Mjolnir, to fight off dragons and demons.
- | | |
|---------|----------|
| a) Odin | c) Baldr |
| b) Thor | d) Loki |
10. The son of Odin and Frigg, was known as “the beautiful.” His blind brother, Hodr, killed him with a mistletoe arrow.
- | | |
|---------|----------|
| a) Odin | c) Baldr |
| b) Thor | d) Loki |

UNIT 3 CRUSADES



In 1095, after a plea for help from the Byzantine emperor, Pope Urban II called upon the Christian knights of Europe to travel to Jerusalem and recapture it from the Muslims. He believed the Muslims were denying access to Christian pilgrims. The mission was the first of the Crusades—a series of wars fought over the next

two centuries between Christians and Muslims for Jerusalem, a sacred place to both religions.

Crusader castles



Crusaders built huge fortresses to house garrisons and also to guard the pilgrim routes. The Krak des Chevaliers (“fortress of the knights”) in Syria was a base for up to 2,000 knights, who controlled the surrounding lands and raided Muslim territories.

Clash of cultures

The crusaders called all Muslims “Saracens.” The Arabs, who regarded the crusaders as barbarians, called them all Franj (“Franks”) because so many came from France.

Fighting Monks

Some crusaders were knights who had taken religious vows.

Knights Hospitaller

Also known as the Order of St. John of Jerusalem, they formed to care for sick pilgrims but later provided armed escorts.

Knights Templar

The Templars wore a white mantle (cloak) with a red cross in battle. The order grew wealthy as people gave the knights land and money.

Teutonic Knights

After the fall of the crusading kingdoms, this German order of knights began to convert the pagans of the Baltic area.

Key events

1095

Pope Urban II proclaimed the First Crusade (1095–1099). Crusaders took Jerusalem and established four states in the Middle East: **Edessa, Antioch, Jerusalem, and Tripoli.**

1144

The crusader state of Edessa in Syria fell to Zengi. The Second Crusade (1145–1149), launched by **the French churchman St. Bernard of Clairvaux**, failed to win back Edessa.

1187

Saladin defeated a crusader army at the Battle of Hattin. In the resulting Third Crusade (1189–1192), the Muslims were victorious.

1204

The Fourth Crusade (1202–1204) reached the Byzantine capital of Constantinople. Believing the emperor had betrayed them, the crusaders attacked the city. **1217**
The Fifth Crusade (1217–1221) tried but failed to seize Jerusalem by first conquering the Muslim state of Egypt.



West meets East

The crusaders learned a lot from Arab culture. They discovered foods such as **dates, figs, ginger, and sugar.** Venetian and Genoan ships carried pilgrims and soldiers to and from the Middle East, returning laden with cottons, silks, spices, and other exotic goods.

“There was such a slaughter that our men were up to their ankles in the enemy’s blood.” A French eyewitness describes the fall of Jerusalem 1099.

Who’s who

Peter the Hermit

French monk Peter the Hermit led an army of peasants to Constantinople before the

First Crusade. However, they were killed by the Seljuk Turks **after arriving in Asia.**

Godfrey of Bouillon

A knight of the First Crusade, Godfrey was made the first king of the crusader kingdom of Jerusalem and the surrounding lands.

Zengi

The Turkish governor of northern Syria, Zengi started the Muslim offensive against the crusader states.

King Richard I

This king of England was known as **Richard the Lionheart** because of his fierce fighting in the Third **Crusade**.

Saladin

The greatest Muslim military leader of all, Saladin reclaimed Jerusalem in 1187, but ordered his soldiers **not to kill, rob, or harm**.

Welcome home



Crusaders' wives had to look after their husbands' estates while they were away—and they often proved astute businesswomen. Thousands of men did not return.

1229

Emperor Frederick II regained Jerusalem **by making a treaty with the sultan of Egypt** during the Sixth Crusade (1228–1229).**1248**

Led by Louis IX of France, the Seventh Crusade (1248–1254) targeted Muslim Egypt again, but was another defeat.**1270**

Louis IX of France (St. Louis) and his son John Tristan **died of fever** in Tunis, North Africa, during the short-lived Eighth Crusade (1270).**1291**

Muslims seized the port of Acre, the last major crusader stronghold in the Middle East. Europeans lost interest and the Crusades ended.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions:

1) Crusader, 2) knight, 3) pilgrim, 4) garrison, 5) vow, 6) pagan, 7) betray, 8) monk, 9) treaty, 10) sultan.

a) a member of an all-male religious group that lives apart from other people in a monastery;

- b) one of a series of wars fought in the 11th, 12th, and 13th centuries by Christian armies trying to take Palestine from the Muslims;
- c) a ruler in some Muslim countries;
- d) to be disloyal to your country, company etc, for example by giving secret information to its enemies;
- e) a man with a high rank in the past who was trained to fight while riding a horse;
- f) a formal written agreement between two or more countries or governments;
- g) a religious person who travels a long way to a holy place;
- h) a group of soldiers living in a town or fort and defending it;
- i) religious beliefs and customs that do not belong to any of the main religions of the world, and may come from a time before these religions;
- j) a religious promise that you will do something for God, the church etc;

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) a sacred place to both religions;
- 2) to build huge fortresses to house garrisons;
- 3) to control the surrounding lands;
- 4) to take religious vows;
- 5) to care for sick pilgrims;
- 6) to order soldiers not to kill, rob, or harm;
- 7) to look after husbands' estates;
- 8) to prove astute businesswomen;
- 9) to make a treaty with the sultan;
- 10) the last major crusader stronghold.

IV. Match the beginnings of the sentences with the endings below.

1. Despite deteriorating relations between the Crusaders and Byzantine leaders, the combined force continued.
2. After various internal struggles over control of Antioch, the Crusaders began their march toward Jerusalem,
3. Encamping before Jerusalem in June 1099, the Christians
4. Despite Tancred's promise of protection, the Crusaders slaughtered hundreds of men, women, and children
5. Having achieved their goal in an unexpectedly short period of time after the First Crusade,
6. To govern the conquered territory, those who remained established.

7. Guarded by formidable castles, the Crusader states retained the upper hand in the region until around 1130, when Muslim forces

8. In 1144, the Seljuk general Zangi, governor of Mosul, captured Edessa,

9. News of Edessa's fall stunned Europe and caused Christian authorities in the West to call for another Crusade. Led by two great rulers,

10. That October, the Turks annihilated Conrad's forces at Dorylaeum, . . .

a) King Louis VII of France and King Conrad III of Germany, the Second Crusade began in 1147.

b) four large western settlements, or Crusader states, in Jerusalem, Edessa, Antioch and Tripoli.

c) forced the besieged city's governor to surrender by mid-July.

d) its march through Anatolia, capturing the great Syrian city of Antioch in June 1098.

e) in their victorious entrance into Jerusalem.

f) then occupied by Egyptian Fatimids (who as Shi'ite Muslims were enemies of the Sunni Seljuks).

g) began gaining ground in their own holy war (or jihad) against the Christians, whom they called "Franks."

h) leading to the loss of the northernmost Crusader state.

i) the site of a great Christian victory during the First Crusade.

j) many of the Crusaders departed for home.

<https://www.history.com/topics/middle-ages/crusades>

V. Complete the following sentences with the phrases below.

Effects of the Crusades

While the Crusades ultimately resulted in defeat for Europeans, many argue that they 1) the reach of Christianity and Western civilization. The Roman Catholic Church 2) , and 3) was elevated after the Crusades ended.

Trade and transportation also improved throughout Europe 4)

The wars created 5) , which resulted in 6) of various supplies.

After the Crusades, there was 7) and learning throughout Europe, which some historians believe may have paved 8)

Among followers of Islam, however, the Crusaders were regarded as 9) The ruthless and widespread massacre of Muslims, Jews and other non-Christians 10) that persisted for many years. Even today, some Muslims derisively refer to the West's involvement in the Middle East as a "crusade."

- A - a heightened interest in travel
 - B - successfully extended
 - C - resulted in bitter resentment
 - D - experienced an increase in wealth
 - E - a constant demand for supplies and transportation
 - F - immoral, bloody and savage
 - G - ship-building and the manufacturing
 - H - the power of the Pope
 - I - as a result of the Crusades.
 - J - the way for the Renaissance.
- <https://www.history.com/topics/middle-ages/crusades>

VI. Put the following sentences in the most logical order.

a) By the end of the 11th century, Western Europe had emerged as a significant power in its own right, though it still lagged behind other Mediterranean civilizations, such as that of the Byzantine Empire (formerly the eastern half of the Roman Empire) and the Islamic Empire of the Middle East and North Africa.

b) In November 1095, at the Council of Clermont in southern France, the Pope called on Western Christians to take up arms to aid the Byzantines and recapture the Holy Land from Muslim control.

c) The Crusades set the stage for several religious knightly military orders, including the Knights Templar, the Teutonic Knights, and the Hospitallers.

d) However, Byzantium had lost considerable territory to the invading Seljuk Turks. After years of chaos and civil war, the general Alexius Comnenus seized the Byzantine throne in 1081 and consolidated control over the remaining empire as Emperor Alexius I.

e) In 1095, Alexius sent envoys to Pope Urban II asking for mercenary troops from the West to help confront the Turkish threat.

f) This marked the beginning of the Crusades.

g) Those who joined the armed pilgrimage wore a cross as a symbol of the Church.

h) Though relations between Christians in the East and West had long been fractious, Alexius's request came at a time when the situation was improving.

i) Pope Urban's plea was met with a tremendous response, both among the military elite as well as ordinary citizens.

j) These groups defended the Holy Land and protected pilgrims traveling to and from the region.

<https://www.duplinschools.net/cms/lib/NC01001360/Centricity/Domain/2660>

VII. Render the text in English

Хрестоносці

Хрестоносці — учасники хрестових походів (1096—1270 рр.) до країн Близького Сходу (Сирії, Палестини, Північної Африки). Це були військовоколоніальні походи західноєвропейців з метою отримання у володіння в Східному Середземномор'ї нових земель та збільшення прибутків. Ініціатором виступала католицька церква, яка, прикриваючись гаслами боротьби проти «невірних» (мусульман), звільнення «гробу Господнього» і «святої землі», оголошувала хрестові походи «священними війнами». Вперше з цими гаслами в листопаді 1095 р. поблизу французького міста Клермона виступив Папа Римський Урбан II, закликаючи десятки тисяч лицарів, селян, міських жителів, монахів йти війною проти турків і визволити Палестину.

Хрестоносці нашивали на свій одяг червоний хрест на знак обітниці взяти участь у поході. Основною військовою силою хрестових походів були безземельні лицарі, так звані голяки, до яких приєднувалися бідні селяни, монахи, волоцюги, злочинці. Для захисту й розширення володінь хрестоносці створили в Палестині духовно-лицарські ордени: тамплієрів, госпітальєрів, тевтонців. Ті, хто входив до цих орденів, були водночас і ченцями, і лицарями. До ватажків хрестоносців належали й німецький імператор Фрідріх I Барбаросса, англійський король Річард Левове Серце, французький король Людовік IX та ін.

Перший хрестовий похід (1096—1099 рр.) закінчився захопленням Хрестоносцями у сельджуків Едесси, Антіохії, Триполі, Єрусалима та утворенням Єрусалимського королівства, Антіохійського князівства, Едеського і Триполійського графств.

Другий похід (1147—1149 рр., привід — захоплення в 1144 р. сельджуками Едесси) був безрезультатним.

Третій похід (1189—1192 рр., привід — захоплення в 1187 р. Єрусалима султаном Салах ад Діном) був найбільшим за кількістю учасників і завершився захопленням Кіпру і м. Акри, яке стало столицею Єрусалимського королівства. Під час цих трьох походів загинуло багато селян, що відвернуло їх від подальшої участі в завоюваннях. Хрестові походи перетворилися переважно на лицарські заходи, проте здійснювались, як і раніше, під релігійними гаслами.

Четвертий похід (1202— 1204 рр.), організований за ініціативою римського папи Інокентія III, був спрямований проти Візантії й призвів до захоплення Константинополя (12 квітня 1204 р.) та утворення Латинської імперії (1204—1261 рр.).

Під час п'ятого походу (1217—1221 рр.) Хрестоносці вторглися у Єгипет, захопили фортецю Дамієтта в гирлі Нілу, але незабаром змушені були повернутися назад.

Шостий похід (1228—1229 рр.) очолював німецький імператор Фрідріх II, якому вдалося дипломатичним шляхом повернути Єрусалим (до 1244 р.) та деякі інші міста.

Сьомий (1248—1254 рр.) і восьмий (1270 р.) хрестові походи були для Хрестоносців невдалими. Поступово європейці втратили всі свої володіння на Сході: в 1268 р. — Антіохію, в 1289 р. — Триполі, в 1291 р. — Акру.

<https://histua.com/slovník/x/xrestonosci>

VIII. Read the text in Hungarian and do the exercises following it.

A templomosok kincsét rejthetik az Izraelben felfedezett alagutak
2019. október 30. 16:00 Múlt-kor

Krisztus és a Jeruzsálemi Salamon-templom Szegény Lovagjai, avagy a templomos lovagok már saját korukban is legendák tárgyává váltak, így esetükben kiváltképp nehéz elválasztani a mítoszt a valóságtól. A templomosok történetének kutatásában a legújabb fejlemény az izraeli Akkó városában történt, ahol kutatók egy egész föld alatti labirintust fedeztek fel, melyet a lovagrend tagjai használtak a keresztes háborúk idején.



Az alagútrendszerre több évi ásásokat követően derült fény, a **kutatók** most lézer alapú távérzékeléses (LIDAR) rendszer segítségével vizsgálják meg. A **feltételezések** szerint a föld alatti járatok összeköthették a templomosok akkói erődítményét a város kikötőjével. „E harcos szerzetesek számos **legenda** tárgyai” – mondta el a kutatás vezetője, Albert Lin. „A keresztes hadjáratok idején a templomosok Istenért, aranyért és dicsőségért küzdöttek. Valahol Akkó mai városában fekszik főparancsnokságuk, és talán kincsük is” – tette hozzá.

Akkó felett körülbelül száz évig uralkodott a **lovagrend**, miután Jeruzsálem 1187-es elestével elveszítették addigi központjukat. Az új **felfedezés** óta a kutatók elképzelhetőnek tartják, hogy a templomosok legendás aránya valahol ezekben a járatokban lehet. Miután 1187-ben Szaladin egyiptomi szultán elfoglalta Jeruzsálemet, I. (Oroszlánszívű) Richárd angol király vezetésével 1189-ben újabb hadjárat indult visszavételére, melynek első lépése a tengerparti Akkó bevétele volt, itt aztán a **templomosok** rendezték be megerősített főhadiszállásukat. Habár a harmadik keresztes hadjárat során Jeruzsálemet végül nem tudták visszafoglalni, a tengerparti **hódításokat** megtarthatták, Szaladin pedig garantálta a keresztény zarándokok biztonságát a szent városban.

A szerzetesi fogadalmat is tevő templomosok koruk legjobban képzett harcosai között voltak, és terjeszkedésükhöz sikeresen nyertek pénzbeli támogatást szerte Európában. A rendet 1312-ben feloszlatta V. Kelemen pápa, miután a pápaság és IV. (Szép) Fülöp francia király hosszú konfliktusának központjába kerültek, azonban legendás kincsük sosem került elő.

A kutatók igyekeznek azonban a realitások talaján maradni: egyelőre semmiféle konkrét **bizonyíték** nem mutat arra, hogy Akkóban nagy mennyiségű arany lenne elrejtve. Akár létezik a kincs, akár nem, kétségtelenül értékes felfedezésről van szó, a LIDAR segítségével pedig károkozás nélkül részletesen felderíthetővé válnak a rejtélyes járatok.

Nemrégiben Kambodzsában ausztrál kutatók tettek nagyszabású felfedezést a LIDAR technológia segítségével: a Khmer Birodalom korai fővárosát, Mahendraparvatát fedezték fel a levegőből. A nehezen megközelíthető helyen számos aknamező található, amelyeket a hírhedt Pol Pot **diktatúrája** idején helyeztek el a dzsungelben. A LIDAR révén azonban a vastag lombkorona ellenére biztonsággal kijelenthetővé vált, hogy a sokáig vitatott létezésű várost sikerült megtalálniuk. Az új technika segítségével a régészet horizontjai egyre tovább **bővülnek** a világ minden táján.

<https://mult-kor.hu/a-templomosok-kincset-rejthetik-az-izraelben-felfedezett-alagutak-20191030>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

the Knights Templar the stuff of legends
skilled fighters network of tunnels crusades
warrior monks launched a military campaign
dense tree canopy fortified headquarters
innovative tool

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|-----------------|--|
| 1. excavation | a very valuable and important object such as a painting or ancient document |
| 2. headquarters | b the time during which a pope is in power |
| 3. treasure | c a military and Christian religious group of knights during the Middle Ages, who protected people travelling in and to the Holy Land during the crusades |
| 4. papacy | d extremely good |
| 5. Templars | e famous or well known for something bad |
| 3. knighthood | f the study of ancient societies by examining what remains of their buildings, graves, tools etc |
| 7. monk | g the main building or offices used by a large company or organization |
| 8. outstanding | h dig carefully to find ancient objects |
| 9. notorious | i a British rank and title that are given to a man as an honour for achievement or for doing good things |
| 10. archaeology | g a member of an all-male religious group that lives apart from other people in a monastery |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | |
|--|---|
| 1. lézer alapú távérzékeléses (LIDAR) rendszer | a their legendary treasure has never been found |
| 2. föld alatti járatok összeköthették a templomosok akkói erődítményét a város kikötőjével | b light detection and ranging technology (LiDAR) |
| 3. a templomosok Istenért, aranyért és dicsőségért küzdöttek | c following the fall of Jerusalem to Saladin |
| 4. a rendet V. Kelemen pápa feloszlatta | d scouting mysterious passages |
| 5. Miután Szaladin egyiptomi szultán elfoglalta Jeruzsálemet | e tunnels may have connected the Knights Templar's fortress with the city's port |

- | | | | |
|-----|---|---|---|
| 6. | legendás kincsük sosem került elő | f | Knights Templar battled for God, gold, and glory |
| 7. | szerzetesi fogadalmat tesz | g | granting safety for Christian pilgrims in the Holy Land |
| 8. | egy föld alatti labirintust fedeztek fel | h | the order was disbanded by Pope Clement V |
| 9. | garantálta a keresztény zarándokok biztonságát a szent városban | i | take monastic vows |
| 10. | felderítik a rejtélyes járatokat | g | uncovered a network of tunnels |

5. Comprehension questions

- Where do the scholars believe the treasure tunnels of the Knights Templar are?
- Why is the story of the Knights Templar is still the stuff of legends and continues to be studied today?
- What have years of excavations unearthed?
- How can the innovative tool detect hidden artifacts?
- What do researchers believe the found network of tunnels may have connected?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. In 1095, after a plea for help from the Byzantine emperor, Pope Urban II called upon the Christian knights of Europe to travel to Jerusalem and recapture it from

- a) the Muslims
- b) the Catholics
- c) the pagans
- d) the Christians

2. Crusaders built huge fortresses to house garrisons and also

- a) to guard their families
- b) to attack enemies
- c) to guard the pilgrim routes
- d) to guard the sick

3. The Templars wore in battle. The order grew wealthy as people gave the knights land and money.
- a black mantle (cloak) with a red cross
 - a black mantle (cloak) with a white cross
 - a white mantle (cloak) with a black cross
 - a white mantle (cloak) with a red cross
4. After the fall of the crusading kingdoms, the German order of knights began to convert the pagans of the Baltic area.
- the German order of knights
 - the Dutch order of knights
 - the Swedish order of knights
 - the Finnish order of knights
5. Venetian and Genoan ships carried and to and from the Middle East, returning laden with cottons, silks, spices, and other exotic goods(2choices) .
- pilgrims
 - tradesmen
 - craftsmen
 - soldiers
6. Peter the Hermit led an army of peasants to Constantinople before the First Crusade.
- German knight
 - British landlord
 - French monk
 - Dutch king
7. King Richard I of England was known as because of his fierce fighting in the Third Crusade.
- Richard the Braveheart
 - Richard the Conqueror
 - Richard the Tigerheart
 - Richard the Lionheart
8. The greatest Muslim military leader of all, reclaimed Jerusalem in 1187, but ordered his soldiers not to kill, rob, or harm.
- Saladin
 - Alladin
 - Mehmet
 - Abdulla
9. In 1229 Emperor Frederick II regained Jerusalem by making a treaty with during the Sixth Crusade (1228–1229).
- the king of Egypt
 - the sultan of Turkey
 - the sultan of Syria
 - the sultan of Egypt
10. In 1291 Muslims seized the port of Acre, the last major crusader stronghold in Europeans lost interest and the Crusades ended.
- the Far East
 - the Pacific Ocean
 - the Middle East
 - the Indian Ocean

UNIT 4 AZTECS AND INCAS

The **Aztecs and Incas** were the last great civilizations of ancient America. Settling in the Valley of Mexico, the Aztecs developed a vast empire **by waging war on neighboring lands**. High in the Andes Mountains, the Incas forged their own empire, stretching from Ecuador to Chile. Both peoples were skilled and inventive, and both empires were overthrown by Spanish conquerors **in the 1500s**.

Tenochtitlan

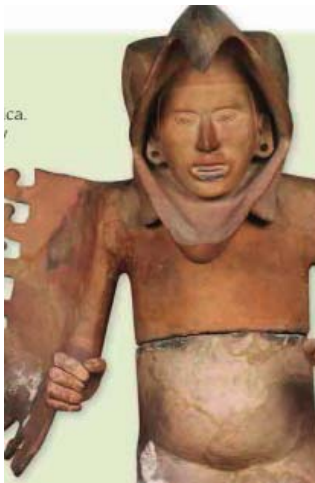


The Aztec capital Tenochtitlan was built **on an island in Lake Texcoco**. At its center was the Great Temple, surrounded by palaces, warrior schools, and shrines. Beyond the city were chinampas—**little floating farms**.

A 16th-century map of Tenochtitlan, which now lies beneath Mexico City

Eagle warrior

For the Aztecs, the eagle symbolized bravery. This life-size sculpture depicts **an**



elite eagle warrior. Aztec society depended on brave warriors serving the gods.

"We beheld... cities towns on the water... it was like the things of enchantment."

Conquistador Bernal Diaz de Castillo describes entering the Aztec capital in 1519.

Sacred sacrifices

Human and animal sacrifice was a religious ritual for **both the Aztecs and the Incas**. Priests performed sacrificial ceremonies in temples or on mountaintops, **during festivals or in times of trouble**.



The bloodstained Aztec temple at Tenochtitlan

"We beheld... cities towns on the water... it was like the things of enchantment."

Conquistador Bernal Diaz de Castillo describes entering the Aztec capital in 1519.

KEY EVENTS

1325

According to legend, the Aztecs founded Tenochtitlan at the spot where an eagle on a cactus **was wrestling a snake in its beak.**1428



The Aztec Empire expanded during the 12-year reign of the fourth emperor, Itzcyatl. His nephew Moctzetuma I took power **after his death.**

Aztec symbol for the Alligator day of the month

1438

Under Pachacutec, **the ninth Inca leader** of the kingdom of Cusco, the Inca Empire began to expand.1470

The Inca ruler Tupac Inca Yupanqui conquered **the great city-state of Chimu** (now Trujillo, Peru). **The Inca Empire**

The Inca Empire was linked by more than 12,500 miles (20,000 km) of roads, many of them paved.

To cross steep mountain gorges, the Incas built **suspension bridges of woven reeds.**

Foot runners carried messages from place to place using quipu—**bundles of dyed and knotted wool and cotton threads.** The lengths of thread and the positions of the knots were used **to record and pass on information.**



The Incas did not have wheeled transportation. They moved heavy goods on the backs of llamas and alpacas.

The Incas built rest houses at regular intervals, where travelers could **spend the night and cook a meal.**

Inca ruins at Machu Picchu, Peru

Inca gold

Andean peoples were skilled metalworkers. They prized gold most, believing it to be the sweat of the gods. This golden mummy mask was made by a **Chimu craftsman.** After the fall

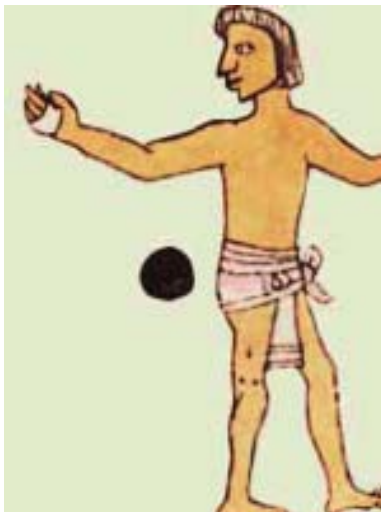


of the Chimú Empire, the Incas took Chimú metalworkers back to their capital, Cusco.

Farming and food

Many foods enjoyed all over the world today were first cultivated **by the ancestors of the Aztecs and the Incas in Central and South America:**

Corn
Potatoes
Tomatoes
Quinoa (a grain)
Cocoa / chocolate
Squashes
Chili peppers



Ball games

Religion influenced every area of Aztec life, even sports. The Aztecs played a ball game in which the court symbolized the world and the ball was **the Sun and Moon**. Players hit the ball with their hips. Bets were placed on the game and some losing teams might have been sacrificed.**1502**

Moctezuma II, the last ruler of the Aztecs, began his reign. At this time, the Aztec Empire was at its most powerful.



Aztec symbol for the Rain day of the month

1519

Led by Hermann Cortes, the Spanish army landed **on the east coast of Mexico**. It defeated the Aztecs two years later.**1525**

Civil war broke out for five years as brothers Huascar and Atahualpa fought for the Inca Empire, which was left weakened.**1532**

Spanish conquistador Francisco Pizarro invaded Peru with an army of 180 men. He captured and killed **the Inca emperor, Atahualpa**.
<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions

1) civilization, 2) forge, 3) shrine, 4) eagle, 5) sacrifice, 6) temple, 7) llamas, 8) craftsman,
9) ancestor, 10) conquistador.

a) a place that is connected with a holy event or holy person, and that people visit to pray;

- b) a society that is well organized and developed, used especially about a particular society in a particular place or at a particular time;
- c) one of the Spanish conquerors of Mexico and Peru in the 18th century;
- d) a very large strong bird with a beak like a hook that eats small animals, birds etc.;
- e) a member of your family who lived a long time ago;
- f) to develop something new, especially a strong relationship with other people, groups, or countries SYN form;
- g) a building where people go to worship, in the Jewish, Hindu, Buddhist, Sikh, and Mormon religions;
- h) someone who is very skilled at a particular craft;
- i) the act of offering something to a god, especially in the past, by killing an animal or person in a religious ceremony;
- j) a South American animal with thick hair like wool, and a long neck.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to develop a vast empire;
- 2) to depict an elite eagle warrior;
- 3) to depend on brave warriors;
- 4) to be a religious ritual;
- 5) to perform sacrificial ceremonies;
- 6) during festivals or in times of trouble;
- 7) to conquer the great city-state;
- 8) to cross steep mountain gorges;
- 9) to have wheeled transportation;
- 10) to hit the ball with the hips.

IV. Match the beginnings of the sentences with the endings below.

The Aztec Empire



1. In 1428, under their leader Itzcoatl, the Aztecs formed a three-way alliance with the Texcocans and the Tacubans to.....

2. Itzcoatl's successor Montezuma (Moctezuma) I, who took power in 1440, was a great warrior.....

3. By the early 16th century, the Aztecs had come to rule over up to 500 small states, and some 5 to 6 million people,.....

4. Tenochtitlán at its height had more than 140,000 inhabitants, and was.....

5. Bustling markets such as Tenochtitlan's Tlatelolco, visited by some 50,000 people on major market days,

6. The Aztec civilization was also highly developed socially,

7. It was a highly structured society with a strict caste system; at the top were nobles, while

8. The Aztec faith shared many aspects with other Mesoamerican religions, like that

9. In the great cities of the Aztec empire, magnificent temples, palaces, plazas and statues

10. The Aztec calendar, common in much of Mesoamerica, was based on a solar cycle of 365 days and a ritual cycle of 260 days;

a) embodied the civilization's unfailing devotion to the many Aztec gods.

b) drove the Aztec economy.

c) defeat their most powerful rivals for influence in the region, the Tepanec, and conquer their capital of Azcapotzalco.

d) either by conquest or commerce.

e) the calendar played a central role in the religion and rituals of Aztec society.

f) intellectually and artistically.

g) who was remembered as the father of the Aztec empire.

h) of the Maya, notably including the rite of human sacrifice.

i) the most densely populated city ever to exist in Mesoamerica.

j) at the bottom were serfs, indentured servants and slaves.

<https://www.timetoast.com/timelines/the-rise-and-fall-of-the-aztec-civilization-monserrat-garcia>

V. Complete the following text with the phrases below.

What The Ancients Did For Us - The Aztecs, Maya & Incas



These three peoples lived in a vast area of modern-day Central and South America which incorporates coastal strips, hot and steamy jungles, 1) Though they spoke different languages, they had broadly similar cultures and they worshipped many of the same gods (2)). They all used digging sticks, ate maize and beans, 3) Interestingly, although they developed the wheel as a toy, for some reason they 4) The

Aztecs built their settlement in a swamp in 5) and when the Spanish arrived they thought it more spectacular than Venice. The Aztecs were fantastic warriors but they 6) because they had stumbled on hydroponics, their floating fields produced 7)

they were growing.

The Mayas built some of the tallest buildings of the ancient world – without 8) The pyramid El Castillo in Chichen Itza is the Mayan calendar, literally set in stone. Each staircase has 91 steps which, when 8) , totals 365 steps. At sunset on the spring equinox, the great serpents' heads at the foot of the main staircase are joined to their tails by a "body" of shadow. They developed a very accurate calendar that could predict solar and lunar eclipses, transits of Venus and - most importantly - 10)

A - respected the number 13 and practised human sacrifice.

B - the coming of the rains and the time to plant.

C - savannah grassland and cold windy highlands

D - didn't adapt it for other purposes.

E - were also excellent farmers:

F - an abundance of nutrients in the food

G - the use of the wheel, or even horses

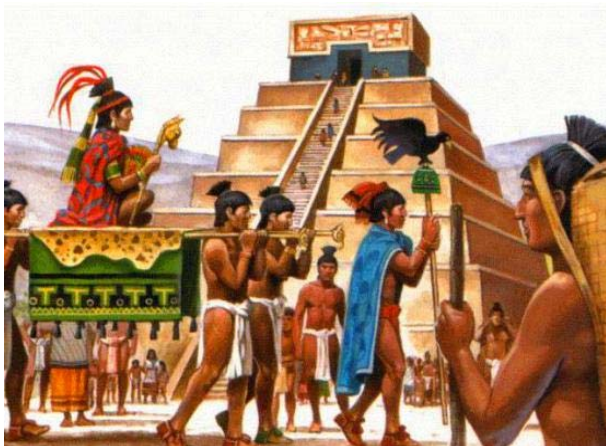
H - added to the single step at the main entrance to the temple

I - what is now Mexico City

J - although they gave them different names

<http://www.tv.com/shows/what-the-ancients-did-for-us/the-aztecs-maya-and-incas-415368/>

VI. Put the following sentences in the most logical order.



a) The Aztec empire reigned in present-day central Mexico for nearly one century until 1519 when disease and brutality brought by Spanish conqueror Hernán Cortés (1485–1547) destroyed it.

b) The Aztecs followed a demanding religion that required human sacrifices, wrote poetry, engineered huge stone temples, devised two calendars—one for the

days of the year and another for religious events—and developed a system of strict laws that covered all aspects of life, including what clothes a person could wear.

c) The Inca empire spanned a large portion of South America by the late 1400s.

d) Originating from a small group of poverty-stricken wanderers, the Aztec empire developed into one of the largest empires in the Americas.

e) In 1532 Spaniard Francisco Pizarro (1475–1541) conquered the Incas and the territory soon became a colony of Spain. The last Inca emperor remained in power until 1572, when Spaniards killed him.

f) At its height the Aztec empire consisted of a ruling class of Aztecs with nearly fifteen million subjects of different cultures living in five hundred different cities and towns.

g) The Aztec culture was swiftly overcome in the 1500s when the Spanish conquerors, with thousands of Mexican allies who wished to destroy the Aztecs, began battles that, along with the spread of smallpox, an often fatal highly infectious viral disease, would ruin the Aztec empire by 1521.

h) Although many different cultures prospered in the South American Andes Mountains before 3000 B.C., the Incas developed their distinctive culture beginning in 1200 and by 1471 became the largest empire in South America, reigning over a region that stretched from modern-day Ecuador to Chile.

i) Incas built roads, developed trade, created stone architecture, made beautifully worked gold art and jewelry, became skillful potters, and wove lovely fabrics.

j) Much like the Aztecs, the Incas suffered from the attacks of Spanish conquerors and the spread of smallpox.

<https://www.biography.com/explorer/hernan-cortes>

VII. Render the text in English.

Давня цивілізація ацтеків



Америка зберігає в собі безліч таємниць незважаючи на те, що була відкрита кілька століть назад. До приходу на цю землю європейців на території континенту проживали три розвинені і стародавні цивілізації – ацтеки, інки і майя.

Ацтеки були найчисленнішим народом Мексики. Число ацтеків становило майже півтора мільйона осіб. Спочатку ацтеки були кочовим плем'ям, яке полювало на тварин.

За легендою, в 12 столітті вони покинули свою міфічну батьківщину – острів Астлан і, врешті-решт, оселилися біля озера Тескоко. Тут вони освоїли землеробство і побудували місто Теночтітлан. Завдяки завоюванням правителів міста, територія, на якій господарями були ацтеки, значно розширилася. «Ацтеками» тепер стали називати всіх носіїв цієї культури. Аж до завоювання іспанцями у ацтеків зберігалися свої традиції.

На воді, переважно, озерах, ацтеки споруджували штучні острівці для того, щоб займатися землеробством, вирощувати безліч різних культур. Досягнення були високими і в ремісничій справі. Також ацтеки вміли робити пульке – алкогольний напій молочного кольору, що виготовляється з соку агави.

Міста ацтеків були чітко поділені на прямокутні ділянки, а народні збори проходили, як у всіх представників древніх цивілізацій, на головній площі. Вулиці в Теночтітлані замінювали канали, тому що місто було побудоване на ділянці землі в центрі озера Тескоко. Питна вода доставлялася в будинки по водопроводах.

Найбільш шанованими божествами у ацтеків були ті, які в тій чи іншій мірі впливали на врожай. Але самим шанованим був бог війни Уїцилопочтлі. Народ ацтеків вірив в кінець світу, і для того, щоб продовжити 52-річний цикл знаходження сонця на небосхилі здійснювали людське жертвоприношення богу Уїцилопочтлі. Це був своєрідний релігійний обряд. Жрець за допомогою ножа розсікав жертві груди і викидав ще пульсуюче серце, окроплюючи кров'ю вівтар.



Пік розвитку культури ацтеків припав на XIV – поч. XVI ст. Головними архітектурними спорудами були кам'яні піраміди з усіченою вершиною. На цій вершині знаходився храм. Будинки, де жили представники знаті, облицьовувались каменем. Було поширене захоплення скульптурою. Широко відомі скульптури голів з каменю: «Воїн-Орел», «Голова мертвого», «Сумний індіанець». На деяких будівлях збереглися настінні розписи з зображеннями божеств або воїнів. Ацтеки вміли робити різні прикраси, мозаїку, виготовляли вази і кераміку. Їх культура була знищена іспанцями під час походів в 1519-1521 рр.

<http://zagadkova-planeta.pp.ua/drevni-civilizaciyi/davnya-civilizaciya-actekiv/>

VIII. Read the text in Hungarian and do the exercises following it.

10 érdekesség az inkákról

Múlt-kor

2017.03.10.



1. A kecsua néphez tartozó inka törzs tagjai által a 15. században létrehozott Inka Birodalom a legnagyobb kiterjedésű **civilizáció** volt a prekolombián Amerika történetében.

2. A birodalom hivatalos nyelve a kecsua volt, bár több száz helyi dialektus létezett. A

birodalom megnevezése, a Tawantinsuyu annyit tesz: "A négy régió", vagy "A négy egyesült tartomány".

3. Az inkák első képi ábrázolása Európában Pedro Cieza de León spanyol konkvisztádor Cronica del Peru (1553) című munkájában látott napvilágot.

4. Az inka **társadalom** élén a Sapa inka (kecsua nyelven: az egyetlen inka) állt, ő volt a Napisten képviselője. Az utolsó inka **uralkodót**, Atahualpát Francisco Pizarro spanyol konkvisztádor taszította le trónjáról és fogta el 168 spanyol katonájával és bennszülött szövetségeseivel az 1532-es cajamarcai **csatában**.

5. Az inka városi építészet legragyogóbb példája a Machu Picchu. Az amerikai Hiram Bingham által 1911-ben, 2430 méter magasan felfedezett romváros pontos funkciója ma sem ismert - az általános vélekedés szerint a kilencedik Sapa inka, Pachacuti **rezidenciája** volt.

6. A Capacocha néven ismert emberáldozásra jelentős események - például az uralkodó halála vagy éhínségek - idején vagy közvetlenül azok után került sor. Az inkák **isteneiknek** legtöbbször gyermekáldozatot mutattak be.

7. Az inka gyógyítók kiváló agysebészek voltak. A feltárt leletek tanúsága szerint gyakran alkalmaztak koponyalékelést, azaz trepanációt, amit a betegek legtöbbször (90 százalék) túléltek.

8. Az inkák mágikus erőt tulajdonítottak a kokacserjének. A Dél-Amerikában őshonos növényt elsősorban vallási célokra használták, de kis mértékben étvágy- és fájdalomcsökkentésre is alkalmazták. A kokacserjelevél rágásának szokását a **spanyol hódítók** is átvették.

9. Az inkák kipukban tárolták mindazt az információt - például az adókat vagy az uralkodói dicshimnuszokat -, amit más népek írásban. A jelenleg elterjedt vélekedés szerint a kipu nem igazi írásrendszer, mert "jelei" nem feleltethetőek meg a kecsua nyelv hangjainak.

10. Bár **harcosaik** nem rendelkeztek vasfegyverekkel, az inkák tudták a legütőképesebb hadsereget kiállítani a korszakban. A katonák gyors felvonulását a fejlett úthálózat tette lehetővé, az **élelemellátást** pedig az egymástól egynapi járásra található, pihenőhelyként is szolgáló ún. tambo-k segítették.

<https://mult-kor.blogstar.hu/2017/03/10/10-erdekesseg-az-inkakrol/35856/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

Spanish conquistador Inca tribe Quechua people
 in pre-Columbian American history the last Inca
 ruler Incan Empire native allies store information
 in a recording device known as a quipu high degree
 of mobility advanced road network

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|--------------------|---|
| 1. human sacrifice | a a group of countries that are all controlled by one ruler or government |
| 2. trepanation | b a god in some ancient religions who represents the sun or has power over it |
| 3. healer | c a method of visually representing verbal communication |
| 4. brain surgeon | d the act of killing one or more humans, usually as an offering to a deity, as part of a ritual |
| 5. empire | e a hole in the skull produced surgically |
| 4. Sun God | f a medical practitioner qualified to perform surgical operations on the brain and other parts of the nervous system. |
| 7. conquistador | g a situation in which a large number of people have little or no food for a long time and many people die |
| 8. famine | h one of the Spanish conquerors of Mexico and Peru in the 18th century |
| 9. native | i someone who is believed to be able to cure people using natural powers, rather than by using medicine |
| 10. writing system | g growing, living, produced etc in one particular place |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|-----|--|---|--|
| 1. | a prekolumbián Amerika történetében | a | the Tawantinsuyu means the Land of the Four Quarters or the Four United Provinces |
| 2. | Tawantinsuyu annyit tesz: "A négy régió", vagy "A négy egyesült tartomány" | b | sacrificed children |
| 3. | az inkák első képi ábrázolása Európában | c | mostly used for religious purposes but in moderate amounts to lessen hunger and pain |
| 4. | az inka építészet legragyogóbb példája | d | in pre-Columbian American history |
| 5. | mágikus erőt tulajdonítottak a kokacserjének | e | stored information |
| 6. | elsősorban vallási célokra használták, de kis mértékben étvágy- és fájdalomcsökkentésre is alkalmazták | f | the first image of the Inca in Europe |
| 7. | tárolták az információt | g | high degree of mobility |
| 8. | gyors felvonulás | h | revered the coca plant as magical |
| 9. | legütőképesebb hadsereget | i | the most imposing example of Inca architecture |
| 10. | gyermekáldozatot mutattak be | g | the fightingest army |

5. Comprehension questions.

- Why is the Incan Empire an extraordinary civilization from its origins until its destruction?
- Where did the Inca civilisation flourish?
- What did Incan civilization believe in?
- What recording device of the Inca civilisation is also known as a talking knot?
- What was the city perched high in the Andes?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. Settling in the, the Aztecs developed a vast empire by waging war on neighboring lands.
 - a) Valley of Canada
 - b) Valley of Mexico
 - c) Mountains of the USA
 - d) Estuary of the Nile
2. The Aztecs and Incas were overthrown byin the 1500s.
 - a) British conquerors
 - b) Saxon conquerors
 - c) German conquerors
 - d) Spanish conquerors
3. For the Aztecs, the symbolized bravery.
 - a) eagle
 - b) hawk
 - c) tiger
 - d) lion
4. Priests performed sacrificial ceremonies in temples or, during festivals or in times of trouble.
 - a) on mountaintops
 - b) in the valleys
 - c) in fortresses
 - d) in castles
5. According to legend, the Aztecs founded Tenochtitlan at the spot where an eaglewas wrestling a snake in its beak.
 - a) on an oak tree
 - b) on a lemon tree
 - c) on a palm tree
 - d) on a cactus
6. The Aztec Empire expanded during the 12-year reign of the fourth emperor, Itzcyatl. His Moctzetzuma I took power after his death.
 - a) son
 - b) son-in-law
 - c) nephew
 - d) brother
7. To cross steep mountain gorges, the Incas built suspension bridges
 - a) of timber
 - b) of woven reeds
 - c) of woven ropes
 - d) of palm trees
8. The Incas did not have wheeled transportation. They moved heavy goods on the backs of
 - a) llamas
 - b) camels
 - c) elephants
 - d) horses
9. Andean peoples were skilled metalworkers. They prizedmost, believing it to be the sweat of the gods.
 - a) bronze
 - b) silver
 - c) gold
 - d) lead
10. After the fall of the Chimu Empire, the Incas took Chimu metalworkers back to their capital,
 - a) Cusco
 - b) Casco
 - c) Cesco
 - d) Cosco

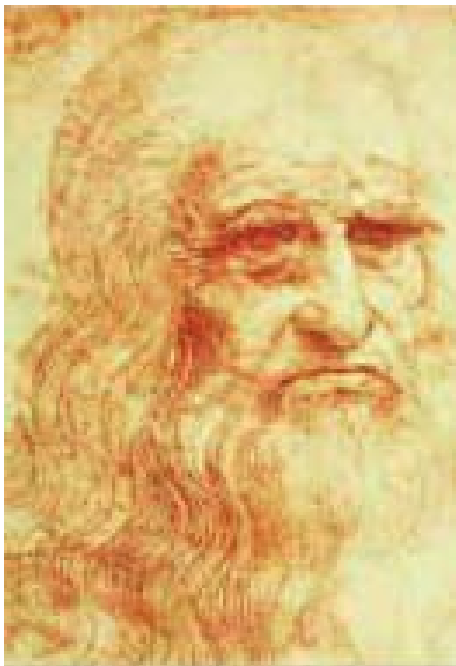
UNIT 5 RENAISSANCE

In the early 1400s, artists and architects in Italy began working in styles that were inspired **by those of the ancient Greeks and Romans**. They were part of a cultural movement called the Renaissance, meaning “rebirth,” that was influenced by **the rediscovery of classical culture**, and that sparked a new interest in politics, philosophy, and science.

Art out of stone

This masterpiece of sculpture, the Pieta, shows **the body of Jesus** being cradled by Mary, his mother. The sculptor, Michelangelo Buonarroti, once said that every block of stone has a statue in it, and it is the sculptor’s task to discover it. Michelangelo designed **much of St. Peter’s Basilica in Rome**, where this statue stands today.

Renaissance man



Leonardo da Vinci, the most famous artist of the Renaissance, drew this self-portrait **when he was about 60**. He was also an inventor, scientist, and engineer. His notebooks—more than 13,000 pages in total—are full of studies of the human body and ideas for inventions. He wrote his most personal notes **in mirror writing**—reversed writing that appears the right way around when reflected in a mirror.

Key events

1415

Architect Filippo Brunelleschi discovered that drawing lines coming together at a single point (converging) creates linear perspective, making things look as if they are

far away.

1486

Florentine artist Sandro Botticelli painted **The Birth of Venus** as a commission for the Medici family. **1498**

Leonardo da Vinci painted the mural of **The Last Supper for a convent in Milan. 1503**

After becoming Pope, Julius II attracted artists like Michelangelo and Raphael to Rome.

Renaissance gallery Cosimo de' Medici



Founder of the powerful Medici Dynasty in Florence, Cosimo was a key figure in the early Renaissance **through his support of artists** such as Fra Angelico and Donatello.

Desiderius Erasmus



A Dutchman, Erasmus was an influential scholar and writer. His critical studies of Greek and Roman writers inspired the revival of learning **in northern Europe**.

Niccolo Machiavelli



The name of this Florentine diplomat has become a word, *machiavellian*, that describes ruthless political cunning because of his book *The Prince*, **a guide for Renaissance rulers**.

Architectural revolution

The dome of the Florence Cathedral, designed **by Filippo Brunelleschi** and completed in 1436, dominates the city. Brunelleschi made use of various techniques, including a special pattern of bricks that spread the weight, to make the first self-supported dome built in western Europe since Roman times. It is a triumph of Renaissance engineering and remains the largest brick dome in the world.





Northern Renaissance

The Renaissance also flourished in northern Europe, particularly in **the wealthy, wool-trading regions of Flanders and the Low Countries.** *The Arnolfini Wedding* (above) by Belgian artist Jan van Eyck is a classic painting of the Northern Renaissance.

