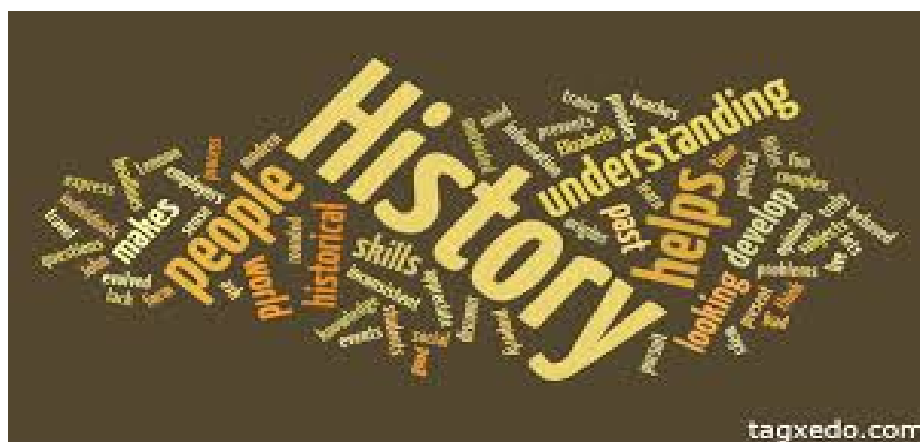


МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ДВНЗ «УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»

Мишко С. А., Мишко А. В.

НАВЧАЛЬНИЙ ПОСІБНИК
З АНГЛІЙСЬКОЇ МОВИ
ДЛЯ СТУДЕНТІВ ФАКУЛЬТЕТУ
ІСТОРІЇ ТА МІЖНАРОДНИХ ВІДНОСИН
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Навчальний посібник з англійської мови для студентів факультету «Історії та міжнародних відносин» (частина II). – Ужгород: Гражда, 2019. – 156 с.

Навчальний посібник містить оригінальні джерела інформації, присвячені основним історичним подіям від періоду «золотого віку» в історії Китаю до сучасності. Тексти супроводжуються комплексами вправ, спрямованих на розвиток усіх видів мовленнєвої діяльності. Навчальний посібник рекомендується для викладачів та студентів фахових факультетів вищих навчальних закладів України, а також для тих, хто хоче поглибити знання в галузі іноземних мов, історії та міжнародних відносин.

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ПЕРЕДМОВА

Навчальний посібник з англійської мови для студентів факультету історії та міжнародних відносин (частина II) містить оригінальні джерела інформації, присвячені основним історичним подіям від періоду «золотого віку» в історії Китаю до сучасності. Посібник складається з 18 розділів, 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.

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.

Навчальний посібник адаптований до вимог навчальної програми у системі вищої освіти і, безумовно, сприятиме підвищенню мотивації студентів, активізації самостійної роботи, глибшому оволодінню матеріалом та систематизації знань.

Навчальний посібник 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.

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.

Xuanzong

The longest-serving Tang emperor was Xuanzong, 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 визнання 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 союзенітет 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

COMPREHENSION TEST

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

- Two dynasties, , dominated medieval China, a time of great artistic and technological developments.
 - the Dang and the Song
 - the Tang and the Dang
 - the Tang and the Song
 - the Tong and the Sung
- The Tang period is often called
 - the golden age of China
 - the emerald age of China
 - the silver age of China
 - the diamond age of China
- The Tang emperors were successful at fighting wars, and Chinese influence spread into
 - East Asia
 - Central Asia
 - Near East
 - Far East
- , which has been domesticated but is still found wild in central Asia. was the principal form of transport along the Silk Road.
 - The Bactrian horse
 - The Bactrian elephant
 - The Bactrian donkey
 - The Bactrian camel
- Ceramic figures of, standing only about 20 in (50 cm) tall, were often placed in the tombs of Tang nobles and important officials.
 - elephants and horses
 - camels and donkeys
 - camels and horses
 - camels and elephants
- The fall of the Tang plunged China into the , when China broke up into different kingdoms.
 - “Five Dynasties” period
 - “Six Dynasties” period
 - “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
- around two hundred people
 - around two thousand people
 - around two million people
 - less than one million people
8. When it appeared around 800, paper money was called because the notes could easily blow away.
- “green money”
 - “papyrus money”
 - “escaping money”
 - “flying money”
9. The Chinese were using magnetized iron needles to find on land by the 1040s and at sea by the 1120s.
- north
 - south
 - west
 - east
10. Ladies at the Tang court enjoyed a game called the played with cards.
- “ladies’ game”
 - “court game”
 - “queen’s game”
 - “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

