

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ДВНЗ «УЖГОРОДСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ»

**В.І. Андрейко, І.І. Вовканич, К.М. Лізак,  
С.А. Мишко, А.В. Мишко**



<https://mrknutsonhistory.weebly.com/world-history.html>

# ПІДРУЧНИК

з англійської мови за професійним спрямуванням для  
студентів спеціальностей «Історія та археологія» та  
«Міжнародні відносини, суспільні комунікації та  
регіональні студії»



<https://www.st-andrews.ac.uk/history/>

УЖГОРОД  
2022

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Підручник містить оригінальні джерела інформації, присвячені основним історичним подіям від доісторичного періоду до сучасності. Тексти супроводжуються комплексами вправ, спрямованих на розвиток усіх видів мовленнєвої діяльності. В підручник також включені завдання для студентів, рідною мовою яких є угорська. Підручник рекомендується для викладачів та студентів фахових факультетів вищих навчальних закладів України, а також для тих, хто хоче поглибити свої знання в галузі іноземних мов, історії та міжнародних відносин.

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Лізак К.М., Мишко С.А.,  
Мишко А.В., 2022

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## ПЕРЕДМОВА

Підручник з англійської мови за професійним спрямуванням для студентів спеціальностей «Історія та археологія» та «Міжнародні відносини, суспільні комунікації та регіональні студії» містить оригінальні джерела інформації, присвячені основним історичним подіям від доісторичного періоду до сучасності. Посібник складається з трьох частин. Перші дві частини побудовані за єдиною структурою, в кожній 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. Третя частина призначена для самостійної роботи студентів.

У підручнику розроблені також завдання для студентів, рідною мовою яких є угорська.

Багатий фактичний матеріал може використовуватися студентами не тільки для закріплення знань, отриманих на лекціях, самостійного опрацювання тем за програмою, а також при написанні курсових та дипломних робіт, тощо.

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

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

# PART I

## UNIT 1 BEFORE HISTORY BEGAN

### 6.5 MYA–3000 BCE

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

### The “cradle of humankind”

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

### 6.5 MYA

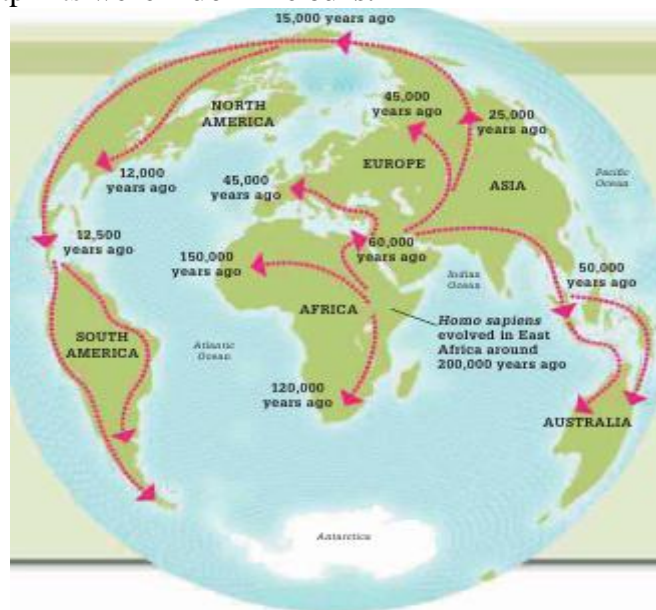
#### Two-legged apes

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

### 3.9 MYA

#### Human ancestors

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



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

*Richard Leakey,  
Kenyan anthropologist*

## 2.5 MYA

### Early toolmakers

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

## 1.9 MY

### Human-sized



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

### A new tool



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

### First shelters

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

## 0.2 MYA

### Modern humans



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

## OUT OF AFRICA

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

### Longest-standing hominin



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

### Making fire

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



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

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

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

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

### II. Put questions to the phrases in bold type.

### III. Make your own sentences with the following phrases.

- 1) to begin to walk upright;
- 2) to make stone tools;
- 3) to settle every inhabited part of the planet;

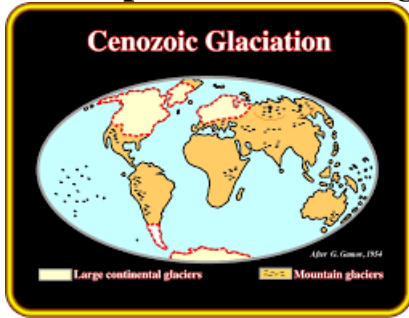
- 4) to be known as “the cradle of humankind”;
- 5) to combine walking with swinging from trees;
- 6) to spread across the dry grasslands;
- 7) to shed light on smth.;
- 8) to create a cutting edge;
- 9) to invent a new kind of stone tool;
- 10) to build shelters out of wood.

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



1. There were five or six major ice ages in the history of the Earth . . . . .
2. The Late Cenozoic Ice Age began 34 million years ago, its latest phase being the Quaternary glaciation, . . . . .
3. Within ice ages, there existed periods of more severe glacial conditions and more temperate referred to as glacial periods and . . . . .
4. The Earth is currently in such an interglacial period of the Quaternary glaciation, with the last glacial period of the Quaternary having ended approximately 11,700 years ago, the current interglacial . . . . .
5. Based on climate proxies, paleoclimatologists study . . . . .
6. The third ice age, and possibly most severe, is estimated to have occurred from 720 to 635 Ma (million years) ago, in the Neoproterozoic Era, and it has been suggested that it produced
7. It has been suggested also that the end of this second cold period was responsible for the subsequent Cambrian Explosion, a time of rapid diversification of . . . . .
8. However, this hypothesis is still controversial, though is growing in popularity among researchers, as . . . . .
9. A minor series of glaciations occurred from 460 Ma to 430 Ma. There were . . . . .
10. The Late Cenozoic Ice Age saw extensive ice sheets in. . . . .
  - a) Antarctica for the last 34 Ma.
  - b) in progress since 2.58 million years ago.
  - c) being known as the Holocene epoch.
  - d) a second "Snowball Earth", in which the Earth iced over completely.
  - e) evidence in its favor has mounted.
  - f) interglacial periods, respectively.
  - g) the different climate states originating from glaciation.
  - h) multicelled life during the Cambrian Period.
  - i) extensive glaciations from 350 to 250 Ma.
  - j) over the past 3 billion years.

## V. Complete the following sentences with the phrases below.



Whereas the first 30 million years of the Late Cenozoic Ice Age 1) . . . . ., the Quaternary has seen numerous ice sheets extending over parts of Europe and North America that are 2) . . . . . . . Early geologists therefore named apparent sequences of glacial and interglacial periods of the Quaternary Ice Age after 3) . . . . . , and these names varied from region to region. It is now more common for researchers to refer to the periods 4) . . . . . . The marine record preserves all the past glaciations; the land-based evidence is less complete because successive

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

Land-based evidence works acceptably well back as far as MIS 6, but it has been difficult to coordinate stages using 9) . . . . . Hence, the "names" system is incomplete and the land-based identifications of ice ages previous to that are somewhat conjectural. Nonetheless, land based data is essentially useful in discussing landforms, and correlating 10) . . . . .

[https://en.wikipedia.org/wiki/Timeline\\_of\\_glaciation](https://en.wikipedia.org/wiki/Timeline_of_glaciation)

- A - just land-based evidence before that;
- B - mostly involved Antarctica;
- C - by their marine isotopic stage number;
- D - the known marine isotopic stage with them;
- E - important land-based correlation data;
- F - the marine isotopic stage indexes;
- G - provide a complete record;
- H - may wipe out evidence of their predecessors;
- I - currently populated and easily accessible;
- J - characteristic geological features.

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

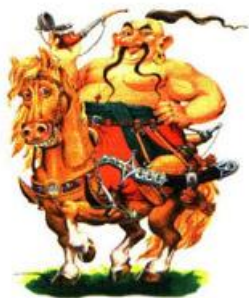
- a) The Bramertonian Stage is the name for an early Pleistocene biostratigraphic stage in the British Isles. It precedes the Pre-Pastonian Stage (Bavention Stage).
- b) The exact timing of the beginning and end of the Bramertonian Stage is currently unknown.
- c) The Pre-Pastonian Stage or Bavention Stage (from Easton Bavents in Suffolk), is the name for an early Pleistocene stage used in the British Isles.
- d) The Bramertonian is correlated with the Antian stage identified from pollen assemblages in the Ludham borehole.
- e) It is only known that it is equivalent to the Tiglian Stage of Europe and early Pre-Illinoian Stage of North America.
- f) It precedes the Pastonian Stage and follows the Bramertonian Stage.



- g) During this stage, the climate was temperate with evidence for mixed oak forest in southern England and the arrival of hemlock.
  - h) It lies somewhere in time between Marine Oxygen Isotope stages 65 to 95 and somewhere between 1.816 and 2.427 Ma (million years ago).
  - i) It derives its name from Bramerton Pits in Norfolk, where the deposits can be found on the surface.
  - j) Evidence from East Anglia suggests sea levels were higher than they are today.
- [https://en.wikipedia.org/wiki/Timeline\\_of\\_glaciation](https://en.wikipedia.org/wiki/Timeline_of_glaciation)

## VII. Render the text in English.

### Гетія: територія і народ



Гети проживали на величезних територіях – сучасної Галичини, Румунії, Молдови, північному узбережжі Дунаю. На підставі розповідей Геродота можна вважати, що гети були тим народом, що населяв усю Скитію (Україну), але з часом був витіснений на Подністров'я. Таємничі "кіммерійці", на думку істориків, – не хто інші, як гети. Якщо скитські кіммерійці були траками, вважає німецький історик Міленгоф, то належать до народності гетів, бо про інших траків у землі скитів історія не знає нічого. За Птоlemeєм, гети жили також у гірських Карпатах і були сусідами бойків і тухольців, яких той же Птоlemeй називає "сарматськими бесами".

За 200-300 літ перед походом Дарія (512 р. до н. е.) на Скитію, тобто проти гетів, вони вели кочовий спосіб життя. Назва "таргети", або "таргіти", означає "пастирі стад". У час Геродота (V вік до н. е.) Східна Скитія між Дніпром і Дністром уже займалася обробкою землі. Тому непереконливим є зображення Геродотом перско-скитської війни, під час якої Дарій переслідує 70-тисячним військом скитів пустелею і не може їх знайти.

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

Римський імператор Юліан наводить слова, які мав сказати Траян про гетів після завоювання ним Дакії: "Я винищив гетів – людей найхоробріших, що коли-небудь жили на світі. Хоробрі вони не тільки завдяки фізичній силі, а насамперед тому, що глибоко прийняли у свою душу науку бога Зальми, якого високо цінують. У своїй глупоті думають гети, що вони невмирущі, що не гинуть після смерті, а якось

повертаються в інший світ. Ця віра у посмертну мандрівку душ в інший світ породила у них відвагу та завзяття у небезпечних і відважних воєнних діях".

[http://narodna.pravda.com.ua/rus/history/4a43cb6bd5e93/view\\_print/](http://narodna.pravda.com.ua/rus/history/4a43cb6bd5e93/view_print/)

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

### Szabadságot és levesport hoztak a szkíták

2009. április 15. 09:50 Obrusánszky Borbála

A szkíták kutatása ma is népszerű, és az orosz történészek az elmúlt évtizedekben számos konferenciát tartottak, ahol számos **vitatott** kérdést próbáltak meg tisztázni. Ma már nem ildomos barbárnak nevezni őket, hiszen **kifinomult** művészetük más fejlett ókori civilizációkkal is felveszi a versenyt. Sőt, a szkíták voltak a **legigazságosabb**, legbátrabb népek, akik egyik legnagyobb vívmánya a szabadság volt. Kiváló harcosok lehettek, akik kincseik mellett a zászlóhasználatot és a levesporok őseit hagyományozták az utókorra.



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

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

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

Az általános vélekedések szerint az i.sz. 3. századig éltek szkíták az eurázsiai sztyeppe-övezetben. A kelet-európai síkságon néhány erődített városukat is ismerjük, közülük a mai Szimferopol melletti Neapolisz a legjelentősebb. Az ukrán és orosz kutatók úgy vélik, hogy a szkíták és a velük rokon szarmaták a későbbiekben is megmaradtak egykori területükön. A Krímben még az 5. században is van hír róluk, mikor a hunok elől a Bahcsiszeraj melletti mészkőhegységbe menekültek, ahol megtelepedtek.

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

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

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

[https://mult-kor.hu/20090415\\_szabadsagot\\_es\\_levesport\\_hoztak\\_a\\_szkitak](https://mult-kor.hu/20090415_szabadsagot_es_levesport_hoztak_a_szkitak)

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

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

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

A	B
1. appropriate	a go to live in another area or country
2. leave a legacy	b a rare and valuable metal
3. Migrate	c saddles, bridles, and other equipment for horses.
4. Identify	d someone who is related to a person who lived a long time ago, or to a family, group of people etc that existed in the past
5. Mint	e the expression of approval or admiration for someone or something.
6. precious metal	f suitable or correct in the circumstances
7. Saddlery	g a state ruled by a prince
8. Principality	h make (a coin) by stamping metal
9. Descendant	i establish or indicate who or what (someone or something) is
10. Praise	g money or property that you receive from someone after they die

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

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

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

## 5. Comprehension questions.

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

## 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. The human story began more than six million years ago, . . . . . , when our apelike ancestors first began to walk upright.
  - a) in Europe
  - b) in Asia
  - c) in Africa
  - d) in America
2. One species, Homo erectus, learned how . . . . . and . . . . . (2choices).
  - a) to use fire
  - b) to use water
  - c) to make metal tools
  - d) to make stone tools
3. They were followed by more advanced species until, . . . . . , our own species, Homo sapiens, appeared.
  - a) around 200,000 years ago
  - b) around 20,000 years ago
  - c) around 2,000 years ago
  - d) around 200,000 00 years ago
4. Humans belong to a family of upright walking apes, called hominins, which evolved in . . . . .
  - a) West and North Africa.
  - b) West and South Africa.
  - c) East and North Africa.
  - d) East and South Africa.
5. Australopithecines were small, with brains . . . . . of those of modern humans, but their footprints were much like ours.
  - a) a third the size
  - b) a fourth the size
  - c) a fifth the size
  - d) a sixth the size
6. A new hominin species, Homo habilis ( . . . . . ), learned how to make stone tools.
  - a) handy man
  - b) upright man
  - c) clever man
  - d) funny man
7. Homo erectus ( . . . . . ), a descendant of Homo habilis, evolved in East Africa.
  - a) short man
  - b) tall man

c) upright man

d) handy man

8. The discovery of an almost complete skeleton, called . . . . . , showed that Homo erectus was the first hominin to grow as tall as modern humans.

a) the Turkana Brother

b) the Turkana Sister

c) the Turkana Boy

d) the Turkana Girl

9. Descendants of Homo erectus, called Homo heidelbergensis, moved . . . . . , where they hunted elephants and hippos with stone-tipped spears.

a) into Europe

b) into Asia

c) into America

d) into Africa

10. The first modern humans, called Homo sapiens ( . . . . . ), appeared in Africa 200,000 years ago.

a) handy man

b) upright man

c) thinking man

d) clever man

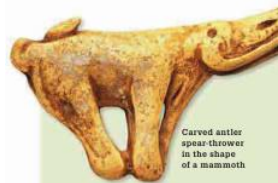
## UNIT 2 HUNTER-GATHERERS



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

### Spear-thrower

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



Carved antler  
spear-thrower  
in the shape  
of a mammoth

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

### Hunting with dogs

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



## After the Ice Age

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

### KEY EVENTS

#### 62,000 BCE

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

#### 39,000 BCE

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

#### 35,000 BCE

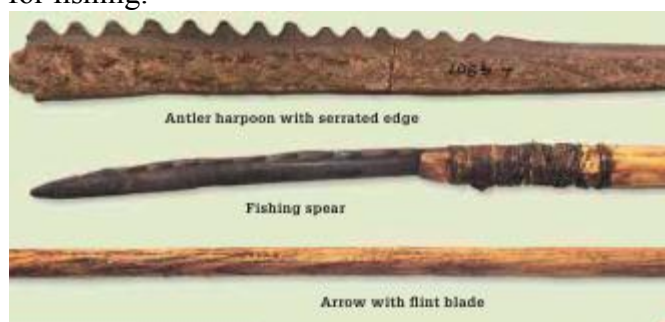
Earliest evidence of domesticated dogs was found in a cave in Belgium. Dogs were domesticated from wolves, by raising them from puppies.

#### 21,000 BCE

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

### Choose your weapon

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



### Hunter-gatherers today

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



### Tracking prey

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

### Prehistoric menu

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

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



### 13,000 BCE

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

### 12,000 BCE

Mesolithic hunter-gatherers in the Near East became so skilled at gathering wild foods that they were able **to settle down in early villages**.

As the climate in Northern Europe warmed up, many large mammals, including woolly rhinos and mammoths, **became extinct**.

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

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

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

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

### II. Put questions to the phrases in bold type.

### III. Make your own sentences with the following phrases.

- 1) to survive by hunting animals;
- 2) to live in bands;
- 3) to make cave paintings of animals;
- 4) to make antler and bone harpoons;
- 5) arrows with flint blades;
- 6) the work of women and children;
- 7) to tip the arrows with poison;
- 8) to eat a highly varied diet;
- 9) to build constructions from the bones of prey;
- 10) to settle down in early villages.

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



1. Hunter-gatherers tend to have an egalitarian social ethos, although . . . . .
2. Nearly all African hunter-gatherers are egalitarian, with women . . . . .
3. Karl Marx defined this socio-economic system . . . . .
4. The egalitarianism typical of human hunters and gatherers is never total, but is striking . . . . .
5. One of humanity's two closest primate relatives, chimpanzees, are anything but egalitarian, forming themselves into hierarchies . . . . .
6. So great is the contrast with human hunter-gatherers that it is widely argued by palaeoanthropologists that resistance to being dominated was . . . . .
7. Anthropologists maintain that hunter/gatherers don't have permanent leaders; instead, the person taking the initiative . . . . .
8. In addition to social and economic equality in hunter-gatherer societies, there is often, . . . . .
9. Hunter-gatherers are often grouped together . . . . .
10. Young mothers can enjoy childcare support from their own mothers, . . . . .

- a) at any one time depends on the task being performed.
- b) who continue living nearby in the same camp.
- c) as primitive communism.
- d) that are often dominated by an alpha male.
- e) based on kinship and band (or tribe) membership.
- f) when viewed in an evolutionary context.
- g) a key factor driving the evolutionary emergence of human consciousness, language, kinship and social organization.
- h) though not always, sexual parity as well.
- i) settled hunter-gatherers (for example, those inhabiting the Northwest Coast of North America) are an exception to this rule.
- j) roughly as influential and powerful as men.

**V. Complete the following sentences with the phrases below.**

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

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

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

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

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

- a) Hunting and gathering was presumably the subsistence strategy employed by human societies beginning some 1.8 million years ago, by *Homo erectus*, and from its appearance some 0.2 million years ago by *Homo sapiens*.
  - b) It remained the only mode of subsistence until the end of the Mesolithic period some 10,000 years ago, and after this was replaced only gradually with the spread of the Neolithic Revolution.
  - c) This specialization of work also involved creating specialized tools such as fishing nets, hooks, and bone harpoons.
  - d) Agriculture originated as early as 12,000 years ago in the Middle East, and also independently originated in many other areas including Southeast Asia, parts of Africa, Mesoamerica, and the Andes.
  - e) Forest gardens originated in prehistoric times along jungle-clad river banks and in the wet foothills of monsoon regions.
  - f) Prehistoric hunter-gatherers lived in groups that consisted of several families resulting in a size of a few dozen people.
  - g) Starting at the transition between the Middle to Upper Paleolithic period, some 80,000 to 70,000 years ago, some hunter-gatherers bands began to specialize, concentrating on hunting a smaller selection of (often larger) game and gathering a smaller selection of food.
  - h) In the gradual process of families improving their immediate environment, useful tree and vine species were identified, protected and improved, whilst undesirable species were eliminated.
  - i) Forest gardening was also being used as a food production system in various parts of the world over this period.
  - j) The transition into the subsequent Neolithic period is chiefly defined by the unprecedented development of nascent agricultural practices.
- <https://books.google.com.ua/books>

## VII. Render the text in English.



### Мисливці і збирачі

Терміном «мисливці і збирачі» позначають певний рівень розвитку людських суспільств. Суспільство мисливців і збирачів характеризується високою горизонтальною мобільністю. При цьому екологічна ніша відтворення людей суттєво не змінюється, тому що відсутні ефективні штучні засоби її розширення. Для таких суспільств характерні дуже невелика густота населення (зазвичай набагато менше 1 людини на км<sup>2</sup>), невеликі розміри громад (зазвичай 20-30 осіб) та незначна соціальна диференціація. Втім, за останнім показником мисливсько-збиральницькі суспільства мають значні відмінності. Так, для австралійських аборигенів була характерна яскраво виражена нерівність чоловіків і жінок, а також старших і молодших чоловіків. Такі мисливсько-збиральницькі суспільства називають «негалітарними». З іншого боку, для мисливців-збирачів Африки (пігмеїв, бушменів, хадза) характерна певна рівність

wsix cleniv gromadi. Takiv mislivs'ko-zbiral'nyts'ki suspi'lstva nazivayut' «egalitarnymi».

Bil'shi'st'v etnografichno opisanih mislivs'ko-zbiral'nyts'kih spil'not buh mandrivnimi ekstensivnimi mislivts'ya-zbirachami. Pomitni vidminnosti vid nih demonstruyut' intenzivni spetsializovani mislivtsi-zbirachi (klasichnim prikkladom tut sluzhat' indiantsi Pivnichno-Zakhidnogo Beregu), yakiv moyut' charakterizuvatis'ya osilist'yu, vidnosno visokoyu gustotoyu naselenn'ya (bil'she nizh 1 lyudina na km<sup>2</sup>), znachnimi rozmirami gromad (do kil'koх sot osib), virazhenoyu sotsial'no-ekonomichnoyu nerivnist'yu, vidnosno rozvinenim politichnim liderstvom. Takiv suspi'lstva vinikali til'ki y mis'cyah z osoblivo bagatimi prirodnimi resursami i vse odno mali virazheni mezhiv dlya svoogo rozvittku, oskil'ki buh vidсутni effektivni zasobi rozshirennya i'khnoyi ekologichnoyi nishi.

Situatsiya kardinal'no zminuyets'ya pislya tak zvanoyi neolitichnoyi revolyutsii, pislya toho, yak y rozporядzhenni lyudey z'vlyayut'sya effektivni shuchni zasobi rozshirennya i'khnoyi ekologichnoyi nishi.

[https://uk.wikipedia.org/wiki/Мисливці\\_і\\_збирачі](https://uk.wikipedia.org/wiki/Мисливці_і_збирачі)

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

### Kőkori hűtőszekrényre bukkantak Ausztriában

2019. október 28. 11:26 MTI

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

**A**

1. site
2. countryside
3. Steppe
4. Conifer
5. mountain range
6. depression
7. Cooling
8. food supply
9. Campsite
10. Preserve

**B**

- a to store food for a long time after treating it so that it will not decay
- b a place that is used for a particular purpose
- c a part of a surface that is lower than the other parts
- d become or cause to become less hot
- e a place used for camping
- f a line of mountains connected by high ground
- g a tree that bears cones and evergreen needlelike or scalelike leaves.
- h the land and scenery of a rural area
- i make food available to someone; provide
- g a large area of flat unforested grassland in southeastern Europe or Siberia

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

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

- |  |                                       |
|--|---------------------------------------|
| 1. jól szervezett                                | a highly mobile hunters and gatherers |
| 2. meglehetősen mobilis vadászok- és gyűjtögetők | b well organized                      |
| 3. szőlőtermelő vidék                            | c "stone-age" refrigerator            |
| 4. igen alkalmas                                 | d keep protected                      |

5.	vonzóvá válik	e	conclusions could be drawn
6.	mélyhűtéssel fagyasztott	f	with moderate effort
7.	védve marad	g	highly suited to
8.	következtetéseket tudtak levonni	h	become attractive
9.	mérsékelt erőfeszítéssel	i	deep frozen
10.	kőkori hűtőszekrény	g	winegrowing region

### 5. Comprehension questions.

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

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. Until just . . . . . , all humans survived by hunting animals and gathering plants for food.
  - a) 20,000 years ago
  - b) 200,000 years ago
  - c) 10,000 years ago
  - d) 100,000 years ago
2. Hunter-gatherers usually lived in bands of . . . . . , who often had to move on to find fresh food supplies.
  - a) more than fifty people
  - b) more than sixty people
  - c) less than twenty people
  - d) less than fifty people
3. One invention, before 21,000 BCE, was the spear-thrower, which added length and leverage . . . . a) to a throwing arm.
  - b) to a throwing shoulder
  - c) to a catching arm
  - d) to a catching leg
4. At some point before 35,000 BCE, hunters domesticated . . . . .
  - a) pigs.
  - b) sheep.
  - c) dogs.
  - d) bears.
5. Dogs also learned new skills, such as how to understand . . . . .
  - a) human emotions.
  - b) human speech.
  - c) human movements.
  - d) human gestures.
6. In 39,000 BCE people in Europe began to make cave paintings . . . . .
  - a) of children.
  - b) of animals.
  - c) of gods.
  - d) of relatives.

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



## UNIT 3

**200,000 – 10,000 BCE**

**Ice sheets**

**110,000 BCE**



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

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



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

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

### **200,000 BCE NEANDERTHALS**

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



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



#### *Skin scraper*

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

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

Dr. Chris Stringer of the Natural History Museum, London



Hand painting from a cave at Chauvet, France

**85,000–70,000 BCE**

#### **Into Asia**

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

**50,000 BCE**

#### **First sea voyages**



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

## 40,000 BCE

### Cro-Magnons

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

## 39,000 BCE

### First artists

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

## 24,000 BCE

### Last Neanderthals

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

## 15,000 BCE

### Into America

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

## 14,000 BCE

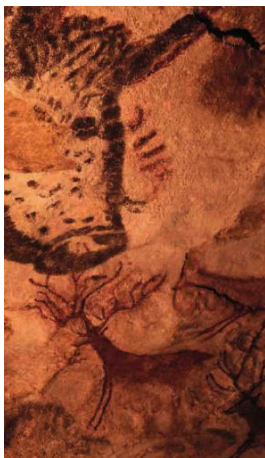
### First pots



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

## Magical Creatures

**Around 17,000 years ago** in Lascaux, France, early people decorated a network of caves with paintings of 2,000 animals, including horses, aurochs (wild oxen), bison, and stags. Perhaps these paintings were used in ceremonies to bring good hunting. We do not know. But when they were illuminated **by the flickering light of stone lamps**, the beasts must have seemed to have magical powers.



*The Hall of Bulls in the Lascaux caves, France*

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

Ralph MORSE, US photographer, who took the first photos of the Lascaux caves, in 1947.

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

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

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

- a) a tool typically formed by chipping the end of a flake of stone in order to create one sharp side and to keep the rest of the sides dull to facilitate grasping it;
- b) an adult male deer;
- c) a large hole in the side of a hill, cliff, or mountain, or one that is underground;
- d) a large mass of ice that moves slowly;
- e) objects that are made out of clay by hand;
- f) a thin metal pin, used in sewing, that is pointed at one end and has a hole called an eye at the other end for thread;
- g) a large wild animal, similar to a cow but having a larger head and shoulders covered in hair, found in North America and Europe;
- h) a type of deer with large horns that lives in the northern parts of Europe, Asia, and North America;
- i) a large group of animals of the same type that live and feed together;
- j) an animal, especially a large or wild one.

## II. Put questions to the phrases in bold type.

## III. Make your own sentences with the following phrases.

- 1) to be permanently frozen;
- 2) a variety of plant and animal life;
- 3) changing amounts of dust;
- 4) to adapt to cold conditions;
- 5) hunted large mammals;
- 6) to make tailored clothes;
- 7) to follow herds of game;
- 8) to become settled farmers;
- 9) to have magical powers;
- 10) to take the first photos.

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



- 1. The people who may have been living in central North America 20,000 years ago. . . . .
- 2. The men hunted along the edge of a great wall of ice that . . . . .
- 3. In summer the women fished in . . . . .
- 4. These people were living in the grip of the latest Ice Age, a period when all of Canada, much of the United States, and most of northwestern Europe. . . . .
- 5. But these people did not. . . . .
- 6. The average temperature was only 10 or 12 degrees lower. . . . .
- 7. Moreover, this cooler average and the very Ice Age itself . . . . .

8. There was not enough heat in the warm months to melt away. . . . .
9. So they piled up year after year, until . . . . .
10. The biggest difference between the country near the edge of the ice sheet and . . . . .
- a) chill streams that flowed from the melting ice.
- b) than it is today along the border between the United States and Canada.
- c) saw ice and snow the year round.
- d) they covered the northern country.
- e) lay buried beneath sheets of ice hundreds or even thousands of feet thick.
- f) the previous winter's snow and ice.
- g) the same country today was in the vegetation and animal life.
- h) extended across the continent from ocean to ocean.
- i) live in bitter cold.
- j) were caused largely by cool summers rather than by bitter winters.
- <http://discovermagazine.com/1998/apr/newwomenoftheice1430>

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

**The Disappearance of the Megafauna**



Woolly Mammoth

Such diversity is hard to imagine from our own point of view, in a time when 1) . . . . .  
 . . to suit their own needs to such an extent the habitats of many animals have already  
 shrunk or disappeared completely. Indeed, a lot of the creatures named above have long  
 since vanished 2) . . . . . Quite a few of the big ones, in particular, collectively 3) . . . . . ,  
 seem to have dwindled and died out towards the end of the Pleistocene in a massive  
 extinction event.

The last of the cave bears seem 4) . . . . . somewhere between 30,500 - 28,500 years  
 ago, around the time of the Last Glacial Maximum (the most recent glacial, in which 5) . . . . .  
 . . between 26,500 to 19,000 years ago). In fact, the northern reaches of Eurasia saw as much  
 as around 37% of species weighing upwards of 44 kg disappear from this time onwards.  
 Species such as 6) . . . . . clung on until 14,000 years ago, the latter already having retreated  
 far into northeastern Siberia as a final refuge by this time, seemingly having trouble 7) . . . . .  
 . (which also affected the plants it normally ate).

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

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

The finer details are subject to fierce discussion, though.

A – cave lions and woolly rhinoceros

B – from the face of the earth.

C – the Eurasian steppe bison and the wild horse.



- D – seem to have made a serious dent
- E – referred to as the Pleistocene megafauna
- F – dealing with the late-glacial warming climate
- G – the ice sheets reached peak growth
- H – to have met their end
- I – survived into the Holocene
- J – humans have shaped the world

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

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

### Early Humans



*Muskox on the Tundra*

- a) As with the other fauna, prehistoric humans were directly impacted by the unpredictable Quaternary climate.
- b) As such, humans became ever more resourceful.
- c) The climatic variations also opened up green corridors across the Sahara between roughly 50,000 –45,000 years ago and 120,000 –110,000 years ago, interestingly, their appearance coincides with the main migrations of *Homo sapiens* out of sub-Saharan Africa.
- d) In fact, it seems that our survival and development was actually shaped by the rapid shifts in conditions that came with the Ice Age.
- e) Lower sea levels consequently even left Australia within reasonable striking distance, and Beringia was turned into steppe land during the cold snaps, forming a possible passageway for humans into the Americas.
- f) Adaptability also means it became possible to move to entirely new areas and learn to cope with their specific quirks and to take advantage of them.
- g) Within Europe, they then learned to ebb and flow along with the growth and decline of the glaciers and carved out some nice spots for themselves.
- h) All the big benchmarks of species appearance within our evolutionary history, as well the appearance of the different stone technologies, can be linked to periods of very high climatic variation.
- i) Around 870,000 years ago, for instance, there was a marked drop in temperature which pushed large herbivores into southern Europe and opened up a corridor through the Po Valley, of which *Homo heidelbergensis* seems to have been keenly aware.
- j) Humans thus had to be able to adapt not just, for instance, to rainy forests but also arid grasslands, and the ones who were good at this obviously did better than their more limited peers.

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

## VII. Render the text in English.

### Причиною Малого льодовикового періоду стали вулкани



Згідно із нещодавніми висновками вчених, Малий льодовиковий період був спричинений "охладжуючим" ефектом численних вулканічних вивержень, а також збільшенням площі Арктичних льодовиків. Міжнародна команда дослідників детально вивчила зразки стародавніх рослин з Ісландії та Канади, а також льодовикові мінеральні відкладення та дійшла висновку, що вулканічні виверження, які сталися в період до 1300 року, могли спричинити зниження температури в Арктичному регіоні настільки, щоб льодовики почали збільшуватися.

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

#### **Чому ж так холодно?**

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

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

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

#### **Темніці льодовиків**

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

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

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



### Льодовиковий період, частина друга

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

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

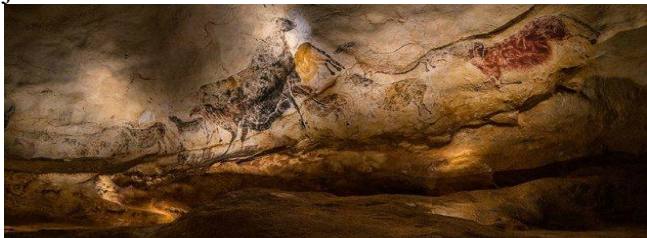
[https://www.bbc.com/ukrainian/science/2012/01/120131\\_little\\_ice\\_age\\_ag](https://www.bbc.com/ukrainian/science/2012/01/120131_little_ice_age_ag)

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

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

2019. szeptember 12. 12:37 MTI

79 éve, 1940. szeptember 12-én **fedezték fel** a Lascaux-i barlangot, amely őstulkok, lovak, szarvasok ábrázolásainak páratlan gazdagságát őrzi a délnyugat-franciaországi Vézere folyó völgyében. A tizenhétezer éves festmények, amelyek a lascaux-i erdőség 250 méter hosszú mészkőbarlangjának termeit fedik, jó ideje már csak a szakemberek által látogathatók, a turistáknak be kell érniük az eredeti „facsimile kiadásával”, a két legrlátványosabban díszített járat hű másolatával.



Kép forrása: lascaux-dordogne.com

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

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

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

A problémán antibiotikumos permettel lehetett segíteni, de a látogatók által kilélegzett széndioxid kémiai reakcióba lépve kalcitként csapódott ki a falakon, amire nem találtak ellenszert.

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

A munkálatok befejezése után szobrászok mintázták meg öt éven át, centiméterről centiméterre haladva a barlang falát az eredeti alapján, majd Monique Peytral festőművész

festette ki azokat az eredetivel teljesen **megegyező** színekkel és technikával - öt milliméteres hibahatárral - a Bikák terme és a Központi mélyedés falait díszítő **alkotásokat**.

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

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

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

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

A Bikák termét, a Központi mélyedést, az Átjárót, a Hajót és az Apszist számtalan fekete bikát, lovat, vörös tehenet, kőszáli kecskét, szarvast ábrázoló festmény borítja. Alkotóik ismerték a perspektívát. A barlangban található egyetlen **emberábrázolás**, egy hanyatt fekvő, madárfejű, nagylábú férfi a hat méter mély Gödörben látható.

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

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

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

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

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

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

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

- |     |                     |   |  |
|-----|---------------------|---|--|
| 7.  | sanctuary           | g | cause (an animal) to produce offspring, typically in a controlled and organized way            |
| 8.  | native to           | h | a holy place   |
| 9.  | breed               | i | describe something or someone in writing or speech, or to show them in a painting, picture etc |
| 10. | cross fertilisation | g | a particular kind of person or type of thing   |

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

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

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

**5. Comprehension questions.**

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

**6. Render the text in English.**

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

### COMPREHENSION TEST

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

1. The latest Ice Age began more than 1.8 million years ago and ended about . . . . .
  - a) 10,000,000 years ago
  - b) 100,000,0 years ago
  - c) 100,000 years ago
  - d) 10,000 years ago
2. At times glaciers covered all of Canada, much of the United States, and most of . . . . .
  - a) southwestern Europe.
  - b) northeastern Europe.
  - c) northwestern Europe.
  - d) southern Europe.
3. Many large mammals, including . . . . . , . . . . . , and . . . . . , roamed the land (3choices).
  - a) reindeer

- b) bison
  - c) musk-oxen
  - d) woolly mammoths
4. Changes in Earth's orbit around the sun would have caused parts of Earth to receive . . . .  
. . at certain times.
- a) less heat from the sun
  - b) more heat from the sun
  - c) more cold from the glaciers
  - d) less cold from the glaciers
5. . . . . , Neanderthals, a new human species adapted to cold conditions, appeared.
- a) In Africa and the Near East
  - b) In Europe and the Far East
  - c) In Europe and the Near East
  - d) In Asia and the Near East
6. . . . . , Neanderthals hunted large mammals using spears at close quarters.
- a) Stocky and tall
  - b) Tall and well-built
  - c) Short and thin
  - d) Stocky and muscular
7. Following a period of extreme climate change, Neanderthals became extinct. Their last known outpost was a cave in Gibraltar, . . . . .
- a) north of Spain
  - b) south of Spain
  - c) west of Spain
  - d) east of Spain
8. Modern humans from Asia were able to move to the Americas because the lower sea levels created a land bridge between the two continents, where today the Bering Strait divides . . . . .
- a) Canada from the USA
  - b) Russia from Alaska.
  - c) Russia from the USA
  - d) Finland from Alaska
9. Hunter-gatherers in Japan made the first pots—clay copies of woven baskets called . . . . .  
. (cord patterned) ware.
- a) "Domon"
  - b) "Lemon"
  - c) "Comon"
  - d) "Jomon"
10. Around 17,000 years ago in Lascaux, France, early people decorated a network of caves with paintings of . . . . . , including horses, aurochs (wild oxen), bison, and stags.
- a) 2,000 animals
  - b) 2 animals
  - c) 20 animals
  - d) 200 animals

## UNIT 4

### FIRST FARMERS

#### 9500 BCE

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



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



#### The Fertile Crescent

Farming began in an area known as **the “fertile crescent”** (shown in green above), which stretched **from the Mediterranean to the Persian Gulf**. It followed the courses of three great rivers—the Nile, the Tigris, and the Euphrates—which flooded regularly, depositing silt to make the soil fertile. Here grew wild grasses, ancestors of wheat, barley, rye, and other food crops.

#### Hard labor

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

#### KEY EVENTS

9500 BCE

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

8500 BCE

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

8000 BCE

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

7000 BCE

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

6500 BCE

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

## **Settled life**

**Farming** allowed people to stay in one place, settling in villages that then grew into towns. Settling down changed many aspects of daily life, bringing with it advantages and disadvantages.

### **Pros**

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

### **Cons**

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

### **Ancestor worship**

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

### **Practical pots**

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

### **American farmers**

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

#### **Corn**

Domesticated in Mesoamerica from a wild grass called teosinte.

#### **Potatoes**

Wild potato species grew across the Americas.

#### **Llamas and alpacas**

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

#### **Guinea pigs**

These animals are a major meat source in the Andes.

## **Animal adaptation**

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



## KEY EVENTS

### 6000 BCE

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

### 5000 BCE

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

### 5000 BCE

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

### 4000 BCE

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

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

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

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

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

- a) to pick and collect crops, or to collect plants, animals, or fish to eat;
- b) easily damaged, broken, or harmed.
- c) to cause to fill or become covered with water, especially in a way that causes problems;
- d) relating to the middle part of the Stone Age (= the period when humans used tools and weapons made of stone);
- e) a serious condition in which a person's joints (the places where two bones are connected) become painful, swollen, and stiff;
- f) (something with) a curved shape that has two narrow pointed ends, like the moon when it is less than half of a circle;
- g) to put seeds in or on the ground so that plants will grow;
- h) a person related to you who lived a long time ago;
- i) to bring animals or plants under human control in order to provide food, power, or company;
- j) a very large area of sea surrounded on three sides by a coast.

## II. Put questions to the phrases in bold type.

## III. Make your own sentences with the following phrases.

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



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

##### What Were the First Farms Like?

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

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

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

#### V. Complete the following text with the phrases below.

##### What is Stonehenge?



Stonehenge is one of the world's most famous monuments. It stands on Salisbury Plain, in Wiltshire, and its giant stones 1) . . . . . Stonehenge was built over many hundreds of years. Work began in the late Neolithic Age, around 3000 BC. Over the next thousand years, people 2) . . . . . The last changes were made in the early Bronze Age, around 1500 BC.

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

##### How was Stonehenge built?

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

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

ditches for the stones. Then they pulled on ropes to raise them and packed the ditches 8) . . . .

. .

### **What was Stonehenge for?**

Why did the ancient Britons build such a massive monument at Stonehenge? What exactly went on at this sacred site? Some people think that Stonehenge was used to study 9) . . . . . Other people think it was a place of healing.

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

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

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

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

### **Europe's First Farmers**



- a) Thousands of years ago, the steep geologic folds of the Danube Gorges region, in present-day Romania and Serbia, were lushly forested and filled with game.
- b) Strontium, which is present in the environment and becomes a permanent part of our tooth enamel in childhood, leaves a distinctive signature that lets scientists pinpoint an individual's place of origin.
- c) "In Southeastern Europe," Price says, "the colonization model is what's going on."
- d) It was an ideal home for the foragers who had lived there for millennia.
- e) Price recently analyzed strontium isotopes in 153 sets of human teeth from ancient burials in the Gorges.
- f) The technique allowed Price and Dušan Borić, of Cardiff University, to document an influx of farmers into the area, including a number of women, who may have married into foraging groups.
- g) The Danube River itself teemed with fish.
- h) The work helps settle a decades-old debate about whether farming was brought to Europe by colonizers or diffused from community to community.
- i) They came from the south and east, and hailed from farming communities, says anthropologist T. Douglas Price of the University of Wisconsin–Madison.

j) But around 6200 B.C., foreigners began appearing.  
<https://text.ru/rd/>

## VII. Render the text in English.

### Поширення землеробства і скотарства на землях України за неоліту

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

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

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

Оскільки назви давніх народів не збереглися, вчені послуговуються умовними, користуючись поняттям археологічної культури. За даними археологів, на наших землях за неоліту та енеоліту було чимало осередків землеробства і скотарства. Вони належали до різних археологічних культур, центри яких розташовувалися в Південно-Західній та Центральній Європі, а землі України були східною межею їх поширення.

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



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

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

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

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

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

### Feltárulnak a jégkori vadászok és az első európai földművesek kapcsolatai

2017. november 9. 18:19 MTI



DNS vizsgálat az MTA archeogenetikai laboratóriumában (mta.hu)

Az őskori európai populációk, az őslakos **vadászok-gyűjtögetők** és a később érkező első földművesek közötti lokális keveredéseket, genetikai interakciókat tárja fel a Harvard Medical School Genetika Tanszékének és az MTA BTK Régészeti Intézet Archeogenetikai Laboratóriumának közös **tanulmánya**, amelynek eredményeiről a Nature című tudományos folyóirat új számában adtak hírt.

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

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

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

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

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

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

<https://mult-kor.hu/feltarulnak-a-jegkori-vadaszok-es-az-also-europai-fldmuvesek-kapcsolatai-20171109>

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

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

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

A	B
1. populations	a make (previously unknown or secret information) known to others.
2. indigenous people	b a linear sequence of ancestry
3. contact with/between	c a cultural period intermediate between the Neolithic and the Bronze ages, marked by the development and use of copper tools.
4. reveal	d knowledge or skill that you gain from doing a job or activity, or the process of doing this
5. sample collection	e behave in the same way as they did in the past, or in a similar way
6. genetic heritage	f give a spoken or written account of something that one has observed, heard, done, or investigated.
7. Copper Age	g a small part or quantity intended to show what the whole is like
8. experience of/in/with	h communicate with a person, organisation, country etc
9. example to be followed	i originating or occurring naturally in a particular place; native.
10. report	g all the inhabitants of a particular town, area, or country

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

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

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

#### 5. Comprehension questions.

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

#### 6. Render the text in English.

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

### COMPREHENSION TEST

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

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

- b) the Danube
  - c) the Tigris
  - d) the Euphrates
5. Skeletons from this period show that kneeling at the quern caused arthritis and damaged . . . .
- a) fingers and elbows.
  - b) hands and shoulders.
  - c) toes and ankles.
  - d) nails and palms.
6. In 8500 BCE . . . . . and . . . . . were domesticated in the Near East (2choices).
- a) dogs    b) goats    c) bison    d) sheep
7. In 6500 BCE Chinese farmers grew millet along . . . . . , and rice by the Yangtze.
- a) the Blue River                      b) the Black River
  - c) the Red River                        d) the Yellow River
8. The farming people believed that . . . . . watched over them.
- a) the dead                      b) the injured
  - c) the sick                        d) the blind
9. Around 8000 BCE, farming was developed in Mesoamerica . . . . . and South America.
- a) (present-day Mexico and Central America)
  - b) (present-day Canada and Central America)
  - c) (present-day Mexico and South America)
  - d) (present-day Mexico and Central Africa)
10. The earliest civilizations developed in . . . . . and . . . . . , with kings, organized religion, and writing (2choices).
- a) Egypt
  - b) Mesopotamia
  - c) China
  - d) India



## UNIT 5

3000 – 2500 BCE

### 2686–2181 BCE OLD KINGDOM OF EGYPT

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

#### Kingdom of the Nile



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

#### Step Pyramids

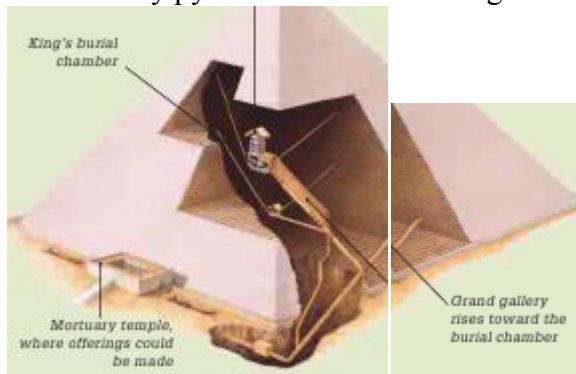
**Pharaoh Djoser** (ruled 2670-2651 BCE) built the first pyramid, with six stepped levels.

This was the world's first large building made of stone.



#### Great Pyramid

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



### First state

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

### Stonehenge



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

### Life after death



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

### Caral

The earliest American civilization developed in **Peru**. The people of the Norte Chico civilization built the first large towns in the Americas. One of the biggest was Caral (below), which had huge **ceremonial platform mounds**.



### 4000–2000 BCE MESOPOTAMIA



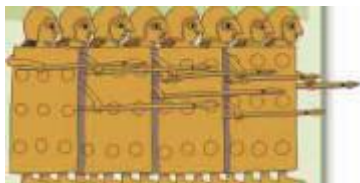
The first great civilization emerged **in Mesopotamia**, on the fertile flood plains of the Tigris and Euphrates Rivers. The earliest dynasties were **in the region of Sumer**. The

Mesopotamians are believed to have invented **the wheel, the plow, and writing.**

### **Between two rivers**

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

### **Men of war**



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

### **Royal tombs**

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

### **Into battle!**



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

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

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

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

- a) a large stone structure or underground room where someone, especially an important person, is buried;
- b) to use chemicals to prevent a dead body from decaying;
- c) a long, narrow open hole that is dug into the ground, usually at the side of a road or field, used especially for supplying or removing water or for dividing land;
- d) (the title of) a king of ancient Egypt;
- e) an enclosed space;
- f) living or lasting forever;
- g) to preserve a dead body as a mummy;
- h) connected with a god, or like a god
- i) a country ruled by a king or queen;
- j) the state of being successful and having a lot of money;

## **II. Put questions to the phrases in bold type.**

### III. Make your own sentences with the following phrases.

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

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



1. The Bronze Age began in the Ancient Near East roughly. . . . .
  2. The previous millennium had seen the emergence of advanced, urbanized civilizations, new bronze metallurgy extending the productivity of agricultural work, . . . . .
  3. In the 3rd millennium BC, the growth of these riches, both intellectually and physically, became . . . . .
  4. Along with this came the first appearances of monumental architecture, imperialism, . . . . .
  5. The civilizations of Sumer and Akkad in Mesopotamia became . . . . .
  6. Uninterrupted conflicts drained all . . . . .
  7. In this millennium, larger empires succeeded the last, and conquerors grew in stature until the great Sargon of Akkad. . . . .
  8. It would not be surpassed in size . . . . .
  9. In the Old Kingdom of Egypt, the Egyptian pyramids were constructed and . . . . .
  10. Also in Egypt, pharaohs began to posture themselves as . . . . .
- a) living gods made of an essence different from that of other human beings.
  - b) a source of contention on a political stage, and rulers sought the accumulation of more wealth and more power.
  - c) available resources, energies and populations.
  - d) between 3000 BC and 2500 BC.
  - e) until Assyrian times 1,500 years later.
  - f) and highly developed ways of communication in the form of writing.
  - g) a collection of volatile city-states in which warfare was common.
  - h) organized absolutism and internal revolution.
  - i) would remain the tallest and largest human constructions for thousands of years.
  - j) pushed his empire to the whole of Mesopotamia and beyond.

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

## V. Complete the following text with the phrases below.

### Art



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

The most defining feature of ancient Egyptian art is its function, as that was 1) . . . . . Art was not made for enjoyment in the strictest sense, but rather served a role of some kind 2) . . . . . This fact manifests itself in the artistic style, even as it evolved over the dynasties. The three primary principles of that style, 3) . . . . . illustrates this quite well. These characteristics, initiated in the Early Dynastic Period and solidified during the Old Kingdom, persisted with some adaptability throughout the entirety of ancient Egyptian history 4) . . . . .

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

- A – another method for communicating
- B – frontality, composite composition, and hierarchy scale,
- C – to the goal of identification.
- D – aerial view of a building or location.
- E – the entire purpose of creation.
- F – axial, symmetrical, proportional,
- G – as the foundation of its art.
- H – to be a place of manifestation.
- I – in Egyptian religion and ideology.
- J – most two-dimensional relief

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



**VI. Put the following sentences in the most logical order.**  
**Old Kingdom of Egypt**



- a) In ancient Egyptian history, the Old Kingdom is the period spanning 2686–2181 BC.
  - b) Egyptologists also include the Memphite Seventh and Eighth Dynasties in the Old Kingdom as a continuation of the administration centralized at Memphis.
  - c) The term itself was coined by 18th-century historians, and the distinction between the Early Dynastic Period and Old Kingdom is not one which would have been recognized by Ancient Egyptians.
  - d) While the Old Kingdom was a period of internal security and prosperity, it was followed by a period of disunity and relative cultural decline referred to by Egyptologists as the First Intermediate Period.
  - e) It is also known as the "Age of the Pyramids" or the "Age of the Pyramid Builders", as it encompasses the reigns of the great pyramid builders of the Fourth Dynasty – King Sneferu perfected the art of pyramid-building and the pyramids of Giza were constructed under the kings Khufu, Khafre and Menkaure.
  - f) The basic justification for a separation between the two periods is the revolutionary change in architecture accompanied by the effects on Egyptian society and economy of large-scale building projects.
  - g) The Old Kingdom is most commonly regarded as the period from the Third Dynasty through the Sixth Dynasty (2686–2181 BC).
  - h) Not only was the last king of the Early Dynastic Period related to the first two kings of the Old Kingdom, but the "capital" – the royal residence – remained at *Ineb-Hedg*, the Ancient Egyptian name for Memphis.
  - i) Information from the Fourth through Sixth Dynasties of Egypt is scarce, and historians regard the history of the era as literally "written in stone" and largely architectural in that it is through the monuments and their inscriptions that scholars have been able to construct a history.
  - j) Egypt attained its first sustained peak of civilization – the first of three so-called "Kingdom" periods (followed by the Middle Kingdom and New Kingdom) which mark the high points of civilization in the lower Nile Valley.
- <https://text.ru/rd/>



## VII. Render the text in English.

### Стародавня Месопотамія



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

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

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

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

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

Грецьким за походженням словом «Месопотамія» іменується межиріччя Тигру і Євфрату. Якраз існування двох річок – Тигру і Євфрату – слід вважати основною топографічною рисою Межиріччя. Пізній розлив річок змушував людей зводити греблі, дамби, з тим щоб врятувати сходи. Крім того, в умовах спеки вода швидко випаровувалася, ведучи до засолення ґрунту. Зауважимо, що мул Євфрату далеко поступався за своєю родючістю нільському, засмічуючи до того ж канали. Південна частина Межиріччя, що стала колыскою месопотамської цивілізації, являла місце, де промені палючого сонця робили ґрунт твердим, як камінь, або ж він ховався під пісками пустелі. Від боліт, величезних калюж стоячої води виходила небезпека епідемій. Лев Мечников, якому належить авторство книги «Цивілізація і великі історичні ріки», що вийшла у світ в Парижі в 1889 році, вважав за необхідне підкреслити, «що і тут історія відвернулася від родючих країн..., а обрала місцем зародження цивілізації оголену місцевість, мешканці якої під страхом загрози найжахливіших нещастя змушені до складного і мудрого координування своїх індивідуальних зусиль». На відміну від регулярних нільських розливів водопілля Євфрату і Тигра не відрізнялися періодичністю, що детермінувало більш значний і постійний характер людської праці у створенні іригації.

Масові археологічні дослідження слідів найдавніших поселень Нижнього Межиріччя свідчать про те, що в процесі вдосконалення місцевих іригаційних систем

відбувалося переміщення жителів з дрібних селищ великосімейних громад до центру номів, де розташовувалися основні храми. На початку другої чверті III тисячоліття до н. е. міські стіни стають атрибутом щільно заселених просторів навколо головних храмів.

[https://uk.wikipedia.org/wiki/Стародавнє\\_Межиріччя](https://uk.wikipedia.org/wiki/Стародавнє_Межиріччя)

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

### Hamarosan megtalálhatják Nagy Sándor sírját

Múlt-kor

2019.03.06.

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

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

Imája meghallgatásra talált. A **leletről** kiderült, egy korai hellenisztikus szobor része, amely Nagy Sándor minden ismertetőjelét magán viseli. Erős késztetést adott a csapatnak, hogy tovább kutassanak. Hét évvel később Papakosza – immár az Alexandriai Civilizáció Hellenisztikus Kutatóközpontjának fejeként – a mai város szintjétől több mint tíz métert leásva megtalálta az ókori város uralkodói negyedét. A lelőhely ráadásul lehetséges, hogy a régészet egyik **legértékesebb** kincsét is rejtheti – Nagy Sándor elveszett sírját.

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



A legújabb ásátás (kép forrása: National Geographic)

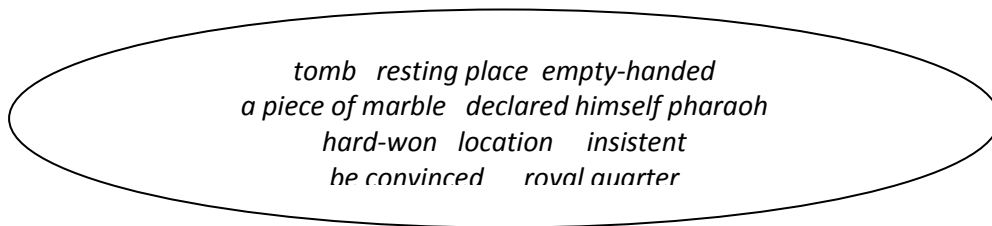
Itteni sírját számtalan **zarándok** kereste fel, akár egy istenség templomát. Alexandriát és alapítójának sírját azonban folyamatosan komoly veszély fenyegette – nem külső ellenség, hanem maga a természet. Nagy Sándor születése előtt egy évtizeddel, Kr. e. 356-ban szökőár árasztotta el a várost. Ez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

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

Papakosza lelkesedését a történelmi jelentőségű felfedezés reménye tartja életben. Modern technológiát is használ, mint például elektromos ellenállás tomográfiát (ERT) annak meghatározására, hol érdemes ásni. Módszereik segítségével a csapat egyre nagyobb részét tudja **feltérképezni** az ókori uralkodói negyednek, amely akár Nagy Sándor sírjához is utat mutathat. Azonban minden egyes felfedezés nagy munkával jár. Szivattyúk és csövek bonyolult rendszerét kellett létrehozniuk ahhoz, hogy az **ásatás** helyszíne elég száraz maradjon a munka folytatásához. „Kitartó voltam és folytattam. Mindig megyek tovább.” A hosszú évek sáros munkája alatt tanúsított kitartása külön kategóriába helyezi a kutatók között Papakosztát, mondta Hiebert. „Az évek során a görög régész egyre biztosabbá vált abban, hogy közelít Nagy Sándor elveszett sírjához.

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

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



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

A	B
1. Restless	a carefully planned and organized in great detail
2. Tsunami	b electrical resistivity tomography
3. be inundated with/by smth	c a place where something important or interesting happened
4. encroach	d to find out the facts about something
5. sink	e determination to do something even though it is difficult or other people
6. Determine	f to gradually cover more and more land
7. Elaborate	g unwilling to stay in one place, and always wanting new experiences
8. Persistence	h to go down below the surface of water
9. ERT	i oppose it
10. site	a very large wave, caused by extreme conditions
	g to cover an area with a large amount of water

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

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

1. minden ismertetőjelét magán viseli	a his remains did not rest easy
2. erős készletés	b toppled every rival empire in his path
3. ókori város uralkodói negyede	c once the world's most powerful leader
4. libabőrös lettem a látványától	d be on par with
5. korának leghatalmasabb vezetője	e ancient city's royal quarter

- |     |   |          |                              |
|-----|---|----------|------------------------------|
| 6.  | minden útjába kerülő rivális államot megdöntött | <b>f</b> | a powerful incentive         |
| 7.  | maradványainak ezután sem nyugta                | <b>g</b> | bearing every hallmark of    |
| 8.  | veszély fenyegette                              | <b>h</b> | gave me goosebumps to see it |
| 9.  | jelezte egy korszak kezdetét                    | <b>i</b> | marked the start of          |
| 10. | vmihez fogható                                  | <b>g</b> | were under threat            |

### 5. Comprehension questions.

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

### 6. Render the text in English.

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

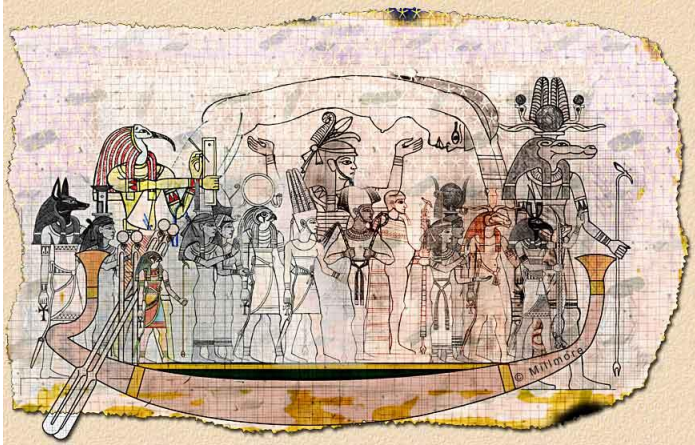
## COMPREHENSION TEST

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

1. The civilization of Ancient Egypt grew up beside the desert . . . . .
  - a) along the banks of the Euphrates River.
  - b) along the banks of the Tigris River.
  - c) along the banks of the Nile River.
  - d) along the banks of the Yellow River.
2. The first period of Ancient Egyptian civilization, known as . . . . . , was a time of peace and prosperity.
  - a) the New Kingdom
  - b) the Old Kingdom
  - c) the Prosperous Kingdom
  - d) the Ancient Kingdom
3. . . . . (ruled 2670-2651 BCE) built the first pyramid, with six stepped levels.
  - a) Narmen
  - b) Khufu
  - c) Amenhotep
  - d) Pharaoh Djoser
4. The largest pyramid of all was built by Pharaoh . . . . . (ruled 2589-2566 BCE).
  - a) Narmen
  - b) Khufu
  - c) Amenhotep
  - d) Djoser
5. In Britain, . . . . . began to build Stonehenge, a ceremonial center aligned with the midwinter sunset.
  - a) farming people
  - b) noble people
  - c) craftsmen
  - d) workers

6. The earliest American civilization developed in . . . . .
- a) Peru
  - b) Mexico
  - c) Bolivia
  - d) Chile
7. Mesopotamia means . . . . . and lay in roughly the area of modern Iraq.
- a) “between the mountains”
  - b) “among the lakes”
  - c) “in the valley”
  - d) “between the rivers”
8. Unlike Egypt, Mesopotamia was not a single state but was made up of city-states, each ruled . . . . . on behalf of a god.
- a) by a king    b) by a queen
  - c) by an earl    d) by a tsar
9. The first great civilization emerged in Mesopotamia, on the fertile flood plains of . . . . . and . . . . . Rivers(two choices).
- a) the Tigris        b) the Nile
  - c) the Euphrates    d) the Yellow
10. The Mesopotamians are believed to have invented . . . . ., . . . . ., and . . . . . (three choices).
- a) the compass        b) the wheel
  - c) the plow            d) writing

## UNIT 6 GODS AND TEMPLES



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

### Egyptian Gods



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

#### **Ra**

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

#### **Horus**

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

#### **Thoth**

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

#### **Khnum**

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

#### **Hathor**

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

### Festivals

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



## The Temple of Karnak



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

### KEY EVENTS

#### 5300 BCE

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

#### 2600 BCE

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

#### Egyptian priests perform a ritual



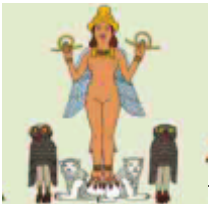
## Mesopotamian Gods

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



**Enki / Ea**

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



**Inanna / Ishtar**

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





**Nanna / Sin**

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



**Ningirsu / Ninurta**

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

### **Incense**

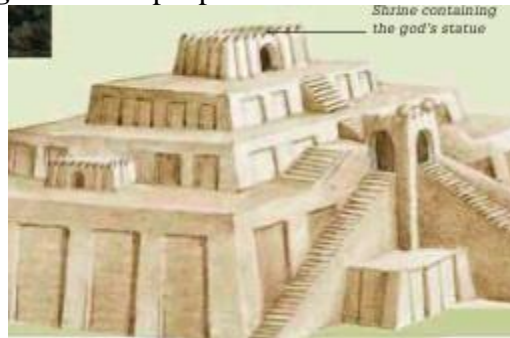
Both the Egyptians and the Mesopotamians believed that their gods loved **sweet-smelling incense**. This was a mix of resin, wood, herbs, and spices imported from Arabia, which they burned. Its fragrant smoke was **an offering to the gods**.

### **Worshipper statues**

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

### **Ziggurat of Ur**

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



### **KEY EVENTS**

#### **2200 BCE**

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



*Mesopotamian musician, followed by a priest*

#### **2055–1985 BCE**

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

#### **1550 - 1295 BCE**

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

## 605 BCE

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

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

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

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

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

### II. Put questions to the phrases in bold type.

### III. Make your own sentences with the following phrases.

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

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

##### The Role of Temples in Ancient Mesopotamia



1. Temples in Ancient Mesopotamia, better known as “community temples,” were . . . . .
2. Their main role was to intervene with the gods for the fortune of their communities . . . . .
3. In exchange, the community provided priests . . . . .
4. Each temple was dedicated to a major deity, . . . . .
5. Often the priests serving the temple might have been . . . . .
6. Like many religious organizations today, temple communities also provided . . . . .
7. Mesopotamian temples were not places . . . . .
8. They were thought to be the home of the city deity, and for this reason. . . . .
9. They were built with kitchens, tables (in the form of altars), living rooms, and the most important of the rooms, an inner sanctuary . . . . .
10. Often, these temples used to have staircases to the roof, where . . . . .

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

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

#### V. Complete the following sentences with the phrases below.

##### Ancient Egyptian Gods and Goddesses

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

##### Demons



##### Ammut

Demons were more powerful than human beings but not as powerful as gods. They were usually immortal, could be 3) . . . . . and could affect the world as well as people in supernatural ways. But there were 4) . . . . . and they were neither all-powerful nor all knowing. Among demons the most important figure was Ammut – the Devourer of the

Dead – 5) . . . . . She was often shown near the scales on which the hearts of the dead were weighed against the feather of Truth. She devoured the hearts of those whose wicked deeds in life made them unfit to enter the afterlife. Apepi, another important demon, (sometimes called Apophis) was 6) . . . . . in his daily cycle through the cosmos, and is depicted as a colossal snake.

### **Ancient Egyptian Gods and Goddesses**

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

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

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

A – part crocodile, part lioness, and part hippopotamus.

B – in more than one place at a time,

C – took on grotesque forms,

D – a human body and an animal head.

E – unknowable and frightening.