1504

Michelangelo's statue *David* was put on display outside **the Palazzo Vecchio in Florence.**

1506

Leonardo da Vinci completed his most famous painting, *the Mona Lisa*. **1509**

The scholar Erasmus published *In Praise of Folly*, a work of satire that was his best-known book. **1543**

Doctor Andreas Vesalius published **the first textbook of the human body**, a major work of human anatomy and scientific investigation.
<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions

1) Renaissance, 2) masterpiece, 3) statue, 4) self-portrait, 5) mural, 6) convent, 7) scholar, 8) diplomat, 9) cathedral, 10) dome.

a) someone who knows a lot about a particular subject, especially one that is not a science subject;

b) round roof on a building;

c) the period of time in Europe between the 14th and 17th centuries, when art, literature, philosophy, and scientific ideas became very important and a lot of new art etc was produced;

d) someone who officially represents their government in a foreign country → ambassador;

e) a work of art, a piece of writing or music etc that is of very high quality or that is the best that a particular artist, writer etc has produced
 SYN masterpiece;

f) the main church of a particular area under the control of a bishop;

g) a drawing, painting, or description that you do of yourself;

h) an image of a person or animal that is made in solid material such as stone or metal and is usually large → sculpture;

i) a painting that is painted on a wall, either inside or outside a building → fresco;

j) a building or set of buildings where nuns live → monastery.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to be part of a cultural movement
- 2) the rediscovery of classical culture
- 3) studies of the human body
- 4) to create linear perspective
- 5) founder of the powerful dynasty
- 6) to be an influential scholar and writer
- 7) the first self-supported dome
- 8) to remain the largest brick dome in the world
- 9) to make use of various techniques
- 10) to be put on display

IV. Match the beginnings of the sentences with the endings below.



Medici Family

Cosimo de Medici by Agnolo Bronzino

Rulers of Florence

1. The Medici family ruled the city of Florence. . . .
2. They had a major influence on the growth of the Italian Renaissance.
3. The Medici family were wool merchants and bankers. Both businesses were very profitable and
4. Giovanni de Medici first brought the family to prominence in Florence by starting the Medici bank. He also was
5. His son, Cosimo de Medici became the Gran maestro (leader) of the Florence city-state in 1434. The Medici family ruled Florence
6. The Medici are most famous for their patronage of the arts. The Medici patronage had a huge impact on the Renaissance, allowing artists to focus on their work
7. A significant amount of the art and architecture that was produced in Florence at the beginning of the Renaissance
8. The Medici didn't just support the arts and architecture. They.
9. They supported the famous scientist Galileo Galilei in his scientific efforts. Galileo also worked
10. The Medici owed much of their wealth and power to the Medici Bank. The bank made notable improvements in accounting procedures including

- a) the development of the double-entry bookkeeping system.
- b) through their patronage of the arts and humanism.
- c) also supported science.
- d) throughout the Renaissance.
- e) the family became extremely wealthy.
- e) the family became extremely wealthy.
- f) the leader of the Florence merchants.
- g) as a tutor for the Medici children.
- h) was due to the Medici.
- i) without having to worry about money.
- j) for the next 200 years until 1737.

https://www.ducksters.com/history/renaissance/medici_family.php

V. Complete the following text with the phrases below.

Architecture and Buildings



During the Renaissance architects began 1) for inspiration when designing buildings. Much of Renaissance architecture style was taken from Ancient Rome and Greece and then 2)

St. Peter's Basilica is a prime example of Renaissance architecture

Filippo Brunelleschi

Brunelleschi was considered the first Renaissance architect. Some historians consider the start of the Renaissance to be 1419, when he won the commission 3) This dome was an ambitious undertaking as it was to be the largest dome built 4), which had been built 1500 years earlier.



Dome of Florence Cathedral. The dome designed by Brunelleschi

The entire dome, including the lantern on top, would take 5) The gold ball at the top weighed nearly two tons by itself. It also took over four million 6) Brunelleschi also had to invent new ways of 7), which would later be used by other architects.

Brunelleschi also 8) ; the church of San Lorenzo and the church of Santo Spirito. These churches were built 9) Many more churches throughout Europe would 10)

A - to build the dome above the cathedral of Florence

B - since the Pantheon in Ancient Rome

C - mimic this basic design in the coming years.

D - much of Brunelleschi's life to complete.

E - bricks to construct the dome.

F - to look back to the Romans and Greeks

G - altered to fit their current lifestyle.

H - lifting heavy objects high into the air

I - designed two churches in Florence

J - with symmetry and order.

https://www.ducksters.com/history/renaissance_architecture.php

Features of Renaissance Buildings

Renaissance architecture had some distinct features that were fairly common to major construction:

Square - Many buildings were built as square or rectangle symmetrical shapes.

Front - The front or "façade" of the buildings were generally symmetrical around the vertical axis.

Columns - They used Roman type columns.

Arches and Domes - Arches and domes were popular. This was again taken from Roman and Greek architecture.

Ceilings - The ceilings of buildings were generally flat. Previously in the Middle Ages ceilings were often left open.

Examples of Renaissance Buildings

Basilica of St. Peter - This is perhaps the most famous building built during the Renaissance. Several architects worked on the design for the building including Michelangelo. It has the largest interior of any Christian church in the world and is considered by many to be the greatest Christian church building. It took 120 years to complete from 1506 to 1626.

The Sistine Chapel - A chapel that is part of the official residence of the Pope in Vatican City, this building is most noted for its ceilings painted by Michelangelo.

Palazzo Pitti - Originally built in 1458 for Florence banker Luca Pitti, this palace later became part of the Medici family empire.

Palazzo Farnese - A palace from the High Renaissance built in Rome for the Farnese family.

El Escorial - This majestic building was built in the late 1500s as the palace of the King of Spain. It is laid out in orderly symmetric squares as shown in the picture below. Some believe that the floor plan was to mimic Solomon's Temple.



El Escorial from above

Pazzi Chapel - This chapel is said to be a masterpiece of the simple form of the architecture of the time. It is thought that the original design was by Filippo Brunelleschi even though the building wasn't finished until nearly 20 years after his death.

<https://ariane2kuchis.blogspot.com/2019/10/renaissance-architecture-main-features.html>

VI. Put the following sentences in the most logical order.

End of the Renaissance

a) By the early 17th century, the Renaissance movement had died out, giving way to the Age of Enlightenment.

b) Spanish, French and German invaders battling for Italian territories caused disruption and instability in the region.

c) While the exact timing and overall impact of the Renaissance is sometimes debated, there's little dispute that the events of the period ultimately led to advances that changed the way people understood and interpreted the world around them.

d) Furthermore, in 1545, the Council of Trent established the Roman Inquisition, which made humanism and any views that challenged the Catholic church an act of heresy punishable by death.

e) While many scholars view the Renaissance as a unique and exciting time in European history, others argue that the period wasn't much different from the Middle Ages and that both eras overlapped more than traditional accounts suggest.

f) Scholars believe the demise of the Renaissance was the result of several compounding factors.

g) Also, some modern historians believe that the Middle Ages had a cultural identity that's been downplayed throughout history and overshadowed by the Renaissance era.

h) Later, in a movement known as the Counter-Reformation, the Catholic church censored artists and writers in response to the Protestant Reformation. Many Renaissance thinkers feared being too bold, which stifled creativity.

i) By the end of the 15th century, numerous wars had plagued the Italian peninsula.

j) Also, changing trade routes led to a period of economic decline and limited the amount of money that wealthy contributors could spend on the arts.

https://en.wikipedia.org/wiki/Italian_Renaissance

VII. Render the text in English

Мистецтво Ренесансу в Україні

Ренесансна традиція прийнялася і на ґрунті України, зрошеному глибинним відчуттям персоналізму. Гуманістичні ідеї тут поширювалися завдяки зв'язкам із західноєвропейськими культурами, зокрема, польською, що особливо виявилось в Галичині. Не останню роль мало посилення ролі міст в соціально-культурному житті другої половини XVI – першої половини XVII ст., які, власне, і визначають хронологічні рамки доби Ренесансу на теренах України.

Архітектура України мала всі ознаки рецепції ренесансної стилістики з її центричністю та симетрією планування, горизонтальним членуванням на поверхи, застосуванням античної ордерної системи, декоруванням з використанням русту, аттиків, різьбленого обрамлення вікон і порталів з фронтонами, пошуками гармонії з ландшафтним середовищем. Замкова архітектура зазнала змін за рахунок відступу від вежової системи оборонного будівництва і переходом на бастіонну. Бастіон, який висували назовні за межі стін, виконував основну фортифікаційну функцію. Укріплення Збараського замку (XVII ст.), побудовані за проектом італійського архітектора В. Скамоцці, складаються з валів, зміцнених у кутах бастіонами, одноярусної в'їзної вежі та глибокого рова. На замковому дворі знаходився прямокутний в плані двоповерховий характерних ренесансних форм палац з балконом на кам'яних консолях. Особливість Зопочівської фортеці (1634–

1636) полягала в укріпленні стін високими земляними валами; чотири бастіони розташовувалися на кутах; ренесансне планування вирізняло двоповерховий палац.



Замок у Підгірцях. 1635–1640

Один з найкращих тогочасних замків у Підгірцях (1635–1540) мав потужний стилібат з наріжними бастіонами та казематами. Сам замок не ховався за мурами, а виступав над ними, що надавало йому репрезентативності, величній монументальності,

самостійності, доповненої органічним вписуванням у навколишній ландшафт. Замок інкрустовано рельєфною кладкою прямокутними каменями з грубо обтесаною випуклою лицьовою поверхнею та декоровано аркадними лоджіями та вишуканими вежами на двох ризалітах.

Регулярність як характерна риса планування ренесансних міст вплинула на розбудову Львова, в центрі якого – площа Ринок, від квадрату якої відходило вісім вулиць під прямим кутом. На площі Ринок збереглися унікальні пам'ятки житлової архітектури, які за традицією розміщено на вузьких ділянках вздовж однієї лінії, що зумовило домінантне значення фасаду. Особливою гармонією



вирізняється будинок Корнякта (1573–1580): його шляхетно рустований нижній поверх слугує надійною основою для стриманої пластики другого поверху з чітким ритмом розміщення вікон з фронтонними завершеннями та ефектного третього поверху з високим аттиком. Центричне планування будинку Корнякта з внутрішнім двором, оточеним триарусною аркадою, має в собі всі ознаки італійського палацо. Оригінально виконано Чорну кам'яницю (1577), фасад і наріжні пілястри якої вкрито тесаним каменем і оздоблено орнаментами та сюжетним різьбленням, що надає споруді рис оборонності та масштабності.

Чорна Кам'яниця. Львів. 1577

Серцем ренесансного Львова є ансамбль на Руській вулиці, який складається з Успенської церкви, вежі Корнякта та каплиці Боїмів.

Будівництво вежі Корнякта (1572–1629) знаменувало собою пробудження самосвідомості української громади, яка порушила давню традицію домінування в силуеті слов'янського міста лише вертикалі собору як знака верховенства духовної влади. Її величний прямовисний об'єм членовано на три яруси, що відображують мотив піднесення від стриманої надійності та урочистості до витонченої злетності, який завершує легке пірамідальне шатро. Об'єднувальним елементом всіх ярусів виступав мотив глухих арок.

Успенська церква (1572–1629) архітекторів Петруса Італюса, Петра Барбона і Павла Римлянина побудована у вигляді трибанної споруди з ренесансним порталом і зміцненої контрфорсами. Її масивність підкреслено мотивом римської ордерної аркади, утвореної глухими півциркульними арками. Каплиця Трьох святителів (1578–1590) архітекторів Петра Красовського і Андрія Підлісного унікальна органічним взаємопроникненням національних і ренесансних традицій: в її екстер'єрі образ тридільної трибанної церкви за зразком дерев'яних українських церков поєднано з ордерним розчленуванням фасаду пілястрами тосканського ордеру.

Ренесансні архітектурні традиції відчутні також і у львівській каплиці Боїмів (1609–1615), центричній усипальниці, побудованій як восьмерик на четверику, перекриті куполом. Архітектура Львова XVI–XVII ст. відтворила простір гармонійно організованого ренесансного міського середовища.

Живопис України також зазнавав суттєвих змін під впливом реформаційного руху, що сприяв пробудженню національної самосвідомості, та діяльності братств, у середовищі яких розвивалися гуманістичні ідеї, що ґрунтувалися на широкому зацікавленні європейською культурою. Живопис еволюціонував у напрямку поступового відходу від іконопису візантійської традиції, освоєння принципів реалістичного зображення, насиченого хроматизму, розвитку нових жанрів, зокрема, портрета як усвідомлення самоцінності особистості, формування ідеалу гармонії духовного і тілесного. Змінювалося і самоусвідомлення художника, його соціальне місце в суспільстві, про що свідчить поява численних імен українських митців.

https://pidruchniki.com/75222/kulturologiya/mistetstvo_renesansu_ukrayini

VIII. Read the text in Hungarian and do the exercises following it.

Hihetetlenül jó állapotban őrzött meg egy reneszánsz kori hajót a Balti-tenger

[Múlt-kor](#)

2019.07.29.

Egy nemzetközi kutatócsoport egy késő 15. vagy kora 16. századi hajóra bukkant a Balti-tenger fenekén, a roncs jó eséllyel pályázhat a valaha előkerült legjobb állapotú, ebből a periódusból származó hajóroncs címére – írja a New York Times.

A Balti-tenger 500 éven át rejtegette ezt a magas felépítésű, **jellegetesen** reneszánsz kori hajót. Akkoriban, amikor ez a hajó elsüllyedt, Kolumbusz éppen az Újvilágot fedezte fel igen hasonló hajók fedélzetén, az ő **flottájával** ellentétben azonban ez a hajó a jeges balti vizekben kiválóan fennmaradt.

Létezésének első nyomára még 2009-ben **bukkantak**, amikor a Svéd Tengeri Hivatal szonáros felmérése rögzített egy azonosítatlan tárgyat a tengerfenéken. „Egészen elképesztő” – mondta Rodrigo Pacheco-Ruiz, az angliai Southamptoni Egyetem tengeri régésze, az akció vezetője.

A **kutatók** hétfőn jelentették be a nyilvánosság előtt **felfedezésüket**. A szakemberekből álló csapat nem csupán a hajó teljes fedélzetét, de árbocait és még némi kötélzetet is épen talált. A fedélzeten még egy kisebb csónak is megmaradt a fő árbocnak támasztva, ez a nagy, magas hajó és a szárazföld közötti közlekedést szolgálhatta a legénység számára. A hajó horgonya is látszott, ez alapján tudták a kutatók a 15. század végére, illetve a 16. század elejére datálni a roncsot – mondta el Dr. Pacheco-Ruiz.

A kutatók szerint a **hajó** valószínűleg kereskedőhajó lehetett, nem pedig hadihajó, azonban rendelkezett néhány kisebb fedélzeti ágyúval is, ami jól tükrözi a korabeli viszonyokat. Kolumbusz zászlóshajója, a Santa Maria például a források szerint 19 méter hosszú lehetett, míg társai, a Niña és a Pinta a 15 méterhez állhattak közelebb. A spanyol feljegyzések szerint a Santa Maria **személyzete** 52 főt tett ki, míg a másik két hajón 18-18 ember volt.

Az elveszett balti hajó neve és eredete egyáltalán nem ismertek, a régészcsapat egyelőre az Okänt Skepp („Ismeretlen Hajó” svéd nyelven) névvel illeti. Dr. Pacheco-Ruiz és társai szándékosan titokban igyekeznek tartani pontos helyét, hogy ne **bátorítsák** a kincsvadászokat.



A hajóroncs felülnézetből (kép forrása: The New York Times)

Johan Rönby, a Södertörni Egyetem Tengeri Régészeti Kutatóközpontjának igazgatója elmondta: a Balti-tenger mélyén talált hajóroncs azért rendkívül fontos felfedezés, mert újfajta betekintést enged a kora újkori **vitórláshajók** fejlődésébe, ezáltal pedig az e hajók által lehetővé tett korabeli felfedezőutakba, a nagy földrajzi felfedezések korába.

Az évek során a tengeri régészet rendkívül sok ismerettel szolgált a nagy földrajzi felfedezések koráról és az ekkoriban bevett, magas felépítésű hajókról, „de vannak hézagok” – mondta Dr. Rönby. Az „Okännt Skepp” vélhetően segíteni fog ezek **felderítésében**. „Az ilyen felfedezések nagyon, nagyon fontosak a történelem megértéséhez” – mondta Dr. Rönby.

<https://mult-kor.blogstar.hu/2019/07/29/hihetetlenul-jo-allapotban-orzott-meg-egy-reneszansz-kori-hajot-a-balti-tenger/81846/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

maritime archaeologist remarkably preserved
tall ship flagship dating back to this period
on Bottom of The Baltic Sea according to sources
deck cannon he discovered the New World
on the seabed

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | A | | B | |
|----|-------------------|---|--|
| 1. | give insight into | a | to not tell anyone a secret that you know |
| 2. | shipwreck | b | people trying to find sunken shipwrecks and retrieve artifacts |
| 3. | merchant ship | c | the branch of archaeology that deals with the recovery of ancient objects found beneath the sea as shipwrecks or remains from submerged islands, and with the techniques of underwater exploration |
| 4. | keep a secret | d | a ship with guns that is used in a war |
| 5. | treasure hunters | e | have existed since the Renaissance |
| 6. | anchor | f | a long and carefully organized journey, especially to a dangerous or unfamiliar place, or the people that make this journey |
| 7. | marine archeology | g | a piece of heavy metal that is lowered to the bottom of the sea, a lake etc to prevent a ship or boat moving |

- | | | | |
|-----|--------------------------------|----------|---|
| 8. | expedition | h | a ship used for trading rather than for military purposes |
| 9. | dating back to the Renaissance | i | a ship that has been destroyed in an accident |
| 10. | warship | g | provide a clear, deep, and sometimes sudden understanding of a complicated problem or situation |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|-----|---|----------|---|
| 1. | a hajó teljes fedélzetét, árbocait és még némi kötélzetet is épen talált | a | the precise origin of the ship is unknown |
| 2. | a fedélzeten még egy kisebb csónak is megmaradt a fő árbocnak támasztva | b | the hull structure, all of her masts and even some elements of the standing rigging were found intact |
| 3. | a hajó és a szárazföld közötti közlekedést szolgálhatta a legénység számára | c | the age of great geographic discoveries |
| 4. | a kutatók a 15. század végére, illetve a 16. század elejére tudják datálni a roncsot Az elveszett balti hajó eredete | d | on the main deck is a small boat leaning against the main mast. |
| 5. | egyáltalán nem ismertek | e | was detected with sonar |
| 6. | a régészcsapat egyelőre az Okänt Skepp, „Ismeretlen Hajó” svéd nyelven, névvel illeti | f | unidentified object |
| 7. | a nagy földrajzi felfedezések kora | g | reflect contemporary conditions |
| 8. | jól tükrözi a korabeli viszonyokat | h | the shipwreck could date between the late 15th century and the early 16th century |
| 9. | szonáros felmérés rögzített | i | for now, it's been labelled Okänt Skepp - "Unknown Ship" in Swedish. |
| 10. | azonosítatlan tárgy | g | it was used to ferry crew to and from the ship |

5. Comprehension questions

- What was discovered in the Baltic Sea?
- Why is this unknown ship the best preserved shipwreck of its period to be discovered in recent times?
- When and how was she first detected?
- Due to what conditions has the ship demonstrated a remarkable level of preservation?
- What makes this wreck different from the remains of the same time?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. , artists and architects in Italy began working in styles that were inspired by those of the ancient Greeks and Romans.

- a) In the late 1500s
- b) In the early 1100s
- c) In the early 1400s
- d) In the late 1800s

2. Leonardo da Vinci, the most famous artist of the Renaissance, drew this self-portrait

- a) when he was about 40.
- b) when he was about 80.
- c) when he was about 50.
- d) when he was about 60.

3. In 1415 architect discovered that drawing lines coming together at a single point (converging) creates linear perspective, making things look as if they are far away.

- a) Filippo Brunelleschi
- b) Leonardo da Vinci
- c) Sandro Botticelli
- d) Michelangelo

4. Florentine artist painted The Birth of Venus as a commission for the Medici family.

- a) Filippo Brunelleschi
- b) Leonardo da Vinci
- c) Sandro Botticelli
- d) Michelangelo

5. In 1498 painted the mural of The Last Supper for a convent in Milan.
- Filippo Brunelleschi
 - Leonardo da Vinci
 - Sandro Botticelli
 - Michelangelo
6. A Dutchman, was an influential scholar and writer. His critical studies of Greek and Roman writers inspired the revival of learning in northern Europe.
- Cosimo de' Medici
 - Niccolo Machiavelli
 - Filippo Brunelleschi
 - Desiderius Erasmus
7. The name of this Florentine diplomat has become a word, , that describes ruthless political cunning because of his book The Prince, a guide for Renaissance rulers.
- Cosimo de' Medici
 - Niccolo Machiavelli
 - Filippo Brunelleschi
 - Desiderius Erasmus
8. made use of various techniques, including a special pattern of bricks that spread the weight, to make the first self-supported dome built in western Europe since Roman times.
- Filippo Brunelleschi
 - Leonardo da Vinci
 - Sandro Botticelli
 - Michelangelo
9. In 1504 Michelangelo's statue David was put on display outside the Palazzo Vecchio in
- Rome
 - Milan
 - Florence
 - Venice
10. In 1509 the scholar published In Praise of Folly, a work of satire that was his best-known book.
- Cosimo de' Medici
 - Niccolo Machiavelli
 - Filippo Brunelleschi
 - Desiderius Erasmus

UNIT 6 OTTOMAN EMPIRE



The Ottoman dynasty took its name from **Osman, a Turkish *ghazi*** (Islamic warrior), who founded a small state in **Anatolia (modern-day Turkey) around 1300**. In the 14th century, the Ottomans started to invade Europe. **With the capture of Constantinople** in 1453, the Ottoman state became an empire. Alt-

hough the empire was at its peak in the 16th century, almost reaching Vienna, Austria, in 1529, the Ottomans ruled **until 1922**.

World conquerors

The Ottoman Empire was at its height **in the 16th century**, when it stretched from Hungary to the Arabian Gulf, and from Crimea to Algiers. **Its navy** dominated the Black Sea, the eastern Mediterranean, and the Red Sea. Its continual drive for conquest threatened not only Eastern Europe but also the Safavid Empire, the rulers of Iran and its rivals for power in the Middle East.

Received at court



This painting by **Italian artist Gentile Bellini** shows Venetian ambassadors being received at the gates of the Ottoman court in Damascus, Syria. Bellini spent two years in Constantinople (modern-day Istanbul) **as a cultural ambassador and visiting painter** at the invitation of Sultan Mehmed II, who allowed Jews and Christians to settle in the city.

KEY EVENTS

1300

Osman I, **founder of the Ottoman Dynasty**, established a small independent state in Anatolia (Turkey) on the frontier of the Byzantine Empire—the eastern remnant of the Roman Empire.**1366**

The Ottoman capital was established at Edirne in Europe, which was the former Byzantine city of Adrianople.**1389**

The Ottoman defeat of the Serbs at the Battle of Kosovo removed a major barrier to Ottoman expansion in the Balkans, and helped them reduce the Byzantine Empire to an area around Constantinople.**1453**

Mehmed II conquered Constantinople (modern-day Istanbul) **after a three-month siege**, spelling the end of the Byzantine Empire.

“I who am the sultan of sultans, sovereign of sovereigns, the shadow of God on Earth, sultan and emperor of the White Sea [Mediterranean] and the Black Sea...”

Sultan Suleiman I addresses

King Francis I of France, 1526

Powerful sultans Mehmed II “the Conqueror”

(1444–1446 and 1451–1481)



A great military leader, Mehmed led **more than 25 campaigns** to conquer Constantinople, Greece, Albania, and the lands around the Black Sea.

Selim I “the Grim”

(1512–1520)



Selim murdered all his male relatives to make sure he got the throne. He extended the empire into the Middle East and was made caliph (ruler of Islam) in 1517.

Suleiman I “the Magnificent”

(1520–1566)



The empire reached its fullest extent **during Suleiman’s reign**. He spoke five languages, wrote poetry, and presided over the golden age of Ottoman culture.

Ottoman pottery

The arts flourished under the Ottomans. Iznik pottery, named after the town in western Anatolia where it was made, was decorated with



arabesques (intertwined flowing lines) and stylized flowers **in blues, greens, and reds**. Huge quantities of tiles were produced to adorn the walls of the sultans' palaces and mosques.

Domes and minarets



The Blue Mosque in Istanbul, completed in 1616, is named for **the blue Iznik tiles that decorate its interior**. The dome imitates **the great Byzantine church of Hagia Sophia** (Holy Wisdom), built in 537 and turned into a mosque by Mehmed II, but its six minarets (slender towers) are Ottoman in style.

1514

Selim I defeated a Safavid army at the Battle of Chaldiran in northern Iran and went on to take control of the Middle East. **1529**

In a show of might, Suleiman I led a huge army to besiege the Austrian capital of Vienna, but withdrew after a month. **1538**

Under the command of **Admiral Barbarossa**, a former pirate of Greek origin, the Ottoman navy controlled the Mediterranean. **1566**

Suleiman I died in his tent **at the age of 76** while leading a military campaign in Hungary. The Ottomans would progress no further into Europe. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) capture, 2) peak, 3) stretch, 4) conquest, 5) ambassador, 6) remnant, 7) siege, 8) shadow, 9) caliph, 10) Mosque.

a) a small piece or amount of something that is left from a larger original piece or amount

b) the act of conquering a country, area, or situation

c) the act of winning or getting control of something

d) a building for Islamic religious activities and worship

e) the highest, strongest, or best point, value, or level of skill

f) a Muslim ruler

g) to spread over a large area or distance

h) an area of darkness, caused by light being blocked by something

i) an important official who works in a foreign country representing his or her own country there, and who is officially accepted in this position by that country

j) the surrounding of a place by an armed force in order to defeat those defending it

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to take one's name from;
- 2) to become an empire;
- 3) to be at its height;
- 4) continual drive for conquest;
- 5) rivals for power;
- 6) to establish an independent state;
- 7) to remove a major barrier;
- 8) to lead military campaigns;
- 9) to extend the empire;
- 10) to turn into a mosque.

IV. Match the beginnings of the sentences with the endings below.

1. Ottoman Empire, is the empire created by Turkish tribes in Anatolia (Asia Minor) grew to be

2. The Ottoman period spanned more than 600 years and came to an end only in 1922, when it was replaced by

3. At its height the empire encompassed most of southeastern Europe to the gates of Vienna, including present-day Hungary, the Balkan region, Greece, and parts of Ukraine;

4. The term Ottoman is a dynastic appellation derived from Osman I (Arabic: Uthmān), the nomadic Turkmen chief who

5. The first period of Ottoman history was characterized by almost continuous territorial expansion, during which Ottoman dominion spread out from

6. The political, economic, and social institutions of the classical Islamic empires were amalgamated with those inherited from Byzantium and the great Turkish empires of Central Asia and

7. In their initial stages of expansion, the Ottomans were leaders of the Turkish warriors for the faith of Islam, known by

8. The ancestors of Osman I, the founder of the dynasty, were members of . .

9. Those nomads, migrating from Central Asia, established themselves as the Seljuq dynasty in Iran and Mesopotamia in the mid-11th century, overwhelmed Byzantium after the Battle of Manzikert (1071), and

10. The ghazis fought against the Byzantines and then the Mongols, who invaded Anatolia

a) were reestablished in new forms that were to characterize the area into modern times.

b) the Turkish Republic and various successor states in southeastern Europe and the Middle East.

c) the honorific title ghāzī (Arabic: “raider”), who fought against the shrinking Christian Byzantine state.

d) founded both the dynasty and the empire about 1300.

e) occupied eastern and central Anatolia during the 12th century.

f) a small northwestern Anatolian principality to cover most of southeastern Europe and Anatolia.

g) portions of the Middle East now occupied by Iraq, Syria, Israel, and Egypt; North Africa as far west as Algeria; and large parts of the Arabian Peninsula.

h) one of the most powerful states in the world during the 15th and 16th centuries.

i) the Kayı tribe who had entered Anatolia along with a mass of Turkmen Oğuz nomads.

j) following the establishment of the Il-Khanid (Ilhanid) empire in Iran and Mesopotamia in the last half of the 13th century.

<https://www.britannica.com/place/Ottoman-Empire>

V. Complete the following text with the phrases below.



Orhan began the military policy, expanded by his successors, of 1), thus lessening his dependence on the nomads.

Orhan soon was able to capture the remaining Byzantine towns in northwestern Anatolia: İznik (1331), İzmit (1337), and Üsküdar (1338). He then moved against 2) to the south. Taking advantage of internal conflicts, Orhan annexed Karası in 1345 and gained control of the area between the Gulf of Edremit and Kapıdağı (Cyzicus), reaching the Sea of Marmara. He thus 3) to end the lucrative monopoly enjoyed by the city of Aydın, that of providing mercenary troops to competing Byzantine factions in Thrace and at the Byzantine capital,

Constantinople (present-day Istanbul). The expansion also enabled the Ottomans to replace Aydın 4) John VI Cantacuzenus. The consequent entry of Ottoman troops into Europe 5) to see the possibilities for

conquest offered by Byzantine decadence. The collapse of Aydın following the death of its ruler, Umur Bey, left the Ottomans alone as the leaders of the ghazis against the Byzantines. Orhan helped Cantacuzenus 6) from John V Palaeologus and as a reward secured the right to ravage Thrace and to marry the emperor's daughter Theodora.

Ottoman raiding parties began 7) Gallipoli into Thrace. Huge quantities of captured booty strengthened Ottoman power and attracted thousands from the uprooted Turkmen masses of Anatolia into Ottoman service. Starting in 1354, Orhan's son Süleyman transformed Gallipoli, a peninsula on the European side of the Dardanelles, into 8) into Europe and refused to leave, despite the protests of Cantacuzenus and others. From Gallipoli Süleyman's bands moved up the Maritsa River into southeastern Europe, raiding as far as Adrianople. Cantacuzenus 9) , at least partially because of his cooperation with the Turks, and Europe 10) . . .

A - put himself in a position

B - soon fell from power

C - employing Christian mercenary troops

D - a permanent base for expansion

E - to move regularly through

F - began to be aware of the extent of the Turkish danger

G - take the throne of Byzantium

H - gave them a direct opportunity

I - his major Turkmen neighbours

J - as the principal ally of the Byzantine emperor

<http://historicalforte.blogspot.com/2016/03/the-ottoman-turks-origin.html>

VI. Put the following sentences in the most logical order.

The Decline of the Ottoman Empire, 1566–1807

Internal Problems

a) An important factor in the decline was the increasing lack of ability and power of the sultans themselves.

b) Because the sultans no longer could control the *devşirme* by setting it against the Turkish notables, the *devşirme* gained control of the sultans and used the government for its own benefit rather than for the benefit of a sultan or his empire.

c) But, while the grand vizier was able to stand in for the sultan in official functions, he could not take his place as the focus of loyalty for all the different classes and groups in the empire.

d) The reign of Süleyman I the Magnificent marked the peak of Ottoman grandeur, but signs of weakness signaled the beginning of a slow but steady decline.

e) Süleyman tired of the campaigns and arduous duties of administration and withdrew more and more from public affairs to devote himself to the pleasures of his harem.

f) While the *sipahis* did not entirely disappear as a military force, the Janissaries and the associated artillery corps became the most important segments of the Ottoman army.

g) The mid-16th century also saw the triumph of the *devşirme* over the Turkish nobility, which lost almost all its power and position in the capital and returned to its old centres of power in southeastern Europe and Anatolia.

h) To take his place, the office of grand vizier was built up to become second only to the sultan in authority and revenue; the grand vizier's authority included the right to demand and obtain absolute obedience.

i) In consequence, many of the *timars* formerly assigned to the notables to support the *sipahi* cavalry were seized by the *devşirme* and transformed into great estates.

j) The resulting separation of political loyalty and central authority led to a decline in the government's ability to impose its will.

<https://www.britannica.com/place/Ottoman-Empire/The-decline-of-the-Ottoman-Empire-1566-1807>

VII. Render the text in English

Розквіт османської могутності (1453–1614)



Захоплення Константинополя зробило османську державу могутньою державою. Це була вже не орда в 50 000 чоловіків і жінок; це

була держава, здатна виставити армію в 250 000 осіб, зберігаючи в той же час сильні гарнізони в різних місцях великої території.

Таке зростання чисельності османів пояснюється легкістю, з якою вони асимілювали інші народності, тюркські племена Анатолії, греків, слов'ян; з середовища останніх османами ставали ті, хто погоджувався пожертвувати релігією заради придбання привілейованого положення, а таких було чимало. Балканські народи повинні були платити податок не тільки грошима (джиз'є), але і дітьми (девширме), з яких після звернення в іслам виховували яничарів і капи-кулу, — особистих рабів султана. Батьки часто самі добровільно віддавали своїх дітей османським чиновникам, оскільки при дворі раби досягали іноді дуже високого положення. Походження від християнських батьків аніскільки не заважало кар'єрі. Так, великим візиром при Мехмеді II був Махмуд-паша, син православних серба і гречанки. При Сулеймані Кануні великим візиром був також колишній раб Мехмед-паша Соколлу (Соколович).

Зміна фізичних рис османів прискорювалося тим, що гарем османів здебільшого складався з полонянок європейського або кавказького походження. У політичному і культурному відношенні завойовники Константинополя теж далеко не були османською ордою; вони були великою державою зі складною адміністрацією і складним способом життя. Власне османи складали в ньому привілейований, переважно військовий, також чиновницький прошарок, але зовсім не замкнуту касту. Виключно з них призначалися адміністратори і судді; вони ж були армією.

Військової повинності для підкорених християнських народів османи ніколи не вводили, хоча брали іноді допоміжні загони у васальних народів. Багато османів отримували у вигляді нагород або іншим способом набували значних земельних володінь (чифліки) і були великими землевласниками, що господарювали в своїх маєтках за допомогою кріпацької праці підвладного християнського населення.

Поряд з ними з'явилися і дрібні землевласники-селяни, частково османи, але переважно греки, серби або болгари, що прийняли іслам. Втім, і положення завойованих християнських народів під владою османів (окрім, зрозуміло, рабів) було, особливо спочатку, не особливо важким, ймовірно, дещо легшим, ніж положення нижчих класів народу в тодішній Західній Європі. Підкорені народи були цінні для османів як платники податків; позбавляти їх можливості працювати за більш-менш нормальних умов не мало сенсу.

Османи свідомо зберігали місцеве самоврядування підвладної «райї»; про релігійні переслідування вони і не думали. Негайно після узяття Константинополя Мехмед запропонував грецькому духівницт-

ву вибрати нового патріарха (колишній був убитий під час облоги) і негайно затвердив обраного. Для його охорони була приставлена варта з яничарів, що відразу додало йому характер османського чиновника. Патріарх разом з собором набув значення верховного управління над греками і суду в суперечках між ними. Вони могли призначати грекам покарання, до страти включно, і османська влада зазвичай без заперечень виконувала їх. Так само поступали османи і з іншими народами. Цим вони легко примиряли їх на початку зі своєю владою, але церква ставала силою, яка згодом немало сприяла звільненню цих народів. У перші сторіччя османи майстерно сіяли розбрати між греками, сербами і болгарами за допомогою окремих привілеїв на користь то однієї, то іншої народності.

[https://uk.wikipedia.org/wiki/Історія Османської імперії](https://uk.wikipedia.org/wiki/Історія_Османської_імперії)

VIII. Read the text in Hungarian and do the exercises following it.

Egy kalózkapitány tette tengeri hatalommá az Oszmán Birodalmat
[Múlt-kor](#)

2019.10.18.

Algíri támaszpontjáról tartotta rettegésben a Földközi-tenger nyugati medencéjét a 16. század leghírhedtebb kalóza, aki aztán az Oszmán Birodalom legfélelmetesebb tengerészévé vált.

A félelmetes Barbarossa azonban szerény sorból származott, Lesbosz szigetén 1478 körül született. Hizr egyik bátyja, Arudzs volt a családból az első, aki kalandvágtyól fűtve tengerésznek szegődött. Arudzs a keresztények foglyaként két évet töltött gályarabként, mielőtt sikerült **megszöknie**. Hazatérve immár Hizrrrel együtt a Tunézia partjaihoz közeli



Dzserba szigetére költözött, amely a muszlim kalózok korabeli központjaként szolgált. A fivérek **tehetségesnek** bizonyultak a tengeri rablásban. A keresztény (főként spanyol) hajók elleni támadásokból jelentős **vagyonra** tettek szert, sikereikkel az algíri emír figyelmét is felkeltették, aki szolgálatába fogadta őket.

I. Szelim (kép forrása: Wikimedia Commons)

Arudzs halálával Hizr **örökölte** hivatalát, ekkor vette fel a Barbarossa („rőtszakáll”) nevet is. Az egyszerű **kalózból** lett pasa immár száznál is több gálya és galiot (avagy

„félgálya”) felett parancsolva nagyszabású hadműveletbe kezdett a Földközi-tengeren. Miután visszafoglalta a korábban elveszített görög **kikötővárosokat**, flottájával az itáliai partokat tartotta rettegésben.

E portyák azonban az agyafúrt Barbarossa részéről csupán figyelemelterelésként szolgáltak – valódi célja Tunisz bevétele volt. Barbarossa 1534-ben 70 gályával meglepetésszerűen bevette a várost, a mozzanat teljesen **váratlanul** érte a keresztény hatalmakat.

Az elkövetkező évek során Barbarossa szinte háborítatlanul portyázott a Földközi-tenger északi partvidékén 150 hajóval. Szulejmán ezt követően a még 1536-ban megkötött francia-oszmán szövetség jegyében a francia partokhoz küldte flottája főparancsnokát, így Barbarossa 1543-tól 1544-ig francia földön (és vizeken) hadakozott a spanyol, olasz és más császárhű erők ellen. 1545-ben visszavonult Isztambulba, Algír kormányzását fiára, Haszán pasára bízta.

Tengerparti **palotájában** békében mondta tollba önéletrajzát Muradi Szinán Reisznek. 1546. július 4-én hunyt el, és saját mauzóleumában temették el a mai Beşiktaş negyedben. A türbé a róla elnevezett isztambuli sugárút (Barbaros bulvarı) kiindulópontja egyben.

Sokáig nem hajózott ki Isztambulból egyetlen török hajó sem úgy, hogy a legénység ne róttá volna le tiszteletét az Oszmán Birodalom legnagyobb kapudán pasájának sírjánál. A nagyobb műveletek előtt a mai török haditengerészet is ápolja e **hagyományt**, 1944-ben a türbé melletti téren **emlékművet** is emeltek Barbarossának.

<https://mult-kor.blogstar.hu/2019/10/18/egy-kalozkapitany-tette-tengeri-hatalomma-az-oszman-birodalmat/84711/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

had modest beginnings settled on the island of
Djerba attracted the attention of started a
strong naval campaign a diversion to distract
from during the next few years
raided undisturbed retired to Istanbul

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | A | B |
|------------|--|
| 1. corsair | a clever at getting what you want, especially by tricking people |
| 2. raid | b to happen unexpectedly |
| 3. wily | c the act or process of governing |

- | | | | |
|-----|--|----------|--|
| 4. | take/catch smb by surprise fierce | d | an act of violence that is intended to hurt a person or damage a place |
| 5. | | e | a short attack on a place by soldiers, planes, or ships, intended to cause damage but not take control |
| 5. | galley slave | f | person who sails in a ship and attacks other ships in order to steal from them, especially one given permission by a government to attack enemy ships in the 16th - 18th centuries in the southern Mediterranean |
| 7. | attack | g | a person condemned to man the oars in a galley. |
| 8. | governance | h | to get control of a place or object that previously belonged to an enemy, during a war |
| 9. | capture | i | to battle against someone or something |
| 10. | fight against | g | done with a lot of energy and strong feelings, and sometimes violence |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|----|---|----------|---|
| 1. | Hizr egyik bátyja, Arudzs volt a családból az első, aki kalandvágtyól fűtve tengerésznek szegődött | a | at that time he took the name Barbarossa or red beard |
| 2. | tehetségesnek bizonyultak a tengeri rablásban | b | France and the Ottoman Empire formed an alliance |
| 3. | jelentős vagyona tettek szert | c | peacefully dictating his memoirs |
| 4. | ekkor vette fel a Barbarossa („rótszakáll”) nevet is száznál is több gálya és galiot | d | had a talent for piracy |
| 5. | (avagy „félgálya”) felett parancsolva | e | Oruç, Barbarossa’s elder brother, was the first to take to the sea in search of adventure |
| 6. | Miután visszafoglalta a korábban elveszített görög kikötővárosokat | f | brought them considerable wealth |
| 7. | megkötött francia-oszmán szövetség | g | was buried in the mausoleum of Barbarossa, Barbaros Türbesi, |
| 8. | saját mauzóleumában temették el | h | Barbarossa’s fleet terrorized the Italian coast |

- | | | | |
|-----|--|---|--|
| 9. | flottájával az itáliai partokat tartotta rettegésben | i | after reconquering the Greek ports |
| 10. | békében mondta tollba önéletrajzát | g | commanded over a hundred galleys and galliots, or half galleys |

5. Comprehension questions.

- Who was the most feared 16th century pirate of the Mediterranean?
- Why was Barbarossa was much more than a soldier of fortune?
- What was Barbarossa's true goal behind starting a strong naval campaign all around the Mediterranean?
- Why was he was welcomed with every honor in France?
- Where and how did he spend the last year of his life?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

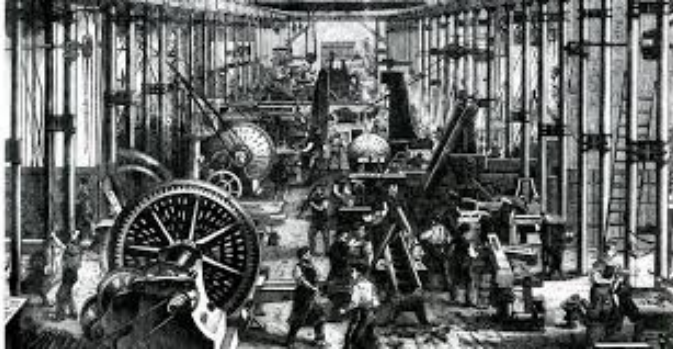
COMPREHENSION TEST

Choose the right variant a,b,c, or d.

1. The Ottoman dynasty took its name from Osman, a Turkish ghazi (Islamic warrior), who founded a small state in Anatolia (.) around 1300.
 - a) modern-day Lebanon
 - b) modern-day Turkey
 - c) modern-day India
 - d) modern-day Egypt
2. In the 14th century, the Ottomans started to invade
 - a) Asia
 - b) America
 - c) Europe
 - d) Africa
3. The Ottoman Empire was at its height , when it stretched from Hungary to the Arabian Gulf, and from Crimea to Algiers.
 - a) in the 10th century
 - b) in the 6th century
 - c) in the 19 th century
 - d) in the 16th century
4. With the capture of Constantinople in 1453, the Ottoman state became
 - a) a state

- b) a monarchy
 - c) a republic
 - d) an empire
5. Bellini spent two years in Constantinople (modern- day Istanbul) as
- a) at the invitation of Sultan Mehmed II
- a) cultural ambassador and visiting painter
 - b) political ambassador and visiting painter
 - c) cultural ambassador and visiting musician
 - d) cultural guest and visiting playwright
6. Osman I, founder of the Ottoman Dynasty, established a small independent state
- a) in Istanbul
 - b) in Ankara
 - c) in Izmir
 - d) in Anatolia
7. The Ottoman defeat of the Serbs at the Battle of Kosovo removed a major barrier to Ottoman expansion
- a) in the Crimea
 - b) in the Balkans.
 - c) in the Far East
 - d) in the Near East
8. conquered Constantinople (modern-day Istanbul) after a three-month siege, spelling the end of the Byzantine Empire.
- a) Osman I
 - b) Osman II
 - c) Mehmed II
 - d) Mehmed I
9. Selim murdered all his male relatives to make sure he got the throne.
- a) all his wives
 - b) all his sons
 - c) all his female relatives
 - d) all his male relatives
10. The Blue Mosque in Istanbul, completed in 1616, is named for the blue Iznik tiles that decorate
- a) its domes
 - b) its doors
 - c) its outer walls
 - d) its interior

UNIT 7 INDUSTRIAL REVOLUTION



Until the mid-18th century, most people **worked on the land**, just as their ancestors had done for centuries. But this was about to change with new technologies that would create a different type of economy, based on manufacturing rather than farming. This Industrial Revolution started **in Britain around 1750**, changing society as people moved to towns to work in the new factories, and soon spread to continental Europe and the United States.

Home of industry



The Industrial Revolution depended **on a supply of raw materials** such as water, iron, and coal—all readily available in Britain. The country also had **a huge market for manufactured goods**, as well as ships to transport them worldwide. There were plenty of wealthy people eager to invest money in enterprises **that might make big profits. Britain's products:**

Mass production in the factories of industrialized Britain flooded world markets **with a wide variety of machine-made goods.**

These included:

- Textiles
- Ceramics
- Metal tools
- Machinery
- Soap
- Cement

"I sell here, Sir, what the world desires to have - power."

Matthew Boulton, British engineer, 1776

Changing landscape

As more and more factories were built in Europe, the landscape changed **dramatically**. Big towns sprang up around the factories **to house**



the workers, and the air was filled with smoke from the factory chimneys. Many people lived—and died—in dirty, overcrowded conditions.

Key events**1709**

Coke is used for the first time to produce iron at **Coalbrookdale in northern England.****1712**

Thomas Newcomen builds **the first steam engine** capable of pumping water.

1764

James Hargreaves invents the spinning jenny, the first multi-spindle yarn spinner

1771

Arkwright's cotton mill uses mass-production manufacturing for the first time.**1802**

The first Factory Act is passed in Britain **to regulate factory working conditions.**



Watt's improved steam engine design was more efficient at pumping water from mines.

Down in the mine

By 1800, industry relied on coal to power steam engines and to produce iron. The coal had to be mined **from deep underground**, which was hard and dangerous work. Men, women, and children worked long hours down in the mines. **Ponies** lived underground, transporting the coal through the shaft.

Full steam ahead

The first practical steam engine was invented **in 1712**, but it was slow and jerky, and only good for pumping water out of mines. In 1776, Scottish engineer **James Watt** perfected an engine with a fast, smooth action that



could drive machinery. This became the basis of the engines used in the first steamships and railroad locomotives.

Timely travel



The first public railroad opened in England in **1825**, and the network soon covered most of Britain. This radically speeded up long-distance travel, taking hours instead of days. In 1819, the American ship Savannah made a **partly steam-powered crossing of the Atlantic**, showing how steam could transform international travel as well. This marked the beginning of a brand new era of travel.

Who's who

Isambard Kingdom Brunel



English engineer Brunel built **the first high-speed railroad**, reaching speeds of more than 60 mph (96 km/h) in the 1840s. He also built bridges and steamships.

Abraham Darby

In 1709, Darby perfected a way of using coke (processed coal) instead of charcoal for producing iron. This made iron much cheaper and more plentiful.

James Brindley

One of the most important engineers of the 18th century, Brindley created **the Bridgewater Canal**, which became the prototype for future canals.

1806

English mine engineer Richard Trevithick exhibits the first steam railroad engine.

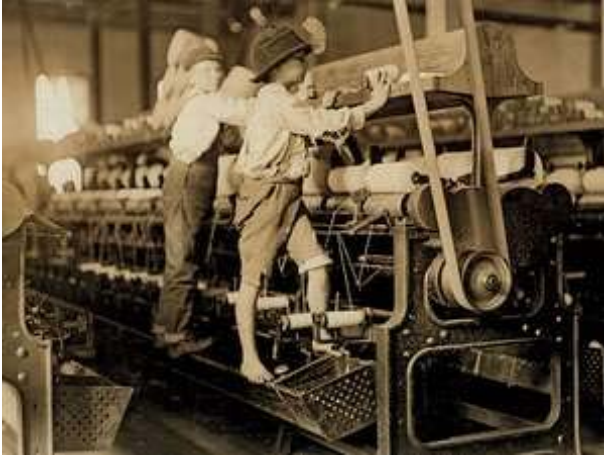
1807

American engineer Robert Fulton builds the world's first commercial steamboat.

1825

The Stockton and Darlington Railway runs the world's first passenger train (above).

Working at the cotton mill



Children's lives during the Industrial Revolution, in Europe and the United States, were very different from today. Education was not compulsory and cost money, and many families could not afford to send children to school. Instead, they worked alongside their parents. Cotton mills, in particular, employed many children, who were perfect for wriggling under the

machines. Their small hands were also nimble with the threads, and they were cheaper to hire than adults.