Sweyn 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 полюбили 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 работорівлею

Багато вікінгів багатіли на торгівлі рабами. Вони нападали на англосаксонські, 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>

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

- a) waist
- b) thigh
- c) shoulder
- d) 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.
- a) Eric the Brave
 - b) Eric the Red
 - c) Eric the Greedy
 - d) Eric the Black
5. In 841 Vikings from Norway founded a trading settlement on a swampy site in Ireland. It would become
- a) the city of Cork
 - b) the city of Waterford
 - c) the city of Trim
 - d) the city of Dublin
6. In 862 in Russia was founded by Swedish Vikings trading down the rivers of Russia to the Black Sea.
- a) the city of Novgorod
 - b) the city of Smolensk
 - c) the city of Ryazan
 - d) 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
 - b) of southern Europe
 - c) of western 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.
- a) Odin
 - b) Thor
 - c) Baldr
 - d) Loki
9. The god of the sky and thunder, was armed with a great hammer, Mjolnir, to fight off dragons and demons.
- a) Odin
 - b) Thor
 - c) Baldr
 - 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
 - b) Thor
 - c) Baldr
 - 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



Venice in the 1270s

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 військовою 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>

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) a black mantle (cloak) with a red cross
- b) a black mantle (cloak) with a white cross
- c) a white mantle (cloak) with a black cross
- d) 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.

- a) the German order of knights
- b) the Dutch order of knights
- c) the Swedish order of knights
- d) 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) .

- a) pilgrims
- b) tradesmen
- c) craftsmen
- d) soldiers

6. Peter the Hermit led an army of peasants to Constantinople before the First Crusade.

- a) German knight
- b) British landlord
- c) French monk
- d) Dutch king

7. King Richard I of England was known as because of his fierce fighting in the Third Crusade.

- a) Richard the Braveheart
- b) Richard the Conqueror
- c) Richard the Tigerheart
- d) 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.

- a) Saladin
- b) Alladin
- c) Mehmet
- d) Abdulla

9. In 1229 Emperor Frederick II regained Jerusalem by making a treaty with during the Sixth Crusade (1228–1229).

- a) the king of Egypt
- b) the sultan of Turkey
- c) the sultan of Syria
- d) 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.

- a) the Far East
- b) the Pacific Ocean
- c) the Middle East
- d) 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 Moctzetzuma 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 Chimu Empire, the Incas took Chimu 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 unflinching 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)

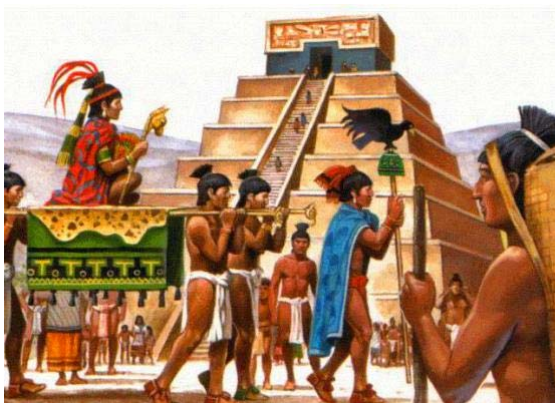
The Aztecs built their settlement in a swamp in 5) and when the Spanish arrived they thought it more spectacular than Venice. The Aztecs were fantastic warriors but they 6) because they had stumbled on hydroponics, their floating fields produced 7) they were growing.