F – the Egyptians' natural and "supernatural" surroundings

G – certain limits to their powers

H – the enemy of the sun god

I – one principle aspect of the world

J – a combination of human and animal,

<https://discoveringegypt.com/ancient-egyptian-gods-and-goddesses/>

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

### **The Temples of Egypt**



a) Temples were very important in ancient Egypt and people believed that these were places where gods and goddesses lived.

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

## VII. Render the text in English.

### Архітектура древнього Єгипту.



Ідея необмежених надлюдських можливостей найбільш яскраво втілена у величезній піраміді Хеопса, котру вважали першим із семи чудес стародавнього світу. Неймовірні розміри піраміди (довжина сторони – 230м, висота – 146,8 м) приголомшували людей. Піраміда викликала почуття благоговіння, й виникало враження, немов би колосальна гробниця створена надприродними силами. Найменша брила з піраміди Хеопса важить 2000 кг, а найбільша - 40 000 кг! При цьому будівельники мали дуже примітивне обладнання. Сотні тисяч невільників, що не одержували ніякої платні та жили впроголодь, під керівництвом зодчого Хеміуна за 20 років збудували величезний пам'ятник рабовласництва.

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

Піраміди в Гізі утворюють ансамбль некрополя – Міста померлих, що має правильне планування. Сторони пірамід та мастаба, що їх оточують, паралельні одна

до одної й строго орієнтовані по сторонах світу. Відстань між центрами пірамід у напрямку південь –північ однакова й дорівнює 1,5 а, де а – довжина сторони основи піраміди Хеопса. Південно-східні кути основ усіх царських пірамід знаходяться на одній прямій.

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

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

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

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

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

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

### Egy Sivának tett ígéret betartására épült India legszebb temploma

Múlt-kor

2019.09.11.

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

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

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





Kép forrása: timesofindia.indiatimes.com

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

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



Kép forrása: Wikimedia Commons

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

## 5. Comprehension questions.

- What was the enormous 8th century temple in India carved from?
- Who had Kailasa temple built?
- Who do scholars generally attribute the temple to?
- What is the romantic picture painted behind the medieval legend of the mammoth temple?
- How did a clever engineer solve the task of the shikhara to emerge on the temple?

## 6. Render the text in English.

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

## COMPREHENSION TEST

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

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

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

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

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

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

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

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

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

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

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

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

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

7. The most famous Egyptian temple, at Karnak, was dedicated to the creator . . . . .
- a) god Amun-Re, his daughter Mut, and Montu, the war god.
  - b) god Amun-Re, his wife Mut, and Montu, the sea god.
  - c) god Amun-Re, his wife Mut, and Montu, the war god.
  - d) god Amun-Re, his sister Mut, and Montu, the arts god.
8. . . . . was the God of fresh water, mischief, and crafts, and patron of the city of Eridu.
- a) Enki / Ea
  - b) Inanna / Ishtar
  - c) Nanna / Sin
  - d) Ningirsu / Ninurta
9. . . . . was the Goddess of love, war, and the planet Venus, and the patron of Uruk.
- a) Enki / Ea
  - b) Inanna / Ishtar
  - c) Nanna / Sin
  - d) Ningirsu / Ninurta
10. . . . . was the God of the moon, patron of Ur, and known as father of the gods.
- a) Enki / Ea
  - b) Inanna / Ishtar
  - c) Nanna / Sin
  - d) Ningirsu / Ninurta

## UNIT 7

### THE FIRST WRITING

In different parts of the world, **as civilizations grew more complex**, people started to write. The earliest systems were invented **by the Egyptians and the Sumerians** of Mesopotamia. Their reason for inventing writing was to record commercial transactions. Later, writing was used for letters, religious texts, law codes, and **to record historical events**. With the coming of writing, history began. For the first time, we know the names of ancient peoples and their rulers, and we can read their stories, **written in their own words**.



*Hieroglyphs from the Temple of Hatshepsut in Luxor*

#### Reed signs



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

#### Hieroglyphs

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

#### Two names

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



### KEY EVENTS

#### 3300 BCE

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

#### 3300 BCE

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

## 2600 BCE

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

## 1800 BCE

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

### Indus seals

Indus stone seal



The impression when the seal is pressed in clay



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

### Mayan glyphs



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

*Mayan painted codex (book)*



## Chinese oracle bones



Some early Chinese characters

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

## Phoenician alphabet

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



## Adapting the alphabet

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

### 1250 BCE

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

### 1050 BCE

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

### 900 BCE

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

### 300 BCE

The Mayans used glyphs (signs) to carve monumental inscriptions, paint text on vases, and write books.

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

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

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

- a) a single unit of speech, either a whole word or one of the parts into which a word can be separated, usually containing a vowel;
- b) to keep information for the future, by writing it down;
- c) an ancient Mesopotamian and Persian form of writing in which thin wooden sticks with triangular ends are pressed into wet clay;
- d) to discover the meaning of something written badly or in a difficult or hidden way;
- e) a set of rules that are accepted as general principles, or a set of written rules that say how people should behave;
- f) the hard yellowish-white substance that forms the tusks of some animals such as elephants, used especially in the past to make decorative objects;

- g) a picture or symbol that represents a word, used in some writing systems, such as the one used in ancient Egypt;
- h) thick, heavy soil that is soft when wet, and hard when dry or baked, used for making bricks and containers;
- i) (the hollow stem of) any of various types of tall, stiff plants like grasses growing together in groups near water;
- j) the system of rules of a particular country, group, or area of activity;

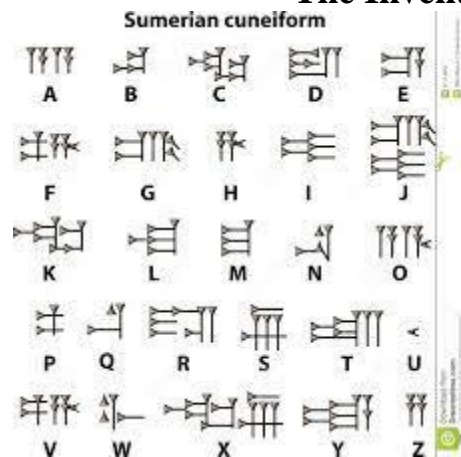
**II. Put questions to the phrases in bold type.**

**III. Make your own sentences with the following phrases.**

- 1) to record commercial transactions;
- 2) to record historical events;
- 3) the names of ancient peoples and their rulers;
- 4) to produce a wedge shape;
- 5) the signs of the gods;
- 6) to write with cuneiform (wedge-shaped) script on clay tablets;
- 7) pictures of animals and objects;
- 8) to survive on stone seals;
- 9) to represent syllables and ideas;
- 10) a system with signs standing for consonants.

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

**The Invention of Writing**



- 1. The Sumerians first invented writing as a means of . . . . .
- 2. With the rise of the cities in Mesopotamia, and the need for resources which were lacking in the region, long-distance trade developed and, with it, . . . . .
- 3. The earliest form of writing was pictographs – symbols which represented objects – and served to aid in remembering such things as which parcels of grain had gone to which destination or . . . . .
- 4. These pictographs were impressed onto wet clay which was then . . . . .
- 5. As beer was a very popular beverage in ancient Mesopotamia, . . . . .
- 6. With pictographs, one could tell how many jars or vats of beer were involved in . . . . .
- 7. In order to express concepts more complex than financial transactions or lists of items, a more elaborate writing system was required, . . . . .
- 8. Pictograms, though still in use, gave way to phonograms – symbols which represented sounds – and . . . . .
- 9. With phonograms, one could more easily convey precise meaning and so, in the example of the two sheep and the temple of Inanna, one could now make clear whether the sheep were going to or coming from the temple, . . . . .



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

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

<https://www.ancient.eu/writing/>

## V. Complete the following text with the phrases below.

### Cuneiform Literature



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

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

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

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

- A – embellished upon his achievements
  - B – goes down into the underworld and then returns
  - C – all written in cuneiform
  - D – from the library of Ashurbanipal discovered at that site.
  - E – being an actual historical account
  - F – dictated by God to the author (or authors) of Genesis
  - G – deciphered the language and translated it into English.
  - H – in his excavation of Nineveh
  - I – until cuneiform was deciphered.
  - J – which relates a similar story
- <http://triskleeng.com/lrfs1ms/babylon-cuneiform-alphabet.html>

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

- a) Writing is the physical manifestation of a spoken language.
  - b) The Phoenician writing system, though quite different from that of Mesopotamia, still owes its development to the Sumerians and their advances in the written word.
  - c) Written language, however, does not emerge until its invention in Sumer, southern Mesopotamia, 3500 -3000 BCE.
  - d) And it is thought to have developed from Mesopotamian cuneiform (though this theory is disputed) and came to be known as hieroglyphics.
  - e) It is thought that human beings developed language 35,000 BCE as evidenced by cave paintings from the period of the Cro-Magnon Man ( 50,000-30,000 BCE) which appear to express concepts concerning daily life.
  - f) The writing system of the Egyptians was already in use before the rise of the Early Dynastic Period ( 3150 BCE)
  - g) The phoenetic writing systems of the Greeks, and later the Romans, came from Phoenicia (hence, the name).
  - h) Independently of the Near East or Europe, writing was developed in Mesoamerica by the Maya 250 CE (though some evidence suggests a date as early as 500 BCE).
  - i) These images suggest a language because, in some instances, they seem to tell a story (say, of a hunting expedition in which specific events occurred) rather than being simply pictures of animals and people.
  - j) This early writing was called cuneiform and consisted of making specific marks in wet clay with a reed implement.
- <https://www.britannica.com/topic/Etana-Epic>

## VII. Render the text in English.

### Розвиток писемності



На етапі завершення формування Київської Русі її культура збагатилася новими здобутками. Найважливішим серед них була писемність. Археологічні джерела дозволяють вважати часом оволодіння східними слов'янами письмом IX ст. У цьому переконує "Софійська азбука", виявлена С. Висоцьким на стіні Софійського собору в Києві. Вона складалася з 27 літер: 23 грецьких і 4 слов'янських — б, ж, ш, щ. Запровадження на Русі християнства сприяло поширенню кирилиці й досконалої слов'янської писемності. Східні слов'яни знали й глаголичний алфавіт, однак значного поширення, він не набув.

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

У X—XII ст. писемність переростає в освіту. Володимир Святославич у 988 р. створив школу для навчання боярських дітей грамоті. Аналогічні заклади відкривали Ярослав Мудрий та інші князі. Анна Всеволодівна у 80-х рр. XI ст. організувала при Андріївському монастирі чи не першу в Європі школу для дівчаток, де учениці вчилися рукоділлю, шиттю та співам. Князі та чимало бояр були високоосвіченими людьми, знали по кілька мов. Вміли читати, писати й рахувати багато купців та ремісників, сотні їхніх написів збереглися на стінах монастирів, церков і ремісничих виробів. Світські вельможі та духовенство широко користувалися бібліотеками, першу з яких заснував у Києві в 1037 р. Ярослав Мудрий. Монах Київського Печерського монастиря Микола Святоша мав велике книжкове зібрання й подарував його монастирській бібліотеці. Ці кладезі мудрості були також у Білгороді, Чернігові, Переяславі та інших містах.

На духовність наших предків впливала як перекладна, так і оригінальна література з історії, філософії, правознавства. Найосвіченіша людина свого часу, спочатку священник з села Берестова під Києвом, а потім перший давньоукраїнський митрополит Іларіон написав "Слово про Закон і Благодать" (між 1087—1050 рр.), де прославляв діяльність Володимира Святославича й виступав проти спроб нав'язати Русі духовну зверхність Візантії. З літератури богословсько-морального циклу найвідомішими тоді були перекладений (1073) і оригінальний (1076) "Ізборники". У другому творі роз'яснювалися норми поведінки людей у різних життєвих ситуаціях, пропагувалися мир, а також літературні знання: "Добро є, братіє, почитаний книжне". Напутнім духом пройняте й "Повчання дітям" Володимира Мономаха. В ньому чітко простежується прагнення князя виховати своїх дітей мудрими правителями й захисниками держави. Крім того, у Київській Русі зародилося літописання. Практично всі наші знання з історії, соціально-політичного життя наших предків від найдавніших

часів і до XII ст., їхні звичаї та обряди почерпнуті з давньоруських літописів. Жоден народ не може похвалитися таким духовним надбанням. Перший літопис написано в Києві — центрі літературної думки Київської держави. Найвидатнішим літературним твором є "Повість минулих літ" батька українського літописання ченця Печерського монастиря Нестора. Його перша редакція з'явилась у 1113 р. Розповідь у ній доведено до 1110 р. Зміст літопису полягає в з'ясуванні історії східнослов'янських народів і пропаганді благородної ідеї служіння рідній землі. Всього ж протягом XI— XII ст. написано не менше 95 літературних творів.

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

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

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

Múlt-kor

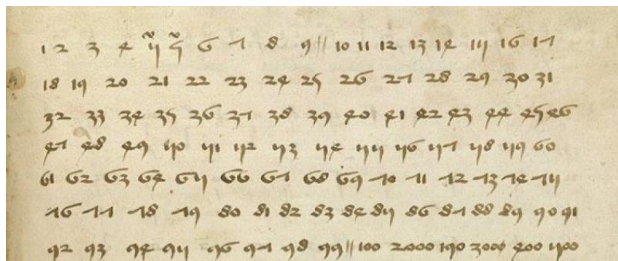
2018.01.17.

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



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

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



Középkori kézirat arab számokkal

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

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

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

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

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

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



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

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

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

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

1. egyre szélesebb körben kezdték el használni	a a more extreme example
2. küzdött az arab számok megértésével	b contribute significantly
3. meghatározott érték	c practical world of commerce
4. néhány kivételtől eltekintve	d in many instances
5. egy szélsőségesebb példa	e started getting more use
6. egyedi tulajdonság	f proved to be very difficult for
7. nagyon bonyolultnak bizonyult	g distinctive feature
8. számos esetben	h with minor exceptions
9. kereskedelem gyakorlatias világa	i fixed amount
10. jelentősen hozzájárul	g had a lot of difficulty understanding Arabic numbers

**5. Comprehension questions.**

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

**6. Render the text in English.**

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

## COMPREHENSION TEST

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

1. The earliest systems of writing were invented by the Egyptians and the Sumerians of Mesopotamia. Their reason for inventing writing was . . . . .
  - a) to record stories
  - b) to record family trees
  - c) to record commercial transactions
  - d) to record the main events
2. A writing technique used in the Middle East between 2500 and 330 BCE was called cuneiform, meaning . . . . .
  - a) "round-shaped."    b) "oval-shaped."
  - c) "square-shaped."    d) "wedge-shaped."
3. The signs were formed by pressing . . . into wet clay, each time producing a wedge shape.
  - a) a pointed reed
  - b) an oval stone
  - c) an engraved metal
  - d) a round object
4. Egyptian hieroglyphs.. used pictures of everyday objects to represent objects, ideas, and sounds.
  - a) (sacred signs)    b) (secret signs)
  - c) (hidden signs)    d) (clear signs)
5. Each pharaoh had . . . . .
  - a) one royal name.
  - b) three royal names.
  - c) two royal names.
  - d) many royal names.
6. Tuthmosis III was called Menkheperre, meaning . . . . .
  - a) "Eternal is the form of Ce."
  - b) "Eternal is the form of Re."
  - c) "Famous is the form of Re."
  - d) "Famous is the form of Ce."
7. The Sumerians were writing with cuneiform (wedge-shaped) script . . . . .
  - a) on clay tablets
  - b) on wooden tablets
  - c) on reed sticks
  - d) on stones
8. Indus people of northwest India and Pakistan invented a script. The only texts known to exist are very short, and written . . . . .
  - a) on wooden tablets
  - b) on stones
  - c) on reed sticks
  - d) on merchants' seals.
9. The Minoans of Crete invented a writing system, . . . . ., with 90 picture signs, standing for syllables and objects.
  - a) called Circular A
  - b) called Circular B
  - c) called Linear B
  - d) called Linear A
10. Around 1050 BCE, there was a huge advance when . . . . . began using an alphabet, a system with signs standing for consonants.
  - a) the Phoenicians
  - b) the Romans
  - c) the Greeks
  - d) the Chinese



## UNIT 8 METAL AGES

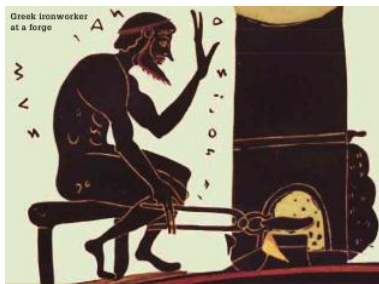
People made a huge advance **when they learned how to use metals**. Metal tools were easier to shape than stone ones, and they could be mass-produced using molds. Unlike a stone ax, which was useless when broken, a copper or bronze one could be melted down and recycled. Shiny metals, such as gold and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

### Smelting copper



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

### The age of iron



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

### Brilliant bronze



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

### Using molds

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

### Chinese metalwork

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

## KEY EVENTS

### 7000 BCE

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

## 6500 BCE

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

## 5000 BCE

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

## 3200 BCE

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

### Glorious gold

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

### American metal



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

### Choose your metal

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



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

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

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

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

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

### KEY EVENTS

## 1550 BCE

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

## 1200 BCE

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

## 1200 BCE

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

## 500 BCE

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

## The Olmec



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

## Trojan horse



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

## 1250–1100 BCE BRONZE AGE COLLAPSE

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

## Greek Dark Age

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

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

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

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

- a) decorative objects worn on clothes or on the body, such as rings and necklaces, often made from valuable metals and containing precious stones
- b) a covering for all or part of the face that protects, hides, or decorates the person wearing it;
- c) a hollow container into which you pour a soft or liquid substance so that it will cool or harden into the shape of the container;
- d) an object, such as a tool, that was made in the past;
- e) to turn from something solid into something soft or liquid, or to cause something to do this;
- f) a chemical element that is a silver-coloured metal, often combined with other metals or used to cover and protect other metals;

- g) to hit something with a hammer;
- h) a container that is heated to a very high temperature, so that substances that are put inside it, such as metal, will melt or burn;
- i) to use something again for a different purpose;
- j) the act or process of getting a metal from rock by heating it to a very high temperature, or of melting objects made from metal in order to use the metal to make something new;

## **II. Put questions to the phrases in bold type.**

### **III. Make your own sentences with the following phrases.**

- 1) to make a huge advance;
- 2) to be perfect materials for jewelry;
- 3) to extract copper from ores;
- 4) to be poured into molds;
- 5) to be hammered into shape;
- 6) the most skilled early bronze workers;
- 7) to be buried in tombs;
- 8) to tarnish or rust;
- 9) to work the harder metals;
- 10) to be resharpened regularly.

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

1. The Iron Age is the final epoch of the three-age system, preceded .....
  2. It is an archaeological era in the prehistory and protohistory of Europe and the Ancient Near East, and .....
  3. The three-age system was introduced in the first half of the 19th century for the archaeology of Europe in particular, and .....
  4. As an archaeological era it was first introduced for Scandinavia .....
  5. By the 1860s, it was embraced as a useful division of the "earliest history of mankind" in general and .....
  6. The development of the now-conventional periodization in the archaeology of the Ancient Near East .....
  7. As its name suggests, Iron Age technology is characterized by the production of tools and weaponry .....
  8. It is defined by archaeological convention, and the mere presence of cast or wrought iron is not sufficient to represent an Iron Age culture; rather, the term "Iron Age" implies .....
  9. In the Ancient Near East, this transition takes place in the wake of .....
  10. The technology soon spreads throughout the Mediterranean region and to South Asia. Its further spread to Central Asia, Eastern and Central Europe is .....
- a) somewhat delayed, and Northern Europe is reached still later, by about 500 BC.
  - b) by the Stone Age (Neolithic) and the Bronze Age.
  - c) by the later 19th century expanded to the archaeology of the Ancient Near East.
  - d) that the production of carbon steel has been perfected to the point where mass production of tools and weapons superior to their bronze equivalents become possible.
  - e) by Christian Jürgensen Thomsen in the 1830s.
  - f) by analogy also used of other parts of the Old World.
  - g) the so-called Bronze Age collapse, in the 12th century BC.
  - h) began to be applied in Assyriology.
  - i) by ferrous metallurgy (ironworking), more specifically from carbon steel.
  - j) was developed in the 1920s to 1930s
- [https://en.wikipedia.org/wiki/Iron\\_Age](https://en.wikipedia.org/wiki/Iron_Age)

## V. Complete the following sentences with the phrases below.



In Europe, the Iron Age is the last stage 1) . . . . . and the first of the protohistoric periods, which initially meant 2) . . . . . by Greek and Roman writers. For much of Europe, the period came to an abrupt local end 3) . . . . . , though ironworking remained the dominant technology until recent times. Elsewhere it might last until the early centuries AD, and either Christianization or a new conquest 4) . . . . .

Iron working was introduced to Europe in the late 11th century BC, 5) . . . . . , and slowly spread northwards and westwards over the succeeding 500 years. The Iron Age did not start when iron first appeared in Europe but 6) . . . . . in the preparation of tools and weapons. It did not happen at the same time 7) . . . . . ; local cultural developments played a role in the transition 8) . . . . . For example the Iron Age of Prehistoric Ireland began around 500 BC, when the Greek Iron Age had already ended, and finished around 400 AD. The widespread use 9) . . . . . was implemented in Europe simultaneously with Asia. The prehistoric Iron Age in Central Europe divided into two periods based on historical events – Hallstatt (early Iron Age) and La Tene (late Iron Age) cultures. Material cultures of Hallstatt and La Tene 10) . . . . . (A, B, C, D phases).

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

[https://en.wikipedia.org/wiki/Iron\\_Age\\_Europe](https://en.wikipedia.org/wiki/Iron_Age_Europe)

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

### The Metal Ages

- a) The period of the 3rd, the 2nd, and the 1st millennia BCE was a time of drastic changes in Europe.
- b) Simultaneous with these technological innovations were changes in settlement organization, ritual life, and the interaction between the different societies in Europe.
- c) Thus, it was suggested that the segmented faience beads from the rich early Bronze Age graves in Wessex were Mycenaean products or that development of bronze working in central Europe was due to the Aegean civilization's need for new bronze supplies.
- d) The Metal Ages of Europe thus must be understood as indigenous local inventions and as an independent cultural evolution.
- e) Local developments were long thought to have been caused by influences from the eastern Mediterranean and the Middle East and by migrations.
- f) They showed that many supposedly interdependent developments had in fact developed independently and been separated by centuries.

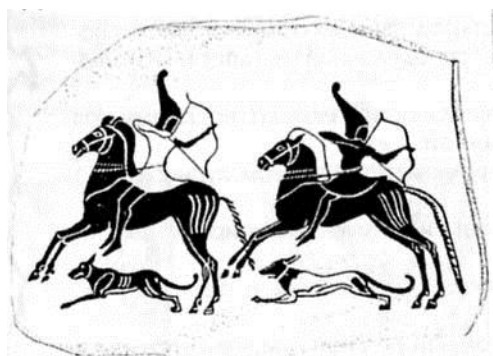
- g) This has traditionally been defined as the Metal Ages, which may be further divided into stages, of approximate dates as shown: the Bronze Age (2300–700 BCE) and the Iron Age (700–1 BCE), which followed a less distinctly defined Copper Age (c. 3200–2300 BCE).
- h) New methods of absolute dating, including radiocarbon dating, revolutionized the understanding of this phase in prehistoric Europe.
- i) These developments and their remarkable reflections in the material culture made the period appear as a series of dramatic changes.
- j) At this time, societies in Europe began consciously to produce metals.
- <https://www.britannica.com/topic/history-of-Europe/The-Metal-Ages>

## VII. Render the text in English.

### Кіммерійці (IX–VII ст. до н. е.)

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

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



Зображення кіммерійців на етруській вазі

Кіммерійці активно розводили коней і були чудовими вершниками. Залізне озброєння робило їх небезпечними воїнами. Тому чи не найголовнішим заняттям кіммерійців були військові походи з метою отримання здобичі. Походи кіммерійців у Передню і Малу Азію та їхні успішні війни з могутніми державами Стародавнього Сходу (Ассирією, Урарту, Лідією) дають можливість припускати, що кіммерійці були об'єднані в міцний воєнний союз. Очолювали кіммерійські племена та союзи племен племінні вожді, які в письмових джерелах названі царями. Нам відомо лише троє їх імен: Лігдаміс, Теушпа та його син Сандакштру.



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



У III ст. до н.е. скитів витіснили племена сарматів. Їхня мова, як і скитська, належала до іранських мов. Важливим політичним центром було м. Танаїс у гирлі Дону. Як і більшість кочових народів, сармати не були однорідним племенем, а становили союз, який складався з кількох племен: язгів, роксоланів, аланів та ін. Основу їх господарства становило кочове скотарство. Найбільше розводили коней та овець. Сармати були дуже войовничими, ця риса відбилась у їхніх релігійних віруваннях. Меч був для них об'єктом поклоніння. Основу сарматського війська становила легка кіннота. Проте при військовому прориві ударною силою виступала важка кіннота, відома як катафрактарії. Важко озброєна кіннота сарматів передбачала наявність металевих обладунків як у воїнів, так і в коней. У військових діях брали участь навіть жінки. На основі саме цього факту виник відомий давньогрецький міф про амазонок. У III ст. н.е. сармати зазнали серйозного удару з боку готів. Кінець пануванню сарматів на південних землях України поклали гуни в другій половині IV ст.

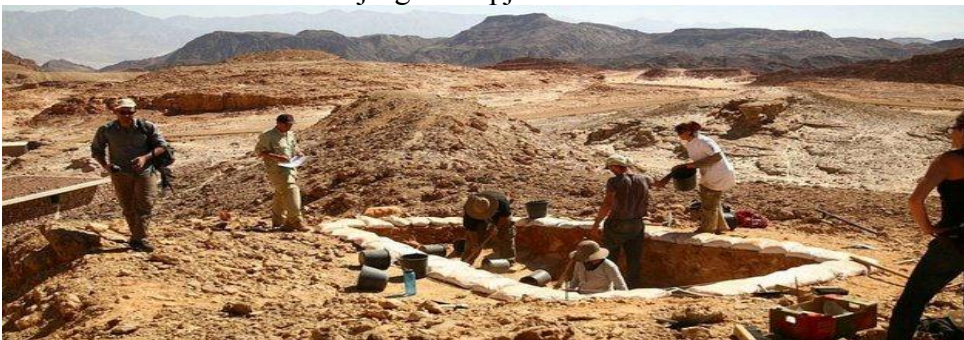
<http://zno.academia.in.ua/mod/book/view.php?id=100&forceview=1>

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

### Magas szintű civilizációról árulkodik a Bibliából ismert ókori Edom réztermelése

2019. szeptember 20. 19:40 MTI

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



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



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

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

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

Az i.e. 10. században technológiai "ugrást" hajtottak végre az i. e. 13. század óta folytatott réztermelésben - derül ki a Tel-avivi Egyetem (TAU) és a Kaliforniai Egyetem San Diegó-i intézményének közös kutatásából, amelynek során a korabeli rézipart és a Holt-tenger közelében lévő Arava térség egykori hulladékait tanulmányozták, és amelynek eredményeit a PLOS ONE című tudományos lapban tették közzé.

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

A rézhulladéknak az i.e. 10. században megfigyelt csökkenéséből, a réz előállításának hatékonyabbá válásából az edomita királyság fejlődésére vonatkozó következtetést vontak le. "Vannak régészek, akik szerint a térségben ebben az időszakban csak ideiglenesen, alkalmilag réztermelést végző törzsek laza együttese élt, de a mi megállapításaink ennek ellentmondanak, és összhangban állnak a Biblia történeteivel. Szerintünk itt egy centralizált és hierarchikus királyság állt, amely csakis az ősi, bibliai Edom lehetett" - állítják a kutatók.

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

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

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

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

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

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

A

1. kingdom

2. tribe

B

a a social group consisting of people of the same race who have the same beliefs, customs, language etc, and usually live in one particular area ruled by their leader

b a country ruled by a king or queen

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

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

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

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

**5. Comprehension questions.**

- Why has the biblical kingdom of Edom always been a significant puzzle for biblical archaeology?
- How has research uncovered the untold story of a thriving and wealthy society in the Arava?
- What are the copper mines an evidence of?
- What archaeological evidence ratifies the biblical kingdom of Edom?
- How do the present findings contradict the view of many archaeologists?

**6. Render the text in English.**

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

## COMPREHENSION TEST

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

1. Shiny metals, such as . . . . . and . . . . . , were perfect materials for jewelry and coins (2choices).
  - a) gold
  - b) silver
  - c) tin
  - d) lead
2. Around 6500 BCE, people learned to extract copper from ores (rocks containing minerals and metals), which they recognized by their. . . . . .
  - a) dark brown colour
  - b) bright red colour
  - c) bright green colour
  - d) bright blue colour
3. Although . . . . . is the most common metal, it was the last to be used by people.
  - a) gold
  - b) silver
  - c) tin
  - d) iron
4. By 3200 BCE, people learned that by mixing a small amount of . . . . . with . . . . . , they could make a much harder metal called bronze(2 choices).
  - a) gold
  - b) tin
  - c) silver
  - d) copper
5. The most skilled early bronze workers were. . . . . , who used casting techniques to make sculptures, vessels, and weapons.
  - a) the Phoenicians
  - b) the Romans
  - c) the Greeks
  - d) the Chinese
6. In 6500 BCE people in southeastern Europe and . . . . . learned to extract copper from mineral ores by smelting.
  - a) western Asia
  - b) eastern Asia
  - c) northern Asia
  - d) southern Asia
7. . . . . , an attractive red metal, was used for decorative items and tools, such as axes and chisels.
  - a) iron
  - b) gold
  - c) silver
  - d) copper
8. . . . . , the second-most-prized metal, was used for jewelry, cups, and coins.
  - a) iron
  - b) gold
  - c) silver
  - d) tin
9. . . . . , the most valuable metal, was made into royal funeral masks and jewelry for the rich.
  - a) iron
  - b) gold
  - c) lead
  - d) tin
10. . . . . , the hardest and most common metal, was used for weapons and everyday items, such as tools, nails, and wheel rims.
  - a) iron
  - b) gold
  - c) silver
  - d) tin

## UNIT 9

### EGYPTIAN SCRIBE

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

#### An early start

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

#### Tools of the trade

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

#### A lot to learn

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

#### Best behavior

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

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

#### Ostrakon



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

“By the hypnotic process of repetition, the boy was filled with elaborate repertoire of form and phrase that made up the literary language of the state”.

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

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

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

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

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

## 750 BCE GREEK WRITING

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

### The hero Odysseus



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

## 750 BCE

### Greek colonies

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

## 776 BCE

### Olympic games

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

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

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

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

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

## II. Put questions to the phrases in bold type.

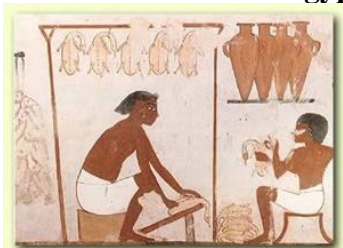
## III. Make your own sentences with the following phrases.

- 1) to be taught at home;
- 2) to learn writing and accounting;
- 3) to keep all the official records;

- 4) to take their midday meal;
- 5) to sit cross-legged on the floor;
- 6) to practice on slabs of limestone;
- 7) to copy out literary texts;
- 8) unruly or lazy pupils;
- 9) to look forward to authority;
- 10) freedom from manual labor.

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

##### Egyptian School



1. Formal education in ancient Egypt was. . . . .
  2. Although there is some evidence that occasionally, girls . . . . .
  3. Boys usually started school at the age of 7 and they were taught . . . . .
  4. A recent discovery in Egypt showed classrooms that were set up very similar to today's and there were inscriptions on the walls . . . . .
  5. From the pictures and images, it seems that classrooms had tables for the children. . . . .
  6. Some schools were designed for specific talents, such as 'Scribes'. These were the people that would have the job of . . . . .
  7. Scribe students would spend hours writing and . . . . .
  8. There is evidence that the kids didn't always like doing . . . . .
  9. It seems that the lesson books, called 'Kemty' (which means completion) were not designed in the horizontal way we are taught, but instead, . . . . .
  10. Some young girls were educated in both a formal manner and by their mothers. Many Egyptian families required that the husband or father be away at various times, and this meant . . . . .
- a) that the wife or mother had to run the family business.
  - b) mostly reserved for the boys of wealthier families.
  - c) writing all of the history, letters and all communications.
  - d) did go to school and even became doctors.
  - e) re-writing the hundreds of symbols that made up the Egyptian words.
  - f) to read and write as well as mathematics.
  - g) the work and when they skipped school, they were punished.
  - h) they used vertical (up and down) lines for children to learn and write in.
  - i) about the rules for behaving properly in class.
  - j) to use to write on and lessons were taught by teachers.
- <https://www.google.com.ua/url?sa>



## V. Complete the following text with the phrases below.

### What Were Ancient Egyptian Schools Like



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

Schools that taught ancient Egyptian education were generally 1) . . . . . or government buildings. This implies that education was constantly monitored and 2) . . . . . People who acted as teachers were generally priests of the temples or 3) . . . . . Writing material for younger students consisted of wooden tablets to which material was copied from existing documents. The tablets could be wiped clean after there was no further space left. For older students, use of papyrus was allowed. There were different types of ancient Egyptian schools for different people. For instance, there were general village schools that instructed in preliminary education and there were schools that 4) . . . . . such as a priest or a scribe. At the top of this hierarchy of schools was The Prince's School which was the most prestigious school and 5) . . . . . In addition to that, children of nobles and court officials were also educated in The Prince's School.

#### Subjects Taught in Ancient Egypt

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

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

A - as part of ancient Egyptian education.

B - on producing skilled individuals.

C - molded by the authorities.

D - attached to religious temples

E - morality, ethics, humanity, and others.

F - government officials acting as scribes.

G - gave specialized education for specific careers

H - medicine, mathematics, geography, history, music,

I - to reading, writing, and basic forms of mathematics.

J - was attended by the sons of the Pharaoh.

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

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

### How Did the Olympic Games Begin?

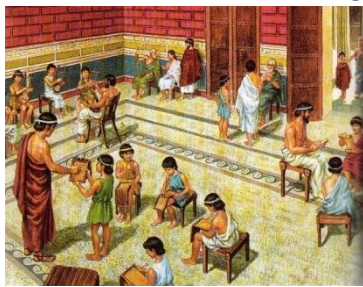


- a) The Olympic Games began over 2,700 years ago in Olympia, in south west Greece.
- b) The entire games were dedicated to Zeus. Visitors flocked to see the Temple of Zeus. Inside stood a huge gold and ivory statue of the king of the gods himself.
- c) The ancient games were also a religious festival, held in honour of Zeus, the king of the gods.
- d) This altar was not made from stone. Instead it was made from the leftover ash of all the sacrificed oxen. By around 200AD, the mound of ash stood six meters high!
- e) Every four years, around 50,000 people came from all over the Greek world to watch and take part.
- f) The main event at the Olympics was not a sporting event, but a sacrifice. On the third day of the games, 100 oxen were sacrificed and burnt on the Altar of Zeus.
- g) Athletes competed for the glory of their city and winners were seen as being touched by the gods.
- h) Before the games began, messengers were sent out to announce a 'sacred truce' or a peace.
- i) There were no gold, silver and bronze medals. Winners were given a wreath of leaves and a hero's welcome back home.
- j) This meant that any wars should be called off so that people could travel safely to Olympia.

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

## VII. Render the text in English.

### ШКОЛА В ДРЕВНІЙ ГРЕЦІЇ



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

Між школами давньої Греції та Єгипту було багато спільного, але стільки ж і відмінного. Навчання у грецькій школі так само було винятково для хлопчиків, (бо загалом місце жінки у давньогрецькому суспільстві – це місце домогосподині, починалось у віці семи років та тривало протягом наступних дев'яти. На відміну від

Єгипту навчання у греків було в рази демократичніше, всі греки (тільки якщо вони не раби), незалежно від матеріальних статків та соціального становища, мали право віддати своїх чад до школи. От, правда, діти бідних батьків, як правило, вчилися тільки перші роки, аби опанувати лишень грамоту, далі покидали навчання, щоб мати змогу допомагати батькам, перейняти їхнє ремесло, а хлопці з багатших сімей вчилися до 16 років, повністю завершуючи навчальну програму. Сини багатих греків (так би мовити, тодішні «мажори») частенько ходили на навчання разом з персональними рабами.

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

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

Також великою популярністю користувалося навчання музики, цієї шляхетнішої з наук. У школі хлопців вчили грі на флейті, лірі та кіфарі а також співу. Всякий поважний афінянин мав вміти грати та співати. Вважалося, заняття музикою облагороджує чоловіка, тож з раннього віку грецькі хлопчики брали участь у хорах та у спеціальних музичних змаганнях під час ігор і свят.

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

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

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

### Felfedik titkaikat az ősi egyiptomi hieroglifák

2016. augusztus 29. 14:04

Emlékműveken, síremlékeken és papiruszokon olvasható történeteket ismerhet meg a **nagyközönség**, amelyeket eddig csak **kutatók** egy szűk köre olvashatott. Mindeddig a Halottak Könyve volt a legszélesebb körben hozzáférhető, ókori egyiptomi szövegeket tartalmazó **szöveggyűjtemény**, ám ez most megváltozik.



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

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

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

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

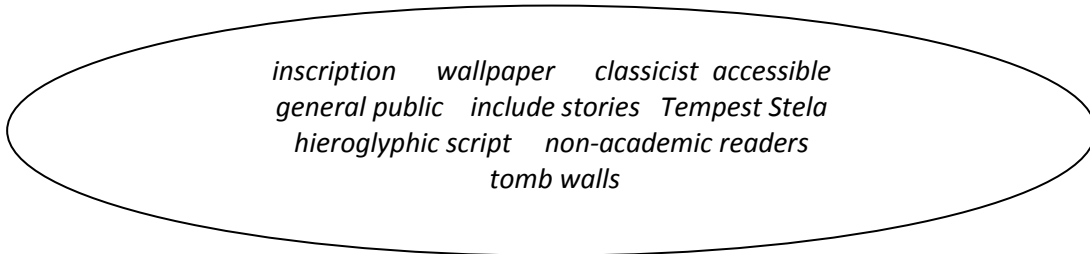
Mindeddig a Halottak Könyve volt a legszélesebb körben **hozzáférhető**, ókori egyiptomi szövegeket tartalmazó szöveggyűjtemény. A halállal és a túlvilággal kapcsolatos szövegeket tartalmazó munka nem könnyű olvasmány, és a görög mítoszokkal vagy római eposzokkal **ellentétben** a nem tudós olvasóknak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

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

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

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

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



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

A	B
1. papyrus	a pretty or attractive, but not always necessary or useful
2. decorative	b to get control of a country by fighting
3. literary	c a sudden clear understanding of something or part of something, especially a complicated situation or idea
4. compelling	d to understand or explain something that is mysterious or complicated
5. layer	e a book that is part of a set, or one into which a very long book is divided
6. insight	f to communicate or express something, with or without using words
7. conquer	g to make a layer of something or put something down in layers
8. unravel	h very interesting or exciting, so that you have to pay attention
9. volume	i typical of the style of writing used in literature rather than in ordinary writing and talking
10. convey	g a type of paper made from papyrus and used in ancient Egypt, or a piece of this paper

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

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

1. elfoglalja a birodalmat	a unravel hieroglyphs
2. rábukkantak a rosette-i kőre	b a complex collection of symbols
3. megfejteti a hieroglifákat	c contained the text in Greek, Demotic and hieroglyphics
4. komplex szimbólumgyűjtemények	d hieroglyphics have remained accessible only to a handful of trained scholars
5. közvetíteni a hieroglifák összetettségét, finomságait és költőiségét	e get insights behind the facade of ancient Egypt

- |     |  |   |   |
|-----|--|---|---|
| 6.  | a szöveg görög, egyiptomi démotikus és hieroglif írással is megtalálható | f | most widely available                                       |
| 7.  | hieroglifák csak néhány beavatott számára voltak hozzáférhetők           | g | schoolchildren and classicists alike                        |
| 8.  | gyerekek és a klasszika-filológusok                                      | h | convey the complexity, subtlety and poetry of hieroglyphics |
| 9.  | a legszélesebb körben hozzáférhető                                       | i | conquer the empire  |
| 10. | betekintenek az ókori Egyiptom színefalai mögé                           | g | discovered the Rosetta Stone                                |

### 5. Comprehension questions.

- Why will ancient Egyptian stories be published in English?
- What kind of tales will the book present?
- Why and how are Egyptian hieroglyphics often seen?
- What are some of the fascinating facts about Egyptian hieroglyphic script?
- Why do we say that the story of the decipherment of Egyptian hieroglyphics text is really the story of Jean-Francois Champollion of France?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. Only the sons of scribes and nobles in Ancient Egypt went to school, where they learned . . . . . and . . . . . (2choices) .
  - a) writing
  - b) religion
  - c) arts
  - d) accounting
2. . . . . , a boy went to scribal school, where he would train for up to ten years.
  - a) From the age of five
  - b) From the age of six
  - c) From the age of four
  - d) From the age of seven
3. Lessons began early in the morning, and pupils would take their midday meal of . . . . . with them.
  - a) fruit and juice
  - b) bread and beer
  - c) bread and butter
  - d) rolls and milk
4. One of the boys' first lessons in Ancient Egypt was . . . . .
  - a) to make pencils
  - b) to learn letters
  - c) to learn numerals
  - d) to make pens
5. Scribes wrote on paper made from the papyrus plant, which grows . . . . .
  - a) in the Nile marshes
  - b) in the Nile estuary
  - c) in the Nile valleys
  - d) in the Nile plains



6. Students had to learn . . . . . , as well as simplified versions of the symbols used in everyday letters and accounts.
- a) more than 70 hieroglyphic signs
  - b) more than 700 hieroglyphic signs
  - c) less than 700 hieroglyphic signs
  - d) less than 50 hieroglyphic signs
7. The Greeks adopted an alphabet . . . . .
- a) from the Romans.
  - b) from the Chinese.
  - c) from the Japanese.
  - d) from the Phoenicians.
8. The Greeks founded colonies around . . . . . and . . . . . (2choices).
- a) the Baltic Sea
  - b) the Red Sea
  - c) the Mediterranean Sea
  - d) the Black Sea
9. The Olympic Games, held in honor of the chief Greek god, Zeus, were first held in . . . . .
- .
- a) Greece
  - b) Italy
  - c) Mexico
  - d) China
10. . . . . , around 50,000 people came from all over the world to watch and take part in the Olympic Games.
- a) Every five years
  - b) Every four years
  - c) Every six years
  - d) Every three years

## UNIT 10 700 BCE–500 CE

### MUCH MORE CIVILIZED

As the world's population grew, farming and trade expanded and civilizations emerged in different parts of the world—**around the Eastern Mediterranean, in Persia, India, and China. By 500 CE**, most of the world's major religions, except Islam, had been founded. New skills and technologies allowed artists, poets, architects, and thinkers to be creative in new ways. Many of the things we now take for granted, such as coins, paper, drama, sports, philosophy, and mathematics, first came into being **during what is now known as the Classical Age.**



#### 685–668 BCE THE RISE OF MILITARY SPARTA

After the Greek city-state of Sparta crushed the neighboring land of Messenia, Sparta **forced the Messenians to become slaves** (helots). But the helots outnumbered the Spartans. **The risk of a revolt** turned Sparta into a military state ruled by two kings and a Council of Elders.

#### Battle-ready troops



Sparta became the strongest military power in **Greece**. Sparta never bothered to build defenses against invaders. Its strength lay in its formidable army. **All adult male Spartans** were full-time soldiers, ready to fight for their city at any time.



### **Killer looks**

Beneath their bronze helmets, Spartan soldiers wore their hair long to appear more ferocious. Their tunics were dyed red to hide any bloodstains.

## **CHILDREN IN HISTORY**

### **Growing up in Sparta**



**From the moment he or she was born**, every Spartan boy or girl belonged to the state. A council of elders would inspect the newborn baby **to see if it was healthy and strong**. If it seemed weak, it would be left to die on a hillside. The lives of both boys and girls were dedicated to the military power of Sparta.

#### **To the barracks**

**At the age of seven**, a boy was taken from his family and sent to military school to be turned into a soldier. The boys lived and slept in barracks, where they were taught the arts of war. Their sisters started their education at the same age. They learned to wrestle, run, and throw the javelin. The Spartans believed that this training would produce strong mothers, who would give birth to strong sons.

#### **Toughening up**

Young Spartans were trained to be tough. The boys were forced to go barefoot at all times—which would have been painful over rough, thorny ground—and were kept permanently short of food. **Once a year**, they were taken to the sanctuary of the goddess Artemis and publicly whipped to test their resilience.

#### **Everything to prove**

Before he became a citizen, a young Spartan had to prove his courage and ferocity in a special ritual. He was sent out alone into the countryside at night, armed with only a dagger, and allowed to kill any helot he came across. Helots were despised slaves, who were forced **to farm the land for the Spartans**.

#### **Life as a warrior**

At the age of 20, a Spartan man became a full-time soldier called a hoplite, a name derived from his large heavy shield, called a hoplon. From then on, he lived as part of a pack of 15 men who ate, drank, trained, and fought together. He would have to marry **by the age of 30**, to produce the next generation of warriors.

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

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

1) Islam, 2) to crush, 3) helot, 4) council, 5) barracks, 6) to wrestle, 7) javelin, 8) barefoot, 9) sanctuary, 10) hoplon.

- a) a person who is legally owned by someone else and has no personal freedom;
- b) a long stick with a pointed end that is thrown in sports competitions;
- c) the Muslim religion, and the people and countries who believe in it;
- d) a large heavy shield;
- e) a group of people elected or chosen to make decisions or give advice on a particular subject, to represent a particular group of people, or to run a particular organization;
- f) a building or group of buildings where soldiers live;
- g) to fight with someone by holding and trying to throw that person to the ground, or to do this as a sport;
- h) not wearing any shoes or socks;
- i) to defeat someone completely;
- j) the most holy part of a religious building.

## **II. Put questions to the phrases in bold type.**

### **III. Make your own sentences with the following phrases.**

- 1) to take for granted;
- 2) to come into being;
- 3) to crush the neighboring land;
- 4) the risk of a revolt;
- 5) to be full-time soldiers;
- 6) to be turned into a soldier;
- 7) to go barefoot;
- 8) to prove one's courage;
- 9) to live as part of a pack;
- 10) to produce the next generation.

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

1. The relationship between citizens and helots was an uneasy one and.....
  2. Sparta gained revenge on Argos in 545 BCE but .....
  3. This regional instability brought about the Peloponnesian League (505 to 365 BCE) which was a grouping of Corinth, Elis, Tegea, and other states (but never Argos), .....
  4. Membership of the League did not necessitate the paying of tribute to Sparta but.....
  5. The League would allow Sparta to establish hegemony over and .....
  6. In addition to local politics, from the 6th century BCE Sparta began to broaden her horizons by, for example,.....
  7. Sparta, under Cleomenes (c. 520-490 BCE), overthrew the tyrants of Athens but .....
  8. Sparta was, however, an ally with Athens in the defence of Greece against the invasion of Persian king Xerxes, .....
  9. From 480 to 460 BCE regional rivalries and revolts by the helots damaged Sparta and worse were .....
  10. The long wars were damaging to both sides but Sparta, with some Persian help, finally won the conflict when Lysander destroyed .....
- a) lost a battle with Tegea shortly after.
  - b) where each member swore to have the same enemies and allies as Sparta.
  - c) ) to follow when rivalry with Athens developed into the Peloponnesian Wars from 460 to 446 BCE and again from 431 to 404 BCE.
  - d) dominate the Peloponnese until the 4th century BCE.
  - e) the Athenian fleet at Aegospotami in 405 BCE.
  - f) and fought with distinction at Thermopylae in 480 BCE and at Plataea one year later.
  - g) there were sometimes uprisings, notably in the 7th century BCE which contributed to Sparta's defeat to Argos at Hysiae in 669 BCE.

- h) the resulting democracy put a stop to any Spartan ambitions in the city.
  - i) creating an alliance with Croesus of Lydia and sending an expedition against Polycrates of Samos in 525 BCE.
  - j) rather the provision of troops.
- <https://www.ancient.eu/sparta/>

### V. Complete the following sentences with the phrases below.

In Greek mythology 1) ..... was Lacedaemon, a son of Zeus, who 2) ..... to the region and his wife's name to the city. Sparta was also 3) ..... of the Greek force which participated in the Trojan War. Indeed, the Spartan king Menelaos 4) ..... after the Trojan prince Paris 5) ....., offered to Paris by the goddess Aphrodite as a prize 6) ..... with fellow goddesses Athena and Hera. Helen was said 7) ..... in Greece and Spartan women in general 8) ..... not only for good looks but also spirited independence.

- A - enjoyed a reputation
- B - the founder of the city
- C - for choosing her in a beauty contest
- D - to have been the most beautiful woman
- E - gave his name
- F - instigated the war
- G - abducted his wife Helen
- H - an important member

<https://www.ancient.eu/sparta/>

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

- a) A second and lower social group was the helots, semi-enslaved agricultural labourers who lived on Spartan-owned estates.
- b) The helots could keep a percentage of the produce they cultivated, but they were also regularly purged to keep them firmly in their social place and they could also be conscripted into military duties in times of war.
- c) In the late 8th century BCE, Sparta subjugated most of neighbouring Messenia and its population was made to serve Spartan interests.
- d) Spartan citizens did not indulge in farming activities themselves but devoted their time to military training, hunting, war, and politics.
- e) The conquered peoples of Messenia and Laconia, known as *perioikoi*, had no political rights in Sparta and were often made to serve with the Spartan army.
- f) Sparta thus came to control some 8,500 km<sup>2</sup> of territory making the polis or city-state the largest in Greece and a major player in Greek politics.
- g) Intermediary between the helots and the *perioikoi* were the liberated helots or *neodamōdeis*.

<https://www.ancient.eu/sparta/>

## VII. Render the text in English.

### Державний лад Спарти



В основу державного ладу Спарти було покладено принцип єдності повноправних держав. Для цього держава суворо регламентувала життя та побут спартіатів, стримувала їхнє майнове розшарування. Основи державного ладу були закладені ретрою (договором) легендарного царя Лікурга. Спартіати були зобов'язані займатися лише військовим мистецтвом і спортом. Землеробство, ремесла й торгівля стали справою ілотів та періеків.

«Лікургів лад» трансформував військову демократію спартіатів у олігархічну рабовласницьку республіку, яка зберегла риси родоплемінного ладу. На чолі держави перебували одночасно два царі — архагети. Їхня влада була спадковою. Повноваження архагетів зводилися до воєнної влади, організації жертвопринесень та участі у раді старійшин.

**Герусія** (рада старійшин) складалася з двох архагетів та 28 геронтів, яких обирали довічно народними зборами зі знатних громадян, що досягли 60-річного віку. Герусія виконувала функції урядової установи — готувала питання для обговорення на народних зборах, керувала зовнішньою політикою, розглядала кримінальні справи про державні злочини (включаючи злочини проти архагетів).

**Колегія ефорів** (з'явилася у VIII столітті до н. е.) складалася з п'яти достойних громадян, яких обирали на один рік народними зборами. Спочатку повноваження ефорів обмежувались судочинством по майнових спорах. У VI столітті до н. е. їх влада зростає, вони витісняють герусію. Ефори почали скликати герусію та народні збори, керувати зовнішньою політикою, здійснювати внутрішнє управління державою та судочинство, контролювати посадових осіб (включаючи архагетів).

**Народні збори** (апелла) у Спарті характеризувалися пасивністю. Право на участь у народних зборах мали громадяни-чоловіки, які досягли 30-річного віку. Спочатку народні збори скликались архагетами, згодом керівництво ними перейшло до ефорів. Апелла не обговорювала ті чи інші питання, а лише ухвалювала або відхиляла запропоноване рішення. Голосування проводилося примітивно — криком, або ж учасники розходилися по різні боки та «на око» визначалася більшість. Народні збори мали законодавчі права, право на обрання посадових осіб, вирішували також питання війни та миру.

[https://uk.wikipedia.org > wiki > Спарта](https://uk.wikipedia.org/wiki/Спарта)



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

### Nélkülözés, korbácsolás és trükkös kérdések – hogyan nevelkedtek a spártai gyermekek?

2017. december 13. 16:06

A spártai gyermeknevelés milyenségéről semmi sem árulkodik jobban, mint az, hogy a spártai szigor még napjainkban is ismert fogalomnak számít. Ugyan a gyengének ítélt csecsemőket valójában nem dobták bele egy szakadékba, a spártai fiatalok gyermekkorai mai szemmel elképzelhetetlenül nehéz volt.



Fiatal spártaiak gyakorlatoznak a 19. századi művész, Edgar Degas festményén

Az ókori Görögországban Spárta neve egyet jelentett az elsöprő katonai erővel. A városállam egész működése tulajdonképpen egyetlen cél alá volt rendelve, nevezetesen hogy egy ütőképes haderőt tudjanak kiállítani minden körülmények között. Ennek alapja a gyermekkortól kezdett katonai nevelés volt, amelynek **hatékonyságáról** valószínűleg az árulkodik a legjobban, hogy a **spártai szigor** még napjainkban is ismert fogalomnak számít. Bár a széles körben elterjedt legenda, miszerint a beteges vagy gyengének tűnő újszülötteket lehajították a Taigetosz hegyéről, valójában nem igaz, a spártai nevelés ténylegesen a születéstől kezdődött. Plutarkhosz szerint az „idétlen vagy nyomorék” csecsemőket egy völgybe helyezték és magukra hagyták. Ez csak kevéssel volt jobb a szakadékba hajításnál, lévén a kisgyermekre vagy az éhhalál vagy a rabszolgasors várt ezután. Ez azonban még nem volt spártai sajátosság, hiszen a gyermekek „kitevése” valamennyi görög városállamban bevett gyakorlatnak számított.

A felnevelésre érdemesnek tartott spártai fiúk hétéves korukig édesanyjuknál nevelkedtek. Erre az időszakra sem a család melege volt a jellemző, hiszen anyjuk nem ölelhetette meg őket és születésüktől kezdve rendszeresen egyedül hagyták őket a sötétben, hogy így tanuljanak meg szembenézni a félelemmel és a magánnyal.

Amikor betöltötték hetedik életévüket, a fiúkat a katonai kaszárnyákba vitték, ahol megkezdődött a tényleges **kiképzésük**. Egy felügyelő szigorú utasításai szerint tanulták meg a lopakodás, a fegyverforgatás, a **vadászat** és a harcászat művészetét. A **folyamatos** edzés mellett elsajátították a matematika, a zene és a filozófia alapjait is – bár egy spártai felnőtt korára sem válhatott igazi zenészé vagy filozófussá, úgy vélték, hogy ezek az ismeretek **előnyt** jelentenek a csatatéren is.

12 éves koruktól **rendszeresen** kirakták őket a **vadonba**, mindenféle ruha és élelem nélkül, rákényszerítve őket, hogy maguk teremtsék meg a túlélés szükségleteit. A fiúkat lényegében arra bíztatták, hogy vadásszanak, harcoljanak vagy akár lopjanak másoktól – vagy egymástól –, de ha valakit rajtakaptak, amint éppen lop, azt kegyetlenül megverték. Előfordult az is, hogy két fiút egy verembe helyeztek, hogy harcoljanak meg a küzdőtér közepére helyezett darab sajtért.

Az esti vacsoránál a felügyelő trükkös kérdésekkel vizsgáztatta a fiatal spártaiakat, úgy mint „Ki a legerősebb a csapatotokban?” vagy hogy „Miért fontos, hogy matematikát tanuljatok?”. A kérdésekre gyors, érveléssel alátámasztott és szellemes válaszokat kellett adni. Aki pedig kudarcot vallott ebben, annak lábára ostorcsapásokat mértek, így akár napokra képtelenné téve őket arra, hogy napközben vadásszanak vagy lopjanak.



Egy spártai váza a Kr. e. 6. századból

A spártai fiatalok 20 évesen váltak nagykorúvá és teljes értékű állampolgárrá – de csak azután, hogy kiállták az egyik legkegyetlenebb **próbatételt**. Minden évben, a Diamastigosis nevű ünnepen a felnőtt kor küszöbére érkezett fiúkat kiállították a nyilvánosság elé és korbácsolni kezdték őket. A fiataloknak nem szabadott **kifejezniük** a fájdalmukat és lényegében azon kellett versenyezniük, hogy ki bírja a legtovább a kízzással felérő próbatételt. Akik korán feladták, azok csak a spártai középréteg tagjai lehettek és nem részesültek teljes polgárjogban.

Akik ezen is túl estek, igazi spártaiakká váltak. Ekkor azonban még továbbra is a kaszárnyákban kellett élniük, egészen harminc éves korukig, amikor is elég éretté váltak ahhoz, hogy megházasodjanak és saját családot alapítsanak – vagyis új katonákat termeljenek a városállam számára. Egészen hatvan éves korukig a spártai hadsereg tagjai voltak, ezt követően azonban a város törvényei szerint visszavonultak az aktív katonai szolgálattól.

Hasonlóan a fiúkhoz, a lányok is a családjuktól elszakítva nevelkedtek. Nekik szintén meg kellett tanulni a lándzsavetést, a birkózást és a fizikai fájdalmak elviselését, hiszen az akkori vélekedés szerint, csak egy spártai anya tud életet adni egy erős spártai gyermeknek.

<https://mult-kor.hu/nelkulzes-korbacsolas-es-trukks-kerdesek-hogyan-nevelkedtek-a-spartai-gyermekekbr-20171213>

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

*Spartan rigor unimaguably difficult city-state  
 weapon handling martial arts scrounge  
 reasoned witty answers whiplash flog*

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

- | <b>A</b>           | <b>B</b>  |
|--------------------|---|
| 1. Upbringing      | a a unit that is part of some military service            |
| 2. military force  | b suffering or death caused by lack of food               |
| 3. Starvation      | c a usual or accepted way of doing things                 |
| 4. Enslavement     | d a building or group of buildings in which soldiers live |
| 5. common practice | e to not succeed in achieving something                   |

6.	Barracks	f	to reach the age when you are legally considered to be a responsible adult
7.	Fail	g	the system in which every adult, or every male adult, in a country has to spend a period of time in the army, navy, or air force
8.	come of age	h	to stop working, usually because you have reached a certain age
9.	Retire	i	to make someone a slave
10.	military service	g	the way that your parents care for you and teach you to behave when you are growing up

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

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

1.	völgybe helyezték	a	house in barracks
2.	katonai kaszárnyákba vinni	b	were encouraged to scrounge for food
3.	szembenézni a félelemmel és a magánnyal	c	become full citizen
4.	arra bízatták, hogy lopjanak másoktól	d	were required to marry to produce new warriors for the city-state
5.	ha valakit rajtakaptak, amint éppen lop	e	retire from military service
6.	teljes értékű állampolgárrá válik	f	girls also were removed from the home
7.	megházasodjanak es új katonákat termeljenek a városállam számára	g	enduring physical pain
8.	visszavonul az aktív katonai szolgálattól	h	if caught red-handed
9.	lányok is a családjuktól elszakítva nevelkedtek	i	face fear and solitude
10.	a fizikai fájdalma elviselése	g	exposed it on the hillside

**5. Comprehension questions.**

- What was Spartan life all about?
- In what way was the Spartan family quite different from that of other Ancient Greek city-states?
- How were Spartan boys trained as soldiers?
- How did self-denial, simplicity, the warrior code, and loyalty to the city-state govern the lives of the Spartan boys?
- How did Spartan boys become full citizens?

**6. Render the text in English.**

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

## COMPREHENSION TEST

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

1. As the world's population grew, farming and trade expanded and civilizations emerged in different parts of the world—around the Eastern Mediterranean, in . . . . . , . . . . . , and . . . . . (3choices).

- a) Greece
- b) Persia
- c) India
- d) China

2. Many of the things we now take for granted, such as coins, paper, drama, sports, philosophy, and mathematics, first came into being during what is now known as . . . . .

- a) the Classical Age.
- b) the Renaissance Age.
- c) the New Age.
- d) the Modern Age.

3. The risk of a revolt turned Sparta into a military state ruled by . . . . . and a Council of Elders.

- a) one king
- b) two kings
- c) three kings
- d) four kings

4. Sparta became the strongest military power . . . . .

- a) in Italy
- b) in Mesopotamia
- c) in Greece.
- d) in China

5. . . . . Spartans were full-time soldiers, ready to fight for their city at any time.

- a) Men from 16
- b) Men from 18
- c) All adult male
- d) Men from 20

6. The tunics of Spartans were dyed . . . . . to hide bloodstains

- a) red
- b) black
- c) brown
- d) green

7. . . . . , a boy was taken from his family and sent to military school to be turned into a soldier.

- a) At the age of seven
- b) At the age of eight
- c) At the age of ten
- d) At the age of twelve

8. . . . . , a Spartan man became a full-time soldier called a hoplite, a name derived from his large heavy shield, called a hoplon.

- a) At the age of 16
- b) At the age of 18
- c) At the age of 21
- d) At the age of 20

9. After the Greek city-state of Sparta crushed the neighboring land of Messenia, Sparta forced the Messenians . . . . .

- a) to become soldiers
- b) to become slaves
- c) to become farmers
- d) to become servants

10. A Spartan man would have to marry . . . . . , to produce the next generation of warriors.

- a) by the age of 30
- b) by the age of 18
- c) by the age of 21
- d) by the age of 28

## UNIT 11

### GREEK-PERSIAN WARS

**In the early 5th century BCE**, the Persians twice attempted to conquer Greece. The Greek city-states, especially Athens and Sparta, were always squabbling with each other but they united **against the Persians**. Though hugely outnumbered, the Greeks finally fought the Persians off.



*Hoplites on the run*

This vase painting shows Greek soldiers (hoplites). The Greeks fought **on foot** in formations called phalanxes, of 8 to 50 ranks (rows). With their shields locked tightly together to form a protective wall and the spears of those in front pointing toward the enemy, the phalanx advanced at a run.



*Quick-moving Persian*

**The Persians** had greater mobility on the battlefield thanks to their lighter equipment. This archer is wearing a **soft felt cap and mail coat** in contrast to the heavy bronze helmets and body armor of the Greeks. The Persians fought at a distance, using their archers **to break up the advancing enemy** and bringing in cavalry to ride them down.

#### **KEY EVENTS**

547 BCE

Cyrus the Great, king of Persia, conquered the Ionian city-states of Anatolia (modern-day Turkey).

499 BCE

During the reign of Darius I, the Ionian city-states revolted against Persia. Athens came to their aid.

490 BCE

Darius I sent a huge army to punish Athens. The Athenians defeated the Persians at Marathon.

484 BCE

Two years into his reign, Xerxes began preparations for a massive invasion of mainland Greece.

483 BCE

The Athenian general Themistocles persuaded Athens to start building a fleet.

## Who's who?

Xerxes



Darius I's son, Xerxes, became king of Persia **in 486 BCE**. Six years later, he invaded Greece in revenge for his father's defeat at Marathon.

Artemisia



Queen of Halicarnassus (a city on the site of Bodrum, Turkey), Artemisia sent five ships to join Xerxes' fleet. She took part in the Battle of Salamis.

Leonidas

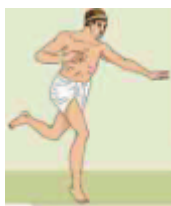


Known as **Leonidas the Brave**, this king of Sparta led an elite force of 300 Spartans on a suicide mission at Thermopylae. "Come and get them!" was Leonidas's answer to Xerxes when he ordered the Spartans **to lay down their weapons** at Thermopylae



*The Battle of Thermopylae*

This 19th-century painting shows the heroic Spartan king Leonidas. The Greeks met Xerxes' invasion force **at a narrow mountain pass**. Knowing defeat was inevitable, Leonidas sent **the rest of the Greeks** away while he and his Spartan force delayed the Persian advance. They all died.



**Marathon man**

Pheidippides was a **Greek messenger** who ran all the way from Athens to ask the Spartans for help before the Battle of Marathon but they refused to come. Another story says that he



ran 25 miles (40 km) from Marathon to Athens to announce the Greek victory—the origin of the modern marathon.

### Major battles

#### 490 BCE Marathon

This battle was fought **on the plain of Marathon**, north of Athens. Led by the Athenian general Miltiades, a much smaller Greek army defeated Darius I's invasion force.

##### *Forces*

*Greeks:* 10,000 hoplites: 9,000 from Athens, 1,000 from Plataea

*Persians:* 25,000 foot soldiers; 1,000 cavalry; 600 ships

#### 480 BCE Thermopylae

As Xerxes' invasion force moved south into Greece, the outnumbered Greeks met it at a mountain pass. They held it up for two days before the Persians found a route around.