Spinner girls

The cotton mill had a **large spinning room** with long rows of machines. This was where cotton was pulled into thread and wound onto spools. **Girls** often started out as spinners because they were considered to be more patient than boys.

Doffer boys

Young boys worked in the cotton mills as doffers. Their job was to replace full spools of thread with empty ones. While the spools were filling up, they could run off and play for short bursts. Boys could start off as doffers **at age seven**, and the shortest boys often had to climb up onto the working machines to reach the spools.

Dangerous equipment

The mill was a tough environment for child workers. Accidents were common **because the children were inexperienced and easily distracted**. Equipment was heavy and fast-moving, so in a split-second a worker's clothing, hair, or finger could get caught.

Hot work

The oppressive heat generated by all the machinery in use proved a challenge for children. Some managers at the mills let employees open the windows a little, but children would all end the day exhausted and leave in sweat-drenched clothes. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) enterprise, 2) landscape, 3) chimney, 4) steam, 5) engine, 6) mines, 7) shaft, 8) steamship, 9) compulsory, 10) spool.

- a) a large area of countryside, especially in relation to its appearance;
- b) a ship that moves by steam power;

- c) an organization, especially a business, or a difficult and important plan, especially one that will earn money;
- d) a tube-shaped object with top and bottom edges that stick out and around which a length of thread, wire, film, etc. is wrapped in order to store it;
- e) (of something) that must be done; necessary by law or a rule;
- f) a hollow structure that allows the smoke from a fire inside a building to escape to the air outside;
- g) a hole or system of holes in the ground where substances such as coal, metal, and salt are removed;
- h) the hot gas that is produced when water boils;
- i) a rod forming part of a machine such as an engine, that turns in order to pass power on to the machine;
- j) a machine that uses the energy from liquid fuel or steam to produce movement.

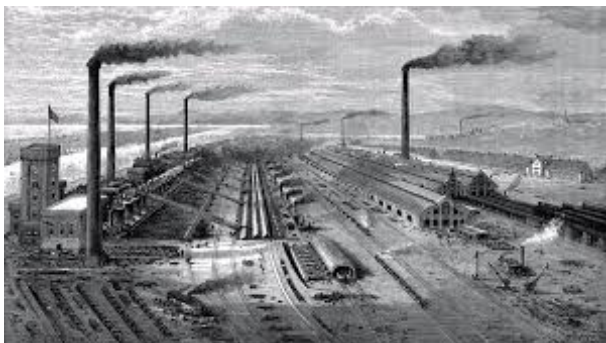
II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) a different type of economy;
- 2) to move to towns to work;
- 3) a supply of raw materials;
- 4) a huge market for manufactured goods;
- 5) plenty of wealthy people;
- 6) to invest money in enterprises;
- 7) to build the first steam engine;
- 8) to use mass-production manufacturing;
- 9) to regulate factory working conditions;
- 10) to pump water out of mines.

IV. Match the beginnings of the sentences with the endings below.

The First Industrial Revolution



1. In the period 1760 to 1830 the Industrial Revolution

2. Aware of their head start, the British forbade the export of

3. The British monopoly could not last forever, especially since some Britons saw profitable industrial opportunities abroad,

while continental European businessmen

4. Two Englishmen, William and John Cockerill, brought the Industrial Revolution to Belgium by developing machine shops at Liège, and Belgium became

5. Like its British progenitor, the Belgian Industrial Revolution

6. France was more slowly and less thoroughly industrialized

7. While Britain was establishing its industrial leadership, France was immersed in its Revolution, and the uncertain political situation discouraged

8. By 1848 France had become an industrial power, but, despite great growth under the Second Empire,

9. Other European countries lagged far behind. Their bourgeoisie lacked the wealth, power, and opportunities

10. Political conditions in the other nations

a) also hindered industrial expansion.

b) centred in iron, coal, and textiles.

c) was largely confined to Britain.

d) large investments in industrial innovations.

e) machinery, skilled workers, and manufacturing techniques.

f) it remained behind Britain.

g) the first country in continental Europe to be transformed economically.

h) sought to lure British know-how to their countries.

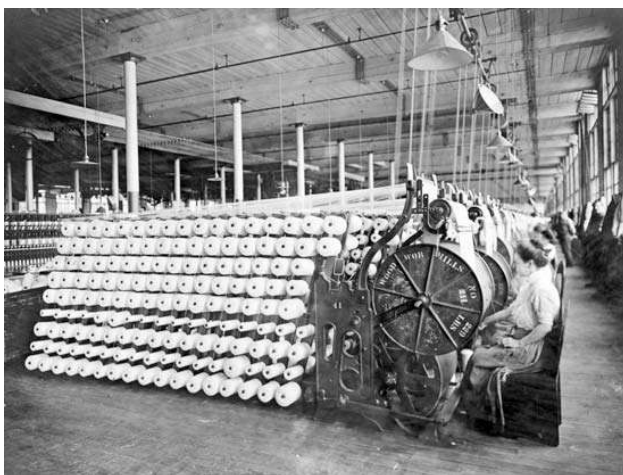
i) than either Britain or Belgium.

j) of their British, French, and Belgian counterparts.

<https://www.britannica.com/event/Industrial-Revolution>

V. Complete the following text with the phrases below.

The Second Industrial Revolution



Despite considerable overlapping with the “old,” there was 1) a “new” Industrial Revolution in the late 19th and 20th centuries. In terms of basic materials, modern industry began to exploit 2) not hitherto utilized: lighter metals, new alloys, and synthetic products such as plastics, as well 3) Combined with these were 4) , and compu-

ters that gave rise to the automatic factory. Although some segments of industry were 5) in the early to mid-19th century, automatic operation, as 6) , first achieved major significance in the second half of the 20th century. Ownership of 7) also underwent changes. The oligarchical ownership of the means of production that characterized the Industrial Revolution in the early to mid-19th century 8) of ownership through purchase of common stocks by individuals and by institutions 9) In the first half of the 20th century, many countries of Europe socialized basic sectors of their economies. There was also during that period a change in political theories: instead of the laissez-faire ideas that dominated the economic and social thought of the classical Industrial Revolution, governments generally moved into 10) to meet the needs of their more complex industrial societies.

- A - mounting evidence for
- B - developments in machines, tools
- C - such as insurance companies.
- D - the means of production
- E - the social and economic realm
- F - gave way to a wider distribution
- G - almost completely mechanized
- H - many natural and synthetic resources
- I - distinct from the assembly line
- J - as new energy sources

<https://www.britannica.com/event/Industrial-Revolution>

VI. Put the following sentences in the most logical order.

The Rise of Specialist Professions

- a) As industrialization progressed, more and more rural folk flocked to the cities in search of better pay in the factories.
- b) As the factories grew and workers became more specialized, additional teachers and trainers were needed to pass on specialized skills.
- c) Other businesses within the towns also became more specialized as more builders, physicians, lawyers, and other workers were added to handle the various needs of the new residents.
- d) To increase the factories' overall efficiency and to take advantage of new opportunities in the market, factory workers were trained to perform specialized tasks.
- e) The Industrial Revolution, the period in which agrarian and handicraft economies shifted rapidly to industrial and machine-manufacturing-

dominated ones, began in the United Kingdom in the 18th century and later spread throughout many other parts of the world.

f) In addition, the housing, transportation, and recreational needs of factory workers resulted in the rapid expansion of cities and towns.

g) Some groups secured and transported to the factories raw materials (namely iron, coal, and steel) used in mass production of goods, while other groups operated different machines.

h) Governmental bureaucracies grew to support these, and new specialized departments were created to handle traffic, sanitation, taxation, and other services.

i) Some groups of workers fixed machines when they broke down, while others were charged with making improvements to them and overall factory operation.

j) Factory owners divided their workers into different groups, each group focusing on a specific task.

<https://quizlet.com/de/357354393/sl-industrialization-3a-growth-of-cities-urbanization-britain-flash-cards/>

VII. Render the text in English.

Як промислова революція вплинула на життя людей

Промислова революція або промисловий переворот – це перехід від ручного, ремісничо-мануфактурного до машинного фабрично-заводського виробництва. Процес переходу взяв свій початок в Англії в 1740-80-х роках і тільки потім поширився іншими країнами Європи і США.

Попит на продукти харчування істотно зріс, тож спровокував в Англії сільськогосподарську революцію: перебудову системи землекористування, зміну технологій обробки землі, селекцію насіння, порід худоби та інше. На зміну селянам-власникам землі приходили орендарі, які винаймали працівників. Усе це дозволило зробити англійське сільське господарство не тільки істотно продуктивнішим, а й більш вигідним, адже попит на промислові товари неймовірно збільшився.

На той час ручну працю використовували найбільше, тож аби задовольнити потреби усіх, треба було щось змінювати – переходити до більш швидкої та продуктивної системи виробництва. Сільськогосподарська революція дозволила вирішити й іншу проблему – знайти гроші на будівництво заводів і фабрик навіть для тих галузей, де промислове виробництво раніше не використовували. Фабрики коштували в кілька разів дорожче, ніж мануфактури, отже капітали, накопичені в сільському господарстві, витратили на промисловість.

Таким чином, в Англії було багатство природних ресурсів, вільні капітали, бажання і можливість вкладати гроші в різні сфери економіки і масовий попит на промислову продукцію. За промисловою

революцією в країні почала розвиватися система дрібних локальних банків, що забезпечували більш вільну циркуляцію коштів. Почалася також транспортна революція.

Вдосконалили технологію створення каналів, а згодом почали будувати платні дороги у зв'язку з потребами промисловості, яка активно розвивалася. Пізніше Англію можна було впізнати за низкою винаходів, пов'язаних із цією революцією. Серед таких: прядка "Дженні", прядильні машини, ткацький верстат, парова помпа. Також слід згадати універсальний двигун, який тепер можна було встановлювати на заводах і фабриках. Згодом дерев'яні рейки на шахтах і рудниках замінили на чавунні, відтак почали будувати залізниці. Роками пізніше з'явилися і перші пароплави. Одночасно відбувся різкий стрибок кількості отриманих патентів на винаходи.



Бельгія стала першою країною, яка наслідувала розвиток Англії. Тож вже зовсім скоро вона стала однією з найбільших індустріальних держав світу. На початку XIX століття промислова революція відбулася в США, відчутно пізніше, і у Франції. Щоправда у Франції найбільш помітний

слід революція залишила у текстильній та металургійній промисловостях, а держава внесла чималий внесок в будівництво транспортної інфраструктури. Ще пізніше, приблизно в середині того ж століття, відчули на собі зміни і німецькі держави, і вже до кінця сторіччя об'єднана Німеччина виявилась в числі лідерів.

Спостерігаючи за розвитком промисловості сьогодні, важко уявити, як раніше люди могли робити все вручну. Адже саме завдяки промисловій революції сьогодні можна говорити і про технологічний прогрес також. Виникає профспілковий рух, соціалістичні та робочі організації. Таким чином, в основі багатьох соціальних потрясінь XIX-початку XX століття лежить також промислова революція.

Фактично у світовій історії було всього дві революції такого масштабу: перша з них перетворила мисливця і збирача в хлібороба, друга ж перетворила хлібороба в виробника товарів і послуг. У наш час багато з тих приладів, які винайшли під час першої промислової революції, виглядають зовсім по-іншому, але це вже зовсім інша історія.

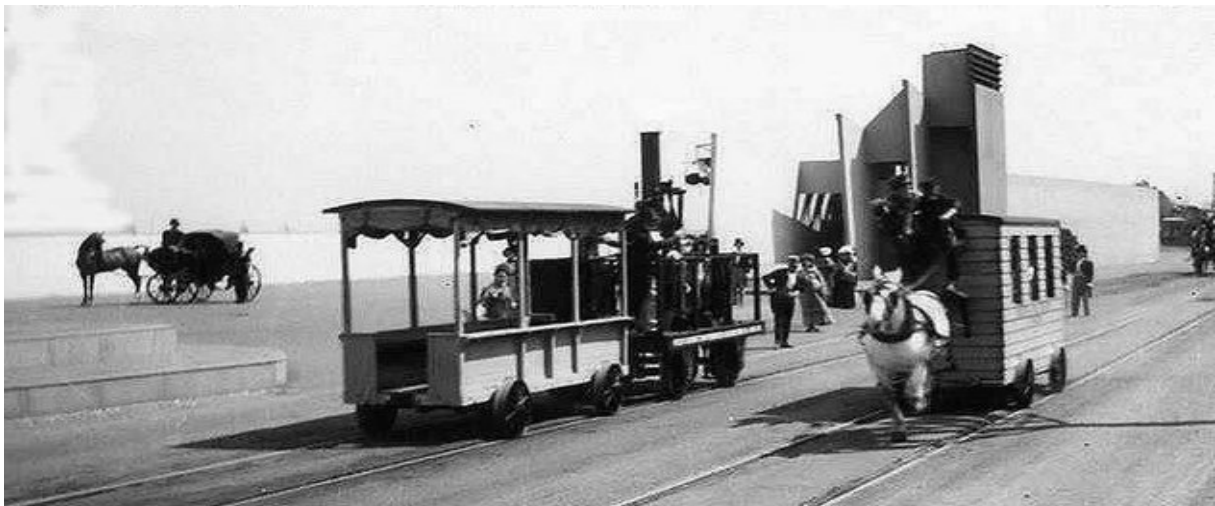
https://uk.wikipedia.org/wiki/Промислова_революція

VIII. Read the text in Hungarian and do the exercises following it.

Meglepő vége lett a ló és a gőzmozdony versenyének 1830-ban

2019. február 27. 18:09 Múlt-kor

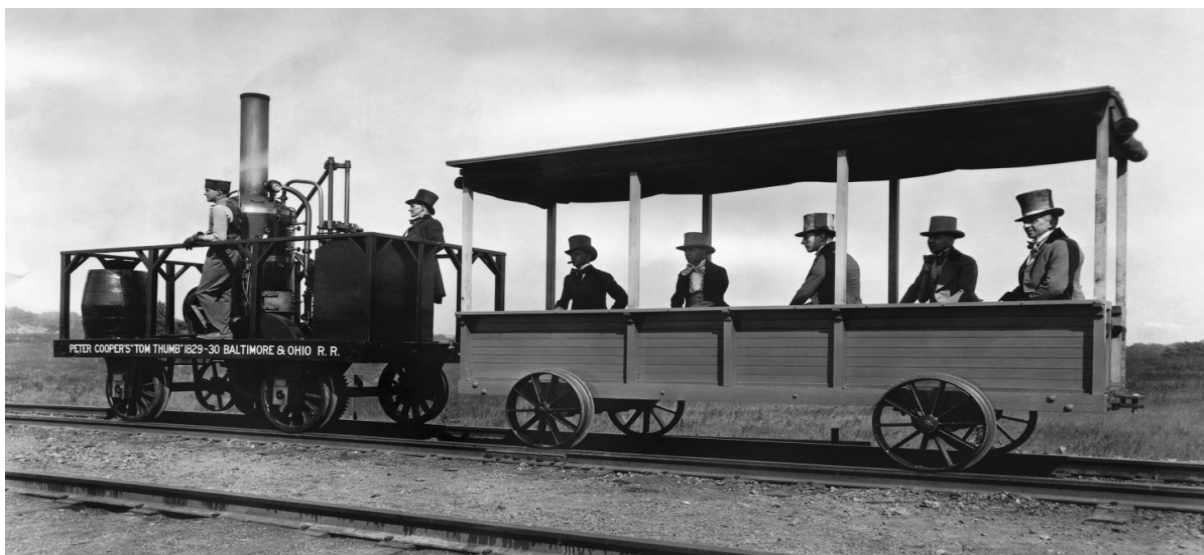
1830-ban az Egyesült Államokban egy lóerő és gőzerő közötti küzdelem jelezte a világnak, hogy az **ipari forradalom** örökre megváltoztatta a közlekedést.



Az ipari forradalom korai szakaszában az Egyesült Államokban 1830-ban létrejött Baltimore és Ohio Vasút sínjein még ló vontatta kocsik közlekedtek. A társaság és befektetői tudták, hogy csak gépi erővel fog tudni működni a tervezett 380 mérföldes (kb. 610 kilométeres) vonala a Maryland állambeli Baltimore és a Nyugat-Virginia állambeli Wheeling között.

Brit mérnökök kételkedtek abban, hogy gőzmozdonyral legyőzhető-e a meredek emelkedők és éles kanyarok a tervezett vonalon. A pénzüket féltő befektetők egy autodidakta feltalálóhoz és **üzletemberhez**, a 39 éves New York-i Peter Cooperhez **fordultak**. Coopernek nem volt túl sok **tapasztalata** a vasutakkal, de valódi feltalálói elmével rendelkezett. Cooper összeeskábált egy egytonnás bemutatópéldányt mozdonyából, egy meglévő régi **gőzgépből** és egy műhelyben talált eldobált vasúti kerekekből. Már legelső próbaútján, 1830. augusztus 24-én bizonyította erejét: **sikeresen** elvitt egy tucat utast hét mérföldre Baltimore-ból Relaybe, ezzel ez lett az első amerikai gőzmozdony, amely kereskedelmi vasútvonalon üzemelt.

John H.B. Latrobe a Baltimore és Ohio társaság más vezetőivel együtt részt vett egy újabb próbaúton. A Latrobe által „Hüvelyk Matyi mozdonynak” keresztelt járművön hatan tartózkodtak. Az igazgatók **örvendezni** kezdtek, amikor elérték az óránkénti 18 mérföldes csúcsebességet, és a Hüvelyk Matyi azzal is lenyűgözött mindenkit, hogy gond nélkül vett minden kanyart és emelkedőt a 72 percre tartó úton.



The 'Tom Thumb,' constructed by Peter Cooper in 1829, George Reinhart/Corbis/Getty Image

Miközben a **szerelvény** áthaladt Relayen a visszaúton, a Stockton & Stokes lovaskocsi-társaság kocsisai kihívták a mozdonyon utazókat, hogy járművük mérkőzzön meg az egyik lovuk által vontatott vasúti kocsival, egymás mellett a dupla nyomvonalon. Cooper belement, és a mozdony mellé állítottak egy szürke lovat, amely szintén egy vasúti kocsit húzott. Latrobe története igen **szórakoztató**, azonban egyáltalán nem biztos, hogy valóban megtörtént. „Nem láttam még valódi **bizonyítékot** arra, hogy megtörtént volna” – mondja Travis Harry, a baltimore-i B&O Vasúti Múzeum igazgatója. Cooper az 1882-es interjúban szintén tett utalást egy versenyre, amely az első kísérletek után történt, de nem szolgáltat részletekkel. Habár találmánya sikeresnek bizonyult, Cooper nem épített több mozdonyt.

A vasutak a 19. század folyamán teljességgel megváltoztatták az Egyesült Államokat és a világot. Senki sem tudja biztosan, mit hoz a jövő, azonban abba az irányba is mutatnak egyes jelek, hogy a vasúthoz hasonló kötött pályás eszközök fogják a jövő leggyorsabb közlekedését jelenteni – elég Elon Musk feltaláló Hyperloop rendszerére gondolni.

<https://mult-kor.hu/meglepo-vege-lett-a-lo-es-a-gozmozdony-versenyenek-1830-ban-20190227?pid=2>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

marked the moment the company's investors
sharp curves were skeptical that steep grades
proved its power had a tinkerer's mind "Tom
Thumb engine" accepted the offer proved a success

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|-----------------------------|---|
| 1. steam-powered locomotive | a an occasion when you try doing something or using something before you really need to use it, to make sure everything works properly |
| 2. inventor | b to give something or someone a name that describes them in some way |
| 3. self-educated | c to make someone feel admiration and respect |
| 4. test run | d to mention something or someone indirectly |
| 5. dubbed | e a type of railway locomotive that produces its pulling power through a steam engine |
| 6. top speed | f make or produce smth roughly or quickly. |
| 7. impressed | g to completely change the appearance, form, or character of something or someone, especially in a way that improves it |
| 8. allude to | h someone who has invented something, or whose job is to invent things |
| 9. cobble together | i the fastest speed a vehicle can move at |
| 10. transform | g having taught yourself by reading books, thinking about ideas etc, rather than learning things in school |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | |
|---|---|
| 1. egy lóerő és gőzerő közötti küzdelem | a changed transportation forever |
| 2. örökre megváltoztatta a közlekedést | b had a tinkerer's mind |
| 3. csak gépi erővel fog tudni működni vasútvonala | c handling every curve and slope |
| 4. pénzüket féltő befektetők | d battle between steam and horse power |
| 5. valódi feltalálói elmével rendelkezett | e director of museum operations at Baltimore's B&O Railroad Museum |
| 6. egytonnás bemutatópéldányt mozdonyából | f machines would be able to power trains |
| 7. kereskedelmi vasútvonalon üzemelt | g concerned about their investments |

- | | |
|--|--|
| <p>8. gond nélkül vett minden kanyart és emelkedőt</p> <p>9. a baltimore-i B&O Vasúti Múzeum igazgatója</p> <p>10. Elon Musk Hyperloop rendszere</p> | <p>h Elon Musk's proposed Hyperloop</p> <p>i operate on a commercial track</p> <p>g a one-ton demonstration steam from his locomotive</p> |
|--|--|

5. Comprehension questions.

- How did a 1830 battle between steam and horse power mark the change of transportation forever?
- Why were the engineers from Great Britain skeptical that any steam-powered locomotive would be able to power trains over its planned 380-mile rail line?
- What was the first one-ton demonstration steam locomotive cobbled together from?
- What was the first steam locomotive to operate on a commercial track in the United States?
- Why was Cooper challenged to race his steam-powered invention against a horse-drawn railroad car side-by-side along the double tracks?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a,b,c, or d.

1.This Industrial Revolution started in Britain, changing society as people moved to towns to work in the new factories.

- a) around 1450
- b) around 1550
- c) around 1650
- d) around 1750

2. By 1800, British industry relied on coal to power steam engines and to produce

- a) gold
- b) iron
- c) bronze
- d) alluminium

3. In 1819, the American shipmade a partly steam-powered crossing of the Atlantic, showing how steam could transform international travel as well.

- a) Tundra

- b) Jungle
- c) Prearie
- d) Savannah

4. Until the mid-18th century, most people , just as their ancestors had done for centuries.

- a) produced shoes
- b) worked at the plants
- c) worked on the land
- d) worked in the offices

5. The country also had a huge market for manufactured goods, as well as to transport them worldwide.

- a) trains
- b) cars
- c) ships
- d) buses

6. Mass production in the factories of industrialized Britain flooded world markets with a wide variety of.

- a) machine-made goods
- b) hand-made goods
- c) electronics
- d) computers

7. Big towns sprang up around the factories , and the air was filled with smoke from the factory chimneys.

- a) to house the clerks
- b) to entertain the workers
- c) to feed the workers
- d) to house the workers

8. Coke is used for the first time to produce iron at Coalbrookdale in . . .

- a) northern England
- b) southern England
- c) east England
- d) west England

9. Arkwright's uses mass-production manufacturing for the first time.

- a) linen mill
- b) cotton mill
- c) wool mill
- d) nylon mill

10. lived underground, transporting the coal through the shaft.

- a) Dogs
- b) Ponies
- c) Donkeys
- d) Horses

UNIT 8 AMERICAN REVOLUTION

During the 1760s, the provinces on the East Coast of North America were British colonies. But the colonists had no representation **in the British parliament**, so when it was decided to make them pay taxes, they refused.



Fighting broke out and the Americans declared their independence. The war ended with British defeat **in 1781**, and the birth of a new nation—the United States of America.

“We hold these truths to self-evident, that all men are created equal...”

US Declaration of Independence, 1776

Declaration of Independence



After the first big battle of the war at Bunker Hill in June 1775, **the English king, George III**, denounced the colonists as rebels against British rule. The Americans responded with a **Declaration of Independence**, which was signed **on July 4, 1776**. The first draft was written by lawyer **Thomas Jefferson**, who would go on to become the third president of the newly created United States of America.

Thirteen colonies

The Americans who rebelled against British rule lived in 13 colonies founded on the East

Coast **between 1607 and 1732**. The 13 stars of this American flag represent the colonies, and it dates from around 1860.

Delaware

Pennsylvania

New Jersey

Georgia

Connecticut

Massachusetts Bay

Maryland

South Carolina

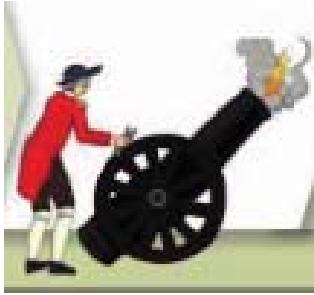
New Hampshire

Virginia

New York

North Carolina

Rhode Island



Key events 1764

The Sugar Act, and later the Stamp Act, are taxes imposed by the British on the American colonies against their will.

1770

Five colonists are killed by British soldiers during an anti-British rally in Boston—an event known as the

Boston Massacre.

1773

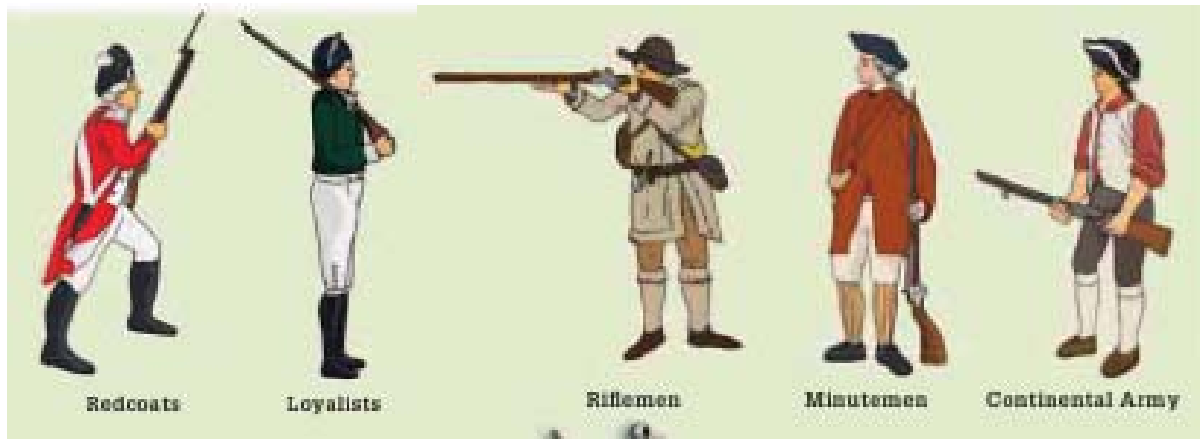
At the Boston Tea Party, colonists dump valuable chests of tea into Boston Harbor as a protest against taxation.

1775

The war begins when the colonists defeat the British at the Battle of Concord, and then lose at Bunker Hill.

Who's who

The early battles of the war were fought between the British soldiers, known as redcoats, and part-time colonial militias, known as **riflemen or minutemen** (because they were ready to fight at a few minutes' notice). Some colonists sided with the British, and were known as **loyalists**. In June 1775, the new Continental Congress appointed **George Washington** commander of a properly trained Continental Army, but it took time to set up.



Battles with the British

The first shots were fired at **Lexington** on April 19, 1775, leading to a British defeat at nearby Concord. A few weeks later, the British won a costly battle at Bunker Hill, but as the war continued, the Americans became better organized under the command of George Washington. After a British defeat at Saratoga in 1777, the French entered the war **on the**



This painting shows General Cornwallis surrendering his sword to Washington—in reality, Cornwallis refused to meet him.

American side. The alliance was too much for the British, who finally surrendered after an 18-day siege at Yorktown, Virginia, in 1781.

Heroes and villains

Paul Revere

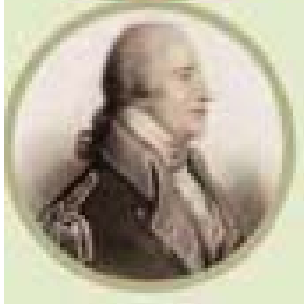


American revolutionary hero Paul Revere (1734–1818) was best known **for his “midnight ride”** from Charlestown to Lexington in April 1775 to alert Patriots to an impending British attack.

John Paul Jones



Scotsman John Paul Jones (1747–1792) was a **naval captain** who settled in America and fought for the Revolution. He is famous for engaging the British navy in his ship *Bonhomme Richard*. **Benedict Arnold**



As an American commander, Benedict Arnold (1741–1801) was highly effective, but he changed sides after losing faith in the war. His **secret negotiations with the British** made him a traitor.

1776

The Declaration of Independence is signed **on July 4, 1777**

American forces under General Gates capture a demoralized British army at Saratoga in New York State. **1778**

France enters the war on the American side, and is soon followed by Spain. Both begin fighting the British on land and sea.

1781

The British under General Cornwallis surrender to American and French forces **at the Battle of Yorktown, 1783**

Britain acknowledges the United States to be a free, sovereign, and independent nation under the Treaty of Paris.

First US President



General George Washington, commander-in-chief of the army and the navy, was elected as the first US President. He took the oath of office in New York City, the capital at the time. He led a new government, shaping its institutions, offices, and political practices.

US Constitution

After the American Revolution, leaders from the 13 US states met to make rules about how the country should be run. These rules became known as the Constitution. Part of it decreed that there should be **an elected president**.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) province, 2) colony, 3) independence, 4) defeat, 5) tax, 6) king, 7) rebel, 8) surrender, 9) navy, 10) traitor.

- a) the part of a country's military forces that fights at sea;
- b) one of the large areas into which some countries are divided, and which usually has its own local government;
- c) an amount of money that you must pay to the government according to your income, property, goods etc and that is used to pay for public services;
- d) a country or area that is under the political control of a more powerful country, usually one that is far away; one of the 13 areas of land on the east coast of North America that later became the United States;
- e) someone who is not loyal to their country, friends, or beliefs;
- f) failure to win or succeed;
- g) to say officially that you want to stop fighting, because you realize that you cannot win;
- h) a man who rules a country because he is from a royal family;
- i) someone who opposes or fights against people in authority;
- j) political freedom from control by the government of another country.

II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to have representation in the parliament;
- 2) to make smb. pay taxes;
- 3) the birth of a new nation;
- 4) to denounce the colonists as rebels;
- 5) to impose taxes;
- 6) to win a costly battle;
- 7) to make smb. a traitor;
- 8) to lose faith in the war;
- 9) a free, sovereign, and independent nation;
- 10) to take the oath of office.

IV. Match the beginnings of the sentences with the endings below.

1. The American Revolution was a colonial revolt that
2. The American Patriots in the Thirteen Colonies won independence from Great Britain,
3. They defeated the British in the American Revolutionary War (1775–1783) in
4. Members of American colonial society argued the position of "no taxation without representation",
5. They rejected the authority of the British Parliament to tax them because
6. Protests steadily escalated to the Boston Massacre in 1770 and the burning of the Gaspee in Rhode Island in 1772, followed by the Boston Tea Party in December 1773,
7. The British responded by closing Boston Harbor, then followed with a series of legislative acts which effectively rescinded Massachusetts Bay Colony's rights of self-government and
8. In late 1774, the Patriots set up their own alternative government to better coordinate their resistance efforts against Great Britain; other colonists preferred
9. Tensions erupted into battle between Patriot militia and British regulars when the king's army attempted to capture and destroy
10. The conflict then developed into a global war, during which the Patriots (and later their French, Spanish, and Dutch allies) fought the British and Loyalists in

- a) alliance with France and others.
 - b) took place between 1765 and 1783.
 - c) Colonial military supplies at Lexington and Concord on April 19, 1775.
 - d) during which Patriots destroyed a consignment of taxed tea.
 - e) starting with the Stamp Act Congress in 1765.
 - f) what became known as the American Revolutionary War (1775–1783).
 - g) they lacked members in that governing body.
 - h) becoming the United States of America.
 - i) to remain aligned to the Crown and were known as Loyalists or Tories.
 - j) caused the other colonies to rally behind Massachusetts.
- <http://www.americanyawp.com/text/05-the-american-revolution/>

V. Complete the following text with the phrases below.

Paul Revere's ride and the Battles of Lexington and Concord

On April 16 Revere rode to Concord, a town 20 miles (32 km) northwest of Boston, to advise local compatriots 1) in advance of British troop movements. Two nights later Revere rode from Charle-



stown—where he confirmed that the local Sons of Liberty had seen the two lanterns that were posted in Boston’s Old North Church, 2) across the Charles River—to Lexington to warn that the British were on the march. Revolutionary leaders John Hancock and Samuel Adams fled Lexington to safety, and Revere was 3) William Dawes and Samuel Prescott. The trio were apprehended outside Lexington by a

British patrol, but Prescott 4) and was able to continue on to Concord. Revere’s “midnight ride” provided the colonists with vital information about British intentions, and it was 5) by Henry Wadsworth Longfellow.

Some 700 British troops spent the evening of April 18, 1775, forming ranks on Boston Common, with 6) at Concord. The lengthy public display ensured that Gage 7) , and by the time the force had been transported across the Charles River to Cambridge it was 2:00 AM the following morning. The march to Lexington was 8) It began in a swamp, and the British were forced to wade through brackish water that was, in places, waist deep. By the time the soaked infantrymen arrived in Lexington at approximately 5:00 AM, 77 minutemen were among those who had assembled on the village green. Officers on both sides ordered their men to hold their positions but not 9) It is unclear who fired “the shot heard ’round the world,” but it sparked a skirmish that left eight Americans dead. The colonial force evaporated, and the British moved on to Concord, where they were 10) from hundreds of militiamen. Now outnumbered and running low on ammunition, the British column was forced to retire to Boston.

- A - joined by fellow riders
- B - had lost any chance at secrecy
- C - to fire their weapons.
- D - to secure their military stores
- E - escaped custody
- F - an exercise in misery
- G - met with determined resistance
- H - orders to seize the colonial armoury
- I - later immortalized in a poem
- J - signaling a British approach

<https://www.britannica.com/event/American-Revolution/Prelude-to-war>

war

VI. Put the following sentences in the most logical order.

Washington takes command

a) On July 3 Washington assumed command of the American forces at Cambridge.

b) The cannons from Ticonderoga were mounted on Dorchester Heights, above Boston. The guns forced Howe, who had replaced Gage in command in October 1775, to evacuate the city on March 17, 1776.

c) Unable to take the city, Arnold was joined by Montgomery, many of whose troops had gone home because their enlistments had expired.

d) Not only did he have to contain the British in Boston, but he also had to recruit a Continental army.

e) The British fort, which occupied a strategic point between Lake George and Lake Champlain, had been surprised and taken on May 10, 1775, by the Green Mountain Boys, a Vermont militia group under the command of Col. Ethan Allen.

f) Meanwhile, action flared in the North. In the fall of 1775 the Americans invaded Canada.

g) One force under Gen. Richard Montgomery captured Montreal on November 13. Another under Benedict Arnold made a remarkable march through the Maine wilderness to Quebec.

h) During the winter of 1775–76 recruitment lagged so badly that fresh drafts of militia were called up to help maintain the siege.

i) Howe then repaired to Halifax to prepare for an invasion of New York, and Washington moved units southward for its defense.

j) The balance shifted in late winter, when Gen. Henry Knox arrived with artillery from Fort Ticonderoga in New York.

https://en.wikipedia.org/wiki/Fortification_of_Dorchester_Heights

VII. Render the text in English.

Початок війни

10 травня 1775 року відбувся II Континентальний конгрес, на якому делегати дізналися про новину: Лондон відкинув пропозиції про примирення, до американських берегів наближаються нові кораблі з солдатами. Массачусетс для захисту обіцяв дати 13600 осіб, інші колонії також не хотіли відставати. Джордж Вашингтон схилився ще до прихильників мирного врегулювання конфлікту. У травні були ухвалені справді революційні рішення, включаючи проголошення незалежного уряду. 14 червня, після відкриття чергового засідання конгресу, Джон Адамс виклав ситуацію в колоніях, заговорив про надання законного статусу збройним силам і призначення головнокомандувача. Адамс заявив, що може назвати лише єдиного кандидата на цей пост — поважного землевласника з Вірджинії Джорджа Вашингтона.

Питання винесли на обговорення. 15 червня 1775 року Дж. Вашингтон був обраний одностайно. Почалася боротьба, яку американці назвали революційною, а британці — Війною Америки за незалежність.

Американці зробили вдалий рейд у травні 1775, захопивши зне-нацька два форти біля канадського кордону й безліч артилерійських снарядів. Потім їх спіткала невдача: безрезультатна зимова облога Квебека поклала кінець надіям на швидку перемогу. Протягом усієї війни Канада залишалася британською й служила плацдармом для їхніх воєнних операцій. Одночасно британці зміцнили Бостон, і коли повстанці почали займати висоти на підступах до міста, під команду генерала Хоу перейшли в контратаку. Вони обрали споконвічно помилкову тактику наступу вгору схилом і потрапили під шквальний вогонь захисників. Позиції американців все-таки були зім'яті, але перемога при Банкерс-Гілл коштувала Хоу половини його більш ніж двотисячної армії й вселила у колоністів упевненість у тому, що британців можна розгромити.

Не чекаючи поки повстанці підтягнуть до міста захоплені у фортах гармати, британці покинули Бостон у березні 1776 року. Їхні спроби укласти мирний договір ні до чого не привели. В Америці міцніло загальне бажання повністю порвати з метрополією, а написаний народженим у Великій Британії радикалом Томом Пейном памфлет «Здоровий глузд» підсилював рішучість прихильників незалежності.

Незалежність США



Зрештою, у липні 1776 р. Континентальний конгрес проголосував за відокремлення й прийняв Декларацію незалежності, автором якої був Томас Джефферсон. У Декларації засуджувалася тиранія Георга III і проголошувалося право всіх людей на «життя, волю й прагнення до щастя». 13 колишніх колоній стали називатися Сполученими Штатами Америки.

Після невдалої спроби, заволодівши містом Чарлстон (Південна Кароліна), британці перекинули свої сили на північ, і з липня 1776 р. Хоу здобув низку перемог: захопив Нью-Йорк і завдав кілька відчутних ударів по військах Вашингтона, якому довелося відступити за річку Делавер. Вашингтон не мав особливого таланту полководця, і його люди не могли зрівнятися з регулярними британськими силами, але ця сильна людина ніколи не здавалася, до того ж, в британців, які воювали на чужій території, стали виникати проблеми з припасами й поповненням. Вашингтон підняв бойовий дух своїх військ, знову перейшовши через Делавер і захопив зненацька майже тисячний гарнізон ворога різдвяною ніччю 1776 року. Втім, в наступному році успіх знову був на боці генерала Хоу, який захопив Філадельфію. Армія Вашингтона сильно порідшала тієї морозної зими.

Британців підвело безнадійно погане планування. Поки корпус Хоу йшов на Філадельфію, інший генерал, Джон Бєргойн, сподіваючись з'єднатися з ним на північ від Нью-Йорка, повів своє військо з Канади вбік міста Олбані через важку місцевість, потрапляючи в засідки повстанців. У підсумку британці потрапили в оточення переважаючих сил супротивника й склали зброю під Саратоєю. Натхненні успіхами повстанців, французи вступили у війну на стороні Америки. Незабаром їхній приклад наслідували іспанці й голландці. Британцям, що втратили панування на морі, довелося боротися на декількох фронтах. Георг III уже готовий був піти на поступки, але американцям потрібна була тільки незалежність.

[https://uk.wikipedia.org/wiki/Континентальний конгрес](https://uk.wikipedia.org/wiki/Континентальний_конгрес)

VIII. Read the text in Hungarian and do the exercises following it.

A csata, amelynek révén megszületett az amerikai nemzet

[Múlt-kor](#)

2016.09.28.

„A bombák és ágyúgolyók záporának városalakók és feketék, matrózok, tengerészek és **katonák** egyaránt áldozatul estek. Mindenhol súlyosan sérült, fejükön, karjukon vagy lábukon meglőtt emberek heverték” – írta **naplójába** Johann Conrad Döhla, az angolok oldalán harcoló ansbach-bayreuthi sereg tagja 1781. október 11-én. Ekkor már több mint két hete tartott az amerikai függetlenségi háború döntő ütközete, a yorktowni csata.



Bár a háború gazdasági vonzatai egyre nagyobb terhet róttak az amerikai erőkre, és 1781 elején a lázadás is gyakori volt a **hadsereg** alakulatai között, a britek hibás stratégiája mégis a „lázdók” malmára hajtotta a vizet. Charles Cornwallis, az angol haderő vezetője Yorktownnál olyan alacsonyan fekvő védelmi állásban telepedett meg haderejével, amely nem volt **megerősítve**, és a manőverezésre sem volt alkalmas. Bár George Washington, az Egyesült Államok későbbi első elnöke, az amerikai hadsereg vezetője New York bevételére készült, Cornwallis lépését látva úgy vélte, Virginiában jobb eredménnyel kecsegtethet a brit haderő elleni **támadás**.

George Washington vezérletével 1781. szeptember 28-án éjjel 17 ezer fős amerikai-francia haderő kezdte meg a virginiai kisváros, Yorktown ostromát. A várost védő angolok és szövetségeseik létszáma mintegy 8-9000 főt tett ki. Az ostromlók október 9-re ásták meg a csata szempontjából döntő fontossággal bíró ostromárkot, majd még aznap megkezdték Yorktown bombázását. A három hétig tartó **szüntelen** támadás hatására Cornwallis október 17-én, a saratogai fegyverletétel negyedik évfordulóján fegyverszünetet kért.

Október 19-én a betegsége hivatkozó brit **tábornok** helyett Charles O’Hara, a kapituláló sereg egyik legmagasabb rangú tisztje adta át a megadást jelképező kardot Washingtonnak. A vesztes csatát követően az angol **kormány** 1782-ben lemondott. Az Egyesült Államok végül 1783. szeptember 3-án, a párizsi **békeszerződés** révén nyerte el **független** állami státuszát.

<https://mult-kor.blogstar.hu/2016/09/28/a-csata-amelynek-reven-megszuletett-az-amerikai-nemzet/30560/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

they have fallen victim seriously wounded
 crucial put a burden on play into the hands of
 defense position
 the English and their allies siege trench
 he asked for a ceasefire pleading illness

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | | B | |
|----------|----------------------|----------|---|
| 1. | revolt | a | an act of violence that is intended to hurt a person or damage a place |
| 2. | armed forces | b | to say officially that you want to stop fighting, because you realize that you cannot win |
| 3. | besiege | c | control over someone or something and responsibility for him, her, or it |
| 4. | attack | d | the American Revolutionary War in which the US became independent of Britain |
| 5. | capitulation | e | to officially announce that you have decided to leave your job or an organization |
| 6. | surrender | f | a mysterious, exciting, or desirable quality |
| 7. | Revolutionary War | g | accepting defeat by your enemies in a war |
| 8. | allure | h | a country's army, navy, and air force |
| 9. | resign | i | to surround a city or castle with military force until the people inside let you take control |
| 10. | under the command of | g | a refusal to accept someone's authority or obey rules or laws |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | | | |
|----|--|----------|--|
| 1. | az amerikai függetlenségi háború döntő ütközete, a yorktowni csata | a | handed over the sword symbolizing the surrender |
| 2. | a háború gazdasági vonzatai | b | the English government resigned |
| 3. | az amerikai hadsereg vezetője | c | people were to be seen lying everywhere, fatally wounded |

- | | | | |
|-----|--|---|---|
| 4. | adta át a megadást jelképező kardot | d | Johann Conrad Döhla of the German Ansbach-Bayreuth Regiment |
| 5. | Az Egyesült Államok a párizsi békeszerződés révén nyerte el független állami státuszát | e | the economic consequences of the war |
| 1. | vesztes csatát követően | f | leader of the American military forces during the Revolutionary War |
| 7. | az angol kormány lemondott | g | flawed strategy |
| 8. | Johann Conrad Döhla, az ansbach-bayreuthi sereg tagja | h | the Treaty of Paris was signed, formally recognizing the United States as a free and independent nation |
| 9. | mindenhol súlyosan sérült emberek heverték | i | after fighting a losing battle |
| 10. | hibás stratégia | g | Yorktown proved to be the final battle of the American Revolution |

5. Comprehension questions.

- Why had the United States been at war with England for over six years by the summer of 1781?
- Who by and how was the battlefield at Yorktown, Virginia on 11 October 1781 described?
- After conducting a series of raids against towns and plantations in Virginia, where did Cornwallis, settle?
- Who made plans to attack Cornwallis?
- What patriot victory effectively ended fighting in the American colonies?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a,b,c, or d.

1. During the 1760s, the provinces on the East Coast of North America were

- a) French colonies
- b) British colonies

- c) Dutch colonies
- d) German colonies

2. The war ended with British defeat , and the birth of a new nation—the United States of America.

- a) in 1881
- b) in 1681
- c) in 1981
- d) in 1781

3. After the first big battle of the war at Bunker Hill in June 1775, denounced the colonists as rebels against British rule.

- a) the English king, George III
- b) the English king, William the Conqueror
- c) the French king Richard III
- d) the French king George III

4. The Americans responded with a Declaration of Independence, which was signed on

- a) July 4, 1776
- b) June 4, 1876
- c) July 4, 1796
- d) June 4 1676

5. The first draft was written by lawyer Thomas Jefferson, who would go on to become of the newly created United States of America.

- a) the first president
- b) the fifth president
- c) the second president
- d) the third president

6. The represent the colonies, and it dates from around 1860.

- a) 13 stripes of this American flag
- b) 15 stars of this American flag
- c) 13 stars of this American flag
- d) 15 stripes of this American flag

7. , are taxes imposed by the British on the American colonies against their will.

- a) The Sugar Act, and later the Stamp Act
- b) The Sugar Act, and later the Post Office Act
- c) The Salt Act, and later the Stamp Act
- d) The Salt Act, and later the Post Office Act

8. In June 1775, the new Continental Congress appointed commander of a properly trained Continental Army

- a) Thomas Gefferson
- b) George Washington
- c) Abraham Lincoln
- d) Andrew Jackson

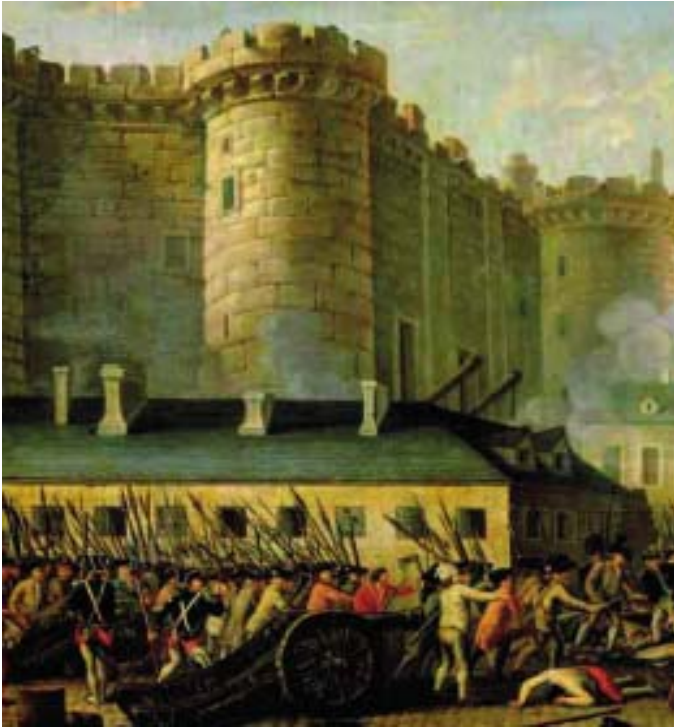
9. After a British defeat at Saratoga in 1777, entered the war on the American side.