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

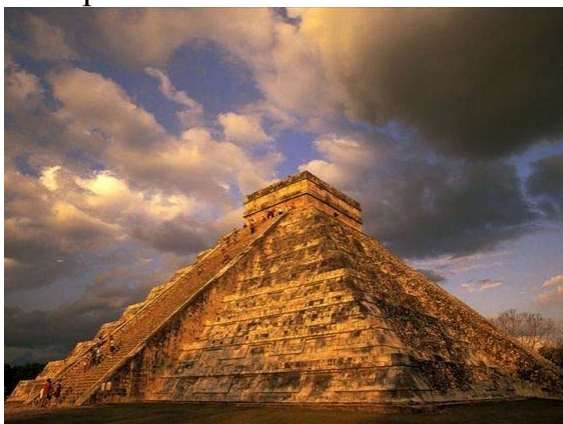
завоюванням правителів міста, територія, на якій господарями були ацтеки, значно розширилася. «Ацтеками» тепер стали називати всіх носіїв цієї культури. Аж до завоювання іспанцями у ацтеків зберігалися свої традиції.

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 виривав ще пульсуюче серце, окроплюючи кров'ю віттар.



Пік розвитку культури ацтеків припав на XIV – початок 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/>

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 Moctzetuma 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 бастионну. Бастион, який висували назовні за межі стін, виконував основну фортифікаційну функцію. Укріплення Збарзького замку (XVII ст.), побудовані за проектом італійського архітектора В. Скамоцці, складаються з валів, зміцнених у кутах бастионами, 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 бастиони розташовувалися на кутах; ренесансне планування вирізняло двоповерховий палац.



Замок у Підгірцях. 1635–1640

Один з найкращих тогочасних замків у Підгірцях (1635–1640) мав потужний стилобат з наріжними бастионами 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 триярусною 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 святих (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 свідчить поява численних імен українських митців.

https://pidruchniki.com/75222/kulturologiya/mistetstvo_renesansu_ukrayini

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.
 - a) Filippo Brunelleschi
 - b) Leonardo da Vinci
 - c) Sandro Botticelli
 - d) 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.
 - a) Cosimo de' Medici
 - b) Niccolo Machiavelli
 - c) Filippo Brunelleschi

d) 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.

- a) Cosimo de' Medici
- b) Niccolo Machiavelli
- c) Filippo Brunelleschi
- d) 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.

- a) Filippo Brunelleschi
- b) Leonardo da Vinci
- c) Sandro Botticelli
- d) Michelangelo

9. In 1504 Michelangelo's statue *David* was put on display outside the Palazzo Vecchio in

- a) Rome
- b) Milan
- c) Florence
- d) Venice

10. In 1509 the scholar published *In Praise of Folly*, a work of satire that was his best-known book.

- a) Cosimo de' Medici
- b) Niccolo Machiavelli
- c) Filippo Brunelleschi
- d) 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. Although 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 (девşirme), 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 склали 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 духовництву 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

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

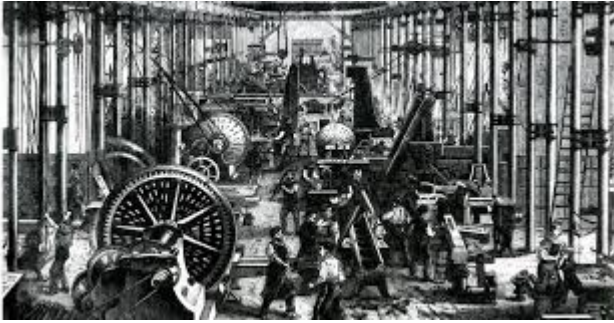
2. In the 14th century, the Ottomans started to invade

- 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.

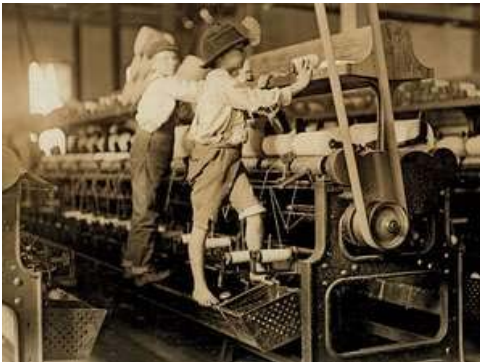
1807

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.