##### *Forces*

*Greeks:* 7,000, including 300 elite Spartan troops

*Persians:* Up to 250,000, including 10,000 "Immortals" (elite infantry)

#### 480 BCE Salamis

Themistocles, commanding the Athenian fleet, lured the Persian fleet into an ambush off the island of Salamis. King Xerxes watched from the shore **as his much larger fleet was rammed and destroyed.**

##### *Forces*

*Greeks:* 378 ships

*Persians:* 800 ships

#### 479 BCE Plataea

The Greek and Persian armies clashed on Theban territory. A surprise Spartan phalanx charge made the Persian army turn and flee, giving the Greeks final victory.

##### *Forces*

*Greeks:* 40,000

*Persians:* 120,000 (including Greek allies)

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

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

1) to conquer, 2) city-state, 3) phalanx, 4) archer, 5) helmet, 6) cavalry, 7) to persuade, 8) fleet, 9) weapons, 10) marathon.

- a) a group of ships, or all of the ships in a country's navy;
- b) a large group of people standing very close to each other, usually for the purposes of defence or attack;
- c) any object used in fighting or war, such as a gun, bomb, knife, etc.;
- d) a person who shoots arrows from a bow for sport or as a weapon;
- e) a strong, hard hat that covers and protects the head;
- f) to take control or possession of foreign land, or a group of people, by force;
- g) to cause people to do or believe something, esp. by explaining why they should;
- h) a running race of slightly over 26 miles (42.195 kilometres);
- i) the group of soldiers in an army who fight (especially in the past) on horses;
- j) in the ancient world, a city and the area around it with an independent government.

### II. Put questions to the phrases in bold type.

### III. Make your own sentences with the following phrases.

- 1) to squabble with each other;
- 2) to form a protective wall;
- 3) to have greater mobility;
- 4) to fight at a distance;
- 5) in revenge for the defeat;
- 6) to lead an elite force;
- 7) to lay down the weapons;
- 8) to announce the victory;
- 9) to delay the Persian advance;
- 10) to meet it at a mountain pass.

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

1. The Persians met the Greeks in battle over .....
2. At sea a detachment of 200 Persian ships attempted to surprise the Greek fleet, but .....
3. That night a tremendous storm destroyed the Persian squadron .....
4. On land the Persians attacked the Greeks at .....
5. However, on the second night a Greek traitor guided .....
6. The Spartan general Leonidas dispatched most of the Greeks south to safety but .....
7. While the battle raged at Thermopylae, the Persian fleet attacked .....
8. Xerxes' army, aided by northern Greeks .....
9. In September the Persians burned Athens, which, .....
10. In the meantime, the Greeks decided .....

- a) to station their fleet in the Strait of Salamis.
  - b) fought to the death at Thermopylae with the Spartan and Thespian soldiers who remained.
  - c) a period of three days in August 480.
  - d) however, by that time had been evacuated.
  - e) the Greeks, forewarned, engaged the main Persian navy.
  - f) the Greek navy, with both sides losing many ships.
  - g) the best Persian troops around the pass behind the Greek army.
  - h) while the Greeks were safely in port.
  - i) Thermopylae for two days but suffered heavy losses.
  - j) who had joined it, marched south.
- <https://www.britannica.com/event/Greco-Persian-Wars>

### V. Complete the following sentences with the phrases below.

Politically, the Greeks did not 1) ..... . This seems clear from 2) ..... (something more or less democratic is implied by this word) made at 3) ..... ; these were perhaps influenced by 4) ..... back in Athens (see below). Political dislike of satrapal control is also 5) ..... made after the revolt ended in 494: the Persians Artaphernes and Mardonius granted a degree of autonomy by instituting 6) ..... ; they abstained from financial reprisals and from demanding indemnities and merely 7) ....., but after a more precise survey; and above all, Herodotus says, they “put down 8) ....., and in lieu of them established democracies.” The meaning and even the truth of this last concession are alike disputed. Although there certainly were still tyrants in some 9) ..... in 480, some improvement 10) ..... is surely implied.

- A- on arbitrary one-man government
- B - exacted former levels of tribute
- C - like satrapal control

- D - the beginning of the revolt
  - E - very recent democratic developments
  - F - Persian-held eastern Greek states
  - G - implied by the concessions
  - H - the proclamations of isonomia
  - I - all the despots throughout Ionia
  - J - a system of intercity arbitration
- <https://www.britannica.com/event/Greco-Persian-Wars>

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



- a) While the Persian cavalry was away, he seized the opportunity to attack.
- b) However, in 490 a Persian army of 25,000 men landed unopposed on the Plain of Marathon, and the Athenians appealed to Sparta to join forces against the invader.
- c) In 500 BCE the Greek city-states on the western coast of Anatolia rose up in rebellion against Persia.
- d) The Greeks then prevented a surprise attack on Athens itself by quickly marching back to the city.
- e) The Athenians were commanded by 10 generals, the most daring of whom was Miltiades.
- f) This uprising, known as the Ionian revolt (500–494 BCE), failed, but its consequences for the mainland Greeks were momentous.
- g) Athens and Eretria had sent a small fleet in support of the revolt, which Darius took as a pretext for launching an invasion of the Greek mainland.
- h) The Greeks won a decisive victory, losing only 192 men to the Persians' 6,400 (according to the historian Herodotus).
- i) Owing to a religious festival, the Spartans were detained, and the 10,000 Athenians had to face the Persians aided only by 1,000 men from Plataea.
- j) His forces advanced toward Europe in 492 BCE, but, when much of his fleet was destroyed in a storm, he returned home.

<https://www.britannica.com/event/Greco-Persian-Wars>

## VII. Render the text in English.



Навесні 490 до н. е. перська армія під командуванням полководців Датіса й Артаферна вирушила морським шляхом через острови Родос, Наксос і Делос до Евбеї і, захопивши її, висадила на марафонській рівнині, де відбулася знаменита битва під Марафоном (490 р. до н. е.), в якій афіняни та платейці під командуванням Мільтіада одержали вагому перемогу над персами.

Протягом 10-річного перепочинку в Афінах з ініціативи вождя демократичного угруповання Фемістокла був створений великий флот. Напередодні перського походу у Коринфі відбувся Істмійський конгрес, де 30 грецьких держав уклали союз. Новий похід персів у 480 р. до н. е. очолював цар Ксеркс. Перське військо прорвалося через гірський прохід Термопіли, який захищали греки під командуванням спартанського царя Леоніда, спустошили Беотію, Аттику та зруйнували Афіни.

Однак, у тому ж році перський флот зазнав тяжкої поразки біля острова Саламін. 479 р. до н. е. при Платеях було розгромлено сухопутне військо персів. У цей же час перський флот зазнав поразки біля мису Мікале. Ці перемоги, по суті справи, вирішили результат греко-перських воєн: перси змушені були звільнити територію Греції, а греки перенесли військові дії в район Егейського моря та в Малу Азію.

У 470-х роках до н. е. союзна грецька армія під командуванням афінського полководця Кімона одержала кілька перемог, захопила узбережжя Фракії, низку островів Егейського моря та Візантії й у 469 р. до н. е. завдала нищівної поразки персам у битві при гирлі р. Еврімедонт.

Проте військові дії з тривалими перервами продовжувалися до 449 р. до н. е., коли в битві біля м. Саламіні (на Кіпрі) греки одержали велику перемогу. Після цього з Персією був укладений так званий Каллієвий мир (названий за іменем афінського уповноваженого), за яким Персія позбавлялась своїх володінь в Егейському морі, Геллеспонті та Босфорі й визнавала за полісами Малої Азії політичну незалежність.

[https://uk.wikipedia.org/wiki/Греко-перські\\_війни](https://uk.wikipedia.org/wiki/Греко-перські_війни)

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

### A sorsfordító szalamiszi csata idejéből való épületre bukkantak

Múlt-kor

2019.06.27.

Egy nagyméretű ókori görög épület maradványai kerültek elő a 2500 évvel ezelőtti, **legendás** szalamiszi tengeri ütközet helyszínének közelében – jelentette be a görög kulturális minisztérium a Newsweek cikke szerint. Az építmény **romjait** a Szalamisz szigetének partjai mentén lévő sekély vízben fedezték fel, és 2018 júniusában és júliusában egy különleges technika segítségével vizsgálták át és datálták a régészek.

A víz alatti kutatásra specializálódott **régészek** felmérést végeztek a sziget partjai mentén, amikor a sekély vízben a romokra bukkantak. Az építmény körülbelül 15 méter hosszú, és egy észak-déli tengelyen helyezkedik el. A kutatók szerint nagy középület lehetett, amely a Kr. u. 3. századig, a késő római korig használatban maradt.

A kutatók szerint ez lehetett a sziget egyik fő **középülete**, mivel a város legalacsonyabb pontján helyezkedett el – a kikötőben. Az épületmaradványok mellett a régészek kerámiadarabokat, szobrokat, oszlopokat és más, az épülethez tartozó leleteket is találtak. A márványtárgyak között van egy fej is, amely egy sportoló vagy isten szobrához tartozhatott. E lelet a Kr. e. 4. századra datálható.



A márvány szoborfej (kép forrása: Newsweek)

A 2018-as felmérés során a kutatók új technikát is alkalmaztak: egyfajta mobilgáttal vették körbe a romokat, így a vízszintet csökkentve jobban meg tudták vizsgálni a maradványokat, és az üledékből is jobb mintákat tudtak venni a datáláshoz.

Az épület azért is fontos **felfedezés**, mert segíthet a kutatóknak képet alkotni a **térség** 2500 évvel ezelőtti topográfiájáról. Ekkoriban – Kr. e. 480-ban – **zajlott** ugyanis a szalamiszi csata.

Az ütközetben a perzsa katonai sikerek sorozata után a görög városállamok szövetsége Themisztoklész vezetésével fordított a helyzeten, és a szalamiszi tengersizorban kisebb hajóikkal **szétzúzták** a nagyobb, nehézkes mozgású hajókból álló perzsa flottát.

A görögök annak ellenére arattak győzelmet, hogy a perzsák számbéli fölényben is voltak. A szalamiszi **csata** volt a görög-perzsa háborúk egyik utolsó nagy ütközete, és valódi fordulópontot jelentett a görög – és ezáltal az európai – történelemben, mivel a Perzsa Birodalom ezt követően nem jelentett **fenyegetést** a görög városállamokra.

<https://mult-kor.blogstar.hu/2019/06/27/a-sorsfordito-szalamiszi-csata-idejebol-valo-epuletre-bukkantak/75259/>

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

*remains site huge shallow waters  
carry out a survey structure axis  
public building flexible barrier sediment*

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

- |             |   |   |
|-------------|---|---|
| 1. Discover | a | to be more in number than another group   |
| 2. Battle   | b | a narrow passage of water between two areas of land, usually connecting two seas                                    |
| 3. arrange  | c | to produce a complete description or copy of an event by collecting together pieces of information                  |
| 4. Port     | d | a fight between opposing armies, groups of ships, groups of people etc, especially one that is part of a larger war |

5. Survey	e	to put a group of things or people in a particular order or position
6. take samples of	f	a place where ships can be loaded and unloaded be in port
7. Reconstruct	g	a general description or report about a particular subject or situation
8. strait	h	to take or try a small amount of something
9. Outnumber	i	a group of ships, or all the ships in a navy
10. Fleet	g	to find out something that you did not know about before

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

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

1. nagyméretű épület	a	a turning point in European history
2. szalamiszi tengeri ütközet	b	monumental Structure
3. fordulóponot jelentett az európai történelemben	c	located at the lowest point of the ancient city
4. a késő római korig használatban	d	other features relating to the building
5. a város legalacsonyabb pontján helyezkedett el	e	appears to date to the fourth century B.C.
6. az épülethez tartozó leleteket is találtak	f	the Persian fleet had difficulty maneuvering
7. nehézkes mozgású perzsa flotta	g	battle in the Greco-Persian Wars
8. a görög-perzsa háborúk egyik ütközete	h	drain the area
9. a vízszintet csökkentve	i	was used until the late Roman times
10. a Kr. e. 4. századra datálható	g	naval battle of Salamis

**5. Comprehension questions.**

- What was the first great naval battle recorded in history?
- How and where was the monumental structure found?
- Why is the Battle of Salamis considered to be a turning point for Western civilization?
- What do researchers believe the monumental structure was used for?
- Why is the discovery of the building important?

**6. Render the text in English.**

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

**COMPREHENSION TEST**

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

1. . . . . , the Persians twice attempted to conquer Greece.

- a) In the late 5th century BCE
- b) In the late 10th century BCE
- c) In the early 10th century BCE
- d) In the early 5th century BCE

2. The Greeks fought . . . . . in formations called phalanxes, of 8 to 50 ranks (rows).

- a) on horses

- b) on elephants
  - c) on chariots
  - d) on foot
3. The Persians had greater mobility on the battlefield thanks to their . . . . .
- a) cavalry
  - b) chariots
  - c) lighter equipment
  - d) harder equipment
4. In 483 BCE the Athenian general . . . . . persuaded Athens to start building a fleet.
- a) Darius I
  - b) Themistocles
  - c) Xerxes
  - d) Artemisia
5. Darius I's son, . . . . ., became king of Persia in 486 BCE. Six years later, he invaded Greece in revenge for his father's defeat at Marathon.
- a) Leonidas
  - b) Themistocles
  - c) Xerxes
  - d) Artemisia
6. Queen of Halicarnassus (a city on the site of Bodrum, Turkey), . . . . . sent five ships to join Xerxes' fleet. She took part in the Battle of Salamis.
- a) Leonidas
  - b) Themistocles
  - c) Darius I
  - d) Artemisia
7. Known as . . . . . the Brave, this king of Sparta led an elite force of 300 Spartans on a suicide mission at Thermopylae.
- a) Leonidas
  - b) Themistocles
  - c) Darius I
  - d) Artemisia
8. . . . . was a Greek messenger who ran all the way from Athens to ask the Spartans for help before the Battle of Marathon but they refused to come.
- a) Leonidas
  - b) Themistocles
  - c) Darius I
  - d) Pheidippides
9. In 480 BCE . . . . ., commanding the Athenian fleet, lured the Persian fleet into an ambush off the island of Salamis.
- a) Leonidas
  - b) Themistocles
  - c) Darius I
  - d) Pheidippides
10. In 490 BCE the battle was fought on the plain of Marathon, north of Athens. Led by the Athenian general Miltiades, a much smaller Greek army defeated . . . . . invasion force.
- a) Leonidas
  - b) Themistocles
  - c) Darius I
  - d) Pheidippides



## UNIT 12

### CELTIC WARRIORS

The Celts (called “Gauls” by the Romans) were not a single people but consisted of **scattered tribes** ruled by warrior chiefs. Originally from an area north of the Alps, some tribes migrated south after 400 BCE, clashing with the Greeks and Romans. Archaeologists call the Celtic culture of this period La Tene, after a Swiss site. By 100 BCE, the La Tene culture had spread throughout Europe.

#### Celtic gods

Celtic religion was tied in with **the farming year and nature**. Hundreds of gods were worshipped under different names throughout the Celtic world. Here are four:

##### *Belenus*

The god of sun and fire, Belenus was associated **with the Beltane festival on May 1**, when fires were lit to purify cattle.

##### *Brigit*

Also known as Brigantia, Brigit was **the goddess of healing, poetry, and fertility**. In Ireland, she was later adopted as a Christian saint.

##### *Cernunnos*

This horned god was associated with fertility, nature, harvest, and the underworld.



##### *Epona*

The goddess Epona was **the protector of horses**. Roman soldiers adopted her, and built her a temple in Rome.



#### The world of the druids

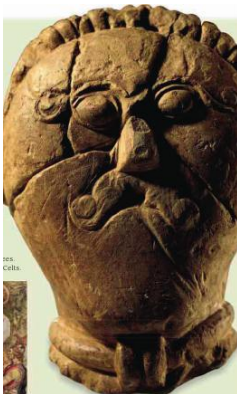
Celtic priests were called druids. The druids carried out many rituals and may have offered up **human sacrifices to the gods**. This picture shows a druid using a golden sickle to cut mistletoe in a grove of oak trees. Mistletoe was a sacred plant **to the Celts**.

According to Julius Caesar, who is the principal source of information about the Druids, there were two groups of men in Gaul that were held in honour, the Druids and the noblemen (equites). Caesar considered that the Druids **took charge of public and private sacrifices**, and many young men went to them for instruction. They judged all public and private quarrels and decreed penalties. If anyone disobeyed their decree, he was **barred from sacrifice**, which was considered **the gravest of punishments**. One Druid was made

the chief; upon his death, **another was appointed**. If, however, several were equal in merit, the Druids voted, although they sometimes resorted to armed violence. Once a year the Druids assembled **at a sacred place in the territory of the Carnutes**, which was believed to be the centre of all Gaul, and all legal disputes were there submitted to the judgment of the Druids.

Caesar also recorded that the Druids abstained from warfare and paid no tribute. Attracted by those privileges, many joined the order **voluntarily or were sent by their families**. They studied ancient verse, natural philosophy, astronomy, and the lore of the gods, some spending as much as 20 years in training. The Druids' principal doctrine was that **the soul was immortal and passed at death from one person into another**.

The Druids offered human sacrifices for those who were gravely sick or in danger of death in battle. Huge wickerwork images were filled with living men and then burned; although the Druids preferred to sacrifice criminals, they would choose innocent victims **if necessary**.



### **Celtic hero**

This Celtic head, found at a site near Prague, in the Czech Republic, has staring eyes and a swept-back mustache. Around its neck is a torc—the metal neck ring worn by Celtic warriors. The Romans admired the courage of the Celts, but thought they were boastful and drank too heavily.

### **Wild warriors**

#### ***Brennus***

This chieftain led an army of Gauls to attack Rome in 390 BCE. Guard geese sounded the alarm, but the Romans had to give Brennus gold to make him leave.

#### ***Caractacus***

**From his Welsh hideout**, Caractacus resisted the Roman invasion of Britain for six years, but eventually he was captured and taken to Rome.

#### ***Boudicca***

Queen of the Iceni, a tribe in eastern England, Boudicca led a rebellion against the Romans in 61 CE.

### **After the Romans**

In Gaul and Britain, Celtic culture merged with that of the occupying Romans. After the Romans left, Germanic invaders pushed the surviving Celts **back into Brittany in France, and into Wales, Cornwall, and southwest Scotland in Britain**.



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

1) warrior, 2) archaeologist, 3) to worship, 4) healing, 5) fertility, 6) druid, 7) mistletoe , 8) noblemen, 9) tribute, 10) chieftain.

- a) an evergreen plant (one that never loses its leaves) that grows on trees, with small, white fruits and pale yellow flowers;
- b) a member of the nobility (the highest social rank in a society);
- c) the leader of a tribe;
- d) a soldier, usually one who has both experience and skill in fighting, especially in the past;
- e) someone who studies the buildings, graves, tools, and other objects of people who lived in the past;
- f) a priest of a religion followed in Britain, Ireland, and France, especially in ancient times;
- g) the process of becoming well again, especially after a cut or other injury, or of making someone well again;
- h) to have or show a strong feeling of respect and admiration for God or a god;
- i) something that you say, write, or give that shows your respect and admiration for someone, especially on a formal occasion;
- j) (of land) the quality of producing a large number of good quality crops.

### **II. Put questions to the phrases in bold type.**

### **III. Make your own sentences with the following phrases.**

- 1) to be ruled by warrior chiefs;
- 2) the god of sun and fire;
- 3) to be adopted as a Christian saint;
- 4) to carry out rituals;
- 5) the principal source of information;
- 6) to take charge of public and private sacrifices;
- 7) the gravest of punishments;
- 8) to resort to armed violence;
- 9) to abstain from warfare;
- 10) to choose innocent victims.

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

##### Celtic Warriors



1. For hundreds of years, the Celtic warrior represented .....
  2. To the Romans, Greeks and other "civilized" people, the Celts .....
  3. It was a well-earned reputation, and they repeatedly gave .....
  4. Celtic warriors stood a head taller than their Mediterranean opponents and are .....
  5. The Celtic warriors, or Gauls as they were called in the French part of their range, spiked their hair up with lime and .....
  6. Their attacks on the battlefield were fearless, wild and savage, but .....
  7. As the Celts spread over their vast range, having conquered most of Europe at their height, .....
  8. In Spain, they became master swordsmen accustomed to .....
  9. In southern Gaul they developed impressive armor and preferred long swords, while in Britain they .....
  10. However, whether in Asia Minor or Ireland, the Celtic warrior remained essentially the same, .....
- a) they were also skilled and deadly.
  - b) a capable warrior and someone to be feared.
  - c) the Mediterranean world reason to fear them.
  - d) up-close combat with their short swords.
  - e) the quintessential barbarian warrior to the settled peoples of the Mediterranean.
  - f) wore horned and winged helmets to emphasize their large stature.
  - g) their warriors developed different styles of warfare.
  - h) were a re-occurring nightmare that unpredictably erupted from darker Europe.
  - i) continued to fight from chariots that they had adapted to rough ground.
  - j) described as having muscular physiques.
- <http://www.ancientmilitary.com/celtic-warriors.htm>

#### V. Complete the following sentences with the phrases below.

##### Celtic Cavalry



At first, horses were used only 1)..... . Each chariot consisted of 2) ..... : a driver and a noble warrior or champion. The ancient writers described the Celtic chariots use as 3) ..... . The chariot would drive into the battle where the warrior jumps out of the vehicle and 4) ..... . Once the warrior tired he would 5) ..... . The chariots would also drive up and

down the battle lines throwing javelins and intimidating opponents 6) ..... Caesar describes the drivers as extremely agile on the chariot, they would even climb forward on the yoke 7) ..... Celtic chariots used a suspension system that allowed them to operate on rough ground and 8) .....

Mounted cavalry arose only later, particularly in Britain where chariots were still used in battle much longer 9) ..... Celtic riders were usually rather light cavalry. They fought by first unleashing a hail of javelins on their opponents, then they followed up by attacking with lances and swords. An exception to this was the nobles who 10) ..... , particularly in Gaul.

- A - fights as an infantry warrior
- B - often functioned as heavy cavalry
- C - in conjunction with chariots
- D - than anywhere else in the world
- E - two crew members
- F - in order to steer the horses better.
- G - a mixture of cavalry and infantry tactics
- H - with the loud noises they made.
- I - jump back on the chariot.
- J - even on steep hillsides

<https://en.wikipedia.org/wiki/Chariot>

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

### **Celts as Barbarians**

- a) They were called Keltoi or Galatae by the Greeks and Celtae or Galli by the Romans.
- b) Dionysius said that their "manner of fighting, being in large measure that of wild beasts and frenzied, was an erratic procedure, quite lacking in military science.
- c) Greek and early Roman civilization faced major threats from Celtic invaders.
- d) Such descriptions have been challenged by contemporary historians.
- e) To the Ancient Greeks and Romans the Celtic warrior was the archetypal barbarian, stereotypically presented as massive, powerful, and malicious.
- f) And again they would deliver crosswise blows aimed at no target, as if they intended to cut to pieces the entire bodies of their adversaries, protective armour and all".
- g) Later, the situation was reversed as the expanding Roman Empire gradually conquered most of the Celts.
- h) Thus, at one moment they would raise their swords aloft and smite after the manner of wild boars, throwing the whole weight of their bodies into the blow like hewers of wood or men digging with mattocks.
- i) In the 5th century BC a Greek writer Ephoros described the Celts as one of the four great barbarian peoples, along with the Persians, the Scythians and the Libyans.
- j) The Celts were described by classical writers such as Strabo, Livy, Pausanias, and Florus as fighting like "wild beasts", and as hordes.

<https://en.wikipedia.org/wiki/Chariot>

## VII. Render the text in English

### КЕЛЬТИ



Кельтами зуться племена індоєвропейського походження, які в давнину займали великі площі в Західній і Центральній Європі. Це був дуже войовничий народ, який в 390 р. до н.е. навіть захопив і пограбував Рим. Але міжусобні війни ослабили його. В результаті германці та римляни витіснили кельтів з їх земель. Ці племена так і залишилися оточеними численними таємницями, інтригами та міфами. Давайте ж спробуємо зрозуміти, ким же насправді вони були.

Важко сказати що-небудь певне про походження кельтів. Деякі історики вважають, що вони населяли Британію ще 3200 років тому, а інші – що навіть задовго до цього. Але ясно одне — міграція кельтів почалася приблизно в 400 р. до н.е. з Центральної Європи. Племена стали поширюватися у всіх напрямках, але на півдні їм довелося зіткнутися з сильними римлянами. Виявилось, що войовничим, але розрізненим кельтам протистояла єдина уніфікована імперія. Племена ж постійно воювали одне з одним, не прагнучи об'єднання проти спільного ворога. В результаті деякі з племен виявилися повністю знищеними, інші підкорилися римлянам, перейнявши їхню культуру, а треті взагалі рушили у віддалені місцевості — в Ірландію, Шотландію та Уельс. Там досі існують громади сучасних кельтів, які прагнуть зберегти свою культуру. Слід відмітити, що в своїх мандрах кельти дісталися навіть до Греції і Єгипту.

Деякі дослідники вважають, що кельти були малоосвіченими. І знову варто зрозуміти, що римляни всіляко прагнули виставити своїх суперників у максимально негативному світлі. Насправді, цей народ зовсім не був таким простуватим, яким його уявляють. Більш того, кельти володіли тим, чого не було навіть у римлян, — точним календарем. Так, існував юліанський календар, але кельти володіли власним календарем з Коліньї. Його знайшли саме в цьому французькому місті ще в 1897 р., що і дало ім'я відкриттю. Мало того, що у нього незвичайний вигляд – календар виявився виконаним з таємничих металевих пластин з численними мітками: дірочками, номерами, лініями, набором грецьких і римських літер. За сто років вчені змогли лише зрозуміти, що мають справу з календарем, але принцип його функціонування залишався загадкою. Тільки в 1989 р. винахід кельтів вдалося розшифрувати. Виявилось, що знахідка являла собою сонячно-місячний календар, який на підставі циклів появи небесних світил розраховував час року. Для тодішньої цивілізації календар був досить точним, будучи передовим винаходом. З його допомогою кельти могли передбачити, де буде знаходитися на небі Сонце в ті чи інші місяці. Ця знахідка наочно довела, що кельти мали розвинуте наукове і математичне мислення. Цікаво було б порівняти винахід «варварів» з тим календарем, яким користувалися римляни. Він також вважався досить точним для свого часу, маючи похибку з реальним сонячним календарем всього в 11,5 хвилини на рік. Але за



століття ця похибка швидко накопичується. В результаті в наш час римляни святкували початок весни тоді, коли на дворі був серпень. А ось кельтський календар навіть сьогодні правильно зміг би передбачати час року. Так що римлянам було чому повчитися у «неосвічених» варварів.

<https://molomo.com.ua/myth/celts.html>

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

### A druidák tervezték a legendás "római" utakat

2013. október 15. 18:13

Az egyenes, mérnöki pontossággal **megtervezett** római utak mítoszáról rántja le a leplet egy újonnan **megjelenő** könyv, amely azt állítja, hogy az érdem valójában a keltáké.



A vaskori Britanniáról, Európáról és a babonás, barbár keltákról alkotott, sztereotípiáktól hemzsegő kétezer éves képet próbálja **megváltoztatni** – vagy legalábbis árnyalni – Graham Robb. A brit író-történész új könyvében, *Az ősi utak - a kelta Európa elveszett térképének felfedezése (The Ancient Paths: Discovering the Lost Map of Celtic Europe)* című munkájában leírja, hogy a druidák térképkészítő képességeit a történészek csak évszázadokkal később fedezték fel, és ők voltak az elsők, akik „megalkották a történelem legkorábbi pontos térképeit”.

A kelták tudományos teljesítményét szinte teljesen **elfelejtették** az eltelt évszázadokban, ezért **döntött** úgy a témán öt éven keresztül dolgozó Robb, hogy leszámol a fakunyhókban lakó nép bántóan leegyszerűsítő sztereotípiájával. Könyvében **kifejti**, hogy a druidák, azaz a kelták

papjai koruk legnagyobb tudományos elméi voltak, akik amellett, hogy a vallási életet **szervezték**, döntőbíráskodtak és gyógyítással foglalkoztak, komoly **eredményeket** értek el a tudomány területén is.

A druidák ezenfelül már az időszámításunk előtti 4. században egyenes utakat terveztek és építettek – azaz több száz évvel azelőtt, hogy a hódító rómaiak végigmasíroztak volna a szigetország déli részein.

„Saját úthálózatuk volt, ahol a római legionáriusok vonultak” – így Robb. „Gyakran kérdezték, hogyan sikerült megépíteniük a rómaiaknak az Exeter és Lincoln között futó Fosse Way-t. Tudniuk kellett, hol végződik, holott Britannia ezen részét csak évtizedekkel később hódították meg a rómaiak. Hogyan sikerülhetett volna ez, ha nem ismerték a kelták útját?” – kérdezte sokat sejtetően a történész.





A gloucestershire-i Fosse Way

Robb először akkor vetette fel elméletét, amikor **eltervezte**, hogy kerékpárral végigteker az Ibériai-félszigettől az Alpokig több ezer kilométeren át egyenesen futó ősi úton, a Via Heraclea-on. A kutató ekkor **vette észre**, hogy a napforduló napkelte-pontjának irányvonalát követő út kelta településmaradványok mentén húzódik. Robb több száz franciaországi, angliai és írországi települést térképezett fel, s megállapította, a kelták úgy szervezték meg a településhálózatukat, hogy az a Napistenük útját tükrözze.

<https://mult-kor.hu/20131015> a druidak terveztek a legendas romai utakat

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

*myth    superstitious    map-making skills  
Iron Age Britain    conquer    Celtic settlement remains  
map    created    developed the straight roads    marched across*

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

- |                |  |
|----------------|--|
| 1. Merit       | a very cruel and violent   |
| 2. Barbaric    | b using cruel words or physical violence   |
| 3. Achievement | c a member of an ancient group of priests, in Britain, Ireland, and France, before the Christian religion                |
| 4. Abusively   | d an advantage or good feature of something  |
| 5. Simplistic  | e something important that you succeed in doing by your own efforts  |
| 6. Druids      | f the act of getting control of a country by fighting  |
| 7. Celtic      | g the time when the sun is furthest north or south of the equator  |
| 8. Conquest    | h to discover or learn something by study, tests, sums etc   |
| 9. Solstice    | i of an ancient European people who are related to the Irish, Scots, Welsh, and Bretons, or of their language or culture |
| 10. find       | g treating difficult subjects in a way that is too simple  |

- 3. Read the text and explain the Hungarian words in bold in English.**  
**4. Match the following Hungarian expressions with their English equivalents.**

- |  |   |  |
|--|---|--|
| 1. lerántja a leplet                                 | a | intellectually advanced thinkers           |
| 2. sztereotípiáktól hemzsegő kép                     | b | ancient route that runs in a straight line |
| 3. legnagyobb tudományos elméi                       | c | wood-dwelling people                       |
| 4. elméletét vetette fel                             | d | be exposed                                 |
| 5. kerékpárral végigteker                            | e | stereotyped image                          |
| 6. egyenesen futó ősi úton                           | f | earliest accurate map                      |
| 7. napforduló napkelte-pontjának irányvonalát követő | g | came up with the theory                    |
| 8. Napistenük útját tükrözze                         | h | to cycle                                   |
| 9. fáknyhókban lakó nép                              | i | mirror the paths of their Sun God          |
| 10. legkorábbi pontos térkép                         | g | plotted along the solstice lines           |

**5. Comprehension questions.**

- What has been exposed by a new book?
- What do Graham Robb's findings bring into question?
- What were the Druids in reality?
- What theory does Mr Robb, former fellow of Exeter College, Oxford, first came up with?
- What does The Ancient Paths suggest?

**6. Render the text in English.**

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

**COMPREHENSION TEST**

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

1. The Celts (called . . . . . by the Romans) were not a single people but consisted of scattered tribes ruled by warrior chiefs.  
a) "Gemans"    b) "Gauls"  
c) "Barbarians"    d) "Druids"
2. . . . . , the god of sun and fire, was associated with the Beltane festival on May 1, when fires were lit to purify cattle.  
a) Brigit    b) Cernunnos  
c) Epona    d) Belenus
3. . . . . was the goddess of healing, poetry, and fertility. In Ireland, she was later adopted as a Christian saint.  
a) Brigit    b) Cernunnos  
c) Epona    d) Belenus
4. This horned god was associated with fertility, nature, harvest, and the underworld.  
a) Brigit    b) Cernunnos  
c) Epona    d) Belenus

5. . . . . was the protector of horses. Roman soldiers adopted her, and built her a temple in Rome.
- a) Brigit
  - b) Cernunnos
  - c) Epona
  - d) Belenus
6. . . . . was a sacred plant to the Celts.
- a) Cannabis
  - b) Peyote
  - c) Salvia
  - d) Mistletoe
7. This chieftain led an army of Gauls to attack Rome in 390 BCE. Guard geese sounded the alarm, but the Romans had to give Brennus gold to make him leave.
- a) Brennus
  - b) Caractacus
  - c) Boudicca
  - d) Caesar
8. From his Welsh hideout, . . . . . resisted the Roman invasion of Britain for six years, but eventually he was captured and taken to Rome.
- a) Brennus
  - b) Caractacus
  - c) Boudicca
  - d) Caesar
9. Queen of the Iceni, a tribe in eastern England, . . . . . led a rebellion against the Romans in 61 CE.
- a) Brennus
  - b) Caractacus
  - c) Boudicca
  - d) Caesar
10. In Gaul and Britain, Celtic culture merged with that of the occupying . . . . .
- a) Romans.
  - b) Greeks.
  - c) Scandinavians.
  - d) Turks.

## UNIT 13

### ROMAN EMPIRE

The Roman Empire grew slowly at first—it took 500 years for the small city of Rome to conquer the whole of Italy—but by the 1st century CE, its frontiers stretched **from Spain in the west to Syria in the east**. This vast empire of more than 60 million people was held together by a strong and efficient system of provincial government, backed by the army.



#### The Roman world

Shown in red on the map above is the Roman Empire in 118 CE, during the reign of Emperor Hadrian. The empire was divided **into about 45 provinces**, each headed by a governor.



*Head of Rome*

**Standard coins** were issued across the empire. They were stamped with the head of the emperor to show who was in charge.

#### Enemies of Rome

**Samnites.** The **Samnites** lived in the mountains of southern Italy. They were always ready to make trouble for the Romans, who fought three major wars against them in the 4th and 3rd centuries BCE.

**Carthaginians.** The Carthaginians were **Rome's bitterest enemies** in the 3rd century BCE. Their empire, which at times included North Africa, Spain, Corsica, Sardinia, and most of Sicily, blocked Roman expansion in the Mediterranean.

**Parthians.** The Parthians, who ruled Persia from the 3rd century BCE, were a threat **on the eastern frontier**. The Romans never forgot their **humiliating defeat by the Parthians** at Carrhae (Harran, Turkey) in 53 BCE.

**Cimbri and Teutones.** The Cimbri and Teutones were two tribes **from northern Europe** who threatened northern Italy in the 2nd century BCE. The Cimbri defeated **two Roman armies** at Arausio (Orange, France) in 105 BCE.

**Marcomanni.** The Marcomanni, a Germanic tribe from north of the Danube frontier, invaded Roman territory in the 2nd century CE. Emperor Marcus Aurelius expelled them but had **to fight a lengthy war against them**.



### *Brilliant engineers*

The Romans built this impressive aqueduct **to carry fresh water across the Gard River** to the city of Nemausus (Nomes) in southern France. The Romans were skilled engineers. Their network of paved, all-weather roads linked towns and cities across the empire.

### **Roman society**

During the reign of Augustus (ruled 27 BCE – 14 CE), only **a tenth of the empire's population** were full citizens—women and slaves were among those excluded. People's place in society depended **on their birth**—whether they were a patrician (noble) or pleb (ordinary citizen)—and their wealth.



### *Dressed for success*

**Only citizens** could wear a toga—this toga's purple stripe indicates that the man is a senator. **His wife** wears a stola (dress) and palla (cloak).



### *Soldier and captive*

Prisoners taken in war **were sold into slavery**. They might become gladiators and fight in the arena, or be sent to row in war galleys.



### *Former slaves*

Many working people in Rome were former slaves who had been freed by their masters. **Their children** automatically became citizens.

## Famous generals



*Scipio Africanus*

Leading the fight against the Carthaginians in the Second Punic War, Scipio took the war to Africa, where he defeated **Hannibal at the Battle of Zama (202 BCE)**.



*Pompey the Great*

A famous general of the 1st century BCE, Pompey won victories in the east and in Spain. In 67 BCE, he defeated the pirates **who had been terrorizing traders in the Mediterranean**.



*Trajan*

Born in Spain, Trajan became emperor in 98 CE. He conquered Dacia (Romania) and part of Mesopotamia, and his victories are displayed on Trajan's Column in Rome.

## Roman gods

The Romans had hundreds of gods and goddesses **associated with every aspect of life**. These are some of the major ones:

*Jupiter*, king of the gods

*Juno*, queen of the gods

*Mars*, god of war

*Venus*, goddess of love and beauty

*Neptune*, god of the sea

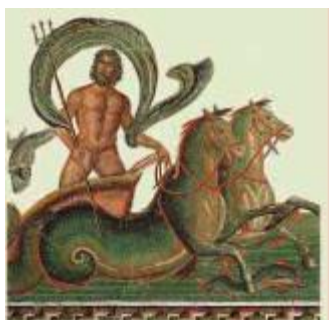
*Apollo*, god of the Sun and the arts

*Diana*, goddess of the Moon and hunting

*Minerva*, goddess of wisdom

*Vulcan*, blacksmith of the gods

*Vesta*, goddess of the hearth



Neptune in his sea chariot

## KEY EVENTS

### 1CE

The population of the city of Rome reached **approximately one million**, making it the world's largest city.

### 117

The Roman Empire reached its fullest extent, thanks to Trajan's conquests in the east.

### 212

Emperor Caracalla **granted full Roman citizenship** to all free adult males living in the empire.

### 476

Barbarians overthrew the Western Roman Empire. The Eastern (Byzantine) Empire lasted until 1453.

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

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

1) empire , 2) governor , 3) expansion, 4) threat, 5) to expel, 6) aqueduct, 7) patrician 8) pleb, 9) senator, 10) gladiator.

- a) a politician who has been elected to a Senate;
- b) a group of countries ruled by a single person, government, or country;
- c) a person in charge of a particular political unit;
- d) a structure for carrying water across land, especially one like a high bridge with many arches that carries pipes or a canal across a valley;
- e) in ancient Rome, a man who fought another man or an animal, usually until one of them died, for public entertainment;
- f) a person of high social rank;
- g) a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed;
- h) a person of a low social class;
- i) to force someone to leave a country, organization, or school;
- j) the increase of something in size, number, or importance;

### II. Put questions to the phrases in bold type.

### III. Make your own sentences with the following phrases.

- 1) to conquer the whole of;
- 2) efficient system of provincial government;
- 3) to show who is in charge;
- 4) to be ready to make trouble;
- 5) to fight a lengthy war against smb.;
- 6) to be among those excluded;
- 7) to be sold into slavery;
- 8) to row in war galleys;
- 9) to be associated with every aspect of life;
- 10) to grant full Roman citizenship.

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

- 1. For hundreds of years, the Celtic warrior represented .....
- 2. It was during the rule of Tiberius (14–37) that .....
- 3. Thereafter, Christians were tolerated at best—but often tortured or killed —.....
- 4. In 313 an edict of toleration for all religions was issued, and from about 320 Christianity .....



5. But the empire was dying. The last of Constantine's line, Theodosius I (379–395), .....
6. The Western Empire, suffering from repeated invasions and the flight of the peasants into the cities, had grown weak compared with the East, .....
7. When Theodosius died, in 395, Rome .....
8. The West was severely shaken in 410, when the city of Rome was sacked by the Visigoths, .....
9. The fall of Rome was completed in 476, when the German chieftain Odoacer .....
10. The East, always richer and stronger, continued as the Byzantine Empire .....

- a) Jesus Christ was crucified.
  - b) through the European Middle Ages.
  - c) where spices and other exports virtually guaranteed wealth and stability.
  - d) deposed the last Roman emperor of the West, Romulus Augustulus.
  - e) the quintessential barbarian warrior to the settled peoples of the Mediterranean.
  - f) split into Eastern and Western empires.
  - g) until the reign of Constantine I (312–337).
  - h) a wandering nation of Germanic peoples from the northeast.
  - i) was the last emperor to rule over a unified Roman Empire.
  - j) was favoured by the Roman state rather than persecuted by it.
- <https://books.google.com.ua/books>

**V. Complete the following sentences with the phrases below.**



The Roman Empire was distinguished not only for its outstanding army—1) ..... — but also for its accomplishments in intellectual endeavours. Roman law, for example, was 2) ....., which were all finally codified in the 6th century (see Justinian, Code of). Rome's roads were 3) ....., designed for 4) ..... and adapted to a wide variety of functions: commerce, agriculture, mail delivery, pedestrian traffic, and military movements. Roman city planners achieved 5) ..... with their plumbing, sewage disposal, dams, and aqueducts. Roman architecture, 6) ....., was 7) ..... and lavishly executed. Triumphal arches commemorated 8) ....., and the famous Roman baths were built 9) ..... as well as to cleanse the body.

Finally, Latin, the language of the Romans, became 10) ..... in Western civilization. Cicero's speeches, the histories of Livy and Tacitus, Terence's drama, and above all the poetry of Virgil are all part of the legacy of Rome.

- A - the foundation upon which the whole empire rested
- B - the medium for a significant body of original works
- C - though often imitative of Greek styles
- D - a considered and complex body of precedents and comments
- E - important state occasions
- F - unprecedented standards of hygiene
- G - without match in the ancient world
- H - boldly planned
- I - comparatively fast transportation
- J - to stir the senses

<https://www.britannica.com/place/Roman-Empire>

## VI. Put the following sentences in the most logical order. Imperial Rome



- a) A period of unrest and civil wars in the 1st century BC marked the transition of Rome from a republic to an empire.
  - b) Under Augustus, Rome began to prosper once again, and the emperor came to be looked upon as a god.
  - c) It was not long before Octavian went to war against Antony in northern Africa, and after his victory at Actium (31 BCE) he was crowned Rome's first emperor, Augustus.
  - d) Decadent, cruel men also rose to power: Caligula (37–41) and Nero (54–68) were so loathed that their reigns were struck from the official Roman records.
  - e) This period encompassed the career of Julius Caesar, who eventually took full power over Rome as its dictator.
  - f) Thereafter, all good emperors were worshiped as gods after death. Among the beloved rulers of Rome were Trajan (reigned 98–117), Hadrian (117–138), Antoninus Pius (138–161), and Marcus Aurelius (161–180).
  - g) The Senate still functioned, though Augustus, as princeps, or first citizen, remained in control of the government.
  - h) Augustus established a form of government known as a principate, which combined some elements from the republic with the traditional powers of a monarchy.
  - i) After his assassination in 44 BCE, the triumvirate of Mark Antony, Lepidus, and Octavian, Caesar's nephew, ruled.
  - j) His reign, from 27 BCE to 14 CE, was distinguished by stability and peace.
- <https://www.britannica.com/place/Roman-Empire>

## VII. Render the text in English.

### Загибель Західної Римської імперії та утворення варварських королівств



З початком великого переселення народів германські племена раз у раз проривали укріплений кордон імперії. З неймовірними зусиллями їм протистояли війська Рима. Справжня катастрофа розпочалась з появою у Європі гуннів. Від кордонів Китаю вони рушили на захід. У 375 р. гунни напали на готів. Остготи підкорились гуннам, а вестготи відійшли до Дунаю. Римляни дозволили вестготам оселитись на правах федератів. Але утиски чиновників та голод підняли готів на повстання. У 378 р. неподалік від Адріанополя повсталих зустріла римська армія на

чолі з імператором Валентом. Через кілька годин страшної битви римське військо перестало існувати. Імператор загинув.

Вестготи рушили на захід. На чолі з вождем Аларіхом вони підійшли до Рима, але взяти могутню фортецю варварам було не під силу. Змучені тривалою облогою римляни вирішили відкупитись. Щоб задовольнити варварів, довелось переплавити безліч срібних та золотих скульптур, у тому числі і зображення воїнської звитяги. Дійсно, вона у римлян була вже в минулому. Через 2 роки Аларіх знову підійшов до Рима. Тепер ні відбитись, ні відкупитись римлянам не вдалось. Хто і як відчинив ворота "вічного міста" — невідомо, але у 410 р. Рим пав. Три дні вестготи грабували місто, а потім відійшли на північ. У південній Галлії вони заснували власне королівство.

Гунни розташувались на місці сучасної Угорщини. Вся Європа здригалась від їх спустошливих набігів. Найвідомішого вождя гуннів Аттілу сучасники називали "Бичем Божим". У 451 р. Аттіла повів військо у черговий похід. На Каталаунських полях його зустріла армія на чолі з римським полководцем Аецієм. Військо тільки з назви було римським. Багато германських вождів прийшло до Аеція, щоб битись з гуннами. Аттіла зазнав поразки і невдовзі помер на власному весіллі. Його тіло було поховане на дні річки у трьох домовинах - золотій, срібній та залізній. Невдодзі після цього держава гуннів розпалась.

Всього через 4 роки після перемоги на Каталаунських полях Рим знову був захоплений варварами. Це було плем'я вандалів. Вандалі спочатку оселились у Іспанії, а потім заснували королівство у Північній Африці. У 455 р. флот вандалів на чолі з Гейзеріхом піднявся по Тібру і захопив Рим. Такого спустошення місто ще не знало. Було зруйновано безліч пам'яток культури. На згадку про ці події залишилось слово „вандалізм", яке означає нищення культурних цінностей.

У 476 р. один з воєначальників, варвар Одоакр, скинув з трону малолітнього імператора Ромула Августула, а знаки імператорської влади відіслав у Константинополь. Західна Римська імперія перестала існувати, розпочалась доба Середньовіччя

<https://disted.edu.vn.ua/courses/learn/8632>

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

### A nő, aki Róma uralkodója akart lenni

Múlt-kor

2019.04.17.

Fulvia Antoniára a római történelem kedvelői többnyire Marcus Antonius feleségként emlékeznek, e címke azonban messze nem fedti le személye jelentőségét. Antonius már a harmadik férje volt, és mire Kr. e. 47-ben vagy 46-ban összeházasodtak.

Fulvia politikai súlya majdnem ugyanolyan vonzó lehetett Antonius számára, mint **vagyona**, amelyet két ősi család utolsó leszármazottjaként örökölt. A politikai súly első, Publius Clodius Pulcherhez való házasságából származott, azonban kellett hozzá Fulvia ügyessége is, hogy jól ki tudja azt használni.

Életük háttere a római polgárháborúk kora volt, amikor mindenki számára veszélyes volt a politikában való szerepvállalás. Clodius kíméletlen és **siker**es politikus volt, aki annak ellenére, hogy a hagyományos uralkodó osztályból származott, a köznép kegyeit kereste. Emiatt összetűzésbe került az arisztokrácia iránt elkötelezett Titus Annius Milóval, ellentétüket mind a bíróságokon, mind az utcákon – felbérelt verőlegényekkel – igyekeztek eldönteni. A végkifejlet Clodius halála lett, amiért Milót bíróság elé állították.

Fulvia a római viszonyok közt szokatlanul odafigyelő feleség volt. Mindazonáltal férje halála után jött igazán elemébe. Zavargást robbantott ki azzal, hogy Clodius véres holttestét végighúzatta Róma utcáin, hogy szimpátiát gyűjtsön a köznép körében. **Látványos**, nyilvános gyásza megerősítette Clodius pártját, és gyengítette Milóét.

E gyász azonban nem akadályozta meg Fulviát abban, hogy újra férjhez menjen – a hagyományok által előírt gyászperiódus után szinte azonnal. Második férje Gaius Scribonius Curio, egy pályája kezdetén álló ígéretes politikus volt. A házasság által karrierje még **ígéretesebbé** vált: az arisztokrata oldalról egyszerre a populárisra került, döntései pedig olyan határozottságról tettek tanúbizonyságot, amely korábban hiányzott személyéből. Habár nyíltan nem ismerték el szerepét, Fulvia **hatása** nyilvánvaló volt.

Curio Észak-Afrikában, egy I. Juba numidiai király ellen viselt hadjárat során életét vesztette Kr. e. 49-ben, Fulvia pedig Kr. e. 47-ben vagy 46-ban Marcus Antoniushoz ment férjhez. Antonius fiatal volt, nagyravágyó, és közel állt Julius Caesarhoz, azonban hiányzott belőle az önkontroll és a **határozottság** – ezek a tulajdonságok azonban megvoltak Fulviában.



Marcus Antonius és Fulvia (kép forrása: mirovoeiskusstvo.ru)

Emellett Antonius kevésbé dicsőséges szerepvállalásaiban is része volt: évekkel később kritikusai előszeretettel terjesztették azt a szóbeszédet, miszerint Cicero a proscriptiók során életét vesztette.

Cassius Dio történetíró szerint „a következő évben (Kr. e. 41) Publius Servilius és Lucius Antonius lettek névleg a konzulok, a valóságban azonban Antonius és Fulvia voltak azok.” Ebben az évben történt, hogy Fulvia felbőszült Antonius szövetségére, Octavianusra, amiért az közösen elért eredményeikért igyekezett minden **dicsőséget** magának learatni. Az asszony ezért háborút indított Róma jövendőbeli első császára ellen.

Ez volt az úgynevezett perusiai háború, és talán Fulvia életének legnagyobb dobása. Az ekkoriban vert érmék, amelyek Fulviát a győzelem szárnyas istennője, Victoria képében ábrázolják, bizonyítják szándéka komolyságát: Fulvia az első nő, aki római pénzermén szerepel.

Fulvia és sógora, Lucius sereget gyűjtöttek, és bevették Perusia (a mai Perugia) és Praeneste (a mai Palestrina) városait. Fulvia szerepét, mint a harc kirobbantója nyíltan elismerték ekkoriban – amikor Octavianus csapatai **ostromolni** kezdték Perusiat. Octavianus végül sikeresen bevette a várost, azonban megkegyelmezett Antonius feleségének és fivérének, mivel elméletben még mindig szövetségesek voltak.

Fulviának a vereség nem szegte kedvét: Görögországba utazott, ahol Antonius éppen állomásozott, és megpróbálta meggyőzni, hogy hajózzon Itália ellen. Antonius a források szerint igen dühös volt Fulviára itáliai tevékenysége miatt, felesége érvei azonban **meggyőzőek** voltak.

Antonius éppen Octavianus csapataival állt szemben Brundisiumnál, amikor megkapta a hírt. Meglátta benne a könnyű kiutat, és ezt is választotta: a férfiak megegyeztek abban, hogy Fulviát hibáztatják az egész konfliktusért, ily módon törekeny szövetségük továbbra is fennmaradt.

Igen valószínűnek tűnik, hogy ha Fulvia életben maradt volna, nem **elégedett** volna meg egy ilyen kiegyezéssel. Bátor nő volt, aki jobban otthon érezte magát egy katonai táborban, mint a szövetség mellett, és habár politikai tevékenysége miatt „nőietlennek” gúnyolták, még ellenzői is kénytelenek voltak elismerni, hogy erejével mindenkinek számolnia kellett.

<https://mult-kor.blogstar.hu/2019/04/17/a-no-aki-roma-uralkodoja-akart-lenni/71543/>

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

*by the time they married an attraction to political clout  
exploiting hired thugs sparked a riot  
to rouse the sympathy of not publicly acknowledged  
pass on the rumour their fragile alliance survive*

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

- |                   |   |   |
|-------------------|---|---|
| 1. Shrewdness     | a | able or likely to harm or kill  |
| 2. Dangerous      | b | an angry and often violent quarrel between two people or groups that continues for a long time  |
| 3. Ruthless       | c | to move something by pulling it along a surface, usually the ground:  |
| 4. Feud           | d | showing signs of being successful or good in the future   |
| 5. Attentive      | e | a simple machine consisting of a wheel on a frame that people used in their homes in the past for making cotton, wool etc into thread |
| 6. drag           | f | determined to be successful, rich, powerful etc   |
| 7. Promising      | g | to make someone very angry  |
| 8. spinning wheel | h | listening to or watching someone carefully because you are interested   |
| 9. Ambitious      | i | not thinking or worrying about any pain caused to others; cruel:  |
| 10. enrage        | g | clear understanding and good judgment of a situation, usually resulting in an advantage   |

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

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

- |   |   |  |
|---|---|--|
| 1. nem csinál vele igazságszolgáltatást             | a | courted the support of the common people                       |
| 2. két ősi család utolsó leszármazottjaként örökölt | b | does not do smb justice  |
| 3. uralkodó osztályból származott                   | c | still ostensibly in alliance                                   |
| 4. a köznép kegyeit kereste                         | d | first living woman ever to have her face on Roman coinage      |
| 5. bíróság elé állították                           | e | showing a decisiveness and purpose of mind                     |
| 6. elemébe jött                                     | f | inherited as the last surviving member of two ancient families |
| 7. a hagyományok által előírt gyászperiódus         | g | coming from the upper class                                    |
| 8. határozottságról tettek tanúbizonyságot          | h | came into her own  |
| 9. Fulvia az első nő, aki római pénzermén szerepel  | i | be on trial  |
| 10. elméletben még mindig szövetségesek voltak      | g | the prescribed mourning period                                 |

## 5. Comprehension questions

- Why is Fulvia most familiar as the wife of Mark Antony?
- What were the reasons for the clash between Clodius and Milo and how did it end?
- How did Fulvia spark a riot?
- What was Fulvia's influence on her second husband Gaius Scribonius Curio?
- How did Plutarch describe Fulvia?

## 6. Render the text in English.

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

### COMPREHENSION TEST

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

- ..... was the king of the gods.  
a) Jupiter      b) Juno  
c) Mars        d) Venus
- ..... was the queen of the gods.  
a) Jupiter      b) Juno  
c) Mars        d) Venus
- ..... was the god of war.  
a) Jupiter      b) Juno  
c) Mars        d) Venus
- ..... was the goddess of love and beauty.  
a) Jupiter      b) Juno  
c) Mars        d) Venus
- ..... was the god of the sea.  
a) Neptune     b) Apollo  
c) Diana       d) Minerva
- ..... was the god of the Sun and the arts.  
a) Neptune     b) Apollo  
c) Diana       d) Minerva
- ..... was the goddess of the Moon and hunting.  
a) Neptune     b) Apollo  
c) Diana       d) Minerva
- ..... was the goddess of wisdom.  
a) Neptune     b) Apollo  
c) Diana       d) Minerva
- ..... was the blacksmith of the gods.  
a) Neptune     b) Vulcan  
c) Diana       d) Minerva
- ..... was the goddess of the hearth.  
a) Neptune     b) Apollo  
c) Vesta        d) Minerva

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## PART II

### UNIT 1

### CHINA'S GOLDEN AGE



Two dynasties, **the Tang** (618–907) and **the Song** (960–1279), dominated medieval China, a time of great artistic and technological developments. The Tang period is often called **the golden age of China**. The Tang emperors were successful at fighting wars, and Chinese influence spread into Central Asia. **After a period of disunity**, the Song Dynasty brought a return to prosperity before it fell to the Mongols.

#### Four Tang emperors



**Gaozu**

The first Tang emperor, Gaozu, was born **Li Yuan**. He overthrew the last emperor of the crumbling Sui Dynasty in 618, but **his son Li Shimin** forced him to step down in 626.

#### Taizong

Li Shimin took the imperial name of **Taizong**. He was one of the greatest emperors in Chinese history, and his reforms brought **lasting prosperity and stability** to China. He died in **649**.

#### Gaozong

Reigning **from 649 to 683**, Gaozong was a weak emperor. After suffering a series of strokes, he left affairs of state **to his wife, Wu Zetian**. She later took the title of *huangdi* (“emperor”) for herself.

#### Xunzong

The longest-serving Tang emperor was Xunzong, who reigned **for 43 years, from 712 to 756**. Art and culture flourished during his reign, which is considered the highpoint of Tang success.

#### Curvy camel

**The Bactrian camel** was the principal form of transport along the Silk Road. Camel caravans carried **glass, jade, crystal, , and cotton** into China, and silk, tea, paper, and fine ceramics a out of China. Ceramic figures **of camels and horses**, standing only about 20 in (50 cm) tall, were often placed **in the tombs of Tang nobles and important officials**.



### **A palace concert**

Elegant ladies **of the Tang court** drink tea while they play and listen to music. A small dog is curled up under the table. This painting by an unknown Tang artist is done **in inks on silk**.

## **KEY EVENTS**

**618**

The Tang Dynasty was founded by Li Yuan, who rebelled against the Sui.

**659**

The Tang expanded into Central Asia, making the Silk Road safer for travelers.

**751**

The Arabs defeated a Chinese army at the Talas River (present-day Kyrgyzstan).

**755-763**

A rebellion led by General An Lushan weakened Tang rule.

**907**

The fall of the Tang plunged China into the “Five Dynasties” period, when China broke up into different kingdoms.



### **Tang capital**

Chang'an (Xi'an), a busy trading city that attracted merchants from all over Asia, had a population of **around two million people**. Little survives of the Tang city today.

“Before my bed the moon is shining bright,  
I think that it is frost upon the ground  
I raise my head and look at the bright moon,  
I lower my head and think of home.

‘Thoughts of a still night’ by Li Bai (701-762) a major poet of the Tang Dynasty period

## **Tang and Song inventions**

### **Woodblock printing**

Using this technique, **developed around 650**, text was carved onto a block, pressed in ink, and then onto paper.

### **Paper money**

When it appeared around 800, paper money was called “**flying money**” because the notes could easily blow away.

### **Mechanical clock**

The first record of a clock with a mechanical device to keep time accurately was in China and dates to **725**.

### **Porcelain**

The Chinese had discovered the art **of making porcelain**— very hard, fine white pottery - by 900.

### **Magnetic compass**

The Chinese were using magnetized iron needles **to find north on land** by the 1040s and at sea by the 1120s.



**Playing cards**

Ladies at the Tang court enjoyed a game called the “leaf game,” played with cards.

### **960**

Song Taizu, founder of the Song Dynasty, reunited China, bringing a return to stability.

### **1127**

The Song Dynasty moved south after Jurchen nomads overran northern China.

### **1234**

Mongol armies conquered northern China and began attacking the Southern Song.

### **1279**



The Mongol conquest of China was completed **after the last Song emperor drowned in battle.**

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

### **I. Read the text. Match the words with their definitions:**

1) dynasty , 2) dominate, 3) emperor, 4) prosperity, 5) reign, 6) highpoint, 7) camel, 8) jade, 9) tomb, 10) rebel.

- a) an especially good part of an activity or event;
- b) to be the most powerful or important person or thing in it;
- c) someone who opposes or fights against people in authority;
- d) a series of rulers of a country who all belong to the same family;
- e) a stone structure above or below the ground where a dead person is buried;
- f) to rule a nation or group of nations as their king, queen, or emperor;
- g) a man who rules an empire or is the head of state in an empire;
- h) a hard, usually green, stone often used to make jewellery;
- i) a condition in which a person or community is doing well financially;
- j) a large desert animal with a long neck and either one or two humps (=large raised parts) on its back.

### **II. Put questions to the phrases in bold type.**

### **III. Make your own sentences with the following phrases.**

- 1) a time of great artistic and technological developments;
- 2) to be successful at fighting wars;
- 3) a period of disunity;
- 4) to be done in inks on silk;
- 5) to break up into different kingdoms;
- 6) to attract merchants from all over Asia;
- 7) to keep time accurately;
- 8) the art of making porcelain;

- 9) to use magnetized iron needles;
- 10) to bring a return to stability.

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

1. The Tang dynasty was founded by Emperor Gaozu on 18 June 618. It was a golden age of Chinese civilization and considered to be the most prosperous period of China . . . . .
2. Buddhism became the predominant religion for the common people. Chang'an (modern Xi'an), the national capital, was. . . . .
3. The second emperor, Taizong, is widely regarded as one of the greatest emperors in Chinese history, who had laid. . . . .
4. Combined military conquests and diplomatic maneuvers were implemented to eliminate threats from nomadic tribes, extend the border, and . . . . .
5. Military victories in the Tarim Basin kept the Silk Road open, . . . . .
6. In the south, lucrative maritime trade routes began. . . . .
7. There was extensive trade with distant foreign countries, and many foreign merchants . . . .
8. The Tang culture and social systems were observed and imitated . . . . .
9. Internally the Grand Canal linked the political heartland in Chang'an to the agricultural and economic centers . . . . .
10. Xuanzang, a Chinese Buddhist monk, scholar, traveller, and translator who travelled to India on his own, and returned with, . . . . .

- a) with significant developments in culture, art, literature, particularly poetry, and technology.
- b) "over six hundred Mahayana and Hinayana texts, seven statues of the Buddha and more than a hundred sarira relics."
- c) connecting Chang'an to Central Asia and areas far to the west.
- d) by neighboring countries, most notably, Japan.
- e) the largest city in the world during its time.
- f) in the eastern and southern parts of the empire.
- g) settled in China, encouraging a cosmopolitan culture.
- h) submit neighboring states into a tributary system.
- i) the foundation for the dynasty to flourish for centuries beyond his reign.
- j) from port cities such as Guangzhou.

<https://history.followcn.com/2017/01/14/tang-dynasty-in-short/>

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

Underlying the prosperity of the early Tang dynasty was 1) . . . . . with efficient policies. The government was organized as "Three Departments and Six Ministries" to 2) . . . . . policies. These departments were run 3) . . . . . as well as scholar officials who were selected by imperial examinations. These practices, which matured in the Tang dynasty, were continued by the later dynasties, 4) . . . . .

Under the Tang "equal-field system" all land 5) . . . . . and granted to people 6) . . . . . Men granted land were conscripted for military service for a fixed period each year, a military policy known as the "Fubing system". These policies stimulated 7) . . . . . and a significant army without much burden on the state treasury. By the dynasty's midpoint, however, standing armies had replaced conscription, and land was continuously falling 8) . . . . .

The dynasty continued to flourish under the rule of Empress Wu Zetian, 9) . . . . . in Chinese history, and reached its zenith during the long reign of Emperor Xuanzong, who oversaw an empire that stretched from the Pacific to the Aral Sea with at least 50 million

people. There were 10) . . . . . , including works of the greatest Chinese poets, Li Bai, and Du Fu.

- A – by royal family members
- B –vibrant artistic and cultural creations
- C – the only empress regnant
- D – a strong centralized bureaucracy
- E – according to household size.
- F – into the hands of private owners.
- G – a rapid growth in productivity
- H – separately draft, review, and implement
- I – was owned by the Emperor
- J – with some modifications.

<http://rta.org.af/eng/2019/01/09/history-of-china/>

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



- a) In 960, the Song dynasty was founded by Emperor Taizu, with its capital established in Kaifeng (also known as Bianjing).
- b) Aiming to recover the strategic Sixteen Prefectures lost in the previous dynasty, campaigns were launched against the Liao dynasty in the early Song period, which all ended in failure.
- c) Yet the annual outflow of Song's silver to the Liao was paid back through the purchase of Chinese goods and products, which expanded the Song economy, and replenished its treasury.
- d) Similar treaties and social-economical consequences occurred in Song's relations with the Jin dynasty.
- e) In 979, the Song dynasty reunified most of the China proper, while large swaths of the outer territories were occupied by sinicized nomadic empires.
- f) The treaty was a significant reversal of Chinese dominance of the traditional tributary system.
- g) This dampened the incentive for the Song to further campaign against the Liao. Meanwhile, this cross-border trade and contact induced further sinicization within the Liao Empire, at the expense of its military might which was derived from its primitive nomadic lifestyle.

h) Then in 1004, the Liao cavalry swept over the exposed North China Plain and reached the outskirts of Kaifeng, forcing the Song's submission and then agreement to the Chanyuan Treaty, which imposed heavy annual tributes from the Song treasury.

i) Meanwhile, in what are now the north-western Chinese provinces of Gansu, Shaanxi, and Ningxia, the Tangut tribes founded the Western Xia dynasty from 1032 to 1227.

j) The Khitan Liao dynasty, which lasted from 907 to 1125, ruled over Manchuria, Mongolia, and parts of Northern China.

[https://en.wikipedia.org/wiki/History\\_of\\_China](https://en.wikipedia.org/wiki/History_of_China)

## **VII. Render the text in English.**

### **Армія**

В імперії Тан існувала досить організована для свого часу військова система, що отримала найменування «фу бін» (система військових округів) і була запозичена в 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 у своєму розпорядженні, робила армію також і зручним засобом придушення заворушень на місцях, з рештою, 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 сюзеренітет визнавався лише китайцями. Інші держави, зазвичай, розглядали свої відносини з імперією як рівноправні. Проте в деяких випадках мав місце реальний васалітет як певна форма залежності, обумовлена тиском і військовою загрозою з боку Китаю. Так, цілком реальною була залежність від Китаю вождів деяких тюркських та інших племен після розгрому каганату, тимчасовий васалітет держав Сілла і Наньчжао в момент їх ослаблення.