- a) the Dutch
- b) the German
- c) the Dannish
- d) the French

10. Part of the Constitution decreed that there should be

- a) an elected prime minister
- b) elected senators
- c) an elected president
- d) an appointed president

UNIT 9 FRENCH REVOLUTION



In 1788, France was ruled by a **king, queen, aristocracy, and clergy** who lived in luxury, while many of their subjects starved. **Just five years later**, the king and queen were dead, along with thousands of others, and the country was controlled by radical revolutionaries who abolished **the monarchy and nobility**, and attacked Christianity. Centuries of tradition and privilege were swept away, but **the chaos** cleared the way for a new era of political freedom and democracy.

Storming of the Bastille

On July 14, 1789, a rumor that the king was going to shut down **the National Assembly** caused a riot in Paris. Around 600 rioters attacked **the Bastille prison**, a symbol of the absolute power of the king. They freed **the seven prisoners** held inside and proceeded to destroy the fortress. The Revolution had begun.

Tennis Court Oath



When Louis XVI became king **in 1774**, France was bankrupt. His attempts at reform were blocked, and by 1789 **bread shortages** were causing riots. In a bid to raise taxes, Louis called a meeting of **the Estates General parliament**. It was the first meeting since 1614. But the representatives of the common people, the Third Estate, declared that they alone had the right **to be the “National Assembly.”** Meeting in an indoor tennis court in June (above), they swore an oath to create a new constitution for France.

“Liberty, Equality, Fraternity” Rallying Cry of the French Revolution

Key events

1789

The National Assembly is established and the Bastille is stormed. Later, there is the Versailles protest and the bread riots

1790

The National Assembly abolishes **the nobility**.

1791

The king and queen try to flee France but are captured and kept under guard.

1792

The guillotine is used to execute prisoners for the first time.

1793

King Louis XVI is sent to the guillotine and the “Reign of Terror” begins.

March on Versailles



By September, the National Assembly was in virtual control of the government, but there were still bread shortages. On October 5, about 7,000 armed market women marched on the royal palace of Versailles, demanding **bread for their hungry families** and calling for the king to move from Versailles

to Paris. He was forced to agree.

Who's who

The French Revolution was driven by the anger of poor, hungry people ruled by rich aristocrats. They were encouraged by **radical politicians** who wanted to destroy the political power of the aristocracy and the Catholic Church. Some revolutionaries went by curious names: **Sans-culottes**



The name means “**no shorts**,” since the workers could not afford short silk culottes. **Les tricoteuses**

The women who knitted as they watched the daily executions became known as “Les Tricoteuses” (knitters)

Jacobins

Radical activists called Jacobins took over the government and began the Reign of Terror.

Reign of Terror



After the death of the king, the radicals, led by Maximilien Robespierre, began a ruthless campaign against aristocrats and other “enemies of the Revolution.” Between 18,000 and 40,000 people were condemned and killed, mostly by **public execution under the guillotine**. The period was known as the “Reign of Terror.”

Power shift

In 1791, Louis XVI and Queen Marie Antoinette tried to **escape France in disguise**. They were caught and sent back to



Paris under armed guard, and all political power passed to parliament. **In January 1793**, Louis was executed, and Marie Antoinette followed nine months later.

1794

Maximilien Robespierre is arrested and sent to the guillotine.

1795

Heir to the throne Louis Charles dies in prison. The Jacobins are



replaced by a less radical government called the Directory.

A blue-and-red cockade showed that a person was a revolutionary.

1799

The Directory is overthrown by Napoleon Bonaparte, who takes power as First Consul.**1804**

Napoleon Bonaparte crowns himself Emperor of France.

Volta battery

After years of experimenting, Italian inventor Alessandro Volta built the voltaic pile, or battery. This was the first practical method of generating electricity. Volta published his findings

in 1800, and the unit “volt” is named **after him.**

1791 Haitian slave revolt



Inspired by the revolution in France, slaves working on plantations in the colony of Haiti seized the opportunity to revolt. Toussaint L'Ouverture emerged **as the leader of the revolution**, helping Haiti to become the first black-ruled state.

1796 First vaccination

Early vaccination kit



English doctor Edward Jenner carried out the first vaccination—giving a patient a mild or reduced-strength injection of something in order to prevent a more serious disease.**1793**

Death of Louis XVI

The French king was charged **with treason**, found guilty, and condemned to death. On January 21, he was guillotined. **1793**

Fruity cure

When it was discovered that the disease scurvy was caused by a lack of vitamin C, the British admiralty began supplying **citrus fruit** to its sailors on board ships. **1799**

Rosetta Stone

French soldiers in Egypt unearthed a stone inscribed with three versions of the same passage, two written in Egyptian scripts (hieroglyphic and Demotic) and one in ancient Greek. Known today as the Rosetta Stone, it enabled experts **to decipher hieroglyphs for the first time.**

1769-1821



NAPOLEON BONAPARTE

A driven and fearless soldier, Napoleon Bonaparte came to power **at the end of the French Revolution.** His military genius brought him many victories and resulted in much of Europe coming under French control. He also introduced **a system of law**, the Code Napoleon, that gave poor people in France new rights. However, his ambition was his undoing and he ended his life in exile.

Empire of France

Napoleon was crowned emperor **in 1804** at the Notre Dame Cathedral in Paris, thus ending the Republic. His reorganization of the territories he conquered, in Italy and parts of Germany, had a profound impact, including the ending of the Holy Roman Empire.

Military hero

Napoleon headed **a series of successful battles** and expanded his empire across western and central Europe. He also led the French army to a successful invasion of Egypt. However, the invasion of Spain and a disastrous invasion of Russia led to his exile.

“Death is nothing, but to live defeated and inglorious is to die daily.”

Napoleon Bonaparte, 1814



Battle of Waterloo

Napoleon escaped **to France** and continued to wage war. The Battle of Waterloo, near Brussels, in 1815, was the last military engagement of the Napoleonic Wars. It was fought **between Napoleon's army and coalition forces**, led by the Duke of Wellington from Britain

and General Blucher from Prussia. The outcome of this closely fought battle saw the end of 26 years of fighting between European powers and France.

KEY DATES

1769 Born in Corsica

1796 Made commander of the French army in Italy

1798 Conquers Ottoman-ruled Egypt

1799 Appoints himself first consul after a coup

1804 Made emperor

1805 Victory at Austerlitz

1812 Failed invasion of Russia

1813 Defeat at Leipzig

1814 Forced into exile

1815 Escapes to France before Battle of Waterloo

1821 Dies after six years imprisoned on St. Helena

“It is with regret that I pronounce the fatal truth: Louis ought to perish rather than a hundred thousand virtuous citizens; Louis must die that the country may live.”

Maximilien Robespierre at the trial of Louis XVI

Execution of Louis XVI

On a bleak winter's morning in January 1793, a green coach trundled through the streets of Paris on its way to the Place de la Revolution. Inside was Louis XVI, king of France, guilty of high treason and sentenced to death. After more than 1,000 years of monarchy, France had become a republic in 1792 and was now ready to execute its former king. The blade fell at 10:22 a.m., watched by 20,000 people. One of the assistants showed **the king's head** to the crowds, and their cheers and artillery fire rang out to celebrate a new era. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) abolish , 2) bankrupt, 3) assembly, 4) equality, 5) fraternity, 6) fortress, 7) riot, 8) execution, 9) guillotine, 10) treason.

a) the right of different groups of people to have a similar social position and receive the same treatment;

b) (the crime of) showing no loyalty to your country, especially by helping its enemies or trying to defeat its government;

c) to put an end to something, such as an organization, rule, or custom;

d) a device, invented in France, consisting of a sharp blade in a tall frame, used in the past for killing criminals by cutting off their heads;

e) a noisy, violent, and uncontrolled public meeting;

f) unable to pay what you owe, and having had control of your financial matters given, by a law court, to a person who sells your property to pay your debts;

g) a group of people, especially one that meets regularly for a particular purpose, such as government, or, more generally, the process of coming together, or the state of being together;

h) a group of people who have the same job or interest;

i) the legal punishment of killing someone;

j) a large, strong building or group of buildings that can be defended from attack.

II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

1) to be ruled by a king or a queen;

2) to abolish the monarchy and nobility;

3) political freedom and democracy;

4) to cause a riot;

5) a symbol of the absolute power;

6) to swear an oath;

7) to keep under guard;

8) to destroy the political power;

9) the opportunity to revolt;

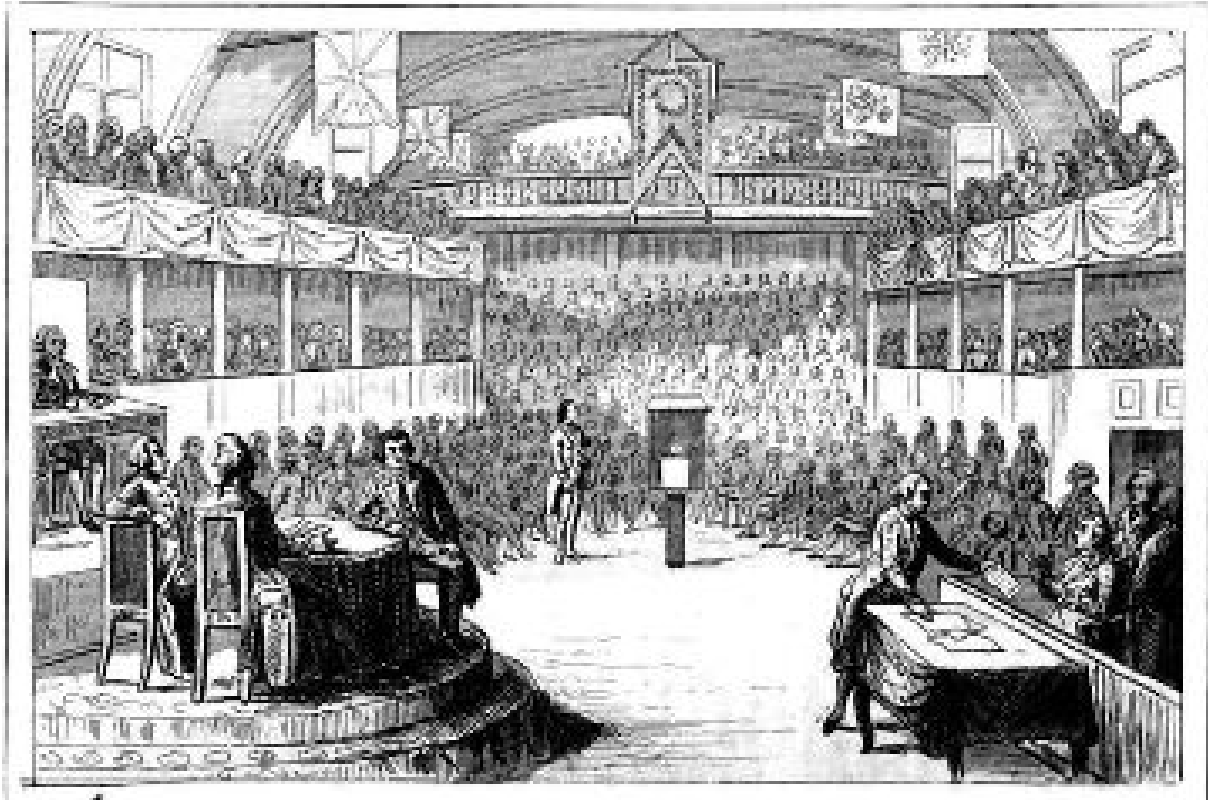
10) to prevent a serious disease.

IV. Match the beginnings of the sentences with the endings below.

National Assembly

1. The National Assembly played

2. It represented the common people of France (also called the Third Estate) and demanded that



3. It took over control of the government and
4. In May of 1789, King Louis XVI called a meeting of the Estates General.....
5. The Estates General was made up of three groups
6. Each group had
7. The Third Estate felt that this wasn't fair as they represented 98% of the people, but
8. When the king refused to give them more power, the Third Estate created
9. They began to meet on a regular basis and
10. Although the members of the revolutionary assembly all wanted a new government, there were many different factions within the assembly. ...
 - a) that were constantly fighting for power.
 - b) its own group called the National Assembly.
 - c) could still be outvoted 2:1 by the other two estates.
 - d) the same amount of voting power.
 - e) a major role in the French Revolution.
 - f) run the country without the help of the king.
 - g) the First Estate (the clergy or church leaders), the Second Estate (the nobles), and the Third Estate (the commoners).
 - h) ruled France in some way for around 10 years.
 - i) to address France's financial crisis.

j) the king make economic reforms to insure that the people had food to eat.

https://thefactfactor.com/facts/social_sciences/history/third-estate/79/

V. Complete the following text with the phrases below.

Conquering Europe

Initially, Napoleon maintained peace in Europe, however, soon France was 1) After 2) against Britain at the Battle of Trafalgar, Napoleon decided to attack Austria. He 3) the Austrian and Russian armies at the Battle of Austerlitz in 1805. Over the next several years, Napoleon expanded the French Empire. At its greatest extent in 1811, France 4) from Spain to the borders of Russia (not including Britain).

In 1812, Napoleon made 5) He decided to invade Russia. Napoleon marched a huge army to Russia. Many of them 6) along the way. After a fierce battle with the Russian army, Napoleon entered Moscow. However, he 7) Soon, the city was on fire and many of the supplies were burned. As winter approached, Napoleon's army ran out of supplies. He had to return to France. By the time he returned to France, most of what was left of his army had died from the weather or starved to death.



Napoleon's Retreat from Moscow by Adolph Northen

Exile on Elba

With much of Napoleon's army 8) in Russia, the rest of Europe now turned on France. Despite winning a few victories, Napoleon had too small an army and soon was forced into exile on the island of Elba in 1814.

Return and Waterloo

Napoleon escaped from Elba in 1815. The army quickly backed him and he took over control of Paris for a period called the Hundred Days. The rest of Europe, however, 9) of Napoleon. They gathered their armies and met him at Waterloo. Napoleon was defeated at the Battle of Waterloo on June 18, 1815 and was once again forced into exile. This time 10)

Napoleon died after six years of exile on Saint Helena on May 5, 1821. It is likely that he died from stomach cancer. His remains were moved to France in 1840 to Les Invalides in Paris.

- A - starved to death
 - B - at war with Britain, Austria, and Russia.
 - C - his first major mistake.
 - D - would not stand for a return
 - E - decimated from the invasion
 - F - on the island of Saint Helena.
 - G - found the city deserted
 - H - losing a naval battle
 - I - soundly defeated
 - J - controlled much of Europe
- <https://www.britannica.com/event/Battle-of-Austerlitz>

VI. Put the following sentences in the most logical order.

Declaration of the Rights of Man and of the Citizen

- a) Drafting a formal constitution proved much more of a challenge for the National Constituent Assembly, which had the added burden of functioning as a legislature during harsh economic times.
- b) It established a constitutional monarchy in which the king enjoyed royal veto power and the ability to appoint ministers.
- c) The document proclaimed the Assembly's commitment to replace the ancien régime with a system based on equal opportunity, freedom of speech, popular sovereignty and representative government.
- d) This compromise did not sit well with influential radicals like Maximilien de Robespierre, Camille Desmoulins and Georges Danton, who began drumming up popular support for a more republican form of government and for the trial of Louis XVI.
- e) On August 4, the Assembly adopted the Declaration of the Rights of Man and of the Citizen (Déclaration des droits de l'homme et du citoyen), a statement of democratic principles grounded in the philosophical and political ideas of Enlightenment thinkers like Jean-Jacques Rousseau.
- f) Adopted on September 3, 1791, France's first written constitution echoed the more moderate voices in the Assembly.

- g) For instance, who would be responsible for electing delegates?
- h) For months, its members wrestled with fundamental questions about the shape and expanse of France's new political landscape.
- i) Perhaps most importantly, how much authority would the king, his public image further weakened after a failed attempt to flee the country in June 1791, retain?
- j) Would the clergy owe allegiance to the Roman Catholic Church or the French government?
- <https://www.history.com/topics/france/french-revolution>

VII. Render the text in English.

Король та революція

14 липня 1790 року, через рік після взяття Бастилії на Марсовому полі проходило свято Федерації. На церемонії поряд із королем та королевою був присутній маркіз де Лафает. Це був момент національної єдності — під оплески натовпу король присягнув на вірність Конституції. У стороннього спостерігача могло скластися враження, що Людовик XVI прийняв зміни, що сталися після революції 1789 року. Але насправді цього не було — Людовик маневрував між різними течіями, намагаючись зберегти свою незалежність і відвоювати втрачену владу. Більш того, король був щирим католиком і прийняв бік Папи та тих священників, які уникали присяги.

20-21 червня 1791 року король спробував утекти, що засвідчило його ворожість реформам 1789-го. Найрадикальніші паризькі патріоти побачили в цьому свідчення зради й організували петицію, яку хотіли передати на Марсовому полі і в якій вимагали публічного зречення. Такі депутати як Байї та Лафает підтримували конституційну монархію та висунули ідею викрадення короля. Вони заборонили маніфестацію й оголосили військовий стан. Попри це, 17 липня 1791 року маніфестація відбулася. Лафает не зміг стримати своїх людей, які послухалися Байї. Байї наказав стріляти — відбувся розстріл озброєного натовпу, при якому загинуло чимало жінок та дітей. Розстріл на Марсовому полі означав розрив між поміркованими патріотами й парижанами, яких представляли поряд з іншими Дантон, Робесп'єр та Жан-Поль Марат. Дехто, наприклад Кондорсе, почали навіть вимагати встановлення республіки. Байї, Лафает і більшість депутатів покинули клуб Якобінців і заснували клуб Фельянів, чим викликали народне невдоволення. Для них революція закінчилася, й основним завданням стало стабілізувати режим і підтримувати конституційну монархію.

В очах частини громадян король втратив будь-яку повагу. Численні революційні газети малювали на нього карикатури, де він

зображався свинею, й друкували про нього та королеву брудні анекдоти. Роялістські газети відверто закликали до опору. Приско-рилася еміграція. Контрреволюціонери та якобінці організували в масштабі всієї країни свої мережі впливу й агітації.

Людовик XVI прийняв вересневу Конституцію неохоче. Установчі збори взяли на озброєння ідею розділення влади Локка та Монтеस्क'є, але впроваджували її надто жорстко, тому різні гілки влади виявилися розділеними. Виконавча влада цілком належала королю. Він не відповідав перед законодавчою Асамблеєю, яка не могла проти нього нічого вдіяти. Впродовж чотирьох років король зберігав право вето щодо будь-якого закону, а також за ним зберігалось право призначення двох міністрів. Законодавча влада обмежувалась єдиною асамблеєю з 745 депутатів, які обиралися двоступеневими виборами із встановленим цензом. Із 24 мільйонів жителів Франції право голосу мали тільки 4 мільйони «активних громадян». Не було жодних механізмів розв'язання конфліктів між двома гілками влади. За пропозицією Робесп'єра жоден із депутатів установчих зборів не міг виставити свою кандидатуру на виборах до нової асамблеї, яка повинна була засідати з 1 жовтня 1791 року. Таким чином, у законодавчій асамблеї зібралися люди нові, недосвідчені, багаті й здебільшого молоді. В ній було 250 фельянів, які виступали за збереження конституційної монархії та 136 членів якобінського клубу, в основному жирондистів.

https://uk.wikipedia.org/wiki/Велика_французька_революція

VIII. Read the text in Hungarian and do the exercises following it.

A fiatalkori barátját is lelőtte a „terror arkangyala“, hogy bizonyítsa, mennyire a forradalomnak él

2019. augusztus 25. 08:41 MTI

Kétszázötvenkét éve, 1767. augusztus 25-én született Louis Antoine Leon de Saint-Just francia **forradalmár**, a jakobinus diktatúra egyik **vezetője**.



Saint-Just in a portrait by Pierre-Paul Prud'hon, 1793. (Bridgeman Images)

A közép-franciaországi Decize városában született. Katonatiszt apját tízévesen vesztette el, anyja ezután már nem bírt fékezhetetlen fiával.

Ahogy elérte a parlamentbe kerülés korhatárául megszabott 25 évet, rögvest meg is **választották** a Konventbe, ahol dörgedelmes beszéddel mutatkozott be, követelve XVI. Lajos tárgyalás nélküli halálra ítéletét. Természetesen a

radikálisokhoz, Robespierre társaságához csatlakozott, 1793 januárjában ő lett a jakobinus klub **elnöke**. Magatartásával nem sok barátot szerzett.

Az eszményi szépségű, de kérlelhetetlenül doktriner Saint-Just a terrort tartotta az erény alapjának, meg is kapta "a terror arkangyala" melléknevet. Miután 1793. július 10-én bevásztották a Közjóléti Bizottmányba, az osztrákok és poroszok ellen harcoló rajnai **hadsereghez** küldték biztosnak.

1794 februárjában a Konvent elnökévé választották, az ő rendeletére kobozták el és osztották szét a szegények között a "nép ellenségeinek" vagyonát, tartóztatták le, majd végezték ki Dantont és társait, és ő írta alá a Konventet bíráló Hébert halálos ítéletét is. Utoljára 1794 nyarán járt a fronton, győzelemre vezetve a csapatokat a fleurus-i csatában. Az összeesküvéstől tartó, beteg Robespierre **kérésére** tért vissza Párizsba, ahol 1794. július 27-én a Konventben nagy **beszédben** kelt a Megvesztesgethetetlen **védelmére**. Beszédét iszonyatos hangzavar kísérte, nem is tudta befejezni, mert lerángatták az emelvényről. Az ülés végén megszületett a parancs letartóztatásukra.

Másnap mindannyiukat kivégezték. A vérpadhoz vezető úton Saint-Just végig néma volt, csak az Emberi és Polgári Jogok Kiáltványára pillantva mondta azt: legalább ennyit végeztem. Halálával, ahogy Albert Camus írta, meghalt az új vallás minden **reménye**: az erény vallásáé, egy **tökéletes** Franciaországé, amely sohasem születhetett meg.

<https://mult-kor.hu/a-fiatalkori-barajat-is-lelotte-a-terror-arkangyala-hogy-bizonyitsa-mennyire-a-forradalomnak-el-20190825>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

the son of a cavalry officer vehement speech
unruly son be put to death Jacobin Club
battle of Fleurus basis for virtue
death sentence the Incorruptible amid the

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | A | | B | |
|----|---------------|---|--|
| 1. | bearing | a | an official order or decision, especially one made by the ruler of a country |
| 2. | relentless | b | the thing or things that someone owns |
| 3. | be elected to | c | a secret plan by a group of people to do something harmful or illegal |

- | | | | |
|-----|-------------|----------|---|
| 4. | property | d | a raised structure which was used in the past as a place to kill criminals by hanging them or cutting off their heads |
| | decree | e | to share things among a group of people, especially in a planned way |
| 5. | | | |
| 6. | confiscated | f | moral goodness of character and behaviour |
| 7. | distribute | g | to officially take private property away from someone, usually as a punishment |
| 8. | plot | h | to choose someone for an official position by voting |
| 9. | scaffold | i | strict, cruel, or determined, without ever stopping |
| 10. | virtue | g | the way in which you move, stand, or behave, especially when this shows |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|-----|---|----------|---|
| 1. | ahogy elérte a parlamentbe kerülés korhatárául megszabott 25 évet. | a | he was arrested and executed |
| 2. | radikálisokhoz, Robespierre társaságához csatlakozott | b | after he had reached the legally required age of 25 he was elected to the National Convention |
| 3. | meg is kapta "a terror arkangyala" melléknevet | c | leading the troops to victory |
| 4. | az ő rendeletére kobozták el és osztották szét a szegények között | d | they dubbed him the nickname "Angel of Death" |
| 5. | tartóztatták le, majd végezték ki | e | he joined the radical revolutionary group that included Robespierre |
| 6. | győzelemre vezetve a csapatokat | f | president of the Convention |
| 7. | meg is kapta "a terror arkangyala" melléknevet | g | the meeting ended with an order for their arrest |
| 8. | a jakobinus klub elnöke | h | he gestured to a copy of the Constitution of 1793 and said, "I am the one who made that" |
| 9. | az ülés végén megszületett a parancs letartóztatásukra | i | he soon earned the nickname "Archangel of terror" |
| 10. | csak az Emberi és Polgári Jogok Kiáltványára pillantva mondta azt: legalább ennyit végeztem | g | it was confiscated and distributed among the poor by his decree |

5. Comprehension questions

- How did the young, idealistic and prone to violence, Louis-Antoine de Saint-Just embody the spirit of the French Revolution?
- Why does Louis-Antoine de Saint-Just have a more mythical status among the leaders of the French Revolution than none of them?
- Why do people take extreme views about Saint-Just and why is he still a controversial figure?
- Why 1789, the year the Revolution came was the year that transformed Saint-Just's life.
- Why were Robespierre and his followers taken to the guillotine without trial?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. France was ruled by a king, queen, aristocracy, and clergy who lived in luxury, while many of their subjects starved.
 - a) In 1788
 - b) In 1237
 - c) In 1488
 - d) in 1578
2. On July 14, 1789, a rumor that the king was going to shut down caused a riot in Paris.
 - a) The House of Lords
 - b) the House of Commons
 - c) the National Assembly
 - d) the Senate
3. Around 600 rioters attacked the Bastille prison, a symbol of the absolute power of the king. They freed held inside and proceeded to destroy the fortress.
 - a) all the prisoners
 - b) the seventy prisoners
 - c) the two hundred prisoners
 - d) the seven prisoners
4. When Louis XVI became king , France was bankrupt.
 - a) in 1564
 - b) in 1443
 - c) in 1674
 - d) in 1774

5. Louis XVI's attempts at reform were blocked, and by 1789 were causing riots.
- a) bread shortages
 - b) potatoes shortages
 - c) fruit shortages
 - d) vegetables shortages
6. In 1791 the king and queen but are captured and kept under guard.
- a) tried to return to France
 - b) tried to flee Britain
 - c) tried to return to Britain
 - d) tried to flee France
7. In 1793 king Louis XVI was sent to the guillotine and began.a) the "Reign of Executions"
- b) the "Reign of Wars"
 - c) the "Reign of Revolutions"
 - d) the "Reign of Terror"
8. On October 5, about 7,000 armed market women marched on the royal palace of Versailles, demanding
- a) meat for their hungry families
 - b) bread for their hungry families.
 - c) potatoes for their hungry families
 - d) fruit for their hungry families
9. The name sans-culottes means since the workers could not afford short silk culottes.a) "no shirts"
- b) "no pants"
 - c) "no shorts"
 - d) "no trousers"
10. When it was discovered that the disease scurvy was caused by a lack of vitamin C, the British admiralty began supplying to its sailors on board ships.
- a) citrus fruit
 - b) apples
 - c) cherries
 - d) blueberries

UNIT 10 SLAVE TRADE

Since the beginning of history, there have been people forced to work as slaves, with no reward and no liberty. In ancient times, many slaves were **prisoners of war or criminals**. But **in the 16th century**, slavery became a profitable trade that stole the lives of more than 12 million Africans. They were kidnapped, sold to traders, then shipped to the Americas in such appalling conditions that many died on the way.



Forced labor

The Atlantic slave trade exploited **the labor of African men, women, and children** who were forced to work in the colonies of Brazil, the Caribbean islands, and mainland North America (now the United States). They worked as **farm laborers on the plantations, as miners, and as servants**. They had no rights, and most were granted only the most basic necessities and brutally punished for any disobedience.

“I should have quitted it sooner, had I considered it, as I do now, to be unlawful and wrong.

But I never had a scruple on this head at the time”.

John Newton, trader turned abolitionist, from *Thoughts Upon the African Slave Trade*, 1788

Slave auctions



By the 1780s, **between 80,000 and 100,000** enslaved Africans were being forcibly transported to the Americas every year. Those who survived the voyage were sold **at auction**, and became the legal property of their buyers. **The strongest and fittest slaves** brought the highest prices. Families might be

split up, never to see each other again.



Key events 1510

The first African slaves to cross the Atlantic are shipped to South America **by Spanish traders.**

1672

The Royal African Company is set up in London to trade goods with Africa and buy slaves.

1780

The Atlantic slave trade reaches its peak. Most of the slave traders are British-born.

1787

A campaign for the abolition of the slave trade is launched in Britain **by William Wilberforce.**

1803

Denmark becomes the first European country to abolish slavery and the slave trade.

Trading system



Slave ships set sail from ports around Europe, loaded with **iron, guns, wine, and textiles.** They headed to West Africa where the goods were exchanged for slaves. The slaves were shipped across the Atlantic to sell to land owners in **the Caribbean and North America.**

The ships returned to Europe laden with sugar, coffee, and tobacco.

Triangular trade



The route taken by the slave ships from Europe to Africa to the Americas and back again was known as the triangle of trade.

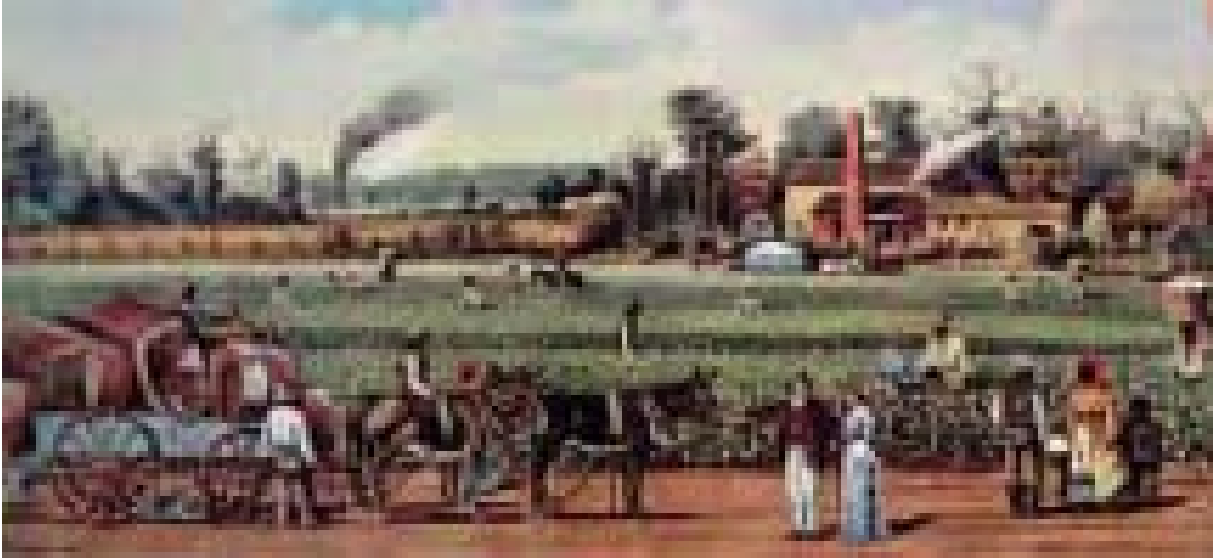
Slaves were bought in West Africa, where they boarded slave ships

Slave ships

The slaves were crammed so tightly below the decks that they could barely move during a voyage lasting **up to ten weeks.** During the 1700s, up to 10,000 slaves were dying on board the ships every year.



Plantations



Slaves in America and the Caribbean were made to work on plantations—big estates where crops were grown. Slave labor reduced costs, so owners made huge profits.

Plantation goods included: **sugar, cocoa, coffee, cotton, tobacco, rice.**

Abolition of slavery



After 20 years of campaigning, activists such as British politician William Wilberforce succeeded in getting Britain to outlaw the Atlantic slave trade in 1807. Slavery throughout the British Empire was abolished **in 1834**, as commemorated by this coin. In the United States, it continued until the end of the Civil War in 1865. Slavery was outlawed **in Brazil** in 1888,

finally

ending it entirely in the Western Hemisphere.

1807–1808

Britain declares the abolition of the slave trade, but not the institution of slavery itself, as does the US in 1808.

1825–1850

Almost 70,000 slaves are shipped from Africa each year in defiance of the slave-trade ban. **1833**

The American Anti-Slavery Society is founded by abolitionists in the United States.

1860

There are 4 million slaves in North America and their value is estimated at \$4 billion. **1865**

Slavery is abolished in the United States **under the presidency of Abraham Lincoln**. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) slavery, 2) to kidnap, 3) to exploit, 4) plantation, 5) to punish, 6) auction, 7) voyage, 8) profit, 9) to commemorate, 10) abolitionist.

a) the condition of being legally owned by someone else, or the system in which some people are owned by others;

b) to cause someone who has done something wrong or committed a crime to suffer, by hurting them, forcing them to pay money, sending them to prison, etc.;

c) a person who supported an end to slavery;

d) to take a person away illegally by force, usually in order to demand money in exchange for releasing them;

e) a large farm, especially in a hot part of the world, on which a particular type of crop is grown;

f) to remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building;

g) a long journey, especially by ship;

h) to use someone or something unfairly for your own advantage;

i) a usually public sale of goods or property, where people make higher and higher bids (= offers of money) for each thing, until the thing is sold to the person who will pay most;

j) money that is earned in trade or business after paying the costs of producing and selling goods and services.

II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

1) to become a profitable trade;

2) to exploit the labor;

3) the most basic necessities;

4) to be punished for disobedience;

5) to be forcibly transported;

6) to survive the voyage;

7) the abolition of the slave trade;

8) to sell to land owners;

9) the triangle of trade;

10) to outlaw the slave trade.

IV. Match the beginnings of the sentences with the endings below.

1. The slave trade refers to the transatlantic trading patterns which

2. The majority of those sold into slavery were destined to work on plantations in the Caribbean and the Americas, where



3. These plantations produced products such as sugar or tobacco, meant.....

4. Those who supported the slave trade argued that it made important contributions to

5. Despite this, towards the end of the eighteenth century, people

6. However, since trading was so profitable for those involved, the 'Abolitionists' (those who campaigned for the abolition of the slave trade) were

7. Those who still supported slavery used persuasive arguments, or 'propaganda', to indicate the necessity of the slave trade though

8. The role of many slaves themselves in bringing slavery to an end is often overlooked. Resistance among slaves in

9. Indeed, slaves in the French colony of St Domingue seized control of the island and it

10. Figures such as Olaudah Equiano and Mary Prince, by adding their eye witness accounts to abolitionist literature, also

- a) the abolitionists also used propaganda to further their cause.
 - b) were established as early as the mid-17th century.
 - c) fiercely opposed by a pro-slavery West Indian lobby.
 - d) for consumption back in Europe.
 - e) made a major contribution to the abolition campaign.
 - f) huge areas of the American continent had been colonized by European countries.
 - g) the Caribbean was not uncommon.
 - h) began to campaign against slavery.
 - i) the country's economy and to the rise of consumerism in Britain.
 - j) was eventually declared to be the republic of Haiti.
- https://en.wikipedia.org/wiki/Atlantic_slave_trade

V. Complete the following text with the phrases below.



Transatlantic slave trade

Transatlantic slave trade, 1) that transported between 10 million and 12 million enslaved Africans across the Atlantic Ocean to the Americas from the 16th to the 19th century. It was the second of three stages of 2), in which arms, textiles, and wine were shipped

from Europe to Africa, slaves from Africa to the Americas, and sugar and coffee from the Americas to Europe.

By the 1480s, Portuguese ships were already transporting Africans for use as slaves on 3) in the Cape Verde and Madeira islands in the eastern Atlantic. Spanish conquistadors took African slaves to the Caribbean after 1502, but Portuguese merchants continued 4) for another century and a half, operating from their bases in the Congo-Angola area along the west coast of Africa. The Dutch became the foremost slave traders during parts of the 1600s, and in the following century English and French merchants controlled about half of the transatlantic slave trade, 5) of their human cargo from the region of West Africa between the Sénégal and Niger rivers.

Probably no more than a few hundred thousand Africans were taken to the Americas before 1600. In the 17th century, however, 6) rose sharply with the growth of sugar plantations in the Caribbean and 7) in the Chesapeake region in North America. The largest numbers of slaves were taken to the Americas during the 18th century, when, according to historians' estimates, nearly three-fifths of the total volume of the transatlantic slave trade took place.

The slave trade had 8) in Africa. Economic incentives for warlords and tribes to engage in the slave trade promoted 9) and violence. Depopulation and a continuing fear of captivity made economic and agricultural development almost impossible throughout much of western Africa. A large percentage of the people taken captive were 10) and young men who normally would have been starting families. The European slavers usually left behind persons who were elderly, disabled, or otherwise dependent—groups who were least able to contribute to the economic health of their societies.

- A - the sugar plantations
- B - tobacco plantations
- C - to dominate the transatlantic slave trade
- D - women in their childbearing years
- E - devastating effects
- F - segment of the global slave trade
- G - the so-called triangular trade
- H - an atmosphere of lawlessness
- I - demand for slave labour
- J - taking a large percentage

<https://www.britannica.com/topic/transatlantic-slave-trade>

VI. Put the following sentences in the most logical order.

The triangular trade



a) The slave ship then sailed across the Atlantic to the West Indies – this leg of the voyage was called the 'Middle Passage'.

b) Some slaves were captured directly by the British traders. They ambushed and captured local people in Africa.

c) In the West Indies the slaves were sold at an auction called

a 'scramble'. Some were sent to 'seasoning camps' to be trained to obey, often using brutal methods.

d) A British slave ship set off from Liverpool, Glasgow or Bristol, carrying trade goods and sailed to West Africa.

e) After 1700, the numbers of slaves being transported increased greatly.

f) The slaves were marched to the coast in chained lines called coffles, where they were held in prisons called 'factories'.

g) The chiefs would raid a rival village and sell their captured enemies as slaves.

h) Most slave ships got their slaves from British 'factors', who lived full-time in Africa and bought slaves from local tribal chiefs.

i) Perhaps 8.5 million Africans were taken as slaves to the Americas.

j) In 1700, a slave cost about £3-worth of traded goods, e.g. cloth, guns, gunpowder and brandy.

<https://www.bbc.co.uk/bitesize/guides/zy7fr82/revision/3>

VII. Render the text in English.

За британсько-португальською угодою в Сьєрра-Леоне була утворена спільна комісія для перевірки суден, що займалися або підозрювалися в работоргівлі. Це мало важливе значення, оскільки на португальські колонії на початку XIX століття припадало близько 43 % всього експорту африканських рабів. З червня 1819 до кінця 1840 змішані комісії у Сьєрра-Леоне за участю іспанців, португальців і бра-

зильців розглянули справи про 425 захоплених британської ескадрою суден работоргівців. У ході цих розглядів були звільнені 59 341 рабів.

Оскільки британські кораблі спочатку не мали права захоплювати судна, на яких не знаходили рабів, то багато капітанів суден з рабами стали викидати їх за борт при наближенні британських кораблів. Однак з 1835 року британським капітанам було дозволено затримувати работорговців на підставі непрямих доказів. З посиленням оглядів не погодився уряд Португалії, що вважав, що наявність на борту кайданів і великих котлів для варіння рису не може бути приводом для затримання судна. Проте Велика Британія змусила Португалію 3 липня 1842 підписати договір, що визнавав право на захоплення суден работорговців навіть за відсутності на них рабів. Аналогічні інструкції були в 1849 році дані і американським кораблям.

Однак, у країни Південної та Північної Америки, як і раніше, завозилися десятки тисяч африканців. Тільки в Бразилію з 1830 по 1856 рік доставили 760 тис. невільників. Зупинити трансатлантичну работоргівлю могло тільки повне скасування рабовласництва. З 1840-х років усі європейські кримінальні законодавства вводять суворі кари для раб- і негроторгівців, прирівнюючи работоргівлю до морського розбою. Така постанова містилась і в російському «Уложенні про покарання» (ст. 1411), за яким навіть винні лише в приготуванні і озброєнні корабля для работоргівлі підлягали покаранню, як за утворення групи для розбою. Проект нового кримінального положення не розрізняв цих двох діянь, визначаючи і за те, і за інше каторгу на строк не більше 8 років. Судно, призначене для работоргівлі, і за «Укладенням», і за проектом підлягало конфіскації. Зазначені заходи виявилися, однак, зовсім недостатніми для боротьби з работоргівлею, як не досягла мети і постанова берлінської конференції 1885 року, відповідно до якої не тільки заборонялась работоргівля, а і всі морські і сухопутні операції, що доставляють рабів, але й зобов'язувались сприяти знищенню работорговців і, зокрема, вживати заходів до того, щоб землі договірних держав у басейні Конго не могли служити ні ринком, ні транспортним шляхом для торгівлі людьми якої б то не було раси.

Після берлінської конференції в Європі, особливо у Франції, Англії та Німеччині виник сильний протиневільницький рух, на чолі якого стояв французький кардинал Лавіжері. Але він мав настільки ж мало практичних наслідків, як і проект Лавіжері про заснування особливого союзу, на зразок середньовічних лицарських орденів, для боротьби з арабами-негроторговцями.

Протягом півстоліття з часу накладення заборони на работоргівлю провідними європейськими державами контроль за здійс-

ненням обмежувався переважно атлантичним узбережжям Африки, а експорт рабів зі Східної Африки практично не припинявся. З великими труднощами британцям вдалося змусити деяких правителів Східної Африки підписати договори про заборону работоргівлі. У 1848 році таку угоду підписав емір Маската, а в 1849 році до нього приєдналися вожді племен, що жили на узбережжі Перської затоки. У 1873 році работоргівля була заборонена на Занзібарі. Однак, і після підписання цих угод контроль за їх виконанням був досить слабким. За даними Лібовіца, з Занзібару в район Перської затоки з 1867 по 1869 рік було вивезено 39 645 рабів, в той час як британські кораблі в Індійському океані за цей же час звільнили лише 2645 чоловік.

https://uk.wikipedia.org/wiki/Трансатлантична_работоргівля

VIII. Read the text in Hungarian and do the exercises following it.

Hatvanévesen is maga vezette harcba csapatait a gyarmatosítók ellen küzdő Nzinga királynő

[Múlt-kor](#)

2018.11.23.



Nzinga királynő



Nzinga szobra Luandában

Afrika történelmének egyik legharciasabb uralkodója egy nő volt, aki a rabszolga-kereskedelmet is hátráltatta.

Nzinga 1583 körül született a mai Angola középső részén. A hagyomány szerint a Nzinga nevet azért kapta, mert születésekor a köldökzsinór a nyaka köré volt tekeredve, ami a népi **hiedelem** szerint azt jelentette, hogy az illető büszke és dölyfös lesz. Emellett egy **jósnő** születésekor azt mondta, Nzinga egy nap királynő lesz.

A két királyság **uralkodója**, azaz ngolája ekkor Nzinga édesapja volt (a „ngola” szó félreértelmezése miatt nevezték el később a portugálok az egész országot Angolának). Nzinga **visszaemlékezései** szerint édesapja messze

őt kedvelte legjobban gyermekei közül, és még **hadjáratokra** is magával vitte, hogy megtanulja az uralkodás fortélyait. A portugálok már néhány évtizede jelen voltak a partvidéken, és több uralkodó is volt, aki megkezesztelkedve szövetségre lépett velük vetélytársai ellen. Mbandi uralma alatt a két **királyság** sikertelenül lázadt fel az egyre jobban betolakodó portugálok ellen.

1641-ben eljött Nzinga lehetősége: az északra található Kongo királysággal vállvetve a hollandok elfoglalták Luandát, **kiűzve** a portugálokat. Nzinga Luanda felé indult seregeivel, és egy alkalommal **vereséget** is mért a portugálokra, ez azonban nem volt döntő jelentőségű. Nem tudták azonban a portugálok sem visszafoglalni Luandát a hollandoktól, akik innen ezután erősítést küldtek Nzingának. Az egyesült holland és ambundu erők vereséget mértek a portugálokra, és a Masangano nevű **erődbe** szorították vissza őket.

Végül Brazíliából Salvador Correia de Sá e Benevides vezetése alatt portugál felmentősereg érkezett Angolába, és visszafoglalta Luandát. Nzinga ezt követően visszavonult Matambába, ahonnan egészen a 60-as éveikig személyesen vezetett hadjáratokat a portugálok ellen. 1657-ben békét kötött a gyarmatosítókkal, és keresztény misszionáriusokat – többnyire kapucinusokat – is a területére engedett, továbbá maga is ismét **megkezesztelkedett**. A béke évei alatt környezetéből többen is megpróbálták letaszítani a trónról, azonban nem jártak sikerrel – 1663-ban természetes módon, 80 évesen halt meg.