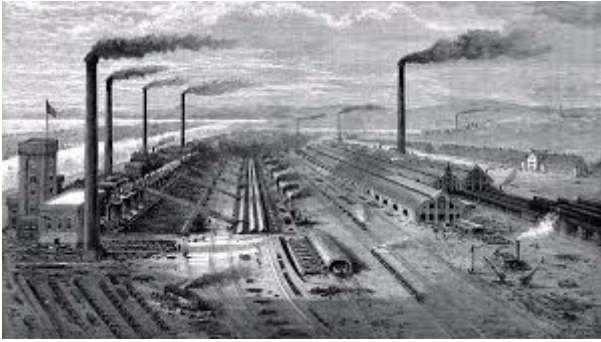
- 1) a different type of economy;
- 2) to move to towns to work;
- 3) a supply of raw materials;
- 4) a huge market for manufactured goods;
- 5) plenty of wealthy people;
- 6) to invest money in enterprises;
- 7) to build the first steam engine;
- 8) to use mass-production manufacturing;
- 9) to regulate 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 . .



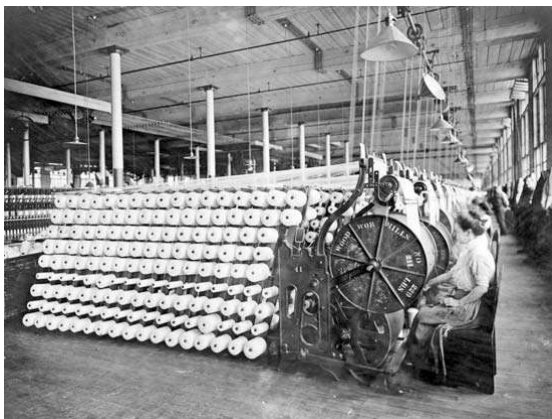
-
4. Two Englishmen, William and John Cockerill, brought the Industrial Revolution to Belgium by developing machine shops at Liège, and Belgium became
5. Like its British progenitor, the Belgian Industrial Revolution
6. France was more slowly and less thoroughly industrialized

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 computers 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 ХІХ 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, відчували 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 ХІХ-початку ХХ 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

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) aluminium

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.

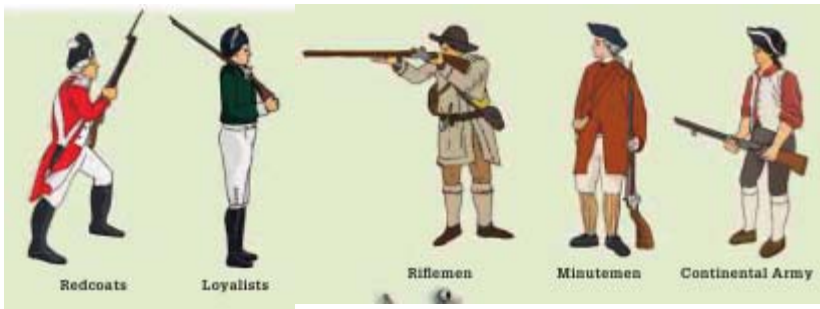
1773

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

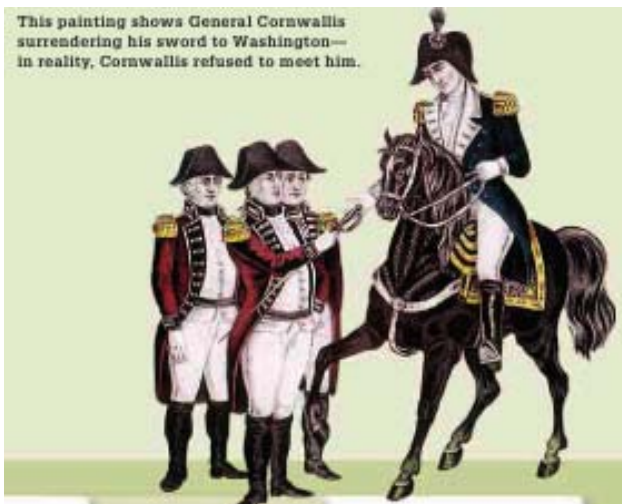


The early battles of the war were fought between the British soldiers, known as redcoats, and part-time colonial militias, known as **riflemen or minutemen** (because they were ready to fight at a few minutes' notice).