[https://uk.wikipedia.org/wiki/Династія\\_Тан](https://uk.wikipedia.org/wiki/Династія_Тан)



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

### Mi állhat a sárkánylegendák elterjedtsége mögött?

Múlt-kor

2019.09.27.



Hagyományos sárkányábrázolás Kínából (kép forrása: dissolve.com)

A nyelv, a kultúra, a földrajzi és éghajlati környezet megannyi variációja ellenére **őseink** a világ szinte minden táján **megalkották** a sárkány képét. Azt hihetné az ember, hogy a szárnyas hulló csendben követte mindenhová az embert, és vele együtt alkalmazkodott az új viszonyokhoz.

A legrégebbi egybefüggő sárkányhagyományok egyértelműen Ázsiában keresendők. Az itteni ábrázolásvilágban a sárkányok a birodalom hatalmát és a jó szerencsét jelképezik. A kínai **sárkányok** általában az emberektől távoli vizek lakói, és annak ellenére, hogy nincsenek szárnyaik, tudnak repülni. A 12 éves periódusokra osztott kínai asztrológiai naptárban a sárkányéveket tartják a legkedvezőbbnek. A sárkány alakja emellett népszerű Kínában a különféle **ünnepeken** látható többszemélyes bábjelmezek témájaként, illetve hajók **díszítéseként** az ünnepi vízi versenyeken, ahogy a hagyományos épületek egyik ornamentális elemeként és számtalan más formában is – Kínában a sárkány ugyanolyan mindennapos szimbólum, mint évezredekkel ezelőtt volt. Más ázsiai országok sárkányábrázolásai – például Japánban vagy Vietnámban – sokat köszönhetnek a történelem során átvett kínai motívumoknak.

A klasszikus európai sárkánylegendákon kívül ezek a képzeletbeli lények előfordulnak több formában az amerikai kontinens **őslakosainak** körében is, mind az észak-amerikai indiánok, mind a délebbre élő maja és azték **civilizációk** körében (a tollas kígyóisten, Quetzalcoatl). Ázsia más részein is előfordulnak sárkányok – egy még a himalájai királyság Bhután zászlaján is szerepel. Ha lazábban értelmezzük a „sárkány” fogalmát, akár még a sarkvidéki inuitok mitológiájában is megtalálhatjuk. Honnan jöhetett tehát az eredeti gondolat?

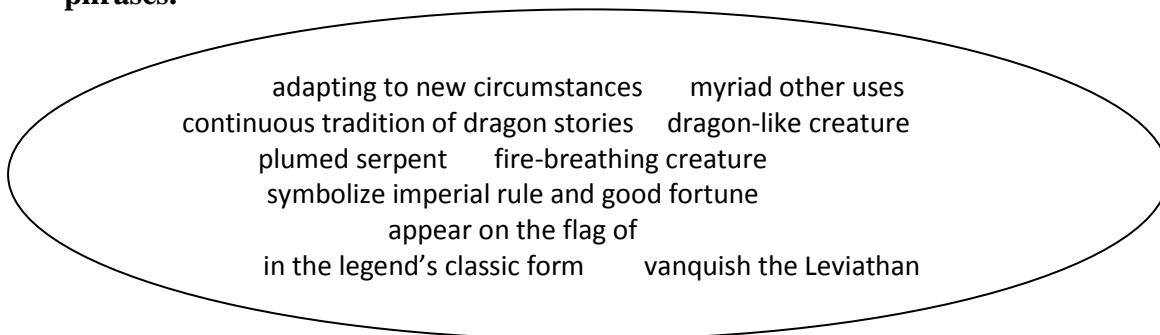
A legvalószínűbb jelöltek az „eredeti” sárkányok forrásának szerepére az ókori mezopotámiai szörnyetegmítoszok. Ezek között megtalálhatjuk a tenger és az őskáosz istennőjét, Tiamatot, aki kígyóalakban fenyegette a teremtést azzal, hogy visszaforgatja a káoszba. Más mezopotámiai mítoszokhoz hasonlóan ennek is megtalálható a visszhangja a Bibliában. A Zsoltárok könyvében és Jób könyvében is olvashatunk arról, hogy Isten legyőzi a Leviatánt. Több sárkányszerű lényel találkoznak az ókori görög **mitológia** hősei is. Zeusz főisten például a Tüphón nevű tűzokádó lény legyőzésével biztosítja hatalmát a világ felett. A legismertebb ókori görög történet, amelyben ez előfordul, Iaszón és az aranygyapjú története – a mitikus aranygyapjút végül egy sárkánytól kell megkaparintaniuk a hősöknek.

A fent említett elemekből építkezve talán nem is tűnik olyan nagy ugrásnak a legismertebb középkori sárkányhagyomány, Sárkányölő Szent György legendája. A történet eredeti változatában a mérgeškígyó-szerű fenevad a mai Líbia területén lévő Sziléné városát tartja sakkban. A lovag Szent György a városba érkezve elvállalja, hogy megöli a sárkányt, ha cserébe a nép keresztény hitre tér. A népszerű középkori legenda felépítésében számos további elem fedezhető fel: a **kereszténység** elterjedése előtt Balkán-félszigeten gyakori fogadalmi ábrázolás volt az ágaskodó lovon ülő harcos. A Györgyként nevesített szent eredetileg a mai Törökország területén, Kappadókiában született a Kr. u. 3. században, és római katonaként halt vértanúhalált. Évszázadokon át nem volt semmilyen kapcsolat közte és bármiféle sárkány között, azonban Kr. u. 1000 után egyre inkább a lovagszent megtestesítőjévé vált, és népszerű motívum lett a

keresztes lovagok körében. E **lovagok** aztán elterjesztették kultuszát Nyugat-Európában is, ahol aztán a lovagi kultúra egyik oszlopává vált.

<https://mult-kor.blogstar.hu/2019/09/27/mi-allhat-a-sarkanylegendak-elterjedtsege-mogott-/84010/>

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



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

<b>A</b>	<b>B</b>
1. wingless	a the use of words or pictures to describe ideas or actions in poems, books, films etc
2. auspicious	b the way that something has been planned and made, including its appearance, how it works etc
3. puppet-costumes	c to make it possible to see or notice something that was not clear before
4. imagery	d very good; excellent:
5. design	e a set of clothes worn by puppets
6. show up	f having no wings
7. fabulous	g showing that something is likely to be successful
8. convert	h a martyred person has been killed because of their religious or political beliefs
9. martyred	i a Christian who fought in one of the religious wars of the 11th, 12th, 13th, and 17th centuries, mostly against Muslims in Palestine
10. Crusader knight	g to change something into a different form, or to change something so that it can be used for a different purpose or in a different way

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

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

1. a 12 éves periódusokra osztott kínai asztrológiai naptárban	a threaten all of creation with a return to primordial chaos
2. épületek egyik ornamentális elemeként	b in the 12-year Chinese zodiac
3. ugyanolyan mindennapos szimbólum, mint	c secures his rule over the world
4. fenyegette a teremtést azzal, hogy visszaforgatja a káoszba	d ornamentation on buildings

- |     |   |   |   |  |
|-----|---|---|---|--|
| 5.  | megtalálható a visszhangja a Bibliában.   | a | e | the story of Jason and the Golden Fleece       |
| 6.  | biztosítja hatalmát a világ felett        | f |   | remain as current a symbol as                  |
| 7.  | Iaszón és az aranygyapjú története        | g |   | on a horse rearing up on its hind legs         |
| 8.  | a legismertebb középkori sárkányhagyomány | h |   | St. George emerged as the protagonist          |
| 9.  | ágaskodó lovon                            | i |   | the standard dragon story of the medieval West |
| 10. | lovagszent megtestesítőjévé vált          | g |   | the Bible contains echoes of                   |

### 5. Comprehension questions.

- What do dragons in China, the country that has the longest continuous tradition of dragon stories, symbolize?
- In folklore of which countries in addition to the medieval dragons of Europe, do fabulous dragon-like monsters show up?
- What are the earliest writings about dragons?
- What is the origin of the English word "dragon"?
- What are the mythical roles of dragons?

### 6. Render the text in English

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

## COMPREHENSION TEST

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

1. Two dynasties, ....., dominated medieval China, a time of great artistic and technological developments.
  - a) the Dang and the Song
  - b) the Tang and the Dang
  - c) the Tang and the Song
  - d) the Tong and the Sung
2. The Tang period is often called .....
  - a) the golden age of China
  - b) the emerald age of China
  - c) the silver age of China
  - d) the diamond age of China
3. The Tang emperors were successful at fighting wars, and Chinese influence spread into .....
  - a) East Asia
  - b) Central Asia
  - c) Near East
  - d) Far East
4. ...., which has been domesticated but is still found wild in central Asia. was the principal form of transport along the Silk Road.
  - a) The Bactrian horse
  - b) The Bactrian elephant
  - c) The Bactrian donkey
  - d) The Bactrian camel
5. Ceramic figures of ....., standing only about 20 in (50 cm) tall, were often placed in the tombs of Tang nobles and important officials.
  - a) elephants and horses
  - b) camels and donkeys
  - c) camels and horses

- d) camels and elephants
6. The fall of the Tang plunged China into the . . . . . , when China broke up into different kingdoms.
- a) “Five Dynasties” period
  - b) “Six Dynasties” period
  - c) “Eleven Dynasties” period
  - d) Three Dynasties” period
7. Chang’an (Xi’an), a busy trading city that attracted merchants from all over Asia, had a population of . . . . .
- a) around two hundred people
  - b) around two thousand people
  - c) around two million people
  - d) less than one million people
8. When it appeared around 800, paper money was called . . . . . because the notes could easily blow away.
- a) “green money”
  - b) “papyrus money”
  - c) “escaping money”
  - d) “flying money”
9. The Chinese were using magnetized iron needles to find . . . . . on land by the 1040s and at sea by the 1120s.
- a) north
  - b) south
  - c) west
  - d) east
10. Ladies at the Tang court enjoyed a game called the . . . . . played with cards.
- a) “ladies’ game”
  - b) “court game”
  - c) “queen’s game”
  - d) “leaf game”

## UNIT 2 VIKINGS



The Vikings—**pagan pirates from Denmark, Norway, and Sweden**— burst upon Europe in the 790s, creating terror wherever they went. The Viking Age had dawned. Over the next two centuries, many Vikings settled in the lands they conquered **in Britain, Ireland, and France**, while some crossed the Atlantic to colonize Iceland and Greenland. Other Viking adventurers travelled down the great rivers of Russia to settle and trade with **the Arab and Byzantine Empires**.

### **Farmers and raiders**

The Vikings were farmers as well as raiders. The women **wove woolen cloth** and took care of the crops and animals when the men were away.

### **Men's dress**

Viking men wore **baggy, woolen pants and a cloak fixed at the shoulder**. They had helmets for battle, but these never had horns.

### **Women's dress**

Viking women wore **a linen cap and a long, linen tunic**. Over the tunic was a wool pinafore, fastened on each side with a brooch

### **Longships**



Viking ships were made of overlapping planks of wood, nailed together. They were powered **by oars or by the wind**. The sails were probably woven from wool.

“I have never seen more perfect physical specimens, tall as date palms, blond and ruddy... Each man has an ax, a sword, and a knife, and keeps them by him at all times.”

Ibn Fadlan, a tenth-century Arab traveler describes Viking traders he met on the River Volga.

### **Famous Vikings**

#### **Guthrum**

A Danish Viking, Guthrum was the ruler of the Danelaw (eastern England). He fought many battles **against King Alfred the Great of Wessex** in the 870s.

#### **Eric the Red**

An outlaw and a smooth-talker, Eric managed to convince a group of Icelanders to sail to Greenland in 985 and establish a colony there. It thrived for more than 450 years.

#### **Harald Hardrada**

Harald III of Norway, known as Harald Hardrada, travelled as a young man to Constantinople. He was killed **in 1066, fighting King Harold for the English throne**.

## KEY EVENTS

**793**

Vikings unexpectedly attacked a **monastery on Lindisfarne**, off the northeast coast of England.

**841**

Vikings from Norway founded a trading settlement **on a swampy site in Ireland**. It would become the city of Dublin.

**862**

The city of Novogorod in Russia was founded **by Swedish Vikings** trading down the rivers of Russia to the Black Sea.

**866**

Vikings captured the town of York in north England. They named it Jorvik and made it their kingdom's capital.

### Fine jewelry



A high-ranking Viking woman would have worn this gold-and-silver brooch, which comes from Gotland, Sweden. Viking craftspeople created **beautifully intricate jewelry**.

### Norse gods

The Vikings were Germanic peoples, and their gods and goddesses had their roots **in the mythology of northern Europe**.

**Odin** The god of war, Odin rode **an eight-legged horse**, and gathered up the bodies of fallen warriors to carry them to his hall, Valhalla.

**Thor The god of the sky and thunder**, Thor was armed with a great hammer, Mjolnir, to fight off dragons and demons.

**Baldr** The son of Odin and Frigg, Baldr was known as “the beautiful.” His blind brother, Hodr, killed him **with a mistletoe arrow**.

**Loki** A mischief-maker, Loki caused problems for the other gods and appeared in many forms. He fooled Hodr into killing Baldr.

**Heimdall** Possessor of the Gjallarhorn, a very loud horn, Heimdall will blow into it to mark the **arrival of Ragnarok, the final day**.

### Remote settlements

**Orkney and Shetland Islands** These island groups off the north coast of Scotland were settled by Viking farmers from Norway in the ninth century.

#### Faroe Islands

Viking settlers reached these North Atlantic islands around 825. They called **them Faereyjar (Sheep Islands)**.

#### Iceland

Settlers arrived in Iceland from Norway **around 870**. Within 60 years the population had grown to more than 20,000.

#### Greenland

Icelanders led by Eric the Red settled here in 985. At that time, the climate was warm enough to grow crops and raise livestock.

## Vinland

Leif Ericson found a land he called Vinland **to the west of Greenland**. It is thought to have been Newfoundland, Canada.

## Viking games



The Vikings were fond of **playing board games** such as Hnefatafl (king's table), played with pegs or counters. Chess became popular later.

## 885

A large Viking army besieged Paris, France, for several months. Viking attacks weakened the kingdom of the West Franks.

## 960

**King Harald Bluetooth of Denmark** was the first of the Scandinavian Vikings to convert to Christianity.

## 1014

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) . . . . .

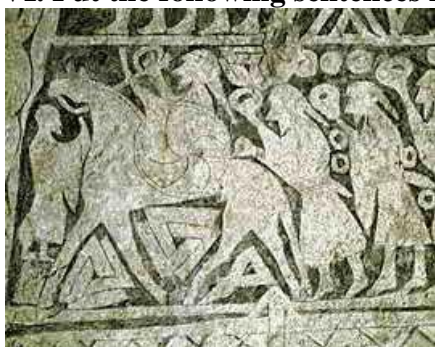
The unique design element of Viking ships were the overlapping planks of the hull using the lapstrake or clinker 6) . . . . . Europeans used the carvel method of boatbuilding, where strakes or planks were fastened onto a skeleton of the ship's ribs, and the plank edges butted up smooth 7) . . . . . In 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 в 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 картинами європейських художників ХІХ ст., які писали вікінгів на основі середньовічних джерел, в яких вікінги були язичниками, а отже, прислужниками рогатого – диявола.

### **Вікінги дуже ретельно сліdkували за особистою гігієною**

Літературні твори та кінематограф зображують вікінгів як дуже брудних, смердючих воїнів. Проте 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 був і містичним символом. Вікінги вірили, що доблесні воїни після смерті досягають Валгалли – аналогу Раю для давніх германців. Щоб воїни потрапили у Валгаллу, їх ховали у човнах, за допомогою яких вони мали досягти Валгалли.

### **Вікінги займалися работоргівлею**

Багато вікінгів багатіли на торгівлі рабами. Вони нападали на англо-саксонські, кельтські та слов'янські поселення і брали у полон молодих чоловіків та жінок, яких згодом продавали на ринках рабів Європи та Близького Сходу.

### **Жінки вікінгів мали майнові та особисті права**

Жінки у суспільстві 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 в разі смерті чоловіка отримували назад свій посаг.

### **Більшість часу вікінги займались сільським господарством**

Найбільшим міфом про вікінгів є те, що їх основним заняттям були війна та розбій. Але це не так. Більшу частину свого життя вікінги проводили, займаючись сільським господарством. Лише невелика частина вікінгів займалася піратством та складалася з професійних військових. Основна маса населення Данії та Скандинавії мирно сіяла ячмінь, жито та овес, 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 відбілити своє волосся. Для цього використовували спеціальні мила з високим вмістом лугу, які освітлювали волосся. Проте історики пояснюють таку моду на біле волосся доволі просто – боротьбою з вошами.

### **Вікінги ніколи не були однорідною етнічною групою**

Сучасні історики називають вікінгами всіх жителів Данії, Швеції та Норвегії. Проте, в часи походів вікінгів населення цих територій жило роздільно та ніколи не називало себе так. Часто одне поселення вікінгів нападало на інше поселення. Кожне поселення вікінгів об'єднувалося навколо вождя, разом з яким вікінги вирушали у далекі походи.

<http://istoryk.in.ua/vikingi-nevidomi-fakti-pro-vikingiv>

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

### **Moralizáló istenek nélkül is fejlődött a vikingek társadalma**

Múlt-kor

2019.04.01.

Napjainkban a „Thor” név hallatán az emberek többségének Chris Hemsworth ausztrál színész jut eszébe, amint a skandináv ihletésű képregényhőst játssza a mozivászonon. A viking kori skandinávok számára a leggyakrabban a viharokkal kapcsolatba hozott isten hasonlóan csodálatra méltó lehetett tetteiért – erős erkölcsi tartásáért azonban korántsem. A legújabb kutatások szerint a kereszténység előtti Skandináviában az **istenek** nem a morális irányítú szerepét töltötték be, és az emberek nem várták tőlük azt sem, hogy megbüntessék a gonosztevőket. Annak ellenére, hogy nem voltak mindentudó, moralizáló isteneik, a térségben lakók összetett társadalmat hoztak létre. Ez arra utal, hogy még a kisebb istenségekben való hit is **együtműködésre** sarkallhatja az embereket, jelentették a kutatók. Azelőtt, hogy keresztény térítők és **utazók** kezdtek a térségbe érkezni, az itt élők nemigen foglalták írásba hitvilágukat. Mindazonáltal a sagák és **költemények** rengeteg információval szolgálnak a kereszténység előtti skandináv hitről – mondta el Raffield, főleg, ha összevetjük őket a régészeti leletanyaggal. Kollégáival számos viking kori emléket és szöveget elemeztek. Az általuk készített tanulmány egy jelenleg is folyó antropológiai vita része, amely annak megállapítására törekszik, vajon a természetfeletti tényezőkre vetett hit-e az, ami az összetett emberi társadalmak vázául szolgál. Létezik némi bizonyíték arra, hogy egy vagy több isten segíthet megfegyvelmezni az embereket, ezzel megnövelve az együtműködési hajlandóságot még **idegenek** közt is. Ha azonban ez igaz, még mindig kifejtésre vár, hogy ehhez egy nagy, **mindentudó** istenségre, mint a zsidó, keresztény és iszlám hitek istene van-e szükség, vagy bármiféle nem e világi lények általi **megfigyelés** elegendő.



Az osebergi hajó az oslói Viking Hajó Múzeumban (kép forrása: National Geographic)

A viking kori skandinávok érdekes esettanulmányként szolgáltak a kutatók számára. A korszak elején Skandináviát kisebb törzsek lakták, míg a végére már hierarchikus királyságokba rendeződött, amelyek képesek voltak egészen Észak-Amerikáig eljutó tengeri expedíciókat megszervezni. Az óskandináv sagákból, versekből és **tárgyi emlékekből** látszik, hogy a viking kori emberek hittek abban, hogy természetfeletti lények figyelik őket. Az istenekre tettek **esküket**, és előfordult, hogy Ullr istennek szentelt eskükarpereceket is viseltek. Egyes harci sisakokon aranyból és gránátkőből készült szem szerepelt, amely Odin isten szemét jelképezte. A skandináv istenek azonban nem tűnnek „nagy” isteneknek, mondta Raffield. Nem bírtak mindenk feletti erővel – sőt, a skandináv mitológia tanúsága szerint még halhatatlanok sem és mindenhatóak sem voltak. „Tehát úgy tűnik, nem foglalkoztatta őket a morális normák fenntartása, vagy az ezeket megszegő emberek megbüntetése.”

A viking kori skandinávok emellett hittek számos nem istenszerű természetfeletti lényekben, akik képesek voltak az emberek életébe beavatkozni. „Az ember bölcsebben tette, ha egyikőjüket sem haragította magára, de ugyanakkor arra sincs bizonyíték, hogy e lények valamiféle viselkedési előírások betartására kötelezte volna az embert,” – mondta Raffield.

Valójában talán nem is az istenek voltak a vikingek számára a legfontosabb tényezők. A **sors gondolata** vélhetően fontosabb volt. Egyesek közülük kockát vetettek vagy anyagot szőttek, amelyek meghatározták egy ember életének alakulását. „

<https://mult-kor.blogstar.hu/2019/04/01/moralizalo-istenek-nelkul-is-fejlodott-a-vikingek-tarsadalma/71046/>

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

conjure up Viking artifacts concept of fate moral fortitude  
all knowing, moralizing gods punish wrongdoers  
supernatural beliefs archaeological evidence  
Norse-inspired developed a complex society

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

A	B
1. deity	a a fact or event that makes you try harder to do something
2. spur	b an incorporeal being believed to have powers to affect the course of human events
3. supernatural being	c belief and trust in God
4. analyse	d a god or goddess
5. cooperation	e living or continuing forever
6. faith	f facts or signs that show clearly that something exists or is true
7. case study	g able to do everything
8. immortal	h when you work with someone to achieve something that you both want
9. omnipotent	i a detailed account of the development of a particular person, group, or situation that has been studied over a period of time
10. evidence	g to examine or think about something carefully, in order to understand it

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

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

- |  |   |   |
|--|---|---|
| 1. jelenleg is folyó antropológiai vita                              | a | follow a behavioral code                  |
| 2. összetett emberi társadalmak<br>vázául szolgál                    | b | form hierarchical society of kingdoms     |
| 3. tengeri expedíciókat szervez                                      | c | ongoing anthropological debate            |
| 4. Ullr istennek szentelt<br>eskükarpereceket viseltek               | d | launching seafaring expeditions           |
| 5. harci sisakokon aranyból és<br>gránátkőből készült szem szerepelt | e | form the scaffolding of complex societies |
| 6. a morális normák fenntartása                                      | f | cast lots or wove cloth                   |
| 7. az emberek életébe beavatkozni                                    | g | wore oath rings dedicated to the god Ullr |
| 8. kockát vetettek vagy anyagot<br>szóttek                           | h | meddle in human lives                     |
| 9. viselkedési előírások betartására                                 | i | helmets bore a gold-and-garnet eye        |
| 10. hierarchikus királyságokba<br>rendeződött                        | g | upholding moral standards                 |

#### 5. Comprehension questions

- What did the Vikings think of the Gods?
- What do new research on the Vikings suggest?
- Why do scholars talk about the complexity of the Nort faith?
- What are the origins of information about pre-Christian Scandinavian belief?
- What do the recent findings on the subject indicate?

#### 6. Render the text in English.

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

### COMPREHENSION TEST

#### Choose the right variant a, b, c, or d :

1. The Vikings—pagan pirates from . . . . ., . . . . ., and . . . . . — burst upon Europe in the 790s, creating terror wherever they went(3 choices) .
- a) Norway
  - b) Finland
  - c) Sweden
  - d) Denmark
2. Viking adventurers travelled down the great rivers of . . . . . to settle and trade with the Arab and Byzantine Empires.
- a) Russia
  - b) Germany
  - c) Poland
  - d) China
3. Viking men wore baggy, woolen pants and a cloak fixed at the . . . . . .
- 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



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 іти війною проти турків і визволити Палестину.

Хрестоносці нашивали на свій одяг червоний хрест на знак обітниці взяти участь у поході. Основною військовою силою хрестових походів були безземельні лицарі, так звані голяки, до яких приєднувалися бідні селяни, монахи, волоцюги, злочинці. Для захисту й розширення володінь хрестоносці створили в Палестині духовно-лицарські ордени: тамплієрів, госпітальєрів, тевтонців. Ті, хто входив до цих орденів, були

водночас і ченцями, і лицарями. До ватажків хрестоносців належали й німецький імператор Фрідріх I Барбаросса, англійський король Річард Левове Серце, французький король Людовік IX та ін.

**Перший хрестовий похід (1096—1099 рр.)** закінчився захопленням хрестоносцями у сельджуків Едесси, Антіохії, Триполі, Єрусалима та утворенням Єрусалимського королівства, Антіохійського князівства, Едеського і Триполійського графств.

**Другий похід (1147—1149 рр.,** привід — захоплення в 1144 р. сельджуками Едесси) був безрезультатним.

**Третій похід (1189—1192 рр.,** привід — захоплення в 1187 р. Єрусалима султаном Салах ад Діном) був найбільшим за кількістю учасників і завершився захопленням Кіпру і м. Акри, яке стало столицею Єрусалимського королівства. Під час цих трьох походів загинуло багато селян, що відвернуло їх від подальшої участі в завоюваннях. Хрестові походи перетворилися переважно на лицарські заходи, проте здійснювались, як і раніше, під релігійними гаслами.

**Четвертий похід (1202— 1204 рр.),** організований за ініціативою римського папи Інокентія III, був спрямований проти Візантії й призвів до захоплення Константинополя (12 квітня 1204 р.) та утворення Латинської імперії (1204—1261 рр.).

**Під час п'ятого походу (1217—1221 рр.)** хрестоносці вторглися у Єгипет, захопили фортецю Дамієтта в гирлі Нілу, але незабаром змушені були повернутися назад.

**Шостий похід (1228—1229 рр.)** очолював німецький імператор Фрідріх II, якому вдалося дипломатичним шляхом повернути Єрусалим (до 1244 р.) та деякі інші міста.

**Сьомий (1248—1254 рр.) і восьмий (1270 р.)** хрестові походи були для хрестоносців невдалими. Поступово європейці втратили всі свої володіння на Сході: в 1268 р. — Антіохію, в 1289 р. — Триполі, в 1291 р. — Акру.

<https://histua.com/slovník/x/xrestonosci>

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

### A templomosok kincsét rejthetik az Izraelben felfedezett alagutak

2019. október 30. 16:00 Múlt-kor

**Krisztus és a Jeruzsálemi Salamon-templom Szegény Lovagjai, avagy a templomos lovagok már saját korukban is legendák tárgyává váltak, így esetükben kiváltképp nehéz elválasztani a mítoszt a valóságtól. A templomosok történetének kutatásában a legújabb fejlemény az izraeli Akkó városában történt, ahol kutatók egy egész föld alatti labirintust fedeztek fel, melyet a lovagrend tagjai használtak a keresztes háborúk idején.**



Az alagútrendszerre több évi ásásokat követően derült fény, a **kutatók** most lézer alapú távérzékeléses (LIDAR) rendszer segítségével vizsgálják meg. A **feltételezések** szerint a föld alatti járatok összeköthették a templomosok akkói erődítményét a város kikötőjével. „E harcok szerzetesek számos **legenda** tárgyai” – mondta el a kutatás vezetője, Albert Lin. „A keresztes hadjáratok idején a templomosok Istenért, aranyért és dicsőségért küzdöttek. Valahol Akkó mai városában fekszik főparancsnokságuk, és talán kincsük is” – tette hozzá.

Akkó felett körülbelül száz évig uralkodott a **lovagrend**, miután Jeruzsálem 1187-es elestével elveszítették addigi központjukat. Az új **felfedezés** óta a kutatók elképzelhetőnek tartják, hogy a templomosok legendás aranya valahol ezekben a járatokban lehet. Miután 1187-ben Szaladin egyiptomi szultán elfoglalta Jeruzsálemet, I. (Oroszlánszívű) Richárd angol király vezetésével 1189-ben újabb hadjárat indult visszavételére, melynek első lépése a tengerparti Akkó bevétele volt, itt aztán a **templomosok** rendezték be megerősített főhadiszállásukat. Habár a harmadik keresztes hadjárat során Jeruzsálemet végül nem tudták visszafoglalni, a tengerparti **hódításokat** megtarthatták, Szaladin pedig garantálta a keresztény zarándokok biztonságát a szent városban.

A szerzetesi fogadalmat is tevő templomosok koruk legjobban képzett harcosai között voltak, és terjeszkedésükhöz sikeresen nyertek pénzbeli támogatást szerte Európában. A rendet 1312-ben feloszlatta V. Kelemen pápa, miután a pápaság és IV. (Szép) Fülöp francia király hosszú konfliktusának központjába kerültek, azonban legendás kincsük sosem került elő.

A kutatók igyekeznek azonban a realitások talaján maradni: egyelőre semmiféle konkrét **bizonyíték** nem mutat arra, hogy Akkóban nagy mennyiségű arany lenne elrejtve. Akár létezik a kincs, akár nem, kétségtelenül értékes felfedezésről van szó, a LIDAR segítségével pedig károkozás nélkül részletesen felderíthetővé válnak a rejtélyes járatok.

Nemrégiben Kambodzsában ausztrál kutatók tettek nagyszabású felfedezést a LIDAR technológia segítségével: a Khmer Birodalom korai fővárosát, Mahendraparvatát fedezték fel a levegőből. A nehezen megközelíthető helyen számos aknamező található, amelyeket a hírhedt Pol Pot **diktatúrája** idején helyeztek el a dzsungelben. A LIDAR révén azonban a vastag lombkorona ellenére biztonsággal kijelenthetővé vált, hogy a sokáig vitatott létezésű várost sikerült megtalálniuk. Az új technika segítségével a régészet horizontjai egyre tovább **bővülnek** a világ minden táján.

<https://mult-kor.hu/a-templomosok-kincset-rejthetik-az-izraelben-felfedezett-alagutak-20191030>

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

the Knights Templar the stuff of legends  
skilled fighters network of tunnels crusades  
warrior monks launched a military campaign  
dense tree canopy fortified headquarters innovative tool



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

A	B
1. excavation	a very valuable and important object such as a painting or ancient document
2. headquarters	b the time during which a pope is in power
3. treasure	c a military and Christian religious group of knights during the Middle Ages, who protected people travelling in and to the Holy Land during the crusades
4. papacy	d extremely good
5. Templars	e famous or well known for something bad
6. knighthood	f the study of ancient societies by examining what remains of their buildings, graves, tools etc
7. monk	g the main building or offices used by a large company or organization
8. outstanding	h dig carefully to find ancient objects
9. notorious	i a British rank and title that are given to a man as an honour for achievement or for doing good things
10. archaeology	g a member of an all-male religious group that lives apart from other people in a monastery

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

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

1. lézer alapú távérzékeléses (LIDAR) rendszer	a their legendary treasure has never been found
2. föld alatti járatok összeköthették a templomosok akkori erődítményét a város kikötőjével	b light detection and ranging technology (LiDAR)
3. a templomosok Istenért, aranyért és dicsőségért küzdöttek	c following the fall of Jerusalem to Saladin
4. a rendet V. Kelemen pápa feloszlatta	d scouting mysterious passages
5. Miután Szaladin egyiptomi szultán elfoglalta Jeruzsálemet	e tunnels may have connected the Knights Templar's fortress with the city's port
6. legendás kincsük sosem került elő	f Knights Templar battled for God, gold, and glory
7. szerzetesi fogadalmat tesz	g granting safety for Christian pilgrims in the Holy Land
8. egy föld alatti labirintust fedeztek fel	h the order was disbanded by Pope Clement V
9. garantálta a keresztény zarándokok biztonságát a szent városban	i take monastic vows
10. felderítik a rejtélyes járatokat	g uncovered a network of tunnels

## 5. Comprehension questions

- Where do the scholars believe the treasure tunnels of the Knights Templar are?
- Why is the story of the Knights Templar still the stuff of legends and continues to be studied today?
- What have years of excavations unearthed?
- How can the innovative tool detect hidden artifacts?
- What do researchers believe the found network of tunnels may have connected?

## 6. Render the text in English.

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

### COMPREHENSION TEST

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

1. In 1095, after a plea for help from the Byzantine emperor, Pope Urban II called upon the Christian knights of Europe to travel to Jerusalem and recapture it from . . . . .

- a) the Muslims
- b) the Catholics
- c) the pagans
- d) the Christians

2. Crusaders built huge fortresses to house garrisons and also . . . . .

- a) to guard their families
- b) to attack enemies
- c) to guard the pilgrim routes
- d) to guard the sick

3. The Templars wore . . . . . in battle. The order grew wealthy as people gave the knights land and money.

- a) 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 (2 choices) .

- 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 Moctzetuma I took power **after his death**.



*Aztec symbol for the Alligator day of the month*

### **1438**

Under Pachacutec, **the ninth Inca leader** of the kingdom of Cusco, the Inca Empire began to expand.

### **1470**

The Inca ruler Tupac Inca Yupanqui conquered **the great city-state of Chimu** (now Trujillo, Peru).

### **The Inca Empire**

The Inca Empire was linked by more than 12,500 miles (20,000 km) of roads, many of them paved.

To cross steep mountain gorges, the Incas built **suspension bridges of woven reeds**.

Foot runners carried messages from place to place using quipu—**bundles of dyed and knotted wool and cotton threads**. The lengths of thread and the positions of the knots were used to **record and pass on information**.

The Incas did not have wheeled transportation. They moved heavy goods on the backs of llamas and alpacas.

The Incas built rest houses at regular intervals, where travelers could **spend the night and cook a meal**.



*Inca ruins at Machu Picchu, Peru*

## Inca gold



**Andean peoples** were skilled metalworkers. They prized gold most, believing it to be the sweat of the gods. This golden mummy mask was made by a **Chimu craftsman**. After the fall of the 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)

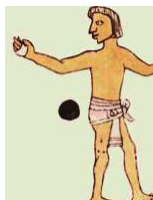
Cocoa / chocolate

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) . . . . .

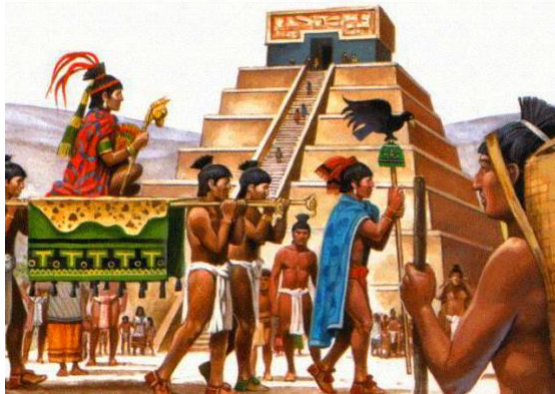
The Aztecs built their settlement in a swamp in 5) . . . . . and when the Spanish arrived they thought it more spectacular than Venice. The Aztecs were fantastic warriors but they 6) . . . . . because they had stumbled on hydroponics, their floating fields produced 7) . . . . . they were growing.

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 тому. До приходу на цю землю європейців на території континенту існували три розвинені і стародавні цивілізації – ацтеки, інки і майя.



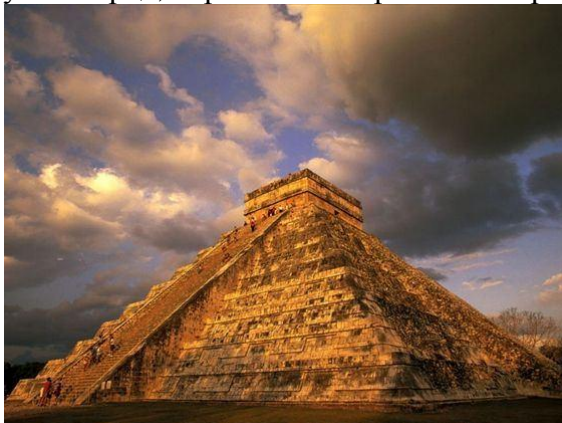
Ацтеки були найчисленнішим народом Мексики. Число ацтеків становило майже півтора мільйона осіб. Спочатку ацтеки були кочовим плем'ям, яке полювало на тварин.

За легендою, у XII 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 в ацтеків збереглися свої традиції.

На воді, переважно, на 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 водопроводами.

Найбільш шанованими божествами у ацтеків були ті, які тією чи іншою мірою впливали на врожай. Але найшанованишим був бог війни Уїцилопочтлі. Народ ацтеків вірив у 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 ножом розсікав жертві груди і виривав ще пульсуюче серце, окроплюючи кров'ю вівтар.



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. Їхня культура була знищена іспанцями під час походів в 1519-1521 рр.

<http://zagadkova-planeta.pp.ua/drevni-civilizaciyi/davnya-civilizaciya-actekiv/>

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

### 10 érdekesség az inkákról

Múlt-kor

2017.03.10.



1. A kecsua néphez tartozó inka törzs tagjai által a 15. században létrehozott Inka Birodalom a legnagyobb kiterjedésű **civilizáció** volt a prekolumbián Amerika történetében.
2. A birodalom hivatalos nyelve a kecsua volt, bár több száz helyi dialektus létezett. A **birodalom** megnevezése, a Tawantinsuyu annyit tesz: "A négy régió", vagy "A négy egyesült tartomány".
3. Az inkák első képi ábrázolása Európában Pedro Cieza de León spanyol konkvisztádor Cronica del Peru (1553) című munkájában látott napvilágot.
4. Az inka **társadalom** élén a Sapa inka (kecsua nyelven: az egyetlen inka) állt, ő volt a Napisten képviselője. Az utolsó inka **uralkodót**, Atahualpát Francisco Pizarro spanyol konkvisztádor taszította le trónjáról és fogta el 168 spanyol katonájával és bennszülött szövetségeseivel az 1532-es cajamarcai **csatában**.
5. Az inka városi építészet legragyogóbb példája a Machu Picchu. Az amerikai Hiram Bingham által 1911-ben, 2430 méter magasan felfedezett romváros pontos funkciója ma sem ismert - az általános vélekedés szerint a kilencedik Sapa inka, Pachacuti **rezidenciája** volt.
6. A Capacocha néven ismert emberáldozásra jelentős események - például az uralkodó halála vagy éhínségek - idején vagy közvetlenül azok után került sor. Az inkák **isteneiknek** legtöbbször gyermekáldozatot mutattak be.
7. Az inka gyógyítók kiváló agysebészek voltak. A feltárt leletek tanúsága szerint gyakran alkalmaztak koponyalékelést, azaz trepanációt, amit a betegek legtöbbször (90 százalék) túléltek.
8. Az inkák mágikus erőt tulajdonítottak a kokacserjének. A Dél-Amerikában őshonos növényt elsősorban vallási célokra használták, de kis mértékben étvágy- és fájdalomcsökkentésre is alkalmazták. A kokacserjelevelél rágásának szokását a **spanyol hódítók** is átvették.
9. Az inkák kipukban tárolták mindazt az információt - például az adókat vagy az uralkodói dicshimnuszokat -, amit más népek írásban. A jelenleg elterjedt vélekedés szerint a kipu nem igazi írásrendszer, mert "jelei" nem feleltethetők meg a kecsua nyelv hangjainak.
10. Bár **harcosaik** nem rendelkeztek vaskorpusokkal, az inkák tudták a legütőképesebb hadsereget kiállítani a korszakban. A katonák gyors felvonulását a fejlett úthálózat tette lehetővé, az **élelemellátást** pedig az egymástól egynapi járásra található, pihenőhelyként is szolgáló ún. tambo-k segítették.

<https://mult-kor.blogstar.hu/2017/03/10/10-erdekesség-az-inkakrol/35856/>

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

*Spanish conquistador* Inca tribe *Quechua people*  
 in pre-Columbian American history the last Inca ruler  
**Incan Empire** native allies  
 store information in a recording device known as a *quipu*  
 high degree of mobility advanced road network

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

- | A                  | B   |
|--------------------|---|
| 1. human sacrifice | a a group of countries that are all controlled by one ruler or government   |
| 2. trepanation     | b a god in some ancient religions who represents the sun or has power over it   |
| 3. healer          | c a method of visually representing verbal communication  |
| 4. brain surgeon   | d the act of killing one or more humans, usually as an offering to a deity, as part of a ritual                       |
| 5. empire          | e a hole in the skull produced surgically   |
| 6. Sun God         | f a medical practitioner qualified to perform surgical operations on the brain and other parts of the nervous system. |
| 7. conquistador    | g a situation in which a large number of people have little or no food for a long time and many people die            |
| 8. famine          | h one of the Spanish conquerors of Mexico and Peru in the 18th century  |
| 9. native          | i someone who is believed to be able to cure people using natural powers, rather than by using medicine               |
| 10. writing system | g growing, living, produced etc in one particular place   |

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

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

- |   |  |
|---|--|
| 1. a prekolumbián Amerika történetében  | a the Tawantinsuyu means the Land of the Four Quarters or the Four United Provinces    |
| 2. Tawantinsuyu annyit tesz: "A négy régió", vagy "A négy egyesült tartomány" | b <i>sacrificed children</i>   |
| 3. az inkák első képi ábrázolása Európában                                    | c mostly used for religious purposes but in moderate amounts to lessen hunger and pain |
| 4. az inka építészet legragyogóbb példája                                     | d in pre-Columbian American history  |
| 5. mágikus erőt tulajdonítottak a kokacsérjének                               | e stored information   |

- |     |  |   |  |
|-----|--|---|--|
| 6.  | elsősorban vallási célokra használták, de kis mértékben étvágy- és fájdalomcsökkentésre is alkalmazták | f | the first image of the Inca in Europe          |
| 7.  | tárolták az információt  | g | high degree of mobility                        |
| 8.  | gyors felvonulás   | h | revered the coca plant as magical              |
| 9.  | legütőképesebb hadsereget  | i | the most imposing example of Inca architecture |
| 10. | gyermekáldozatot mutattak be   | g | the fightingest army                           |

### 5. Comprehension questions.

- Why is the Incan Empire an extraordinary civilization from its origins until its destruction?
- Where did the Inca civilisation flourish?
- What did Incan civilization believe in?
- What recording device of the Inca civilisation is also known as a talking knot?
- What was the city perched high in the Andes?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. Settling in the ....., the Aztecs developed a vast empire by waging war on neighboring lands.
  - a) Valley of Canada
  - b) Valley of Mexico
  - c) Mountains of the USA
  - d) Estuary of the Nile
2. The Aztecs and Incas were overthrown by .....in 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 eagle .....was 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 prized .....most, 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](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](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

- By the early 17th century, the Renaissance movement had died out, giving way to the Age of Enlightenment.
- Spanish, French and German invaders battling for Italian territories caused disruption and instability in the region.
- 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.
- 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](https://en.wikipedia.org/wiki/Italian_Renaissance)

## VII. Render the text in English

### Мистецтво Ренесансу в Україні

Ренесансна традиція прижилася і на ґрунті України, зрошеному глибинним відчуттям персоналізму. Гуманістичні ідеї тут поширювалися завдяки зв'язкам із західноєвропейськими культурами, зокрема польською, що особливо проявилось на Галичині. Не останню роль відіграло посилення ролі міст у 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. Замок архітектура зазнала змін за рахунок відходу 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 проєктом італійського архітектора В. Скамоцці, складаються з валів, зміцнених у кутах бастионами, однарусної в'їзної вежі та глибокого рова. На замковому дворі знаходився прямокутний двоповерховий характерних ренесансних форм палац з балконом на кам'яних консолях. Особливість Золочівської 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 стилібат з наріжними бастионами та казематами. Сам замок не ховався за мурами, а виступав над ними, що надавало йому репрезентативності, величній монументальності, самостійності, доповненої органічним вписанням 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 уздовж 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 всі ознаки італійського палацо. Оригінально виконано Чорну Кам'яницю (1577 р.), 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. У величній прямовисній 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, перекритій 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 напрямі поступового відходу від іконопису візантійської традиції, освоєння принципів

реалістичного зображення, насиченого хроматизму, розвитку нових жанрів, зокрема портрета як усвідомлення самоцінності особистості, формування ідеалу гармонії духовного і тілесного. Змінювалося і самоусвідомлення художника, його соціальне місце в суспільстві, про що свідчить поява численних імен українських митців.

[https://pidruchniki.com/75222/kulturologiya/mistetstvo\\_renesansu\\_ukrayini](https://pidruchniki.com/75222/kulturologiya/mistetstvo_renesansu_ukrayini)

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

**Hihetetlenül jó állapotban őrzött meg egy reneszánsz kori hajót a Balti-tenger**

Múlt-kor

2019.07.29.

**Egy nemzetközi kutatócsoport egy késő 15. vagy kora 16. századi hajóra bukkant a Balti-tenger fenekén, a roncs jó eséllyel pályázhat a valaha előkerült legjobb állapotú, ebből a periódusból származó hajóroncs címére – írja a New York Times.**

A Balti-tenger 500 éven át rejtgette ezt a magas felépítésű, **jellegetesen** reneszánsz kori hajót. Akkoriban, amikor ez a hajó elsüllyedt, Kolumbusz éppen az Újvilágot fedezte fel igen hasonló hajók fedélzetén, az ő **flottájával** ellentétben azonban ez a hajó a jeges balti vizekben kiválóan fennmaradt.

Létezésének első nyomára még 2009-ben **bukkantak**, amikor a Svéd Tengeri Hivatal szonáros felmérése rögzített egy azonosítatlan tárgyat a tengerfenéken. „Egészen elképesztő” – mondta Rodrigo Pacheco-Ruiz, az angliai Southamptoni Egyetem tengeri régésze, az akció vezetője.

A **kutatók** hétfőn jelentették be a nyilvánosság előtt **felfedezésüket**. A szakemberekből álló csapat nem csupán a hajó teljes fedélzetét, de árbocait és még némi kötélzetet is épen talált. A fedélzetén még egy kisebb csónak is megmaradt a fő árbocnak támasztva, ez a nagy, magas hajó és a szárazföld közötti közlekedést szolgálhatta a legénység számára. A hajó horgonya is látszott, ez alapján tudták a kutatók a 15. század végére, illetve a 16. század elejére datálni a roncsot – mondta el Dr. Pacheco-Ruiz.

A kutatók szerint a **hajó** valószínűleg kereskedőhajó lehetett, nem pedig hadihajó, azonban rendelkezett néhány kisebb fedélzeti ágyúval is, ami jól tükrözi a korabeli viszonyokat. Kolumbusz zászlóshajója, a Santa Maria például a források szerint 19 méter hosszú lehetett, míg társai, a Niña és a Pinta a 15 méterhez állhattak közelebb. A spanyol feljegyzések szerint a Santa Maria **személyzete** 52 főt tett ki, míg a másik két hajón 18-18 ember volt.

Az elveszett balti hajó neve és eredete egyáltalán nem ismertek, a régészcsapat egyelőre az Okänt Skepp („Ismeretlen Hajó” svéd nyelven) névvel illeti. Dr. Pacheco-Ruiz és társai szándékosan titokban igyekeznek tartani pontos helyét, hogy ne **bátorítsák** a kincs vadászokat.



A hajóroncs felülnézetből (kép forrása: The New York Times)

Johan Rönby, a Södertörni Egyetem Tengeri Régészeti Kutatóközpontjának igazgatója elmondta: a Balti-tenger mélyén talált hajóroncs azért rendkívül fontos felfedezés, mert újfajta betekintést enged a kora újkori **vitórláshajók** fejlődésébe, ezáltal pedig az e hajók által lehetővé tett korabeli felfedezőutakba, a nagy földrajzi felfedezések korába.

Az évek során a tengeri régészet rendkívül sok ismerettel szolgált a nagy földrajzi felfedezések koráról és az ekkoriban bevett, magas felépítésű hajókról, „de vannak hézagok” – mondta Dr.

Rönby. Az „Okännt Skepp” vélhetően segíteni fog ezek **felderítésében**. „Az ilyen felfedezések nagyon, nagyon fontosak a történelem megértéséhez” – mondta Dr. Rönby.

<https://mult-kor.blogstar.hu/2019/07/29/hihetetlenul-jo-allapotban-orzott-meg-egy-reneszansz-kori-hajot-a-balti-tenger/81846/>

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

maritime archaeologist   remarkably preserved   tall ship  
flagship   **dating back to this period**  
on Bottom of The Baltic Sea   according to sources  
deck cannon   he discovered the New World  
on the seabed

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

- | <b>A</b>                          | <b>B</b>   |
|-----------------------------------|--|
| 1. give insight into              | a to not tell anyone a secret that you know  |
| 2. shipwreck                      | b people trying to find sunken shipwrecks and retrieve artifacts   |
| 3. merchant ship                  | c the branch of archaeology that deals with the recovery of ancient objects found beneath the sea as shipwrecks or remains from submerged islands, and with the techniques of underwater exploration |
| 4. keep a secret                  | d a ship with guns that is used in a war   |
| 5. treasure hunters               | e have existed since the Renaissance   |
| 6. anchor                         | f a long and carefully organized journey, especially to a dangerous or unfamiliar place, or the people that make this journey  |
| 7. marine archeology              | g a piece of heavy metal that is lowered to the bottom of the sea, a lake etc to prevent a ship or boat moving   |
| 8. expedition                     | h a ship used for trading rather than for military purposes  |
| 9. dating back to the Renaissance | i a ship that has been destroyed in an accident  |
| 10. warship                       | g provide a clear, deep, and sometimes sudden understanding of a complicated problem or situation  |

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

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

- |     |  |   |   |
|-----|--|---|---|
| 1.  | a hajó teljes fedélzetét, árbocait és még némi kötélzetet is épen talált             | a | the precise origin of the ship is unknown   |
| 2.  | a fedélzeten még egy kisebb csónak is megmaradt a fő árbocnak támasztva              | b | the hull structure, all of her masts and even some elements of the standing rigging were found intact |
| 3.  | a hajó és a szárazföld közötti közlekedést szolgálhatta a legénység számára          | c | the age of great geographic discoveries   |
| 4.  | a kutatók a 15. század végére, illetve a 16. század elejére tudják datálni a roncsot | d | on the main deck is a small boat leaning against the main mast.                                       |
| 5.  | Az elveszett balti hajó eredete egyáltalán nem ismertek                              | e | was detected with sonar   |
| 6.  | a régészcsapat egyelőre az Okänt Skepp „Ismeretlen Hajó” svéd nyelven, névvel illeti | f | unidentified object   |
| 7.  | a nagy földrajzi felfedezések kora   | g | reflect contemporary conditions   |
| 8.  | jól tükrözi a korabeli viszonyokat   | h | the shipwreck could date between the late 15th century and the early 16th century                     |
| 9.  | szonáros felmérés rögzített  | i | for now, it's been labelled Okänt Skepp - "Unknown Ship" in Swedish.                                  |
| 10. | azonosíthatatlan tárgy   | g | it was used to ferry crew to and from the ship  |

#### 5. Comprehension questions

- What was discovered in the Baltic Sea?
- Why is this unknown ship the best preserved shipwreck of its period to be discovered in recent times?
- When and how was she first detected?
- Due to what conditions has the ship demonstrated a remarkable level of preservation?
- What makes this wreck different from the remains of the same time?

#### 6. Render the text in English.

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

### COMPREHENSION TEST

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

1. . . . . , artists and architects in Italy began working in styles that were inspired by those of the ancient Greeks and Romans.
- a) In the late 1500s
  - b) In the early 1100s
  - c) In the early 1400s
  - d) In the late 1800s
2. Leonardo da Vinci, the most famous artist of the Renaissance, drew this self-portrait . . . . .
- a) when he was about 40.
  - b) when he was about 80.
  - c) when he was about 50.
  - d) when he was about 60.

3. In 1415 architect . . . . . discovered that drawing lines coming together at a single point (converging) creates linear perspective, making things look as if they are far away.
- Filippo Brunelleschi
  - Leonardo da Vinci
  - Sandro Botticelli
  - Michelangelo
4. Florentine artist . . . . . painted The Birth of Venus as a commission for the Medici family.
- Filippo Brunelleschi
  - Leonardo da Vinci
  - Sandro Botticelli
  - Michelangelo
5. In 1498 . . . . . painted the mural of The Last Supper for a convent in Milan.
- Filippo Brunelleschi
  - Leonardo da Vinci
  - Sandro Botticelli
  - Michelangelo
6. A Dutchman, . . . . . was an influential scholar and writer. His critical studies of Greek and Roman writers inspired the revival of learning in northern Europe.
- Cosimo de' Medici
  - Niccolo Machiavelli
  - Filippo Brunelleschi
  - Desiderius Erasmus
7. The name of this Florentine diplomat has become a word, . . . . ., that describes ruthless political cunning because of his book The Prince, a guide for Renaissance rulers.
- Cosimo de' Medici
  - Niccolo Machiavelli
  - Filippo Brunelleschi
  - Desiderius Erasmus
8. . . . . made use of various techniques, including a special pattern of bricks that spread the weight, to make the first self-supported dome built in western Europe since Roman times.
- Filippo Brunelleschi
  - Leonardo da Vinci
  - Sandro Botticelli
  - Michelangelo
9. In 1504 Michelangelo's statue David was put on display outside the Palazzo Vecchio in . . . . .
- Rome
  - Milan
  - Florence
  - Venice
10. In 1509 the scholar . . . . . published In Praise of Folly, a work of satire that was his best-known book.
- Cosimo de' Medici
  - Niccolo Machiavelli
  - Filippo Brunelleschi
  - Desiderius Erasmus

## UNIT 6 OTTOMAN EMPIRE



The Ottoman dynasty took its name from **Osman**, a Turkish *ghazi* (Islamic warrior), who founded a small state in **Anatolia (modern-day Turkey)** around **1300**. In the 14th century, the Ottomans started to invade Europe. **With the capture of Constantinople** in 1453, the Ottoman state became an empire. 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 to 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. 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 становища, а таких було чимало. Балканські народи повинні були платити податок не тільки грошима (джиз'є), але і дітьми (девширме), з яких після навернення в іслам виховували яничарів і капи-кулу, — особистих рабів султана. Батьки часто добровільно віддавали своїх дітей османським чиновникам, оскільки при дворі раби досягали іноді дуже високого становища.

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 сенсі завойовники Константинополя теж далеко не були османською ордою; вони були великою державою зі складною адміністрацією і складним способом життя. Власне османи становили в ньому привілейований, переважно військовий, а також чиновницький прошарок, але зовсім не замкнуту касту. Винятково 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 сиановище завойованих християнських народів під владою османів (окрім, зрозуміло, рабів) було, особливо спочатку, не особливо важким, імовірно, дещо легшим, ніж становище нижчих класів населення 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 надало йому характер османського чиновника. Патріарх разом із 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 вчиняли османи і з іншими народами. Цим вони легко примиряли їх на початку зі своєю владою, але церква ставала силою, яка згодом немало сприяла звільненню цих народів. У перші сторіччя османи майстерно сіяли розбрати між греками, сербами і болгарами за допомогою окремих привілеїв на користь то однієї, то іншої народності.

[https://uk.wikipedia.org/wiki/Історія\\_Османської\\_імперії](https://uk.wikipedia.org/wiki/Історія_Османської_імперії)

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

### Egy kalózkapitány tette tengeri hatalommá az Oszmán Birodalmat

Múlt-kor

2019.10.18.

**Algíri támaszpontjáról tartotta rettegésben a Földközi-tenger nyugati medencéjét a 16. század leghírhedtebb kalóza, aki aztán az Oszmán Birodalom legfélelmetesebb tengerészévé vált.**

A félelmetes Barbarossa azonban szerény sorból származott, Lesbosz szigetén 1478 körül született. Hizr egyik bátyja, Arudzs volt a családból az első, aki kalandvágtyól fűtve tengerésznek szegődött. Arudzs a keresztények foglyaként két évet töltött gályarabként, mielőtt sikerült **megszöknie**. Hazatérve immár Hizrrel együtt a Tunézia partjaihoz közeli Dzerba szigetére költözött, amely a muszlim kalózok korabeli központjaként szolgált. A fivérek **tehetségesnek** bizonyultak a tengeri rablásban. A keresztény (főként spanyol) hajók elleni támadásokból jelentős **vagyorra** tettek szert, sikereikkel az algíri emír figyelmét is felkeltették, aki szolgálatába fogadta őket.





I. Szelim (kép forrása: Wikimedia Commons)

Arudzs halálával Hizr **örökölte** hivatalát, ekkor vette fel a Barbarossa („rótszakáll”) nevet is. Az egyszerű **kalózból** lett pasa immár száznál is több gálya és galiot (avagy „félgálya”) felett parancsolva nagyszabású hadműveletbe kezdett a Földközi-tengeren. Miután visszafoglalta a korábban elveszített görög **kikötővárosokat**, flottájával az itáliai partokat tartotta rettegésben.

E portyák azonban az agyafúrt Barbarossa részéről csupán figyelemelterelésként szolgáltak – valódi célja Tunisz bevétele volt. Barbarossa 1534-ben 70 gályával meglepetésszerűen bevette a várost, a mozzanat teljesen **váratlanul** érte a keresztény hatalmakat.

Az elkövetkező évek során Barbarossa szinte háborítatlanul portyázott a Földközi-tenger északi partvidékén 150 hajóval. Szulejmán ezt követően a még 1536-ban megkötött francia-oszmán szövetség jegyében a francia partokhoz küldte flottája főparancsnokát, így Barbarossa 1543-tól 1544-ig francia földön (és vizeken) hadakozott a spanyol, olasz és más császárhű erők ellen. 1545-ben visszavonult Isztambulba, Algír kormányzását fiára, Haszán pasára bízta.

Tengerparti **palotájában** békében mondta tollba önéletrajzát Muradi Szinán Reisznek. 1546. július 4-én hunyt el, és saját mauzóleumában temették el a mai Beşiktaş negyedben. A türbé a róla elnevezett isztambuli sugárút (Barbaros bulvarı) kiindulópontja egyben.

Sokáig nem hajózott ki Isztambulból egyetlen török hajó sem úgy, hogy a legénység ne róttá volna le tiszteletét az Oszmán Birodalom legnagyobb kapudán pasájának sírjánál. A nagyobb műveletek előtt a mai török haditengerészet is ápolja e **hagyományt**, 1944-ben a türbé melletti téren **emlékművet** is emeltek Barbarossának.

<https://mult-kor.blogstar.hu/2019/10/18/egy-kalozkapitany-tette-tengeri-hatalomma-az-oszman-birodalmat/84711/>

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

had modest beginnings    settled on the island of Djerba attracted  
the attention of    started a strong naval campaign  
a diversion to distract from    during the next few years  
raided undisturbed    retired to Istanbul  
make an honorary salute to    in the modern district of Besiktas

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

A	B
1. corsair	a clever at getting what you want, especially by tricking people
2. raid	b to happen unexpectedly
3. wily	c the act or process of governing
4. take/catch smb by surprise	d an act of violence that is intended to hurt a person or damage a place
5. fierce	e a short attack on a place by soldiers, planes, or ships, intended to cause damage but not take control
6. galley slave	f person who sails in a ship and attacks other ships in order to steal from them, especially one given permission by a government to attack enemy ships in the 16th - 18th centuries in the southern Mediterranean
7. attack	g a person condemned to man the oars in a galley.
8. governance	h to get control of a place or object that previously belonged to an enemy, during a war
9. capture	i to battle against someone or something
10. fight against	g done with a lot of energy and strong feelings, and sometimes violence

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

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

1. Hízer egyik bátyja, Arudzs volt a családból az első, aki kalandvágytól fűtve tengerésznek szegődött	a at that time he took the name Barbarossa or red beard
2. tehetségesnek bizonyultak a tengeri rablásban	b France and the Ottoman Empire formed an alliance
3. jelentős vagyona tettek szert	c peacefully dictating his memoirs
4. ekkor vette fel a Barbarossa („rőtszakáll”) nevet is	d had a talent for piracy
5. száznál is több gálya és galiót (avagy „félgálya”) felett parancsolva	e Oruç, Barbarossa's elder brother, was the first to take to the sea in search of adventure
6. Miután visszafoglalta a korábban elveszített görög kikötővárosokat	f brought them considerable wealth
7. megkötött francia-oszmán szövetség	g was buried in the mausoleum of Barbarossa, Barbaros Türbesi,
8. saját mauzóleumában temették el	h Barbarossa's fleet terrorized the Italian coast
9. flottájával az itáliai partokat tartotta rettegésben	i after reconquering the Greek ports
10. békében mondta tollba önéletrajzát	g commanded over a hundred galleys and galliots, or half galleys



## 5. Comprehension questions.

- Who was the most feared 16th century pirate of the Mediterranean?
- Why was Barbarossa was much more than a soldier of fortune?
- What was Barbarossa's true goal behind starting a strong naval campaign all around the Mediterranean?
- Why was he was welcomed with every honor in France?
- Where and how did he spend the last year of his life?

## 6. Render the text in English.

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

### COMPREHENSION TEST

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

1. The Ottoman dynasty took its name from Osman, a Turkish ghazi (Islamic warrior), who founded a small state in Anatolia ( . . . . . ) around 1300.

- a) modern-day Lebanon
- b) modern-day Turkey
- c) modern-day India
- d) modern-day Egypt

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

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

3. The Ottoman Empire was at its height . . . . . , when it stretched from Hungary to the Arabian Gulf, and from Crimea to Algiers.

- a) in the 10th century
- b) in the 6th century
- c) in the 19 th century
- d) in the 16th century

4. With the capture of Constantinople in 1453, the Ottoman state became . . . . .

- a) a state
- b) a monarchy
- c) a republic
- d) an empire

5. Bellini spent two years in Constantinople (modern- day Istanbul) as a . . . . . at the invitation of Sultan Mehmed II

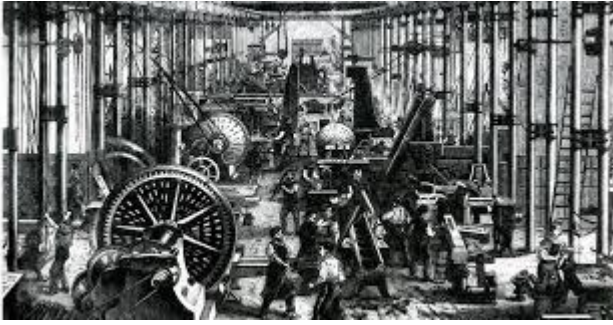
- a) cultural ambassador and visiting painter
- b) political ambassador and visiting painter
- c) cultural ambassador and visiting musician
- d) cultural guest and visiting playwright

6. Osman I, founder of the Ottoman Dynasty, established a small independent state . . . . .

- a) in Istanbul
- b) in Ankara
- c) in Izmir
- d) in Anatolia

7. The Ottoman defeat of the Serbs at the Battle of Kosovo removed a major barrier to Ottoman expansion . . . . .
- a) in the Crimea
  - b) in the Balkans.
  - c) in the Far East
  - d) in the Near East
8. . . . . conquered Constantinople (modern-day Istanbul) after a three-month siege, spelling the end of the Byzantine Empire.
- a) Osman I
  - b) Osman II
  - c) Mehmed II
  - d) Mehmed I
9. Selim murdered all his male relatives to make sure he got the throne.
- a) all his wives
  - b) all his sons
  - c) all his female relatives
  - d) all his male relatives
10. The Blue Mosque in Istanbul, completed in 1616, is named for the blue Iznik tiles that decorate . . . . .
- a) its domes
  - b) its doors
  - c) its outer walls
  - d) its interior

## UNIT 7 INDUSTRIAL REVOLUTION



Until the mid-18th century, most people **worked on the land**, just as their ancestors had done for centuries. But this was about to change with new technologies that would create a different type of economy, based on manufacturing rather than farming. This Industrial Revolution started **in Britain around 1750**, changing society as people moved to towns to work in the new factories, and soon spread to continental Europe and the United States.

### Home of industry



The Industrial Revolution depended **on a supply of raw materials** such as water, iron, and coal—all readily available in Britain. The country also had **a huge market for manufactured goods**, as well as ships to transport them worldwide. There were plenty of wealthy people eager to invest money in enterprises **that might make big profits**.

### Britain's products:

Mass production in the factories of industrialized Britain flooded world markets **with a wide variety of machine-made goods**.

These included:

- Textiles
- Ceramics
- Metal tools
- Machinery
- Soap
- Cement

“I sell here, Sir, what the world desires to have - power.”

Matthew Boulton, British engineer, 1776

## Changing landscape

As more and more factories were built in Europe, the landscape changed **dramatically**. Big towns sprang up around the factories **to house the workers**, and the air was filled with smoke from the factory chimneys. Many people lived—and died—in dirty, overcrowded conditions.