<https://mult-kor.blogstar.hu/2018/11/23/hatvanevesen-is-maga-vezette-harcba-csapatait-a-gyarmatositok-ellen-kuzdo-nzinga-kiralyno/64650/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

according to tradition proud and haughty
favoured by were present on the coast against
rivals crucial defeated led military campaigns
against signed a peace treaty
Capuchin missionaries

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|---------------------------|--|
| 1. indicate | a a woman who people believe has been sent by God to lead them |
| 2. prophetess | b an arrangement between two or more people, groups, or countries by which they agree to work together to achieve something |
| 3. baptize | c a large strong building used for defending an important place |
| 4. enter into an alliance | d to move away from the enemy after being defeated in battle |
| 5. rebel | e to accept someone as a member of a particular Christian church by a ceremony of baptism |
| 6. unsuccessfully | f someone who opposes or fights against people in authority |
| 7. seize | g to take control of a place again by fighting for it |
| 8. recapture | h to take control of a place suddenly and quickly, using military force |
| 9. fortress | i not having a successful result or not achieving what you wanted to achieve |
| 10. retreat | g to direct someone's attention to something or someone, for example by pointing |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | |
|---|--|
| 1. köldökzsinór a nyaka köré volt tekeredve | a mistaking the title of the ruler (ngola) for the name of the country, the Portuguese called the land Angola |
| 2. a „ngola” szó félreértelmezése miatt nevezték el később a portugálok az egész országot Angolának | b according to her recollections |
| 3. visszaemlékezései szerint | c tried to dethrone her |
| 4. édesapja messze őt kedvelte legjobban gyermekei közül | d entered into an alliance against his rivals |
| 5. hadjáratokra is magával vitte | e she was greatly favoured by her father |
| 6. szövetségre lépett velük vetélytársai ellen | f she defeated the Portuguese army |
| 7. az északra található Kongo királysággal vállvetve a hollandok | g sent Nzinga reinforcements |

- | | |
|---|--|
| <p>8. vereséget mért a portugálokra</p> <p>9. erősítést küldtek Nzingának</p> <p>10. megpróbálták letaszítani a trónról</p> | <p>h the Dutch in alliance with the Kingdom of Kongo</p> <p>i carried her with him to war.</p> <p>g umbilical cord was wrapped around her neck</p> |
|---|--|

5. Comprehension questions

- What was said to be an indication that the person who had this characteristic would be proud and haughty?
- Did the the Portuguese in the 16th century shift their slave-trading activities to the Congo and South West Africa because their position in the slave trade was threatened by England and France?
- Why did the Portuguese call the land of the Mbundu people Angola, the name by which it is still known today?
- How did the Portuguese manage to recapture Luanda?
- After retreating did Nzinga continue to resist Portugal personally leading troops into battle?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. , slavery became a profitable trade that stole the lives of more than 12 million Africans.
 - a) In the 13th century
 - b) In the 14th century
 - c) In the 16th century
 - d) In the 15th century
2. The Atlantic slave trade exploited the labor of African men, women, and children who were forced to work in the colonies of , , and mainland (3choices).
 - a) Brazil
 - b) South America
 - c) the Caribbean islands
 - d) North America
3. By the 1780s, were being forcibly transported to the Americas every year.
 - a) between 80,000 and 100,000 enslaved Africans
 - b) between 800 and 1000 enslaved Africans

- c) between 8,000 and 10,000 enslaved Africans
 - d) between 800,000 and 1 million enslaved Africans
4. In 1865 slavery is abolished in the United States
- a) under the presidency of Abraham Lincoln
 - b) under the presidency Thomas Jefferson
 - c) under the presidency John Adams
 - d) under the presidency George Washington
5. In 1510 the first African slaves to cross the Atlantic were shipped to South America by
- a) Dutch traders
 - b) German traders
 - c) British traders
 - d) Spanish traders
6. In 1787 a campaign for the abolition of the slave trade was launched
- by William Wilberforce.
- a) in Britain
 - b) in Denmark
 - c) in Sweden
 - d) in Germany
7. In 1803
- became the first European country to abolish slavery and the slave trade.
- a) Sweden
 - b) Norway
 - c) Denmark
 - d) England
8. The route taken by the slave ships from Europe to Africa to the Americas and back again was known as
- a) the square of trade
 - b) the triangle of trade
 - c) the one-way trade
 - d) the return trade
9. The slaves were crammed so tightly below the decks that they could barely move during a voyage lasting
- a) up to 6 months
 - b) up to 4 weeks
 - c) up to a year
 - d) up to ten weeks
10. In the United States, slavery continued until the end of
- a) the Civil War in 1865
 - b) the Civil War in 1665
 - c) the World War I
 - d) the World War II

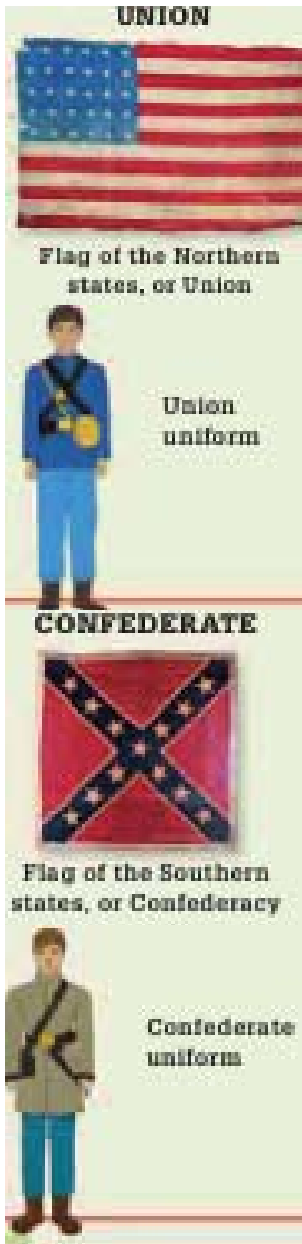
UNIT 11 AMERICAN CIVIL WAR

In the 1860s, the United States went to war over slavery and states' rights. The Northern states, where slavery was already illegal, wanted it abolished **throughout the country**. However, **the Southern states** wanted to keep slavery, since they relied on African slaves to farm their crops of cotton and tobacco. It was a bloody battle that tore the country apart before slavery was finally abolished.

Union versus Confederate

The Civil War resulted in a great loss of American life. About 620,000 Americans died, more than in any other conflict, including both world wars combined. The two sides were the

Union (Northern states) and the Confederacy (Southern states).



Battle of Gettysburg

Union and Confederate troops clashed thousands of times over the course of the war. A major turning point came **in July 1863**, when Union troops halted the South's advance at Gettysburg, Pennsylvania. **About 51,000** soldiers on both sides were killed.

- 23 states remained loyal to the Union at the start of the war. Another two, **Nevada and West Virginia**, joined during the conflict, making 25.
- Population: 22 million
- Soldiers: 2.1 million
- Number of deaths: 360,000
- Cost of war: \$6.2 billion
- Soldier's monthly pay: \$13
- **7 southern states** broke away from the Union at the start of the war. These were later joined by another 4 states, making 11.
- Population: 9 million
- Soldiers: 1.1 million
- Number of deaths: 260,000
- Cost of war: \$4 billion
- Soldier's monthly pay: \$11

Key events

1860

In November, **Abraham Lincoln** was elected as the 16th US president. In this decade, the country went to war over slavery, since the North wanted it abolished and the South wanted to keep it.

1860

In December, **South Carolina** was the first state to withdraw from the Union. By February 1861, six more states joined, forming the Confederacy.

1861

The opening shots were fired at Fort Sumter, South Carolina, when Southern forces opened fire on Union troops.

1861

The First Battle of Bull Run ended in victory for the Confederacy, as did the Second Battle of Bull Run a year later.

1862

The Battle of Antietam stopped General Lee's march north and saw the greatest number of Americans killed or wounded in a day.

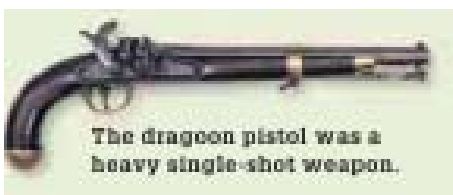
African-American soldiers



forming African-American battalions, although these never materialized.

About 180,000 African-Americans served in the Union army, making up approximately 10 percent of the total force (about 40,000 of whom died). Toward the end of the war, the South even raised the possibility of

New warfare



The dragoon pistol was a heavy single-shot weapon.

Many new technologies were used during the war, most of which benefited the more industrially advanced Union in the North. **Railroads** allowed troops to move around quickly, while telegraph lines ensured that orders were delivered immediately. The invention of new weapons resulted in a high number of casualties.




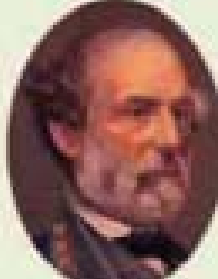
Sword bayonets could be attached to a rifle or used independently.

Battlefield medicine



The war saw medical as well as military advances. With the men off fighting, women worked as nurses for the first time. They worked in **portable field hospitals**, such as this one in Virginia, set up to care for wounded soldiers.

Who's Who

| | UNION | | CONFEDERATE | |
|--|---|-----|--|---|
| Abraham Lincoln The election of the abolitionist Lincoln as president in 1860 jump-started the Civil War. He led the North to victory and signed the law freeing the slaves. |  | vs. |  | Jefferson Davis President of the Confederacy, Davis was a less effective leader than Lincoln. He failed to get support from foreign countries or devise a strategy to stop the North's advance. |
| Ulysses S. Grant He led the Union army from 1862 onward. Grant masterminded a series of victories over the Confederates. He served two terms as president after the war. |  | vs. |  | Robert E. Lee Lee was such a hugely respected professional soldier that he was even asked to be commander of the Union army. But he remained loyal to the South. |

1862

At the naval Battle of Hampton Roads, the Confederates failed to break the North's blockade.

1863

The Emancipation Proclamation was issued **by Lincoln** on January 1, declaring all slaves in the Confederacy to be freed.

1863

A month after the Battle of Gettysburg, Lincoln made his famous Gettysburg Address, vowing to continue the fight.

1864

The Union army marched through Confederate territory from Atlanta to the sea at Savannah, destroying towns, railroads, and supplies.

1865
The Union captured **the Confederate capital of Richmond, Virginia**, and Lee surrendered to Grant. The Civil War was over.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) slavery, 2) illegal, 3) conflict, 4) abolish, 5) battalion, 6) pistol, 7) bayonet, 8) to vow, 9) to surrender, 10) proclamation.

- a) a military unit consisting of three or more companies;
- b) the activity of having slaves or the condition of being a slave;
- c) to make a determined decision or promise to do something;

- d) an official announcement;
- e) not allowed by law;
- f) fighting between two or more groups of people or countries;
- g) to stop fighting and admit defeat;
- h) a long, sharp blade fixed on to a rifle (gun);
- i) to end an activity or custom officially;
- j) a small gun that is held in and fired from one hand.

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to go to war over slavery;
- 2) to tear the country apart;
- 3) to result in a great loss;
- 4) major turning point;
- 5) to remain loyal;
- 6) to open fire on;
- 7) to raise the possibility;
- 8) to result in a number of casualties;
- 9) portable field hospitals;
- 10) to fail to break the blockade.

IV. Match the beginnings of the sentences with the endings below.

1. In the West during 1864, Grant delegated command to
 2. Sherman captured Atlanta, Georgia, in the fall of 1864, and then
 3. Sherman and his army marched from Atlanta to Savannah, Georgia, making
 4. Sherman decided that the Union also had to break the will of the civilian population to win the war. This approach
 5. In 1865, Sherman advanced into North Carolina and South Carolina, continuing
 6. Ohioans played
 7. During the American Civil War, the State of Ohio provided the United States government with
 8. Ohio supplied the federal government with more than 260 regiments of men; not counting several companies that formed
 9. A total of 310,654 Ohioans served
 10. The federal government required each state to supply
- a) in the Union army for varying lengths of time.
 - b) his campaign against the Confederate armies and local civilians.
 - c) embarked upon his "March to the Sea."

- d) a set number of soldiers determined by the state's population.
- e) a trusted subordinate, William Tecumseh Sherman.
- f) war against both the Confederate military and the civilian population.
- g) an important role in the war effort.
- h) the basis of regiments in West Virginia, Kentucky, and Massachusetts.
- i) later came to be called "total war."
- j) three types of military units: artillery units, cavalry units, and infantry units.

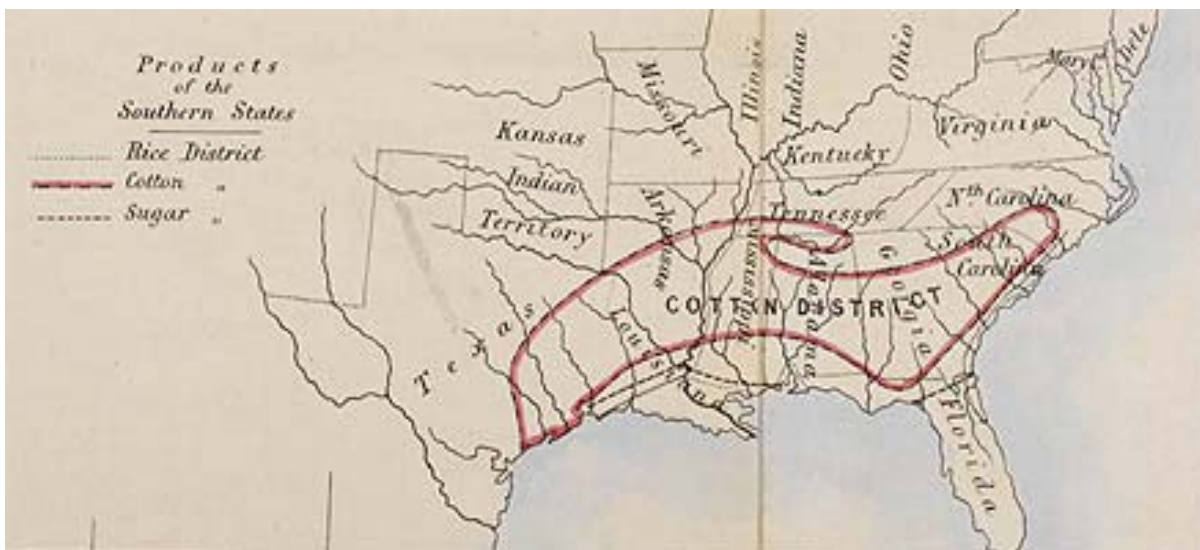
https://en.wikipedia.org/wiki/Sherman%27s_March_to_the_Sea

V. Complete the following text with the phrases below.

Origins of the American Civil War

The American Civil War was fought between 1861 and 1865 when a total of eleven states seceded 1) They were spurred to leave by the election of President Abraham Lincoln in November 1860 and by the outbreak of hostilities in April 1861. For the Northern states, 2) , this was a war fought primarily to restore unity to the nation and to secure the new Western Territories from slave-owners. For the Southern Confederate states, however, this was a war 3) , first enshrined in the Declaration of Independence, from what they considered to be Northern aggression.

At the heart of the conflict were 4) , territorial and sectional political control. Tensions over these concerns had been present from the start the American nation. The United States began as collection of colonies who sought independence from Great Britain in the late 18th century. The problem of slavery was never clearly settled by the Founding Fathers, 5) , compromise and growing unrest about the future of the institution.



Detail from an 1861 map showing the products of the Southern States.

The new republic remained divided on 6) , and by the mid 19th century, the culture and economy of the Northern and Southern states

appeared very different to inhabitants above and below 7), division between Pennsylvania and Maryland, marking the border between free and slave states. As the United States opened up the west of the continent from the 1830s, debates raged over whether the new territories would be 8) Increasingly, the South believed the North was blocking 9) Violent encounters, such as that at Harper's Ferry (1859), and, crucially, the shots fired on Fort Sumter (12 April 1861), led to war, entangling other questions, particularly that of states rights, in a bitter dispute between the relatively industrialized North and 10)

- A - any westward expansion of slavery.
- B - leading to decades of discussion
- C - the central question of slavery
- D - to form the Confederate States of America
- E - the interconnected issues of slavery
- F - what was termed the Mason–Dixon line
- G - the plantation-based society of the South.
- H - admitted to the nation as free or slave states.
- I - to assert their autonomous rights
- J - often referred to as 'the Union'

<https://www.bl.uk/onlinegallery/onlineex/uscivilwar/origins/origins.html>

VI. Put the following sentences in the most logical order.

After the Emancipation Proclamation (1863-64)

- a) Lincoln had used the occasion of the Union victory at Antietam to issue a preliminary Emancipation Proclamation, which freed all slaves in the rebellious states after January 1, 1863.
- b) Some 186,000 black soldiers would join the Union Army by the time the war ended in 1865, and 38,000 lost their lives.
- c) Lee launched another invasion of the North in early June, attacking Union forces commanded by General George Meade on July 1 near Gettysburg, in southern Pennsylvania.
- d) Also in July 1863, Union forces under Ulysses S. Grant took Vicksburg (Mississippi), a victory that would prove to be the turning point of the war in the western theater.
- e) He justified his decision as a wartime measure, and did not go so far as to free the slaves in the border states loyal to the Union.
- f) In the spring of 1863, Hooker's plans for a Union offensive were thwarted by a surprise attack by the bulk of Lee's forces on May 1, whereupon Hooker pulled his men back to Chancellorsville.
- g) Over three days of fierce fighting, the Confederates were unable to push through the Union center, and suffered casualties of close to 60 percent.

h) Still, the Emancipation Proclamation deprived the Confederacy of the bulk of its labor forces and put international public opinion strongly on the Union side.

i) Meade failed to counterattack, however, and Lee's remaining forces were able to escape into Virginia, ending the last Confederate invasion of the North.

j) The Confederates gained a costly victory in the battle that followed, suffering 13,000 casualties (around 22 percent of their troops); the Union lost 17,000 men (15 percent).

<https://www.history.com/topics/american-civil-war/emancipation-proclamation>

VII. Render the text in English.

Громадянська війна у США



Громадянська війна між північними і південними штатами — результат суперечностей між двома суспільними системами — системою найманої праці й системою рабства. Використання праці рабів сприяло отриманню високих прибутків у вирощуванні тютюну та бавовни. Проте, воно

гальмувало розвиток продуктивних сил, адже працюючи примусово, раби не були зацікавлені в наслідках, а їхні господарі, маючи дешеву робочу силу, — у вдосконаленні сільськогосподарських знарядь. Тому збереження рабства перешкоджало розширенню внутрішнього ринку й зростанню фабричного виробництва. Робітники і фермери виступали проти рабовласництва тому, що через існування праці рабів оплата вільних робітників у країні була низькою.

Між Північчю і Півднем розгорталася боротьба за західні землі та політичну владу. Плантатори неодноразово ставили питання про відокремлення Півдня від Півночі. Федеральний уряд не хотів розколу країни.

Ліквідація рабства стала найважливішим завданням подальшого буржуазно-демократичного розвитку країни, основою збереження її територіальної єдності.

Перемога представника Республіканської партії Авраама Лінкольна на президентських виборах 1860 р. означала втрату рабовласниками усієї повноти влади і стала сигналом до самовільного відокремлення південних штатів від північних. У 1861 р. 11 південних штатів утворили Конфедерацію. Рабовласники організували свою армію і навесні того ж року розпочали військові дії з обстрілу федерального форту в Південній Кароліні. Розпочалася чотирирічна громадянська війна.

Більша частина промислового потенціалу і людських ресурсів була зосереджена на Півночі, проте Південь мав більше кадрових офіцерів і значні запаси зброї. Плантатори Півдня вели боротьбу за своє виживання. На Півночі було чимало прихильників "порозуміння" з Півднем, особливо в колах буржуазії, що мали ділові відносини з плантаторами. Через нерішучі дії федеральні війська 1861 р. зазнавали тільки поразок. Двічі Вашингтон ставав перед загрозою захоплення конфедератами.

Федералісти збільшили армію до 650 тис., намагаючись оточити Південь і перемогти, поступово стискуючи кільце ("анаконда-план"), але конфедерати розірвали їх надто розтягнутий фронт. На Заході, у басейні р. Міссісіпі, генерал Улісс Грант успішно вів бойові дії проти військ Півдня, відтіснивши їх до гирла річки з портом Новий Орлеан.

Проте, на основному фронті у Вірджинії, армія Півночі діяла невдало: тричі вона намагалася захопити столицю Конфедерації Річмонд, але кожного разу відступала з великими втратами. Успішний контрнаступ армії Півдня під керівництвом Роберта Лі був зупинений з великими труднощами.

Перелом у ході війни на користь вільних штатів було досягнуто лише після того, як уряд почав вести її "по-революційному". Крім наведення порядку в тилу, зміцнення дисципліни та підвищення податків для багатих власників вирішальне значення мало прийняття закону про гомстеди (1862р.) і акта про визволення рабів (1863 р.). Відповідно до закону кожний громадянин, який не брав участі у заколоті і сплатив податок у 10 дол., мав право отримати ділянку землі в 160 акрів (64 га) на вільних землях. Після 5 років користування вона безкоштовно передавалася у власність. Цей закон сприяв досягненню перемоги над Півднем, без якої неможливо було розраховувати на вільне заселення Заходу, адже рабовласники Півдня претендували на територіальне розширення за рахунок Заходу країни. А прийняття акта про визволення рабів позбавило Конфедерацію міцних тилів, негри почали масово втікати на Північ і вступати на службу у федеральну армію.

Навесні 1863 р. у Вірджинії війська Півдня під командуванням Роберта Лі знову завдали поразки федеральній армії, але це була остання значна перемога заколотників. У 1864 р. армія Півночі на чолі з генералом Шерманом зайшла у тил ворога, перекривши найважливіші залізничні шляхи Півдня. Рештки армії конфедератів продовжували опір, доки у 1865 р. війська Півночі не захопили Річмонд.

Так закінчилася громадянська війна у США. З обох сторін загинуло понад 600 тис. чоловік. Забрала вона і життя президента Авраама Лінкольна.

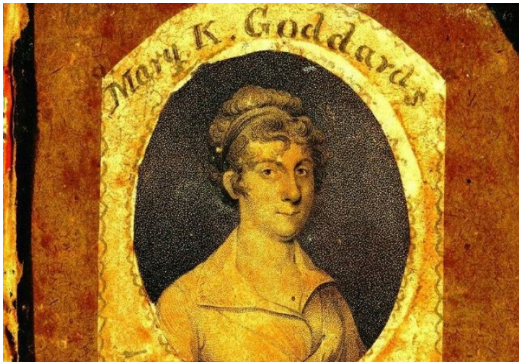
<https://buklib.net/books/32007/>

VIII. Read the text in Hungarian and do the exercises following it

Valódi médiamogul volt az Egyesült Államok „alapító anyja”

Múlt-kor

2018.11.21.



John Trumbull: „Függetlenségi Nyilatkozat”, 1819.

Az Egyesült Államok születésénél nem csak férfiak voltak jelen. Igen fontos szerepet játszott a függetlenség kihirdetésében egy rendkívüli képességekkel bíró nő, Mary Katherine Goddard. A Függetlenségi Nyilatkozat terjesztésében tevékenyen részt vevő nyomdász tekinthető az egyetlen nőnek, aki aláírta a dokumentumot – mivel a nyomtatott változaton nyomtatással szerepeltek az eredeti aláírók nevei, és mellettük szerepelt az övé is.

1776 decemberében még nem úgy tűnt, hogy George Washingtonnak és társainak sikerül kivívniuk a 13 amerikai **gyarmat** függetlenségét az **anyaországtól**, Nagy-Britanniától. De nem sokkal később már jó hírekről értesültek: Washington karácsony napján átkelt a Delaware folyón, majd Trentonnál és Princetonnál is elverte a briteket.

A Kongresszus ezen felbuzdulva elkezdte egy második **nyomtatását** a Nyilatkozatnak, amelyen már nyomtatott betűvel szerepeltek neveik. A nyomtatás elvégzéséhez az egyik **legmegbízhatóbb** jelöltet választották: Mary Katherine Goddardot, aki nem csupán a gyarmat vezető lapja, a „Maryland Journal” főszerkesztője volt, de Baltimore postamestere is egyben – ezzel vélhetően ő volt az amerikai **kormány** első női alkalmazottja.

Goddard következetesen a „patrióta” irányvonalat képviselte mind újságában, mind az általa nyomtatott művekkel. A függetlenségi háború korának egyik első számú újságírója és nyomdásza volt. Mary Katherine Goddard nyugodt kézzel kormányozta jövedelmező vállalkozásokká a rábízott lapokat. Így történt 1774-ben is, amikor a csupán hat hónapja létező „Maryland Journal” is hozzá került.

Mary Goddard éppen akkor vette át a lap irányítását, amikor a gyarmati lakosok egyre elégedetlenebbé kezdtek válni a brit kormányzattal.

Hamarosan a „patrióta” oldal legfőbb lapjává vált. A harcok kezdetével lelkesen **tudósított** a csatákról, a függetlenségpárti erőket jóként, a briteket rosszként beállítva.

1775 júliusában a Kontinentális Kongresszus átvette William Goddard postaszolgálatát, és kinevezte irányítójának a lényegesen megbízhatóbb Benjamin Franklint. Ez év októberében lett Mary Goddard Baltimore **postamestere**, amikor pedig a következő évben felkérték a Függetlenségi Nyilatkozat további példányainak nyomtatására, tudta, hogy történelmi pillanat részese: a szokásos „M.K. Goddard” helyett teljes nevét helyezte az egyoldalas nyomtatvány aljára.

A háború során Goddard a rengeteg nehézség ellenére **kitartott** a függetlenségpártiak mellett. Az Egyesült Államok létrejöttének fontos **személyisége**, és a női **egyenjogúság** egyik úttörője. Személyiségére a legnagyobb rálátást munkája adja, amelyet állhatatosan és elveihez hűen végzett – joggal nevezi az utókor az Egyesült Államok „alapító anyjának”.

<https://mult-kor.blogstar.hu/2018/11/21/valodi-mediagogul-volt-az-egyesult-allamok-alapito-anyja-/64557/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

Declaration of Independence extraordinary
abilities on Christmas Day most trusted candidate
colonial population she was part of a historic
moment despite all the difficulties
one of the pioneers of women's equality
crossed the Delaware River profitable businesses

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | A | | B | |
|-----------------|---|---|--|
| 1. printer | a | continuing to happen or develop in the same way | |
| 2. encouraged | b | someone or something that can be trusted or depended on | |
| 3. probably | c | in a loyal way | |
| 4. consistently | d | someone who is employed in the trade of printing | |
| 5. reliable | e | all the people in the future who will be alive after you are dead | |
| 6. independence | f | the act of starting an organization, relationship, or system | |

- | | | | |
|-----|---------------|----------|---|
| 7. | steadfastly | g | to give someone the courage or confidence to do something |
| 8. | posterity | h | being certain that you are right about something and refusing to change your opinion in any way |
| 9. | faithfully | i | political freedom from control by the government of another country |
| 10. | establishment | g | used to say that something is likely to happen, likely to be true etc |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|-----|---|----------|---|
| 1. | az egyetlen nő, aki aláírta a dokumentumot | a | since the print version had the names of the original signers along with her name appearing on it |
| 2. | mivel a nyomtatott változaton nyomtatással szerepeltek az eredeti aláírók nevei, és mellettük szerepelt az övé is | b | they were becoming increasingly dissatisfied |
| 3. | sikerül kivívniuk a 13 amerikai gyarmat függetlenségét az anyaországtól | c | added her own name to the bottom of the document |
| 4. | az amerikai kormány első női alkalmazottja | d | she enthusiastically reported on the battles |
| 5. | a „patrióta” irányvonalat képviselte | e | whom posterity rightfully calls the Founding Mother |
| 6. | egyre elégedetlenebbé kezdtek válni | f | she was asked to print additional copies of the Declaration of Independence |
| 7. | lelkesen tudósított a csatákról | g | they succeeded in gaining the independence of the 13 American colonies from their mother country, Britain |
| 8. | felkérték a Függetlenségi Nyilatkozat további példányainak nyomtatására | h | the only woman who signed the Document |
| 9. | teljes nevét helyezte az egyoldalas nyomtatvány aljára | i | she represented the "patriotic" position |
| 10. | joggal nevezi az utókor az Egyesült Államok „alapító anyjának” | g | the first female employee of the American government |

5. Comprehension questions.

- Why do you think the name of the only woman appearing on the Declaration of Independence is not well known?
- What appeared at the bottom of the first copy of the Declaration of Independence that was specifically intended to be housed in archives, which was printed on January of 1777?
- What was the reputation of Mary Katherine Goddard's paper?
- Why do you think Vice President Mike Pence in one of his speeches singled out patriots like Mary Katherine Goddard calling her one of "the extraordinary women who've helped define America's history."
- Why was Goddard considered radical, and revolutionary for her time?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

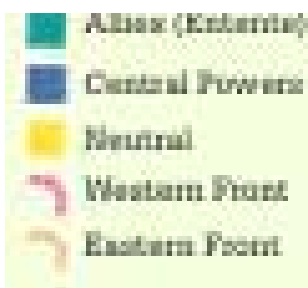
COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. , the United States went to war over slavery and states' rights.
 - a) In the 1760s
 - b) In the 1560s
 - c) In the 1660s
 - d) In the 1860s
2. The Northern states, where slavery was already illegal, wanted it abolished
 - a) throughout the country.
 - b) in the South
 - c) in the West
 - d) in the East
3. However, wanted to keep slavery, since they relied on African slaves to farm their crops of cotton and tobacco.
 - a) the Southern states
 - b) the Western states
 - c) the Eastern states
 - d) the Northern States
4. . A major turning point of American Civil War came , when Union troops halted the South's advance at Gettysburg, Pennsylvania.
 - a) in August 1780
 - b) in July 1863
 - c) in June 1865
 - d) in December 1774

5. remained loyal to the Union at the start of the war.
- a) 10 states
 - b) 43 states
 - c) 23 states
 - d) 53 states
6. In November 1860, Abraham Lincoln was elected as
- a) the 1st US president
 - b) the 16th US president
 - c) the 5th US president
 - d) the 10th US president
7. Many new technologies were used during the war, most of which benefited the more industrially advanced Union
- a) in the South
 - b) in the West
 - c) in the East
 - d) in the North.
8. allowed troops to move around quickly, while telegraph lines ensured that orders were delivered immediately.
- a) Railroads
 - b) Ship routs
 - c) Airways
 - d) Mountain passes
9. In 1862 at the naval Battle of Hampton Roads, the Confederates failed to break
- a) the South's blockade.
 - b) the West's blockade.
 - c) the North's blockade.
 - d) the East's blockade.
10. In 1863 the Emancipation Proclamation was issued on January 1, declaring all slaves in the Confederacy to be freed.
- a) by A.Lincoln
 - b) by G.Washington
 - c) by D.Jefferson
 - d) by R.E.Lee

UNIT 12 WORLD WAR I



At the turn of the **20th century**, the countries of Europe were a complicated network of alliances and rivalries. So, when the heir to the Austrian throne, **Franz Ferdinand**, was assassinated by a Serbian nationalist in 1914 and Austria declared war on Serbia, other nations were quickly drawn into the crisis. In

Europe, the fighting took place **on two fronts**: the Western Front, stretching from Belgium to Switzerland, and the Eastern Front, from the Baltic to the Black Sea. However, the conflict soon spread to **European colonies** all over the world. The war raged for four years, and **more than 20 million people** lost their lives.

Divided Europe

Europe lay at the center of the conflict. The opposing sides were the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire) and the Allies (Britain, France, Russia, and later Italy and the United States). The lines of the Western and Eastern Fronts changed **during the war**.

Trench warfare

On the Western Front, the war was fought from **long trenches fortified with barbed wire**, machine guns, and heavy artillery. Each side launched offensives, sending men “over the top” to attack the enemy. The result was usually the mass slaughter of the attackers in the muddy “no man’s land” between the two front lines. In the trenches, both sides deployed **deadly chlorine gas**, but the use of protective masks greatly reduced its effectiveness.

Key events

1914

When **Archduke Franz Ferdinand** was assassinated, war erupted in Europe. By the end of the year, opposing forces in Europe were dug in, facing each other on the Western Front.

1915

The Allied attack at Gallipoli in Turkey failed to knock **the Ottoman Empire out of the war**, while in the east, the Germans drove back the Russians, capturing Poland.

1916

In France, the German offensive at Verdun lasted **almost a year** but the town was not captured. More than 700,000 were killed in the Allied offensive at the Somme.

1916

As both sides fought **to control shipping routes**, there were battles at sea. At Jutland, off Denmark, battle raged between 250 vessels but ended in stalemate.

New weapons of war

World War I saw new weapons used in battle for the first time.

Early zeppelins and planes

proved useful for spying, but inflicted only limited damage on the enemy. Tanks were unreliable, but hinted at possibilities for the future.

Zeppelin attacks

The Germans used airships, mainly for spying. They also launched bombing raids on Britain with limited effect.



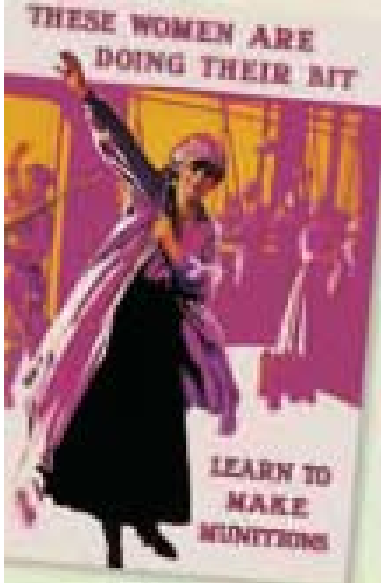
Airplanes

This was the first war where aircraft were used on a large scale. Small biplanes took part in aerial dogfights, but they had little influence on the conflict's outcome.



Tanks

First used by the British **at the Battle of the Somme in France**, tanks often got stuck in the muddy battlefields.



Women at war

As more and more men were called up to fight, women were hired to fill their places in the workplace, with the largest numbers employed in factories and farms. In Germany, by the

end of the war, women made up more than half of the total domestic workforce. The wartime role of women would later help them **win the vote**.

America calling

In May 1915, **the British liner Lusitania** was sunk by a German submarine, killing 1,201 people on board, including 128 Americans.

Outrage at the attack was a major factor in the United States joining the war



in 1917, alongside the Allies, giving a big boost to manpower and morale. “**Uncle Sam**” featured on a poster calling on Americans to join the army.

An end to war

The final Allied offensives began **on August 8, 1918**, and pushed toward the German border. As the Allies advanced, the Central Powers collapsed. Revolution spread throughout a crumbling and weakened Germany. **On November 11**, an armistice was arranged, ending the war. Peace treaties redrew the map of Europe, penalizing the defeated nations. Surviving soldiers received a hero’s welcome home.

1917

The United States entered the war, while the revolution forced the Russians to make peace with Germany. Major Western offensives by the Allies at Ypres failed in their objectives.

1918

The German Spring Offensive pushed the Allies back 40 miles (65 km) in just four days, but an Allied counteroffensive pushed the Germans back toward Germany.

1918

By November, it was clear that neither Germany nor its allies could continue the fight and an armistice was signed on November 11, ending the war.



Remembrance

The poppies that grew on the World War I battlefields have become a symbol of remembrance for the war dead.

1915

Gallipoli campaign



During World War I, the Allied forces started their fight against Turkey **by targeting Gallipoli**, near the Turkish capital of Constantinople. The Turks repelled the invasion, inflicting a quarter of a million Allied casualties, including many

ANZACs (Australian and New Zealand Army Corps).

1916

The Eastern Front

Less stable than the Western Front, the Eastern Front was where the Russians confronted **German and Austrian troops**. The Russians were victorious when an attack led by their general Brusilov forced the Austrians briefly into retreat. It was the Russians' greatest success of the war.

1916

The Western Front

From 1914 to 1918, British and French troops faced the German army along a line of trenches called the Western Front. In 1916, there were two attempts to break through the front. First, a German attack against the French city of Verdun resulted in 400,000 casualties on

both sides. Then, Britain launched an equally disastrous offensive at the Somme; **more than 300,000 Allied and German soldiers** were killed.

1917

Russian Revolution

By 1917, the Russians were losing World War I as German forces pushed them back. **Tsar Nicholas II** abdicated, leading to revolution. Eventually, the Communists, led by Vladimir Lenin, seized power. He signed an armistice with Germany that saw one-third of Russia's prewar population placed under German control.

1917

America declares war

The United States entered World War I **for two reasons**: the launch of unrestricted submarine

warfare by Germany, which led to the loss of several US ships; and the publication of a telegram showing that Germany was seeking an alliance with Mexico if America joined the war. American manpower was a huge boost to the Allies.

1918

The 100 Days

Following the failure of the German Spring Offensive, the Allies began to fight back in August, pushing the German troops toward Germany over a 100-day period. An armistice was signed **on November 11, 1918**, ending the war. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) alliance, 2) rivalry, 3) conflict, 4) trench, 5) artillery, 6) slaughter, 7) to assassinate, 8) vessel, 9) tank, 10) boost.

a) an active disagreement between people with opposing opinions or principles;

- b) very large guns that are moved on wheels or metal tracks, or the part of the army that uses these;
- c) to improve or increase something;
- d) a group of countries, political parties, or people who have agreed to work together because of shared interests or aims;
- e) a large boat or a ship;
- f) a situation in which people, businesses, etc. compete with each other for the same thing;
- g) a large military fighting vehicle designed to protect those inside it from attack, driven by wheels that turn inside moving metal belts;
- h) the killing of many people cruelly and unfairly, especially in a war;
- i) a deep hole dug by soldiers and used as a place from which they can attack the enemy while being hidden;
- j) to kill someone famous or important.

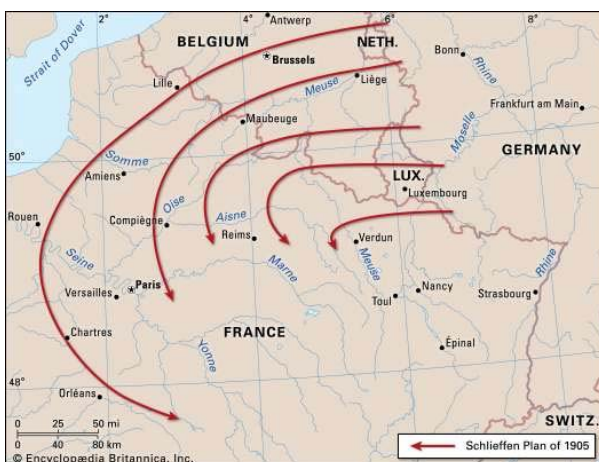
II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) a network of alliances and rivalries;
- 2) the center of the conflict;
- 3) to deploy deadly chlorine gas;
- 4) the use of protective masks;
- 5) to knock the Empire out of the war;
- 6) to control shipping routes;
- 7) to launch bombing raids;
- 8) to help smb. win the vote;
- 9) to give a big boost to manpower;
- 10) a symbol of remembrance.

IV. Match the beginnings of the sentences with the endings below.

Initial Strategies of the War



The Schlieffen Plan

Map of the Schlieffen Plan

1. Years before 1914, successive chiefs of the German general staff had been foreseeing Germany's having to fight a war

2. The elder Helmuth von Moltke, chief of the German general staff from 1858 to 1888, decided that Germany should stay at first on

the defensive in the west and

3. His immediate successor, Alfred von Waldersee, also believed in

4. Schlieffen realized that on the outbreak of war Russia would need . . .
5. Taking advantage of this fact, Schlieffen planned to initially adopt a purely defensive posture on the Eastern Front with.
6. Germany would instead concentrate almost all of its troops in the west against France and would seek.
7. This offensive would sweep westward and then southward through the heart of northern France, capturing the capital and.
8. Having gained security in the west, Germany would then shift its troops to the east and.
9. By the time of his retirement in 1905, Schlieffen had elaborated a plan for a great wheeling movement of the right (northern) wing of the German armies not only.
10. With their right wing entering France near Lille, the Germans would.

- a) deal a crippling blow to Russia's advanced forces before turning to counterattack the French advance.
- b) continue to wheel westward until they were near the English Channel.
- c) six full weeks to mobilize and assemble its vast armies.
- d) through central Belgium but also through the southernmost part of the [Netherlands](#).
- e) to bypass France's frontier fortifications by an offensive through neutral [Belgium](#) to the north.
- f) on two fronts at the same time, against [Russia](#) in the east and [France](#) in the west.
- g) a minimal number of troops facing Russia's slowly gathering armies.
- h) knocking that country out of the war within a few weeks.
- i) destroy the Russian menace with a similar concentration of forces.
- j) staying on the defensive in the west.

<https://www.britannica.com/event/World-War-I/Technology-of-war-in-1914>

V. Complete the following text with the phrases below.
The German invasion

For the smooth working of their plan for the invasion of France, the Germans had preliminarily 1) of Liège, which commanded the route prescribed for their 1st and 2nd armies and which was 2) of the Belgian defenses. German troops crossed the frontier into Belgium on the morning of August 4. Thanks to the resolution of a middle-aged staff officer, Erich Ludendorff, a German brigade occupied the town of Liège itself in the night of August 5–6 and the citadel on August 7, but the surrounding forts held out stubbornly until the Germans brought their heavy howitzers into

action against them on August 12. These 420-millimetre siege guns 3) which one by one succumbed. The vanguard of the German invasion was already pressing the Belgian field army between the Gete River and Brussels, when the last of the Liège forts fell on August 16. The Belgians then withdrew northward to the entrenched camp of Antwerp. On August 20 the German 1st Army entered Brussels while the 2nd Army appeared before Namur,4) barring the Meuse route into France.



German sailors marching through the streets of Brussels, 1914.

5) along the Franco-German and Franco-Belgian frontiers are collectively known as the Battle of the Frontiers. This group of engagements, which lasted from August 14 until the beginning of the First Battle of the Marne on September 6, was to be 6) and was perhaps 7) up to that time, given the fact that a total of more than two million troops were involved.

The planned French thrust into Lorraine, totaling 19 divisions, started on August 14 but was shattered by the German 6th and 7th armies in the Battle of Morhange-Sarrebourg (August 20–22). Yet this 8) had an indirect effect on the German plan. For when the French attack in Lorraine developed, Moltke was tempted momentarily 9) and instead to seek a victory in Lorraine. This fleeting impulse led him to divert to Lorraine the six newly formed Ersatz divisions that had been intended to increase the weight of his right wing. This was the first of several impromptu decisions by Moltke that were 10) of the Schlieffen Plan.

- A - the largest battle of the war
- B - proved too formidable for the forts,
- C - to fatally impair the execution
- D - the largest battle in human history
- E - to reduce the ring fortress
- F - the one remaining fortress
- G - The initial clashes between the French and German armies
- H - abortive French offensive
- I - to postpone the right-wing sweep
- J - the foremost stronghold

http://cyberspacei.com/jesusi/peace/war/world_wars/initiation.htm

VI. Put the following sentences in the most logical order.

The Caucasus, 1914–16

a) A Russian advance from Sarıkamış (Sarykamysh, south of Kars) toward Erzurum in Turkish Armenia in November 1914 was countered in December when the Turkish 3rd Army, under Enver himself, launched a three-pronged offensive against the Kars–Ardahan position.

b) He and General N.N. Yudenich, the victor of Sarıkamış, started a major assault on Turkish Armenia in January 1916; Erzurum was taken on February 16, Trabzon on April 18, Erzincan on August 2; and a long-delayed Turkish counterattack was held at Oğnut. Stabilized to Russia's great advantage in the autumn, the new front in Armenia was thereafter affected less by Russo-Turkish warfare than by the consequences of revolution in Russia.

c) Turkish forces, which had meanwhile invaded neutral Persia's part of Azerbaijan and taken Tabriz on January 14, were expelled by a Russian counterinvasion in March.

d) The Turkish government on June 11, 1915, decided to deport the Armenians. In the process of deportation, the Turkish authorities committed atrocities on a vast scale: most estimates of Armenian deaths have ranged from 600,000 to 1,500,000 for this period.

e) but the Turks, ill-clad and ill-supplied in the Caucasian winter, lost many more men through exposure and exhaustion than in fighting (their 3rd Army was reduced in one month from 190,000 to 12,400 men, the battle casualties being 30,000).

f) The Caucasian front between Russia and Turkey comprised two battlegrounds: Armenia in the west, Azerbaijan in the east.

g) This offensive was catastrophically defeated in battles at Sarıkamış and at Ardahan in January 1915.

h) While the ultimate strategic objectives for the Turks were to capture the Baku oilfields in Azerbaijan and to penetrate Central Asia and Afghanistan in order to threaten British India, they needed first to capture the Armenian fortress of Kars, which, together with that of Ardahan, had been a Russian possession since 1878.

i) During this campaign the Armenians had created disturbances behind the Turkish lines in support of the Russians and had threatened the already arduous Turkish communications.

j) Grand Duke Nicholas, who had hitherto been commander in chief of all Russia's armies, was superseded by Emperor Nicholas himself in September 1915; the Grand Duke was then sent to command in the Caucasus.

<https://www.britannica.com/event/World-War-I/Other-fronts-1915-16>

VII. Render the text in English.

Українські землі у I Світовій війні

1 серпня 1914 року розпочалася перша світова війна. Україна не залишалась осторонь цієї трагедії. Значна її територія опинилася в прифронтовій смузі, а в Королівстві Галичини та Володимирії, Герцогстві Буковина, Прикарпатті розгорнулися бойові дії. Крім того, що Україна стала центром територіальних зазіхань з боку протидорчих сторін — Російської імперії та Австро-Угорської імперії, далекосяжні плани щодо України мала кайзерівська Німецька імперія.

Неоднозначно зустріла звістку про війну громадськість цих регіонів: одна частина українства була схильна підтримувати Російську імперію, друга — Австро-Угорщину. За підрахунками істориків, у Першій світовій по обидва боки фронту — з боку Російської та Австро-Угорської імперій — воювали приблизно 4,5 мільйона українців. У російській армії нараховувалося 4 млн українців, в австрійській — близько 500 тис. Українці, мобілізовані в армії цих країн, вимушені були битися один проти одного. В російській армії не було створено жодного українського національного формування. Тобто, 4 млн мобілізованих українців були розпорошені по всіх фронтах. А ось в австрійській армії було одне українське національне формування — це легіон Українських січових стрільців, вихідців з Галичини та інших західноукраїнських земель, що перебували у складі Австро-Угорської монархії.

Держави, в інтересах яких проливали свою кров українці, мали агресивні плани щодо України, ігнорували українські національні інтереси, прагнули використати воєнне становище, щоб назавжди покінчити з національно-визвольним рухом українців:

Австро-Угорщина мала намір приєднати до своїх володінь Волинь і Поділля. Німеччина прагнула створити у ході війни Пангерманський союз, включивши до нього і Україну. Росія планувала приєднати до імперії Західну Україну.

У серпні 1914 року у Львові було утворено міжпартійний блок — Головну Українську Раду, яка виступила ініціатором формування українських військових частин на боці Австрії. З українців Королівства Галичини та Володимирії було сформовано легіон Українських січових стрільців, який взяв участь у військових діях в районі Стрия, на Ужоцькому перевалі в Карпатах, пізніше він воював на Поділлі.

Одночасно група емігрантів зі сходу України (Д. Донцов, В. Дорошенко, М. Меленевський) створили у Відні «Союз визволення України», який поставив за мету боротьбу за створення самостійної України і вважав доцільним для досягнення цієї мети співробітництво з Німецькою імперією та Австро-Угорською імперією.

У Наддніпрянській Україні члени Товариства українських поступовців створили Комітет Південно-Західного фронту Всеросійського союзу земств і міст, у складі якого працювали А. Ніковський, Д. Дорошенко, А. Вязлов. У 1916 р. С. Петлюру було призначено помічником уповноваженого Союзу земств на Західному фронті.

По-різному поставились до війни політичні партії: місцеві організації загальноросійських партій підтримали війну (крім більшовиків). Таку ж позицію зайняли українські політичні партії — ТУП, «Спілка». Українська соціал-демократична партія з питань війни не змогла виробити єдину тактику: група членів на чолі з С. Петлюрою виступили на підтримку імператорського уряду у війні; деякі інші на чолі з В. Винниченком засудили війну; ще одна частина на чолі з В. Дорошенком підтримала австро-угорсько-німецький союз. Позиція політичних партій в Австро-Угорській імперії була однозначною: вони активно підтримували австро-угорський уряд у війні з Російською імперією.

https://uk.wikipedia.org/wiki/Перша_світова_війна

VIII. Read the text in Hungarian and do the exercises following it.

Röntgenfelszereléssel járta önkéntesként az első világháború hadikórházait Marie Curie

2019. november 7. 11:20 MTI

152 éve, 1867. november 7-én született Varsóban Marie Skłodowska-Curie lengyel-francia vegyész és fizikus, máig az egyetlen, aki két különböző tudományágban is elnyerte a Nobel-díjat.



Marie Curie mobil röntgenvizsgálójában (kép forrása: theconversation.com)

Maria Salomea Skłodowska néven, pedagógus szülők ötödik gyermekeként látta meg a napvilágot. 1891-ben Párizsba **költözött**, ahol **nélkülözések** közepette évfolyamelsőként szerzett diplomát matematikából, majd fizikából a Sorbonne-on. 1895-ben házasodott össze a fizikus Pierre Curie-vel.

Madame Curie az uránércet és a Henri Becquerel által felfedezett urán-sugárzást kezdte tanulmányozni, amelyet ő nevezett el radioaktivitásnak. A további **kutatásba** férje is bekapcsolódott. 1898-ban jelentették be, hogy új

radioaktív anyagot találtak, amelyet Marie szülőföldje iránti tiszteletből polóniumnak neveztek el, néhány hónap múlva azonosították a rádiumot is. 1903-ban Henri Becquerellel megosztva fizikai Nobel-díjat kaptak a Becquerel által felfedezett sugárzás tanulmányozásában szerzett érdemeikért.

Amikor férjét 1906-ban halálra gázolta egy lovas kocsi, Marie foglalta el katedráját a Sorbonne-on, és így ő lett az egyetem első női tanára. 1911-ben kémiai Nobel-díjjal tüntették ki a rádium és a polónium felfedezéséért, fémállapotban való előállításáért, természetének és vegyületeinek vizsgálatáért, ezzel a mai napig egyedülálló módon két tudományágban is a Nobel-díj birtokosa lett.