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



This painting shows General Cornwallis surrendering his sword to Washington—in reality, Cornwallis refused to meet him.

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 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 Charlestown—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>

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 одногосно. Почалася боротьба, яку американці назвали революційною, а британці — Війною Америки за незалежність.

Американці зробили вдалий рейд у травні 1775, захопивши зненацька 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 Саратогою. 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

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

against

and

Terror.”



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 killed, mostly by **public execution under the guillotine**. The period was known as the “Reign of

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.

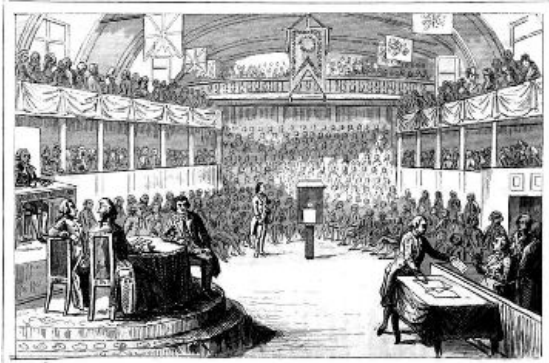
II. Put questions to the word combinations and phrases in bold type.

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 священиків, 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 лип-

ня 1791 року маніфестація відбулася. Лафает не зміг стримати своїх людей, які послухалися Байї. Байї наказав стріляти — відбувся розстріл неозброєного 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. Прискорилося еміграція. Контрреволюціонери та якобінці організовували 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 Монтеск'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 обмежувалася 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

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.



cotton, tobacco, rice.

Plantation goods included: **sugar, cocoa, coffee,**

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

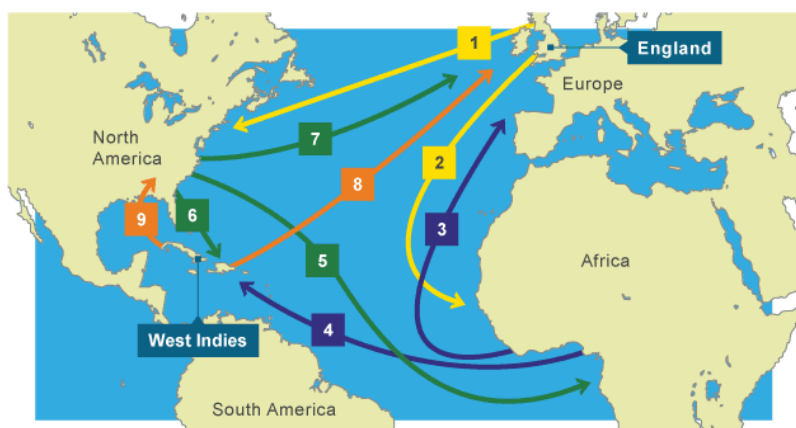
1600s, and in the following century English and French merchants controlled about half of the transatlantic slave trade, 5) of their human cargo from the region of West Africa between the Sénégal and Niger rivers.

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



Key	
1	Manufactured goods, luxuries
2	Guns, cloth, iron, beer
3	Gold, ivory, spices, hardwoods
4	Slaves
5	Rum, iron, gunpowder, tools
6	Fish, flour, livestock, lumber
7	Whale oil, lumber, furs, rice, silk, indigo, tobacco
8	Sugar, molasses, wood
9	Slaves, sugar, molasses

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 бразильців розглянули справи про 425 захоплених британською ескадрою суден работорговців. 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. невольників. 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 работоргівлю, 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 здійсненням 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

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.