## KEY EVENTS

**1709**

Coke is used for the first time to produce iron at **Coalbrookdale in northern England**.

**1712**

Thomas Newcomen builds **the first steam engine** capable of pumping water.

**1764**

James Hargreaves invents the spinning jenny, the first multi-spindle yarn spinner

**1771**

Arkwright's cotton mill uses mass-production manufacturing for the first time.

**1802**

The first Factory Act is passed in Britain **to regulate factory working conditions**.



Watt's improved steam engine design was more efficient at pumping water from mines.

## Down in the mine



By 1800, industry relied on coal to power steam engines and to produce iron. The coal had to be mined **from deep underground**, which was hard and dangerous work. Men, women, and children worked long hours down in the mines. **Ponies** lived underground, transporting the coal through the shaft.

### Full steam ahead

The first practical steam engine was invented **in 1712**, but it was slow and jerky, and only good for pumping water out of mines. In 1776, Scottish engineer **James Watt** perfected

an engine with a fast, smooth action that could drive machinery. This became the basis of the engines used in the first steamships and railroad locomotives.

### Timely travel



The first public railroad opened in England in **1825**, and the network soon covered most of Britain. This radically speeded up long-distance travel, taking hours instead of days.

In 1819,

the American ship Savannah made a **partly steam-powered crossing of the Atlantic**, showing how steam could transform international travel as well. This marked the beginning of a brand new era of travel.

### Who's who

#### Isambard Kingdom Brunel



English engineer Brunel built **the first high-speed railroad**, reaching speeds of more than 60 mph (96 km/h) in the 1840s. He also built bridges and steamships.

#### Abraham Darby

**In 1709, Darby** perfected a way of using coke (processed coal) instead of charcoal for producing iron. This made iron much cheaper and more plentiful.

#### James Brindley

One of the most important engineers of the 18th century, Brindley created **the Bridgewater Canal**, which became the prototype for future canals.

#### 1806

English mine engineer Richard Trevithick exhibits the first steam railroad engine.

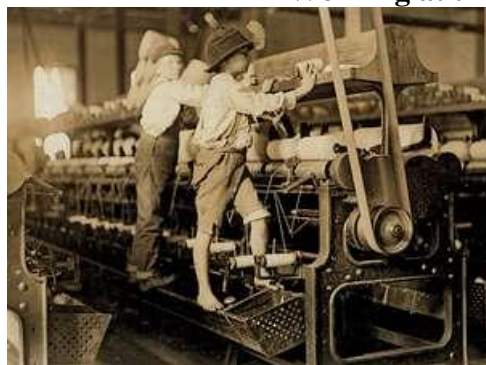
#### 1807

American engineer Robert Fulton builds the world's first commercial steamboat.

#### 1825

The Stockton and Darlington Railway runs the world's first passenger train (above).

## Working at the cotton mill



Children's lives during the Industrial Revolution, in Europe and the United States, were very different from today. Education was not compulsory and cost money, and many families could not afford to send children to school. Instead, they worked alongside their parents. Cotton mills, in particular, employed many children, who were perfect for wriggling under the machines. Their small hands were also nimble with the threads, and they were cheaper to hire than adults.

### **Spinner girls**

The cotton mill had a **large spinning room** with long rows of machines. This was where cotton was pulled into thread and wound onto spools. **Girls** often started out as spinners because they were considered to be more patient than boys.

### **Doffer boys**

Young boys worked in the cotton mills as doffers. Their job was to replace full spools of thread with empty ones. While the spools were filling up, they could run off and play for short bursts. Boys could start off as doffers **at age seven**, and the shortest boys often had to climb up onto the working machines to reach the spools.

### **Dangerous equipment**

The mill was a tough environment for child workers. Accidents were common **because the children were inexperienced and easily distracted**. Equipment was heavy and fast-moving, so in a split-second a worker's clothing, hair, or finger could get caught.

### **Hot work**

The oppressive heat generated by all the machinery in use proved a challenge for children. Some managers at the mills let employees open the windows a little, but children would all end the day exhausted and leave in sweat-drenched clothes.

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

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

1) enterprise, 2) landscape, 3) chimney, 4) steam, 5) engine, 6) mines, 7) shaft, 8) steamship, 9) compulsory, 10) spool.

- a) a large area of countryside, especially in relation to its appearance;
- b) a ship that moves by steam power;
- c) an organization, especially a business, or a difficult and important plan, especially one that will earn money;
- d) a tube-shaped object with top and bottom edges that stick out and around which a length of thread, wire, film, etc. is wrapped in order to store it;
- e) (of something) that must be done; necessary by law or a rule;
- f) a hollow structure that allows the smoke from a fire inside a building to escape to the air outside;
- g) a hole or system of holes in the ground where substances such as coal, metal, and salt are removed;
- h) the hot gas that is produced when water boils;

- i) a rod forming part of a machine such as an engine, that turns in order to pass power on to the machine;
- j) a machine that uses the energy from liquid fuel or steam to produce movement.

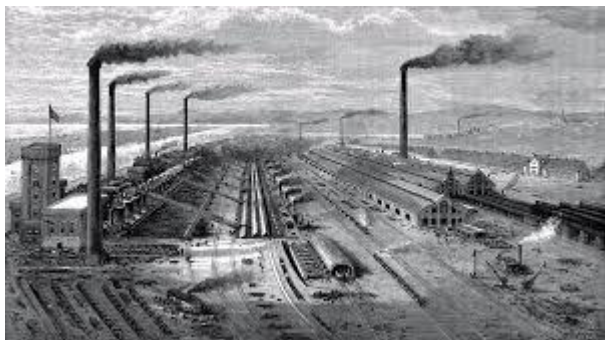
**II. Put questions to the word combinations and phrases in bold type.**

**III. Make your own sentences with the following phrases.**

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

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

**The First Industrial Revolution**



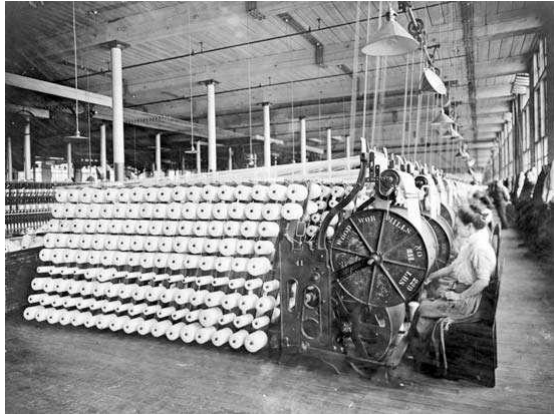
- 1. In the period 1760 to 1830 the Industrial Revolution . . . . .
  - 2. Aware of their head start, the British forbade the export of . . . . .
  - 3. The British monopoly could not last forever, especially since some Britons saw profitable industrial opportunities abroad, while continental European businessmen . . . . .
  - 4. Two Englishmen, William and John Cockerill, brought the Industrial Revolution to Belgium by developing machine shops at Liège, and Belgium became . . . . .
  - 5. Like its British progenitor, the Belgian Industrial Revolution . . . . .
  - 6. France was more slowly and less thoroughly industrialized . . . . .
  - 7. While Britain was establishing its industrial leadership, France was immersed in its Revolution, and the uncertain political situation discouraged . . . . .
  - 8. By 1848 France had become an industrial power, but, despite great growth under the Second Empire, . . . . .
  - 9. Other European countries lagged far behind. Their bourgeoisie lacked the wealth, power, and opportunities . . . . .
  - 10. Political conditions in the other nations . . . . .
- 
- a) also hindered industrial expansion.
  - b) centred in iron, coal, and textiles.
  - c) was largely confined to Britain.
  - d) large investments in industrial innovations.
  - e) machinery, skilled workers, and manufacturing techniques.
  - f) it remained behind Britain.



- g) the first country in continental Europe to be transformed economically.
  - h) sought to lure British know-how to their countries.
  - i) than either Britain or Belgium.
  - j) of their British, French, and Belgian counterparts.
- <https://www.britannica.com/event/Industrial-Revolution>

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

**The Second Industrial Revolution**



Despite considerable overlapping with the “old,” there was 1) . . . . . a “new” Industrial Revolution in the late 19th and 20th centuries. In terms of basic materials, modern industry began to exploit 2) . . . . . not hitherto utilized: lighter metals, new alloys, and synthetic products such as plastics, as well 3) . . . . . Combined with these were 4) . . . . . , and 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 бере 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.

В Англії було багато 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 в Англії з'явилася низка винаходів, пов'язаних із цією революцією. Серед них 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. Пізніше з'явилися і перші пароплави. Одночасно відбувся різкий стрибок кількості отриманих патентів на винаходи.



Бельгія стала першою країною, яка наслідувала розвиток Англії. Тож уже зовсім скоро вона стала однією з найбільших індустріальних держав світу. На початку XIX століття промислова революція відбулася в США, відчутно пізніше у Франції. Щоправда, у Франції найбільш помітний слід революція залишила у текстильній та металургійній промисловостях, а держава зробила чималий внесок у будівництво транспортної інфраструктури. Ще пізніше, приблизно в середині того ж століття, відчули на собі зміни і німецькі держави, і вже до кінця сторіччя об'єднана Німеччина виявилась в числі лідерів.

Спостерігаючи за розвитком промисловості сьогодні, важко уявити, як раніше люди могли робити все вручну. Адже саме завдяки промисловій революції сьогодні можна говорити і про технологічний прогрес також. Виникає профспілковий рух, соціалістичні та робітничі організації. Таким чином, в основі багатьох соціальних потрясінь XIX – початку XX століття лежить також промислова революція.

Фактично у світовій історії було всього дві революції такого масштабу: перша з них перетворила мисливця і збирача в хлібороба, друга ж перетворила хлібороба в виробника товарів і послуг. У наш час багато з тих приладів, які винайшли під час першої промислової революції, виглядають цілком інакше, але це вже зовсім інша історія.

[https://uk.wikipedia.org/wiki/Промислова\\_революція](https://uk.wikipedia.org/wiki/Промислова_революція)

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

### Meglepő vége lett a ló és a gőzmozdony versenyének 1830-ban

2019. február 27. 18:09 **Múlt-kor**

1830-ban az Egyesült Államokban egy lóerő és gőzerő közötti küzdelem jelezte a világnak, hogy az **ipari forradalom** örökre megváltoztatta a közlekedést.

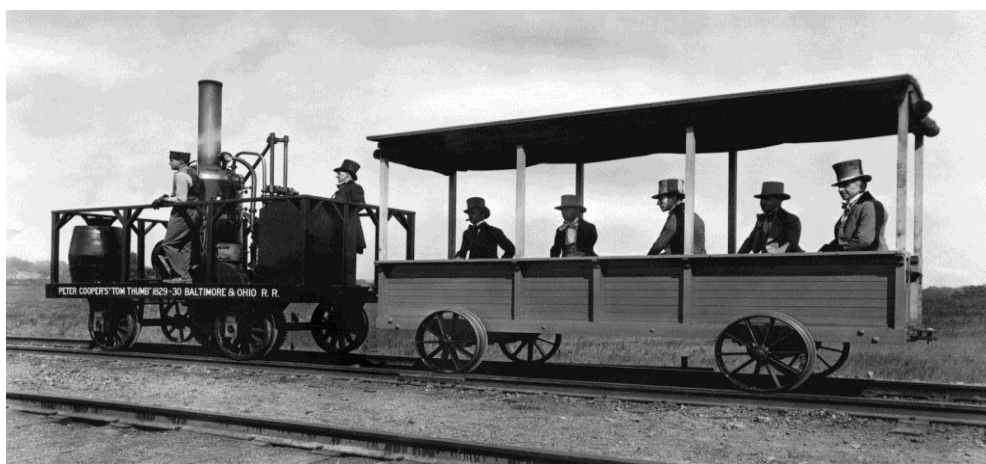


Az ipari forradalom korai szakaszában az Egyesült Államokban 1830-ban létrejött Baltimore és Ohio Vasút sínjein még ló vontatta kocsik közlekedtek. A társaság és befektetői tudták,

hogy csak gépi erővel fog tudni működni a tervezett 380 mérföldes (kb. 610 kilométeres) vonala a Maryland állambeli Baltimore és a Nyugat-Virginia állambeli Wheeling között.

Brit mérnökök kételkedtek abban, hogy gőzmozdonyral legyőzhető-e a meredek emelkedők és éles kanyarok a tervezett vonalon. A pénzüket féltő befektetők egy autodidakta feltaláléhoz és **üzletemberhez**, a 39 éves New York-i Peter Cooperhoz **fordultak**. Coopernek nem volt túl sok **tapasztalata** a vasutakkal, de valódi feltalálói elmével rendelkezett. Cooper összeeskábált egy egytonnás bemutatópéldányt mozdonyából, egy meglévő régi **gőzgépből** és egy műhelyben talált eldobált vasúti kerekekből. Már legelső próbaútján, 1830. augusztus 24-én bizonyította erejét: **sikeresen** elvitt egy tucat utast hét mérföldre Baltimore-ból Relaybe, ezzel ez lett az első amerikai gőzmozdony, amely kereskedelmi vasútvonalon üzemelt.

John H.B. Latrobe a Baltimore és Ohio társaság más vezetőivel együtt részt vett egy újabb próbaúton. A Latrobe által „Hüvelyk Matyi mozdonynak” keresztelt járművön hatan tartózkodtak. Az igazgatók **örvendezni** kezdtek, amikor elérték az óránkénti 18 mérföldes csúcsebességet, és a Hüvelyk Matyi azzal is lenyűgözött mindenkit, hogy gond nélkül vett minden kanyart és emelkedőt a 72 percig tartó úton.



The 'Tom Thumb,' constructed by Peter Cooper in 1829, George Rinhart/Corbis/Getty Image  
Miközben a **szerelevény** áthaladt Relayen a visszaúton, a Stockton & Stokes lovaskocsi-társaság kocsisai kihívták a mozdonyon utazókat, hogy járművük mérkőzzön meg az egyik lovuk által vontatott vasúti kocsival, egymás mellett a dupla nyomvonalon. Cooper belement, és a mozdony mellé állítottak egy szürke lovat, amely szintén egy vasúti kocsit húzott. Latrobe története igen **szórakoztató**, azonban egyáltalán nem biztos, hogy valóban megtörtént. „Nem láttam még valódi **bizonyítékot** arra, hogy megtörtént volna” – mondja Travis Harry, a baltimore-i B&O Vasúti Múzeum igazgatója. Cooper az 1882-es interjúban szintén tett utalást egy versenyre, amely az első kísérletek után történt, de nem szolgáltat részletekkel. Habár találmánya sikeresnek bizonyult, Cooper nem épített több mozdonyt.

A vasutak a 19. század folyamán teljességgel megváltoztatták az Egyesült Államokat és a világot. Senki sem tudja biztosan, mit hoz a jövő, azonban abba az irányba is mutatnak egyes jelek, hogy a vasúthoz hasonló kötött pályás eszközök fogják a jövő leggyorsabb közlekedését jelenteni – elég Elon Musk feltaláló Hyperloop rendszerére gondolni.

<https://mult-kor.hu/meglepo-vege-lett-a-lo-es-a-gozmozdony-versenyenek-1830-ban-20190227?pIdx=2>

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

marked the moment the company's investors sharp curves  
 were skeptical that steep grades proved its power  
 had a tinkerer's mind "Tom Thumb engine"  
 accepted the offer proved a success

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

<b>A</b>	<b>B</b>
1. steam-powered locomotive	<b>a</b> an occasion when you try doing something or using something before you really need to use it, to make sure everything works properly
2. inventor	<b>b</b> to give something or someone a name that describes them in some way
3. self-educated	<b>c</b> to make someone feel admiration and respect
4. test run	<b>d</b> to mention something or someone indirectly
5. dubbed	<b>e</b> a type of railway locomotive that produces its pulling power through a steam engine
6. top speed	<b>f</b> make or produce smth roughly or quickly.
7. impressed	<b>g</b> to completely change the appearance, form, or character of something or someone, especially in a way that improves it
8. allude to	<b>h</b> someone who has invented something, or whose job is to invent things
9. cobble together	<b>i</b> the fastest speed a vehicle can move at
10. transform	<b>g</b> having taught yourself by reading books, thinking about ideas etc, rather than learning things in school

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

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

1. egy lóerő és gőzerő közötti küzdelem	<b>a</b> changed transportation forever
2. örökre megváltoztatta közlekedést	<b>a b</b> had a tinkerer's mind
3. csak gépi erővel fog tudni működni vasutvonala	<b>c</b> handling every curve and slope
4. pénzüket féltő befektetők	<b>d</b> battle between steam and horse power
5. valódi feltalálói elmével rendelkezett	<b>e</b> director of museum operations at Baltimore's B&O Railroad Museum
6. egytonnás bemutatópéldányt mozdonyából	<b>f</b> machines would be able to power trains
7. kereskedelmi vasútvonalon üzemelt	<b>g</b> concerned about their investments

- |     |  |   |   |
|-----|--|---|---|
| 8.  | gond nélkül vett minden kanyart és emelkedőt | h | Elon Musk's proposed Hyperloop                    |
| 9.  | a baltimore-i B&O Vasúti Múzeum igazgatója   | i | operate on a commercial track                     |
| 10. | Elon Musk Hyperloop rendszere                | g | a one-ton demonstration steam from his locomotive |

### 5. Comprehension questions.

- How did a 1830 battle between steam and horse power mark the change of transportation forever?
- Why were the engineers from Great Britain skeptical that any steam-powered locomotive would be able to power trains over its planned 380-mile rail line?
- What was the first one-ton demonstration steam locomotive cobbled together from?
- What was the first steam locomotive to operate on a commercial track in the United States?
- Why was Cooper challenged to race his steam-powered invention against a horse-drawn railroad car side-by-side along the double tracks?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. This Industrial Revolution started in Britain ....., changing society as people moved to towns to work in the new factories.

- a) around 1450
- b) around 1550
- c) around 1650
- d) around 1750

2. By 1800, British industry relied on coal to power steam engines and to produce .....

- a) gold
- b) iron
- c) bronze
- d) aluminium

3. In 1819, the American ship .....made a partly steam-powered crossing of the Atlantic, showing how steam could transform international travel as well.

- a) Tundra
- b) Jungle
- c) Prearie
- d) Savannah

4. Until the mid-18th century, most people . . . . . , just as their ancestors had done for centuries.

- a) produced shoes
- b) worked at the plants
- c) worked on the land
- d) worked in the offices

5. The country also had a huge market for manufactured goods, as well as . . . . . to transport them worldwide.

- a) trains
- b) cars
- c) ships
- d) buses

6. Mass production in the factories of industrialized Britain flooded world markets with a wide variety of. . . . .
- a) machine-made goods
  - b) hand-made goods
  - c) electronics
  - d) computers
7. Big towns sprang up around the factories . . . . . , and the air was filled with smoke from the factory chimneys.
- a) to house the clerks
  - b) to entertain the workers
  - c) to feed the workers
  - d) to house the workers
8. Coke is used for the first time to produce iron at Coalbrookdale in . . . . .
- a) northern England
  - b) southern England
  - c) east England
  - d) west England
9. Arkwright's . . . . . uses mass-production manufacturing for the first time.
- a) linen mill
  - b) cotton mill
  - c) wool mill
  - d) nylon mill
10. . . . . lived underground, transporting the coal through the shaft.
- a) Dogs
  - b) Ponies
  - c) Donkeys
  - d) Horses



## UNIT 8 AMERICAN REVOLUTION

**During the 1760s**, the provinces on the East Coast of North America were British colonies. But the colonists had no representation **in the British parliament**, so when it was decided to make them pay taxes, they refused. Fighting broke out and the Americans declared their independence. The war ended with British defeat **in 1781**, and the birth of a new nation—the United States of America.



*“We hold these truths to self-evident, that all men are created equal...”*  
US Declaration of Independence, 1776

### Declaration of Independence

After the first big battle of the war at Bunker Hill in June 1775, **the English king, George III**, denounced the colonists as rebels against British rule. The Americans responded with a **Declaration of Independence**, which was signed **on July 4, 1776**. The first draft was written by lawyer **Thomas Jefferson**, who would go on to become the third president of the newly created United States of America.



### Thirteen colonies

The Americans who rebelled against British rule lived in 13 colonies founded on the East Coast **between 1607 and 1732**. The 13 stars of this American flag represent the colonies, and it dates from around 1860.

Delaware	Pennsylvania
New Jersey	Georgia
Connecticut	Massachusetts Bay
Maryland	South Carolina
New Hampshire	Virginia
New York	North Carolina
Rhode Island	

## KEY EVENTS

1764

**The Sugar Act, and later the Stamp Act,** are taxes imposed by the British on the American colonies against their will.



1770

Five colonists are killed by British soldiers during an anti-British rally in Boston—an event known as the Boston Massacre.

1773

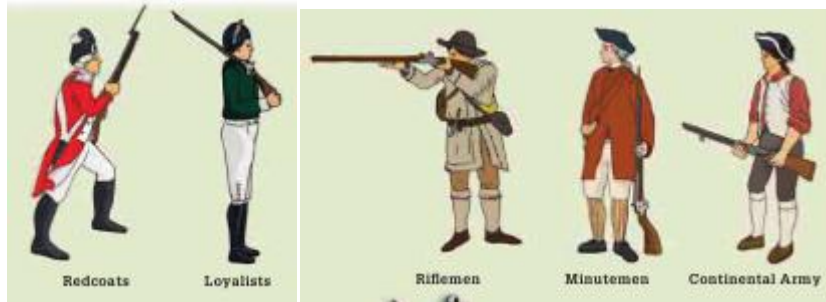
At the Boston Tea Party, colonists dump valuable chests of tea into Boston Harbor **as a protest against taxation.**

1775

The war begins when the colonists defeat the British at the Battle of Concord, and then lose at Bunker Hill.

### Who's who

The early battles of the war were fought between the British soldiers, known as redcoats, and part-time colonial militias, known as **riflemen or minutemen** (because they were ready to fight at a few minutes' notice). Some colonists sided with the British, and were known as **loyalists**. In June 1775, the new Continental Congress appointed **George Washington** commander of a properly trained Continental Army, but it took time to set up.



### Battles with the British

The first shots were fired **at Lexington** on April 19, 1775, leading to a British defeat at nearby Concord. A few weeks later, the British won a costly battle at Bunker Hill, but as the war continued, the Americans became better organized under the command of George Washington. After a British defeat at Saratoga in 1777, the French entered the war **on the 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 . . . . .

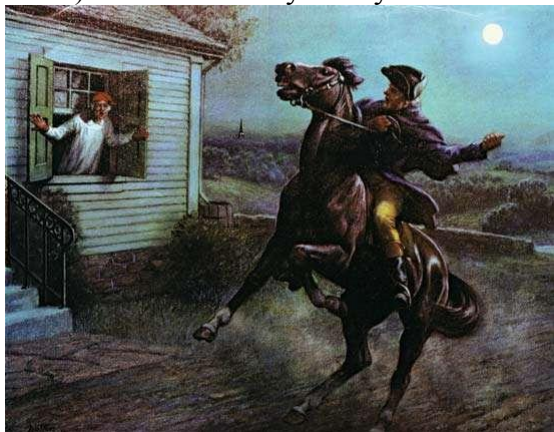
- a) alliance with France and others.
- b) took place between 1765 and 1783.
- c) Colonial military supplies at Lexington and Concord on April 19, 1775.
- d) during which Patriots destroyed a consignment of taxed tea.
- e) starting with the Stamp Act Congress in 1765.
- f) what became known as the American 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](https://en.wikipedia.org/wiki/Fortification_of_Dorchester_Heights)

## **VII. Render the text in English.**

### **Початок війни за незалежність**

10 травня 1775 р. відбувся II Континентальний конгрес, на якому делегати довідалися 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 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 р. Дж. Вашингтон був обраний одноголосно. Почалася боротьба, яку американці назвали революційною, а британці — війною Америки за незалежність.



Американці зробили вдалий рейд у травні 1775 р., 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 р. Їхні спроби укласти мирний договір ні до чого не привели. В Америці міцніло загальне бажання повністю розірвати 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 хисту полководця, і його люди не могли зрівнятися з регулярними британськими силами, але ця сильна людина ніколи не здавалася, до того ж, у британців, які воювали на чужій території, стали виникати проблеми із запасами й поповненням. Вашингтон підняв бойовий дух своїх військ, знову перейшовши через Делавер і захопив зненацька майже тисячний гарнізон ворога різдвяною ніччю 1776 р. Втім, наступного року 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 Бергойн, сподіваючись з'єднатися з ним на північ від Нью-Йорка, повів своє військо з Канади в бік міста Олбані через важку місцевість, потрапляючи в засідки повстанців. У підсумку британці потрапили в оточення переважаючих сил супротивника і склали зброю під Саратогою. Натхненні успіхами повстанців, французи вступили у війну на боці Америки. Незабаром їхній приклад наслідували іспанці й голландці. Британцям, що втратили панування на морі, довелося боротися на кількох фронтах. Георг III уже готовий був піти на поступки, але американцям потрібна була тільки незалежність.

[https://uk.wikipedia.org/wiki/Континентальний\\_конгрес](https://uk.wikipedia.org/wiki/Континентальний_конгрес)



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

### A csata, amelynek révén megszületett az amerikai nemzet

Múlt-kor

2016.09.28.



„A bombák és ágyúgolyók záporának városlakók és feketék, matrózok, tengerészek és **katonák** egyaránt áldozatul estek. Mindenhol súlyosan sérült, fejükön, karjukon vagy lábukon meglőtt emberek heverték” – írta **naplójába** Johann Conrad Döhla, az angolok oldalán harcoló ansbach-bayreuthi sereg tagja 1781. október 11-én. Ekkor már több mint két hete tartott az amerikai függetlenségi háború döntő ütközete, a yorktowni csata.

Bár a háború gazdasági vonzatai egyre nagyobb terhet róttak az amerikai erőkre, és 1781 elején a lázadás is gyakori volt a **hadsereg** alakulatai között, a britek hibás stratégiája mégis a „lázadók” malmára hajtotta a vizet. Charles Cornwallis, az angol haderő vezetője Yorktownnál olyan alacsonyan fekvő védelmi állásban telepedett meg haderejével, amely nem volt **megerősítve**, és a manőverezésre sem volt alkalmas. Bár George Washington, az Egyesült Államok későbbi első elnöke, az amerikai hadsereg vezetője New York bevételére készült, Cornwallis lépését látva úgy vélte, Virginiában jobb eredménnyel kecsegtethet a brit haderő elleni **támadás**.

George Washington vezérletével 1781. szeptember 28-án éjjel 17 ezer fős amerikai-francia haderő kezdte meg a virginiai kisváros, Yorktown ostromát. A várost védő angolok és szövetségeseik létszáma mintegy 8-9000 főt tett ki. Az ostromlók október 9-re ásták meg a csata szempontjából döntő fontossággal bíró ostromárkot, majd még aznap megkezdték Yorktown bombázását. A három hétig tartó **szüntelen** támadás hatására Cornwallis október 17-én, a saratogai fegyverletétel negyedik évfordulóján fegyverszünetet kért.

Október 19-én a betegsége hivatkozó brit **tábornok** helyett Charles O’Hara, a kapituláló sereg egyik legmagasabb rangú tisztje adta át a megadást jelképező kardot Washingtonnak. A vesztes csatát követően az angol **kormány** 1782-ben lemondott. Az Egyesült Államok végül 1783. szeptember 3-án, a párizsi **békeszerződés** révén nyerte el **független** állami státuszát.

<https://mult-kor.blogstar.hu/2016/09/28/a-csata-amelynek-reven-megszuletett-az-amerikai-nemzet/30560/>

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

they have fallen victim seriously wounded crucial  
put a burden on play into the hands of defense position  
the English and their allies siege trench  
he asked for a ceasefire pleading illness

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

- | <b>A</b>                 | <b>B</b>   |
|--------------------------|--|
| 1. revolt                | <b>a</b> an act of violence that is intended to hurt a person or damage a place                        |
| 2. armed forces          | <b>b</b> to say officially that you want to stop fighting, because you realize that you cannot win     |
| 3. besiege               | <b>c</b> control over someone or something and responsibility for him, her, or it                      |
| 4. attack                | <b>d</b> the American Revolutionary War in which the US became independent of Britain                  |
| 5. capitulation          | <b>e</b> to officially announce that you have decided to leave your job or an organization             |
| 6. surrender             | <b>f</b> a mysterious, exciting, or desirable quality  |
| 7. Revolutionary War     | <b>g</b> accepting defeat by your enemies in a war   |
| 8. allure                | <b>h</b> a country's army, navy, and air force   |
| 9. resign                | <b>i</b> to surround a city or castle with military force until the people inside let you take control |
| 10. under the command of | <b>g</b> a refusal to accept someone's authority or obey rules or laws                                 |

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

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

- |   |  |
|---|--|
| 1. az amerikai függetlenségi háború döntő ütközete, a yorktowni csata                     | <b>a</b> handed over the sword symbolizing the surrender                     |
| 2. a háború gazdasági vonzatai  | <b>b</b> the English government resigned                                     |
| 3. az amerikai hadsereg vezetője  | <b>c</b> people were to be seen lying everywhere, fatally wounded            |
| 4. adta át a megadást jelképező kardot  | <b>d</b> Johann Conrad Döhla of the German Ansbach-Bayreuth Regiment         |
| 5. Az Egyesült Államok a párizsi békeszerződés révén nyerte el független állami státuszát | <b>e</b> the economic consequences of the war                                |
| 6. vesztes csatát követően  | <b>f</b> leader of the American military forces during the Revolutionary War |
| 7. az angol kormány lemondott   | <b>g</b> flawed strategy   |

- |     |   |   |   |
|-----|---|---|---|
| 8.  | Johann Conrad Döhla, az ansbach-bayreuthi sereg tagja | h | the Treaty of Paris was signed, formally recognizing the United States as a free and independent nation |
| 9.  | mindenhol súlyosan sérült emberek heverték            | i | after fighting a losing battle  |
| 10. | hibás stratégia                                       | g | Yorktown proved to be the final battle of the American Revolution                                       |

### 5. Comprehension questions.

- Why had the United States been at war with England for over six years by the summer of 1781?
- Who by and how was the battlefield at Yorktown, Virginia on 11 October 1781 described?
- After conducting a series of raids against towns and plantations in Virginia, where did Cornwallis, settle?
- Who made plans to attack Cornwallis?
- What patriot victory effectively ended fighting in the American colonies?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

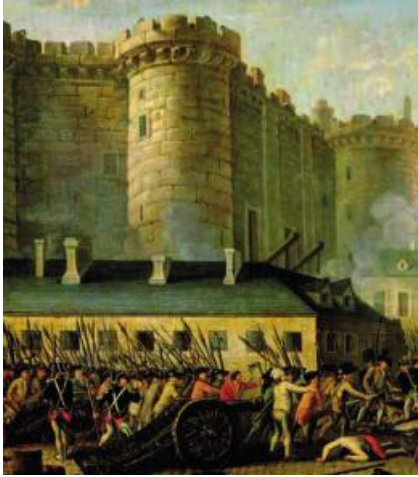
1. During the 1760s, the provinces on the East Coast of North America were . . . . .
  - a) French colonies
  - b) British colonies
  - c) Dutch colonies
  - d) German colonies
2. The war ended with British defeat . . . . . , and the birth of a new nation—the United States of America.
  - a) in 1881
  - b) in 1681
  - c) in 1981
  - d) in 1781
3. After the first big battle of the war at Bunker Hill in June 1775, . . . . . denounced the colonists as rebels against British rule.
  - a) the English king, George III
  - b) the English king, William the Conqueror
  - c) the French king Richard III
  - d) the French king George III
4. The Americans responded with a Declaration of Independence, which was signed on . . . . .
  - a) July 4, 1776
  - b) June 4, 1876
  - c) July 4, 1796
  - d) June 4 1676
5. The first draft was written by lawyer Thomas Jefferson, who would go on to become . . . . . of the newly created United States of America.
  - a) the first president
  - b) the fifth president
  - c) the second president
  - d) the third president

6. The . . . . . represent the colonies, and it dates from around 1860.
- a) 13 stripes of this American flag
  - b) 15 stars of this American flag
  - c) 13 stars of this American flag
  - d) 15 stripes of this American flag
7. . . . . , are taxes imposed by the British on the American colonies against their will.
- a) The Sugar Act, and later the Stamp Act
  - b) The Sugar Act, and later the Post Office Act
  - c) The Salt Act, and later the Stamp Act
  - d) The Salt Act, and later the Post Office Act
8. In June 1775, the new Continental Congress appointed . . . . . commander of a properly trained Continental Army
- a) Thomas Gefferson
  - b) George Washington
  - c) Abraham Lincoln
  - d) Andrew Jackson
9. After a British defeat at Saratoga in 1777, . . . . . entered the war on the American side.
- a) the Dutch
  - b) the German
  - c) the Dannish
  - d) the French
10. Part of the Constitution decreed that there should be . . . . .
- a) an elected prime minister
  - b) elected senators
  - c) an elected president
  - d) an appointed president

## UNIT 9

### FRENCH REVOLUTION

In 1788, France was ruled by a **king, queen, aristocracy, and clergy** who lived in luxury, while many of their subjects starved. **Just five years later**, the king and queen were dead, along with thousands of others, and the country was controlled by radical revolutionaries who abolished **the monarchy and nobility**, and attacked Christianity. Centuries of tradition and privilege were swept away, but **the chaos** cleared the way for a new era of political freedom and democracy.



#### Storming of the Bastille

On July 14, 1789, a rumor that the king was going to shut down **the National Assembly** caused a riot in Paris. Around 600 rioters attacked **the Bastille prison**, a symbol of the absolute power of the king. They freed **the seven prisoners** held inside and proceeded to destroy the fortress. The Revolution had begun.

#### Tennis Court Oath



When Louis XVI became king **in 1774**, France was bankrupt. His attempts at reform were blocked, and by 1789 **bread shortages** were causing riots. In a bid to raise taxes, Louis called a meeting of **the Estates General parliament**. It was the first meeting since 1614. But the

representatives of the common people, the Third Estate, declared that they alone had the right **to be the “National Assembly.”** Meeting in an indoor tennis court in June (above), they swore an oath to create a new constitution for France.

“Liberty, Equality, Fraternity”

Rallying Cry of the  
French Revolution

#### KEY EVENTS

##### 1789

The National Assembly is established and the Bastille is stormed. Later, there is the Versailles protest and the bread riots

**1790**

The National Assembly abolishes **the nobility**.

**1791**

The king and queen try to flee France but are captured and kept under guard.

**1792**

**The guillotine** is used to execute prisoners for the first time.

**1793**

King Louis XVI is sent to the guillotine and the “Reign of Terror” begins.

### **March on Versailles**



**By September**, the National Assembly was in virtual control of the government, but there were still bread shortages. On October 5, about 7,000 armed market women marched on the royal palace of Versailles, demanding **bread for their hungry families** and calling for the king to move from Versailles to Paris. He was forced to agree.

### **Who's who**

**The French Revolution** was driven by the anger of poor, hungry people ruled by rich aristocrats. They were encouraged by **radical politicians** who wanted to destroy the political power of the aristocracy and the Catholic Church. Some revolutionaries went by curious names:

**Sans-culottes**



The name means “**no shorts,**” since the workers could not afford short silk culottes.

**Les tricoteuses**



The women who knitted as they watched the daily executions became known as “Les Tricoteuses” (knitters)

**Jacobins**



Radical activists called Jacobins took over the government and began the Reign of Terror.

## Reign of Terror



**After the death of the king**, the radicals, led by Maximilien Robespierre, began a ruthless campaign against aristocrats and other “enemies of the Revolution.” Between 18,000 and 40,000 people were condemned and killed, mostly by **public execution under the guillotine**. The period was known as the “Reign of Terror.”

### Power shift



In 1791, Louis XVI and Queen Marie Antoinette tried **to escape France in disguise**. They were caught and sent back to Paris under armed guard, and all political power passed to parliament. **In January 1793**, Louis was executed, and Marie Antoinette followed nine months later.

**1794**

**Maximilien Robespierre is arrested and sent to the guillotine.**

**1795**

Heir to the throne Louis Charles dies in prison. The Jacobins are replaced by a less radical government called the Directory.



**A blue-and-red cockade showed that a person was a revolutionary.**

**1799**

The Directory is overthrown by Napoleon Bonaparte, who takes power as First Consul.

**1804**

**Napoleon Bonaparte** crowns himself Emperor of France.

### Volta battery

After years of experimenting, Italian inventor Alessandro Volta built the voltaic pile, or battery. This was the first practical method of generating electricity. Volta published his findings

in 1800, and the unit “volt” is named **after him**.



## 1791 Haitian slave revolt



Inspired by the revolution in France, slaves working on plantations in the colony of Haiti seized the opportunity to revolt. Toussaint L'Ouverture emerged **as the leader of the revolution**, helping Haiti to become the first black-ruled state.

## 1796 First vaccination

Early vaccination kit



**English doctor Edward Jenner** carried out the first vaccination—giving a patient a mild or reduced-strength injection of something in order to prevent a more serious disease.

**1793**

### Death of Louis XVI

The French king was charged **with treason**, found guilty, and condemned to death. On January 21, he was guillotined.

**1793**

### Fruity cure

When it was discovered that the disease scurvy was caused by a lack of vitamin C, the British admiralty began supplying **citrus fruit** to its sailors on board ships.

**1799**

### Rosetta Stone

French soldiers in Egypt unearthed a stone inscribed with three versions of the same passage, two written in Egyptian scripts (hieroglyphic and Demotic) and one in ancient Greek.

Known today as the Rosetta Stone, it enabled experts **to decipher hieroglyphs for the first time**.

**1769-1821**



### **NAPOLEON BONAPARTE**

A driven and fearless soldier, Napoleon Bonaparte came to power **at the end of the French Revolution**. His military genius brought him many victories and resulted in much of Europe coming under French control. He also introduced **a system of law**, the Code Napoleon, that gave poor people in France new rights. However, his ambition was his undoing and he ended his life in exile.

#### **Empire of France**

Napoleon was crowned emperor **in 1804** at the Notre Dame Cathedral in Paris, thus ending the Republic. His reorganization of the territories he conquered, in Italy and parts of Germany, had a profound impact, including the ending of the Holy Roman Empire.

#### **Military hero**

Napoleon headed **a series of successful battles** and expanded his empire across western and central Europe. He also led the French army to a successful invasion of Egypt. However, the invasion of Spain and a disastrous invasion of Russia led to his exile.

*“Death is nothing, but to live defeated and inglorious is to die daily.”*

Napoleon Bonaparte, 1814

#### **Battle of Waterloo**



Napoleon escaped **to France** and continued to wage war. The Battle of Waterloo, near Brussels, in 1815, was the last military engagement of the Napoleonic Wars. It was fought **between Napoleon’s army and coalition forces**, led by the Duke of Wellington from Britain and General Blucher from Prussia. The outcome of this closely fought battle saw the end of 26 years of fighting between European powers and France.

#### **KEY DATES**

1769 Born in Corsica

1796 Made commander of the French army in Italy

1798 Conquers Ottoman-ruled Egypt

1799 Appoints himself first consul after a coup

1804 Made emperor

1805 Victory at Austerlitz

1812 Failed invasion of Russia

1813 Defeat at Leipzig  
1814 Forced into exile  
1815 Escapes to France before Battle of Waterloo  
1821 Dies after six years imprisoned on St. Helena

“It is with regret that I pronounce the fatal truth: Louis ought to perish rather than a hundred thousand virtuous citizens; Louis must die that the country may live.”

Maximilien Robespierre at the trial of Louis XVI

### **Execution of Louis XVI**

**On a bleak winter's morning in January 1793**, a green coach trundled through the streets of Paris on its way to the Place de la Revolution. Inside was Louis XVI, king of France, guilty of high treason and sentenced to death. After more than 1,000 years of monarchy, France had become a republic in 1792 and was now ready to execute its former king. The blade fell at 10:22 a.m., watched by 20,000 people. One of the assistants showed **the king's head** to the crowds, and their cheers and artillery fire rang out to celebrate a new era.

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

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

1) abolish , 2) bankrupt, 3) assembly, 4) equality, 5) fraternity, 6) fortress, 7) riot, 8) execution, 9) guillotine, 10) treason.

- a) the right of different groups of people to have a similar social position and receive the same treatment;
- b) (the crime of) showing no loyalty to your country, especially by helping its enemies or trying to defeat its government;
- c) to put an end to something, such as an organization, rule, or custom;
- d) a device, invented in France, consisting of a sharp blade in a tall frame, used in the past for killing criminals by cutting off their heads;
- e) a noisy, violent, and uncontrolled public meeting;
- f) unable to pay what you owe, and having had control of your financial matters given, by a law court, to a person who sells your property to pay your debts;
- g) a group of people, especially one that meets regularly for a particular purpose, such as government, or, more generally, the process of coming together, or the state of being together;
- h) a group of people who have the same job or interest;
- i) the legal punishment of killing someone;
- j) a large, strong building or group of buildings that can be defended from attack.

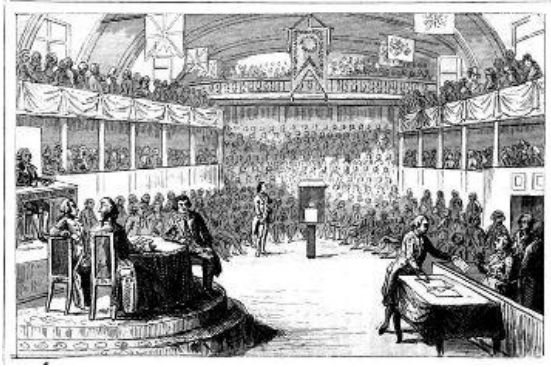
### **II. Put questions to the word combinations and phrases in bold type.**

### **III. Make your own sentences with the following phrases.**

- 1) to be ruled by a king or a queen;
- 2) to abolish the monarchy and nobility;
- 3) political freedom and democracy;
- 4) to cause a riot;
- 5) a symbol of the absolute power;
- 6) to swear an oath;
- 7) to keep under guard;
- 8) to destroy the political power;
- 9) the opportunity to revolt;
- 10) to prevent a serious disease.

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

##### National Assembly



1. The National Assembly played . . . . .
2. It represented the common people of France (also called the Third Estate) and demanded that . . . . .
3. It took over control of the government and . . . . .
4. In May of 1789, King Louis XVI called a meeting of the Estates General. . . . .
5. The Estates General was made up of three groups . . . . .
6. Each group had . . . . .
7. The Third Estate felt that this wasn't fair as they represented 98% of the people, but . . . . .
8. When the king refused to give them more power, the Third Estate created . . . . .
9. They began to meet on a regular basis and . . . . .
10. Although the members of the revolutionary assembly all wanted a new government, there were many different factions within the assembly. . . . .

- a) that were constantly fighting for power.
- b) its own group called the National Assembly.
- c) could still be outvoted 2:1 by the other two estates.
- d) the same amount of voting power.
- e) a major role in the French Revolution.
- f) run the country without the help of the king.
- g) the First Estate (the clergy or church leaders), the Second Estate (the nobles), and the Third Estate (the commoners).
- h) ruled France in some way for around 10 years.
- i) to address France's financial crisis.
- j) the king make economic reforms to insure that the people had food to eat.

[https://thefactfactor.com/facts/social\\_sciences/history/third-estate/79/](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 р., 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 р. Але насправді цього не було — Людовик маневрував між різними течіями, намагаючись зберегти свою незалежність і відвоювати втрачену владу. Більш того, король був щирим католиком і прийняв бік Папи та тих священників, які уникали присяги.

20-21 червня 1791 р. король спробував утекти, що засвідчило його ворожість реформам 1789-го. Найрадикальніші паризькі патріоти побачили в цьому зраду й організували петицію, яку хотіли передати на Марсовому полі і в якій вимагали публічного зречення. Такі депутати, як Байї та Лафает, підтримували конституційну монархію та висунули ідею викрадення короля. Вони заборонили маніфестацію й оголосили військовий стан. Попри це, 17 липня 1791 р. 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 якобинців 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 якобинці 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 р. 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 якобинського клубу, в основному жирондистів.  
[https://uk.wikipedia.org/wiki/Велика\\_французька\\_революція](https://uk.wikipedia.org/wiki/Велика_французька_революція)

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

**A fiatalkori baráját is lelőtte a „terror arkangyala“, hogy bizonyítsa, mennyire a forradalomnak él**

2019. augusztus 25. 08:41 MTI

Kétszázötvenkét éve, 1767. augusztus 25-én született Louis Antoine Leon de Saint-Just francia **forradalmár**, a jakobinus diktatúra egyik **vezetője**.



Saint-Just in a portrait by Pierre-Paul Prud'hon, 1793. (Bridgeman Images)

A közép-franciaországi Decize városában született. Katonatiszt apját tízévesen veszítette el, anyja ezután már nem bírt fékezhetetlen fiával.

Ahogy elérte a parlamentbe kerülés korhatárául megszabott 25 évet, rögvest meg is **választották** a Konventbe, ahol dörgedelmes beszéddel mutatkozott be, követelve XVI. Lajos tárgyalás nélküli halálra ítéletét. Természetesen a radikálisokhoz, Robespierre társaságához csatlakozott, 1793 januárjában ő lett a jakobinus klub **elnöke**. Magatartásával nem sok barátot szerzett.

Az eszményi szépségű, de kérlelhetetlenül doktriner Saint-Just a terrort tartotta az erény alapjának, meg is kapta "a terror arkangyala" melléknevet. Miután 1793. július 10-én beválasztották a Közjóléti Bizottmányba, az osztrákok és poroszok ellen harcoló rajnai **hadsereghez** küldték biztosnak.

1794 februárjában a Konvent elnökévé választották, az ő rendeletére kobozták el és osztották szét a szegények között a "nép ellenségeinek" vagyona, tartóztatták le, majd végezték ki Dantont és társait, és ő írta alá a Konventet bíráló Hébert halálos ítéletét is. Utoljára 1794 nyarán járt a fronton, győzelemre vezetve a csapatokat a fleurus-i csatában. Az összeesküvéstől tartó, beteg Robespierre **kérésére** tért vissza Párizsba, ahol 1794. július 27-én a Konventben nagy **beszédben** kelt a Megvesztegethetetlen **védelmére**. Beszédét iszonyatos hangzavar kísérte, nem is tudta befejezni, mert lerángatták az emelvénnyről. Az ülés végén megszületett a parancs letartóztatásukra.

Másnap mindannyiukat kivégezték. A vérpadhoz vezető úton Saint-Just végig néma volt, csak az Emberi és Polgári Jogok Kiáltványára pillantva mondta azt: legalább ennyit végeztem. Halálával, ahogy Albert Camus írta, meghalt az új vallás minden **reménye**: az erény vallásáé, egy **tökéletes** Franciaországé, amely sohasem születhetett meg.

<https://mult-kor.hu/a-fiatalkori-barajat-is-lelotte-a-terror-arkangyala-hogy-bizonyitsa-mennyire-a-forradalomnak-el-20190825>



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

the son of a cavalry officer   vehement speech  
unruly son   be put to death   Jacobin Club  
battle of Fleurus   basis for virtue  
death sentence   the Incorruptible   amid the uproar

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

- | <b>A</b>         | <b>B</b>   |
|------------------|--|
| 1. bearing       | <b>a</b> an official order or decision, especially one made by the ruler of a country  |
| 2. relentless    | <b>b</b> the thing or things that someone owns   |
| 3. be elected to | <b>c</b> a secret plan by a group of people to do something harmful or illegal   |
| 4. property      | <b>d</b> a raised structure which was used in the past as a place to kill criminals by hanging them or cutting off their heads |
| 5. decree        | <b>e</b> to share things among a group of people, especially in a planned way  |
| 6. confiscated   | <b>f</b> moral goodness of character and behaviour   |
| 7. distribute    | <b>g</b> to officially take private property away from someone, usually as a punishment  |
| 8. plot          | <b>h</b> to choose someone for an official position by voting  |
| 9. scaffold      | <b>i</b> strict, cruel, or determined, without ever stopping   |
| 10. virtue       | <b>g</b> the way in which you move, stand, or behave, especially when this shows   |

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

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

- |   |  |
|---|--|
| 1. ahogy elérte a parlamentbe kerülés korhatárául megszabott 25 évet. | <b>a</b> he was arrested and executed  |
| 2. radikálisokhoz, Robespierre társaságához csatlakozott              | <b>b</b> after he had reached the legally required age of 25 he was elected to the National Convention |
| 3. meg is kapta "a terror arkangyala" melléknevet                     | <b>c</b> leading the troops to victory   |
| 4. az ő rendeletére kobozták el és osztották szét a szegények között  | <b>d</b> they dubbed him the nickname "Angel of Death"   |
| 5. tartóztatták le, majd végezték ki                                  | <b>e</b> he joined the radical revolutionary group that included Robespierre                           |
| 6. győzelemre vezetve a csapatokat                                    | <b>f</b> president of the Convention   |
| 7. meg is kapta "a terror arkangyala" melléknevet                     | <b>g</b> the meeting ended with an order for their arrest  |
| 8. a jakobinus klub elnöke  | <b>h</b> he gestured to a copy of the Constitution of 1793 and said, "I am the                         |

- |   |   |
|---|---|
| <p>9. az ülés végén megszületett a i<br/>parancs letartóztatásukra</p> <p>10. csak az Emberi és Polgári Jogok g<br/>Kiáltványára pillantva mondta azt:<br/>legalább ennyit végeztem</p> | <p>one who made that"<br/>he soon earned the nickname<br/>"Archangel of terror"<br/>it was confiscated and distributed<br/>among the poor by his decree</p> |
|---|---|

### 5. Comprehension questions

- How did the young, idealistic and prone to violence, Louis-Antoine de Saint-Just embody the spirit of the French Revolution?
- Why does Louis-Antoine de Saint-Just have a more mythical status among the leaders of the French Revolution than none of them?
- Why do people take extreme views about Saint-Just and why is he still a controversial figure?
- Why 1789, the year the Revolution came was the year that transformed Saint-Just's life.
- Why were Robespierre and his followers taken to the guillotine without trial?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. . . . . France was ruled by a king, queen, aristocracy, and clergy who lived in luxury, while many of their subjects starved.
  - a) In 1788
  - b) In 1237
  - c) In 1488
  - d) in 1578
2. On July 14, 1789, a rumor that the king was going to shut down . . . . . caused a riot in Paris.
  - a) The House of Lords
  - b) the House of Commons
  - c) the National Assembly
  - d) the Senate
3. Around 600 rioters attacked the Bastille prison, a symbol of the absolute power of the king. They freed . . . . . held inside and proceeded to destroy the fortress.
  - a) all the prisoners
  - b) the seventy prisoners
  - c) the two hundred prisoners
  - d) the seven prisoners
4. When Louis XVI became king . . . . . , France was bankrupt.
  - a) in 1564
  - b) in 1443
  - c) in 1674
  - d) in 1774
5. Louis XVI's attempts at reform were blocked, and by 1789 . . . . . were causing riots.
  - a) bread shortages
  - b) potatoes shortages
  - c) fruit shortages
  - d)vegetables shortages

6. In 1791 the king and queen . . . . . but are captured and kept under guard.
- a) tried to return to France
  - b) tried to flee Britain
  - c) tried to return to Britain
  - d) tried to flee France
7. In 1793 king Louis XVI was sent to the guillotine and . . . . . began.
- a) the “Reign of Executions”
  - b) the “Reign of Wars”
  - c) the “Reign of Revolutions”
  - d) the “Reign of Terror”
8. On October 5, about 7,000 armed market women marched on the royal palace of Versailles, demanding . . . . .
- a) meat for their hungry families
  - b) bread for their hungry families.
  - c) potatoes for their hungry families
  - d) fruit for their hungry families
9. The name sans-culottes means . . . . . since the workers could not afford short silk culottes.
- a) “no shirts”
  - b) “no pants”
  - c) “no shorts”
  - d) “no trousers”
10. When it was discovered that the disease scurvy was caused by a lack of vitamin C, the British admiralty began supplying . . . . . to its sailors on board ships.
- a) citrus fruit
  - b) apples
  - c) cherries
  - d) blueberries

## UNIT 10 SLAVE TRADE

Since the beginning of history, there have been people forced to work as slaves, with no reward and no liberty. In ancient times, many slaves were **prisoners of war or criminals**. But **in the 16th century**, slavery became a profitable trade that stole the lives of more than 12 million

Africans. They were kidnapped, sold to traders, then shipped to the Americas in such appalling conditions that many died on the way.

### Forced labor



The Atlantic slave trade exploited **the labor of African men, women, and children** who were forced to work in the colonies of Brazil, the Caribbean islands, and mainland North America (now the United States). They worked as **farm laborers on the plantations, as miners, and as servants**. They had no rights, and most were granted only the most basic necessities and brutally punished for any disobedience.

“I should have quitted it sooner, had I considered it, as I do now, to be unlawful and wrong. But I never had a scruple on this head at the time”.

John Newton, trader turned abolitionist, from *Thoughts Upon the African Slave Trade*, 1788

### Slave auctions



By the 1780s, **between 80,000 and 100,000** enslaved Africans were being forcibly transported to the Americas every year. Those who survived the voyage were sold **at auction**, and became the legal property of their buyers. **The strongest and fittest slaves** brought the highest prices. Families might be split up, never to see each other again.

### KEY EVENTS

#### 1510

The first African slaves to cross the Atlantic are shipped to South America **by Spanish traders**.



**1672**

**The Royal African Company** is set up in London to trade goods with Africa and buy slaves.

**1780**

The Atlantic slave trade reaches its peak. Most of the slave traders are British-born.

**1787**

A campaign for the abolition of the slave trade is launched in Britain by **William Wilberforce**.

**1803**

**Denmark** becomes the first European country to abolish slavery and the slave trade.

### **Trading system**

Slave ships set sail from ports around Europe, loaded with **iron, guns, wine, and textiles**. They headed to West Africa where the goods were exchanged for slaves. The slaves were shipped across the Atlantic to sell to land owners in **the Caribbean and North America**. The ships returned to Europe laden with sugar, coffee, and tobacco.



### **Triangular trade**

The route taken by the slave ships from Europe to Africa to the Americas and back again was known as the triangle of trade.



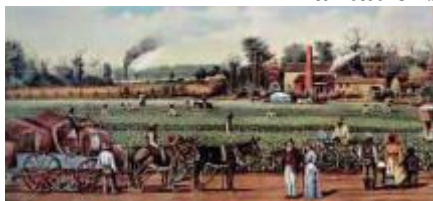
Slaves were bought in West Africa, where they boarded slave ships

### **Slave ships**

The slaves were crammed so tightly below the decks that they could barely move during a voyage lasting **up to ten weeks**. During the 1700s, up to 10,000 slaves were dying on board the ships every year.



### **Plantations**



Slaves in America and the Caribbean were made to work on plantations—big estates where crops were grown. Slave labor reduced costs, so owners made huge profits. Plantation goods included: **sugar, cocoa, coffee, cotton, tobacco, rice**.

## Abolition of slavery



After 20 years of campaigning, activists such as British politician William Wilberforce succeeded in getting Britain to outlaw the Atlantic slave trade in 1807. Slavery throughout the British Empire was abolished **in 1834**, as commemorated by this coin. In the United States, it continued until the end of the Civil War in 1865. Slavery was outlawed **in Brazil** in 1888, finally ending it entirely in the Western Hemisphere.

### 1807–1808

Britain declares the abolition of the slave trade, but not the institution of slavery itself, as does the US in 1808.

### 1825–1850

Almost 70,000 slaves are shipped from Africa each year in defiance of the slave-trade ban.

### 1833

**The American Anti-Slavery Society** is founded by abolitionists in the United States.

### 1860

There are 4 million slaves in North America and their value is estimated at \$4 billion.

### 1865

Slavery is abolished in the United States **under the presidency of Abraham Lincoln**.

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

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

1) slavery, 2) to kidnap, 3) to exploit, 4) plantation, 5) to punish, 6) auction, 7) voyage, 8) profit, 9) to commemorate, 10) abolitionist.

- a) the condition of being legally owned by someone else, or the system in which some people are owned by others;
- b) to cause someone who has done something wrong or committed a crime to suffer, by hurting them, forcing them to pay money, sending them to prison, etc.;
- c) a person who supported an end to slavery;
- d) to take a person away illegally by force, usually in order to demand money in exchange for releasing them;
- e) a large farm, especially in a hot part of the world, on which a particular type of crop is grown;
- f) to remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building;
- g) a long journey, especially by ship;
- h) to use someone or something unfairly for your own advantage;
- i) a usually public sale of goods or property, where people make higher and higher bids (= offers of money) for each thing, until the thing is sold to the person who will pay most;
- j) money that is earned in trade or business after paying the costs of producing and selling goods and services.

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

### III. Make your own sentences with the following phrases.

- 1) to become a profitable trade;
- 2) to exploit the labor;
- 3) the most basic necessities;
- 4) to be punished for disobedience;
- 5) to be forcibly transported;
- 6) to survive the voyage;
- 7) the abolition of the slave trade;
- 8) to sell to land owners;
- 9) the triangle of trade;
- 10) to outlaw the slave trade.

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



1. The slave trade refers to the transatlantic trading patterns which . . . . .
2. The majority of those sold into slavery were destined to work on plantations in the Caribbean and the Americas, where . . . . .
3. These plantations produced products such as sugar or tobacco, meant . . . . .
4. Those who supported the slave trade argued that it made important contributions to . . . . .
5. Despite this, towards the end of the eighteenth century, people . . . . .
6. However, since trading was so profitable for those involved, the 'Abolitionists' (those who campaigned for the abolition of the slave trade) were . . . . .
7. Those who still supported slavery used persuasive arguments, or 'propaganda', to indicate the necessity of the slave trade though . . . . .
8. The role of many slaves themselves in bringing slavery to an end is often overlooked. Resistance among slaves in . . . . .
9. Indeed, slaves in the French colony of St Domingue seized control of the island and it . . . . .
10. Figures such as Olaudah Equiano and Mary Prince, by adding their eye witness accounts to abolitionist literature, also . . . . .

- a) the abolitionists also used propaganda to further their cause.
  - b) were established as early as the mid-17th century.
  - c) fiercely opposed by a pro-slavery West Indian lobby.
  - d) for consumption back in Europe.
  - e) made a major contribution to the abolition campaign.
  - f) huge areas of the American continent had been colonized by European countries.
  - g) the Caribbean was not uncommon.
  - h) began to campaign against slavery.
  - i) the country's economy and to the rise of consumerism in Britain.
  - j) was eventually declared to be the republic of Haiti.
- [https://en.wikipedia.org/wiki/Atlantic\\_slave\\_trade](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.



- 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 р. до кінця 1840 р. змішані комісії у Сьєрра-Леоне за участю іспанців, португальців і бразильців розглянули справи про 425 захоплених британською ескадрою суден работорговців. У ході цих розглядів було звільнено 59 341 раба.

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 р. британським капітанам було дозволено затримувати работорговців на підставі непрямих доказів. З посиленням

оглядів не погодився уряд Португалії, який 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 р. підписати договір, що визнавав право на захоплення суден работорговців навіть за відсутності на них рабів. Аналогічні інструкції були в 1849 р. дані і американським кораблям.

Однак у країні 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 сувору кару для раб- і негроторговців, прирівнюючи работоргівлю до морського розбою. Така постанова містилась і в російському «Укладенні про покарання» (ст. 1411), за яким навіть винні лише в приготуванні й 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, недостатніми для боротьби з работоргівлею, як не досягла мети і постанова берлінської конференції 1845 р., відповідно до якої не тільки заборонялась работоргівля, а й усі морські і сухопутні операції, що доставляють рабів. Держави зобов'язувались сприяти знищенню работорговців, 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 р. таку угоду підписав емір Маската, а в 1849 р. 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, у той час як британські кораблі в Індійському океані за цей же час звільнили лише 2645 осіб.

[https://uk.wikipedia.org/wiki/Трансатлантична\\_работоргівля](https://uk.wikipedia.org/wiki/Трансатлантична_работоргівля)

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

Hatvanévesen is maga vezette harcba csapatait a gyarmatosítók ellen küzdő Nzinga királynő

Múlt-kor

2018.11.23.



Nzinga királynő



Nzinga szobra Luandában

**Afrika történelmének egyik legharciasabb uralkodója egy nő volt, aki a rabszolga-kereskedelmet is hátráltatta.**

Nzinga 1583 körül született a mai Angola középső részén. A hagyomány szerint a Nzinga nevet azért kapta, mert születésekor a köldökzsinór a nyaka köré volt tekeredve, ami a népi **hiedelem** szerint azt jelentette, hogy az illető büszke és dőlyfös lesz. Emellett egy **jósnő** születésekor azt mondta, Nzinga egy nap királynő lesz.

A két királyság **uralkodója**, azaz ngolája ekkor Nzinga édesapja volt (a „ngola” szó félreértelmezése miatt nevezték el később a portugálok az egész országot Angolának). Nzinga **visszaemlékezései** szerint édesapja messze őt kedvelte legjobban gyermekei közül, és még **hadjáratokra** is magával vitte, hogy megtanulja az uralkodás fortélyait. A portugálok már néhány évtizede jelen voltak a partvidéken, és több uralkodó is volt, aki megkeresztelkedve szövetségre lépett velük vetélytársai ellen. Mbandi uralma alatt a két **királyság** sikertelenül lázadt fel az egyre jobban betolakodó portugálok ellen.

1641-ben eljött Nzinga lehetősége: az északra található Kongo királysággal vállvetve a hollandok elfoglalták Luandát, **kiűzve** a portugálokat. Nzinga Luanda felé indult seregeivel, és egy alkalommal **vereséget** is mért a portugálokra, ez azonban nem volt döntő jelentőségű. Nem tudták azonban a portugálok sem visszafoglalni Luandát a hollandoktól, akik innen ezután erősítést küldtek Nzingának. Az egyesült holland és ambundu erők vereséget mértek a portugálokra, és a Masangano nevű **erődbe** szorították vissza őket.

Végül Braziliából Salvador Correia de Sá e Benevides vezetése alatt portugál felmentőereg érkezett Angolába, és visszafoglalta Luandát. Nzinga ezt követően visszavonult Matambába, ahonnan egészen a 60-as éveikig személyesen vezetett hadjáratokat a portugálok ellen. 1657-ben békét kötött a gyarmatosítókkal, és keresztény misszionáriusokat – többnyire kapucinusokat – is a területére engedett, továbbá maga is ismét **megkeresztelkedett**. A béke évei alatt környezetéből többen is megpróbálták letaszítani a trónról, azonban nem jártak sikerrel – 1663-ban természetes módon, 80 évesen halt meg.

<https://mult-kor.blogstar.hu/2018/11/23/hatvanevesen-is-maga-vezette-harcba-csapatait-a-gyarmatositok-ellen-kuzdo-nzinga-kiralyno/64650/>

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

according to tradition proud and haughty favoured by  
were present on the coast against rivals crucial defeated  
led military campaigns against signed a peace treaty  
Capuchin missionaries

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

A	B
1. indicate	a a woman who people believe has been sent by God to lead them
2. prophetess	b an arrangement between two or more people, groups, or countries by which they agree to work together to achieve something
3. baptize	c a large strong building used for defending an important place
4. enter into an alliance	d to move away from the enemy after being defeated in battle
5. rebel	e to accept someone as a member of a particular Christian church by a ceremony of baptism
6. unsuccessfully	f someone who opposes or fights against people in authority
7. seize	g to take control of a place again by fighting for it
8. recapture	h to take control of a place suddenly and quickly, using military force
9. fortress	i not having a successful result or not achieving what you wanted to achieve
10. retreat	g to direct someone's attention to something or someone, for example by pointing

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

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

1. köldökszinór a nyaka köré volt tekeredve	a mistaking the title of the ruler (ngola) for the name of the country, the Portuguese called the land Angola
2. a „ngola” szó félreértelmezése miatt nevezték el később a portugálok az egész országot Angolának	b according to her recollections
3. visszaemlékezései szerint	c tried to dethrone her
4. édesapja messze őt kedvelte legjobban gyermekei közül	d entered into an alliance against his rivals
5. hadjáratokra is magával vitte	e she was greatly favoured by her father
6. szövetségre lépett velük vetélytársai ellen	f she defeated the Portuguese army
7. az északra található Kongo királysággal vállvetve a hollandok	g sent Nzinga reinforcements
8. vereséget mért a portugálokra	h the Dutch in alliance with the Kingdom of Kongo
9. erősítést küldtek Nzingának	i carried her with him to war.
10. megpróbálták letaszítani a trónról	g umbilical cord was wrapped around her neck

## 5. Comprehension questions

- What was said to be an indication that the person who had this characteristic would be proud and haughty?
- Did the Portuguese in the 16th century shift their slave-trading activities to the Congo and South West Africa because their position in the slave trade was threatened by England and France?
- Why did the Portuguese call the land of the Mbundu people Angola, the name by which it is still known today?
- How did the Portuguese manage to recapture Luanda?
- After retreating did Nzinga continue to resist Portugal personally leading troops into battle?