Az első világháborúban Madame Curie lányával önkéntesként **megszervezte** a francia katonai **egészségügy** röntgenhálózatát, egy vizsgálókocsival ők is járták a hadikórházakat.

Ezután elsősorban a radioaktív anyagok kémiájának és orvosi alkalmazásának kutatásával foglalkozott. Marie Curie kutatásait mindenféle védőfelszerelés nélkül végezte, és az általa **felfedezett** sugárzások áldozata lett. Férje mellé temették el Sceaux-ben, majd hamvaikat 1995-ben áthelyezték a párizsi Pantheonba, és ezzel ő lett az első nő, aki bekerült a francia **nemzet** nagyjai közzé.

Laboratóriuma a párizsi Curie Múzeumban látható, **jegyzeteit** ólommal kibélelt dobozokban őrzik, mert ma is oly erősen **sugároznak** , hogy egykori gazdájuk ujjlenyomatát filmre át lehet vinni róluk.

Számtalan szobra áll világszerte, tudományos intézmények és közterületek, Párizsban metróállomás és egy kisbolygó viselik nevét. 2011-ben Lengyelországban minden idők legnagyobb lengyel személyiségének szavazták meg, 2009-ben a New Scientist című tekintélyes **szaklap** voksolásán a legőstönzőbb női tudósnek választották meg.

<https://mult-kor.hu/rntgenfelszerelésevel-jarta-nkenteskent-az-első-vilaghaboru-hadikorhazait-marie-curie-20191107>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

amid hardships ranked first among the students
identified radium in recognition of in a unique
way
mobile x-ray unit wear protective gear
stored in lead-lined boxes
buried in France's Panthéon
distinguished French citizens

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | | | |
|---------------------------|----------|--|
| 1. uranium ore | a | fundamental sociological units of science |
| 2. discover | b | someone who does a job willingly without being paid |
| 3. radiation | c | the sending out of radiation (=a form of energy) when the nucleus (=central part) of an atom has broken apart |
| 4. radioactivity | d | a hospital for the care and treatment of sick and wounded military personnel |
| 5. a horse-drawn carriage | e | to be badly affected by some unexpected results |
| 6. prestigious journal | f | one of the best and most important serious magazines produced for professional people |
| 7. field of science | g | to find out something that you did not know about before |
| 8. volunteer | h | any ore from which uranium can be extracted |
| 9. military hospital | i | A wheeled vehicle, especially a four-wheeled horse-drawn passenger vehicle, often of an elegant design |
| 10. be victim of | g | a form of energy that comes especially from nuclear reactions, which in large amounts is very harmful to living things |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | |
|--|----------|---|
| 1. két különböző tudományágban is elnyerte a Nobel-díjat | a | announced the discovery of a new radioactive substance |
| 2. ötödik gyermekeként látta meg a napvilágot | b | shared Nobel Prize with Becquerel |
| 3. szerzett diplomát matematikából és fizikából | c | to win a Nobel Prize in two different fields |
| 4. jelentették be, hogy új radioaktív anyagot találtak szülőföldje iránti tiszteletből | d | was the fifth child in a row |
| 5. polóniumnak neveztek el | e | graduated from the Faculties of Physics and Mathematics |
| 6. Becquerellel megosztva fizikai Nobel-díjat kaptak | f | called polonium in honour of her native country |

- | | | | |
|-----|--|---|---|
| 7. | halálra gázolta egy lovas kocsi | g | became the first woman professor at the Sorbonne University |
| 8. | Marie foglalta el katedráját a Sorbonne-on, és így ő lett az egyetem első női tanára | h | was awarded Nobel Prize in Chemistry |
| 9. | kémiai Nobel-díjjal tüntették ki | i | voted the most inspirational |
| 10. | voksolásán a legösztönzőbb | g | run over by a horse-drawn carriage |

5. Comprehension questions.

- Who is the first woman scientist who was twice awarded the Nobel Prize for research in the field of physics and chemistry?
- How does the National Library in Paris cherish her belongings and laboratory equipment?
- Why everyone who wishes to see Maria Sklodowska's personal belongings is warned about the possibility of radiation sickness?
- What was known as "small Curie" and served to determine the position of the fragments in the wound during the war?
- Why did Marie and Pierre Curie call one of the elements they discover in December 1898 polonium?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. So, when the heir to the Austrian throne, Franz Ferdinand, was assassinated by a Serbian nationalist in 1914 and , other nations were quickly drawn into the crisis.

- a) Austria declared war on Slovakia
- b) Austria declared war on Serbia
- c) Germany declared war on Serbia
- d) Germany declared war on Slovakia

2. In Europe the Western Front was stretching from

- a) Belgium to Switzerland
- b) Holland to Switzerland
- c) Poland to Russia
- d) Belgium to Russia

3. In Europe the Eastern Front was stretching from

- a) the Dnieper to the Black Sea

- b) the Baltic to the Azov Sea
 - c) the Bering Strait to the Black Sea
 - d) the Baltic to the Black Sea
4. The war raged for four years, and lost their lives.
- a) less than 10 million people
 - b) less than 1 million people
 - c) more than 20 million people
 - d) more than 30 million people
5. In 1915 The Allied attack at Gallipoli in Turkey failed to knock out of the war.
- a) the Roman Empire
 - b) the Aztecs
 - c) the British Empire
 - d) the Ottoman Empire
6. World War I saw used in battle for the first time.
- a) submarines
 - b) new weapons
 - c) deep trenches
 - d) cavalry
7. First used by the British at the Battle of the Somme, tanks often got stuck in the muddy battlefields.
- a) in France
 - b) in Italy
 - c) in Austria
 - d) in Spain
8. The wartime role of women would later help them
- a) get jobs
 - b) raise children
 - c) win the vote
 - d) create families
9. In May 1915, the British liner Lusitania was sunk by, killing 1,201 people on board, including 128 Americans.
- a) a German helicopter
 - b) a German aircraft
 - c) a German tank
 - d) a German submarine
10. In 1917 entered the war, while the revolution forced the Russians to make peace with Germany.
- a) the United States
 - b) Great Britain
 - c) Austria
 - d) Hungary

UNIT 13 WORLD WAR II



In 1939, the army of Nazi Germany invaded Poland. This was the first step in the plan of the **German dictator**, Adolf Hitler, to conquer Europe. **Two days later**, Britain and France declared war on Germany, but Hitler's invasion of Europe continued and by 1940 Belgium, Holland, France, Denmark, and Norway had all fallen. The Allied forces of Britain, Australia, New Zealand, Canada, and the exiled

French and Poles were joined in 1941 by the Soviet Union and the United States. Their enemies were the **Axis powers of Germany, Italy, and (from 1941) Japan**, as the war expanded across the world.

Operation Barbarossa

In **June, 1941** Germany launched Operation Barbarossa—an all-out attack on its former ally, the Soviet Union. By the end of the year, German troops were **at the gates of Moscow**.

However, a Soviet counterattack in January 1942 managed **to push the Germans back**.

US enters the war

Although the United States had declared its support for the Allied cause, public opinion was **firmly against the country joining the war**. That changed when the Japanese attacked the **US naval base at Pearl Harbor**, Hawaii, on December 7, 1941. The United States Congress declared war the next day.

Battle of El Alamein - 1942

In **north Africa**, an Allied offensive at El Alamein, Egypt, forced the Germans into retreat. The following year, the German army in north Africa had surrendered to the Allies.

German expansion

By **1942**, German troops had overrun much of Europe and North Africa. In many of the lands they occupied, such as France, Russia, Yugoslavia, and Greece, there was resistance from the nonmilitary population.

Battle of Stalingrad - 1942

Germany's failed attempt to capture the Soviet city of Stalingrad (now Volgograd) was **one of the major turning points** of the war. The Soviets held out for **more than six months**, eventually destroying the Nazi forces.

Battle of the Atlantic

The conflict was fought at sea as well as on land. In the Atlantic, German bombers and U-boats (submarines) off France and Norway tried to sink ships carrying supplies of food and weapons from the United States. Allied battleships and aircraft carriers fought back.



Lightning war

Germany achieved a number of swift victories in World War II using the speed and surprise of joint tank and aircraft attacks to catch the Allied forces off guard. This tactic became known as **blitzkrieg (lightning war)**.

African advance

The war reached north Africa by 1940. Italian forces invaded **Egypt**, but the defending British troops drove them back. The conflict continued until the British victory at El Alamein, Egypt, in 1942. British and American forces arrived in **Algeria and Morocco**, leaving the Axis armies caught between the Allies. The Axis armies surrendered in 1943.



British soldiers advance at the Battle of El Alamein in 1942

1939

Germany invaded Poland, causing Britain and France to declare war on the Nazis.

1940

France surrendered. British troops were forced to make an emergency evacuation from **the French port of Dunkirk** using a mix of naval vessels and private "little ships."

1941

Germany turned on its former ally, **the Soviet Union**, in 1941. From August 1942 to March 1943, German troops tried and failed to take the city of Stalingrad.

1942

In the First and Second Battles of El Alamein in northern Africa, the British forces attacked and defeated the German Afrika Korps.

1943

Germany surrendered **at Stalingrad**. Germans and Italians were expelled from North Africa.

Mussolini was forced to resign.

Code breakers



Both the Allies and the Axis powers disguised their communications using codes. One

breakthrough of the war was the success of British code breakers in **deciphering German messages** encoded by the Enigma machine. As a result, valuable military information fell into

Allied hands, giving them a great advantage over their enemies in the war.

Who's who

Winston Churchill

One of the few politicians to warn against Hitler during the 1930s, Winston Churchill led Britain through the war as prime minister.



Adolf Hitler

It was the ambitions of Germany's leader, Hitler, that drove the country to war and led to its defeat. At the end of the conflict, Hitler took his own life.



Dwight Eisenhower

A general in the US Army, Eisenhower commanded the Allied Forces in Western Europe, and directed D-Day. He later became president.



Joseph Stalin

Soviet leader Joseph Stalin led the retaliation after Germany's attack in 1941, but ended up taking over many of the countries "freed" from German control.



Turning point

During intense conflict on Europe's Eastern Front, the Russians beat the Germans at Stalingrad **in 1942**, and then pushed them steadily

westward, capturing Warsaw in January 1945 and then **encircling Berlin in April**. Meanwhile, Allied troops pushed into Germany from the West. **On May 7**, Germany finally surrendered as Berlin lay in ruins. Hitler had killed himself in his bunker. On May 8, a formal announcement came that the war in Europe was over.

1944

The Allies invaded France on June 6— D-Day. Thousands of British, American, Canadian, and French troops landed **to push the Germans back**.

1944

The Italian government signed an armistice in 1943, but the Germans remained in control of much of Italy until 1944, when US forces captured Rome.

1944

Hitler used new weapons, the V-1 (an unmanned jet-propelled flying bomb) and the V-2 (a supersonic rocket bomb), but with limited success.

1944

Allied troops continued to push through France, capturing Paris. **At the Battle of the Bulge**, the Germans carried out their final counteroffensive until they were forced back.

1945

By 1945, Germany was losing the war. The Allies attacked Germany from east and west to capture Hitler's capital of Berlin. **On May 7**, Germany surrendered.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions:

1) dictator, 2) invasion, 3) troops, 4) counterattack, 5) declare, 6) offensive, 7) retreat, 8) resistance, 9) submarine, 10) aircraft.

a) a leader who has complete power in a country and has not been elected by the people;

b) any vehicle, with or without an engine, that can fly, such as a plane or helicopter.

c) the act of fighting against something that is attacking you, or refusing to accept something;

d) to announce something clearly, firmly, publicly, or officially;

e) soldiers on duty in a large group;

f) a ship that can travel underwater;

g) to go away from a place or person in order to escape from fighting or danger;

h) an occasion when an army or country uses force to enter and take control of another country;

- i) an attack intended to stop or oppose an attack by an enemy or competitor;
- j) used for attacking;

II. Put questions to the phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) the first step in the plan;
- 2) to expand across the world;
- 3) to push the Germans back;
- 4) to declare war;
- 5) to force smb. into retreat;
- 6) to fail an attempt to capture;
- 7) the major turning point;
- 8) to try to sink ships;
- 9) battleships and aircraft carriers;
- 10) to make an emergency evacuation.

IV. Match the beginnings of the sentences with the endings below.

Leading up to War



- 1. When Germany lost World War I they were forced
 - 2. This treaty not only took land from Germany, but required that they
 - 3. As a result, the German
 - 4. The citizens of Germany were not only humiliated that they had lost World War I, but
 - 5. It was during this time that Adolf Hitler and
 - 6. Hitler promised he
 - 7. Hitler was elected
 - 8. Soon he had made himself dictator. Hitler said the country needed more land or "living space". First Hitler took
 - 9. Next, he took part of Czechoslovakia. The other European countries
 - 10. Finally, when Germany invaded Poland in 1939, the other countries knew he would not stop. France and Great Britain
- a) didn't want war, so they didn't do anything.
 - b) they were also poor and struggling.
 - c) to sign the Treaty of Versailles.
 - d) declared war on Germany and World War II had begun.
 - e) the Nazi Party came into power.

f) pay huge amounts of money in reparations to countries they had fought.

g) economy did very poorly.

h) would bring Germany back to power.

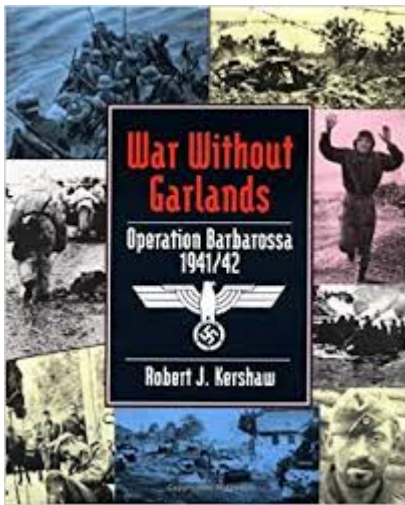
i) over the country of Austria.

j) Chancellor of Germany in 1933.

https://www.ducksters.com/history/world_war_ii/ww2_in_europe.php

V. Complete the following text with the phrases below.

Operation Barbarossa (1941-42)



By early 1941, Hungary, Romania and Bulgaria had joined the Axis, and German troops overran Yugoslavia and Greece that April. Hitler's conquest of the Balkans was 1) an invasion of the Soviet Union, whose vast territory would give the German master race the "Lebensraum" it needed. The other half of Hitler's strategy was the 2) from throughout German-occupied Europe. Plans for the "Final Solution" were introduced around the time of the Soviet offensive, and over the next three years more than 4 million Jews would 3) established in occupied Poland.

On June 22, 1941, Hitler ordered the invasion of the Soviet Union, codenamed Operation Barbarossa. Though Soviet tanks and aircraft greatly outnumbered the Germans', their air technology was largely obsolete, and 4)

helped Germans get within 200 miles of Moscow by mid-July. Arguments between Hitler and his commanders delayed the next German advance until October, when it was stalled by a Soviet counteroffensive and 5)

World War II in the Pacific (1941-43)

With Britain facing Germany in Europe, the United States was the only nation 6) which by late 1941 included an expansion of its ongoing war with China and the seizure of European colonial holdings in the Far East. On December 7, 1941, 360 Japanese aircraft attacked the major U.S. naval base at Pearl Harbor in Hawaii, taking the Americans 7) and claiming the lives of more than 2,300 troops. The attack on Pearl Harbor served 8) in favor of entering World War II, and on December 8 Congress declared war on Japan with only one dissenting vote. Germany and the other Axis Powers promptly declared war on the United States.

After a long string of Japanese victories, the U.S. Pacific Fleet won the Battle of Midway in June 1942, which proved 9) On Guadalcanal, one

of the southern Solomon Islands, the Allies also had success against Japanese forces in a series of battles from August 1942 to February 1943, helping turn the tide further in the Pacific. In mid-1943, Allied naval forces began an aggressive counterattack against Japan, involving a series of amphibious assaults on key Japanese-held islands in the Pacific. This “island-hopping” strategy proved successful, and Allied forces 10) of invading the Japanese homeland.

A - to be a turning point in the war.

B - a precursor for his real objective:

C - the impact of the surprise invasion

D - to unify American public opinion

E - moved closer to their ultimate goal

F - perish in the death camps

G - completely by surprise

H - the onset of harsh winter weather.

I - capable of combating Japanese aggression,

J - extermination of the Jews

<https://www.history.com/topics/world-war-ii/world-war-ii-history>

VI. Put the following sentences in the most logical order.

World War II Ends (1945)



a) At the Potsdam Conference of July-August 1945, U.S. President Harry S. Truman (who had taken office after Roosevelt’s death in April), Churchill and Stalin discussed the ongoing war with Japan as well as the peace settlement with Germany.

b) World War II proved to be the most devastating international conflict in history, taking the lives of some 35 to 60 million people, including 6 million

c) On the divisive matter of Eastern Europe’s future, Churchill and Truman acquiesced to Stalin, as they needed Soviet cooperation in the war against Japan.

d) The legacy of the war would include the spread of communism from the Soviet Union into eastern Europe as well as its eventual triumph in China, and the global shift in power from Europe to two rival superpowers—the United States and the Soviet Union—that would soon face off against each other in the Cold War.

e) Post-war Germany would be divided into four occupation zones, to be controlled by the Soviet Union, Britain, the United States and France.

f) On August 15, the Japanese government issued a statement declaring they would accept the terms of the Potsdam Declaration, and on September 2, U.S.

g) Millions more were injured, and still more lost their homes and property.

h) Heavy casualties sustained in the campaigns at Iwo Jima (February 1945) and Okinawa (April-June 1945), and fears of the even costlier land invasion of Japan led Truman to authorize the use of a new and devastating weapon—the atomic bomb—on the Japanese cities of Hiroshima and Nagasaki in early August.

i) Jews who died at the hands of the Nazis.

j) General Douglas MacArthur accepted Japan's formal surrender aboard the USS Missouri in Tokyo Bay.

<https://www.history.com/topics/world-war-ii/yalta-conference>

VII. Render the text in English

Друга світова війна (1939–1945)



Наприкінці серпня 1939 р. міністр закордонних справ Німеччини Й. Ріббентроп і народний комісар закордонних справ СРСР В. Молотов підписали у Москві договір про ненапад та секретний протокол до нього, відмий під назвою пакт Молотова-Ріббентропа. У таємному протоколі Третій Рейх та СРСР поділили між собою сфери впливу в Центрально-Східній Європі. 1 вересня 1939 р. німецькі війська розпочали напад на Польщу. У відповідь на агресію Німеччини 4 вересня 1939 р. Великобританія та Франція оголосили їй війну. 17 вересня 1939 р. відповідно до укладеного пакту з Німеччиною Радянський Союз розпочав вторгнення на територію Польщі зі сходу, зайнявши Західну Україну та Білорусь. Ці події стали початком Другої світової війни.

Новий радянсько-німецький договір від 28 вересня 1939 р., підписаний у Москві, закріпив кордони між СРСР та Німеччиною вздовж річок Сян і Буг. На західних землях колишньої польської держави нацисти утворили Генерал-губернаторство, до складу якого ввійшли українські Лемківщина, Посяння, Холмщина і Підляшшя. Більшовики окупували Галичину і Волинь. У 1940 р. до СРСР були приєднані Бессарабія та Північна Буковина. Відбулася "радянська" новоприєднаних територій, що супроводжувалась репресивними заходами. 22 червня 1941 р. Німеччина та її союзники напали на Радянський Союз. Почалася німецько-радянська війна.

Vід початку воєнних дій Червона армія зазнала значних втрат через стратегічні прорахунки радянського командування та невідповідність до ведення оборонних дій. До середини липня 1941 р. частини вермахту із союзницькими військами Румунії та Угорщини захопили Галичину, Західну Волинь, Буковину, Бессарабію; у середині серпня окупували Правобережну Україну, у вересні зайняли Київ і Полтаву, а вже в середині жовтня 1941 р. – Харків та Донбас. У липні 1942 р. була окупована вся територія України.

Під час відступу більшовики застосували тактику "спаленої землі": руйнували промислові об'єкти, харчові запаси, залізниці, розстрілювали тисячі людей. Зокрема, за підрахунками дослідників О. Романива та І. Федущак, влітку 1941 р. через неможливість евакуації в'язнів більшовики замордували близько 22 тис. людей, яких утримували у тюрмах Західної України.

Німецька окупація України 1941–1944 рр. принесла нові лихоліття для населення. Нацисти вважали територію Східної Європи, в тому числі Україну, життєвим простором для німецького народу. Плани щодо цієї території були викладені у генеральному плані "Ост", відповідно до якого після перемоги Німеччини у війні нацисти мали провести зачистку території Східної Європи від "неарійського елемента" та колонізувати захоплені землі.

http://territoryterror.org.ua/uk/history/period/?ci_themeid=82

VIII. Read the text in Hungarian and do the exercises following it.

A hihetetlen győzelem, amely megfordította a háború menetét – így zajlott a midwayi csata

2018. június 7. 10:34 MTI

76 éve, 1942. június 4-7-én zajlott le a második világháború csendes-óceáni színterén fordulatot hozó, amerikai győzelemmel végződött Midway-szigeteki csata.



Japán 1941. december 7-én **hadüzenet** nélkül támadta meg az Egyesült Államokat, és szétbombázta a Pearl Harborban horgonyzó amerikai flottát. A Csendes-óceánon akadálytalanul előrerobogó japán hadigépezetet az amerikaiak csak 1942 májusában, az Ausztráliához közeli korall-tengeri csatában tudták feltartóztatni. Ez volt az első ütközet a hadtörténelemben, amelyet csak anyahajók és repülőgépek vívtak.

A japán főparancsnok, Jamamoto Iszoroku admirális ezután **döntő** csapásra, a maradék amerikai **flotta** megsemmisítésére, egyben a stratégiai fontosságú, Hawaii közvetlen megtámadását lehetővé tevő Midway-szigetek elfoglalására szánta rá magát. A terv az volt, hogy a japán erők egy része Alaszka térségében hajt végre elterelő hadműveletet. A rejtőzködő, három csoportra osztott főerők ezalatt a Midway-szigeteket rohanják le.

Jamamoto másik hibája az volt, hogy alulbecsülte az ellenfél erejét: csak két amerikai **anyahajóval** számolt, holott akkorra a Yorktown is csatarendbe állt. Az esélyek így is az amerikaiak ellen szóltak: 4 japán anyahajó, 7 csatahajó, 150 cirkáló és 248 repülőgép állt szemben 3 amerikai anyahajóval, 50 egyéb hajóval és 233 repülőgéppel. Az amerikaiaknak azonban volt egy titkos **ütőkártyájuk**: 1942 áprilisára sikerült megfejteniük a japán rejtjeleket, így felkészülhettek a támadásra.

Az ütközet június 4-én hajnalban 108 japán repülőgép **támadásával** kezdődött a Midway-szigeteki amerikai légi bázis ellen. A japán repülőgép-hordozókon a második csapást készítették elő, amikor a felderítők jelentették az amerikai hajókötelék felbukkanását.

Nem sokkal később megérkezett az amerikai anyahajókról felszállt repülőgépek első csoportja, az összehangolatlan, fedezet nélküli támadást a japán vadászgépek könnyedén visszaverték. Az öngyilkos akció mégis megakadályozta a második japán támadás elindítását, és meggyengítette az anyahajók légi **védelmét**. Az egyetlen épen maradt japán anyahajó rögtön ellencsapást indított, de az innen felszállt gépek két egymás utáni hulláma is a Yorktownt találta el. A zűrzavarban mindkét kötelék teljes értékű amerikai anyahajó elsüllyesztését jelentette, így a japán parancsnokság azt hitte, az erőviszonyok kiegyenlítődtek, mert mindkét oldalon csak egy anyahajó maradt. Éppen a (szerintük) megmaradt utolsó amerikai anyahajó kiiktatására készültek, amikor az amerikaiak bemérték, majd egy újabb légi csapással a tenger mélyére küldték az utolsó japán anyahajót is.

Az egymás veszteségeiről keveset tudó két ellenfél a besötétedés után kiváráásra rendezkedett. Az ütközet utójátékaként egy japán **tengeralattjáró** megadta a kegyelemdőfést a hazai kikötő felé vontatott Yorktown **anyahajónak**, amely a tenger mélyére süllyedt. A végelszámolás szerint a japánok 4 anyahajót, 1 csatahajót, 228 repülőgépet és 3057 embert, az amerikaiak 1 anyahajót, 1 rombolót, 98 repülőgépet és 307 embert vesztek.

A még az amerikaiak szerint is hihetetlen győzelem fordulópontot jelentett a háború csendes-óceáni hadszínterén. Ettől kezdve az amerikaiak vették át a kezdeményezést, a japánok soha nem heverték ki a négy anyahajó és még kevésbé a képzett, harcedzett **személyzet** elvesztését.

<https://mult-kor.hu/a-hihetetlen-gyozelem-amely-megfordította-a-haboru-menetet-igy-zajlott-a-midwayi-csata-20180607>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

Japanese war machine diversionary attack
aircraft carriers and planes were involved
before dawn
aircraft carrier group of planes unsecure
unprotected

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|-----------------------|---|
| 1. military history | a an attack in which military aircraft drop bombs |
| 2. Commander in Chief | b a man who is a member of the military |
| 3. destruction | c to pull a vehicle or ship along behind another vehicle, using a rope or chain |
| 4. underestimate | d a soldier, plane etc that is sent to search the area in front of an army and get information about the enemy |
| 5. scout | e a jet fighter propelled by a jet engine |
| 6. fighter plane | f someone of high rank who is in control of all the military organizations in a country or of a specific military activity |
| 7. theatre of war | g the study of the role that armed forces played in past events. |
| 8. air strike | h the entire land, sea, and air area that is or may become involved directly in war operations |
| 9. tow | i to think or guess that something is smaller, cheaper, easier etc than it really is |
| 10. serviceman | g the act or process of destroying something or of being destroyed |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | |
|-------------------------------|--|
| 1. korall-tengeri csatában | a launched a surprise attack on |
| 2. akadálytalanul előrerobogó | b scouts reported American ship movements |

- | | | | |
|-----|---|---|---|
| 3. | hadüzenet nélkül támadta meg | c | be a turning point |
| 4. | sikerült megfejteniük a japán rejtjeleket az amerikaiaknak volt egy | d | an attack aimed at the US base at Midway Island |
| 5. | titkos ütőkártyájuk | e | administered the final coup de grace |
| 6. | Midway-szigeteki amerikai légi bázis ellen | f | inflicting severe damage to |
| 7. | jelentették az amerikai hajókötelék felbukkanását | g | the Battle of the Coral Sea - |
| 8. | súlyos károkat okozva a | h | codebreakers who deciphered Japanese messages |
| 9. | megadta a kegyelemdőfést | i | the advance continued unimpeded |
| 10. | fordulópontot jelent | g | the Americans had a secret trump card |

5. Comprehension questions.

- Why is the Battle of Midway considered to be an epic clash between the U.S. Navy and the Imperial Japanese Navy?
- Where is Midway located?
- What did Yamamoto, commander of the Imperial Japanese Navy plan after a diversionary attack by a smaller Japanese force on the Aleutian Islands, off the coast of Alaska?
- What did U.S. Navy cryptanalysts figure out by breaking Japanese communication codes early in 1942?
- What is the significance of U.S. victory in the Battle of Midway?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. In 1939, the army of Nazi Germany invaded This was the first step in the plan of the German dictator, Adolf Hitler, to conquer Europe.

- | | |
|------------|-------------|
| a) Hungary | c) Sweden |
| b) Poland | d) Slovakia |

2. Their enemies were the Axis powers of Germany,, as the war expanded across the world.

- a) Italy, and (from 1945) Japan
- b) Hungary, and (from 1941) Japan
- c) Italy, and (from 1941) China
- d) Italy, and (from 1941) Japan

3. Germany launched Operation Barbarossa—an all-out attack on its former ally, the Soviet Union.

- a) in August, 1942
- b) In June, 1945
- c) In June, 1941
- d) In December, 1943

4. , an Allied offensive at El Alamein, Egypt, forced the Germans into retreat.

- a) In north Africa
- b) In south Africa
- c) In west Africa
- d) In east Africa

5. Germany's failed attempt to capture the Soviet city of was one of the major turning points of the war.

- a) Stalingrad
- b) Novgorod
- c) Rostov
- d) Novosibirsk

6. In the Atlantic, German bombers and U-boats (submarines) off France and Norway tried to sink ships carrying supplies of food and weapons from

- a) Canada
- b) Japan
- c) Australia
- d) the United States

7. The war reached north Africa by 1940. invaded Egypt, but the defending British troops drove them back.

- a) Italian forces
- b) German forces
- c) Hungarian forces
- d) Spanish forces

8. One breakthrough of the war was the success of British code breakers in deciphering encoded by the Enigma machine.

- a) American messages
- b) German messages
- c) Italian messages
- d) Hungarian messages

9. The Italian government signed an armistice in 1943, but the Germans remained in control of much of Italy until 1944, when US forces captured

- a) Venice
- b) Milan
- c) Bologna
- d) Rome

10. By 1945, Germany was losing the war. The Allies attacked Germany from east and west to capture Hitler's capital of Berlin. , Germany surrendered.

- a) On May 7
- b) On May 9
- c) On June 7
- d) On June 9

UNIT 14 COLD WAR

After World War II, **the capitalist United States and the Communist Soviet Union** (USSR) emerged as rival world “superpowers.” However, since both were armed with enough nuclear weapons to destroy the other several times over, they couldn’t risk an outright war. Instead, they engaged in a “**Cold War**” that lasted **more than 40 years**, conducting their conflict by other means: by forming alliances, backing rival opponents in conflicts, developing new technologies, and spying.

Cold War alliances

Both superpowers maintained a **tight network of alliances** with other countries throughout the Cold War. In 1949, the United States brought together **13 countries** to form a military union called **the North Atlantic Treaty Organization** (NATO). The Soviet Union responded by establishing **the Warsaw Pact** in 1955. Both sides also regularly backed opposing allies in other conflicts, as happened in the Korean War, the Vietnam War, and the Afghanistan War.

Cold War leaders



Joseph Stalin

The USSR’s leader did more than anyone else to set the Cold War in motion by bringing Eastern Europe under Soviet control.



John F. Kennedy

The US president confronted the Soviets **in 1962**, demanding that the USSR remove their nuclear weapons from Communist ally Cuba.



Leonid Brezhnev

A slight thaw in the war came when this Soviet leader met US president Nixon to discuss the reduction **of their nuclear arsenals**.

Berlin airlift

After World War II, the German capital of Berlin was divided into different zones, controlled by **the USSR and the Allies**. In 1948, the Soviets tried to

force the Allies out by cutting off road and rail links to starve the city into submission. However, a massive, almost year-long Allied airlift of supplies **foiled the plan.**

1946

British ex-Prime Minister Winston Churchill described the division between Western and

Eastern Europe **as an “Iron Curtain”.**

1949

The Berlin blockade ended, NATO was established, and the Soviets developed **atomic weapons.**

1949

Capitalist West Germany and Communist East Germany were founded. China became Communist and an ally of the USSR. **1950**

The superpowers backed opposing sides in the Korean War, the first major conflict of the Cold War.

1955

The Warsaw Pact was established, making allies of the USSR and seven Eastern European Communist states.

Cold War flashpoints

Korea

In the Korean War (1950–1953), the US and UN fought alongside South Korea, while the Communist North was supported by both the Soviets and China.

Hungary and Czechoslovakia

Attempted uprisings in Hungary (1956) and Czechoslovakia (1968) against Communism were violently quashed **by the USSR.** The West was appalled, but chose not to intervene.

Berlin Wall

Facing increasing numbers of people fleeing Soviet-controlled East Berlin for West Berlin, the Communist government of East Germany built a **huge security wall** in 1961 to divide the city in two.

Cuba

The Cold War heated up during a tense standoff between the United States and the USSR over the Soviet Union’s stationing of nuclear missiles **in Cuba in 1962.** The USSR eventually backed down after a US blockade.

Vietnam

American troops fought alongside South Vietnam, while the Soviets provided aid and military equipment to Communist North Vietnam **in a 20-year war that began in 1955.** It ended in victory for the Communists.

Afghanistan

The Soviets invaded Afghanistan **in 1979,** but faced fierce resistance from the Afghan Mujahideen fighters, who had been secretly trained and armed by the US. The USSR finally withdrew in 1989.

Arms race



During the Cold War, the United States and the Soviet Union took part in an arms race, producing vast reserves of nuclear weapons and other military equipment, such as cruise missiles (above). But they also invested in smaller technology, particularly spy gadgets, such as **secret cameras and bugs**, which they used to try to discover each other's military and political secrets.

Peaceful conclusion



The conflict came to a peaceful end **in the late 1980s**, when both sides agreed to reduce their store of weapons.

In 1989, US president George Bush met the Soviet leader Mikhail Gorbachev in Malta (above) to declare the Cold War over. The USSR was weakening, and dissolved less than two years later.

1962

The United States and the USSR went head-to-head over the Cuban missile crisis. The Soviets backed down.

1972

The signing of an **Anti-Ballistic Missile Treaty** was the first attempt by the two Cold War powers to limit their nuclear arsenals.

1987

US president Ronald Reagan and Soviet leader Mikhail Gorbachev signed a treaty **reducing their nuclear arsenals**.

1989

The leaders of the United States and the Soviet Union met **in Malta** to declare an official end to the Cold War.

1991

The Soviet Union collapsed and **the Warsaw Pact** was dissolved.
<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions:

1) superpower, 2) opponent, 3) spying, 4) pact, 5) confront, 6) thaw, 7) arsenal, 8) submission, 9) blockade, 10) uprising.

a) secretly gathering and reporting information about another country or organization;

b) an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power;

- c) to face, meet, or deal with a difficult situation or person;
- d) a person who disagrees with something and speaks against it or tries to change it;
- e) a collection of weapons;
- f) a situation in which a group of people prevent goods or people entering or leaving a place as a way of showing a government or large organization that they do not agree with its decisions;
- g) the act of allowing someone or something to have power over you;
- h) to become friendlier or more relaxed;
- i) a country that has very great political and military power;
- j) a formal agreement between two or more people, groups of people, or organizations.

II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to emerge as rival world “superpowers”;
- 2) to risk an outright war;
- 3) to back rival opponents in conflicts;
- 4) a tight network of alliances;
- 5) to demand to remove their nuclear weapons;
- 6) a slight thaw in the war;
- 7) the reduction of their nuclear arsenals;
- 8) to starve the city into submission;
- 9) to build a huge security wall;
- 10) to provide aid and military equipment.

IV. Match the beginnings of the sentences with the endings below.



1. Cold War, the open yet restricted rivalry that developed after World War II between

2. The Cold War was waged on political, economic, and propaganda fronts and

3. The term was first used by the English writer George Orwell in an article published in 1945 to refer to what he predicted would be a nuclear stalemate between “two or three monstrous super-states,

4. It was first used in the United States by the American financier and presidential adviser Bernard Baruch in

5. Following the surrender of Nazi Germany in May 1945 near the close of World War II, the uneasy wartime alliance.

6. By 1948 the Soviets had installed left-wing governments in the countries

7. The Americans and the British feared the permanent Soviet domination of eastern Europe and the threat.

8. The Soviets, on the other hand, were determined to maintain control of.

9. They were intent on spreading communism worldwide,

10. The Cold War had solidified by 1947–48, when U.S. aid provided under the Marshall Plan to western Europe had brought those countries under.

a) American influence and the Soviets had installed openly communist regimes in eastern Europe.

b) the United States and the Soviet Union and their respective allies.

c) of eastern Europe that had been liberated by the Red Army.

d) had only limited recourse to weapons.

e) largely for ideological reasons.

f) between the United States and Great Britain on the one hand and the Soviet Union on the other began to unravel.

g) each possessed of a weapon by which millions of people can be wiped out in a few seconds.”

h) eastern Europe in order to safeguard against any possible renewed threat from Germany.

i) of Soviet-influenced communist parties coming to power in the democracies of western Europe.

j) a speech at the State House in Columbia, South Carolina, in 1947.

<https://www.britannica.com/event/Cold-War>

V. Complete the following text with the phrases below.

The Cold War Extends to Space



Space exploration served as 1) for Cold War competition. On October 4, 1957, a Soviet R-72) launched Sputnik (Russian for “traveler”), the world’s first artificial satellite and the first man-made object to be placed into the Earth’s orbit. Sputnik’s launch came as a

surprise, and not a pleasant one, to most Americans. In the United States, space was seen as the next frontier, a logical extension of the 3), and it was crucial not to lose too much ground to the Soviets. In addition, this 4) of the R-7 missile—seemingly capable of delivering a nuclear warhead into U.S. air space—made gathering intelligence about Soviet military activities particularly urgent.

In 1958, the U.S. launched its own satellite, Explorer I, designed by the U.S. Army 5) Wernher von Braun, and what came to be known as the Space Race was underway. That same year, President Dwight Eisenhower signed a public order creating the National Aeronautics and Space Administration (NASA), a federal agency 6), as well as several programs 7) of space. Still, the Soviets were one step ahead, launching the first man into space in April 1961.

That May, after Alan Shepard become the first American man in space, President John F. Kennedy (1917-1963) 8) that the U.S. would land a man on the moon by the end of the decade. His prediction came true on July 20, 1969, when Neil Armstrong of NASA's Apollo 11 mission, became the first man 9), effectively winning the Space Race for the Americans. U.S. astronauts came to be seen as the ultimate American heroes, and earth-bound men and women seemed to enjoy living vicariously through them. Soviets, in turn, were pictured as the ultimate villains, with their massive, relentless efforts to surpass America and 10)

- A - seeking to exploit the military potential
 - B - demonstration of the overwhelming power
 - C - another dramatic arena
 - D - prove the power of the communist system.
 - E - made the bold public claim
 - F - intercontinental ballistic missile
 - G - grand American tradition of exploration
 - H - to set foot on the moon
 - I - under the direction of rocket scientist
 - J - dedicated to space exploration
- https://en.wikipedia.org/wiki/Space_Race

VI. Put the following sentences in the most logical order.

The Close of the Cold War



a) As a result, he worked to provide financial and military aid to anticommunist governments and insurgencies around the world.

b) To that end, he encouraged the United Nations to recognize the communist Chinese government and, after a trip there in 1972, began to establish diplomatic relations with Beijing.

c) Almost as soon as he took office, President Richard Nixon (1913-1994) began to implement a new approach to international relations.

d) This policy, particularly as it was applied in the developing world in places like Grenada and El Salvador, was known as the Reagan Doctrine.

e) Instead of viewing the world as a hostile, “bi-polar” place, he suggested, why not use diplomacy instead of military action to create more poles?

f) Even as Reagan fought communism in Central America, however, the Soviet Union was disintegrating. In response to severe economic problems and growing political ferment in the USSR, Premier Mikhail Gorbachev (1931-) took office in 1985 and introduced two policies that redefined Russia’s relationship to the rest of the world: “glasnost,” or political openness, and “perestroika,” or economic reform.

g) Like many leaders of his generation, Reagan believed that the spread of communism anywhere threatened freedom everywhere.

h) At the same time, he adopted a policy of “détente”–“relaxation”–toward the Soviet Union.

i) Despite Nixon’s efforts, the Cold War heated up again under President Ronald Reagan (1911-2004).

j) In 1972, he and Soviet premier Leonid Brezhnev (1906-1982) signed the Strategic Arms Limitation Treaty (SALT I), which prohibited the manufacture of nuclear missiles by both sides and took a step toward reducing the decades-old threat of nuclear war.

<https://www.history.com/topics/cold-war/cold-war-history>

VII. Render the text in English.

Холодна Війна

«Холодна Війна» — термін, який означає період міжнародної напруженості, ідеологічного та політичного протистояння внаслідок загострення відносин після другої світової війни між СРСР і США. З 1945 р. керівництво СРСР стало на шлях силової політики, територіальної експансії, створення сфер впливу. Це зумовило занепокоєння на Заході й спричинило конкретні жорсткі заходи щодо стримування радянської експансії. Адміністрація президента США Г. Трумена застосувала у відносинах із СРСР політику так званої атомної дипломатії, розробляла плани його знищення. У березні 1947 р. Трумен висунув зовнішньополітичну доктрину, яка передбачала надання військової та економічної допомоги країнам, що протистояли комунізму й розбудовували вільні демократичні суспільства (політика «стримування

комунізму»). Отже, обидві сторони не виявили готовності до усвідомлення та прийняття реалій повоєнного світу. Навпаки, СРСР і США зробили ставку на військову силу як знаряддя розв'язання міжнародних проблем. У червні 1947 р. держсекретар США Дж. Маршалл запропонував європейським країнам економічну допомогу. Проте СРСР прагнув встановити власний контроль у Східній Європі й не допустити впливу США. Відмова СРСР та його сателітів узяти участь у «плані Маршалла», а також активна протидія його реалізації значно загострили відносини між СРСР і Заходом, фактично означали поділ Європи на два протилежні табори і початок відкритого суперництва між ними.

З цього часу, тобто з середини 1947 р., почався період «Холодної Війни», який характеризувався тенденцією до дедалі більшої напруженості між Заходом і Сходом. Обидві сторони підтримували своїх ставлеників у різного роду конфліктах між комуністичними та антикомуністичними угрупованнями у світі, здійснювали підривну та розвідувальну діяльність, залякували народи загрозою нової війни з застоюванням атомної та іншої зброї масового знищення.

«Холодна Війна» стала причиною кількох локальних воєн і збройних конфліктів у різних регіонах світу, в яких безпосередньо чи опосередковано брали участь СРСР і США. Конфронтація між Заходом і Сходом переросла в небачену гонку ракетноядерних озброєнь і поставила під загрозу саме існування людства. «Холодна Війна» прирєкла народи багатьох країн на безглузде марнування своїх матеріальних багатств. Різко скоротилися економічні зв'язки між державами з різних блоків, що перебували у протиборстві, а також контакти у царині науки та культури. У 70х рр. відбулися позитивні зміни — від політики конфронтації до розрядки міжнародної напруженості, але в першій половині 80х рр. сторони знову повернулися до політики «Холодної Війни».

Кардинально ситуація почала змінюватися з приходом до влади в СРСР нового керівництва на чолі з М. Горбачовим. Крах комуністичного блоку в Східній Європі, об'єднання Німеччини, припинення існування Організації Варшавського Договору, розпад СРСР засвідчили зникнення «радянської загрози» і завершення «Холодної Війни». Ці події дали президентові США Дж. Бушу підставу наприкінці 1991 р. привітати американський народ з перемогою в «Холодній Війні».

У широкому розумінні вислів «Холодна Війна» вживається для позначення стану ворожості й недовір'я, взаємної підозрілості між державами та народами, характеристики гострого протистояння на міжнародній арені.

<https://istbd.jimdo.com/актуально/холодна-війна/>

VIII. Read the text in Hungarian and do the exercises following it.

Vietnámban még közelebb került Amerika az atomfegyver bevetéséhez, mint Koreában

[Múlt-kor](#) 2018.10.12.

Nemrég napvilágra került titkos dokumentumokból kiderült, a Vietnámban szolgáló amerikai csapatok parancsnoka 1968-ban az atomfegyverek bevetését mérlegelte, és tervet készített elő Dél-Vietnamba szállításukra.



Earle Wheeler vezérkari főnök, William Westmoreland tábornok, Robert McNamara védelmi miniszter és Lyndon Johnson elnök 1967-ben

A **dokumentumok** szerint 1968-ban William C. Westmoreland atomfegyvereket akart készenlétbe helyezni vészhelyzet esetére. A terv apropója a Khe Sanh nevű, a laoszi határhoz és Észak-Vietnamhoz egyaránt közel lévő kihelyezett amerikai bázis **ostroma** volt. A titkos művelet terve a „Fracture Jaw” nevet viselte. Lyndon B. Johnson elnök – mint az ország **atomfegyverei** felett végső soron rendelkező személy – azonnal a művelet leállítására adott utasítást.

Az elnök korábban nyomatékosította, hogy Khe Sanh elvesztése nem opció, azonban nem számított, hogy a Vietnámban jelenlévő amerikai erők parancsnoka a nukleáris opciót is **fontolóra veszi**. „Abban az esetben, ha a DMZ [demilitarizált zóna, az Észak-Vietnam és Dél-Vietnam közti határövezet] körzetében drámaian változna a helyzet, készen kell állnunk a nagy, tömeges erőkkel szemben hatékonyabb fegyverek bevetésére” – írta Westmoreland február 3-án.

A Fehér Házban ekkor írta meg Rostow az elnöknek: „Nincsenek atomfegyverek Dél-Vietnámban. Elnöki hatáskörre lenne szükség az odahelyezésükre.” Ez az értesítés vezetett Johnson elnök dühkitöréséhez,

február 12-én pedig Sharps is megparancsolta Westmorelandnek, hogy **állítsa le** a tervet. „Hagyjon fel minden tervezéssel a Fracture Jaw-ra” – írta a táviratban, amelynek **másolatait** eljuttatta a **vezérkari** főnökségre is. „Közölje minden személlyel, aki hozzáféréssel bír ehhez a tervezési projekthez, hogy nem közölhető sem a terv **tartalma**, sem az, hogy ilyen tervezés valaha folyt vagy leállításra került.”

A történetírás megosztott azt illetően, hogy az észak-vietnamiak célja mi lehetett az ostrommal. Számos történész szerint Khe Sanh ostroma – amely január 21-én kezdődött – az amerikai csapatok **figyelmének** és erőinek elterelését szolgálta, míg Westmoreland tartotta magát ahhoz az elmélethez, hogy a január 30-án indult Tet-offenzíva volt az elterelő hadművelet, amelyet a Nemzeti Felszabadítási Front („Vietkong”) azért hajtott végre, hogy az észak-vietnami reguláris egységek **elfoglalhassák** Khe Sanh-t.

<https://mult-kor.blogstar.hu/2018/10/12/vietnamban-meg-kozelebb-kerult-amerika-az-atomfegyver-bevetesehez-mint-koreaban/61801/>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

DMZ area introduce weapons order
 Presidential authority angry eruption
 inform all personnel no disclosure of the plan
 historiography argues diversion operation
 adhere to the theory

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | B |
|-------------------|--|
| 1. nuclear weapon | a official information about something |
| 2. notification | b an instruction to do something that is given by someone in authority |
| 3. historiography | c a planned military or police action, especially one that involves a lot of people |
| 4. emergency | d to make something more noticeable |
| 5. order | e a planned military attack involving large forces over a long period |
| 6. emphasize | f a change in the direction or use of something, or the act of changing it |
| 7. diversion | g an unexpected and dangerous situation that must be dealt with immediately |
| 8. offensive | h an officer of any rank who is in charge of a group of soldiers or a particular military activity |

9. operation i the study of the writing of history and of written histories
10. commander g a bomb or missile that uses nuclear energy to cause an explosion.