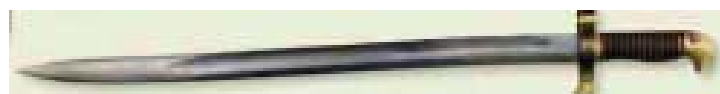
African-American soldiers



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 forming African-American battalions, although these never materialized.

New warfare

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.		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.		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.

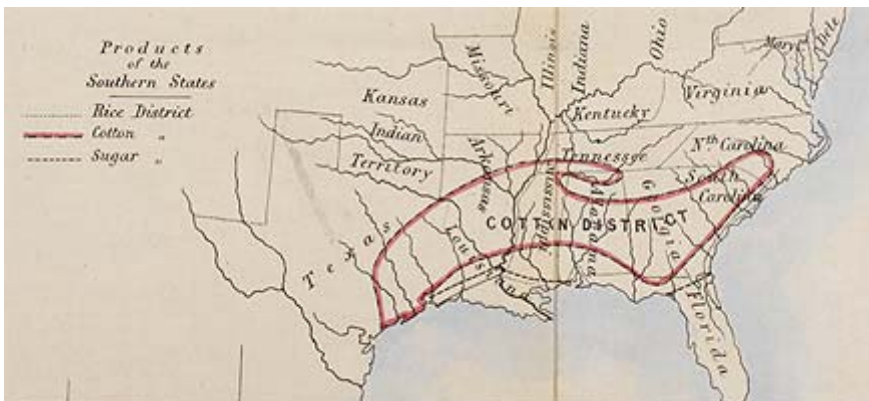
- i) later came to be called "total war."
 - j) three types of military units: artillery units, cavalry units, and infantry units.
- https://en.wikipedia.org/wiki/Sherman%27s_March_to_the_Sea

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 at 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 усєї 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 воєнні 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, перебивши 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/>

COMPREHENSION TEST

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

-, the United States went to war over slavery and states' rights.
 - In the 1760s
 - In the 1560s
 - In the 1660s
 - In the 1860s
- The Northern states, where slavery was already illegal, wanted it abolished

 - throughout the country.
 - in the South
 - in the West
 - in the East

- However, wanted to keep slavery, since they relied on African slaves to farm their crops of cotton and tobacco.
 - the Southern states
 - the Western states
 - the Eastern states
 - the Northern States
- . A major turning point of American Civil War came, when Union troops halted the South's advance at Gettysburg, Pennsylvania.
 - in August 1780
 - in July 1863
 - in June 1865
 - in December 1774
- remained loyal to the Union at the start of the war.
 - 10 states
 - 43 states
 - 23 states
 - 53 states
- In November 1860, Abraham Lincoln was elected as

 - the 1st US president
 - 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.

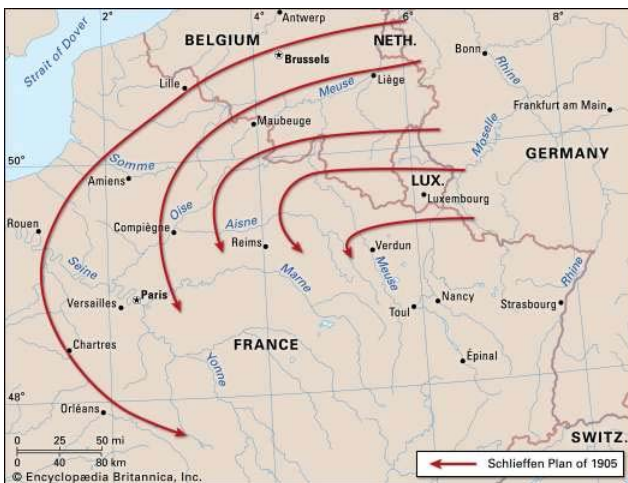
II. Put questions to the word combinations and phrases in bold type.