## 6. Render the text in English.

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

### COMPREHENSION TEST

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

1. . . . . , slavery became a profitable trade that stole the lives of more than 12 million Africans.

- a) In the 13th century
- b) In the 14th century
- c) In the 16th century
- d) In the 15th century

2. The Atlantic slave trade exploited the labor of African men, women, and children who were forced to work in the colonies of . . . . . , . . . . . , and mainland . . . . . (3choices).

- a) Brazil
- b) South America
- c) the Caribbean islands
- d) North America

3. By the 1780s, . . . . . were being forcibly transported to the Americas every year.

- a) between 80,000 and 100,000 enslaved Africans
- b) between 800 and 1000 enslaved Africans
- c) between 8,000 and 10,000 enslaved Africans
- d) between 800,000 and 1 million enslaved Africans

4. In 1865 slavery is abolished in the United States . . . . .

- a) under the presidency of Abraham Lincoln
- b) under the presidency Thomas Jefferson
- c) under the presidency John Adams
- d) under the presidency George Washington

5. In 1510 the first African slaves to cross the Atlantic were shipped to South America by . . . . .

- a) Dutch traders
- b) German traders
- c) British traders
- d) Spanish traders

6. In 1787 a campaign for the abolition of the slave trade was launched . . . . . by William Wilberforce.

- a) in Britain
- b) in Denmark
- c) in Sweden
- d) in Germany

7. In 1803 . . . . . became the first European country to abolish slavery and the slave trade.
- a) Sweden
  - b) Norway
  - c) Denmark
  - d) England
8. The route taken by the slave ships from Europe to Africa to the Americas and back again was known as . . . . .
- a) the square of trade
  - b) the triangle of trade
  - c) the one-way trade
  - d) the return trade
9. The slaves were crammed so tightly below the decks that they could barely move during a voyage lasting . . . . .
- a) up to 6 months
  - b) up to 4 weeks
  - c) up to a year
  - d) up to ten weeks
10. In the United States, slavery continued until the end of . . . . .
- a) the Civil War in 1865
  - b) the Civil War in 1665
  - c) the World War I
  - d) the World War II



## UNIT 11

# AMERICAN CIVIL WAR

**In the 1860s**, the United States went to war over slavery and states' rights. The Northern states, where slavery was already illegal, wanted it abolished **throughout the country**. However, **the Southern states** wanted to keep slavery, since they relied on African slaves to farm their crops of cotton and tobacco. It was a bloody battle that tore the country apart before slavery was finally abolished.

### Union versus Confederate

**The Civil War** resulted in a great loss of American life. About 620,000 Americans died, more than in any other conflict, including both world wars combined. The two sides were the

**Union (Northern states) and the Confederacy (Southern states).**

### Battle of Gettysburg

Union and Confederate troops clashed thousands of times over the course of the war. A major turning point came **in July 1863**, when Union troops halted the South's advance at Gettysburg, Pennsylvania. **About 51,000** soldiers on both sides were killed.



- 23 states remained loyal to the Union at the start of the war. Another two, **Nevada and West Virginia**, joined during the conflict, making 25.
- Population: 22 million
- Soldiers: 2.1 million
- Number of deaths: 360,000
- Cost of war: \$6.2 billion
- Soldier's monthly pay: \$13



- **7 southern states** broke away from the Union at the start of the war. These were later joined by another 4 states, making 11.
- Population: 9 million
- Soldiers: 1.1 million
- Number of deaths: 260,000
- Cost of war: \$4 billion
- Soldier's monthly pay: \$11



## KEY EVENTS

### 1860

In November, **Abraham Lincoln** was elected as the 16th US president. In this decade, the country went to war over slavery, since the North wanted it abolished and the South wanted to keep it.

### 1860

In December, **South Carolina** was the first state to withdraw from the Union. By February 1861, six more states joined, forming the Confederacy.

### 1861

The opening shots were fired at Fort Sumter, South Carolina, when Southern forces opened fire on Union troops.

### 1861

The First Battle of Bull Run ended in victory for the Confederacy, as did the Second Battle of Bull Run a year later.

### 1862

**The Battle of Antietam** stopped General Lee's march north and saw the greatest number of Americans killed or wounded in a day.

### African-American soldiers



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	
<b>Abraham Lincoln</b> 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.		<b>vs.</b>	<b>Jefferson Davis</b> 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.
<b>Ulysses S. Grant</b> 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.		<b>vs.</b>	<b>Robert E. Lee</b> 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](https://en.wikipedia.org/wiki/Sherman%27s_March_to_the_Sea)

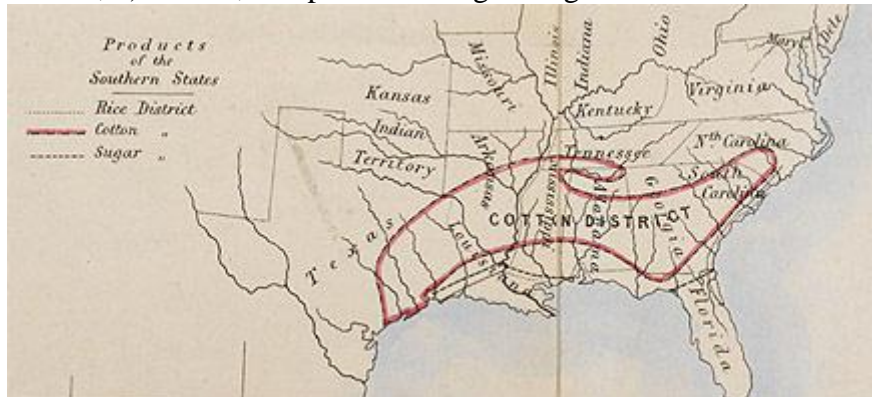
## V. Complete the following text with the phrases below.

### 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 усїєї 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 стискаючи кільце ("анаконда-план"), але конфедерати розірвали їх надто розтягнутий фронт. На Заході, у басейні р. Міссісіпі, генерал Улісс Грант успішно вів бойові дії проти військ Півдня, відтіснивши їх до гирла річки з портом Новий Орлеан.

Проте на основному фронті у Вірджинії армія Півночі діяла невдало: тричі вона намагалася захопити столицю Конфедерації Річмонд, але кожного разу відступала з великими втратами. Успішний контрнаступ армії Півдня під керівництвом Роберта Лі був зупинений з великими труднощами.

Перелом у ході війни на користь вільних штатів було досягнуто лише після того, як уряд почав вести її "по-революційному". Крім наведення порядку в тилу, зміцнення дисципліни та підвищення податків для багатих власників, вирішальне значення мало прийняття закону про гомстеди (1862р.) і акта про визволення рабів (1863 р.). Відповідно до закону кожний громадянин, який не брав участі у заколоті і сплатив податок у 10 дол., мав право отримати ділянку землі в 160 акрів (64 га) на вільних землях. Після 5 років користування вона безкоштовно передавалася у власність. Цей закон сприяв досягненню перемоги над Півднем, без якої неможливо було розраховувати на вільне заселення Заходу, адже рабовласники Півдня претендували на територіальне розширення за рахунок Заходу країни. А прийняття акта про визволення рабів позбавило Конфедерацію міцних тилів, негри почали масово втікати на Північ і вступати на службу у федеральну армію.

Навесні 1863 р. у Вірджинії війська Півдня під командуванням Роберта Лі знову завдали поразки федеральній армії, але це була остання значна перемога заколотників. У 1864 р. армія Півночі на чолі з генералом Шерманом зайшла у тил ворога, перекривши найважливіші залізничні шляхи Півдня. Рештки армії конфедератів продовжували опір, доки у 1865 р. війська Півночі не захопили Річмонд.

Так закінчилася громадянська війна у США. З обох сторін загинуло понад 600 тис. осіб. Забрала вона і життя президента Авраама Лінкольна.

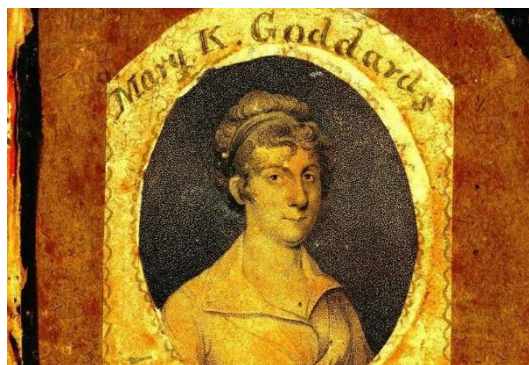
<https://buklib.net/books/32007/>

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

### Valódi médiamogul volt az Egyesült Államok „alapító anyja”

Múlt-kor

2018.11.21.



John Trumbull: „Függetlenségi Nyilatkozat”, 1819.

Az Egyesült Államok születésénél nem csak férfiak voltak jelen. Igen fontos szerepet játszott a függetlenség kihirdetésében egy rendkívüli képességekkel bíró nő, Mary Katherine Goddard. A Függetlenségi Nyilatkozat terjesztésében tevékenyen részt vevő nyomdász tekinthető az egyetlen nőnek, aki aláírta a dokumentumot – mivel a nyomtatott változaton nyomtatással szerepeltek az eredeti aláírók nevei, és mellettük szerepelt az övé is.



1776 decemberében még nem úgy tűnt, hogy George Washingtonnak és társainak sikerül kivívniuk a 13 amerikai **gyarmat** függetlenségét az **anyaországtól**, Nagy-Britanniától. De nem sokkal később már jó hírekről értesültek: Washington karácsony napján átkelt a Delaware folyón, majd Trentonnál és Princetonnál is elverte a briteket.

A Kongresszus ezen felbuzdulva elkezdte egy második **nyomtatását** a Nyilatkozatnak, amelyen már nyomtatott betűvel szerepeltek neveik. A nyomtatás elvégzéséhez az egyik **legmegbízhatóbb** jelöltet választották: Mary Katherine Goddardot, aki nem csupán a gyarmat vezető lapja, a „Maryland Journal” főszerkesztője volt, de Baltimore postamestere is egyben – ezzel vélhetően ő volt az amerikai **kormány** első női alkalmazottja.

Goddard következetesen a „patrióta” irányvonalat képviselte mind újságában, mind az általa nyomtatott művekkel. A függetlenségi háború korának egyik első számú újságírója és nyomdása volt. Mary Katherine Goddard nyugodt kézzel kormányozta jövedelmező vállalkozásokká a rábizott lapokat. Így történt 1774-ben is, amikor a csupán hat hónapja létező „Maryland Journal” is hozzá került.

Mary Goddard éppen akkor vette át a lap irányítását, amikor a gyarmati lakosok egyre elégedetlenebbé kezdtek válni a brit kormányzattal. Hamarosan a „patrióta” oldal legfőbb lapjává vált. A harcok kezdetével lelkesen **tudósított** a csatákról, a függetlenségpárti erőket jóként, a briteket rosszként beállítva.

1775 júliusában a Kontinentális Kongresszus átvette William Goddard postaszolgálatát, és kinevezte irányítójának a lényegesen megbízhatóbb Benjamin Franklint. Ez év októberében lett Mary Goddard Baltimore **postamestere**, amikor pedig a következő évben felkérték a Függetlenségi Nyilatkozat további példányainak nyomtatására, tudta, hogy történelmi pillanat részese: a szokásos „M.K. Goddard” helyett teljes nevét helyezte az egyoldalas nyomtatvány aljára.

A háború során Goddard a rengeteg nehézség ellenére **kitartott** a függetlenségpártiak mellett. Az Egyesült Államok létrejöttének fontos **személyisége**, és a női **egyenjóság** egyik úttörője. Személyiségére a legnagyobb rálátást munkája adja, amelyet állhatatosan és elveihez hűen végzett – joggal nevezi az utókor az Egyesült Államok „alapító anyjának”.

<https://mult-kor.blogstar.hu/2018/11/21/valodi-mediagogul-volt-az-egyedul-allamok-alapito-anyja-/64557/>

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

Declaration of Independence extraordinary abilities  
on Christmas Day most trusted candidate  
*colonial population* she was part of a historic moment  
despite all the difficulties  
one of the pioneers of women's equality  
crossed the Delaware River profitable businesses

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

- | A               | B   |
|-----------------|---|
| 1. printer      | a continuing to happen or develop in the same way         |
| 2. encouraged   | b someone or something that can be trusted or depended on |
| 3. probably     | c in a loyal way  |
| 4. consistently | d someone who is employed in the trade of printing        |

- |                   |   |   |
|-------------------|---|---|
| 5. reliable       | e | all the people in the future who will be alive after you are dead                               |
| 6. independence   | f | the act of starting an organization, relationship, or system                                    |
| 7. steadfastly    | g | to give someone the courage or confidence to do something                                       |
| 8. posterity      | h | being certain that you are right about something and refusing to change your opinion in any way |
| 9. faithfully     | i | political freedom from control by the government of another country                             |
| 10. establishment | g | used to say that something is likely to happen, likely to be true etc                           |

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

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

- |  |   |   |
|--|---|---|
| 1. az egyetlen nő, aki aláírta a dokumentumot  | a | since the print version had the names of the original signers along with her name appearing on it         |
| 2. mivel a nyomtatott változaton nyomtatással szerepeltek az eredeti aláírók nevei, és mellettük szerepelt az övé is | b | they were becoming increasingly dissatisfied  |
| 3. sikerül kivívniuk a 13 amerikai gyarmat függetlenségét az anyaországtól   | c | added her own name to the bottom of the document  |
| 4. az amerikai kormány első női alkalmazottja  | d | she enthusiastically reported on the battles  |
| 5. a „patrióta” irányvonalat képviselte  | e | whom posterity rightfully calls the Founding Mother   |
| 6. egyre elégedetlenebbé kezdtek válni   | f | she was asked to print additional copies of the Declaration of Independence                               |
| 7. lelkesen tudósított a csatákról   | g | they succeeded in gaining the independence of the 13 American colonies from their mother country, Britain |
| 8. felkérték a Függetlenségi Nyilatkozat további példányainak nyomtatására   | h | the only woman who signed the Document  |
| 9. teljes nevét helyezte az egyoldalas nyomtatvány aljára  | i | she represented the "patriotic" position  |
| 10. joggal nevezi az utókor az Egyesült Államok „alapító anyjának”   | g | the first female employee of the American government  |

### 5. Comprehension questions.

- Why do you think the name of the only woman appearing on the Declaration of Independence is not well known?
- What appeared at the bottom of the first copy of the Declaration of Independence that was specifically intended to be housed in archives, which was printed on January of 1777?
- What was the reputation of Mary Katherine Goddard's paper?

- Why do you think Vice President Mike Pence in one of his speeches singled out patriots like Mary Katherine Goddard calling her one of “the extraordinary women who’ve helped define America’s history.”
- Why was Goddard considered radical, and revolutionary for her time?

**6. Render the text in English.**

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

**COMPREHENSION TEST**

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

1. . . . . , the United States went to war over slavery and states’ rights.
  - a) In the 1760s
  - b) In the 1560s
  - c) In the 1660s
  - d) In the 1860s
2. The Northern states, where slavery was already illegal, wanted it abolished . . . . .
  - a) throughout the country.
  - b) in the South
  - c) in the West
  - d) in the East
3. However, . . . . . wanted to keep slavery, since they relied on African slaves to farm their crops of cotton and tobacco.
  - a) the Southern states
  - b) the Western states
  - c) the Eastern states
  - d) the Northern States
4. . A major turning point of American Civil War came . . . . . , when Union troops halted the South’s advance at Gettysburg, Pennsylvania.
  - a) in August 1780
  - b) in July 1863
  - c) in June 1865
  - d) in December 1774
5. . . . . remained loyal to the Union at the start of the war.
  - a) 10 states
  - b) 43 states
  - c) 23 states
  - d) 53 states
6. In November 1860, Abraham Lincoln was elected as . . . . .
  - a) the 1<sup>st</sup> US president
  - b) the 16<sup>th</sup> US president
  - c) the 5<sup>th</sup> US president
  - d) the 10<sup>th</sup> 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.

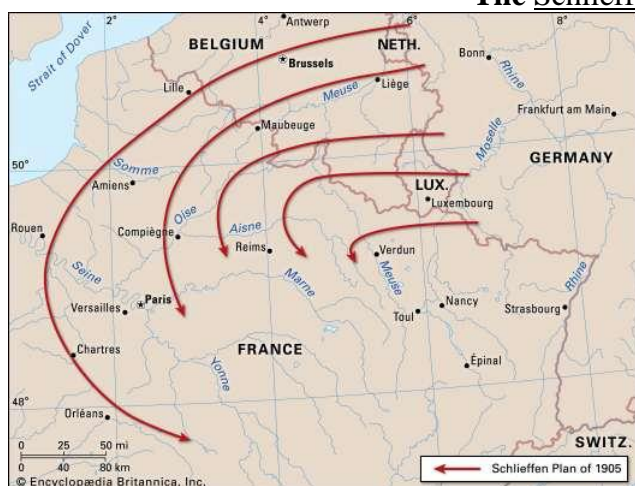
## II. Put questions to the word combinations and phrases in bold type.

### 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-Sarrebouurg (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](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 Першій 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 ворогуючих сторін — Російської імперії та Австро-Угорської імперії, далекосяжні плани щодо України мала кайзерівська Німеччина.

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 р. 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, Д. 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 Д. Дорошенком підтримала австро-угорсько-німецький союз. Позиція політичних партій в Австро-Угорській імперії була неоднозначною: вони активно підтримували австро-угорський уряд у війні з Російською імперією.

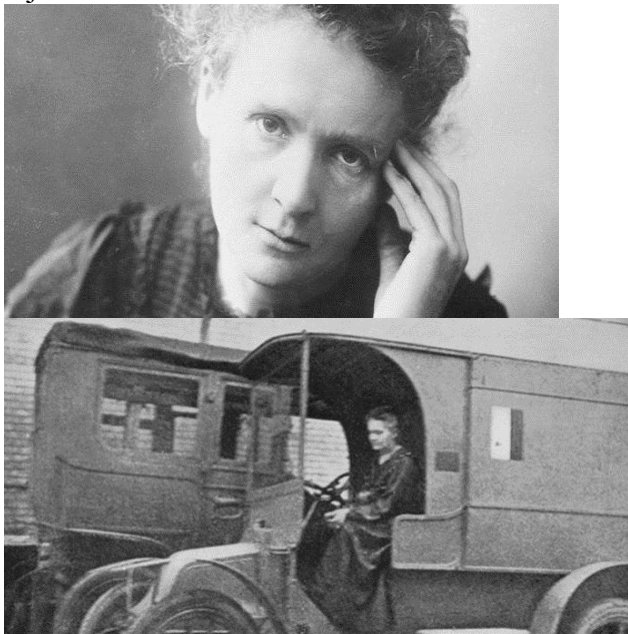
[https://uk.wikipedia.org/wiki/Перша\\_світова\\_війна](https://uk.wikipedia.org/wiki/Перша_світова_війна)

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

### Röntgenfelszereléssel járta önkéntesként az első világháború hadikórházait Marie Curie

2019. november 7. 11:20 MTI

152 éve, 1867. november 7-én született Varsóban Marie Skłodowska-Curie lengyel-francia vegyész és fizikus, máig az egyetlen, aki két különböző tudományágban is elnyerte a Nobel-díjat.



Marie Curie mobil röntgenvizsgálójában (kép forrása: theconversation.com)

Maria Salomea Skłodowska néven, pedagógus szülők ötödik gyermekeként látta meg a napvilágot. 1891-ben Párizsba **költözött**, ahol **nélkülözések** közepette évfolyamelsőként szerzett diplomát matematikából, majd fizikából a Sorbonne-on. 1895-ben házasodott össze a fizikus Pierre Curie-vel.

Madame Curie az uránércet és a Henri Becquerel által felfedezett uránsugárzást kezdte tanulmányozni, amelyet ő nevezett el radioaktivitásnak. A további **kutatásba** férje is bekapcsolódott. 1898-ban jelentették be, hogy új radioaktív anyagot találtak, amelyet Marie szülőföldje iránti tiszteletből polóniumnak neveztek el, néhány hónap múlva azonosították a rádiumot is. 1903-ban Henri Becquerellel megosztva fizikai Nobel-díjat kaptak a Becquerel által felfedezett sugárzás tanulmányozásában szerzett érdemeikért.

Amikor férjét 1906-ban halálra gázolta egy lovas kocsis, Marie foglalta el katedráját a Sorbonne-on, és így ő lett az egyetem első női tanára. 1911-ben kémiai Nobel-díjjal tüntették ki a rádium és a polónium felfedezéséért, fémállapotban való előállításáért, természetének és vegyületeinek vizsgálatáért, ezzel a mai napig egyedülálló módon két tudományágban is a Nobel-díj birtokosa lett.

Az első világháborúban Madame Curie lányával önkéntesként **megszervezte** a francia katonai **egészségügy** röntgenhálózatát, egy vizsgálókocsival ők is járták a hadikórházakat.

Ezután elsősorban a radioaktív anyagok kémiaijának és orvosi alkalmazásának kutatásával foglalkozott. Marie Curie kutatásait mindenféle védőfelszerelés nélkül végezte, és az általa **felfedezett** sugárzások áldozata lett. Férje mellé temették el Sceaux-ben, majd hamvait 1995-ben áthelyezték a párizsi Pantheonba, és ezzel ő lett az első nő, aki bekerült a francia **nemzet** nagyjai közé.

Laboratóriuma a párizsi Curie Múzeumban látható, **jegyzeteit** ólommal kibélelt dobozokban őrzik, mert ma is oly erősen **sugároznak**, hogy egykori gazdájuk ujjlenyomatát filmre át lehet vinni róluk.

Számtalan szobra áll világszerte, tudományos intézmények és közterületek, Párizsban metróállomás és egy kisbolygó viselik nevét. 2011-ben Lengyelországban minden idők

legnagyobb lengyel személyiségének szavazták meg, 2009-ben a New Scientist című tekintélyes **szaklap** voksolásán a legőstönzőbb női tudósnek választották meg.  
<https://mult-kor.hu/rntgenfelszeresevel-jarta-nkenteskent-az-első-világhaboru-hadikorhazait-marie-curie-20191107>

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

amid hardships *ranked first* among the students  
 identified radium in recognition of in a unique way  
 mobile x-ray unit wear protective gear  
*stored in lead-lined boxes*  
 buried in France's Panthéon  
 distinguished French citizens

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

- |                           |   |  |
|---------------------------|---|--|
| 1. uranium ore            | a | fundamental sociological units of science  |
| 2. discover               | b | someone who does a job willingly without being paid  |
| 3. radiation              | c | the sending out of radiation (=a form of energy) when the nucleus (=central part) of an atom has broken apart          |
| 4. radioactivity          | d | a hospital for the care and treatment of sick and wounded military personnel   |
| 5. a horse-drawn carriage | e | to be badly affected by some unexpected results  |
| 6. prestigious journal    | f | one of the best and most important serious magazines produced for professional people                                  |
| 7. field of science       | g | to find out something that you did not know about before   |
| 8. volunteer              | h | any ore from which uranium can be extracted  |
| 9. military hospital      | i | A wheeled vehicle, especially a four-wheeled horse-drawn passenger vehicle, often of an elegant design                 |
| 10. be victim of          | g | a form of energy that comes especially from nuclear reactions, which in large amounts is very harmful to living things |

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

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

- |  |   |  |
|--|---|--|
| 1. két különböző tudományágban is elnyerte a Nobel-díjat | a | announced the discovery of a new radioactive substance |
| 2. ötödik gyermekeként látta meg a napvilágot            | b | shared Nobel Prize with Becquerel                      |
| 3. szerzett diplomát matematikából és fizikából          | c | to win a Nobel Prize in two different fields           |



- |   |          |   |
|---|----------|---|
| 4. jelentették be, hogy új radioaktív anyagot találtak                                  | <b>d</b> | was the fifth child in a row                                |
| 5. szülőföldje iránti tiszteletből polóniumnak nevezték el                              | <b>e</b> | graduated from the Faculties of Physics and Mathematics     |
| 6. Becquerellel megosztva fizikai Nobel-díjat kaptak                                    | <b>f</b> | called polonium in honour of her native country             |
| 7. halálra gázolta egy lovas kocsival   | <b>g</b> | became the first woman professor at the Sorbonne University |
| 8. Marie foglalta el katedráját a Sorbonne-on, és így ő lett az egyetem első női tanára | <b>h</b> | was awarded Nobel Prize in Chemistry                        |
| 9. kémiai Nobel-díjjal tüntették ki   | <b>i</b> | voted the most inspirational                                |
| 10. voksolásán a legösztönzőbb  | <b>g</b> | run over by a horse-drawn carriage                          |

### 5. Comprehension questions.

- Who is the first woman scientist who was twice awarded the Nobel Prize for research in the field of physics and chemistry?
- How does the National Library in Paris cherish her belongings and laboratory equipment?
- Why everyone who wishes to see Maria Sklodowska's personal belongings is warned about the possibility of radiation sickness?
- What was known as "small Curie" and served to determine the position of the fragments in the wound during the war?
- Why did Marie and Pierre Curie call one of the elements they discover in December 1898 polonium?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. So, when the heir to the Austrian throne, Franz Ferdinand, was assassinated by a Serbian nationalist in 1914 and . . . . . , other nations were quickly drawn into the crisis.
  - a) Austria declared war on Slovakia
  - b) Austria declared war on Serbia
  - c) Germany declared war on Serbia
  - d) Germany declared war on Slovakia
2. In Europe the Western Front was stretching from . . . . .
  - a) Belgium to Switzerland
  - b) Holland to Switzerland
  - c) Poland to Russia
  - d) Belgium to Russia
3. In Europe the Eastern Front was stretching from . . . . .
  - a) the Dnieper to the Black Sea
  - b) the Baltic to the Azov Sea
  - c) the Bering Strait to the Black Sea
  - d) the Baltic to the Black Sea

4. The war raged for four years, and . . . . . lost their lives.
  - a) less than 10 million people
  - b) less than 1 million people
  - c) more than 20 million people
  - d) more than 30 million people
5. In 1915 The Allied attack at Gallipoli in Turkey failed to knock . . . . . out of the war.
  - a) the Roman Empire
  - b) the Aztecs
  - c) the British Empire
  - d) the Ottoman Empire
6. World War I saw . . . . . used in battle for the first time.
  - a) submarines
  - b) new weapons
  - c) deep trenches
  - d) cavalry
7. First used by the British at the Battle of the Somme . . . . . , tanks often got stuck in the muddy battlefields.
  - a) in France
  - b) in Italy
  - c) in Austria
  - d) in Spain
8. The wartime role of women would later help them . . . . .
  - a) get jobs
  - b) raise children
  - c) win the vote
  - d) create families
9. In May 1915, the British liner Lusitania was sunk by . . . . . , killing 1,201 people on board, including 128 Americans.
  - a) a German helicopter
  - b) a German aircraft
  - c) a German tank
  - d) a German submarine
10. In 1917 . . . . . entered the war, while the revolution forced the Russians to make peace with Germany.
  - a) the United States
  - b) Great Britain
  - c) Austria
  - d) Hungary

## UNIT 13

### WORLD WAR II

In 1939, the army of Nazi Germany invaded Poland. This was the first step in the plan of the **German dictator**, Adolf Hitler, to conquer Europe. **Two days later**, Britain and France declared war on Germany, but Hitler's invasion of Europe continued and by 1940 Belgium, Holland, France, Denmark, and Norway had all fallen. The Allied forces of Britain, Australia, New Zealand, Canada, and the exiled French and Poles were joined in 1941 by the Soviet Union and the United States. Their enemies were the **Axis powers of Germany, Italy, and (from 1941) Japan**, as the war expanded across the world.



#### Operation Barbarossa

In June, 1941 Germany launched Operation Barbarossa—an all-out attack on its former ally, the Soviet Union. By the end of the year, German troops were **at the gates of Moscow**.

However, a Soviet counterattack in January 1942 managed **to push the Germans back**.

#### US enters the war

Although the United States had declared its support for the Allied cause, public opinion was **firmly against the country joining the war**. That changed when the Japanese attacked the **US naval base at Pearl Harbor**, Hawaii, on December 7, 1941. The United States Congress declared war the next day.

#### Battle of El Alamein - 1942

In north Africa, an Allied offensive at El Alamein, Egypt, forced the Germans into retreat. The following year, the German army in north Africa had surrendered to the Allies.

#### German expansion

By 1942, German troops had overrun much of Europe and North Africa. In many of the lands they occupied, such as France, Russia, Yugoslavia, and Greece, there was resistance from the nonmilitary population.

#### Battle of Stalingrad - 1942

Germany's failed attempt to capture the Soviet city of Stalingrad (now Volgograd) was **one of the major turning points** of the war. The Soviets held out for **more than six months**, eventually destroying the Nazi forces.

#### Battle of the Atlantic

The conflict was fought at sea as well as on land. In the Atlantic, German bombers and U-boats (submarines) off France and Norway tried to sink ships carrying supplies of food and weapons from the United States. Allied battleships and aircraft carriers fought back.

## Lightning war



Germany achieved a number of swift victories in World War II using the speed and surprise of joint tank and aircraft attacks to catch the Allied forces off guard. This tactic became known as **blitzkrieg (lightning war)**.

### African advance

The war reached north Africa by 1940. Italian forces invaded **Egypt**, but the defending British troops drove them back. The conflict continued until the British victory at El Alamein, Egypt, in 1942. British and American forces arrived in **Algeria and Morocco**, leaving the Axis armies caught between the Allies. The Axis armies surrendered in 1943.



*British soldiers advance at the Battle of El Alamein in 1942*

### 1939

Germany invaded Poland, causing Britain and France to declare war on the Nazis.

### 1940

France surrendered. British troops were forced to make an emergency evacuation from **the French port of Dunkirk** using a mix of naval vessels and private “little ships.”

### 1941

Germany turned on its former ally, **the Soviet Union**, in 1941. From August 1942 to March 1943, German troops tried and failed to take the city of Stalingrad.

### 1942

In the First and Second Battles of El Alamein in northern Africa, the British forces attacked and defeated the German Afrika Korps.

### 1943

Germany surrendered **at Stalingrad**. Germans and Italians were expelled from North Africa. Mussolini was forced to resign.

## Code breakers



Both the Allies and the Axis powers disguised their communications using codes.

One

breakthrough of the war was the success of British code breakers in **deciphering German messages** encoded by the Enigma machine. As a result, valuable military information fell into

Allied hands, giving them a great advantage over their enemies in the war.

**Who's who**

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

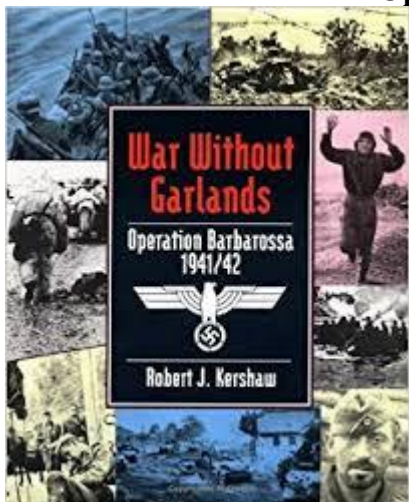
8. Soon he had made himself dictator. Hitler said the country needed more land or "living space". First Hitler took . . . . .
9. Next, he took part of Czechoslovakia. The other European countries . . . . .
10. Finally, when Germany invaded Poland in 1939, the other countries knew he would not stop. France 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](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 елементу" та колонізувати захоплені землі.

[http://territoryterror.org.ua/uk/history/period/?ci\\_themeid=82](http://territoryterror.org.ua/uk/history/period/?ci_themeid=82)

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

### A hihetetlen győzelem, amely megfordította a háború menetét – így zajlott a midwayi csata

2018. június 7. 10:34 MTI

76 éve, 1942. június 4-7-én zajlott le a második világháború csendes-óceáni színterén fordulatot hozó, amerikai győzelemmel végződött Midway-szigeteki csata.



Japán 1941. december 7-én **hadüzenet** nélkül támadta meg az Egyesült Államokat, és szétbombázta a Pearl Harborban horgonyzó amerikai flottát. A Csendes-óceánon akadálytalanul előrerobogó japán hadigépezetet az amerikaiak csak 1942 májusában, az Ausztráliához közeli korall-tengeri csatában tudták feltartóztatni. Ez volt az első ütközet a hadtörténelemben, amelyet csak anyahajók és repülőgépek vívtak.

A japán főparancsnok, Jamamoto Iszoroku admirális ezután **döntő** csapásra, a maradék amerikai **flotta** megsemmisítésére, egyben a stratégiai fontosságú, Hawaii közvetlen megtámadását lehetővé tevő Midway-szigetek elfoglalására szánta rá magát. A terv az volt, hogy a japán erők egy része Alaszka térségében hajt végre elterelő hadműveletet. A rejtőzködő, három csoportra osztott főerők ezalatt a Midway-szigeteket rohanják le.

Jamamoto másik hibája az volt, hogy alulbecsülte az ellenfél erejét: csak két amerikai **anyahajóval** számolt, holott akkorra a Yorktown is csatarendbe állt. Az esélyek így is az amerikaiak ellen szóltak: 4 japán anyahajó, 7 csatahajó, 150 cirkáló és 248 repülőgép állt szemben 3 amerikai anyahajóval, 50 egyéb hajóval és 233 repülőgéppel. Az amerikaiaknak azonban volt egy titkos **ütőkártyájuk**: 1942 áprilisára sikerült megfejteniük a japán rejtjeleket, így felkészülhettek a támadásra.

Az ütközet június 4-én hajnalban 108 japán repülőgép **támadásával** kezdődött a Midway-szigeteki amerikai légi bázis ellen. A japán repülőgép-hordozókon a második csapást készítették elő, amikor a felderítők jelentették az amerikai hajókötelék felbukkanását.

Nem sokkal később megérkezett az amerikai anyahajókról felszállt repülőgépek első csoportja, az összehangolatlan, fedezet nélküli támadást a japán vadászgépek könnyedén visszaverték. Az öngyilkos akció mégis megakadályozta a második japán támadás elindítását, és meggyengítette az anyahajók légi **védelmét**. Az egyetlen épen maradt japán anyahajó rögtön ellencsapást indított, de az innen felszállt gépek két egymás utáni hulláma is a Yorktownt találta el. A zűrzavarban mindkét kötelék teljes értékű amerikai anyahajó elsüllyesztését jelentette, így a japán parancsnokság azt hitte, az erőviszonyok kiegyenlítődték, mert mindkét oldalon csak egy anyahajó maradt. Éppen a (szerintük) megmaradt utolsó amerikai anyahajó kiiktatására készültek, amikor az amerikaiak bemérték, majd egy újabb légi csapással a tenger mélyére küldték az utolsó japán anyahajót is.

Az egymás veszteségeiről keveset tudó két ellenfél a besötétedés után kiváráásra rendezkedett. Az ütközet utójátékként egy japán **tengeralattjáró** megadta a kegyelemdőfést a hazai kikötő felé vontatott Yorktown **anyahajónak**, amely a tenger mélyére süllyedt. A végelszámolás szerint a japánok 4 anyahajót, 1 csatahajót, 228 repülőgépet és 3057 embert, az amerikaiak 1 anyahajót, 1 rombolót, 98 repülőgépet és 307 embert vesztek.

A még az amerikaiak szerint is hihetetlen győzelem fordulópontra jelentett a háború csendes-óceáni hadszínterén. Ettől kezdve az amerikaiak vették át a kezdeményezést, a japánok soha nem heverték ki a négy anyahajó és még kevésbé a képzett, harcedzett **személyzet** elvesztését.

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

Japanese war machine    *diversionary* attack  
aircraft carriers and planes were involved    before dawn  
aircraft carrier    group of planes    unsecure unprotected  
launched a counterattack    two successive waves of  
incredible victory

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

- | <b>A</b>              | <b>B</b>  |
|-----------------------|---|
| 1. military history   | <b>a</b> an attack in which military aircraft drop bombs  |
| 2. Commander in Chief | <b>b</b> a man who is a member of the military  |
| 3. destruction        | <b>c</b> to pull a vehicle or ship along behind another vehicle, using a rope or chain  |
| 4. underestimate      | <b>d</b> a soldier, plane etc that is sent to search the area in front of an army and get information about the enemy             |
| 5. scout              | <b>e</b> a jet fighter propelled by a jet engine  |
| 6. fighter plane      | <b>f</b> someone of high rank who is in control of all the military organizations in a country or of a specific military activity |
| 7. theatre of war     | <b>g</b> the study of the role that armed forces played in past events.   |
| 8. air strike         | <b>h</b> the entire land, sea, and air area that is or may become involved directly in war operations                             |
| 9. tow                | <b>i</b> to think or guess that something is smaller, cheaper, easier etc than it really is                                       |
| 10. serviceman        | <b>g</b> the act or process of destroying something or of being destroyed   |

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

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

- |  |   |
|--|---|
| 1. korall-tengeri csatában                       | <b>a</b> launched a surprise attack on                    |
| 2. akadálytalanul előrerobogó                    | <b>b</b> scouts    reported    American    ship movements |
| 3. hadüzenet nélkül támadta meg                  | <b>c</b> be a turning point                               |
| 4. sikerült megfejteniük a japán rejtjeleket     | <b>d</b> an attack aimed at the US base at Midway Island  |
| 5. az amerikaiaknak volt egy titkos ütőkártyájuk | <b>e</b> administered the final coup de grace             |
| 6. Midway-szigeteki amerikai légi bázis ellen    | <b>f</b> inflicting severe damage to                      |

- |     |   |   |   |
|-----|---|---|---|
| 7.  | jelentették az amerikai hajókötelék felbukkanását | g | the Battle of the Coral Sea -                 |
| 8.  | súlyos károkat okozva a                           | h | codebreakers who deciphered Japanese messages |
| 9.  | megadta a kegyelemdőfést                          | i | the advance continued unimpeded               |
| 10. | fordulópontot jelent                              | g | the Americans had a secret trump card         |

### 5. Comprehension questions.

- Why is the Battle of Midway considered to be an epic clash between the U.S. Navy and the Imperial Japanese Navy?
- Where is Midway located?
- What did Yamamoto, commander of the Imperial Japanese Navy plan after a diversionary attack by a smaller Japanese force on the Aleutian Islands, off the coast of Alaska?
- What did U.S. Navy cryptanalysts figure out by breaking Japanese communication codes early in 1942?
- What is the significance of U.S. victory in the Battle of Midway?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. In 1939, the army of Nazi Germany invaded . . . . . This was the first step in the plan of the German dictator, Adolf Hitler, to conquer Europe.
  - a) Hungary
  - b) Poland
  - c) Sweden
  - d) Slovakia
2. Their enemies were the Axis powers of Germany, . . . . ., as the war expanded across the world.
  - a) Italy, and (from 1945) Japan
  - b) Hungary, and (from 1941) Japan
  - c) Italy, and (from 1941) China
  - d) Italy, and (from 1941) Japan
3. . . . . Germany launched Operation Barbarossa—an all-out attack on its former ally, the Soviet Union.
  - a) in August, 1942
  - b) In June, 1945
  - c) In June, 1941
  - d) In December, 1943
4. . . . ., an Allied offensive at El Alamein, Egypt, forced the Germans into retreat.
  - a) In north Africa
  - b) In south Africa
  - c) In west Africa
  - d) In east Africa
5. Germany's failed attempt to capture the Soviet city of . . . . . was one of the major turning points of the war.
  - a) Stalingrad
  - b) Novgorod
  - c) Rostov
  - d) Novosibirsk

6. In the Atlantic, German bombers and U-boats (submarines) off France and Norway tried to sink ships carrying supplies of food and weapons from . . . . .
- a) Canada
  - b) Japan
  - c) Australia
  - d) the United States
7. The war reached north Africa by 1940. . . . . invaded Egypt, but the defending British troops drove them back.
- a) Italian forces
  - b) German forces
  - c) Hungarian forces
  - d) Spanish forces
8. One breakthrough of the war was the success of British code breakers in deciphering . . . . . encoded by the Enigma machine.
- a) American messages
  - b) German messages
  - c) Italian messages
  - d) Hungarian messages
9. The Italian government signed an armistice in 1943, but the Germans remained in control of much of Italy until 1944, when US forces captured . . . . .
- a) Venice
  - b) Milan
  - c) Bologna
  - d) Rome
10. By 1945, Germany was losing the war. The Allies attacked Germany from east and west to capture Hitler's capital of Berlin. . . . . , Germany surrendered.
- a) On May 7
  - b) On May 9
  - c) On June 7
  - d) On June 9

## UNIT 14 COLD WAR

After World War II, **the capitalist United States and the Communist Soviet Union (USSR)** emerged as rival world “superpowers.” However, since both were armed with enough nuclear weapons to destroy the other several times over, they couldn’t risk an outright war. Instead, they engaged in a **“Cold War”** that lasted **more than 40 years**, conducting their conflict by other means: by forming alliances, backing rival opponents in conflicts, developing new technologies, and spying.

### Cold War alliances

Both superpowers maintained **a tight network of alliances** with other countries throughout the Cold War. In 1949, the United States brought together **13 countries** to form a military union called **the North Atlantic Treaty Organization (NATO)**. The Soviet Union responded by establishing **the Warsaw Pact** in 1955. Both sides also regularly backed opposing allies in other conflicts, as happened in the Korean War, the Vietnam War, and the Afghanistan War.

### Cold War leaders

#### Joseph Stalin



The USSR’s leader did more than anyone else to set the Cold War in motion by bringing Eastern Europe under Soviet control.

#### John F. Kennedy



The US president confronted the Soviets **in 1962**, demanding that the USSR remove their nuclear weapons from Communist ally Cuba.

#### Leonid Brezhnev



A slight thaw in the war came when this Soviet leader met US president Nixon to discuss the reduction **of their nuclear arsenals**.

### Berlin airlift

After World War II, the German capital of Berlin was divided into different zones, controlled by **the USSR and the Allies**. In 1948, the Soviets tried to force the Allies out by cutting off road and rail links to starve the city into submission. However, a massive, almost year-long Allied airlift of supplies **foiled the plan**.

#### 1946

British ex-Prime Minister Winston Churchill described the division between Western and Eastern Europe **as an “Iron Curtain”**.



**1949**

The Berlin blockade ended, NATO was established, and the Soviets developed **atomic weapons**.

**1949**

Capitalist West Germany and Communist East Germany were founded. China became Communist and an ally of the USSR.

**1950**

The superpowers backed opposing sides in the Korean War, the first major conflict of the Cold War.

**1955**

**The Warsaw Pact** was established, making allies of the USSR and seven Eastern European Communist states.

### **Cold War flashpoints**

**Korea**

In the Korean War (1950–1953), the US and UN fought alongside South Korea, while the Communist North was supported by both the Soviets and China.

**Hungary and Czechoslovakia**

Attempted uprisings in Hungary (1956) and Czechoslovakia (1968) against Communism were violently quashed **by the USSR**. The West was appalled, but chose not to intervene.

**Berlin Wall**

Facing increasing numbers of people fleeing Soviet-controlled East Berlin for West Berlin, the Communist government of East Germany built **a huge security wall** in 1961 to divide the city in two.

**Cuba**

The Cold War heated up during a tense standoff between the United States and the USSR over the Soviet Union's stationing of nuclear missiles **in Cuba in 1962**. The USSR eventually backed down after a US blockade.

**Vietnam**

American troops fought alongside South Vietnam, while the Soviets provided aid and military equipment to Communist North Vietnam **in a 20-year war that began in 1955**. It ended in victory for the Communists.

**Afghanistan**

The Soviets invaded Afghanistan **in 1979**, but faced fierce resistance from the Afghan Mujahideen fighters, who had been secretly trained and armed by the US. The USSR finally withdrew in 1989.

### **Arms race**



During the Cold War, the United States and the Soviet Union took part in an arms race, producing vast reserves of nuclear weapons and other military equipment, such as cruise missiles (above). But they also invested in smaller technology, particularly spy gadgets, such as **secret cameras and bugs**, which they used to try to discover each other's military and political secrets.

## Peaceful conclusion



The conflict came to a peaceful end **in the late 1980s**, when both sides agreed to reduce their store of weapons. **In 1989**, US president George Bush met the Soviet leader Mikhail Gorbachev in Malta (above) to declare the Cold War over. The USSR was weakening, and dissolved less than two years later.

### 1962

The United States and the USSR went head-to-head over the Cuban missile crisis. The Soviets backed down.

### 1972

The signing of **an Anti-Ballistic Missile Treaty** was the first attempt by the two Cold War powers to limit their nuclear arsenals.

### 1987

US president Ronald Reagan and Soviet leader Mikhail Gorbachev signed a treaty **reducing their nuclear arsenals**.

### 1989

The leaders of the United States and the Soviet Union met **in Malta** to declare an official end to the Cold War.

### 1991

The Soviet Union collapsed and **the Warsaw Pact** was dissolved.  
<http://pubhtml5.com/zhka/qetk/basic>

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

1) superpower, 2) opponent, 3) spying, 4) pact, 5) confront, 6) thaw, 7) arsenal, 8) submission, 9) blockade, 10) uprising.

- a) secretly gathering and reporting information about another country or organization;
- b) an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power;
- c) to face, meet, or deal with a difficult situation or person;
- d) a person who disagrees with something and speaks against it or tries to change it;
- e) a collection of weapons;
- f) a situation in which a group of people prevent goods or people entering or leaving a place as a way of showing a government or large organization that they do not agree with its decisions;
- g) the act of allowing someone or something to have power over you;
- h) to become friendlier or more relaxed;
- i) a country that has very great political and military power;
- j) a formal agreement between two or more people, groups of people, or organizations.

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

## III. Make your own sentences with the following phrases.

- 1) to emerge as rival world “superpowers”;
- 2) to risk an outright war;

- 3) to back rival opponents in conflicts;
- 4) a tight network of alliances;
- 5) to demand to remove their nuclear weapons;
- 6) a slight thaw in the war;
- 7) the reduction of their nuclear arsenals;
- 8) to starve the city into submission;
- 9) to build a huge security wall;
- 10) to provide aid and military equipment.

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



1. Cold War, the open yet restricted rivalry that developed after World War II between . . . .
  2. The Cold War was waged on political, economic, and propaganda fronts and . . . . .
  3. The term was first used by the English writer George Orwell in an article published in 1945 to refer to what he predicted would be a nuclear stalemate between “two or three monstrous super-states, . . . . .
  4. It was first used in the United States by the American financier and presidential adviser Bernard Baruch in . . . . .
  5. Following the surrender of Nazi Germany in May 1945 near the close of World War II, the uneasy wartime alliance. . . . .
  6. By 1948 the Soviets had installed left-wing governments in the countries . . . . .
  7. The Americans and the British feared the permanent Soviet domination of eastern Europe and the threat. . . . .
  8. The Soviets, on the other hand, were determined to maintain control of. . . . .
  9. They were intent on spreading communism worldwide, . . . . .
  10. The Cold War had solidified by 1947–48, when U.S. aid provided under the Marshall Plan to western Europe had brought those countries under. . . . .
- 
- a) American influence and the Soviets had installed openly communist regimes in eastern Europe.
  - b) the United States and the Soviet Union and their respective allies.
  - c) of eastern Europe that had been liberated by the Red Army.
  - d) had only limited recourse to weapons.
  - e) largely for ideological reasons.
  - f) between the United States and Great Britain on the one hand and the Soviet Union on the other began to unravel.
  - g) each possessed of a weapon by which millions of people can be wiped out in a few seconds.”
  - h) eastern Europe in order to safeguard against any possible renewed threat from Germany.
  - i) of Soviet-influenced communist parties coming to power in the democracies of western Europe.
  - j) a speech at the State House in Columbia, South Carolina, in 1947.
- <https://www.britannica.com/event/Cold-War>

## V. Complete the following text with the phrases below.

### The Cold War Extends to Space



Space exploration served as 1) . . . . . for Cold War competition. On October 4, 1957, a Soviet R-72) . . . . . launched Sputnik (Russian for “traveler”), the world’s first artificial satellite and the first man-made object to be placed into the Earth’s orbit. Sputnik’s launch came as a surprise, and not a pleasant one, to most Americans. In the United States, space was seen as the next frontier, a logical extension of the 3) . . . . ., and it was crucial not to lose too much ground to the Soviets. In addition, this 4) . . . . . of the R-7 missile—seemingly capable of delivering a nuclear warhead into U.S. air space—made gathering intelligence about Soviet military activities particularly urgent.

In 1958, the U.S. launched its own satellite, Explorer I, designed by the U.S. Army 5) . . . . . Wernher von Braun, and what came to be known as the Space Race was underway. That same year, President Dwight Eisenhower signed a public order creating the National Aeronautics and Space Administration (NASA), a federal agency 6) . . . . ., as well as several programs 7) . . . . . of space. Still, the Soviets were one step ahead, launching the first man into space in April 1961.

That May, after Alan Shepard become the first American man in space, President John F. Kennedy (1917-1963) 8) . . . . . that the U.S. would land a man on the moon by the end of the decade. His prediction came true on July 20, 1969, when Neil Armstrong of NASA’s Apollo 11 mission, became the first man 9) . . . . ., effectively winning the Space Race for the Americans. U.S. astronauts came to be seen as the ultimate American heroes, and earth-bound men and women seemed to enjoy living vicariously through them. Soviets, in turn, were pictured as the ultimate villains, with their massive, relentless efforts to surpass America and 10) . . . . .

- A - seeking to exploit the military potential
- B - demonstration of the overwhelming power
- C - another dramatic arena
- D - prove the power of the communist system.
- E - made the bold public claim
- F - intercontinental ballistic missile
- G - grand American tradition of exploration
- H - to set foot on the moon
- I - under the direction of rocket scientist
- J - dedicated to space exploration

[https://en.wikipedia.org/wiki/Space\\_Race](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 із 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 70-х рр. відбулися позитивні зміни — від політики конфронтації до розрядки міжнародної напруженості, але в першій половині 80-х 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/>

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

Vietnámban még közelebb került Amerika az atomfegyver bevetéséhez, mint Koreában  
Múlt-kor 2018.10.12.

Nemrég napvilágra került titkos dokumentumokból kiderült, a Vietnámban szolgáló amerikai csapatok parancsnoka 1968-ban az atomfegyverek bevetését mérlegelte, és tervet készített elő Dél-Vietnámba szállításukra.



Earle Wheeler vezérkari főnök, William Westmoreland tábornok, Robert McNamara védelmi miniszter és Lyndon Johnson elnök 1967-ben

A **dokumentumok** szerint 1968-ban William C. Westmoreland atomfegyvereket akart készenlétbe helyezni vészhelyzet esetére. A terv apropója a Khe Sanh nevű, a laoszi határhoz és Észak-Vietnamhoz egyaránt közel lévő kihelyezett amerikai bázis **ostroma** volt. A titkos

művelet terve a „Fracture Jaw” nevet viselte. Lyndon B. Johnson elnök – mint az ország **atomfegyverei** felett végső soron rendelkező személy – azonnal a művelet leállítására adott utasítást.

Az elnök korábban nyomatékosította, hogy Khe Sanh elvesztése nem opció, azonban nem számított, hogy a Vietnamban jelenlévő amerikai erők parancsnoka a nukleáris opciót is **fontolóra veszi**. „Abban az esetben, ha a DMZ [demilitarizált zóna, az Észak-Vietnam és Dél-Vietnam közti határövezet] körzetében drámaian változna a helyzet, készen kell állnunk a nagy, tömeges erőkkel szemben hatékonyabb fegyverek bevetésére” – írta Westmoreland február 3-án.

A Fehér Házban ekkor írta meg Rostow az elnöknek: „Nincsenek atomfegyverek Dél-Vietnamban. Elnöki hatáskörre lenne szükség az odahelyezésükre.” Ez az értesítés vezetett Johnson elnök dühkitöréséhez, február 12-én pedig Sharps is megparancsolta Westmorelandnek, hogy **állítsa le** a tervet. „Hagyjon fel minden tervezéssel a Fracture Jaw-ra” – írta a táviratban, amelynek **másolatait** eljuttatta a **vezérkari** főnökségre is. „Közölje minden személlyel, aki hozzáféréssel bír ehhez a tervezési projekthez, hogy nem közölhető sem a terv **tartalma**, sem az, hogy ilyen tervezés valaha folyt vagy leállításra került.”

A történetírás megosztott azt illetően, hogy az észak-vietnamiak célja mi lehetett az ostrommal. Számos történész szerint Khe Sanh ostroma – amely január 21-én kezdődött – az amerikai csapatok **figyelmének** és erőinek elterelését szolgálta, míg Westmoreland tartotta magát ahhoz az elmélethez, hogy a január 30-án indult Tet-offenzíva volt az elterelő hadművelet, amelyet a Nemzeti Felszabadítási Front („Vietkong”) azért hajtott végre, hogy az észak-vietnami reguláris egységek **elfoglalhassák** Khe Sanh-t.

<https://mult-kor.blogstar.hu/2018/10/12/vietnamban-meg-kozelebb-kerult-amerika-az-atomfegyver-bevetesehez-mint-koreaban/61801/>

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

DMZ area    introduce weapons    order  
Presidential authority    angry eruption  
inform all personnel    no disclosure of the plan  
historiography argues    diversion operation  
adhere to the theory

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

- | A                 | B   |
|-------------------|---|
| 1. nuclear weapon | a official information about something  |
| 2. notification   | b an instruction to do something that is given by someone in authority              |
| 3. historiography | c a planned military or police action, especially one that involves a lot of people |
| 4. emergency      | d to make something more noticeable   |
| 5. order          | e a planned military attack involving large forces over a long period               |
| 6. emphasize      | f a change in the direction or use of something, or the act of changing it          |
| 7. diversion      | g an unexpected and dangerous situation that must be dealt with immediately         |
| 8. offensive      | h an officer of any rank who is in charge   |



- |               |   |   |
|---------------|---|---|
| 9. operation  | i | of a group of soldiers or a particular military activity          |
| 10. commander | g | the study of the writing of history and of written histories      |
|               |   | a bomb or missile that uses nuclear energy to cause an explosion. |

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

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

- |  |   |  |
|--|---|--|
| 1. atomfegyvereket akart készenlétbe helyezni            | a | the secret operation was code-named Fracture Jaw |
| 2. a titkos művelet terve a „Fracture Jaw” nevet viselte | b | weapons of greater effectiveness                 |
| 3. azonnal a művelet leállítására adott utasítást        | c | discontinue planning                             |
| 4. drámaian változna a helyzet                           | d | such planning was either underway or suspended   |
| 5. tömeges erővel szemben                                | e | have access to this planning project             |
| 6. hatékonyabb fegyverek                                 | f | have nuclear weapons at hand                     |
| 7. hagyjon fel minden tervezéssel                        | g | ordered a turnaround                             |
| 8. aki hozzáféréssel bír ehhez a tervezési projekthez    | h | against massed forces                            |
| 9. ilyen tervezés valaha folyt vagy leállításra került   | i | objective of the siege                           |
| 10. célja az ostrommal                                   | g | should the situation change dramatically         |

**5. Comprehension questions.**

- Why did a top American military commander in Saigon activate a plan in 1968 to move nuclear weapons to South Vietnam?
- What did the secret operation, code-named Fracture Jaw include?
- What notification led to the president’s angry eruption?
- Why did a secret operation, code-named Fracture Jaw include moving nuclear weapons into South Vietnam?
- Why did the president reject the plan, and order a turnaround?

**6. Render the text in English.**

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

**COMPREHENSION TEST**

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

1. The capitalist United States and the Communist Soviet Union engaged in a “Cold War” that lasted . . . . .

- a) more than 10 years
- b) more than 20 years
- c) more than 40 years
- d) more than 50 years

2. In 1949, the United States brought together . . . . . to form a military union called the North Atlantic Treaty Organization (NATO).
  - a) 13 countries
  - b) 3 countries
  - c) 8 countries
  - d) 10 countries
3. . . . . the USSR's leader did more than anyone else to set the Cold War in motion by bringing Eastern Europe under Soviet control.
  - a) J. Stalin
  - b) N.Hrushchov
  - c) M.Gorbachev
  - d) M.Andropov
4. The US president confronted the Soviets in 1962, demanding that the USSR remove their nuclear weapons from Communist ally . . . . .
  - a) Mexico
  - b) Chile
  - c) Argentina
  - d) Cuba
5. A slight thaw in the war came when . . . . . met US president Nixon to discuss the reduction of their nuclear arsenals.
  - a) L.Brezhnev
  - b) J. Stalin
  - c) N.Hrushchov
  - d) M.Andropov
6. In 1946 British ex-Prime Minister Winston Churchill described the division between Western and Eastern Europe as an . . . . .
  - a) "Iron Curtain".
  - b) "Steel Curtain".
  - c) "Bronze Curtain".
  - d) "Lead Curtain".
7. In 1949 capitalist West Germany and communist East Germany were founded. . . . . became Communist and an ally of the USSR.
  - a) Japan
  - b) China
  - c) Australia
  - d) India
8. American troops fought alongside South Vietnam, while the Soviets provided aid and military equipment to Communist North Vietnam . . . . . that began in 1955.
  - a) in a 10-year war
  - b) in a 40-year war
  - c) in a 30-year war
  - d) in a 20-year war
9. . . . . , US president George Bush met the Soviet leader Mikhail Gorbachev in Malta (above) to declare the Cold War over.
  - a) In 2006
  - b) In 2016
  - c) In 1989
  - d) In 1999
10. In 1991 the Soviet Union collapsed and . . . . .
  - a) the Warsaw Pact was dissolved
  - b) the Warsaw Pact was created
  - c) the NATO was dissolved
  - d) the NATO was created

## UNIT 15

### ARAB – ISRAELI CONFLICT

The establishment of the State of Israel in 1948 was intended to signal a **more peaceful era** for the world, giving the Jewish people a safe homeland after the horrors of **World War II**. Instead, it led to decades of conflict with the people who had been displaced—the **Palestinians**—as well as with neighboring Arab countries.



#### Israel founded

In 1948, Jewish people living in the Middle Eastern region of Palestine declared **the creation of a new country**, Israel, with a new flag. However, the Palestinians living there objected. War soon followed.

#### Yom Kippur War and the oil crisis



**Egypt and Syria** launched an attack on Israel on the Jewish holiday of Yom Kippur in 1973. Once again, Israel managed to reverse the attack and push into both Egypt and Syria, before a cease-fire. **During the conflict**, Arab countries cut oil supplies to nations, such as the United States, that were supporting Israel. The ban stayed in place **until March 1974**, leading to worldwide fuel shortages, lines at gas stations, and a global recession.

#### Six-Day War



In June 1967, **Syrian, Egyptian, and Jordanian military forces** began massing on Israel's borders. Israel decided to strike before they invaded, and, in six days, claimed the Golan Heights from Syria, the West Bank from Jordan, and the Gaza Strip and the Sinai Peninsula from Egypt.

#### Wars

##### 1948 Arab-Israeli War:

When Israel was created, its Arab neighbors launched an immediate attack. Israel managed to repel the attack and eventually claim more land.

##### 1967 Six-Day War:

Israel launched a swift assault, taking **the Gaza Strip from Egypt** and the West Bank from Jordan.

##### 1973 Yom Kippur War:

**Egypt and Syria** launched their own surprise attack on Israel's holiest day. They enjoyed some initial success, but were pushed back again.

### **1987–1993 First Intifada:**

By the mid-1980s, Palestinians in Gaza and the West Bank were calling for these areas to be turned into a **Palestinian state**. They launched a mass uprising, the Intifada, against Israel. Hundreds of Israelis and thousands of Palestinians died **during six years of fighting**.

### **KEY EVENTS**

#### **1200 BCE**

The Jewish people emerged in the Middle Eastern region of Palestine and went on to form **the Kingdom of Israel**.

#### **133 CE**

The Jews were expelled from Palestine following their revolt against the Romans.

#### **638**

Now part of the Byzantine Empire—the Eastern Roman Empire— Palestine was conquered by **Arab Muslims**.

#### **1897**

A Zionist (pro-Jewish) conference called for the establishment of a Jewish homeland in Palestine **to curb European antisemitism**.

#### **1922**

Control of Palestine passed to Britain **after the collapse of the Ottoman Empire**, and Jews began to immigrate to the region en masse.

### **Peace**

**1978–1979 Camp David Accords:** The 1970s ended with an agreement between Egypt and Israel, committing the two sides to a peaceful future and limited self-government for the Palestinians.

**1993 Oslo Accords:** Under the terms of the deal arranged in Oslo, Norway, the Palestinians recognized Israel's right to exist, while Israel allowed a Palestinian government, the Palestinian Authority, to be established **in the West Bank and Gaza**.

**1998 Land for peace:** In another deal negotiated by the US, Israel agreed to withdraw from Palestinian territories in return for an end to the Palestinian campaigns of violence.

**2002 Road Map:** US president George W. Bush's "**Road Map**" called for an end to Palestinian violence and Israeli settlement building in Palestinian territory. A short-lived peace was followed by a return to violence.

### **Palestinian opposition**



In the early years, opposition to Israel was provided mainly by Arab nations in the region.

But gradually the Palestinian people found their voice, with the formation of **the Palestinian Liberation Organization (PLO)** in 1964. **In 1987**, Palestinians launched the First Intifada, or uprising, against Israeli presence in the West Bank and Gaza Strip.

## West Bank barrier



Continued Israeli settlement building in Palestinian areas triggered a Second Intifada in 2000. Israel responded by constructing a giant concrete barrier **around parts of the West Bank**. Designed to prevent terrorist attacks, it was internationally criticized for also preventing law-abiding Palestinians from traveling freely.

## Hope for peace



*The flag of the Palestinian people*

In recent times, Israel has indicated that it requires the Palestinians to accept its right to exist, and that it will do the same for Palestine if there is an end to violence on Israeli territory. The Palestinians seek an end to the Israeli occupation **of the West Bank and Gaza**, and a full recognition of their statehood.

**1948**

The State of Israel was proclaimed against Palestinian objections, leading to the Arab-Israeli War.

**1964**

**The PLO**, the main political voice of the Palestinian people, was founded. Yasser Arafat became its leader in 1969.

**1967**

Israel captured the West Bank and the Gaza Strip **during the Six-Day War**. In time, these became the Palestinian territories.

**1995**

**Israeli Prime Minister Yitzhak Rabin** was assassinated by an Israeli who objected to Israel's concessions to the Palestinians.

**2006**

The two main parties in the Palestinian Authority split, with Fatah ruling the West Bank and Hamas ruling the Gaza Strip.

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

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

1) establishment, 2) horror, 3) to reverse, 4) oil, 5) recession, 6) claim, 7) to repel, 8) uprising, 9) anti-Semitism, 10) to negotiate.

- a) petroleum (the black oil obtained from under the earth's surface from which petrol comes);
- b) an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power;
- c) the process of starting or creating something, for example, an organization;
- d) to have formal discussions with someone in order to reach an agreement with them;
- e) to change the direction, order, position, result, etc. of something to its opposite;
- f) the strong dislike or cruel and unfair treatment of Jewish people;
- g) an extremely strong feeling of fear and shock, or the frightening and shocking character of something;

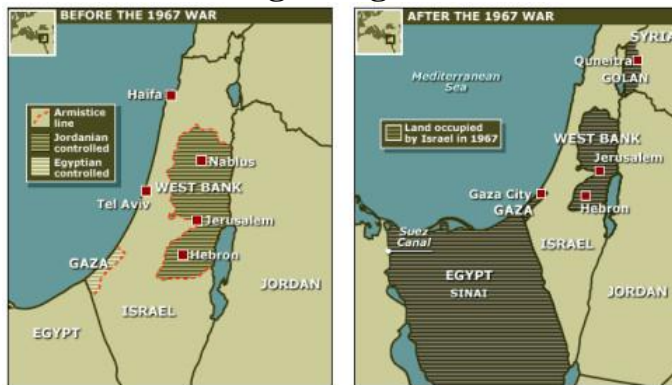
- h) to force something or someone to move away or stop attacking you;
- i) a period when the economy of a country is not successful and conditions for business are bad;
- j) to say that something is true or is a fact, although you cannot prove it and other people might not believe it.

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

**III. Make your own sentences with the following phrases.**

- 1) to signal a more peaceful era;
- 2) to declare the creation of a new country;
- 3) to launch an attack;
- 4) to reverse the attack;
- 5) worldwide fuel shortages;
- 6) to enjoy some initial success;
- 7) to end with an agreement;
- 8) campaigns of violence;
- 9) a giant concrete barrier;
- 10) a full recognition of statehood.