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | |
|--|---|--|
| 1. atomfegyvereket akart készenlétbe helyezni | a | the secret operation was code-named Fracture Jaw |
| 2. a titkos művelet terve a „Fracture Jaw” nevet viselte | b | weapons of greater effectiveness |
| 3. azonnal a művelet leállítására adott utasítást | c | discontinue planning |
| 4. drámaian változna a helyzet | d | such planning was either underway or suspended |
| tömeges erőkkel szemben | e | have access to this planning project |
| 5. hatékonyabb fegyverek | f | have nuclear weapons at hand |
| 6. hagyjon fel minden tervezéssel | g | ordered a turnaround |
| 7. aki hozzáféréssel bír ehhez a tervezési projekthez | h | against massed forces |
| 8. ilyen tervezés valaha folyt vagy leállításra került | i | objective of the siege |
| 9. célja az ostrommal | g | should the situation change dramatically |

5. Comprehension questions.

- Why did a top American military commander in Saigon activate a plan in 1968 to move nuclear weapons to South Vietnam?
- What did the secret operation, code-named Fracture Jaw include?
- What notification led to the president’s angry eruption?
- Why did a secret operation, code-named Fracture Jaw include moving nuclear weapons into South Vietnam?
- Why did the president reject the plan, and order a turnaround?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The capitalist United States and the Communist Soviet Union engaged in a "Cold War" that lasted
 - a) more than 10 years
 - b) more than 20 years
 - c) more than 40 years
 - d) more than 50 years
2. In 1949, the United States brought together to form a military union called the North Atlantic Treaty Organization (NATO).
 - a) 13 countries
 - b) 3 countries
 - c) 8 countries
 - d) 10 countries
3. the USSR's leader did more than anyone else to set the Cold War in motion by bringing Eastern Europe under Soviet control.
 - a) J. Stalin
 - b) N.Hrushchov
 - c) M.Gorbachev
 - d) M.Andropov
4. The US president confronted the Soviets in 1962, demanding that the USSR remove their nuclear weapons from Communist ally
 - a) Mexico
 - b) Chile
 - c) Argentina
 - d) Cuba
5. A slight thaw in the war came when met US president Nixon to discuss the reduction of their nuclear arsenals.
 - a) L.Brezhnev
 - b) J. Stalin
 - c) N.Hrushchov
 - d) M.Andropov
6. In 1946 British ex-Prime Minister Winston Churchill described the division between Western and Eastern Europe as an
 - a) "Iron Curtain".
 - b) "Steel Curtain".
 - c) "Bronze Curtain".
 - d) "Lead Curtain".
7. In 1949 capitalist West Germany and communist East Germany were founded. became Communist and an ally of the USSR.
 - a) Japan
 - b) China
 - c) Australia
 - d) India
8. American troops fought alongside South Vietnam, while the Soviets provided aid and military equipment to Communist North Vietnam that began in 1955.
 - a) in a 10-year war
 - b) in a 40-year war
 - c) in a 30-year war
 - d) in a 20-year war
9. , US president George Bush met the Soviet leader Mikhail Gorbachev in Malta (above) to declare the Cold War over.
 - a) In 2006
 - b) In 2016
 - c) In 1989
 - d) In 1999
10. In 1991 the Soviet Union collapsed and
 - a) the Warsaw Pact was dissolved
 - b) the Warsaw Pact was created
 - c) the NATO was dissolved
 - d) the NATO was created

UNIT 15

ARAB – ISRAELI CONFLICT



The establishment of the State of Israel in 1948 was intended to signal **a more peaceful era** for the world, giving the Jewish people a safe homeland after the horrors **of World War II**. Instead, it led to decades of conflict with the people who had been displaced—**the Palestinians**—as well as with neighboring Arab countries.

Israel founded

In 1948, Jewish people living in the Middle Eastern region of Palestine declared **the creation of a new country**, Israel, with a new flag. However, the Palestinians living there objected. War soon followed.

Yom Kippur War and the oil crisis



Egypt and Syria launched an attack on Israel on the Jewish holiday of Yom Kippur **in 1973**. Once again, Israel managed to reverse the attack and push into both Egypt and Syria, before a cease-fire. **During the conflict**, Arab countries cut oil supplies to nations, such as the United States, that were supporting Israel. The ban stayed

in place **until March 1974**, leading to worldwide fuel shortages, lines at gas stations, and a global recession.

Six-Day War

In June 1967, **Syrian, Egyptian, and Jordanian military forces** began massing on Israel's borders. Israel decided to strike before they invaded, and, in six days, claimed the Golan Heights from Syria, the West Bank from Jordan, and the Gaza Strip and the Sinai Peninsula from Egypt.



Wars

1948 Arab-Israeli War:

When Israel was created, its Arab neighbors launched an immediate attack. Israel managed to repel the attack and eventually claim more land.

1967 Six-Day War:

Israel launched a swift assault, taking **the Gaza Strip from Egypt** and the West Bank from Jordan.

1973 Yom Kippur War:

Egypt and Syria launched their own surprise attack on Israel's holiest day. They enjoyed some initial success, but were pushed back again.

1987–1993 First Intifada:

By the mid-1980s, Palestinians in Gaza and the West Bank were calling for these areas to be turned into a **Palestinian state**. They launched a mass uprising, the Intifada, against Israel. Hundreds of Israelis and thousands of Palestinians died **during six years of fighting**.

Key events

1200 BCE

The Jewish people emerged in the Middle Eastern region of Palestine and went on to form **the Kingdom of Israel**. **133 CE**

The Jews were expelled from Palestine following their revolt against the Romans.

638

Now part of the Byzantine Empire—the Eastern Roman Empire—Palestine was conquered by **Arab Muslims**.

1897

A Zionist (pro-Jewish) conference called for the establishment of a Jewish homeland in Palestine **to curb European antisemitism**.

1922

Control of Palestine passed to Britain **after the collapse of the Ottoman Empire**, and Jews began to immigrate to the region en masse.

Peace

1978–1979 Camp David Accords: The 1970s ended with an agreement between Egypt and Israel, committing the two sides to a peaceful future and limited self-government for the Palestinians.

1993 Oslo Accords: Under the terms of the deal arranged in Oslo, Norway, the Palestinians recognized Israel's right to exist, while Israel allowed a Palestinian government, the Palestinian Authority, to be established **in the West Bank and Gaza**.

1998 Land for peace: In another deal negotiated by the US, Israel agreed to withdraw from Palestinian territories in return for an end to the Palestinian campaigns of violence.

2002 Road Map: US president George W. Bush's "**Road Map**" called for an end to Palestinian violence and Israeli settlement building in Palestinian territory. A short-lived peace was followed by a return to violence.



Palestinian opposition

In the early years, opposition to Israel was provided mainly by Arab nations in the region.

But gradually the Palestinian people found

their voice, with the formation of **the Palestinian Liberation Organization (PLO)** in 1964. In 1987, Palestinians launched the First Intifada, or uprising, against Israeli presence in the West Bank and Gaza Strip.

West Bank barrier



Continued Israeli settlement building in Palestinian areas triggered a Second Intifada in 2000. Israel responded by constructing a giant concrete barrier **around parts of the West Bank**. Designed to prevent terrorist attacks, it was internationally criticized for also preventing law-abiding Palestinians from traveling freely.

Hope for peace



The flag of the Palestinian people

In recent times, Israel has indicated that it requires the Palestinians to accept its right to exist, and that it will do the same for Palestine if there is an end to violence on Israeli territory. The Palestinians seek an end to the Israeli occupation **of the West Bank and Gaza**, and a full recognition of their statehood.**1948**

The State of Israel was proclaimed against Palestinian objections, leading to the Arab-Israeli War.**1964**

The PLO, the main political voice of the Palestinian people, was founded. Yasser Arafat became its leader in 1969.**1967**

Israel captured the West Bank and the Gaza Strip **during the Six-Day War**. In time, these became the Palestinian territories.

1995

Israeli Prime Minister Yitzhak Rabin was assassinated by an Israeli who objected to Israel's concessions to the Palestinians.**2006**

The two main parties in the Palestinian Authority split, with Fatah ruling the West Bank and Hamas ruling the Gaza Strip.
<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions:

1) establishment, 2) horror, 3) to reverse, 4) oil, 5) recession, 6) claim, 7) to repel, 8) uprising, 9) anti-Semitism, 10) to negotiate.

- a) petroleum (the black oil obtained from under the earth's surface from which petrol comes);
- b) an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power;
- c) the process of starting or creating something, for example, an organization;
- d) to have formal discussions with someone in order to reach an agreement with them;
- e) to change the direction, order, position, result, etc. of something to its opposite;
- f) the strong dislike or cruel and unfair treatment of Jewish people;
- g) an extremely strong feeling of fear and shock, or the frightening and shocking character of something;
- h) to force something or someone to move away or stop attacking you;
- i) a period when the economy of a country is not successful and conditions for business are bad;
- j) to say that something is true or is a fact, although you cannot prove it and other people might not believe it.

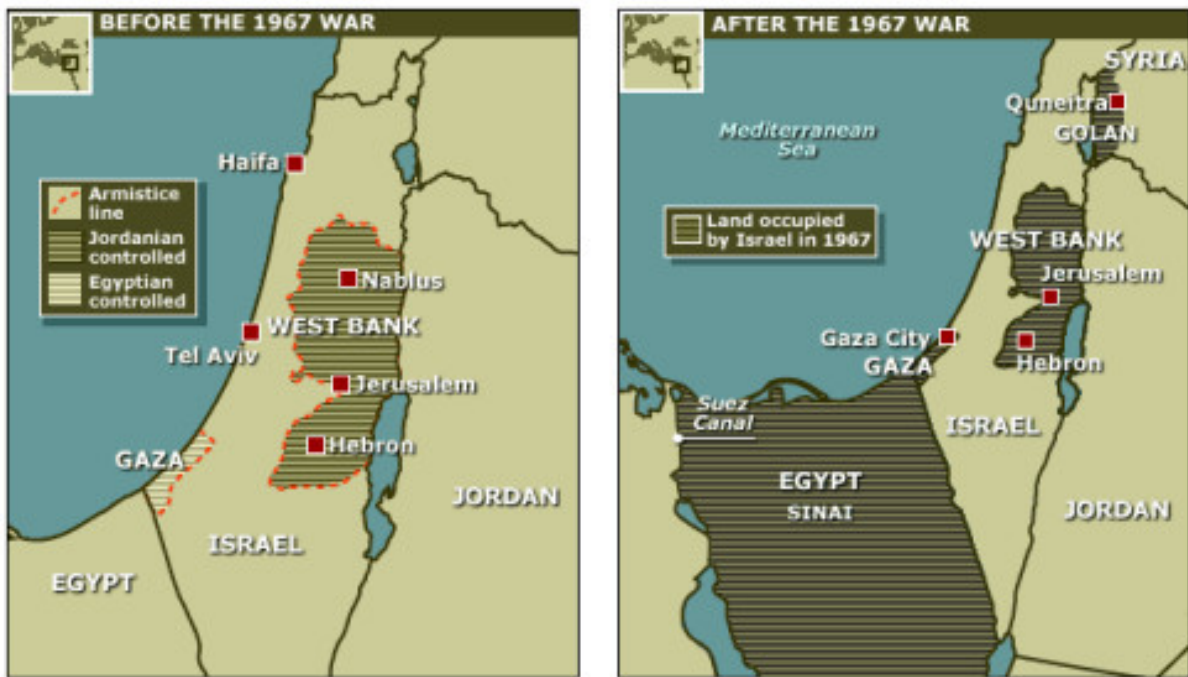
II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to signal a more peaceful era;
- 2) to declare the creation of a new country;
- 3) to launch an attack;
- 4) to reverse the attack;
- 5) worldwide fuel shortages;
- 6) to enjoy some initial success;
- 7) to end with an agreement;
- 8) campaigns of violence;
- 9) a giant concrete barrier;
- 10) a full recognition of statehood.

IV. Match the beginnings of the sentences with the endings below.

- 1. Though both Jews and Arab Muslims date their claims to the land back a couple thousand years,
- 2. Today's lines largely reflect the outcomes of two of these wars,
- 3. The 1967 war is particularly important for today's conflict, as it left Israel in control.
- 4. Today, the West Bank is nominally controlled by



5. This comes in the form of Israeli troops, who enforce Israeli security restrictions on Palestinian movement and activities, and Israeli “settlers,” Jews

6. Gaza is controlled by Hamas, an Islamist fundamentalist party, and

7. The primary approach to solving the conflict today is a so-called “two-state solution” that would establish Palestine as an independent state in Gaza and

8. Though the two-state plan is clear in theory, the two sides

9. The alternative to a two-state solution is a “one-state solution,” wherein .

10. Most observers think this would cause more problems than it would solve, but

a) this outcome is becoming more likely over time for political and demographic reasons.

b) one waged in 1948 and another in 1967.

c) most of the West Bank, leaving the rest of the land to Israel.

d) the current political conflict began in the early 20th century.

e) the Palestinian Authority and is under Israeli occupation.

f) all of the land becomes either one big Israel or one big Palestine.

g) of the West Bank and Gaza Strip, two territories home to large Palestinian populations.

h) who build ever-expanding communities in the West Bank that effectively deny the land to Palestinians.

i) are still deeply divided over how to make it work in practice.

j) is under Israeli blockade but not ground troop occupation.

<https://www.vox.com/2018/11/20/18080002/israel-palestine-conflict-basics>

V. Complete the following text with the phrases below.

1948–49: Israel’s War of Independence and the Palestinian

Nakbah

In November 1947 the United Nations (UN) voted to partition the British [mandate](#) of Palestine into 1) Clashes broke out almost immediately between 2) As British troops prepared 3) , conflict continued to escalate, with both Jewish and Arab forces committing belligerences. Among the most infamous events was 4) on April 9, 1948. The news of a brutal massacre there by [Irgun Zvai Leumi](#) and the [Stern Gang](#) forces spread widely and 5) Days later, Arab forces attacked a Jewish convoy headed for Hadassah Hospital, killing 78.

On the eve of the British forces’ May 15, 1948, withdrawal, Israel declared independence. The next day, Arab forces from [Egypt](#), Transjordan ([Jordan](#)), [Iraq](#), [Syria](#), and [Lebanon](#) occupied the areas in southern and eastern Palestine not apportioned to the Jews by the UN partition of Palestine and then captured east [Jerusalem](#), 6)

. 7) was to restore law and order in light of British withdrawal, citing incidents such as that at Dayr Yāsīn, and a growing refugee crisis in neighbouring Arab countries. The Israelis, meanwhile, won control of the main road to Jerusalem through the Yehuda Mountains (“Hills of Judaea”) and successfully 8) By early 1949 the Israelis had managed to occupy all of the [Negev](#) up to the former Egypt-Palestine frontier, except for the [Gaza Strip](#).

Between February and July 1949, as a 9) between Israel and each of the Arab states, a temporary frontier was fixed between Israel and its neighbours. In Israel, the war is remembered as its War of Independence. In the Arab world, it came to be known as the Nakbah (“Catastrophe”) because of 10) and displaced persons resulting from the war.

- A - the large number of refugees
- B - including the small Jewish quarter of the Old City
- C - to withdraw from Palestine
- D - The stated purpose of the invasion
- E - a Jewish state and an Arab state
- F - result of separate armistice agreements
- G - repulsed repeated Arab attacks
- H - the attack on the Arab village of Dayr Yāsīn
- I - inspired both panic and retaliation.
- J - Jews and Arabs in Palestine.

<https://ifamericansknew.org/history/origin.html>

VI. Put the following sentences in the most logical order.

1956: Suez Crisis

a) Tensions mounted again with the rise to power of Egyptian President Gamal Abdel Nasser, a staunch Pan-Arab nationalist.

b) Egypt dropped the blockade of Elat.

c) In October 1956 Israel invaded Egypt's Sinai Peninsula. In five days the Israeli army captured Gaza, Rafah, and Al-'Arīsh—taking thousands of prisoners—and occupied most of the peninsula east of the Suez Canal.

d) In 1956 Nasser nationalized the Suez Canal, a vital waterway connecting Europe and Asia that was largely owned by French and British concerns.

e) The Israelis were then in a position to open sea communications through the Gulf of Aqaba.

f) France and Britain responded by striking a deal with Israel—whose ships were barred from using the canal and whose southern port of Elat had been blockaded by Egypt—wherein Israel would invade Egypt; France and Britain would then intervene, ostensibly as peacemakers, and take control of the canal.

g) A UN buffer force was placed in the Sinai Peninsula.

h) Nasser took a hostile stance toward Israel.

i) Though Egyptian forces had been defeated on all fronts, the Suez Crisis, as it is sometimes known, was seen by Arabs as an Egyptian victory.

j) In December, after the joint Anglo-French intervention, a UN Emergency Force was stationed in the area, and Israeli forces withdrew in March 1957.

<https://2001-2009.state.gov/r/pa/ho/time/lw/97179.htm>

VII. Render the text in English.

Створення держави Ізраїль. Перша арабо-ізраїльська війна

У роки Другої світової війни від рук нацистів загинуло 6 млн. євреїв. Трагедія європейського єврейства спонукала до активізації сіоністського руху, який розвивався під гаслом: "Тільки у власній державі євреї можуть почувати себе в безпеці".

29 листопада 1947 р. Генеральна Асамблея ООН більшістю голосів – 33 "за", "проти" 13, прийняла резолюцію про розподіл Палестини на єврейську та палестинську держави. Євреї вітали це рішення, арабський світ категорично заперечував резолюцію ООН. 14 травня 1948 р. була проголошена держава Ізраїль. Не пройшло і 24 годин, як армії Єгипту, Йорданії, Сирії, Лівану та Іраку почали військові дії проти молодій держави. Почалась кровопролитна війна, яка тривала з травня 1948 р. по 20 липня 1949 р. (ізраїльтяни називають її війною за

незалежність). Одержуючи зброю із СРСР, Чехословаччини та фінансову допомогу США, завдяки небаченій мужності солдат і офіцерів (багато з них були активними борцями з нацистами в Європі), всього народу Ізраїль одержав перемогу. В результаті цієї війни територія, яка передбачалась під Палестинську державу була розподілена наступним чином: Галілея і весь Негев відійшли до Ізраїлю; Іудея, Самарія, частина Єрусалиму – до Йорданії; смуга Гази – до Єгипту. Таким чином, Палестинську державу не було створено. Війна заклала основу конфлікту, який не розв'язаний по теперішній час.



Бронечастини Арабського легіону перед нападом на Ізраїль. 1948 р.

Наприкінці 40-х – на початку 50-х років арабо-ізраїльський конфлікт став складовою «холодної війни». СРСР став на шлях відкритої підтримки арабських країн в їх конфлікті з Ізраїлем. США та країни Заходу – на бік Ізраїлю. Спираючись на таку підтримку, сторони намагалися силою довести свої права на землі Палестини. Неодноразово спалахували кровопролитні війни між євреями та арабами – війна на Синаї 1956 р.; Шестиденна війна 1967 р.; Війна на виснаження 1967-1970 рр., Війна Судного дня 1973 р.; військові дії Ізраїлю в Лівані проти військових формувань Організації Об'єднання Палестини та Сирії 1982-1983 рр.

Перша спроба миром врегулювати арабо-ізраїльський конфлікт була здійснена у 1951 р. королем Йорданії. Але після його вбивства до кінця 70-х років все вирішувалось на полях битв.

У вересні 1978 р. на зустрічі президентів Єгипту та Ізраїлю в Кемп-Девіді, резиденції президента США Д.Картера, було підготовлено історичну угоду між двома країнами про початок мирних переговорів.

26 березня 1979 р. у Вашингтоні Ізраїль та Єгипет підписали мирний договір. Президенту Єгипту А.Садату та прем'єр-міністру Ізраїлю М.Бегіну було присуджено Нобелівську премію за досягнення миру та припинення ворожнечі між двома державами. Спроба укласти подібний договір з Ліваном (1983 р.) була невдалою.

Влітку 1994 р. подібний договір Ізраїль підписав з Йорданією.

<https://geomap.com.ua/uk-wh11/1321.html>

VIII. Read the text in Hungarian and do the exercises following it.

Nagyfokú ellenállásba ütközött mindkét oldalon Egyiptom és Izrael történelmi békekötése

2019. szeptember 17. 08:39 MTI

41 éve, 1978. szeptember 17-én meghatározó megállapodás született a közel-keleti **válságfolyamatban**: Izrael és Egyiptom amerikai közvetítéssel megkötötte a békét előirányzó Camp David-i **egyezményt**. A **megállapodás** megkötéséért Anvar Szadat egyiptomi elnök és Menachem Begin izraeli miniszterelnök 1978-ban megkapta a Nobel-békedíjat. Az Egyiptom és Izrael közti békeszerződést 1979. március 26-án írták alá.



Anvar Szadat egyiptomi elnök, Jimmy Carter amerikai elnök és Menachem Begin izraeli miniszterelnök az egyezmény megkötését követően (kép forrása: jta.org)

Az egyiptomi-izraeli megbékéléshez az nyitotta meg az utat, hogy a szovjet **befolyást** terhesnek érző Egyiptom nyitott a Nyugat felé. Történelmi lépés volt, hogy Anvar Szadat egyiptomi elnök 1977-ben Izraelbe látogatott, ahol beszédet is mondott a kneszetben.

Menahem Begin izraeli kormányfőt és Szadat egyiptomi államfőt Jimmy Carter amerikai elnök ültette tárgyalóasztalhoz 1978. szeptember 5-én a Washingtontól 80 kilométerre lévő Camp David-i elnöki rezidencián.

A különtárgyalások megkezdéséért az arab államok megszakították a kapcsolatot Egyiptommal, az Arab Liga még Kairó tagságát is felfüggesztette a szervezetben. A megbeszéléseket mind Izrael, mind Egyiptom többször ott akarta hagyni, a tárgyalások folytatásához mindannyiszor az amerikai elnök személyes közbelépésére volt szükség.

Végül két megállapodást sikerült tető alá hozni: az első az **ENSZ Biztonsági Tanácsának** határozatain alapuló **békeszerződések** aláírását irányozta elő, egy **igazságos, átfogó és tartós** közel-keleti rendezést, amely magába foglalta a Jordán folyó nyugati partvidékét és a Gáza-övezetet érintő, háromfokozatú tárgyalások menetének rögzítését is.

Izrael és Egyiptom vállalta, hogy tartózkodik az erőszak alkalmazásától, és a vitás kérdések rendezésében a diplomáciai eszközöket részesíti előnyben. Rögzítették, hogy a keretegyezmény aláírásától számított három hónapon belül békeszerződést kötnek, melynek alapja a gazdasági szankciók megszüntetése, a diplomáciai kapcsolatok felvétele, valamint a teljes elismerés kell, hogy legyen.

A második megállapodásban a két állam kötelezettséget vállalt az egyezményben foglaltak megvalósítására, és fontos területi kérdéseket is tárgyalt. A megállapodások értelmében Izrael feladta a Sínai-félszigetet, ám az 1979-ben aláírt békeszerződés csak rövidtávon hozott fejlődést Izrael és Egyiptom, valamint az arab államok közötti kapcsolatban.

A békekötés ellen mindkét oldal szélsőségesei elszánt harcot kezdtek. A Sínai-félszigetről való visszavonulás utolsó szakaszában izraeli telepések súlyos összecsapásokat kezdeményeztek az egyiptomi katonákkal, az egyiptomi **szélsőségesek** pedig 1981 októberében egy kairói katonai parádén meggyilkolták Anvar Szadatot.

<https://mult-kor.hu/nagyfoku-ellenallasba-utkztt-mindket-oldalon-egyiptom-es-izrael-trtenelmi-bekektese-20190917>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

decisive agreement suspended its membership
Camp David, the US presidential retreat Middle
East crisis personal intervention conclude a peace
treaty Gaza Strip the Camp David Accords turned
to the West lasting, just and comprehensive peace

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | | | |
|-----------------|---|--|
| 1. framework | a | someone who has extreme political opinions and aims, and who is willing to do unusual or illegal things in order to achieve them |
| Convention | | |
| 2. extremist | b | a formal decision or statement agreed on by a group of people, |
| | | |
| 3. peace treaty | c | to reach a decision or agreement |
| 4. withdrawal | d | someone who goes to live in a country or area where not many people like them have lived before, and that is a long way from any towns or cities |

- | | | | |
|-----|-----------------------|----------|--|
| 5. | resolution | e | official document that people sign to show that they have agreed to something |
| 6. | negotiation | f | the act of moving an army, weapons etc away from the area where they were fighting |
| 7. | agreement | g | be concerned with certain communications between elites of nation-states |
| 8. | diplomatic instrument | h | official discussions between the representatives of opposing groups who are trying to reach an agreement, especially in business or politics |
| 9. | settler | i | an agreement to stop fighting a war |
| 10. | conclude | g | an umbrella document which lays down the principles, objectives and the rules of governance of the treaty regime |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|-----|---|----------|--|
| 1. | kötelezettséget vállalt | a | lifting economic sanctions |
| 2. | egyezményben foglaltak megvalósítására | b | three stages for negotiations |
| 3. | az Arab Liga még Kairó tagságát is felfüggesztette a szervezetben | c | make a commitment |
| 4. | háromfokozatú tárgyalások | d | the Arab League suspended Egypt's membership |
| 5. | tartózkodik az erőszak alkalmazásától | e | concluded the Camp David Accords |
| 6. | diplomáciai kapcsolatok felvétele | f | implement provisions of the Convention |
| 7. | izraeli telepések | g | both Israel and Egypt threatened to walk out of the negotiations |
| 8. | megbeszéléseket mind Izrael, mind Egyiptom többször ott akarta hagyni | h | refrain from violence |
| 9. | gazdasági szankciók megszüntetése | i | establishing diplomatic relations |
| 10. | megkötötte a békét előirányzó Camp David-i egyezményt | g | Israeli settlers |

5. Comprehension questions.

- Why is the Egyptian-Israeli peace deal of 1979 one of the most important events in the recent history of the Middle East?

- How did the Israeli-Egyptian peace deal change the entire geopolitical landscape of the region?
- Why did the Egyptian President Anwar Sadat wish to break away from the Soviet Union?
- Whose personal intervention and mediation prevented the collapse of the talks as both sides threatened to walk out of the negotiations?
- What does the Israeli-Egyptian peace treaty include?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. The establishment of the State of Israel in 1948 was intended to signal for the world,
 - a) a more peaceful era
 - b) a less peaceful era
 - c) a more dangerous era
 - d) a more revolutionary era
2. In 1948, Jewish people living in the Middle Eastern region of Palestine declared the creation of a new country, Israel,
 - a) with a new anthem
 - b) with a new Constitution
 - c) with a new flag
 - d) with a new coat of arms
3. launched an attack on Israel on the Jewish holiday of Yom Kippur in 1973.
 - a) Egypt and India
 - b) Egypt and Syria
 - c) Turkey and India
 - d) Turkey and Syria
4., Syrian, Egyptian, and Jordanian military forces began massing on Israel's borders.
 - a) In June 2017
 - b) In June 1937
 - c) In June 1941
 - d) In June 1967
5. Israel decided to strike before they invaded, and,, claimed the Golan Heights from Syria, the West Bank from Jordan, and the Gaza Strip and the Sinai Peninsula from Egypt.
 - a) in ten days

- b) in a month
 - c) in two weeks
 - d) in six days
6. In 133 CE the Jews were expelled from Palestine following their revolt
- a) for the Romans
 - b) against the Romans
 - c) against the Greeks
 - d) for the Greeks
7. In 1922 control of Palestine passed after the collapse of the Ottoman Empire, and Jews began to immigrate to the region en masse.
- a) to Britain
 - b) to the USA
 - c) to France
 - d) to Canada
8. Israel constructed around parts of the West Bank.
- a) a giant concrete barrier
 - b) a minute concrete barrier
 - c) a giant wooden barrier
 - d) a giant brick barrier
9. In 1967 Israel captured the West Bank and the Gaza Strip during
- ... In time, these became the Palestinian territories
- a) the Six-Day War
 - b) the Twenty-Six-Day War
 - c) the Ten-Day War
 - d) the Sixteen-Day War
10. Yitzhak Rabin was assassinated by an Israeli who objected to Israel's concessions to the Palestinians.
- a) Israeli MP
 - b) Israeli Prime Minister
 - c) Israeli President
 - d) Israeli Ambassador

UNIT 16 DECOLONIZATION

Before World War II, Europe's major powers controlled **large overseas empires**, as did Japan. Italy and Japan lost their empires **at the end of the conflict**. The victorious European nations held on to theirs for slightly longer, but with their economies shattered by the war—

and nationalist sentiments stirring worldwide—the once-mighty European empires gradually **melted away to almost nothing**. **By the early 1980s**, the process was largely complete.

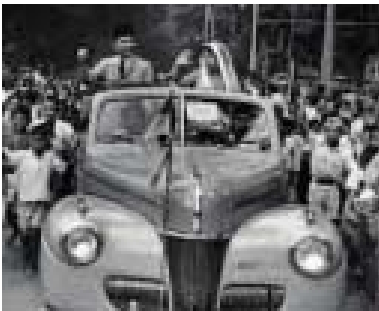
Wind of change



At its peak, **the British Empire** was the largest in history, but it began to break apart **after World War II**. In 1960, British prime minister Harold Macmillan gave a speech to the **South African parliament** (above), where he predicted that a “wind of change”—meaning independence—

would sweep through Africa. Over the next two decades, most of Britain's colonies **declared independence**.

Indonesia



In 1945, **nationalist rebels in Indonesia** declared the country free of the Dutch, who had ruled since 1800. The Dutch disagreed. Three years of fighting ensued before the Dutch withdrew, and Indonesia became independent in **1949** under President Sukarno (above).

Egypt



Egypt had officially become independent in 1922, but **Britain** continued to occupy the country and exert control over its ruler, King Farouk. British influence was finally ended by the **1952 Egyptian Revolution** led by Colonel Nasser, who went on to become president.

Ghana



The British colony of the Gold Coast began campaigning for independence **after the war**. Britain initially resisted but eventually gave in, and **in 1957** the newly independent, and newly named, country of Ghana was born. Shown here are Ghanaians holding a

parade to celebrate their independence.

KEY EVENTS

1947

Countries that became independent: India and Pakistan (from Britain).

1948



Sri Lankan flag

Countries that became independent: Burma and Sri Lanka (from Britain).

1956

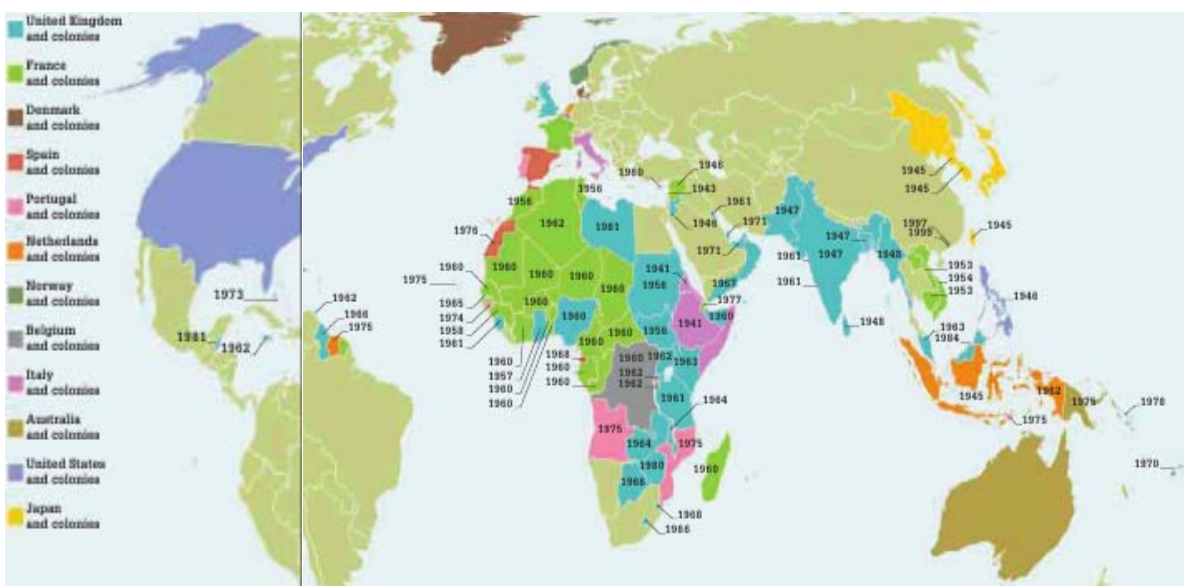
Countries that became independent: Morocco and Tunisia (from France); and the next year Malaysia and Ghana (from Britain).

1960

Seventeen African countries became independent. These included Cameroon and the Ivory Coast (from France).

1962

Countries that became independent: Rwanda (from Belgium); Algeria (from France); Jamaica, Trinidad and Tobago, and Uganda (from Britain).



Jamaica

In the late 1950s, Britain brought together **several Caribbean islands**, including Jamaica, as the Federation of the West Indies. However, the federation broke up, and **in 1962** Jamaica

became independent. **Princess Margaret**, sister of the British Queen, attended Jamaica's independence celebrations.



Angola

Angolan nationalists began fighting **the Portuguese dictatorship** that ruled their country in 1961. The conflict ended only when the dictatorship was overthrown **by a coup in Portugal** in 1974.

Agostinho Neto became Angola's first president, but the country was soon drawn into a 26-year-long civil war.

1964

Countries that became independent: Malawi, Zambia, and Malta (from Britain).

1966

Countries that became independent: Guyana, Botswana, Lesotho, and Barbados (from Britain).1968

Countries that became independent: Mauritius and Swaziland (from Britain); Equatorial Guinea (from Spain).

1975

Countries that became independent: Angola, Mozambique, Cape Verde, Sro Tomй and Prнncipe (from Portugal).

1981

Countries that became independent: Antigua and Barbuda, and Belize (from Britain). <http://pubhtml5.com/zhka/qetk/basic>

1. Read the text. Match the words with their definitions.

1) to shatter, 2) to predict, 3) independence, 4) rebel, 5) parade, 6) federation, 7) princess, 8) dictatorship, 9) coup, 10) civil

a) a large number of people walking or in vehicles, all going in the same direction, usually as part of a public celebration of something;

b) relating to private arguments between people or organizations rather than criminal matters;

c) to end or severely damage something;

d) the state of being, or being ruled by, a dictator;

e) to say that an event or action will happen in the future, especially as a result of knowledge or experience;

f) a person who is opposed to the political system in their country and tries to change it using force;

g) a sudden illegal, often violent, taking of government power, especially by part of an army;

h) an important female member of a royal family, especially a daughter or granddaughter of a king and queen, or the wife of a prince;

i) freedom from being governed or ruled by another country;

j) a group of organizations, countries, regions, etc. that have joined together to form a larger organization or government.

II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

1) to control large overseas empires;

2) to melt away to almost nothing;

3) a “wind of change”;

4) to declare independence;

5) to exert control over the ruler;

6) to hold a parade;

7) to attend independence celebrations;

8) to begin fighting the dictatorship;

9) to be drawn into a civil war;

10) to be overthrown by a coup.

IV. Match the beginnings of the sentences with the endings below.

Decolonization of Asia and Africa, 1945–1960



*Harold MacMillan, British Prime Minister,
helped begin decolonization*

1. Between 1945 and 1960, three dozen new states in Asia and Africa achieved autonomy or . . .

2. There was no one process of decolonization. In some areas, it was peaceful, and orderly. In many others,

3. A few newly independent countries acquired stable governments almost immediately; others .

4. Some European governments welcomed a new relationship with their former colonies; others .

5. The process of decolonization coincided with the new Cold War between the Soviet Union and the United States, and

6. Decolonization was often affected by superpower competition, and had

7. It also significantly changed the pattern of

8. The creation of so many new countries, some of which occupied strategic locations, others of which possessed significant natural resources, and most of which were desperately poor,

9. In the mid to late 19th century, the European powers

10. During the decades of imperialism, the industrializing powers of Europe viewed the African and Asian continents as

- a) with the early development of the new United Nations.
 - b) colonized much of Africa and Southeast Asia.
 - c) outright independence from their European colonial rulers.
 - d) were ruled by dictators or military juntas for decades, or endured long civil wars.
 - e) reservoirs of raw materials, labor, and territory for future settlement.
 - f) altered the composition of the United Nations and political complexity of every region of the globe.
 - g) international relations in a more general sense.
 - h) contested decolonization militarily.
 - i) independence was achieved only after a protracted revolution.
 - j) a definite impact on the evolution of that competition.
- <https://history.state.gov/milestones/1945-1952/asia-and-africa>

V. Complete the following text with the phrases below.

Decolonization and the beginnings of the Cold War

After World War II the world divided into two tight blocs, one dominated by the United States and one by the Soviet Union, with 1) (mostly of newly independent countries) lying precariously in between. The Cold War took place under the threat of nuclear catastrophe and 2) —the North Atlantic Treaty Organization, led by the United States, and the Warsaw Pact, led by the Soviet Union—along with 3) endless disarmament negotiations, much conference diplomacy, many summits, and periodic crisis management, a form of negotiation aimed 4) As a result, a premium was placed on the 5) until a crisis ceased to boil.

World War I had produced a few new states as eastern European empires crumbled. World War II sounded the 6) The immediate postwar period saw the reemergence into full independence of several great civilizations that the age of imperialism had placed under generations of European tutelage. These reborn countries had taken to heart 7)

With the zeal of new converts, they were, in many ways, more insistent on the concepts of [sovereignty](#), territorial integrity, and noninterference in internal affairs than their former colonial masters now were.

After a long struggle for independence, Indians formed two proudly [assertive](#) but mutually antagonistic states, [India](#) and [Pakistan](#). China's century-long humiliation at the hands of the West exploded in a series of violent revolutions seeking 8) , power, and a place of dignity internationally. In 1949 [Mao Zedong](#) proclaimed that, with the founding of his [People's Republic of China](#), the Chinese people had once again "stood up"; but, with U.S. support, Mao's defeated rival in the Chinese civil war, [Chiang Kai-shek](#), continued for two decades to speak for China in the [United Nations](#) (UN). The question of China's international representation became 9) of the 1950s and '60s. The states and principalities of the Arab world resumed their independence and then insisted, over the objections of their former colonial masters, on exercising full sovereignty throughout their own territories, as [Egypt](#) did with respect to the [Suez Canal](#). Anti-imperialist [sentiment](#) soon made colonialism globally unacceptable. By the late 1950s and '60s, new states, mainly in [Africa](#), were being established 10)

- A - the doctrines of European diplomacy.
- B - at living with a problem, not solving it.
- C - on an almost monthly basis.
- D - one of the great diplomatic issues
- E - a fragile [nonaligned movement](#)
- F - death knell for global empires.
- G - to restore the country to wealth
- H - diplomatic art of continuing to talk
- I - gave rise to two major alliances
- J - a conventional and nuclear [arms race](#),
<https://www.britannica.com/event/Cold-War>

VI. Put the following sentences in the most logical order.

a) After the Japanese surrender in 1945, local nationalist movements in the former Asian colonies campaigned for independence rather than a return to European colonial rule.

b) Whether or not this was the case, the alternative of allowing the colonies to slip away, perhaps into the United States' economic sphere or that of another power, was unappealing to every European government interested in postwar stability. Although the U.S.

c) . Government did not force the issue, it encouraged the European imperial powers to negotiate an early withdrawal from their overseas colonies.

d) During World War II Japan, itself a significant imperial power, drove the European powers out of Asia.

e) These independence movements often appealed to the United States Government for support.

f) Nearly all of the United States' European allies believed that after their recovery from World War II their colonies would finally provide the combination of raw materials and protected markets for finished goods that would cement the colonies to Europe.

g) While the United States generally supported the concept of national self-determination, it also had strong ties to its European allies, who had imperial claims on their former colonies.

h) The Cold War only served to complicate the U.S. position, as U.S. support for decolonization was offset by American concern over communist expansion and Soviet strategic ambitions in Europe.

i) In many cases, as in Indonesia and French Indochina, these nationalists had been guerrillas fighting the Japanese after European surrenders, or were former members of colonial military establishments.

j) Several of the NATO allies asserted that their colonial possessions provided them with economic and military strength that would otherwise be lost to the alliance.

<https://history.state.gov/milestones/1945-1952/asia-and-africa>

VII. Render the text in English.

Деколонізація, її зміст та причини.

Деколонізація — процес надання незалежності та повного суверенітету домініонам, підмандатним територіям, залежним територіям, колоніям. Цей процес відбувався як мирним шляхом, так і з застосуванням зброї.

Причини деколонізації.

- Ослаблення метрополій після Другої світової війни.
- Зростання впливу і потенціалу колоній (особливо англійських домініонів).
- Розгортання масового національно-визвольного руху.
- Негативне ставлення до колоніалізму суспільної думки у країнах-метрополіях і світової громадськості.
- «Холодна війна», негативне ставлення до колоніалізму провідних країн світу США та СРСР.

Етапи деколонізації та її особливості в різних регіонах світу.

Процес деколонізації можна розділити на декілька етапів.

На першому етапі (1943–1956 рр.) процес деколонізації охопив в основному Азію та Північну Африку. Європейські країни відмовилися від своїх прав на управління Палестиною та Йорданією (Англія),

Ліваном та Сирією (Франція). Було вирішено долю італійських і японських колоній і підмандатних територій. У 1947 р. Англія надала незалежність Індії, попередньо розділивши її на дві держави – Індію та Пакистан, острову Цейлон (Шрі Ланка) та Бірмі. 17 серпня 1945 р. проголосила незалежність Індонезія, 2 вересня 1945 р. – В'єтнам. Свою незалежність вони здобули в тривалій збройній боротьбі. У 1953 р. Франція визнала незалежність Камбоджі та Лаосу. У 1946 р. США надали незалежність Філіппінам.

Після провалу франко-англійської агресії проти Єгипту в 1956 р. Англія визнала повний суверенітет Судану, а Франція – незалежність Тунісу та Марокко.

На першому етапі колонізатори намагалися зберегти під своєю владою значну частину володінь. Незалежність здобули лише ті країни, які утримати в колоніальній залежності стало неможливо. Проте, після 1956 р. Англія і 1958 р. Франція відмовилися від своїх колоніальних володінь.

На другому етапі (кінець 1950-х – 1960-ті рр.) процес деколонізації охопив в основному Африку. У 1957 р. Англія надала незалежність Гані, Малайзії, а в 1958 р. – Гвінеї. Переломним став 1960 р., який назвали «роком Африки». Цього року від колоніальної залежності звільнилися 17 країн: Габон, Дагомея, Верхня Вольта, Берег Слонової Кістки, Чад, Центральноафриканська Республіка, Конго (Браззавіль), Республіка Конго (Заїр), Камерун, Мавританія, Малі, Нігерія, Мадагаскар, Сенегал, Сомалі, Того.

У наступні роки розпочався процес деколонізації британських володінь на Сході Африки. У 1961 р. незалежність отримала Танганьїка, у 1962 р. – Уганда, у 1963 – Кенія, у 1964 – Занзибар, Замбія, Малаві, у 1965 – Гамбія. Таким чином, до середини 1960-х рр. більшість країн Тропічної Африки звільнилися від колоніального гніту.

Під час третього етапу (1970-ті рр.) впала остання, найстаріша колоніальна імперія – португальська. Після тривалої збройної боротьби першою у 1973 р. здобула незалежність Гвінея-Бісау. Після повалення військової диктатури в Португалії в результаті «революції гвоздик» у квітні 1974 р. незалежність здобули й інші португальські колонії – Острови Зеленого Мису, Ангола, Мозамбік, Сан-Томе і Принсіпі.

На цьому деколонізація не завершилася. Під час четвертого етапу (1980–1990-ті рр.) здобули незалежність останні уламки колоніальних імперій. Так, у 1980 р. було остаточно врегульовано проблему Південної Родезії (Зімбабве), у 1982 р. Англія надала незалежність Белізу, у 1990 р. під тиском світової громадськості ПАР надала незалежність Намібії, у 1997р. Китай відновив свій суверенітет над Гонконгом, у 1999 р. – над Макао.

Таким чином, на порозі XXI ст. колоніальні імперії відійшли в минуле. Однак, здобувши політичну незалежність, молоді держави не стали економічно незалежними. Їхньою головною проблемою стала економічна відсталість, з якою більшість молодих держав не можуть впоратися. Війни, епідемії, голод, фінансова заборгованість, етнічні й територіальні проблеми стали звичним явищем.

<https://geomap.com.ua/uk-wh11/1317.html>

VIII. Read the text in Hungarian and do the exercises following it.

Az indiai függetlenség pillanata

2010. január 26. 11:02 Fekete István

Évszázados harcot vívott India a brit iga alóli felszabadulás érdekében, míg végül a dél-ázsiai ország 1947-ben a **független** országok sorába lépett, 1950. január 26-án pedig deklarálták az Indiai Köztársaságot. A mozgalmat egyaránt jellemezték militáns és békés, erőszakmentes kampányok.



Az 1857-ben zajló, az első függetlenségi háborúként emlegetett események fordulópontot jelentettek a brit birodalom ékkövének tartott gyarmat történetében. A világégés végeztével a sokat szenvedett gyarmat lakosai látványos összeborulásnak örvendhettek, ugyanis a kongresszus szélsőséges és mérsékelt ága félretette ellentéteit és ismét az egység benyomását keltette.

Mahátma Gandhi megérkezése azt jelentette, hogy egy eladdig elitista mozgalom nemzetivé terebélyesedett, szavaira ugyanis milliók mozdultak meg, habár polgári engedetlenségi mozgalmát sokan mégis járhatatlan útnak tartották. Az erőszakmentes kampány elindítása után London sem télenkedett, az 1919-es Rowlatt Act **teljhatalommal** ruházta fel az alkirály kormányát.

Az első világháborútól eltérően – noha Linlithgow alkirály sem egyeztetett a **gyarmat** képviselőivel – az indiaiak kevésbé fogadták **lelkesen** India hadba lépését a **szövetségesek** oldalán (a brit indiai hadsereg az egyik legnagyobb önkéntes egység volt, 205 ezer emberrel). Az angliai csata alatt sokak várakozása ellenére Gandhi nem folytatta a **polgári** engedetlenségi mozgalmát, mondván, nem a „lerombolt Nagy-Britannia hamujából” szeretné India függetlenségét megszerezni. A világháború alatt két fontos mozgalmat kell megemlíteni: egyik az Azad Hind, a Szingapúrban 1943-ban megalakult emigráns indiai kormány, amelyet a Nemzeti Kongresszus egykori elnöke, Szubhasz Csandra Bosze vezetett – ő a tengelyhatalmakkal is kapcsolatba lépett a brit uralomtól való megszabadulás érdekében.

A másik lényeges momentum a Quit India mozgalom meghirdetése volt, amely a háborúba való belépés elleni protestálás jegyében született. Gandhi híveit ismét engedetlenségi kampányra hívta, s felszólította követőit, hogy független népként viselkedjenek, s ne tartsák be a brit törvényeket.