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 протиборчих 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

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

<p>Winston Churchill One of the few politicians to warn against Hitler during the 1930s, Winston Churchill led Britain through the war as prime minister.</p> 	<p>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.</p> 
<p>Dwight Eisenhower A general in the US Army, Eisenhower commanded the Allied Forces in Western Europe, and directed D-Day. He later became president.</p> 	<p>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.</p> 

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



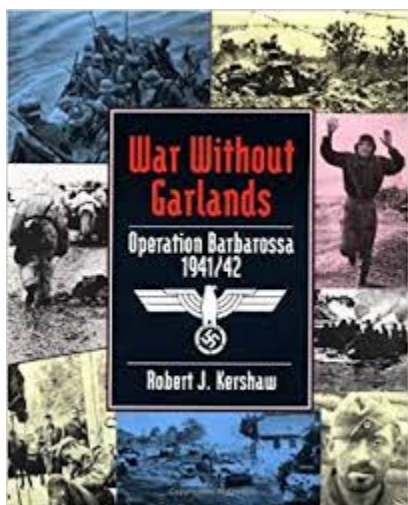
- 1. When Germany lost World War I they were forced
- 2. This treaty not only took land from Germany, but required that they
- 3. As a result, the German
- 4. The citizens of Germany were not only humiliated that they

- 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.

Від 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. Романіва 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

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-7) 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 became 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 застосовувала 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 застосуванням 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» прирекла 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 підозрливості між державами та народами, характеристики гострого протистояння на міжнародній арені.

<https://istbd.jimdo.com/актуально/холодна-війна/>

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;

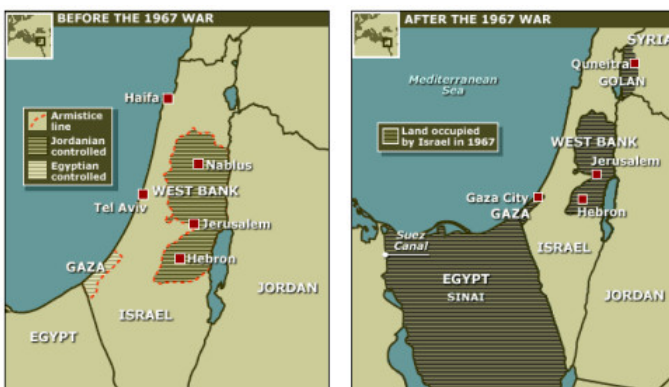
- d) to have formal discussions with someone in order to reach an agreement with them;
- e) to change the direction, order, position, result, etc. of something to its opposite;
- f) the strong dislike or cruel and unfair treatment of Jewish people;
- g) an extremely strong feeling of fear and shock, 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-ʿArīsh—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 молоді 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://геомар.com.ua/uk-wh11/1321.html>

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

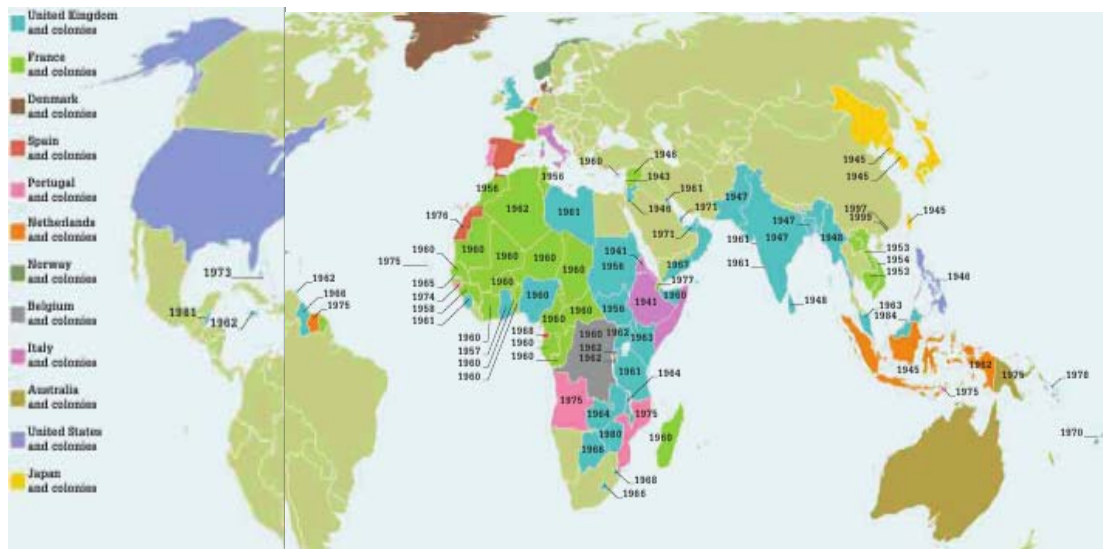
Countries that became independent: Morocco and Tunisia (from France); and the next year Malaysia and Ghana (from Britain).