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



1. Though both Jews and Arab Muslims date their claims to the land back a couple thousand years, . . . . .
  2. Today’s lines largely reflect the outcomes of two of these wars, . . . . .
  3. The 1967 war is particularly important for today’s conflict, as it left Israel in control. . . . .
  4. Today, the West Bank is nominally controlled by . . . . .
  5. This comes in the form of Israeli troops, who enforce Israeli security restrictions on Palestinian movement and activities, and Israeli “settlers,” Jews . . . . .
  6. Gaza is controlled by Hamas, an Islamist fundamentalist party, and . . . . .
  7. The primary approach to solving the conflict today is a so-called “two-state solution” that would establish Palestine as an independent state in Gaza and . . . . .
  8. Though the two-state plan is clear in theory, the two sides . . . . .
  9. The alternative to a two-state solution is a “one-state solution,” wherein . . . . .
  10. Most observers think this would cause more problems than it would solve, but . . . . .
- 
- a) this outcome is becoming more likely over time for political and demographic reasons.
  - b) one waged in 1948 and another in 1967.
  - c) most of the West Bank, leaving the rest of the land to Israel.
  - d) the current political conflict began in the early 20th century.
  - e) the Palestinian Authority and is under Israeli occupation.
  - f) all of the land becomes either one big Israel or one big Palestine.

- g) of the West Bank and Gaza Strip, two territories home to large Palestinian populations.  
 h) who build ever-expanding communities in the West Bank that effectively deny the land to Palestinians.  
 i) are still deeply divided over how to make it work in practice.  
 j) is under Israeli blockade but not ground troop occupation.  
<https://www.vox.com/2018/11/20/18080002/israel-palestine-conflict-basics>

## V. Complete the following text with the phrases below.

### 1948–49: Israel’s War of Independence and the Palestinian Nakbah

In November 1947 the United Nations (UN) voted to partition the British mandate of Palestine into 1) . . . . . Clashes broke out almost immediately between 2) . . . . . As British troops prepared 3) . . . . . , conflict continued to escalate, with both Jewish and Arab forces committing belligerences. Among the most infamous events was 4) . . . . . on April 9, 1948. The news of a brutal massacre there by Irgun Zvai Leumi and the Stern Gang forces spread widely and 5) . . . . . Days later, Arab forces attacked a Jewish convoy headed for Hadassah Hospital, killing 78.

On the eve of the British forces’ May 15, 1948, withdrawal, Israel declared independence. The next day, Arab forces from Egypt, Transjordan (Jordan), Iraq, Syria, and Lebanon occupied the areas in southern and eastern Palestine not apportioned to the Jews by the UN partition of Palestine and then captured east Jerusalem, 6) . . . . .

. 7) . . . . . was to restore law and order in light of British withdrawal, citing incidents such as that at Dayr Yāsīn, and a growing refugee crisis in neighbouring Arab countries. The Israelis, meanwhile, won control of the main road to Jerusalem through the Yehuda Mountains (“Hills of Judaea”) and successfully 8) . . . . . By early 1949 the Israelis had managed to occupy all of the Negev up to the former Egypt-Palestine frontier, except for the Gaza Strip.

Between February and July 1949, as a 9) . . . . . between Israel and each of the Arab states, a temporary frontier was fixed between Israel and its neighbours. In Israel, the war is remembered as its War of Independence. In the Arab world, it came to be known as the Nakbah (“Catastrophe”) because of 10) . . . . . and displaced persons resulting from the war.

- A - the large number of refugees
  - B - including the small Jewish quarter of the Old City
  - C - to withdraw from Palestine
  - D - The stated purpose of the invasion
  - E - a Jewish state and an Arab state
  - F - result of separate armistice agreements
  - G - repulsed repeated Arab attacks
  - H - the attack on the Arab village of Dayr Yāsīn
  - I - inspired both panic and retaliation.
  - J - Jews and Arabs in Palestine.
- <https://ifamericansknew.org/history/origin.html>

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

### 1956: Suez Crisis

- a) Tensions mounted again with the rise to power of Egyptian President Gamal Abdel Nasser, a staunch Pan-Arab nationalist.
- b) Egypt dropped the blockade of Elat.
- c) In October 1956 Israel invaded Egypt’s Sinai Peninsula. In five days the Israeli army captured Gaza, Rafah, and Al-‘Arīsh—taking thousands of prisoners—and occupied most of the peninsula east of the Suez Canal.



- d) In 1956 Nasser nationalized the Suez Canal, a vital waterway connecting Europe and Asia that was largely owned by French and British concerns.
- e) The Israelis were then in a position to open sea communications through the Gulf of Aqaba.
- f) France and Britain responded by striking a deal with Israel—whose ships were barred from using the canal and whose southern port of Elat had been blockaded by Egypt—wherein Israel would invade Egypt; France and Britain would then intervene, ostensibly as peacemakers, and take control of the canal.
- g) A UN buffer force was placed in the Sinai Peninsula.
- h) Nasser took a hostile stance toward Israel.
- i) Though Egyptian forces had been defeated on all fronts, the Suez Crisis, as it is sometimes known, was seen by Arabs as an Egyptian victory.
- j) In December, after the joint Anglo-French intervention, a UN Emergency Force was stationed in the area, and Israeli forces withdrew in March 1957.
- <https://2001-2009.state.gov/r/pa/ho/time/lw/97179.htm>

## VII. Render the text in English.

### Створення держави Ізраїль. Перша арабо-ізраїльська війна

У роки Другої світової війни від рук нацистів загинуло 6 млн. євреїв. Трагедія європейського єврейства спонукала до активізації сіоністського руху, який розвивався під гаслом: "Тільки у власній державі євреї можуть почувати себе в безпеці".

29 листопада 1947 р. Генеральна Асамблея ООН більшістю голосів – 33 "за", "проти" 13, прийняла резолюцію про розподіл Палестини на єврейську та палестинську держави. Євреї вітали це рішення, арабський світ категорично заперечував резолюцію ООН. 14 травня 1948 р. була проголошена держава Ізраїль. Не пройшло і 24 години, як армії Єгипту, Йорданії, Сирії, Лівану та Іраку почали військові дії проти молодої 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 так: Галілея і весь Негев відійшли до Ізраїлю; Іудея, Самарія, частина Єрусалиму – до Йорданії; смуга Гази – до Єгипту. Отже, Палестинську державу не було створено. Війна заклала основу конфлікту, який не розв'язано 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.

Першу спробу миром врегулювати арабо-ізраїльський конфлікт було здійснено у 1951 р. королем Йорданії. Але після його вбивства до кінця 70-х років все вирішувалось на полях битв.

У вересні 1978 р. на зустрічі президентів Єгипту та Ізраїлю в Кемп-Девіді, резиденції президента США Д.Картера, було підготовлено історичну угоду між двома країнами про початок мирних переговорів.

26 березня 1979 р. у Вашингтоні Ізраїль та Єгипет підписали мирний договір. Президенту Єгипту А.Садату та прем'єр-міністру Ізраїлю М.Бегіну було присуджено Нобелівську премію за досягнення миру та припинення ворожнечі між двома державами. Спроба укласти подібний договір з Ліваном (1983 р.) була невдалою.

Влітку 1994 р. подібний договір Ізраїль підписав з Йорданією.

<https://geomap.com.ua/uk-wh11/1321.html>

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

### Nagyfokú ellenállásba ütközött mindkét oldalon Egyiptom és Izrael történelmi békekötése

2019. szeptember 17. 08:39 MTI

41 éve, 1978. szeptember 17-én meghatározó megállapodás született a közel-keleti **válságfolyamatban**: Izrael és Egyiptom amerikai közvetítéssel megkötötte a békét előirányzó Camp David-i **egyezményt**. A **megállapodás** megkötéséért Anvar Szadat egyiptomi elnök és Menachem Begin izraeli miniszterelnök 1978-ban megkapta a Nobel-békedíjat. Az Egyiptom és Izrael közti békeszerződést 1979. március 26-án írták alá.



Anvar Szadat egyiptomi elnök, Jimmy Carter amerikai elnök és Menachem Begin izraeli miniszterelnök az egyezmény megkötését követően (kép forrása: jta.org)

Az egyiptomi-izraeli megbékéléshez az nyitotta meg az utat, hogy a szovjet **befolyást** terhesnek érző Egyiptom nyitott a Nyugat felé. Történelmi lépés volt, hogy Anvar Szadat egyiptomi elnök 1977-ben Izraelbe látogatott, ahol beszédet is mondott a kneszetben.

Menachem Begin izraeli kormányfőt és Szadat egyiptomi államfőt Jimmy Carter amerikai elnök ültette tárgyalóasztalhoz 1978. szeptember 5-én a Washingtontól 80 kilométerre lévő Camp David-i elnöki rezidencián.

A különtárgyalások megkezdéséért az arab államok megszakították a kapcsolatot Egyiptommal, az Arab Liga még Kairó tagságát is felfüggesztette a szervezetben. A megbeszéléseket mind Izrael, mind Egyiptom többször ott akarta hagyni, a tárgyalások folytatásához mindannyiszor az amerikai elnök személyes közbelépésére volt szükség.

Végül két megállapodást sikerült tető alá hozni: az első az **ENSZ Biztonsági Tanácsának** határozatain alapuló **békeszerződések** aláírását irányozta elő, egy **igazságos, átfogó és tartós** közel-keleti rendezést, amely magába foglalta a Jordán folyó nyugati partvidékét és a Gáza-övezetet érintő, háromfokozatú tárgyalások menetének rögzítését is.

Izrael és Egyiptom vállalta, hogy tartózkodik az erőszak alkalmazásától, és a vitás kérdések rendezésében a diplomáciai eszközöket részesíti előnyben. Rögzítették, hogy a keretegyezmény aláírásától számított három hónapon belül békeszerződést kötnek, melynek alapja a gazdasági szankciók megszüntetése, a diplomáciai kapcsolatok felvétele, valamint a teljes elismerés kell, hogy legyen.

A második megállapodásban a két állam kötelezettséget vállalt az egyezményben foglaltak megvalósítására, és fontos területi kérdéseket is tárgyalt. A megállapodások értelmében Izrael feladta a Sínai-félszigetet, ám az 1979-ben aláírt békeszerződés csak rövidtávon hozott fejlődést Izrael és Egyiptom, valamint az arab államok közötti kapcsolatban.

A békekötés ellen mindkét oldal szélsőségei elszánt harcot kezdtek. A Sínai-félszigetről való visszavonulás utolsó szakaszában izraeli telepesek súlyos összecsapásokat kezdeményeztek az egyiptomi katonákkal, az egyiptomi **szélsőségesek** pedig 1981 októberében egy kairói katonai parádén meggyilkolták Anvar Szadatot.

<https://mult-kor.hu/nagyfoku-ellenallasba-utkztt-mindket-oldalon-egyiptom-es-izrael-trtenelmi-beektese-20190917>

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

decisive agreement    suspended its membership  
Camp David, the US presidential retreat    Middle East crisis  
personal intervention    conclude a peace treaty    Gaza Strip  
the Camp David Accords    turned to the West  
*lasting, just and comprehensive peace*

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

- |                          |   |  |
|--------------------------|---|--|
| 1. framework Convention  | a | someone who has extreme political opinions and aims, and who is willing to do unusual or illegal things in order to achieve them                 |
| 2. extremist             | b | a formal decision or statement agreed on by a group of people,   |
| 3. peace treaty          | c | to reach a decision or agreement   |
| 4. withdrawal            | d | someone who goes to live in a country or area where not many people like them have lived before, and that is a long way from any towns or cities |
| 5. resolution            | e | official document that people sign to show that they have agreed to something  |
| 6. negotiation           | f | the act of moving an army, weapons etc away from the area where they were fighting   |
| 7. agreement             | g | be concerned with certain communications between elites of nation-states   |
| 8. diplomatic instrument | h | official discussions between the representatives of opposing groups who are trying to reach an agreement, especially in business or politics     |
| 9. settler               | i | an agreement to stop fighting a war  |
| 10. conclude             | g | an umbrella document which lays down the principles, objectives and the rules of governance of the treaty regime                                 |

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

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

- |  |  |   |  |
|--|--|---|--|
| 1. kötelezettséget vállalt   |  | a | lifting economic sanctions                                       |
| 2. egyezményben foglaltak megvalósítására                                |  | b | three stages for negotiations                                    |
| 3. az Arab Liga még Kairó tagságát is felfüggesztette a szervezetben     |  | c | make a commitment  |
| 4. háromfokozatú tárgyalások   |  | d | the Arab League suspended Egypt's membership                     |
| 5. tartózkodik az erőszak alkalmazásától                                 |  | e | concluded the Camp David Accords                                 |
| 6. diplomáciai kapcsolatok felvétele                                     |  | f | implement provisions of the Convention                           |
| 7. izraeli telepések   |  | g | both Israel and Egypt threatened to walk out of the negotiations |
| 8. megbeszéléseket mind Izrael, mind Egyiptom többször ott akarta hagyni |  | h | refrain from violence  |
| 9. gazdasági szankciók megszüntetése                                     |  | i | establishing diplomatic relations                                |
| 10. megkötötte a békét előirányzó Camp David-i egyezményt                |  | g | Israeli settlers   |

#### 5. Comprehension questions.

- Why is the Egyptian-Israeli peace deal of 1979 one of the most important events in the recent history of the Middle East?
- How did the Israeli-Egyptian peace deal change the entire geopolitical landscape of the region?
- Why did the Egyptian President Anwar Sadat wish to break away from the Soviet Union?
- Whose personal intervention and mediation prevented the collapse of the talks as both sides threatened to walk out of the negotiations?
- What does the Israeli-Egyptian peace treaty include?

#### 6. Render the text in English.

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

### COMPREHENSION TEST

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

1. The establishment of the State of Israel in 1948 was intended to signal . . . . . for the world,
- a) a more peaceful era
  - b) a less peaceful era
  - c) a more dangerous era
  - d) a more revolutionary era
2. In 1948, Jewish people living in the Middle Eastern region of Palestine declared the creation of a new country, Israel, . . . . .
- a) with a new anthem
  - b) with a new Constitution
  - c) with a new flag
  - d) with a new coat of arms

3. . . . . launched an attack on Israel on the Jewish holiday of Yom Kippur in 1973.
  - a) Egypt and India
  - b) Egypt and Syria
  - c) Turkey and India
  - d) Turkey and Syria
4. . . . . , Syrian, Egyptian, and Jordanian military forces began massing on Israel's borders.
  - a) In June 2017
  - b) In June 1937
  - c) In June 1941
  - d) In June 1967
5. . Israel decided to strike before they invaded, and, . . . . . , claimed the Golan Heights from Syria, the West Bank from Jordan, and the Gaza Strip and the Sinai Peninsula from Egypt.
  - a) in ten days
  - b) in a month
  - c) in two weeks
  - d) in six days
6. In 133 CE the Jews were expelled from Palestine following their revolt . . . . .
  - a) for the Romans
  - b) against the Romans
  - c) against the Greeks
  - d) for the Greeks
7. In 1922 control of Palestine passed . . . . . after the collapse of the Ottoman Empire, and Jews began to immigrate to the region en masse.
  - a) to Britain
  - b) to the USA
  - c) to France
  - d) to Canada
8. Israel constructed . . . . . around parts of the West Bank.
  - a) a giant concrete barrier
  - b) a minute concrete barrier
  - c) a giant wooden barrier
  - d) a giant brick barrier
9. In 1967 Israel captured the West Bank and the Gaza Strip during . . . . . In time, these became the Palestinian territories
  - a) the Six-Day War
  - b) the Twenty-Six-Day War
  - c) the Ten-Day War
  - d) the Sixteen-Day War
10. . . . . Yitzhak Rabin was assassinated by an Israeli who objected to Israel's concessions to the Palestinians.
  - a) Israeli MP
  - b) Israeli Prime Minister
  - c) Israeli President
  - d) Israeli Ambassador

## UNIT 16 DECOLONIZATION

**Before World War II**, Europe's major powers controlled **large overseas empires**, as did Japan. Italy and Japan lost their empires **at the end of the conflict**. The victorious European nations held on to theirs for slightly longer, but with their economies shattered by the war—and nationalist sentiments stirring worldwide—the once-mighty European empires gradually **melted away to almost nothing**. **By the early 1980s**, the process was largely complete.

### Wind of change



At its peak, **the British Empire** was the largest in history, but it began to break apart **after World War II**. In 1960, British prime minister Harold Macmillan gave a speech to the **South African parliament** (above), where he predicted that a “wind of change”—meaning independence—would sweep through Africa. Over the next two decades, most of Britain's colonies **declared independence**.

### Indonesia



In 1945, **nationalist rebels in Indonesia** declared the country free of the Dutch, who had ruled since 1800. The Dutch disagreed. Three years of fighting ensued before the Dutch withdrew, and Indonesia became independent **in 1949** under President Sukarno (above).

### Egypt



Egypt had officially become independent in 1922, but **Britain** continued to occupy the country and exert control over its ruler, King Farouk. British influence was finally ended by the **1952 Egyptian Revolution** led by Colonel Nasser, who went on to become president.

### Ghana



The British colony of the Gold Coast began campaigning for independence **after the war**. Britain initially resisted but eventually gave in, and **in 1957** the newly independent, and newly named, country of Ghana was born. Shown here are Ghanaians holding a parade to celebrate their independence.

## KEY EVENTS

**1947**

Countries that became independent: India and Pakistan (from Britain).

**1948**



*Sri Lankan flag*

Countries that became independent: Burma and Sri Lanka (from Britain).

**1956**

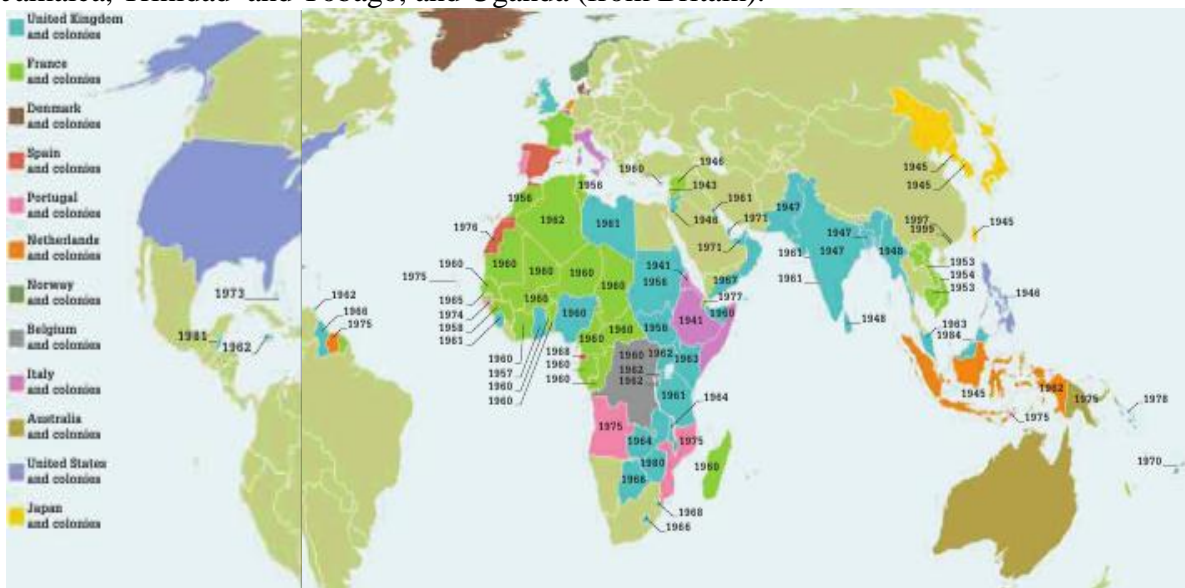
Countries that became independent: Morocco and Tunisia (from France); and the next year Malaysia and Ghana (from Britain).

**1960**

Seventeen African countries became independent. These included Cameroon and the Ivory Coast (from France).

**1962**

Countries that became independent: Rwanda (from Belgium); Algeria (from France); Jamaica, Trinidad and Tobago, and Uganda (from Britain).



### Jamaica

In the late 1950s, Britain brought together **several Caribbean islands**, including Jamaica, as the Federation of the West Indies. However, the federation broke up, and **in 1962** Jamaica became independent. **Princess Margaret**, sister of the British Queen, attended Jamaica's independence celebrations.

### Angola



Angolan nationalists began fighting **the Portuguese dictatorship** that ruled their country in 1961. The conflict ended only when the dictatorship was overthrown **by a coup in Portugal** in 1974.

Agostinho Neto became Angola's first president, but the country was soon drawn into a 26-year-long civil war.

**1964**

Countries that became independent: Malawi, Zambia, and Malta (from Britain).



**1966**

Countries that became independent: Guyana, Botswana, Lesotho, and Barbados (from Britain).

1968

Countries that became independent: Mauritius and Swaziland (from Britain); Equatorial Guinea (from Spain).

**1975**

Countries that became independent: Angola, Mozambique, Cape Verde, Sro Tomй and Prhncipe (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 кілька 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 (Заір), 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 р. – Кенія, у 1964 р. – Занзибар, Замбія, Малаві, у 1965 р. – Гамбія. 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.

Отже, на порозі XXI ст. колоніальні імперії відійшли в минуле. Однак, здобувши політичну незалежність, молоді держави не стали економічно незалежними. Їхньою головною проблемою стала економічна відсталість, з якою більшість молодих держав не можуть впоратися. Війни, епідемії, голод, фінансова заборгованість, етнічні й територіальні проблеми стали звичним явищем.

<https://geomap.com.ua/uk-wh11/1317.html>

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

### Az indiai függetlenség pillanata

2010. január 26. 11:02 Fekete István



Évszázados harcot vívott India a brit iga alóli felszabadulás érdekében, míg végül a dél-ázsiai ország 1947-ben a **független** országok sorába lépett, 1950. január 26-án pedig deklarálták az Indiai Köztársaságot. A mozgalmat egyaránt jellemezték militáns és békés, erőszakmentes kampányok.

Az 1857-ben zajló, az első függetlenségi háborúként emlegetett események fordulópontot jelentettek a brit birodalom ékkövének tartott gyarmat történetében. A világegés végeztével a sokat szenvedett gyarmat lakosai látványos összeborulásnak örvendhettek, ugyanis a kongresszus szélsőséges és mérsékelt ága félretette ellentéteit és ismét az egység benyomását keltette.

Mahátma Gandhi megérkezése azt jelentette, hogy egy eladdig elitista mozgalom nemzetivé terebélyesedett, szavaira ugyanis milliók mozdultak meg, habár polgári engedtlenségi mozgalmát sokan mégis járhatatlan útnak tartották. Az erőszakmentes kampány elindítása után London sem télenkedett, az 1919-es Rowlatt Act **teljhatalommal** ruházta fel az alkirály kormányát.

Az első világháborútól eltérően – noha Linlithgow alkirály sem egyeztetett a **gyarmat** képviselőivel – az indiaiak kevésbé fogadták **lelkesen** India hadba lépését a **szövetségesek** oldalán (a brit indiai hadsereg az egyik legnagyobb önkéntes egység volt, 205 ezer emberrel). Az angliai csata alatt sokak várakozása ellenére Gandhi nem folytatta a **polgári** engedtlenségi mozgalmát, mondván, nem a „lerombolt Nagy-Britannia hamujából” szeretné India függetlenségét megszerezni. A világháború alatt két fontos mozgalmat kell

megemlíteni: egyik az Azad Hind, a Szingapúrban 1943-ban megalakult emigráns indiai kormány, amelyet a Nemzeti Kongresszus egykori elnöke, Szubhasz Csandra Bosze vezetett – ő a tengelyhatalmakkal is kapcsolatba lépett a brit uralomtól való megszabadulás érdekében.

A másik lényeges momentum a Quit India mozgalom meghirdetése volt, amely a háborúba való belépés elleni protestálás jegyében született. Gandhi híveit ismét engedetlenségi kampányra hívta, s felszólította követőit, hogy független népként viselkedjenek, s ne tartsák be a brit törvényeket.

Clement Atlee brit miniszterelnök annak érdekében, hogy minél több politikai és gazdasági kapcsolatot tartson fenn egy már **független** Indiával, nem késlekedhetett tovább a dekolonizáció ügyében. 1947. június 3-án Lord Mountbatten bejelentette a brit indiai birodalom felosztását egy szekuláris Indiára és a muzulmán Pakisztánra. A **felosztást** – Gandhi ezt végig ellenezte – az emberi történelem legnagyobb népességvándorlása követte: 15 millióan lépték át a határt, hinduk és muzulmánok új hazát keresve. Az Alkotmányozó Nemzetgyűlés 1949. november 26-ra lett kész az új alkotmány megszövegezésével, míg 1950. január 26-án az Indiai Köztársaságot **hivatalosan** is kikiáltották, amelynek első **elnöke** a posztot tizenkét évig birtokló Radzsendra Praszád lett.

<https://mult-kor.hu/20100126> hatvan éve kialtottak ki az indiai koztarsasagot

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

militant and peaceful non-violent campaigns  
 at the end of cataclysms put aside their contradictions  
 extreme and moderate  
*Civil Disobedience Movement* non-violent campaign  
 grew into nationalist movement  
 the Quit India movement urged his followers

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

- | A                  | B   |
|--------------------|---|
| 1. colony          | a a militant organization or person is willing to use strong or violent action in order to achieve political or social change |
| 2. the Axis Powers | b a group of countries that are all controlled by one ruler or government   |
| 3. militant        | c to make a former colony politically independent   |
| 4. voluntary       | d someone who believes in a particular system of ideas, or who supports a leader who teaches these ideas                      |
| 5. follower        | e to say publicly or officially that something important is true or exists  |
| 6. decolonization  | f not connected with or controlled by a church or other religious authority   |

- |                         |          |   |
|-------------------------|----------|---|
| 7. empire               | <b>g</b> | when large numbers of people go to live in another area or country  |
| 8. secular              | <b>h</b> | work etc that is done by people who do it because they want to, and who are not paid                            |
| 9. population migration | <b>i</b> | the countries, including Germany, Italy, and Japan, who fought together during World War II against the Allies. |
| 10. proclaim            | <b>g</b> | a country or area that is under the political control of a more powerful country, usually one that is far away  |

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

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

- |   |          |  |
|---|----------|--|
| 1. fordulópontot jelentettek a brit birodalom ékkövének tartott gyarmat történetében    | <b>a</b> | India was declared a Sovereign Democratic Republic on January 26, 1950                                 |
| 2. a brit iga alóli felszabadulás érdekében   | <b>b</b> | India's independence should not rise from the ashes of a destroyed Britain                             |
| 3. 1950. január 26-án pedig deklarálták az Indiai Köztársaságot                         | <b>c</b> | marked a key turning point in the history of the colony regarded the jewel in Britain's imperial crown |
| 4. hadba lépése a szövetségesek oldalán   | <b>d</b> | the division of the British Indian Empire into secular India, and Muslim Pakistan                      |
| 5. nem a „lerombolt Nagy-Britannia hamujából” szeretné India függetlenségét megszerezni | <b>e</b> | struggle for liberation from the British yoke  |
| 6. emigráns indiai kormány  | <b>f</b> | Lord Mountbatten announced the Partition   |
| 7. Lord Mountbatten bejelentette a brit indiai birodalom felosztását Plan               | <b>g</b> | the greatest population migration in human history followed  |
| 8. a brit indiai birodalom felosztását egy szekuláris Indiára és a muzulmán Pakisztánra | <b>h</b> | entered the war on the side of the Allied Powers   |
| 9. az emberi történelem legnagyobb népességvándorlása követte                           | <b>i</b> | the Constituent Assembly of India  |
| 10. az Alkotmányozó Nemzetgyűlés  | <b>g</b> | an Indian government-in-exile  |

### 5. Comprehension questions.

- What is the Indian Independence movement?
- Why was the period following India's First War of Independence an important period in the Indian independence movement?
- How did Indians give support to the United Kingdom during the First World War?
- How do we call a different method to get freedom in India used under the leadership of Gandhi?
- What is the Partition Plan announced by Lord Mountbatten?



**6. Render the text in English.**

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

### COMPREHENSION TEST

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

1. Before World War II, Europe's major powers controlled large overseas empires, . . . . .
  - a) as did Mexico
  - 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 Barbados
  - d) including Honduras
7. Angolan nationalists began fighting . . . . . that ruled their country in 1961.
  - a) the Spanish dictatorship
  - 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 mid-1980s, it could no longer match the US militarily, and its citizens were demanding **more control over their lives**. The new Soviet leader, Mikhail Gorbachev, decided to try and rejuvenate the country by granting the people greater freedom. Ultimately, this precipitated **the fall of Communism**, as people across the USSR and its allies used the opportunity to break away from Soviet control.

#### Fall of the Berlin Wall



**The Berlin Wall**, the most iconic symbol of the Cold War, had divided the city **since 1961**. As Communist regimes fell across Europe in 1989, pressure grew on the East German government **to open the border**. In November, it announced that the barrier would open. Thousands of people rushed to the wall **to tear it down**.

#### KEY EVENTS

##### 1989

In January, the Soviet Union, the Warsaw Pact countries, and Yugoslavia had Communist regimes.

##### 1989

In July, Gorbachev gave the countries of the Warsaw Pact the chance **to choose their own governments**.

##### 1989

Poland voted out its Communist regime in favor of the Solidarity Party **in August**.

##### 1989

**The Velvet Revolution** in November saw Czechoslovakia peacefully move away from Communism.

##### 1989

The Berlin Wall, which had divided the city for nearly 30 years, fell **on November 9**.

#### New policies



*A copy of Gorbachev's book on perestroika*

Until the mid-1980s, Soviet society was strictly controlled. But Gorbachev broke with the past with his new policies of **glasnost (openness) and perestroika (restructuring)**.

These gave people more personal and economic freedom, but once these were gained, they wanted political freedom and rejected Communism.

### End of the Communist Bloc



*Yeltsin delivers a speech from a tank used in the failed military coup.*

In 1989, Gorbachev allowed the Warsaw Pact countries **to hold free elections**, resulting in the toppling of Communist governments across Central and Eastern Europe. In the Soviet Union, Communists opposed to the changes **staged a military coup against Gorbachev**, but it was defeated by democrat Boris Yeltsin (above) and the USSR disintegrated.

#### Key figures

##### Mikhail Gorbachev



The last Soviet leader unleashed changes he probably didn't foresee. Although he received the Nobel Peace Prize, he lost **his political power** as the Soviet Union collapsed.

##### Boris Yeltsin



Yeltsin became **the leading politician** of the post-Soviet Russian world. He served two terms as president, ensuring the country's transfer to democracy.

##### Nikolai Ceausescu



Head of Communist Romania, Ceausescu was a brutal leader, living a life of luxury while his people starved. **In 1989**, he was overthrown, put on trial, and executed.

#### The Warsaw Pact

**Eight countries** signed the Warsaw Pact, a treaty that promised military aid in the case of foreign threat: Albania, Hungary, Bulgaria, Poland, Czechoslovakia, Romania, East Germany, Soviet Union.

#### Russian Federation



Following its dissolution in December 1991, the Soviet Union split into **15 separate countries**. Shown here is the flag of the Russian Federation, the largest and most powerful state to emerge from the former USSR. **Boris Yeltsin** became its first president.

**1989**

Romania's Communist regime was overturned in a **bloody uprising in December**.

**1990**

In March, free elections were held in East Germany, and voters chose **to reject Communism**.

**1990**

In October, West and East Germany **were reunified** for the first time since World War II.

**1990**

Communism was rejected in the six republics making up Yugoslavia, but they soon began fighting among themselves.

**1991**

Gorbachev resigned in December and **the Soviet Union** officially ceased to exist.

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

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

1) to rejuvenate, 2) to precipitate, 3) iconic, 4) regime, 5) barrier, 6) to reject, 7) election, 8) coup, 9) democrat, 10) to foresee

- a) to know about something before it happens;
- b) to make something happen suddenly or sooner than expected;
- c) a time when people vote in order to choose someone for a political or official job;
- d) a particular government or a system or method of government;
- e) to make an organization or system more effective by introducing new methods, ideas, or people;
- f) a person who believes in and supports the principles of democracy;
- g) to refuse to accept, use, or believe something or someone;
- h) very famous or popular, especially being considered to represent particular opinions or a particular time;
- i) a sudden illegal, often violent, taking of government power, especially by part of an army;
- j) a long pole, fence, wall, or natural feature, such as a mountain or sea, that stops people from going somewhere.

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

### **III. Make your own sentences with the following phrases.**

- 1) to demand more control;
- 2) to grant greater freedom;
- 3) to open the border;
- 4) to tear smth. Down;
- 5) to move away from Communism;
- 6) to break with the past;
- 7) personal and economic freedom;
- 8) to hold free elections;
- 9) to loose political power;
- 10) country's transfer to democracy.

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

#### **Falling Like Dominoes**

- 1. People all across Communist Eastern Europe got wind that the Russians . . . . .
- 2. They began to challenge their own regimes and . . . . .
- 3. One by one, like dominoes, . . . . .
- 4. The wave started with Hungary and Poland in 1989 and . . . . .

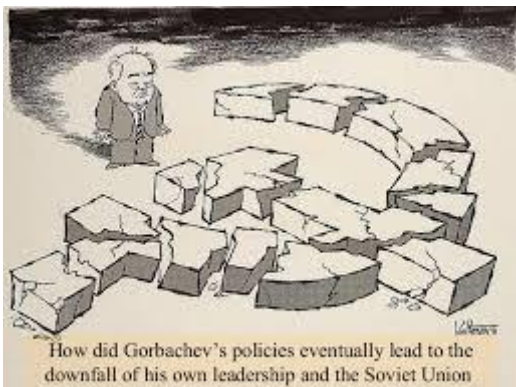
5. East Germany, too, was rocked by nation-wide demonstrations that eventually led the regime there. . . . .
6. Scores of people crossed the border and both East and West Berliners (who had not had contact in almost 30 years) gathered around the Berlin Wall, . . . . .
7. The East German government was unable to hold onto power and . . . . .
8. One year later, in December of 1991, . . . . .
9. It was the final death knell of the Cold War and marked an end of Communism in Europe, . . .
10. Although Communism has nearly died out, there are still five countries . . . . .

- a) work to develop pluralist systems in their countries.
- b) that remain Communist : China, Cuba, Laos, North Korea, and Vietnam.
- c) the Soviet Union disintegrated and ceased to exist.
- d) soon spread to Czechoslovakia, Bulgaria, and Romania.
- e) the reunification of Germany occurred soon after, in 1990.
- f) would do little to quell dissent
- g) where it had first been established 74 years prior.
- h) dismembering it bit by bit with pickaxes and other tools.
- i) to allow its citizens to travel once more to the West.
- j) Eastern Europe's Communist regimes began to topple.

<https://www.thoughtco.com/the-downfall-of-communism-1779970>

## V. Complete the following sentences with the words and phrases below.

### Mikhail Gorbachev



In March of 1985, the Soviet Union 1) . . . . . - Mikhail Gorbachev. Gorbachev was 2) . . . . . He knew the Soviet Union faced many internal problems, not the least of which was an economic downturn and a 3) . . . . . with Communism. He wanted to introduce a 4) . . . . . , which he called *perestroika*.

However, Gorbachev knew that the regime's powerful bureaucrats had often stood in the way of economic reform in the past. He needed to get the people on his side 5) . . . . . and thus introduced two new policies: *glasnost* (meaning 'openness') and *demokratizatsiya* (democratization). They were intended to encourage ordinary Russian citizens 6) . . . . . and unhappiness with the regime.

Gorbachev hoped the policies 7) . . . . . to speak out against the central government and thus put pressure on the bureaucrats to approve his intended economic reforms. The policies had their intended effect but 8) . . . . .

When Russians realized that Gorbachev 9) . . . . . on their newly won freedom of expression, their complaints went far beyond mere discontentment with the regime and the bureaucracy. The 10) . . . . .—its history, ideology, and effectiveness as a system of government—came up for debate. These democratization policies made Gorbachev extremely popular both in Russia and abroad.

- A - whole concept of communism
  - B - gained a new leader
  - C - young, forward-thinking, and reform-minded.
  - D - would encourage people
  - E - soon got out of control.
  - F - to openly voice their concern
  - G - general sense of discontentment
  - H - would not crack down
  - I - to put pressure on the bureaucrats
  - J - broad policy of economic restructuring,
- <https://www.theguardian.com/world/2011/aug/16/gorbachev-guardian-interview>

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

### The First Cracks in the Wall

- a) By the time Joseph Stalin died in March of 1953, the Soviet Union had emerged as a major industrial power.
- b) Uprisings in both Bulgaria and Czechoslovakia were quickly quelled but one of the most significant uprisings occurred in East Germany.
- c) Soviet forces invaded Hungary in November of 1956 to crush what was now being called the Hungarian Revolution. Scores of Hungarians died as a result of the invasion, sending waves of concern throughout the western world.
- d) For the time being, the military actions seemed to have put a damper on anti-Communist activity. Just a few decades later, it would start again.
- e) Soon following Stalin's death, a power struggle ensued for leadership of the Soviet Union.
- f) The strike was quickly crushed by East German and Soviet military forces and sent a strong message that any dissent against Communist rule would be dealt with harshly.
- g) Despite the reign of terror that defined Stalin's regime, his death was mourned by thousands of Russians and brought about a general sense of uncertainty about the future of the Communist state.
- h) Nevertheless, unrest continued to spread throughout Eastern Europe and hit a crescendo in 1956, when both Hungary and Poland saw massive demonstrations against Communist rule and Soviet influence.
- i) In June of 1953, workers in East Berlin staged a strike over conditions in the country that soon spread to the rest of the nation.
- j) Nikita Khrushchev eventually emerged the victor but the instability that had preceded his ascent to the premiership had emboldened some anti-Communists within the eastern European satellite states.

<https://www.thoughtco.com/the-downfall-of-communism-1779970>

## VII. Render the text in English.

### «Осінь народів»

«Осінь народів» — визначення процесу повалення комуністичних режимів у Центральній та Східній Європі, кульмінація якого припала на осінь 1989 року. Вживається за аналогією з «весною народів» — революційними подіями у Європі 1848–1849 років.

### Історія

У 1989 – 1991 роках під впливом масових суспільних протестів комуністичні партії в Польщі, Угорщині, Німецькій Республіці, Чехословаччині, Болгарії, Албанії та Югославії розпочали переговори з опозицією, яка на той момент перебувала в нелегальних умовах.

Внаслідок переговорів комуністичні режими відмовились від диктаторського уряду на користь багатопартійної системи.



В більшості колишніх соціалістичних країн зміна влади відбувалася мирним шляхом. Режим Чаушеску в Румунії був повалений збройним повстанням 1989 р., 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 р. 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 р. угорський парламент прийняв закони про багатопартійність, плюралізм профспілок, скасування цензури і свободу зборів. Відродилися довоєнні Партія дрібних сільських господарів та Соціал-демократична партія, утворилися нові – Союз вільних демократів та Християнсько-демократична народна партія.

У березні 1989 р. відбулися тристоронні переговори між УСРП, дев'ятьма опозиційними партіями і шістьма громадськими організаціями про створення передумов мирного переходу до парламентської демократії. Радянські війська почали залишати Угорщину, але формальної угоди про виведення військ так і не було досягнуто. 16 червня, в день страти Надя, Малетера Гімеша їх останки, а також загиблого при придушенні повстання 1956 р. полковника Йожефа Сіладі, і померлого 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 з колючого дроту. 27 червня 1989 р. австрійський міністр закордонних справ Алоїс Мок та його угорський колега Дюла Горн розрізали прикордонну огорожу, щоб підкреслити ліквідацію захисних споруд, розпочату Угорщиною ще 2 травня. 19 серпня 1989 р. 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 р. 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 УСРП з 25 осіб на чолі з Режьо Ньершем відправивши Кароя Гроса у відставку. У лютому 1990 р. УСРП ініціювала проведення "круглого столу" з іншими партіями за польським зразком.

Ще в жовтні 1989 р. угорський парламент схвалив багатопартійні парламентські вибори та прямі вибори президента. 23 жовтня країну було перетворено з Угорської Народної Республіки в Угорську Республіку. У березні 1990 р. 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](https://uk.wikipedia.org/wiki/Осінь_народів)

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

### Kegyetlen megtorlás követte a reményekkel teli forradalmat

2019. október 23. 09:40 MTI, Múlt-kor



Tüntetők és harckocsik a Kossuth téren október 25-én (kép forrása: origo.hu / Fortepan)

1956 októberében Magyarországon békés **tüntetéssel** kezdődő, fegyveres felkeléssel folytatódó forradalom bontakozott ki a Rákosi Mátyás nevével összefonódó kommunista diktatúra és a szovjet megszállás ellen.

A budapesti műegyetemisták 1956. október 22-i nagygyűlésükön 16 pontban foglalták össze követeléseiket, másnapra pedig tüntetést szerveztek. Aznap este Gerő Ernő, a Magyar Dolgozók Pártjának (MDP) első titkára rádióbeszédében a megmozdulást ellenségesnek, sovinsztának, nacionalistának minősítette, és minden engedményt elutasított.

A **beszéd** elhangzása után fegyveres összetűzések kezdődtek: az esti és éjszakai órákban fegyveres csoportok **elfoglalták** a Magyar Rádió és a Szabad Nép székházát, a telefonközpontot, a lakihegyi rádióadót, emellett több fegyverraktár, **laktanya**, rendőrőrs és üzem is a **felkelők** kezére került. A Dózsa György úton ledöntötték az **elnyomás** gyűlölt jelképét, a Sztálin-szobrot. A békés tüntetés szinte órák alatt népfelkeléssé, majd - a Magyarországon tartózkodó szovjet csapatok beavatkozása után - fegyveres szabadságharcá változott.

A budapesti és vidéki tömegmegmozdulások számos alkalommal véres atrocitásokba torkolltak: október 25-én a Parlament előtt tüntető tömegbe lőttek a harckocsikkal megerősített szovjet csapatok, az esetnek több mint 200 **halálos áldozata** volt.

Végül mind az utcán politizálók, mind a kormánypolitikát irányítók sorsát a nemzeti **függetlenséget** eltipró szovjet katonai invázió pecsételte meg november 4-én, néhány nappal azután, hogy Nagy Imre november 1-jén meghirdette Magyarország semlegességét és kilépését a katonai szövetségből, a Varsói Szerződésből. A hatalmat Kádár János Magyar Forradalmi Munkás-Paraszt Kormányra vette át.

A forradalom leverését három évig tartó kegyetlen megtorlás követte: a forradalomban való részvételért kivégzettek száma 220-340 volt. Konceptiós perek után végezték ki Nagy Imre volt miniszterelnököt, Maléter Pál volt honvédelmi minisztert, Gimes Miklós újságírót, Szilágyi Józsefet, a miniszterelnök személyi titkárát. Az **embervesztés** országosan 2652 halott volt, és 19 226-an sebesültek meg. Az országot mintegy 200 ezren hagyták el. Ezreket ítéltek börtönbüntetésre, internálásra.

A rendszerváltás utáni első szabad Országgyűlés első ülésnapján, 1990. május 2-án törvényben örökítette meg az 1956. évi forradalom és **szabadságharc** emlékét, október 23-át pedig nemzeti ünnepé nyilvánította.

<https://mult-kor.hu/kegyetlen-megtorlas-kvette-a-remenyekkel-teli-forradalmat-20191023>

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

peaceful demonstration armed uprising  
the main telephone exchange mass demonstrations  
radio transmission tower at Lakihegy number of executed  
**Soviet military invasion** show trials  
Hungarian Working People's Party  
thousands were imprisoned or interned

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

- |                  |   |  |
|------------------|---|--|
| 1. demand        | a | a building where weapons are stored  |
| 2. hostile       | b | an event at which a large group of people meet to protest or to support something in public      |
| 3. chauvinistic  | c | to become unsteady and then fall over, or to make something do this                              |
| 4. arsenal       | d | to kill someone, especially legally as a punishment  |
| 5. execute       | e | having the belief that your own country or race is better or more important than any other       |
| 6. revolution    | f | opposing a plan or idea very strongly  |
| 7. demonstration | g | a state of open, armed, often prolonged conflict carried on between nations, states, or parties. |
| 8. armed clashes | h | to do something that makes a deal, agreement etc formal and definite                             |
| 9. topple        | i | a time when people change a ruler or political system by using force or violence                 |
| 10. seal         | g | a very firm request for something that you believe you have the right to get                     |

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

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

- |   |   |  |
|---|---|--|
| 1. minden engedményt elutasított  | a | toppled the Stalin monument, a hated symbol of tyranny   |
| 2. fegyveres csoportok elfoglalták a Magyar Rádió és a Szabad Nép székházát | b | enacted a law commemorating the 1956 revolution and freedom fight, declaring October 23 a national day |
| 3. ledöntötték az elnyomás gyűlölt jelképét, a Sztálin-szobrot              | c | refused any concession   |
| 4. békés tüntetés népfelkeléssé változott                                   | d | Imre Nagy declared Hungary's neutrality and withdrawal from the Warsaw Pact                            |

- |     |   |   |   |
|-----|---|---|---|
| 5.  | Magyarországon tartózkodó szovjet csapatok beavatkozása után - fegyveres szabadságharcra változott                            | e | approximately 200,000 people fled the country   |
| 6.  | október 25-én a Parlament előtt tüntető tömegbe lőttek  | f | a peaceful demonstration escalated into a popular uprising  |
| 7.  | Nagy Imre meghirdette Magyarország semlegességét és kilépését a katonai szövetségből, a Varsói Szerződésből                   | g | the suppression of the revolution was followed by three years of massive retaliation  |
| 8.  | A forradalom leverését három évig tartó kegyetlen megtorlás követte   | h | after Soviet troops stationed in Hungary were deployed onto the streets of Budapest, it escalated into an armed freedom fight |
| 9.  | az országot mintegy 200 ezren hagyták el  | i | protesters gathering in front of Parliament on October 25 were fired  |
| 10. | törvényben örökítette meg az 1956. évi forradalom és szabadságharc emlékét, október 23-át pedig nemzeti ünneppé nyilvánította | g | armed groups occupied the headquarters of Hungarian Radio and the daily Szabad Nép  |

### 5. Comprehension questions.

- What do Hungarians commemorate on October 23?
- How did Ernő Gerő's threatening speech spark hostilities in Budapest?
- How did a peaceful demonstration escalate into a popular uprising and then into an armed freedom fight?
- How did the Soviet military invasion launch on November 4 seal the fate of both the freedom fighters and Nagy's government?
- What happened after the suppression of the revolution?

### 6. Render the text in English.

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

## COMPREHENSION TEST

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

1. By the mid 1980s, the USSR could no longer match . . . . militarily, and its citizens were demanding more control over their lives.

- a) the USA
- b) China
- c) Germany
- d) Slovakia

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

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

3. In July 1989, Gorbachev gave the countries of . . . . . the chance to choose their own governments.
  - a) NATO
  - b) CAI
  - c) the Warsaw Pact
  - d) Asia
4. In November 1989 . . . . . saw Czechoslovakia peacefully move away from Communism.
  - a) the Cotton Revolution
  - b) the Green Revolution
  - c) the Orange Revolution
  - d) the Velvet Revolution
5. . . . . Gorbachev allowed the Warsaw Pact countries to hold free elections, resulting in the toppling of Communist governments across Central and Eastern Europe.
  - a) In 1989,
  - b) In 1969
  - c) In 1979
  - d) In 2009
6. Although M. Gorbachev received the Nobel Peace Prize, he lost . . . . . as the Soviet Union collapsed.
  - a) his political power
  - b) his wealth
  - c) his support
  - d) his respect
7. Yeltsin became the leading politician of the post-Soviet Russian world. He served . . . . . as president, ensuring the country's transfer to democracy.
  - a) one term
  - b) three terms
  - c) two terms
  - d) 5 years
8. . . . . signed the Warsaw Pact, a treaty that promised military aid in the case of foreign threat.
  - a) Ten countries
  - b) Eight countries
  - c) Six countries
  - d) Twenty countries
9. Following its dissolution in December 1991, the Soviet Union split into . . . . .
  - a) 5 separate countries.
  - b) 10 separate countries.
  - c) 17 separate countries.
  - d) 15 separate countries.
10. . . . . , West and East Germany were reunified for the first time since World War II.
  - a) In December 1980
  - b) In August 1960
  - c) In October 1990
  - d) In April 1970

## UNIT 18

### WAR ON TERROR

**In the 1980s**, the militant Islamist terrorist organization Al-Qaeda was formed with the aim of establishing a worldwide Muslim nation. It carried out a series of attacks, culminating in the destruction of **New York's World Trade Center** in 2001. This prompted the United States to launch a **"War on Terror"** against the group's worldwide network.

"Today, our fellow citizens, our way of life, our very freedom came under attack."

President George W. Bush speaking to the nation on September 11, 2001

#### Under attack

On September 11, 2001, 19 members of Al-Qaeda **hijacked four American planes**. Two were flown into the Twin Towers of New York's World Trade Center, one hit **the Pentagon in Washington, DC**, while the final plane crashed into a field in Pennsylvania. Almost **3,000 people** were killed.



#### Osama bin Laden



A member of a wealthy Saudi family, Osama bin Laden fought **with the Mujahideen** against the Soviets in Afghanistan **during the 1980s**. He later founded Al-Qaeda (meaning "the base" in Arabic) to wage a worldwide jihad (holy war) against **what he saw as the corrupt Western world**.

#### Invasion of Afghanistan



The Taliban rulers of Afghanistan harbored bases of bin Laden's Al-Qaeda movement. In 2001, **US president George W. Bush** ordered an attack on the country. Initially, the war went well for the US and the Taliban was quickly overthrown. But the Taliban fought back, and the war continued **for more than a decade**. Bin Laden slipped out of the country.

#### KEY EVENTS

##### 1988

Following the end of the Afghanistan War, Osama bin Laden founded **Al-Qaeda**.

**1991**

Bin Laden set up terrorist training camps in Sudan, but was later asked **to leave the country.**

**1996**

Bin Laden returned to Afghanistan and called on his followers to launch a holy war against **the United States.**

**1998**

Al-Qaeda killed **more than 200 people** by planting bombs at US embassies in Kenya and Tanzania.

**1998**

The US retaliated against the embassy bombings with air strikes on Al-Qaeda training camps in Afghanistan.

### **Iraq War**

In 2003, the US turned its attention **to Iraq.** They believed its ruler, **Saddam Hussein,** was hiding Weapons of Mass Destruction (WMD) that could potentially be used against the West, and invaded the country to destroy them. Hussein was quickly forced from power, but no WMD were ever found and the new US-backed Iraqi government faced years of fighting against rebel groups.



*A statue of Saddam Hussein is toppled by the Iraqi people, with help from US forces.*

### **Al-Qaeda attacks**

**In the 2000s,** Al-Qaeda and its associated organizations continued to launch terrorist attacks targeting the West as protests **against the wars in Afghanistan and Iraq.**

**December 2001**

**British terrorist Richard Reid** was arrested trying to detonate a bomb in his shoe on a plane from Paris, France, to Miami, Florida.

**October 2002**

Two bombs set off in a nightclub in Bali, Indonesia killed **more than 200 people.**

**March 2004**

Bombs on trains in Madrid, Spain, killed more than 190 and injured **at least 1,800.**

**July 2005**

Bombs on underground trains and a bus in London killed 52 people and injured more than 700.

**December 2007**

Former Pakistani president Benazir Bhutto and 150 other people were killed **by a suicide bomber in Pakistan.**

### **Terror in Mumbai**

More than 200 people were killed in India when seven bombs went off on trains on Mumbai's railroad network. Terror came to the city again two years later when more than 150 people died in shooting and bomb attacks that shocked the nation. In 2011, another three bombs killed 26 and left 130 injured. All of the attacks were blamed **on Islamic extremists.**



## Bin Laden's death

For a decade, America's most wanted man—Osama bin Laden—evaded capture. He continued to organize terrorist attacks and released regular public messages, urging his supporters to continue the fight **against the West**. But in 2011, he was tracked down to a specially built **compound in Abbottabad**, Pakistan. US soldiers helicoptered in, stormed the compound, and shot bin Laden dead.



### 2001

The terrorist attacks on the United States triggered the **“War on Terror.”**

### 2001

On October 7, the US launched **the war in Afghanistan** with the aim of finding Al-Qaeda's terrorist bases.

### 2003

The Iraq War was launched in the face of much international opposition.

### 2006

Following his capture in 2003, **Saddam Hussein** was put on trial for “crimes against humanity,” found guilty, and executed.

### 2011

**Osama bin Laden** was finally tracked down in Pakistan and assassinated by American troops.

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

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

1) Muslim, 2) destruction, 3) terror, 4) to hijack, 5) to crash, 6) corrupt, 7) to harbor, 8) holy, 9) embassy, 10) to detonate.

- a) to take control of an aircraft or other vehicle during a journey, especially using violence;
- b) dishonestly using your position or power to get an advantage, especially for money;
- c) to cause something to explode;
- d) a person who follows the religion of Islam;
- e) violent action or threats designed to cause fear among ordinary people, in order to achieve political aims;
- f) the group of people who represent their country in a foreign country;
- g) the act of destroying something, or the fact of being destroyed;
- h) related to a religion or a god;
- i) to protect someone by providing a place to hide;
- j) to hit something, often making a loud noise or causing damage.

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

## III. Make your own sentences with the following phrases.

- 1) to carry out a series of attacks;
- 2) to launch a “War on Terror”;
- 3) to crash into a field;
- 4) to wage a worldwide jihad (holy war);
- 5) to order an attack on the country;

- 6) to slip out of the country;
- 7) to set up terrorist training camps;
- 8) to launch a holy war;
- 9) to be forced from power;
- 10) to try to detonate a bomb.

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

##### War on Terror

1. The War on Terror, also known as the Global War on Terrorism, is an international military campaign that was launched by the United States government . . . . .
  2. The naming of the campaign uses a metaphor of war to refer to a variety of actions . . . . .
  3. U.S. president George W. Bush first used the term "war on terrorism" on 16 September 2001, and then. . . . .
  4. In the latter speech, George Bush stated, "Our enemy is a radical network of terrorists and . . . . ."
  5. The term was originally used with a particular focus . . . . .
  6. The term was immediately criticised by such people as Richard B. Myers, chairman of the Joint Chiefs of Staff, and more nuanced terms subsequently came to be used by the Bush administration . . . . .
  7. It was never used as a formal designation of U.S. . . . .
  8. U.S. President Barack Obama announced on 23 May 2013 that the Global War on Terror was over, saying the military and intelligence agencies will not wage war against a tactic but . . . . .
  9. On 28 December 2014, the Obama administration announced. . . . .
  10. However, the unexpected rise of the Islamic State of Iraq and the Levant (ISIL) terror group—also known as the Islamic State of Iraq and Syria (ISIS)—led to . . . . .
- a) after the September 11 attacks against the United States.
  - b) on countries associated with al-Qaeda.
  - c) operations in internal government documentation.
  - d) that do not constitute a specific war as traditionally defined.
  - e) the end of the combat role of the U.S.-led mission in Afghanistan.
  - f) to publicly define the international campaign led by the U.S.
  - g) a new operation against terror in the Middle East and South Asia, Operation Inherent Resolve.
  - h) will instead focus on a specific group of networks determined to destroy the U.S.
  - i) "war on terror" a few days later in a formal speech to Congress.
  - j) every government that supports them
- [https://en.wikipedia.org/wiki/War\\_on\\_Terror](https://en.wikipedia.org/wiki/War_on_Terror)

## V. Complete the following text with the phrases below.

### Fighting in Kashmir



*Political map: the Kashmir region districts*

In a 'Letter to American People' written by Osama bin Laden in 2002, he stated that one of the reasons he was fighting America is because of 1) . . . . While on a trip to Delhi in 2002, U.S. Secretary of Defense Donald Rumsfeld suggested that Al-Qaeda was active in Kashmir, though he 2) . . . . . In 2002, The Christian Science Monitor published an article claiming that Al-Qaeda and its affiliates were "thriving" in Pakistan-administered Kashmir 3) . . . . . of Pakistan's National Intelligence agency Inter-Services Intelligence. 4) . . . . . was sent into Indian-administered Kashmir in 2002 to hunt for Osama bin Laden after reports that he was being sheltered by the Kashmiri militant group Harkat-ul-Mujahideen. U.S. officials believed that Al-Qaeda was helping 5) . . . . . in Kashmir to provoke conflict between India and Pakistan. Fazlur Rehman Khalil, the leader of the Harkat-ul-Mujahideen, signed al-Qaeda's 1998 6) . . . . ., which called on Muslims to attack all Americans and their allies. Indian sources claimed that In 2006, Al-Qaeda claimed they 7) . . . . . ; this worried the Indian government. India also argued that Al-Qaeda has strong ties with the Kashmir militant groups Lashkar-e-Taiba and Jaish-e-Mohammed in Pakistan. While on a visit to Pakistan in January 2010, U.S. Defense Secretary Robert Gates stated that Al-Qaeda 8) . . . . and planning to provoke a nuclear war between India and Pakistan.

In September 2009, a U.S. Drone strike reportedly killed Ilyas Kashmiri, who was the chief of Harkat-ul-Jihad al-Islami, a Kashmiri militant group associated with Al-Qaeda. Kashmiri was described by Bruce Riedel as a 'prominent' Al-Qaeda member, while others described him as 9) . . . . . for Al-Qaeda. Waziristan had now become the new battlefield for Kashmiri militants, who were now fighting NATO in support of Al-Qaeda. On 8 July 2012, Al-Badar Mujahideen, a breakaway faction of Kashmir centric terror group Hizbul Mujahideen, on the conclusion of their two-day Shuhada Conference called for 10) . . . . . in Kashmir.

- A - had established a wing in Kashmir
  - B - did not have any hard evidence.
  - C - a mobilization of resources for continuation of jihad
  - D - was seeking to destabilize the region
  - E - its support of India on the Kashmir issue.
  - F - with the tacit approval
  - G - the head of military operations
  - H - declaration of holy war
  - I - organize a campaign of terror
  - J - A team of Special Air Service and Delta Force
- [https://en.wikipedia.org/wiki/War\\_on\\_Terror](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](https://en.wikipedia.org/wiki/United_States_invasion_of_Afghanistan)

## VII. Render the text in English.

### Війна проти тероризму



Війна проти тероризму (англ. War on Terrorism) – загальноживаний термін, який використовується в політиці. У XXI ст. найбільш відомий після подій 11 вересня 2001 року і реакції на них президента США Джорджа Буша молодшого.

#### Історія терміна

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 його вжито в газеті «The New York Times» від 2 квітня 1881 р. Багато

анархістів самі називали себе терористами, і це слово не несло нинішнього негативного морального забарвлення.

Наступного разу увага громадськості до цього терміна 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 боротьби з організаціями Іргун, Лехі.

### Після 11 вересня 2001 року

Термін «війна проти тероризму» був відроджений після терористичних нападів 11 вересня 2001 р. Цього дня 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: «... Ми виграємо війну проти тероризму». Надалі цей термін став вживатися частіше.

20 вересня того ж року у 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 цілі боротьби: по-перше, спіймати ворога та доставити його на суд, по-друге, поширювати свободу.

Після терактів у Лондоні 7 липня 2005 р. британська влада не стала відтворювати американську стратегію 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](https://uk.wikipedia.org/wiki/Війна_проти_тероризму)

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

### Keszyűs kézzel bántak a terroristákkal a viktoriánus Nagy-Britanniában

2016. január 11. 18:05

Londonban legutóbb 2005 júliusában hajtottak végre robbantást, amely a néhány hónappal ezelőtti történésekhez hasonlóan megrázta a közvéleményt, a **terrorizmus** egyesűlt királyságbeli története azonban ennél jóval hosszabb múltra tekinthet vissza.



A Scotland Yard főhadiszállása a Fenian terrorista akciója után

Az 1880-as években Londonban az Ír Köztársasági Testvériség (más néven Fenian, az IRA elődje) már számos célpontra, többek között a Towernél és a *The Times* szerkesztőségénél is robbantott. A 19-20. század fordulója idején az európaiakban komoly félelem élt az anarchistákkal szemben, akik párizsi kávéházakban és egy barcelonai színházban is ártatlanokat mészároltak le, de az igazságszolgáltatás képviselőit és a politikusokat, valamint az uralkodóházakat sem kímélték.

Nagy-Britannia a viktoriánus kor évtizedeiben befogadta a külföldről érkező **menekűltek**. A toleráns bevándorláspolitiká mellett azonban még egy tényező meghatározta ezeket az

évtizedeket: az állampolgárok utáni „kémkedés” és a besúgás széles körben történő elutasítása. A kormány 1844-ben komoly bajba került, amikor 1844-ben kiderült, hogy a posta felbontotta Giuseppe Mazzini olasz forradalmár leveleit. 1858-ben részben abba bukott bele a **kormány**, hogy Lord Palmerston megpróbált **elfogadtatni** egy olyan törvényt, amely lehetővé tette volna, hogy külföldieket bíróság elé állítsanak az Egyesült Királyságon kívül elkövetett terrorista cselekményekért. Bár a brit felső rétegek köreiből természetesen sokan nem értettek egyet ezzel a toleráns politikával, a társadalmi nyomás miatt nem tehetek mást. A bizalom megszerzése és megtartása kulcsfontosságú volt a hatalom szempontjából.

Nagy-Britanniában úgy gondolták, hogy a kontinensen gyakorta végbemenő zavargások egyik legfőbb oka az **állampolgárok** utáni kémkedés volt, és a terrorista cselekményeket gyakran olyan intézkedések váltották ki, amelyeket manapság talán „rendőrállaminak” neveznénk. Ebből következett, hogy a brit politikai elit úgy gondolkodott, hogy a terroristacselekményekért az európai hatalmak tehetők felelőssé, a brit vezetésnek azonban nem kell ilyesmitől tartania, mivel nem **figyeli meg** az állampolgárait. A toleráns politika – a gyanús külföldiek kiutasításának, valamint a terroristaellenes intézkedéseknek az elmaradása – egyfajta felsőbbrendűségi tudattal töltötte el a briteket, egészen 1905-ig, az „idegenek” jogállását szabályozó Aliens Act megszületéséig, valamint az MI5 1911-es megszületéséig.

A mai dzsihadista terroristák természetesen nem sokban **összehasonlíthatók** a 19. századi anarchistákkal, akár a rendelkezésre álló **eszközöket**, akár a célokat, akár az **erőszak** mögött álló **ideológiát** nézzük. Az állampolgárok komolyabb megfigyelése manapság már feltehetően jóval indokoltabb, mint a 19. században volt.

<https://mult-kor.hu/kesztyus-kezzel-bantak-a-terroristakkal-a-viktorianus-nagy-britanniaban-20160111>

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

the Irish Republican Brotherhood    social pressure  
at the turn of the century    expulsion of foreigners  
representatives of the judiciary    welcomed refugees  
immigration policy    Aliens Act  
spying and *informants' tips*    terrorist acts

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

- | A                   | B  |
|---------------------|--|
| 1. target           | a a <u>family</u> of kings or other <u>rulers</u> whose <u>parents</u> , <u>grandparents</u> etc have <u>ruled</u> the <u>country</u> for many years             |
| 2. editorial office | b the action or process of regulating the status defined by law  |
| 3. dynasty          | c process of secretly obtaining information about enemies or competitors   |
| 4. key              | d a country where the government strictly controls people's <u>freedom</u> to meet, write, or <u>speak</u> about <u>politics</u> , <u>travel</u> etc             |
| 5. innocent         | e of crucial importance  |
| 6. spying           | f the calculated use of violence (or the threat of violence) against civilians in order to attain goals that are political or religious or ideological in nature |

- |                            |   |  |
|----------------------------|---|--|
| 7. terrorist act           | g | office responsible for the information product,  |
| 8. police state            | h | having an <u>acceptable explanation</u> or <u>reason</u>                                     |
| 9. regulating legal status | i | a person involved by chance in a situation, especially a victim of crime or war.             |
| 10. justified              | g | an <u>object</u> , person, or place that is deliberately <u>chosen</u> to be <u>attacked</u> |

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

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

- |   |   |   |
|---|---|---|
| 1. robbantást hajtottak végre                       | a | shook the public  |
| 2. megrázta a közvéleményt                          | b | building and maintaining trust                          |
| 3. jóval hosszabb múltra tekint vissza              | c | lack of counter-terrorism measures                      |
| 4. komoly félelem élt az anarchistákkal szemben     | d | bring foreigners to justice                             |
| 5. a viktoriánus kor évtizedeiben                   | e | frequent upheavals                                      |
| 6. széles körben történő elutasítása                | f | carried out bomb attacks                                |
| 7. külföldieket bíróság elé állítsanak              | g | widespread rejection                                    |
| 8. a bizalom megszerzése és megtartása              | h | has a much longer history                               |
| 9. gyakorta végbemenő zavargások                    | i | marked by a widespread <i>fear</i> of <i>anarchists</i> |
| 10. terroristaellenes intézkedéseknek az elmaradása | g | during the <i>Victorian era</i>                         |

**5. Comprehension questions.**

- Has Britain always favoured a tough line against terrorism?
- Why did Britain give shelter to revolutionaries during most of the nineteenth century?
- How did the less restrictive laws of the United Kingdom make it a haven for radicals fleeing political repression in their own countries?
- Can modern terrorism be traced back to the nineteenth century?
- Did the Irish Republican Brotherhood play an important role in the history of Ireland, as the chief advocate of republicanism during the campaign for Ireland's independence from the United Kingdom?