Clement Atlee brit miniszterelnök annak érdekében, hogy minél több politikai és gazdasági kapcsolatot tartson fenn egy már **független** Indiával, nem késlekedhetett tovább a dekolonizáció ügyében. 1947. június 3-án Lord Mountbatten bejelentette a brit indiai birodalom felosztását egy szekuláris Indiára és a muzulmán Pakisztánra. A **felosztást** – Gandhi ezt végig ellenezte – az emberi történelem legnagyobb népességvándorlása követte: 15 millióan lépték át a határt, hinduk és muzulmánok új hazát keresve. Az Alkotmányozó Nemzetgyűlés 1949. november 26-ra lett kész az új alkotmány megszövegezésével, míg 1950. január 26-án az Indiai Köztársaságot **hivatalosan** is kikiáltották, amelynek első **elnöke** a posztot tizenkét évig birtokló Radzsendra Praszád lett.

https://multkor.hu/20100126_hatvan_eve_kialtottak_ki_az_indiai_koztarsasagot

1. Find in the text the Hungarian equivalents of the following English words and phrases.

militant and peaceful non-violent campaigns
at the end of cataclysms put aside their
contradictions extreme and moderate
Civil Disobedience Movement non-violent
campaign grew into nationalist movement
the Quit India movement urged his followers
despite the expectations of many

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

| A | | B | |
|-------------------------|----------|---|--|
| 1. colony | a | a militant organization or person is willing to use strong or violent action in order to achieve political or social change | |
| 2. the Axis Powers | b | a group of countries that are all controlled by one ruler or government | |
| 3. militant | c | to make a former colony politically independent | |
| 4. voluntary | d | someone who believes in a particular system of ideas, or who supports a leader who teaches these ideas | |
| 5. follower | e | to say publicly or officially that something important is true or exists | |
| 6. decolonization | f | not connected with or controlled by a church or other religious authority | |
| 7. empire | g | when large numbers of people go to live in another area or country | |
| 8. secular | h | work etc that is done by people who do it because they want to, and who are not paid | |
| 9. population migration | i | the countries, including Germany, Italy, and Japan, who fought together during World War II against the Allies. | |
| 10. proclaim | g | a country or area that is under the political control of a more powerful country, usually one that is far away | |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

| | | |
|--|----------|--|
| 1. fordulópontot jelentettek a brit birodalom ékkövének tartott gyarmat történetében | a | India was declared a Sovereign Democratic Republic on January 26, 1950 |
| 2. a brit iga alóli felszabadulás érdekében | b | India's independence should not rise from the ashes of a destroyed Britain |
| 3. 1950. január 26-án pedig deklarálták az Indiai Köztársaságot | c | marked a key turning point in the history of the colony regarded the jewel in Britain's imperial crown |

- | | | | |
|-----|--|---|---|
| 4. | hadba lépése a szövetségesek oldalán | d | the division of the British Indian Empire into secular India, and Muslim Pakistan |
| 5. | nem a „lerombolt Nagy-Britannia hamujából” szeretné India függetlenségét megszerezni | e | struggle for liberation from the British yoke |
| 6. | emigráns indiai kormány | f | Lord Mountbatten announced the Partition |
| 7. | Lord Mountbatten bejelentette a brit indiai birodalom felosztását Plan | g | the greatest population migration in human history followed |
| 8. | a brit indiai birodalom felosztását egy szekuláris Indiára és a muzulmán Pakisztánra | h | entered the war on the side of the Allied Powers |
| 9. | az emberi történelem legnagyobb népességvándorlása követte | i | the Constituent Assembly of India |
| 10. | az Alkotmányozó Nemzetgyűlés | g | an Indian government-in-exile |

5. Comprehension questions.

- What is the Indian Independence movement?
- Why was the period following India's First War of Independence an important period in the Indian independence movement?
- How did Indians give support to the United Kingdom during the First World War?
- How do we call a different method to get freedom in India used under the leadership of Gandhi?
- What is the Partition Plan announced by Lord Mountbatten?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. Before World War II, Europe's major powers controlled large overseas empires,

a) as did Mexico

c) as did China

b) as did Korea

d) as did Japan

UNIT 17

FALL OF COMMUNISM

Throughout the Cold War, the Soviet Union had seemed a **powerful force**. But behind the scenes, the USSR was struggling. By the mid 1980s, it could no longer match the US militarily, and its citizens were demanding **more control over their lives**. The new Soviet leader, Mikhail Gorbachev, decided to try and rejuvenate the country by granting the people greater freedom. Ultimately, this precipitated **the fall of Communism**, as people across the USSR and its allies used the opportunity to break away from Soviet control.

Fall of the Berlin Wall



The Berlin Wall, the most iconic symbol of the Cold War, had divided the city **since 1961**. As Communist regimes fell across Europe in 1989, pressure grew on the East German government **to open the border**. In November, it announced that the barrier would open. Thousands of people

rushed to the wall **to tear it down**.

KEY EVENTS

1989

In January, the Soviet Union, the Warsaw Pact countries, and Yugoslavia had Communist regimes.

1989

In July, Gorbachev gave the countries of the Warsaw Pact the chance **to choose their own governments**.

1989

Poland voted out its Communist regime in favor of the Solidarity Party **in August 1989**

The Velvet Revolution in November saw Czechoslovakia peacefully move away from Communism.

1989

The Berlin Wall, which had divided the city for nearly 30 years, fell **on November 9**.



New policies

A copy of Gorbachev's book on perestroika

Until the mid-1980s, Soviet society was strictly controlled. But Gorbachev broke with the past with his new policies of **glasnost (openness) and perestroika (restructuring)**. These gave people more personal and economic freedom, but once these were gained, they wanted political freedom and rejected Communism.

End of the Communist Bloc

Yeltsin delivers a speech from a tank used in the failed military coup.



In 1989, Gorbachev allowed the Warsaw Pact countries **to hold free elections**, resulting in the toppling of Communist governments across Central and Eastern Europe. In the Soviet Union, Communists opposed to the changes **staged a military coup against Gorbachev**, but it was

defeated by democrat Boris Yeltsin (above) and the USSR disintegrated.

Key figures

Mikhail Gorbachev



The last Soviet leader unleashed changes he probably didn't foresee. Although he received the Nobel Peace Prize, he lost **his political power** as the Soviet Union collapsed.

Boris Yeltsin



Yeltsin became **the leading politician** of the post-Soviet Russian world. He served two terms as president, ensuring the country's transfer to democracy.

Nikolai Ceausescu



Head of Communist Romania, Ceausescu was a brutal leader, living a life of luxury while his people starved. **In 1989**, he was overthrown, put on trial, and executed.

The Warsaw Pact

Eight countries signed the Warsaw Pact, a treaty that promised military aid in the case of foreign threat: Albania, Hungary, Bulgaria, Poland, Czechoslovakia, Romania, East Germany, Soviet Union.

Russian Federation



Following its dissolution in December 1991, the Soviet Union split into **15 separate countries**. Shown here is the flag of the Russian Federation, the largest and most powerful state to emerge from the former USSR. **Boris Yeltsin** became its first president.

1989

Romania's Communist regime was overturned in a **bloody uprising in December**.

1990

In March, free elections were held in East Germany, and voters chose to **reject Communism**.

1990

In October, West and East Germany **were reunified** for the first time since World War II.

1990

Communism was rejected in the six republics making up Yugoslavia, but they soon began fighting among themselves.

1991

Gorbachev resigned in December and **the Soviet Union** officially ceased to exist. <http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) to rejuvenate, 2) to precipitate, 3) iconic, 4) regime, 5) barrier, 6) to reject, 7) election, 8) coup, 9) democrat, 10) to foresee

- a) to know about something before it happens;
- b) to make something happen suddenly or sooner than expected;
- c) a time when people vote in order to choose someone for a political or official job;
- d) a particular government or a system or method of government;
- e) to make an organization or system more effective by introducing new methods, ideas, or people;
- f) a person who believes in and supports the principles of democracy;
- g) to refuse to accept, use, or believe something or someone;
- h) very famous or popular, especially being considered to represent particular opinions or a particular time;
- i) a sudden illegal, often violent, taking of government power, especially by part of an army;

j) a long pole, fence, wall, or natural feature, such as a mountain or sea, that stops people from going somewhere.

II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to demand more control;
- 2) to grant greater freedom;
- 3) to open the border;
- 4) to tear smth. Down;
- 5) to move away from Communism; 6) to break with the past;
- 7) personal and economic freedom;
- 8) to hold free elections;
- 9) to loose political power;
- 10) country's transfer to democracy.

IV. Match the beginnings of the sentences with the endings below.

Falling Like Dominoes

1. People all across Communist Eastern Europe got wind that the Russians
2. They began to challenge their own regimes and
3. One by one, like dominoes,
4. The wave started with Hungary and Poland in 1989 and
5. East Germany, too, was rocked by nation-wide demonstrations that eventually led the regime there.
6. Scores of people crossed the border and both East and West Berliners (who had not had contact in almost 30 years) gathered around the [Berlin Wall](#),
7. The East German government was unable to hold onto power and
8. One year later, in December of 1991,
9. It was the final death knell of the Cold War and marked an end of Communism in Europe,
10. Although Communism has nearly died out, there are still five countries

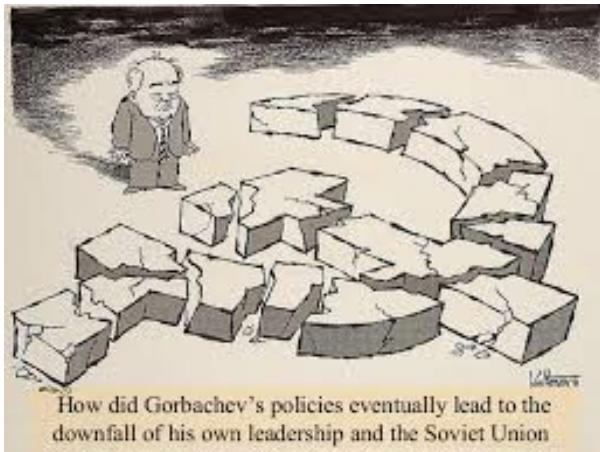
- a) work to develop pluralist systems in their countries.
- b) that remain Communist : China, Cuba, Laos, North Korea, and Vietnam.
- c) the Soviet Union disintegrated and ceased to exist.
- d) soon spread to Czechoslovakia, Bulgaria, and Romania.
- e) the reunification of Germany occurred soon after, in 1990.
- f) would do little to quell dissent
- g) where it had first been established 74 years prior.

- h) dismembering it bit by bit with pickaxes and other tools.
- i) to allow its citizens to travel once more to the West.
- j) Eastern Europe's Communist regimes began to topple.

<https://www.thoughtco.com/the-downfall-of-communism-1779970>

V. Complete the following sentences with the words and phrases below.

Mikhail Gorbachev



In March of 1985, the Soviet Union 1) - [Mikhail Gorbachev](#). Gorbachev was 2) He knew the Soviet Union faced many internal problems, not the least of which was an economic downturn and a 3) with Communism. He wanted to introduce a 4) , which he called *perestroika*.

However, Gorbachev knew that the regime's powerful bureaucrats had often stood in the way of economic reform in the past. He needed to get the people on his side 5) and thus introduced two new policies: *glasnost* (meaning 'openness') and *demokratizatsiya* (democratization). They were intended to encourage ordinary Russian citizens 6) and unhappiness with the regime.

Gorbachev hoped the policies 7) to speak out against the central government and thus put pressure on the bureaucrats to approve his intended economic reforms. The policies had their intended effect but 8)

When Russians realized that Gorbachev 9) on their newly won freedom of expression, their complaints went far beyond mere discontentment with the regime and the bureaucracy. The 10)—its history, ideology, and effectiveness as a system of government—came up for debate. These democratization policies made Gorbachev extremely popular both in Russia and abroad.

- A - whole concept of communism
- B - gained a new leader
- C - young, forward-thinking, and reform-minded.
- D - would encourage people
- E - soon got out of control.
- F - to openly voice their concern
- G - general sense of discontentment
- H - would not crack down

I - to put pressure on the bureaucrats
J - broad policy of economic restructuring,
<https://www.theguardian.com/world/2011/aug/16/gorbachev-guardian-interview>

VI. Put the following sentences in the most logical order.

The First Cracks in the Wall

a) By the time [Joseph Stalin](#) died in March of 1953, the Soviet Union had emerged as a major industrial power.

b) Uprisings in both Bulgaria and Czechoslovakia were quickly quelled but one of the most significant uprisings occurred in East Germany.

c) Soviet forces invaded Hungary in November of 1956 to crush what was now being called the Hungarian Revolution. Scores of Hungarians died as a result of the invasion, sending waves of concern throughout the western world.

d) For the time being, the military actions seemed to have put a damper on anti-Communist activity. Just a few decades later, it would start again.

e) Soon following Stalin's death, a power struggle ensued for leadership of the Soviet Union.

f) The strike was quickly crushed by East German and Soviet military forces and sent a strong message that any dissent against Communist rule would be dealt with harshly.

g) Despite the reign of terror that defined Stalin's regime, his death was mourned by thousands of Russians and brought about a general sense of uncertainty about the future of the Communist state.

h) Nevertheless, unrest continued to spread throughout Eastern Europe and hit a crescendo in 1956, when both Hungary and Poland saw massive demonstrations against Communist rule and Soviet influence.

i) In June of 1953, workers in East Berlin staged a strike over conditions in the country that soon spread to the rest of the nation.

j) Nikita Khrushchev eventually emerged the victor but the instability that had preceded his ascent to the premiership had emboldened some anti-Communists within the eastern European satellite states.

<https://www.thoughtco.com/the-downfall-of-communism-1779970>

VII. Render the text in English.

«Осінь народів»

«Осінь народів» — визначення процесу повалення комуністичних режимів у Центральній та Східній Європі, кульмінація якого припала на осінь 1989 року. Вживається за аналогією з «весною народів» — революційними подіями у Європі 1848–1849 років.

Історія

У [1989–1991](#) роках під впливом масових суспільних [протестів комуністичні партії](#) в [Польщі](#), [Угорщині](#), [Німецькій Республіці](#), [Чехословаччині](#), [Болгарії](#), [Албанії](#) та [Югославії](#) розпочали переговори з опозицією, яка на той момент перебувала в нелегальних умовах. Внаслідок переговорів комуністичні режими відмовились від [диктаторського уряду](#) на користь [багатопартійної системи](#).

В більшості колишніх [соціалістичних країн](#) зміна влади відбувалася мирним шляхом. Режим [Чаушеску](#) в Румунії був повалений збройним повстанням 1989 року, спроби розділити Югославію вилились у тривалу війну.

Угорщина

Мирно, без бурхливих політичних потрясінь, відбувся демонтаж колишньої системи в Угорщині. На момент переходу в Угорщині вже накопичилися зміни, які неминуче вели до зміни існуючого ладу. Після відставки [Яноша Кадара](#) у травні 1988 року, генеральним секретарем ЦК УСРП був обраний центрист [Карой Грос](#). Комуністична партія погодилася на запровадження нової конституції, за якою повинна бути створена багатопартійна парламентська система. У січні-лютому 1989 року угорський парламент прийняв закони про багатопартійність, плюралізм профспілок, скасування цензури і свободу зборів. Відродилися довоєнні Партія дрібних сільських господарів та Соціал-демократична партія, і утворилися нові — Союз вільних демократів та Християнсько-демократична народна партія.

У березні 1989 року відбулися тристоронні переговори між [УСРП](#), дев'ятьма опозиційними партіями і шістьма громадськими організаціями про створення передумов мирного переходу до парламентської демократії. Радянські війська почали залишати Угорщину, але формальної угоди про виведення військ так і не було досягнуто. 16 червня, в день страти [Надя](#), [Малетера](#) і [Гімеша](#), їх останки, а також тіла загиблого при придушенні повстання 1956 року полковника [Йожефа Сіладі](#), який помер під слідством міністра [Гези Лошонці](#), були урочисто перепоховані в будапештському сквері Героїв. Того ж дня прем'єр-міністр УНР [Міклош Немет](#) розпорядився [відкрити кордон з Австрією](#) і зняти на ньому 218-кілометрове загородження із колючого дроту. 27 червня 1989 року австрійський міністр закордонних справ [Алоїс Мок](#) та його угорський колега [Дьюла Горн](#) розрізали прикордонну огорожу, щоб підкреслити ліквідацію захисних споруд, розпочату Угорщиною ще 2 травня. 19 серпня 1989 року неподалік від міста [Шопрон](#) сталося символічне відкриття кордону на 3 години. 11 вересня Угорщина повністю відкрила свої кордони для громадян НДР.

6-9 жовтня 1989 року в Будапешті пройшов "з'їзд 89" УСРП. Партія прибрала зі своєї назви слово "робітнича", прийняла соціал-демократичну програму і оголосила про припинення діяльності первинних організацій на підприємствах та в установах. 7 жовтня представники Союзу реформ і Народно-демократичної платформи УСРП сформували президію УСП з 25 осіб на чолі з [Режьо Ньершем](#), відправивши Кароя Ґроса у відставку. У лютому 1990 року УСП ініціювала проведення "круглого столу" з іншими партіями за польським зразком.

Ще в жовтні 1989 року угорський парламент схвалив багатопартійні парламентські вибори та прямі вибори президента. 23 жовтня країна була перетворена з Угорської Народної Республіки в Угорську Республіку. У березні 1990 року відбулися перші вільні демократичні вибори, перемогу на яких здобули праві сили на чолі з Угорським демократичним форумом. Угорська соціалістична партія (УСП) мирно поступилася владою некомуністичним силам.

https://uk.wikipedia.org/wiki/Осінь_народів

VIII. Read the text in Hungarian and do the exercises following it.
Kegyetlen megtorlás követte a reményekkel teli forradalmat

2019. október 23. 09:40 MTI, **Múlt-kor**



Tüntetőik és harckocsik a Kossuth téren október 25-én (kép forrása: origo.hu / Fortepan)

1956 októberében Magyarországon békés **tüntetéssel** kezdődő, fegyveres felkeléssel folytatódó forradalom bontakozott ki a Rákosi Mátyás nevével összefonódó kommunista diktatúra és a szovjet megszállás ellen.

A budapesti műegyetemisták 1956. október 22-i nagygyűlésükön 16 pontban foglalták össze követeléseiket, másnapra pedig tüntetést szerveztek. Aznap este Gerő Ernő, a Magyar Dolgozók Pártjának (MDP) első titkára rádióbeszédében a megmozdulást ellenségesnek, sovinsztának, nacionalistának minősítette, és minden engedményt elutasított.

A **beszéd** elhangzása után fegyveres összetűzések kezdődtek: az esti és éjszakai órákban fegyveres csoportok **elfoglalták** a Magyar Rádió és a Szabad Nép székházát, a telefonközpontot, a lakihegyi rádióadót, emellett több fegyverraktár, **laktanya**, rendőrőrs és üzem is a **felkelők** kezére került. A Dózsa György úton ledöntötték az **elnyomás** gyűlölt jelképét, a Sztálin-szobrot. A békés tüntetés szinte órák alatt népfelkeléssé, majd - a Magyarországon tartózkodó szovjet csapatok beavatkozása után - fegyveres szabadságharcra változott.

A budapesti és vidéki tömegmozdulások számos alkalommal véres atrocitásokba torkolltak: október 25-én a Parlament előtt tüntető tömegbe lőttek a harckocsikkal megerősített szovjet csapatok, az esetnek több mint 200 **halálos áldozata** volt.

Végül mind az utcán politizálók, mind a kormánypolitikát irányítók sorsát a nemzeti **függetlenséget** eltipró szovjet katonai invázió pecsételte meg november 4-én, néhány nappal azután, hogy Nagy Imre november 1-jén meghirdette Magyarország semlegességét és kilépését a katonai szövetségből, a Varsói Szerződésből. A hatalmat Kádár János Magyar Forradalmi Munkás-Paraszt Kormányára vette át.

A forradalom leverését három évig tartó kegyetlen megtorlás követte: a forradalomban való részvételért kivégzettek száma 220-340 volt. Konceptiós perek után végezték ki Nagy Imre volt miniszterelnököt, Maléter Pál volt honvédelmi minisztert, Gimes Miklós újságírót, Szilágyi Józsefet, a miniszterelnök személyi titkárát. Az **embervesztés** országosan 2652 halott volt, és 19 226-an sebesültek meg. Az országot mintegy 200 ezren hagyták el. Ezreket ítélték börtönbüntetésre, internálásra.

A rendszerváltozás utáni első szabad Országgyűlés első ülésnapján, 1990. május 2-án törvényben örökítette meg az 1956. évi forradalom és **szabadságharc** emlékét, október 23-át pedig nemzeti ünneppé nyilvánította.

<https://mult-kor.hu/kegyetlen-megtorlas-kvette-a-remenyekkel-teli-forradalmat-20191023>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

peaceful demonstration armed uprising
the main telephone exchange mass
demonstrations radio transmission tower at
Lakihegy number of executed Soviet military
invasion show trials
Hungarian Working People's Party

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | | | |
|------------------|----------|--|
| 1. demand | a | a building where weapons are stored |
| 2. hostile | b | an event at which a large group of people meet to protest or to support something in public |
| 3. chauvinistic | c | to become unsteady and then fall over, or to make something do this |
| 4. arsenal | d | to kill someone, especially legally as a punishment |
| 5. execute | e | having the belief that your own country or race is better or more important than any other |
| 6. revolution | f | opposing a plan or idea very strongly |
| 7. demonstration | g | a state of open, armed, often prolonged conflict carried on between nations, states, or parties. |
| 8. armed clashes | h | to do something that makes a deal, agreement etc formal and definite |
| 9. topple | i | a time when people change a ruler or political system by using force or violence |
| 10. seal | g | a very firm request for something that you believe you have the right to get |

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | | | |
|-----|--|---|---|
| 1. | minden engedményt elutasított | a | toppled the Stalin monument, a hated symbol of tyranny |
| 2. | fegyveres csoportok elfoglalták a Magyar Rádió és a Szabad Nép székházát | b | enacted a law commemorating the 1956 revolution and freedom fight, declaring October 23 a national day |
| 3. | ledöntötték az elnyomás gyűlölt jelképét, a Sztálin-szobrot | c | refused any concession |
| 4. | békés tüntetés népfelkeléssé változott | d | Imre Nagy declared Hungary's neutrality and withdrawal from the Warsaw Pact |
| 5. | Magyarországon tartózkodó szovjet csapatok beavatkozása után - fegyveres szabadságharcra változott | e | approximately 200,000 people fled the country |
| 6. | október 25-én a Parlament előtt tüntető tömegbe lőttek | f | a peaceful demonstration escalated into a popular uprising |
| 7. | Nagy Imre meghirdette Magyarország semlegességét és kilépését a katonai szövetségből, a Varsói Szerződésből | g | the suppression of the revolution was followed by three years of massive retaliation |
| 8. | A forradalom leverését három évig tartó kegyetlen megtorlás követte | h | after Soviet troops stationed in Hungary were deployed onto the streets of Budapest, it escalated into an armed freedom fight |
| 9. | az országot mintegy 200 ezren hagyták el | i | protesters gathering in front of Parliament on October 25 were fired |
| 10. | törvényben örökítette meg az 1956. évi forradalom és szabadságharc emlékét, október 23-át pedig nemzeti ünnepé nyilvánította | g | armed groups occupied the headquarters of Hungarian Radio and the daily Szabad Nép |

5. Comprehension questions.

- What do Hungarians commemorate on October 23?
- How did Ernő Gerő's threatening speech spark hostilities in Budapest?
- How did a peaceful demonstration escalate into a popular uprising and then into an armed freedom fight?

- How did the Soviet military invasion launch on November 4 seal the fate of both the freedom fighters and Nagy's government?
- What happened after the suppression of the revolution?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressins from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a, b, c, or d.

1. By the mid1980s, the USSR could no longer match militarily, and its citizens were demanding more control over their lives.

- a) the USA
- b) China
- c) Germany
- d) Slovakia

2. , the most iconic symbol of the Cold War, had divided the city since 1961.

- a) The Berlin Castle
- b) The Berlin Wall
- c) The Berlin Fortress
- d) The Berlin Cathedral

3. In July 1989, Gorbachev gave the countries of the chance to choose their own governments.

- a) NATO
- b) CAI
- c) the Warsaw Pact
- d) Asia

4. In November 1989 saw Czechoslovakia peacefully move away from Communism.

- a) the Cotton Revolution
- b) the Green Revolution
- c) the Orange Revolution
- d) the Velvet Revolution

5. Gorbachev allowed the Warsaw Pact countries to hold free elections, resulting in the toppling of Communist governments across Central and Eastern Europe.

- a) In 1989,
- b) In 1969
- c) In 1979
- d) In 2009

6. Although M. Gorbachev received the Nobel Peace Prize, he lost as the Soviet Union collapsed.

- a) his political power
- b) his wealth
- c) his support
- d) his respect

7. Yeltsin became the leading politician of the post-Soviet Russian world. He served as president, ensuring the country's transfer to democracy.

- a) one term
- b) three terms
- c) two terms
- d) 5 years

8. signed the Warsaw Pact, a treaty that promised military aid in the case of foreign threat.

- a) Ten countries
- b) Eight countries
- c) Six countries
- d) Twenty countries

9. Following its dissolution in December 1991, the Soviet Union split into

- a) 5 separate countries.
- b) 10 separate countries.
- c) 17 separate countries.
- d) 15 separate countries.

10., West and East Germany were reunified for the first time since World War II.

- a) In December 1980
- b) In August 1960
- c) In October 1990
- d) In April 1970

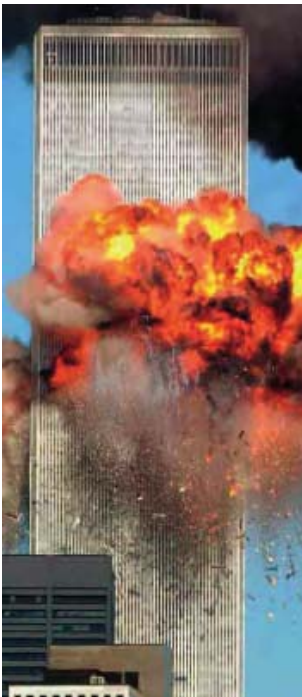
UNIT 18 WAR ON TERROR

In the 1980s, the militant Islamist terrorist organization Al-Qaeda was formed with the aim of establishing a worldwide Muslim nation. It carried out a series of attacks, culminating in the destruction of **New York's World Trade Center** in 2001. This prompted the United States to launch a "**War on Terror**" against the group's worldwide network.

"Today, our fellow citizens, our way of life, our very freedom came under attack."

President George W. Bush speaking to the nation on September 11, 2001

Under attack



On September 11, 2001, 19 members of Al-Qaeda **hijacked four American planes**. Two were flown into the Twin Towers of New York's World Trade Center, one hit **the Pentagon in Washington, DC**, while the final plane crashed into a field in Pennsylvania. Almost **3,000 people** were killed.

Osama bin Laden

A member of a wealthy Saudi family, Osama bin



Laden fought **with the Mujahideen** against the Soviets in Afghanistan **during the 1980s**. He later founded Al-Qaeda (meaning "the base" in Arabic) to wage a worldwide jihad (holy war) against **what he saw as the corrupt Western world**.



Invasion of Afghanistan

The Taliban rulers of Afghanistan harbored bases of bin Laden's Al-Qaeda movement. In 2001, **US president George W. Bush** ordered an attack on the country. Initially, the war went well for the US and the Taliban was quickly overthrown. But the Taliban fought back, and the war continued **for more than a decade**. Bin Laden slipped out of the country.

KEY EVENTS

1988

Following the end of the Afghanistan War, Osama bin Laden founded **Al-Qaeda**.

1991

Bin Laden set up terrorist training camps in Sudan, but was later asked **to leave the country.**

1996

Bin Laden returned to Afghanistan and called on his followers to launch a holy war against **the United States.**

1998

Al-Qaeda killed **more than 200 people** by planting bombs at US embassies in Kenya and Tanzania.

1998

The US retaliated against the embassy bombings with air strikes on Al-Qaeda training camps in Afghanistan.

Iraq War



In 2003, the US turned its attention to **Iraq.** They believed its ruler, **Saddam Hussein,** was hiding Weapons of Mass Destruction (WMD) that could potentially be used against the West, and invaded the country to destroy them. Hussein was quickly forced from power, but no WMD were ever found and the new US-backed Iraqi government faced years of fighting against rebel groups.

A statue of Saddam Hussein is toppled by the Iraqi people, with help from US forces.

Al-Qaeda attacks

In the 2000s, Al-Qaeda and its associated organizations continued to launch terrorist attacks targeting the West as protests **against the wars in Afghanistan and Iraq.**

December 2001

British terrorist Richard Reid was arrested trying to detonate a bomb in his shoe on a plane from Paris, France, to Miami, Florida.

October 2002

Two bombs set off in a nightclub in Bali, Indonesia killed **more than 200 people.**

March 2004

Bombs on trains in Madrid, Spain, killed more than 190 and injured **at least 1,800.**

July 2005

Bombs on underground trains and a bus in London killed 52 people and injured more than 700.

December 2007

Former Pakistani president Benazir Bhutto and 150 other people were killed by a **suicide bomber in Pakistan.**

Terror in Mumbai

More than 200 people were killed in India when seven bombs went off on trains on Mumbai's railroad network. Terror came to the city again two years later when more than 150 people died in shooting and bomb attacks that shocked the nation. In 2011, another three bombs killed 26 and left 130 injured. All of the attacks were blamed **on Islamic extremists.**

Bin Laden's death



For a decade, America's most wanted man—Osama bin Laden—evaded capture. He continued to organize terrorist attacks and released regular public messages, urging his supporters to continue the fight **against the West.** But in 2011, he was tracked down to a specially built **compound in Abbottabad,**

Pakistan. US soldiers helicoptered in, stormed the compound, and shot bin Laden dead.

2001

The terrorist attacks on the United States triggered the "**War on Terror.**"

2001

On October 7, the US launched **the war in Afghanistan** with the aim of finding Al-Qaeda's terrorist bases.

2003

The Iraq War was launched in the face of much international opposition.

2006

Following his capture in 2003, **Saddam Hussein** was put on trial for "crimes against humanity," found guilty, and executed.

2011

Osama bin Laden was finally tracked down in Pakistan and assassinated by American troops.

<http://pubhtml5.com/zhka/qetk/basic>

I. Read the text. Match the words with their definitions.

1) Muslim, 2) destruction, 3) terror, 4) to hijack, 5) to crash, 6) corrupt, 7) to harbor, 8) holy, 9) embassy, 10) to detonate.

- a) to take control of an aircraft or other vehicle during a journey, especially using violence;
- b) dishonestly using your position or power to get an advantage, especially for money;
- c) to cause something to explode;
- d) a person who follows the religion of Islam;
- e) violent action or threats designed to cause fear among ordinary people, in order to achieve political aims;
- f) the group of people who represent their country in a foreign country;
- g) the act of destroying something, or the fact of being destroyed;
- h) related to a religion or a god;
- i) to protect someone by providing a place to hide;
- j) to hit something, often making a loud noise or causing damage.

II. Put questions to the word combinations and phrases in bold type.

III. Make your own sentences with the following phrases.

- 1) to carry out a series of attacks;
- 2) to launch a "War on Terror";
- 3) to crash into a field;
- 4) to wage a worldwide jihad (holy war);
- 5) to order an attack on the country;
- 6) to slip out of the country;
- 7) to set up terrorist training camps;
- 8) to launch a holy war;
- 9) to be forced from power;
- 10) to try to detonate a bomb.

IV. Match the beginnings of the sentences with the endings below.

War on Terror

1. The War on Terror, also known as the Global War on Terrorism, is an international military campaign that was launched by the [United States government](#)
2. The naming of the campaign uses a [metaphor of war](#) to refer to a variety of actions
3. U.S. president [George W. Bush](#) first used the [term](#) "war on terrorism" on 16 September 2001, and then.
4. In the latter speech, George Bush stated, "Our enemy is a radical network of terrorists and"
5. The term was originally used with a particular focus
6. The term was immediately criticised by such people as [Richard B. Myers](#), chairman of the Joint Chiefs of Staff, and more nuanced terms subsequently came to be used by the [Bush administration](#)

7. It was never used as a formal designation of U.S.
 8. U.S. President [Barack Obama](#) announced on 23 May 2013 that the Global War on Terror was over, saying the military and intelligence agencies will not wage war against a tactic but
 9. On 28 December 2014, the Obama administration announced.
 10. However, the unexpected rise of the [Islamic State of Iraq and the Levant](#) (ISIL) terror group—also known as the Islamic State of Iraq and Syria (ISIS)—led to
- a) after the [September 11 attacks](#) against the [United States](#).
 - b) on countries associated with [al-Qaeda](#).
 - c) operations in internal government documentation.
 - d) that do not constitute a specific war as traditionally defined.
 - e) the end of the combat role of the U.S.-led mission in Afghanistan.
 - f) to publicly define the international campaign led by the U.S.
 - g) a new operation against terror in the Middle East and South Asia, [Operation Inherent Resolve](#).
 - h) will instead focus on a specific group of networks determined to destroy the U.S.
 - i) "war on terror" a few days later in a formal speech to Congress.
 - j) every government that supports them
- https://en.wikipedia.org/wiki/War_on_Terror

V. Complete the following text with the phrases below.

Fighting in Kashmir



Political map: the Kashmir region districts

In a 'Letter to American People' written by Osama bin Laden in 2002, he stated that one of the reasons he was fighting America is because of 1) While on a trip to Delhi in 2002, U.S. Secretary of Defense Donald Rumsfeld suggested that Al-Qaeda was active in Kashmir, though he 2) In 2002, The Christian Science Monitor published an article claiming that Al-Qaeda and its affiliates were "thriving" in Pakistan-administered Kashmir 3) of Pakistan's National Intelligence agency Inter-Services Intelligence. 4) was sent into Indian-administered Kashmir in 2002 to hunt for Osama bin Laden after reports that he was being sheltered by the Kashmiri militant

group Harkat-ul-Mujahideen. U.S. officials believed that Al-Qaeda was helping 5) in Kashmir to provoke conflict between India and Pakistan. Fazlur Rehman Khalil, the leader of the Harkat-ul-Mujahideen, signed al-Qaeda's 1998 6), which called on Muslims to attack all Americans and their allies. Indian sources claimed that In 2006, Al-Qaeda claimed they 7) ; this worried the Indian government. India also argued that Al-Qaeda has strong ties with the Kashmir militant groups Lashkar-e-Taiba and Jaish-e-Mohammed in Pakistan. While on a visit to Pakistan in January 2010, U.S. Defense Secretary Robert Gates stated that Al-Qaeda 8) and planning to provoke a nuclear war between India and Pakistan.

In September 2009, a U.S. Drone strike reportedly killed Ilyas Kashmiri, who was the chief of Harkat-ul-Jihad al-Islami, a Kashmiri militant group associated with Al-Qaeda. Kashmiri was described by Bruce Riedel as a 'prominent' Al-Qaeda member, while others described him as 9) for Al-Qaeda. Waziristan had now become the new battlefield for Kashmiri militants, who were now fighting NATO in support of Al-Qaeda. On 8 July 2012, Al-Badar Mujahideen, a breakaway faction of Kashmir centric terror group Hizbul Mujahideen, on the conclusion of their two-day Shuhada Conference called for 10) in Kashmir.

- A - had established a wing in Kashmir
 - B - did not have any hard evidence.
 - C - a mobilization of resources for continuation of jihad
 - D - was seeking to destabilize the region
 - E - its support of India on the Kashmir issue.
 - F - with the tacit approval
 - G - the head of military operations
 - H - declaration of holy war
 - I - organize a campaign of terror
 - J - A team of Special Air Service and Delta Force
- https://en.wikipedia.org/wiki/War_on_Terror

VI. Put the following sentences in the most logical order.
Operation Enduring Freedom – Afghanistan



U.S. Army soldier of the 10th Mountain Division in Nuristan Province, June 2007

a) On 20 September 2001, in the wake of the September 11 attacks, George W. Bush delivered an ultimatum to the Taliban government of Afghanistan, the Islamic Emirate of Afghanistan, to turn over Osama bin Laden and al-Qaeda leaders operating in the country or face attack.

b) Subsequently, in October 2001, U.S. forces (with UK and coalition allies) invaded Afghanistan to oust the Taliban regime.

c) In March 2002, the U.S. and other NATO and non-NATO forces launched Operation Anaconda with the goal of destroying any remaining al-Qaeda and Taliban forces in the Shah-i-Kot Valley and Arma Mountains of Afghanistan.

d) The Taliban regrouped in western Pakistan and began to unleash an insurgent-style offensive against Coalition forces in late 2002.

e) The Taliban demanded evidence of bin Laden's link to the 11 September attacks and, if such evidence warranted a trial, they offered to handle such a trial in an Islamic Court.

f) The U.S. refused to provide any evidence.

g) The Taliban suffered heavy casualties and evacuated the region.

h) The remaining al-Qaeda and Taliban remnants fell back to the rugged mountains of eastern Afghanistan, mainly Tora Bora. In December, Coalition forces (the U.S. and its allies) fought within that region. It is believed that Osama bin Laden escaped into Pakistan during the battle

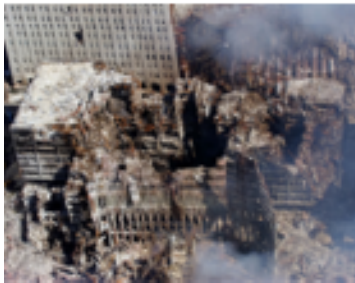
i) On 7 October 2001, the official invasion began with British and U.S. forces conducting airstrike campaigns over enemy targets.

j) Kabul, the capital city of Afghanistan, fell by mid-November.

https://en.wikipedia.org/wiki/United_States_invasion_of_Afghanistan

VII. Render the text in English.

Війна проти тероризму



Війна проти тероризму (англ. War on Terrorism) — загальноживаний термін, який використовується в політиці. У XXI ст. найбільш відомий після подій 11 вересня 2001 року і реакції на них президента США Джорджа Буша молодшого.

Історія терміну

Термін «війна проти тероризму» («війна з тероризмом») вперше використаний у західній пресі наприкінці XIX ст. для позначення зусиль урядів Російської імперії та країн Європи по боротьбі з атаками анархістів проти міжнародних політичних лідерів. Зокрема, використаний у статті газети «The New York Times» від 2 квітня 1881 року.

Багато анархістів самі називали себе в ту пору терористами, і це слово не несло нинішнього негативного морального забарвлення.

Наступного разу увага громадськості до цього терміну була прикута під час боротьби британських колонізаторів з атаками єврейських терористичних організацій в Палестині в 1940-х. Саме цей термін використовувався британською владою при оголошенні про боротьбу з організаціями Іргун, Лехі.

Після 11 вересня 2001

Термін «війна проти тероризму» був відроджений після терористичних нападів 11 вересня 2001 року. 11 вересня 2001 року о 20:30, як повідомляли засоби масової інформації, в третій своїй заяві з приводу подій, що відбулися (в короткому телезверненні до нації з Овального кабінету), Джордж Буш молодший заявив: «... і ми виграємо війну проти тероризму». Надалі цей термін став вживатися все частіше.

20 вересня того ж року в зверненні до Конгресу та американського народу, зачитаному на спільному засіданні обох палат парламенту США, Джордж Буш молодший офіційно оголосив війну тероризму, заявивши: «Наша війна з тероризмом починається з „Аль-Каїди“, але цим не закінчиться. Вона не завершиться, поки кожна терористична група у світі не буде знайдена, зупинена та переможена». Пізніше, формулюючи доктрину війни проти тероризму Буш молодший заявив: «... сьогоднішня війна з тероризмом подібна до Холодної війни. Це ідеологічна боротьба з ворогом, який зневажає свободу та переслідує тоталітарні цілі ...». У тій же промові говорилося про операцію «Шок і трепет» і подвійність боротьби: по-перше, спіймати ворога та доставити його на суд, по-друге, поширювати свободу.

Після терактів у Лондоні 7 липня 2005 року британська влада стали проти відтворення американської стратегії відповіді на терористичні напади, і термін війна проти тероризму вже більш активно не використовувався. Він, однак, залишився для позначення скоординованих, в тому числі на рівні ООН, зусиль різних країн щодо протидії терористичним організаціям.

https://uk.wikipedia.org/wiki/Війна_проти_тероризму

Read the text in Hungarian and do the exercises following it.

Keszyűs kézzel bántak a terroristákkal a viktoriánus Nagy-Britanniában

2016. január 11. 18:05

Londonban legutóbb 2005 júliusában hajtottak végre robbantást, amely a néhány hónappal ezelőtti történésekhez hasonlóan megrázta a közvéleményt, a **terrorizmus** egyesült királyságbeli története azonban ennél jóval hosszabb múltra tekinthet vissza.



A Scotland Yard főhadiszállása a Fenian terrorista akciója után

Az 1880-as években Londonban az Ír Köztársasági Testvériség (más néven Fenian, az IRA elődje) már számos célpontra, többek között a Tournél és a *The Times* szerkesztőségénél is robbantott. A 19-20. század fordulója idején az európaiakban komoly félelem élt az anarchistákkal szemben, akik párizsi kávéházakban és egy barcelonai színházban is ártatlanokat mészároltak le, de az igazságszolgáltatás képviselőit és a politikusokat, valamint az uralkodóházakat sem kímélték.

Nagy-Britannia a viktoriánus kor évtizedeiben befogadta a külföldről érkező **menekülteket**. A toleráns bevándorláspolitika mellett azonban még egy tényező meghatározta ezeket az évtizedeket: az állampolgárok utáni „kémkedés” és a besúgás széles körben történő elutasítása. A kormány 1844-ben komoly bajba került, amikor 1844-ben kiderült, hogy a posta felbontotta Giuseppe Mazzini olasz forradalmár leveleit. 1858-ben részben abba bukott bele a **kormány**, hogy Lord Palmerston megpróbált **elfogadtatni** egy olyan törvényt, amely lehetővé tette volna, hogy külföldieket bíróság elé állítsanak az Egyesült Királyságon kívül elkövetett terrorista cselekményekért. Bár a brit felső rétegek köreiből természetesen sokan nem értettek egyet ezzel a toleráns politikával, a társadalmi nyomás miatt nem tehettek mást. A bizalom megszerzése és megtartása kulcsfontosságú volt a hatalom szempontjából.

Nagy-Britanniában úgy gondolták, hogy a kontinensen gyakorta végbemenő zavargások egyik legfőbb oka az **állampolgárok** utáni kémkedés volt, és a terrorista cselekményeket gyakran olyan intézkedések váltották ki, amelyeket manapság talán „rendőrállaminak” neveznénk. Ebből következett, hogy a brit politikai elit úgy gondolkodott, hogy a terroristacselekményekért az európai hatalmak tehetők felelőssé, a brit vezetésnek azonban nem kell ilyesmitől tartania, mivel nem **figyeli meg** az állampolgárait. A toleráns politika – a gyanús külföldiek kiutasításának, valamint a terroristaellenes intézkedéseknek az elmaradása – egyfajta felsőbbrendűségi tudattal töltötte el

a briteket, egészen 1905-ig, az „idegenek” jogállását szabályozó Aliens Act megszületéséig, valamint az MI5 1911-es megszületéséig.

A mai dzsihadista terroristák természetesen nem sokban **összehasonlíthatók** a 19. századi anarchistákkal, akár a rendelkezésre álló **eszközöket**, akár a célokat, akár az **erőszak** mögött álló **ideológiát** nézzük. Az állampolgárok komolyabb megfigyelése manapság már feltehetően jóval indokoltabb, mint a 19. században volt.

<https://mult-kor.hu/kesztyus-kezzel-bantak-a-terroristakkal-a-viktorianus-nagy-britanniaban-20160111>

1. Find in the text the Hungarian equivalents of the following English words and phrases.

the Irish Republican Brotherhood social pressure
at the turn of the century expulsion of foreigners
representatives of the judiciary welcomed
refugees immigration policy Aliens Act
spying and informants' tips terrorist acts

2. Match each word/phrase in Column A with its definition in Column B and find its Hungarian equivalent in the text.

- | A | B |
|---------------------|--|
| 1. target | a a <u>family</u> of kings or other <u>rulers</u> whose <u>parents</u> , <u>grandparents</u> etc have <u>ruled</u> the <u>country</u> for many years |
| 2. editorial office | b the action or process of regulating the status defined by law |
| 3. dynasty | c process of secretly obtaining information about enemies or competitors |
| 4. key | d a country where the government strictly controls people's <u>freedom</u> to meet, write, or <u>speak</u> about <u>politics</u> , <u>travel</u> etc |
| 5. innocent | e of crucial importance |
| 6. spying | f the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature |
| 7. terrorist act | g office responsible for the information product, |
| 8. police state | h having an <u>acceptable explanation</u> or <u>reason</u> |

9. regulating legal status **i** a person involved by chance in a situation, especially a victim of crime or war.
10. justified **g** an object, person, or place that is deliberately chosen to be attacked

3. Read the text and explain the words in bold in English.

4. Match the following Hungarian expressions with their English equivalents.

- | | |
|---|--|
| 1. robbantást hajtottak végre | a shook the public |
| 2. megrázta a közvéleményt | b building and maintaining trust |
| 3. jóval hosszabb múltra tekint vissza | c lack of counter-terrorism measures |
| 4. komoly félelem élt az anarchistákkal szemben | d bring foreigners to justice |
| 5. a viktoriánus kor évtizedeiben | e frequent upheavals |
| 6. széles körben történő elutasítása | f carried out bomb attacks |
| 7. külföldieket bíróság elé állítsanak | g widespread rejection |
| 8. a bizalom megszerzése és megtartása | h has a much longer history |
| 9. gyakorta végbemenő zavargások | i marked by a widespread fear of anarchists |
| 10. terroristaellenes intézkedéseknek az elmaradása | g during the Victorian era |

5. Comprehension questions.

- Has Britain always favoured a tough line against terrorism?
- Why did Britain give shelter to revolutionaries during most of the nineteenth century?
- How did the less restrictive laws of the United Kingdom make it a haven for radicals fleeing political repression in their own countries?
- Can modern terrorism be traced back to the nineteenth century?
- Did the Irish Republican Brotherhood play an important role in the history of Ireland, as the chief advocate of republicanism during the campaign for Ireland's independence from the United Kingdom?

6. Render the text in English.

7. Write a 150-200 words summary of the text. Use words and expressions from the table in Exercise 4.

COMPREHENSION TEST

Choose the right variant a,b,c, or d.

1. , the militant Islamist terrorist organization Al-Qaeda was formed with the aim of establishing a worldwide Muslim nation.
 - a) In the 1960s
 - b) In the 1940s
 - c) In the 2000s
 - d) In the 1980s
2. On September 11, 2001, 19 members of Al-Qaeda
 - a) hijacked four American planes
 - b) hijacked two American planes
 - c) hijacked four British planes
 - d) hijacked two British planes
3. A member of a wealthy Saudi family, Osama bin Laden fought with the Mujahideen against the Soviets during the 1980s.
 - a) in Vietnam
 - b) in Afghanistan
 - c) in Korea
 - d) in China
4. In 2001, ordered an attack on Afghanistan.
 - a) US president Barack Obama
 - b) US president John Kennedy
 - c) US president George W. Bush
 - d) US president Bill Clinton
5. In 1996 bin Laden returned to Afghanistan and called on his followers to launch a holy war against
 - a) the United States
 - b) Russia
 - c) China
 - d) Britain
6. In December 2001 British terrorist Richard Reid was arrested trying to detonate a bomb on a plane from Paris, France, to Miami, Florida.
 - a) in his bag
 - b) in his shoe
 - c) in his pocket
 - d) in his trainers
7. In October 2002 two bombs set off in a nightclub killed more than 200 people.
 - a) in Bali, Cuba
 - b) in Bali, Mexico
 - c) in Bali, Indonesia
 - d) in Bali, Argentina
8. In December 2007 former Pakistani president Benazir Bhutto and 150 other people were killed by
 - a) a suicide bomber in Iraq
 - b) a suicide bomber in Sudan
 - c) a suicide bomber in Algeria
 - d) a suicide bomber in Pakistan
9. In 2001 the terrorist attacks on the United States triggered the
 - a) "War on Criminals."
 - b) "War on Statesmen."
 - c) "War on Terror."
 - d) "War on Colonialism."
10. In 2011 Osama bin Laden was finally tracked down in Pakistan and assassinated by
 - a) American troops.
 - b) British troops
 - c) German troops
 - d) Russian troops

SOURCE MATERIAL

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