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 Tomã and Príncipe (from Portugal).

1981

Countries that became independent: Antigua and Barbuda, and Belize (from Britain).
<http://pubhtml5.com/zhka/qetk/basic>

I. 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 – Занзібар, 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>

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
b) as did Korea
c) as did China
d) as did Japan
2. At its peak, was the largest in history, but it began to break apart after World War II.
a) the British Empire
b) Russia
c) America
d) China
3. In 1945, nationalist rebels in Indonesia declared the country free of , who had ruled since 1800.
a) the German
b) the Dutch
c) the Danish
d) the British

4. Egypt had officially become independent in 1922, but continued to occupy the country and exert control over its ruler, King Farouk.
- a) America
b) Russia
c) Britain
d) Holland
5. The British colony , Ghana began campaigning for independence after the war.
- a) of the Gold Coast
b) of the Silver Coast
c) of the Emerald Beach
d) of the Diamond Mines
6. In the late 1950s, Britain brought together several Caribbean islands, , as the Federation of the West Indies.
- a) including Jamaica
b) including Colombia
c) including Barnados
d) including Honduras
7. Angolan nationalists began fighting that ruled their country in 1961.
- a) the Spanish dictatirship
b) the Portuguese dictatorship
c) the British dictatorship
d) the Dutch dictatorship
8. Agostinho Neto (left) became Angola's first president, but the country was soon drawn into a
- a) 16-year-long civil war.
b) 20-year-long civil war.
c) 26-year-long civil war.
d) 36-year-long civil war.
9. British influence was finally ended by the led by Colonel Nasser, who went on to become president.
- a) 1952 Egyptian Revolution
b) 1962 Egyptian Revolution
c) 1972 Egyptian Revolution
d) 1982 Egyptian Revolution
10. In 1960, British prime minister Harold Macmillan gave a speech to the South African parliament, where he predicted that a "wind of change"—meaning independence—would sweep through
- a) Latin America
b) Australia
c) Africa
d) Asia

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 mid1980s, 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.

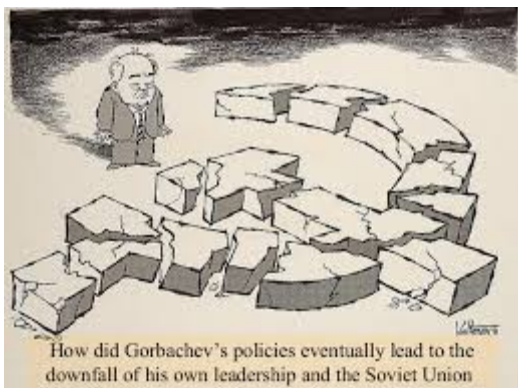
Falling Like Dominoes

- 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, дв'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 "робітничка", 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 Ньєршем, відправивши Кароя Гроса 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

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 | c) Germany |
| b) China | d) Slovakia |

2. , the most iconic symbol of the Cold War, had divided the city since 1961.

- | | |
|----------------------|-------------------------|
| a) The Berlin Castle | c) The Berlin Fortress |
| b) The Berlin Wall | d) The Berlin Cathedral |

3. In July 1989, Gorbachev gave the countries of the chance to choose their own governments.

- | | |
|---------|--------------------|
| a) NATO | c) the Warsaw Pact |
| b) CAI | d) Asia |



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

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.

Political map: the Kashmir region districts

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) — загальнозживаний 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 стала 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

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

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