**6. Render the text in English.**

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

**COMPREHENSION TEST**

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

1. . . . . , the militant Islamist terrorist organization Al-Qaeda was formed with the aim of establishing a worldwide Muslim nation.

- a) In the 1960s
- b) In the 1940s
- c) In the 2000s
- d) In the 1980s



2. On September 11, 2001, 19 members of Al-Qaeda . . . . .
  - a) hijacked four American planes
  - b) hijacked two American planes
  - c) hijacked four British planes
  - d) hijacked two British planes
3. A member of a wealthy Saudi family, Osama bin Laden fought with the Mujahideen against the Soviets . . . . . during the 1980s.
  - a) in Vietnam
  - b) in Afghanistan
  - c) in Korea
  - d) in China
4. In 2001, . . . . . ordered an attack on Afghanistan.
  - a) US president Barack Obama
  - b) US president John Kennedy
  - c) US president George W. Bush
  - d) US president Bill Clinton
5. In 1996 bin Laden returned to Afghanistan and called on his followers to launch a holy war against . . . . .
  - a) the United States
  - b) Russia
  - c) China
  - d) Britain
6. In December 2001 British terrorist Richard Reid was arrested trying to detonate a bomb . . . . . on a plane from Paris, France, to Miami, Florida.
  - a) in his bag
  - b) in his shoe
  - c) in his pocket
  - d) in his trainers
7. In October 2002 two bombs set off in a nightclub . . . . . killed more than 200 people.
  - a) in Bali, Cuba
  - b) in Bali, Mexico
  - c) in Bali, Indonesia
  - d) in Bali, Argentina
8. In December 2007 former Pakistani president Benazir Bhutto and 150 other people were killed by . . . . .
  - a) a suicide bomber in Iraq
  - b) a suicide bomber in Sudan
  - c) a suicide bomber in Algeria
  - d) a suicide bomber in Pakistan
9. In 2001 the terrorist attacks on the United States triggered the . . . . .
  - a) "War on Criminals."
  - b) "War on Statesmen."
  - c) "War on Terror."
  - d) "War on Colonialism."
10. In 2011 Osama bin Laden was finally tracked down in Pakistan and assassinated by . . . . .
  - a) American troops.
  - b) British troops
  - c) German troops
  - d) Russian troops

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## PART III

### UNIT 1

#### 5 Famous Pyrrhic Victories

<https://www.history.com/news/5-famous-pyrrhic-victories>

#### 1. The Battles of Heraclea and Asculum



*Pyrrhus's elephants. (Credit: The Print Collector/Print Collector/Getty Images)*

#### **I. Read the text. Match the words from the text with the definitions below.**

The original Pyrrhic victory came courtesy of Pyrrhus of Epirus, a Greek king who was undone by his costly battles against the Romans. Pyrrhus first invaded Italy in 280 B.C. after allying himself with Tarentum, a Greek-speaking city that resented the Roman Republic's increased domination over their homeland. He arrived with a force of some 25,000 men and 20 war elephants—the first the Roman legionaries had ever faced—and immediately scored a famous victory in his first battle at Heraclea. The following year, he bested the Romans a second time during a heated clash at Asculum.

Pyrrhus fancied himself a latter day Alexander the Great, and he'd hoped his invasion would give his empire a foothold in Italy. But while he'd routed the Romans at both Heraclea and Asculum, he had also lost more than 7,500 of his most elite fighters, including many officers. Pyrrhus had no way of replacing his casualties, and his failure to deal the enemy a deathblow sent morale plummeting within his ranks. According to the ancient historian Plutarch, the warrior king was quoted as muttering, "If we are victorious in one more battle with the Romans, we shall be utterly ruined." Following a setback at the Battle of Beneventum in 275 B.C., he reluctantly called off his campaign and sailed back to Greece.

- 1) polite behaviour and respect for other people;
- 2) power or control over other people or things;
- 3) a very large grey mammal that has a trunk (= long nose) with which it can pick things up;
- 4) a soldier in an ancient Roman legion (= a large group of soldiers who form a part of an army)
- 5) a fight or argument between people;
- 6) a position from which you can improve your status or become more successful in an organization, profession, or market;
- 7) a person injured or killed in a serious accident or war
- 8) to fall very quickly and suddenly;
- 9) in a way that shows that you are not willing to do something and are therefore slow to do it;
- 10) to travel across water in a boat or ship, or to operate a boat or ship on the water.

#### **II. Make sentences with these words.**

### III. Read the text again and answer the questions.

1. Who first invaded Italy in 280 B.C. after allying himself with Tarentum, a Greek-speaking city that resented the Roman Republic's increased domination over their homeland?
2. Characterize the army of Pyrrhus of Epirus.
3. Where did Pyrrhus of Epirus score a famous victory?
4. How many elite fighters, including officers did Pyrrhus of Epirus lose in the battles?
5. What did the king do following a setback at the Battle of Beneventum in 275 B.C.?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 2. The Battle of Malplaquet



*The Duke of Marlborough giving orders during the battle of Malplaquet. (Credit: DeAgostini/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

After King Charles II died without an heir in 1700, the War of the Spanish Succession erupted over who would assume his place on the Spanish throne. The struggle reached a bloody zenith at 1709's Battle of Malplaquet, where an alliance of some 100,000 Dutch, Austrian, Prussian and British fighters under the Duke of Marlborough met a 90,000-strong French army. Marlborough was eager to crush the French forces, and on September 11, he launched a massive infantry and cavalry assault. The French had fortified themselves in a maze of entrenchments and obstacles, and it took seven grueling hours before the alliance finally punched through their lines and seized their works. By then, Marlborough's battered soldiers were too exhausted to press their advantage. The French were able to make an organized retreat with much of their force still intact.

Malplaquet would go down in history as the deadliest battle of the 18th century. The French suffered some 12,000 casualties, while Marlborough lost 24,000 men—nearly a quarter of his entire army. In a nod to Pyrrhus of Epirus, the French commander Claude de Villars is said to have told King Louis XIV, "If it please God to give your enemies another such victory, they are ruined." Along with leading to the removal of Marlborough, the bloodbath at Malplaquet helped sow the seeds of disunion within the anti-French alliance. By 1712, it had started to collapse.

- 1) a person who will legally receive money, property, or a title from another person, especially an older member of the same family, when that other person dies;
- 2) a process in which someone automatically takes an official position or job after someone else;
- 3) a man of very high rank in a country, or the ruler of a small independent country;
- 4) to defeat someone completely;
- 5) the part of an army that fights on foot;
- 6) a system of trenches (=long deep holes) dug by soldiers for defence or protection;

- 7) extremely tired;
- 8) remaining uninjured, sound, or whole;
- 9) the violent killing of many people at one time;
- 10) a situation in which a group of people cannot agree or work with each other.

## II. Make sentences with these words.

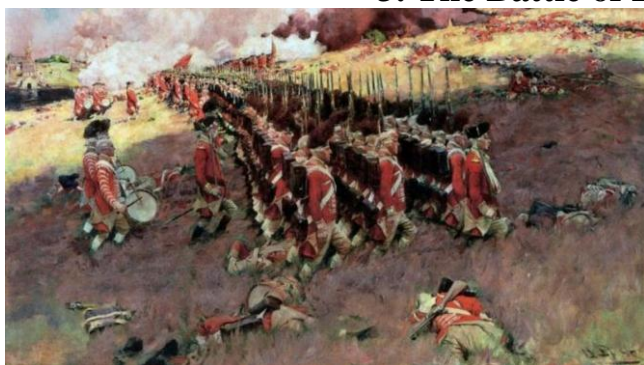
### III. Read the text again and answer the questions.

1. What happened after King Charles II died without an heir in 1700?
2. When did the struggle reach a bloody zenith?
3. How much time did it take the alliance to punch through the French lines and seize their works?
4. Were the French or the British able to make an organized retreat with much of their force still intact?
5. What is the French commander Claude de Villars said to have told King Louis XIV?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 3. The Battle of Bunker Hill



### I. Read the text. Match the words from the text with the definitions below.

The American Revolution had turned bloody by the summer of 1775, but aside from minor skirmishes at Lexington and Concord, the colonials had yet to test their mettle against the British Army. That changed on June 17, when a ragtag group of 1,000 militiamen tried to check a British advance on the heights overlooking Boston. After fortifying Breed's Hill—the battle takes its name from Bunker Hill, the peak they were originally told to occupy—they faced down a superior force of some 2,200 British soldiers. The Americans' accurate musket fire drove back two separate British attacks, but by the third advance, they had expended their meager stores of ammunition. Following a few frantic minutes of hand-to-hand combat, the militiamen abandoned the hill and retreated.

The British victory at Bunker Hill came at a punishing cost. Compared to 400 killed or wounded for the colonials, the Redcoats sustained more than 1,000 casualties, and their heavy losses forced them to scrap plans to seize another piece of high ground on the outskirts of Boston. The Americans, meanwhile, hailed the defeat as a moral victory. They had gone head-to-head with a larger and better-equipped enemy, and had shown they would not be beaten without a fight. While British General William Howe lamented that his success had been “too dearly bought,” patriot leader Nathanael Greene wrote that he wished the colonials could “sell them another hill at the same price.”

- 1) courage and determination to do something even when it is very difficult;
- 2) consisting of parts or pieces that are in no particular order or system;



- 3) the pointed top of a mountain, or the mountain itself;
- 4) a type of gun used in the past;
- 5) (of amounts or numbers) very small or not enough;
- 6) objects such as bullets and bombs that can be shot from a weapon;
- 7) to get rid of something that is no longer useful or wanted, often using its parts in new ways;
- 8) the areas that form the edge of a town or city;
- 9) to publicly praise or show approval for a person or an achievement;
- 10) to express sadness and feeling sorry about something.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. When did the American Revolution turn bloody?
2. What happened after the Americans' accurate musket fire had driven back two separate British attacks?
3. Did the British victory at Bunker Hill come at a punishing cost?
4. What did the patriot leader Nathanael Greene write while British General William Howe lamented that his success had been "too dearly bought"?
5. How did the Americans hail their defeat?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 4. The Battle of Borodino



*Napoleon's retreat from Moscow*

## I. Read the text. Match the words from the text with the definitions below.

The single bloodiest day of Napoleon Bonaparte's military career unfolded on September 7, 1812, when the French emperor was in the midst of his doomed invasion of Russia. During the early stages of the campaign, the Russian Imperial Army had been content to stage tactical retreats, and Napoleon's Grande Armée had advanced to within striking distance of Moscow. But when the French neared the small village of Borodino, Russian commander Mikhail Kutuzov finally turned his army around, constructed fortifications and prepared to make his stand. Napoleon wasted little time. In typically aggressive fashion, he threw his 130,000-strong army against the Russian lines in a frontal assault. Kutuzov's men responded with a series of brash counterattacks, and the battle hung in the balance until late afternoon, when the French finally claimed the main Russian

redoubt. Napoleon was reluctant to send his elite Imperial Guard into the fray, however, and Kutuzov's army managed to escape destruction and flee.

Napoleon was left in full control of the battlefield, but it was a ground littered with French bodies. His Grande Armée had suffered some 30,000 casualties—a full 15,000 fewer than the Russians, but far too many to be sustainable when fighting on unfriendly soil. The situation only worsened when Napoleon moved on Moscow a few days later. He found his victory prize largely abandoned, and shortly after his arrival, the Russians set fires that burned much of the city to the ground. Napoleon called off the campaign a month later, but his retreat was dogged by the Imperial Army and the frigid Russian winter, both of which took their toll. By the time the French finally escaped from hostile territory, they had suffered a staggering 400,000 casualties.

- 1) certain to fail or be destroyed;
- 2) fairly happy or satisfied;
- 3) an act of opposition, especially in order to defend someone or something;
- 4) to use something without care or thought;
- 5) having a lot of energy and the confidence to succeed, and not having much respect for others or worrying about their feeling;
- 6) a small, often hidden building in which soldiers can hide while they are fighting;
- 7) a fight or argument, esp. one in which several people take part;
- 8) a place where a battle is being fought or has been fought in the past;
- 9) (of weather conditions or the conditions in a room) extremely cold;
- 10) suffering, deaths, or damage.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What was the single bloodiest day of Napoleon Bonaparte's military career?
2. What did Russian commander Mikhail Kutuzov do when the French neared the small village of Borodino?
3. Why was Napoleon reluctant to send his elite Imperial Guard into the fray?
4. What was Napoleon's retreat dogged by?
5. How many soldiers had been killed by the time the French finally escaped from hostile territory?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 5. The Battle of Chancellorsville



*Painting showing Stonewall Jackson being wounded*

## **I. Read the text. Match the words from the text with the definitions below.**

Few Civil War battles demonstrate General Robert E. Lee's tactical genius more than his May 1863 victory at Chancellorsville, Virginia. Despite being outnumbered 2-to-1 by General Joseph Hooker's troops, Lee took a huge gamble—and disregarded all military doctrine—by twice dividing his forces and taking the fight to the enemy. His bold strategy dashed Hooker's hopes of enveloping the Army of Northern Virginia, and ultimately forced the Union commander to withdraw across the Rappahannock River in disgrace.

While Chancellorsville is often called Lee's masterpiece, it came with a massive price tag. The Confederates sustained a crushing 13,000 casualties, including the friendly fire death of Stonewall Jackson, the brilliant general that Lee had called his "right arm." The Union Army of the Potomac suffered an even greater 17,000 killed, wounded and captured, but unlike the rebels, it had the manpower and recruitment numbers to replace its losses. More importantly, it had escaped destruction and lived to fight another day. Just two months after Chancellorsville, it would meet Lee again at the battle that is often called the turning point of the war: Gettysburg.

- 1) to be especially skilled at a particular activity;
- 2) an action that involves risk but that could have a good result;
- 3) a belief or set of beliefs, especially political or religious ones, that are taught and accepted by a particular group;
- 4) to disappoint someone by telling them that what they want is not possible;
- 5) to cover or surround something or someone up completely;
- 6) embarrassment and the loss of other people's respect, or behaviour that causes this;
- 7) to cause or allow something to continue for a period of time;
- 8) a person who is opposed to the political system in their country and tries to change it using force;
- 9) the supply of people who are able to work or who are needed to do a particular job;
- 10) the process of finding new people to join a company, organization, the army etc.

## **II. Make sentences with these words.**

### **III. Read the text again and answer the questions.**

1. Which Civil War battle demonstrated General Robert E. Lee's tactical genius?
2. What ultimately forced the Union commander to withdraw across the Rappahannock River in disgrace?
3. How is Chancellorsville often called?
4. How could the Union Army of the Potomac replace its losses?
5. What battle is often called the turning point of the war?

## **IV. Translate the text into Ukrainian.**

## **V. Describe the photo.**

## **VI. Read the text and convey its main content in English.**

## Що таке «піррова перемога»



Коли говорять про щось, здобуте занадто високою ціною, вживають вислів «піррова перемога». Але чому таку перемогу називають пірровою? Коріння цієї крилатої фрази сягають давнини.

Войовничий цар Епіру (др. Греція) Пірр бився з римлянами біля міста Аускуль (279 р. до н.е.). У його війську було багато бойових слонів. Між слонами він розташував металників дротиків, стрільців з лука і рушив на легіонерів. Римляни люто билися, намагаючись відкинути важку піхоту ворога до підходу страшних тварин. Але проти слонів вони були в той час безсилі, «немов перед прибуваючою водою або руйнівним землетрусом», як пише історик Плутарх. Довелося римлянам відійти у свій табір. Пірр не переслідував супротивника. Його військо, як і римське, втратило за день 15 тисяч чоловік. «Ще одна така перемога, - сказав Пірр, - і ми просто загинемо».

Насправді незабаром військо Пірра було розбите, і сам він загинув. Цього разу цар напав на приморське місто греків Аргос. Вночі його воїни непоміченими проникли за міські стіни. Городяни відчули біду тільки тоді, коли через низькі ворота стали заводити слонів. Задля цього довелося знімати вежі, а потім знову ставити їх на місце. Це і викликало шум. Всю ніч йшли бої на вулицях і площах міста. Безліч каналів, які перетинали Аргос, роз'єднали нападників. У тісних вуличках, у темряві все змішалось; воїни не чули наказів начальників, начальники не знали, що і де відбувається. На світанку Пірр вирішив вийти з міста. Він послав гінця до сина, який з частиною військ залишався за стіною. Його воїни повинні були зробити в стіні широкий прохід, щоб військо могло швидше відступити з Аргоса. Але гонець переплутав наказ. Син Пірра повів воїнів у місто. У воротах зіткнулися два потоки. Почалася тиснява. На додаток до всього, посеред проходу влігся слон і не хотів вставати. Інший слон, величезний, на прізвисько Нікон, розшукуючи пораненого ватажка, помчав до воріт. Нікон топтав і своїх, і ворогів, поки не знайшов мертвого друга. Піднявши воїна хоботом і поклавши його на бивні, він кинувся з міста, вбиваючи всіх зустрічних. У цьому звалищі загинув і сам Пірр. Він кинувся на молодого воїна, який поранив його списом. Мати воїна, як і всі аргівянки, стояла в цей час на даху будинку. Побачивши небезпеку, що загрожувала синові, вона зірвала з даху черепицю і жбурнула її у Пірра. Удар прийшовся в незахищену шию. Пірр впав і був добитий на землі. Сучасники називали Пірра гравцем у кістки, який вміє зробити спритний кидок, але не знає, як скористатися своєю удачею. «Пірровою перемогою» називають нині сумнівний успіх, для досягнення якого принесено занадто великі жертви. Однак Пірр вписав у військову абетку і вдалу «букву»: він першим став обносити військовий табір оборонним ровом і валом. До нього римляни ставили в таборі хатини або намети, оточували їх возами і виставляли пости.

**VII. Make a presentation based on the information which you find the most interesting.**

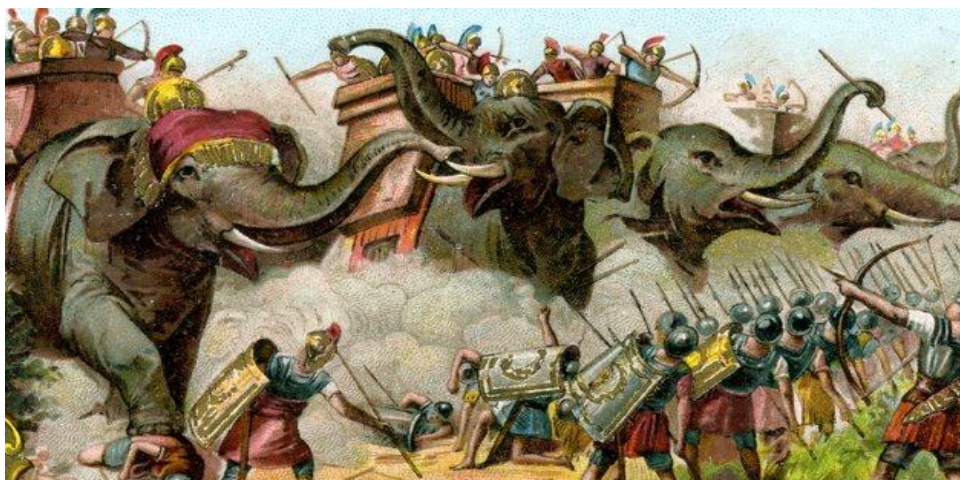


## VIII. Write a summary of the Hungarian text in English.

### Öt híres győzelem, amelyekért végzetes árat kellett fizetni

2017. április 10. 08:37

<https://mult-kor.hu/t-hires-gyozelem-amelyekert-vegzetes-arat-kellett-fizetni-20170410>



Napóleon több mint félmillió seregéből mindössze 20 ezer tért haza, Marlborough herceget leváltották a fővezéri posztról győzelmét követően, de még Lee tábornok is végzetes árat fizetett legzseniálisabb diadaláért. Az ókori Pürrhosz király szavait évezredek óta visszhangozzák a csatatereken.

#### „Még egy ilyen győzelem és végképp elveszünk”

Az eredeti pürrhoszi győzelem I. Pürrhosz épeiroszi király nevéhez fűződik, aki leginkább a rómaiak ellen vívott költséges háborúival írta be magát a történelemkönyvekbe. Pürrhosz először Kr. e. 280-ban Tarentum városával szövetségben kísérelte meg Itália elfoglalását. Hatalmas sereggel – 25 ezer katonával és 20 harci elefánttal – szállt szembe a befolyását folyamatosan növelő Rómával és Hérakleia városa mellett rögtön győzelmet is aratott a harci elefántokat korábban még sosem látott legiók fölött. Ezután folytatta hadjáratát és a következő évben ismét megverte a rómaiakat, ezúttal Asculum mellett.

Pürrhosz harci elefántjai

Pürrhosz magát egy új Nagy Sándornak tartotta és azt remélte, hogy hadjáratával kiindulópontot tud majd szerezni Itáliában növekvő birodalma számára a későbbi terjeszkedéshez is. A két győzelemért azonban nagy árat kellett fizetnie. A History cikkéből kiderül, hogy katonái közül több mint 7500 elesett, köztük sokan a legképzettebb tisztek közül is. Az épeiroszi király nem tudta pótolni a veszteségeket és a tény, hogy nem sikerült döntő csapást mérni az ellenségre, a megmaradt katonák morálját is padlóra küldte.

Az ókori világ neves történetírója, Plutarkhosz örökítette meg Pürrhosz azóta híressé vált helyzetértékelését: „Ha még egy csatában győzünk a rómaiakon, végképp elveszünk.” A hadjárat végül Kr. e. 275-ben ért véget, amikor Pürrhosz csapatai vereséget szenvedtek a beneventumi csatában, aminek eredményeképp végül a görög területeken fekvő otthonukba való visszatérés mellett döntöttek.

## COMPREHENSION TEST

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

1. The original Pyrrhic victory came courtesy of ....., a Greek king who was undone by his costly battles against the Romans. Pyrrhus first invaded Italy in 280 B.C.

- a) Ptolemaios Keraunos
- b) Antigonos II Gonatas
- c) Ptolemy III Euergetes
- d) Pyrrhus of Epirus

2. Following a setback at the Battle of Beneventum in 275 B.C., the Greek king reluctantly called off his campaign and sailed back to .....
  - a) Italy.
  - b) Greece.
  - c) China.
  - d) Mesopotamia.
3. After King ..... died without an heir in 1700, the War of the Spanish Succession erupted over who would assume his place on the Spanish throne.
  - a) William I
  - b) Richard I
  - c) Charles II
  - d) Edward III
4. .... would go down in history as the deadliest battle of the 18th century.
  - a) Malplaquet
  - b) Ramillies
  - c) Blenheim
  - d) Oudenarde
5. .... had turned bloody by the summer of 1775, but aside from minor skirmishes at Lexington and Concord, the colonials had yet to test their mettle against the British Army.
  - a) The American Revolution
  - b) The Spanish Revolution
  - c) The French Revolution
  - d) The German Revolution
6. Compared to 400 killed or wounded for the colonials, the Redcoats sustained more than 1,000 casualties, and their heavy losses forced them to scrap plans to seize another piece of high ground on the outskirts of .....
  - a) Charlestown
  - b) Chelsea
  - c) Worcester
  - d) Boston
7. The single bloodiest day of Napoleon Bonaparte's military career unfolded on ..... , when the French emperor was in the midst of his doomed invasion of Russia.
  - a) September 7, 1512
  - b) September 7, 1612
  - c) September 7, 1712
  - d) September 7, 1812
8. But when the French neared the small village of Borodino, Russian commander ..... finally turned his army around, constructed fortifications and prepared to make his stand.
  - a) Peter the Great
  - b) G. A. Potemkin
  - c) A.V. Suvorov
  - d) M. Kutuzov
9. Few Civil War battles demonstrate General Robert E. Lee's tactical genius more than his May 1863 victory at ....., Virginia.
  - a) Battle of Fort Sumter.
  - b) Battle at Chancellorsville
  - c) Battle of Ball's Bluff
  - d) Battle of Belmont
10. Despite being outnumbered 2-to-1 by General ..... troops, Lee took a huge gamble—and disregarded all military doctrine—by twice dividing his forces and taking the fight to the enemy.
  - a) John E. Wool's
  - b) John Garland's
  - c) Joseph Hooker's
  - d) Winfield Scott's

## UNIT 2

### 7 Brilliant Military Retreats

<https://www.history.com/news/7-brilliant-military-retreats>

#### 1. George Washington's Escape from New York



*Continental troops retreating under cover of darkness.*

#### I. Read the text. Match the words from the text with the definitions below.

Less than two months after the July 1776 signing of the Declaration of Independence, General George Washington's Continental Army was in a fight for its life. The Patriots had failed to check a British amphibious attack on Long Island, and following a disastrous defeat at the Battle of Brooklyn, some 9,000 Americans were pinned against the East River. While British General Sir William Howe settled in for a siege, Washington ordered his men to round up all the flat-bottomed boats they could find. As drenching rains fell on the night of August 29, he used his hastily assembled flotilla to silently ferry unit after unit across the river to the safety of Manhattan. The regiment of Massachusetts fishermen that manned the boats used rags to muffle the sound of their oars, and campfires were left burning to deceive the British.

Many Continentals had still yet to be evacuated from Brooklyn by sunrise, but luckily for Washington, a dense fog rolled in and masked the final stages of the withdrawal. By the time the British finally realized what was happening, all 9,000 colonists had slipped away along with most of their equipment and artillery. "In the history of warfare I do not recollect a more fortunate retreat," Continental officer Benjamin Tallmadge later wrote.

- 1) relating to vehicles that operate both on land and in water;
- 2) extremely bad or unsuccessful;
- 3) to hold someone or something firmly in the same position or place;
- 4) to find and gather together a group of people, animals, or things;
- 5) making someone or something extremely wet;
- 6) a large group of boats or small ships;
- 7) to carry people or things a short distance from one place to another in a boat or other vehicle;
- 8) to make a sound quieter and less clear;
- 9) a long pole with a wide, flat part at one end, used for rowing a boat;
- 10) the process or action of a military force moving out of an area.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. When was General George Washington's Continental Army in a fight for its life?
2. What did Washington order his men to do while British General Sir William Howe settled in for a siege?
3. What happened on the night of August 29?



4. Why were campfires left burning?
5. What did Continental officer Benjamin Tallmadge write about the retreat?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **2. The March of the Ten Thousand**



*The Ten Thousands in battle against the Persians.*

#### **I. Read the text. Match the words from the text with the definitions below.**

The Ten Thousand were a band of Greek mercenaries hired by the Persian prince Cyrus the Younger to wage a civil war against his brother, King Artaxerxes II. The soldiers of fortune arrived near modern-day Baghdad in 401 B.C. and fought valiantly at the Battle of Cunaxa, but after Cyrus was killed, they were left stranded on enemy turf. The historian and soldier Xenophon later described their flight to safety in his legendary work “Anabasis.” Rather than turning on one another or surrendering, the gang of toughs elected new leaders and began an epic fighting retreat out of Persia, often doing battle by day and traveling by night. The 1,500-mile journey pitted them against bands of hostile natives and a bitterly cold winter, but after nine months of running they finally sighted the Black Sea to celebratory cries of “Thalatta! Thalatta!” (“The sea! The sea!”) Amazingly, more than three-quarters of the original mercenary army later returned home to Greece.

- 1) a group of people who share the same interests or beliefs, or who have joined together for a special purpose;
- 2) a soldier who fights for any country or group that pays them;
- 3) an extremely large amount of money;
- 4) unable to leave somewhere because of a problem such as not having any transport or money ;
- 5) a surface layer of land consisting of grass and the earth in which its roots grow;
- 6) of a person, able to deal with difficult situations and not be easily defeated, frightened or upset;
- 7) used to describe events that happen over a long period and involve a lot of action and difficulty;
- 8) relating to the first people to live in an area;
- 9) to suddenly see something or someone;
- 10) done in order to celebrate a particular event or occasion.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

1. Who were the Ten Thousand, a band of Greek mercenaries hired by?
2. When did the soldiers of fortune arrive near modern-day Baghdad?

3. Did they fight valiantly at the Battle of Cunaxa?
4. Why did the gang of toughs elect new leaders and begin an epic fighting retreat out of Persia?
5. When did they finally sight the Black Sea?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **3. The Allied Evacuation of Gallipoli**



*Allied troops at Anzac Cove during the Gallipoli campaign. (Credit: Hulton Archive/Getty Images)*

#### **I. Read the text. Match the words from the text with the definitions below.**

In April 1915, British, French, Australian and New Zealand forces launched an amphibious invasion of the Ottoman Empire via the Gallipoli Peninsula. Their landings were met with fierce resistance from Gallipoli's Turkish defenders, and most of the Allied troops were unable to advance more than a few hundred yards past their beachheads. The campaign soon settled into a trench warfare stalemate. By the time the Allies finally began an evacuation in December 1915, they had suffered over 200,000 casualties.

The Gallipoli invasion had been one of World War I's great blunders, but the retreat was a stroke of genius. As part of a multi-phase operation, troops were quietly ferried off the beaches right under the Turks' noses. Extra tents and cooking fires were used to give the impression of larger numbers, and empty equipment boxes were left on the beach to convince the enemy that nothing had been removed. Near the end of the evacuation, some soldiers even covered their getaway with so-called "drip guns"—phantom rifles rigged with strings and water weights to make them fire automatically. The subterfuge worked to perfection. Despite early predictions that a retreat would cost them half their troops, the Allies escaped Gallipoli with only a handful of casualties.

- 1) a planned group of especially political, business, or military activities that are intended to achieve a particular aim;
- 2) to begin, or to introduce a new plan;
- 3) an occasion when an army or country uses force to enter and take control of another country;
- 4) a long piece of land that sticks out from a larger area of land into the sea or into a lake;
- 5) an area of land near the sea or a river that an attacking army has taken control of and from where it can move forward into enemy country;
- 6) a situation in which nothing can change or no action can be taken;
- 7) the act of moving people from a dangerous place to somewhere safe;
- 8) to persuade someone or make someone certain;
- 9) a trick or a dishonest way of achieving something;
- 10) a statement about what you think will happen in the future.

## II. Make sentences with these words.

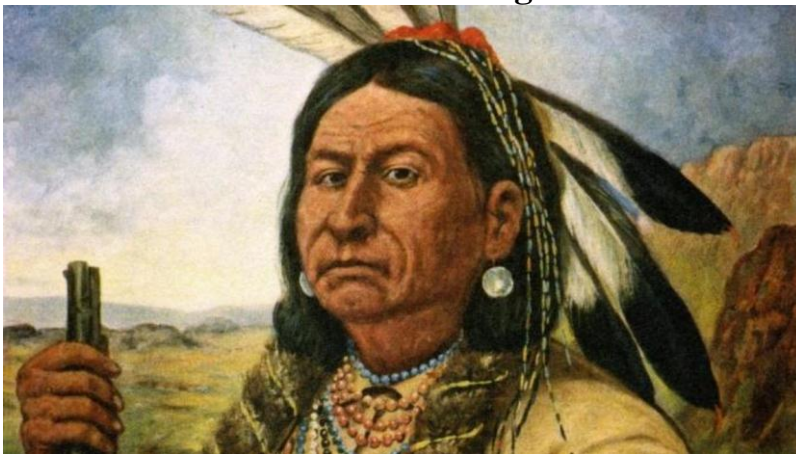
### III. Read the text again and answer the questions.

1. When did British, French, Australian and New Zealand forces launch an amphibious invasion of the Ottoman Empire via the Gallipoli Peninsula?
2. How far were most of the Allied troops able to advance?
3. How many casualties had the Allies suffered by the time they finally began an evacuation in December 1915?
4. How were the troops ferried off the beaches?
5. What did some soldiers do near the end of the evacuation?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. The Flight of the Nez Perce



Chief Joseph (Credit: GraphicaArtis/Getty Images)

### I. Read the text. Match the words from the text with the definitions below.

In 1877, the United States government seized the ancestral lands of the Nez Perce Indians and ordered them to move to a reservation in Idaho. A band led by the charismatic Chief Joseph reluctantly complied, but after a group of disgruntled warriors killed several white settlers, the tribe found itself at war with the U.S. Army. What followed was one of the greatest fighting retreats in military history. Hoping to find sanctuary in Canada, the Nez Perce led their pursuers on a 1,400-mile chase across Idaho, Wyoming and Montana. Despite numbering just 700—only around 200 of whom were warriors—they outmaneuvered or defeated some 2,000 U.S. cavalymen in multiple battles and skirmishes. General William Tecumseh Sherman later noted that the Indians “fought with almost scientific skill, using advance and rear guards, skirmish lines and field fortifications.” Finally, after 15 weeks on the run, the Nez Perce were cornered after October 1877’s Battle of Bear Paw and forcibly moved to a reservation. They were just 40 miles from the Canadian border. “My heart is sick and sad,” Chief Joseph said in a famous surrender speech. “From where the sun now stands, I will fight no more forever.”

- 1) relating to members of your family from the past;
- 2) an area of land made available for a particular group of people to live in;
- 3) a person who attracts, influences, and inspires people by his/her personal qualities;
- 4) in a way that shows that you are not willing to do something and are therefore slow to do it;
- 5) unhappy, annoyed, and disappointed about something;
- 6) protection or a safe place, especially for someone or something being chased or hunted;

- 7) someone who is chasing you;
- 8) a soldier in an army who fights in a tank, or (especially in the past) on a horse;
- 9) buildings, walls, or ditches that are built to protect a place and make it more difficult to attack;
- 10) the act of stopping fighting and officially admitting defeat.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What did the United States government do in 1877?
2. When did the tribe find itself at war with the U.S. Army?
3. Why did the Nez Perce lead their pursuers on a 1,400-mile chase across Idaho, Wyoming and Montana?
4. What did General William Tecumseh Sherman later note about the Indians?
5. When were the Nez Perce cornered and forcibly moved to a reservation?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 5. The Dunkirk Evacuation



*Evacuation of Dunkirk. (Credit: Imperial War Museum)*

### I. Read the text. Match the words from the text with the definitions below.

World War II's "Miracle of Dunkirk" began on May 27, 1940, when the first of some 338,000 British, French and Belgian troops were evacuated from the French coast. The Allies had retreated to the sea a few days earlier after failing to block Germany's blitzkrieg invasion of France and the Low Countries. They were cornered and facing imminent destruction, but when Adolf Hitler unwisely halted his Panzer tanks' advance, the British Expeditionary Force was able to fortify the port of Dunkirk and initiate a frantic retreat codenamed "Operation Dynamo."

As the Royal Air Force duelled with the Luftwaffe in the skies overhead, the British Admiralty cobbled together a fleet of over 900 Navy ships, merchant vessels, ferries, and paddle steamers and began transporting soldiers to the English mainland under heavy fire. Scores of civilians also chipped in by piloting fishing boats and pleasure craft across the heavily mined English Channel. The British initially feared it would only be possible to retrieve 45,000 men over the course of 48 hours, but the ragtag armada eventually spent nine days executing the largest sea evacuation in history. Allied losses were still sobering—many ships were sunk and some 40,000 men were left behind and captured—but those that escaped later played a crucial role in the continued fight against Nazi Germany.

- 1) the land next to or close to the sea;
- 2) a fast and intense military attack that takes the enemy by surprise and is intended to achieve a very quick victory;
- 3) coming or likely to happen very soon;

- 4) to (cause to) stop moving or doing something or happening;
- 5) to make something stronger, especially in order to protect it;
- 6) the government department that controls the British navy;
- 7) consisting of parts or pieces that are in no particular order or system;
- 8) a large group of armed ships that fight wars at sea;
- 9) to (cause something or someone to) go down below the surface or to the bottom of a liquid or soft substance;
- 10) extremely important or necessary.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did World War II's "Miracle of Dunkirk" begin?
2. When was the British Expeditionary Force able to fortify the port of Dunkirk and initiate a frantic retreat codenamed "Operation Dynamo"?
3. Where did the Royal Air Force duel with the Luftwaffe?
4. How did the British Admiralty transport soldiers to the English mainland under heavy fire?
5. Were allied losses really sobering?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. The U.N. Retreat from Chosin Reservoir



*View of U.S. troops as they march south from Koto-ri during the Battle of Chosin Reservoir, December 1950. (Credit: PhotoQuest/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

"Retreat, hell! We're not retreating, we're just advancing in a different direction." That was how Major General Oliver P. Smith supposedly described the Korean War's Battle of Chosin Reservoir, where a United Nations detachment made a 78-mile fighting withdrawal along a muddy mountain corridor. The force of U.S. Marines, Army troops and British Royal Marines had been ambushed and surrounded in late-November 1950 by a much larger Chinese army. Led by Smith's 1st Marine Division, the allies broke out of the enemy encirclement and began a two-week trek to the seaport of Hungnam. Along with enduring arctic conditions—temperatures dropped to 34 degrees below zero—they also battled the Chinese at places like Hell Fire Valley and Funchilin Pass, where combat engineers famously assembled an airdropped bridge after the original one was destroyed. The veterans of the "frozen Chosin" later reached the evacuation point at Hungnam in mid-December. By then, the retreating U.N. army had suffered 17,000 casualties compared to a staggering 60,000 for the Chinese.



- 1) used to show that you do not believe that something you have been told is true;
- 2) a group of soldiers who are separated from the main group in order to perform a particular duty;
- 3) the process or action of a military force moving out of an area;
- 4) a part of a country's military forces that takes part especially in operations on land that begin from the sea;
- 5) to suddenly attack someone after hiding and waiting for them;
- 6) a long walk over land such as hills, mountains, or forests;
- 7) very cold;
- 8) an area of low land between hills or mountains, often with a river running through it;
- 9) a path or road between or over mountains;
- 10) the act of bringing supplies or equipment by dropping them from aircraft.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. How did Major General Oliver P. Smith supposedly describe the Korean War's Battle of Chosin Reservoir?
2. Did a United Nations detachment make a 78-mile fighting withdrawal along a muddy mountain corridor of Chosin Reservoir?
3. Which forces had been ambushed and surrounded in late-November 1950 by a much larger Chinese army?
4. Did the allies manage to break out of the enemy encirclement?
5. Did the veterans of the "frozen Chosin" reach the evacuation point at Hungnam in mid-December or January?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. Mao Zedong's "Long March"



*Painting depicting Mao Zedong during the Long March. (Credit: DeAgostini/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

The Chinese Communist Party owes its early survival to a retreat. The exodus began in October 1934, when the First Red Army became trapped at its base in Jiangxi Province by Nationalist forces under Chiang Kai-shek. Once the situation grew desperate, future party leader Mao Zedong and some 86,000 other Communists broke out of the encirclement and fled west. The early stages of their retreat were dogged by Nationalist ground attacks and bombings. Nearly half the Red Army was annihilated in a matter of weeks, but the survivors continued the flight for a full year, braving starvation, disease and perilous mountain crossings before finally arriving at new headquarters in the northern province of Shaanxi.

Mao elbowed his way into power during the journey, and he later used the legend of the “Long March” to cement his position and recruit scores of Chinese to the Communist cause. Historians still debate certain aspects of the ordeal, but there’s no doubt it was brutal. According to some estimates, nine out of every 10 people who began the retreat perished along the way.

- 1) introducing the reason for something;
- 2) the fact of a person, organization, etc. continuing to live or exist;
- 3) to be unable to move or escape from a place or situation;
- 4) very serious or bad;
- 5) to follow someone closely and continuously;
- 6) to destroy something or someone completely;
- 7) suffering or death caused by lack of food;
- 8) extremely dangerous;
- 9) a very unpleasant and painful or difficult experience;
- 10) to die, especially in an accident or by being killed, or to be destroyed.

## **II. Make sentences with these words.**

## **III. Read the text again and answer the questions.**

1. What does the Chinese Communist Party owe its early survival to?
2. Who did the First Red Army become trapped at its base in Jiangxi Province by in October 1934?
3. Did future party leader Mao Zedong and some 86,000 other Communists break out of the encirclement?
4. How did Mao use the legend of the “Long March”?
5. Do historians still debate certain aspects of the ordeal?

## **IV. Translate the text into Ukrainian.**

## **V. Describe the photo.**

## **VI. Read the text and convey its main content in English.**

### **Сто років тому: останні бої армії УНР та відступ за Збруч**

<https://www.radiosvoboda.org>



Сто років тому, 21–23 листопада 1920 р. армія УНР під ударами більшовицьких військ відступила за Збруч. Нині ця річка розмежовує Хмельницьку й Тернопільську області, а тоді була прикордонною. За Збручем українці були роззброєні та інтерновані поляками. Ця подія ознаменувала завершення основного етапу національно-визвольної боротьби й Української революції 1917–1921 років.

Річка Збруч була визнана кордоном між тогочасною Польщею та УНР згідно з Варшавськими домовленостями. Але мусимо пам’ятати, якою ціною та в який спосіб



Галичина була завойована поляками, як було укладено Варшавські угоди. Вони мали для української сторони вимушений характер. Українська Народна Республіка була змушена погодитися на умови, що їх диктували поляки, тобто кордон був встановлений внаслідок важких обставин. Потрібно наголосити, що Пілсудський, всупереч зобов'язанням, які взяла на себе Польська держава, продовжував допомагати армії УНР. Він був не тільки тимчасовим керівником держави, тобто фігурою політичною, а ще й верховним головнокомандувачем, тобто фігурою військовою. Як фігура політична він був змушений погодитися на перемир'я та припинення допомоги. А як верховний головнокомандувач – навпаки, продовжував допомогу, але трохи іншими засобами.

Наприклад, за його вказівкою було сформовано добровольчу дивізію, куди вступали поляки, уродженці України. Вони мали право воювати на боці УНР, адже Україна була їхньою батьківщиною, й вони могли продовжувати боротьбу за її свободу. Пілсудський зробив багато для того, щоб армія УНР отримала нових союзників. Звісно, не таких потужних, як військо польське, але це були досить значні сили на той момент: козача дивізія осавула Яковлева та третя російська армія генерала Бориса Пермикіна.

Козача дивізія увійшла до складу, а армія генерала Пермикіна підпорядковувалася командуванню української армії. І тут Пілсудський відіграв велику посередницьку роль. Крім того, Польща не припиняла постачання українського війська продуктами харчування, одягом, боєприпасами та зброєю. Тобто Пілсудський намагався робити все, що міг у межах повноважень верховного головнокомандувача.

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Amikor a németek elhitték, hogy bárkit legyőzhetnek: 500 évvel megkésett revans Tannenbergnél

2021. július 2. 09:30 Múlt-kor

<https://mult-kor.hu/amikor-a-nemetek-elhittek-hogy-barkit-legyozhetnek-500-evvel-megkesett-revans-tannenbergnel-20210702>

1410-ben az egyesült lengyel-litván haderők legyőzték a Német Lovagrendet, ezáltal véglegesen meg tudták állítani ellenfelük fenyegető terjeszkedését – ezt az összeütközést grünwaldi csata néven ismerjük, mégis szoros kapcsolatban áll a hozzá közel eső Tannenberggel.



**Paul von Hindenburg és Erich Ludendorff, a német győzelem letéteményesei**

Az első világháború 1914-es kitörésekor az oroszok szövetségre léptek a britekkel és a franciákkal a központi hatalmak – nevezetesen Németország, az Osztrák-Magyar Monarchia és az Oszmán Birodalom – ellen.

Az orosz haderő noha túlerőben volt, közel sem bizonyult annyira összeszokottnak, és mindenekelőtt technikailag-taktikailag képzettnek, mint német riválisuk.

A két orosz hadsereget a Mazuri-tavak választották el egymástól, amely rendkívül nehéz terep, így

szinte lehetetlen volt egymás kiségitése egy precízen (és gyorsan) végrehajtott német ellentámadás esetén. A döntés megszületett, az előnybe kerülő németek a Mazuri-tavaktól délre „ragadt” oroszok ellen fordultak.

Az ellenfél parancsnokai sem voltak kezdők, de a rossz kommunikáció, a lassú utánpótlási vonalak, a hadsereg mérete és a nehéztüzérség mind csökkentette mobilitási

képességeiket. Alekszandr Szamszonov tábornok és hadereje egyenesen az ellenfél csapdájába került, a németek teljesen bekerítették őket. A Szamszonov által vezényelt 150 ezer emberből mindössze 10 ezren tértek vissza szülőföldjükre. A becslések szerint közel 50 ezer orosz katona vesztette életét, további 90 ezren a németek fogságába kerültek.

Hindenburg és Ludendorff az óriási diadal után vetette fel az ötletet a császárnak, hogy a győzelmet szimbolikusan kössék össze az 1410-es vesztes csatával: ez volt az 500 évvel megkésett, de nem is akármilyen revans a középkori vereségért. Az I. világháború elvesztése után a helyszín még jobban felértékelődött: mivel a csata – akkor még – német földön zajlott, jogszerűnek tűnt azzal magyarázni a háborút, hogy a németek defenzívába kényszerültek.

## COMPREHENSION TEST

**Choose the correct variant a,b,c, or d.**

1. Less than two months after the ..... signing of the Declaration of Independence, General George Washington's Continental Army was in a fight for its life.
  - a) September 1779
  - b) August 1778
  - c) June 1777
  - d) July 1776
2. Many Continentals had still yet to be evacuated from Brooklyn by sunrise, but luckily for Washington, ..... and masked the final stages of the withdrawal.
  - a) a thunderstorm began
  - b) a dense fog rolled in
  - c) a volcano erupted
  - d) a tornado approached
3. The Ten Thousand were a band of ..... hired by the Persian prince Cyrus the Younger to wage a civil war against his brother, King Artaxerxes II.
  - a) Greek mercenaries
  - b) Roman mercenaries
  - c) Greek sailors
  - d) Roman sailors
4. The 1,500-mile journey pitted them against bands of hostile natives and a bitterly cold winter, but after nine months of running they finally sighted ..... to celebratory cries of "Thalatta! Thalatta!" ("The sea! The sea!")
  - a) the Red Sea
  - b) the Mediterranean Sea
  - c) the Black Sea
  - d) the Adriatic Sea
5. The Gallipoli invasion had been one of ..... great blunders, but the retreat was a stroke of genius.
  - a) World War I's
  - b) World War II's
  - c) Civil War's
  - d) South African War's
6. By the time the Allies finally began an evacuation in December 1915, they had suffered over .....
  - a) 10,000 casualties.
  - b) 20,000 casualties.
  - c) 100,000 casualties.
  - d) 200,000 casualties.

7. In 1877, the United States government seized the ancestral lands of the Nez Perce Indians and ordered them to move to a reservation in .....
- Idaho
  - Oklahoma
  - Virginia
  - Texas
8. Finally, after 15 weeks on the run, the Nez Perce were cornered after October 1877's ..... and forcibly moved to a reservation.
- Battle of Little Bighorn
  - Battle of Wounded Knee
  - Jamestown Massacre
  - Battle of Bear Paw
9. World War II's "Miracle of Dunkirk" began on May 27, 1940, when the first of some 338,000 British, French and Belgian troops were evacuated from .....
- the British coast
  - the French coast
  - the Belgian coast
  - the Dutch coast
10. The Allies had retreated ..... a few days earlier after failing to block Germany's blitzkrieg invasion of France and the Low Countries.
- to the sea
  - to the desert
  - to the mountains
  - to the swamp
11. "Retreat, hell! We're not retreating, we're just advancing in a different direction." That was how Major General Oliver P. Smith supposedly described ..... Battle of Chosin Reservoir, where a United Nations detachment made a 78-mile fighting withdrawal along a muddy mountain corridor.
- the Chinese War's
  - the Vietnamese War's
  - the Japanese War's
  - the Korean War's
12. The force of U.S. Marines, Army troops and British Royal Marines had been ambushed and surrounded in late-November 1950 by a much larger .....
- Chinese army.
  - Vietnamese army.
  - Japanese army.
  - Korean army.
13. The Chinese Communist Party owes its early survival to a retreat. The exodus began in ....., when the First Red Army became trapped at its base in Jiangxi Province by Nationalist forces under Chiang Kai-shek.
- October 1944
  - October 1934
  - October 1924
  - October 1914
14. Mao elbowed his way into power during the journey, and he later used the legend of the ..... to cement his position and recruit scores of Chinese to the Communist cause.
- "Long March"
  - "Hard March"
  - "Short March"
  - "Revolutionary March"

## UNIT 3

### 7 Unusual Military Units

<https://www.history.com/news/7-unusual-military-units>

#### 1. The Potsdam Giants



#### I. Read the text. Match the words from the text with the definitions below.

Armies have always sought to bring the biggest and strongest soldiers into their ranks, but King Frederick William I of Prussia turned it into an obsession. In the early 18th century, the military-loving monarch tried to assemble the tallest troops in Europe into an elite regiment nicknamed the “Potsdam Giants.” Though they never saw combat, these enormous grenadiers grew to become the most impressive collection of big men this side of a pro basketball team. Several members were seven-footers, and one Swedish recruit was said to stand eight and a half feet tall.

King Frederick was constantly on the lookout for potential Potsdam Giants, and he was willing to beg, borrow and steal to get them. He spent a fortune hiring outsized mercenaries and buying tall soldiers off other militaries, and instructed his agents to shanghai exceptionally tall civilians and conscript them into the unit. In a bizarre attempt to breed future recruits, he even compelled his largest troops to marry and have children with tall women. King Frederick derived great joy from the giants—he was known to have them march through his bedroom to cheer him up when he was ill—but they were also a significant drain on royal coffers. After he died in 1740, his son disbanded the unit and used the savings to fund four additional regiments of normal-sized soldiers.

- 1) an extreme unhealthy interest in something or worry about something, which stops you from thinking about anything else;
- 2) a large group of soldiers combining several battalions;
- 3) to give an informal name for someone or something;
- 4) (formerly) a member of a special formation, usually selected for strength and height;
- 5) a person who has recently joined an organization or an army;
- 6) to force someone to do something or go somewhere;
- 7) to force someone to serve in an army or one of a country's armed forces;
- 8) something that uses more of your energy, money, or time than you want to give;
- 9) the money that an organization has in its bank accounts and available to spend;
- 10) to dismiss (a military force) from service.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. What did King Frederick William I of Prussia turn into an obsession?
2. How was the elite regiment of the tallest troops in Europe nicknamed?
3. Who was King Frederick constantly on the lookout for?

4. Did the Giants march through King Frederick's bedroom to cheer him up when he was ill?
5. What did his son do after the death of his father?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. Viking Berserkers



#### I. Read the text. Match the words from the text with the definitions below.

According to Norse lore, berserkers were a feared class of Viking warriors known for fighting with a hysterical, wild-eyed fury. Neglecting chain mail or other armor, these imposing shock troops supposedly went into battle wearing bear and wolf pelts or even bare-chested. Once in combat, they killed, raped and pillaged with reckless abandon, to the point that some Norse sagas claimed they could physically transform into ferocious beasts. The berserkers' skill in battle made them much sought after as soldiers and royal bodyguards, but they were also feared and even hated by their fellow Vikings. They could become so drunk with rage that they would inadvertently turn on their friends, and when not in combat they often raped and murdered their allies to satisfy their bloodlust.

Just how the berserkers tapped into their famous anger is uncertain. They may have been connected to secretive cults devoted to the Norse god Odin, so their rituals were likely mysterious even to their contemporaries. Most scholars believe they simply worked themselves into a hypnotic trance, but others have speculated that they may have gotten blind drunk or consumed a certain species of hallucinogenic mushroom.

- 1) knowledge or information about a subject, for example nature or magic, that is not written down but is passed from person to person;
- 2) a member of a class of ancient Norse warriors who worked themselves into a frenzy before battle and fought with insane fury and courage;
- 3) extreme anger;
- 4) the skin and fur of a dead animal, or the skin with the fur removed;
- 5) to steal something from a place or a person by using violence, especially during war;
- 6) in a completely uncontrolled way;
- 7) a person or group of people whose job is to protect someone from attack;
- 8) enjoyment of being violent or watching other people being violent;
- 9) a temporary mental condition in which someone is not completely conscious of and/or not in control of himself or herself;
- 10) causing hallucinations.

#### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Who were berserkers according to Norse lore?
2. How did these imposing shock troops supposedly go into battle?
3. What did Norse sagas claim berserkers could physically transform into?
4. May they have been connected to secretive cults?
5. What do most scholars think of berserkers' behavior?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 3. The 10,000 Immortals



### I. Read the text. Match the words from the text with the definitions below.

One of the most feared and famous armies of antiquity, the Immortals were a 10,000-strong fighting force associated with the Achaemenid Empire of Persia. These spear-toting warriors first appear in the Greek chronicler Herodotus's account of the Persian invasion of Greece, where they are described as "the best...and most magnificently equipped" soldiers operating under the command of King Xerxes. According to Herodotus, the nickname "Immortals" arose because the unit always had the same number of troops. If even a single Immortal fell sick or died in battle, he was immediately replaced so that the unit's strength was "never more nor less than 10,000."

While the Persian army was a multinational force, only those with Persian or Median ancestry were allowed to serve in the Immortals, and they were adorned with gold jewelry to signify their high status. The 10,000 primarily served as the king's personal bodyguards, but they also took to the field in times of war. Their most famous action came during the Persian victory at the Battle of Thermopylae in 480 B.C., when they bypassed a blocked path and ambushed the Spartan-led Greeks from the rear.

- 1) the distant past (= a long time ago), especially before the sixth century;
- 2) someone who is so famous that they are remembered for a long time after they are dead;
- 3) a weapon consisting of a pole with a sharp, usually metal, point at one end, that is either thrown or held in the hand;
- 4) carrying the thing specified;
- 5) a person who writes descriptions of historical events as they happen;
- 6) to add something decorative to a person or thing;
- 7) decorative objects worn on your clothes or body that are usually made from valuable metals, such as gold and silver, and precious stones;
- 8) an accepted or official position, especially in a social group;
- 9) to avoid something by going around it;
- 10) the back part of something.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What empire were the Immortals associated with?
2. How did the Greek chronicler Herodotus describe these spear-toting warriors?
3. What happened if even a single Immortal fell sick or died in battle?
4. Was the Immortal army a multinational force?
5. What do you know about the Persian victory at the Battle of Thermopylae in 480 B.C.?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. The Ghost Army



### I. Read the text. Match the words from the text with the definitions below.

In the summer of 1944, the U.S. Army gathered a select group of artists, designers and sound effects experts for a particularly unusual task: building a phantom army. Inspired by a trick originally pulled by British forces in North Africa, the 23rd Headquarters Special Troops—better known as the “Ghost Army”—used inflatable rubber tanks and jeeps, sound effects and other subterfuge to deceive the Germans about the actual size and location of Allied forces. The unit took part in more than 20 missions, many of which employed artistry and illusion on a scale that rivaled a Hollywood movie. Painters and illustrators designed fake uniforms and dummy vehicles; sound engineers broadcasted phony radio traffic and blasted sound effects that mimicked the racket of an army on the move; and actors spread misinformation in the hope it would be picked up by Nazi spies. When the ruse worked, the unit was able to give the impression that U.S. forces were larger and more mobile than was actually the case. During one mission, the Ghost Army even plugged a hole in General George Patton’s lines for several days without being discovered.

The Ghost Army’s actions were kept under wraps for several decades after the end of World War II, and it wasn’t until 1996 that its unusual contribution to the war effort finally became public knowledge. By then, many of its members had gone on to distinguished careers in the art and design industries. Among others, fashion designer Bill Blass and artists Ellsworth Kelly and Arthur Singer were all veterans of the unit.

- 1) the spirit of a dead person, sometimes represented as a pale, almost transparent image of that person that some people believe appears to people who are alive;
- 2) a person with a high level of knowledge or skill relating to a particular subject or activity;
- 3) an object that has to be filled with air before you can use it;
- 4) an elastic, waterproof substance made either from the juice of a tree that grows in hotter parts of the world or artificially;
- 5) a trick or a dishonest way of achieving something;
- 6) great skill in creating or performing something, such as in writing, music, sport, etc.;
- 7) to send out sound or pictures that are carried over distances using radio waves;
- 8) a trick intended to deceive someone;



- 9) to block it with something;
- 10) material that is used to cover or protect objects.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Why did the U.S. Army gather a select group of artists, designers and sound effects experts in the summer of 1944?
2. What were the 23rd Headquarters Special Troops inspired by?
3. Why did the “Ghost Army” use inflatable rubber tanks and jeeps, sound effects and other subterfuge?
4. What impression was the unit able to give when the ruse worked?
5. When did the Ghost Army plug a hole in General George Patton’s lines?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. Gurkhas



### I. Read the text. Match the words from the text with the definitions below.

The history of the Gurkhas stretches back to 1814, when British colonial forces clashed with the city-state of Gorkha during the Anglo-Nepalese War. Though significantly outgunned, the Nepalese “Gurkha” warriors inflicted heavy casualties on the British and eventually forced them into a peace treaty. Impressed by the Gurkhas grit and tenacity, the British included a stipulation in the peace deal allowing the Nepalese fighters to serve as volunteer soldiers in the East India Company’s army.

The Gurkhas were later incorporated into the regular British Army, and they went on to serve in nearly every major British military action of the 19th and 20th centuries. Famous for their curved kukri knives and the motto “Better to die than be a coward,” they earned a reputation for their loyalty and extreme bravery under fire. The Gurkhas won nearly 2,000 citations for valor during World War I alone, and 13 have been awarded the Victoria Cross—Britain’s highest military honor. To this day, the British Army handpicks around 200 new Gurkhas each year from a pool of nearly 30,000 Nepalese youths. Recruits go through a grueling screening process that includes a long-distance run through the Himalayas while wearing a wicker basket filled with 70 pounds of rocks.

- 1) to fight or argue;
- 2) to win a war or fight by having more weapons than the other side;
- 3) to force someone to experience something very unpleasant;
- 4) a written agreement between two or more countries, formally approved and signed by their leaders;
- 5) the determination to continue what you are doing;

- 6) something that must be done, and which is stated as part of an agreement, law, or rule
- 7) a knife with a curved blade that broadens towards the point, esp as used by Gurkhas;
- 8) a person who is not brave and is too eager to avoid danger, difficulty, or pain;
- 9) great courage;
- 10) thin dry branches or reeds that are woven together.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. When did the history of the Gurkhas begin?
2. Did the Nepalese “Gurkha” warriors eventually force the British into a peace treaty?
3. What stipulation did the British include in the peace deal?
4. Were Gurkhas later incorporated into the regular British Army?
5. What was the motto of the Gurkhas?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. The Mormon Battalion



## I. Read the text. Match the words from the text with the definitions below.

The Mormon Battalion has the unusual honor of being the only unit in the U.S. Army history comprised entirely of Latter Day Saints. The faith-based fighting force originally came about in July 1846 after negotiations between Brigham Young’s church leaders and the U.S. military. While the Mormons hoped the battalion would pave the way for their exodus to the American West by providing equipment and soldiers’ pay, President James K. Polk saw it as a means to help make the Latter Day Saints friendly allies of the U.S government.

Although it never saw combat, the 500-man Mormon Battalion became one of the most well travelled units in American history. The men began their service by making a grueling march out of Iowa and through hostile Indian land to Santa Fe. From there, they proceeded through the wilds of Arizona and into southern California, where they performed garrison duty around San Diego and Los Angeles. The short-lived battalion was mustered out of service in July 1847, at which point most of its members headed north to join their fellow Mormon pioneers in the Utah Territory.

- 1) a member of the Church of Jesus Christ of Latter-Day Saints, formed in the US by Joseph Smith in 1830;
- 2) a military unit consisting of three or more companies;
- 3) (the title given to) a person who has received an official honour from the Christian, especially the Roman Catholic, Church for having lived in a good and holy way;

- 4) the process of discussing something with someone in order to reach an agreement with them, or the discussions themselves;
- 5) a situation in which a lot of people leave a particular place at the same time;
- 6) extremely tiring and difficult, and demanding great effort and determination;
- 7) difficult or not suitable for living or growing;
- 8) not used by people for farming, building, etc;
- 9) to get enough courage, confidence, support etc to do something, especially with difficulty;
- 10) a person who is one of the first people to do something.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Why is the Mormon Battalion considered to be a unique one?
2. When did the faith-based fighting force originally come about?
3. What was President James K. Polk's attitude to the Mormon Battalion?
4. Did the 500-man Mormon Battalion become one of the most experienced units in American history?
5. When was the short-lived battalion mustered out of service?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. The Monuments Men



### I. Read the text. Match the words from the text with the definitions below.

The Monuments, Fine Arts and Archives section—better known as the “Monuments Men”—was a special unit tasked with preserving Europe’s cultural heritage during World War II. This small, handpicked collection of art historians, museum curators and scholars originally ventured to the front lines to help prevent historically important buildings and other landmarks from becoming casualties of war. One of their most important tasks was ensuring that culturally significant structures were not unintentionally destroyed during the Allied push into Europe. Members of the unit designed special maps instructing pilots on which areas to avoid on their bombing runs, and took steps to preserve and restore landmarks that had already been damaged.

Near the end of the war, the unit’s focus changed to tracking down and recovering priceless paintings and sculptures looted by the Nazis. As Hitler’s regime crumbled, the Monuments Men uncovered thousands of artworks secreted away in castles and salt mines and worked to return them to their rightful owners. Among others, the unit rescued masterpieces by luminaries such as Rembrandt, Da Vinci, Michelangelo, Vermeer and Botticelli.

- 1) a collection of historical records relating to a place, organization, or family;
- 2) the history, traditions, practices, etc. of a particular country, society, or company that exist from the past and continue to be important;
- 3) a building where objects of historical, scientific, or artistic interest are kept
- 4) a person in charge of a museum, library, etc.;
- 5) to risk going somewhere or doing something that might be dangerous or unpleasant, or to risk saying something that might be criticized;
- 6) a person injured or killed in a serious accident or war;
- 7) to officially tell someone what to do;
- 8) (usually of large numbers of people during a violent event) to steal from shops and houses;
- 9) to lose power, become weak, or fail;
- 10) a person who is famous and important in a particular area of activity.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. What was the main task of a special unit the “Monuments Men”?
2. Why did this small, handpicked collection of art historians, museum curators and scholars originally venture to the front lines?
3. Did members of the unit design special maps?
4. What did they try to preserve and restore?
5. How did the unit’s focus change near the end of the war?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### «Дельта» (Delta Force) – найбільш елітний підрозділ сил спеціальних операцій США

<https://milnavigator.com.ua/delta-delta-force-naibilsh-elitnyi-pidrozd/>



«Дельта» – один з найбільш засекречених підрозділів першого рівня таємності Збройних сил США, пріоритетним завданням якого є боротьба з тероризмом та виконання спеціальних операцій. Спецпідрозділ носить загальнозживану назву «Дельта» та офіційно знаходиться під безпосереднім керівництвом міністерства оборони США як бойова виконавча група. Це формування є одним з найбільш елітних підрозділів Сил спеціальних операцій США, які об’єднуються під керівництвом Командування спеціальних операцій США у складі сухопутного компоненту Об’єднаного Командування спеціальних операцій.

Бойовий підрозділ «Дельта», що призначався для виконання спеціальних завдань, які не мали нічого спільного із звичайною тактикою дій в діяльності ані військових, ані

поліцейських, був сформований після низки гучних інцидентів у 1970-х, пов'язаних з терористичними атаками того часу. Розмови про створення особливого формування для виконання так званих «чорних» завдань та задач іншого роду циркулювали серед політичного та військового керівництва країни тривалий час ще з початку 1960-х років, проте лише із зростанням терористичної загрози плани перетворилися на реальні дії.

Одним з ключових ініціаторів та засновників «Дельти» став офіцер Сил спеціальних операцій армії США Чарльз Беквіт, який був відряджений до складу британської спеціальної повітряної служби. Після багатої практики Беквіт повернувся до США і запропонував деталізовано опрацьований рапорт щодо загроз для армії США у разі, якщо американці не матимуть спеціального формування. На той час основний наголос у підготовці Сил спеціальних операцій сухопутних військ робився на опрацюванні варіантів ведення бойових дій нетрадиційними методами у звичайній війні. Беквіт виступив з критикою, наголошуючи на тому, що армії потрібні «не лише вчителі, а й виконавці».

Він запропонував створити високомобільні повністю автономні невеликі бойові групи підготовлені для широкого спектру бойових дій при виконанні прямих акцій та контртерористичної боротьби. Незважаючи на усі намагання Беквіта запевнити високопосадовців у необхідності формування такого підрозділу, він зіштовхнувся з відвертою або прихованою протидією керівництва, яке просто не бажало створювати нову структуру поза межами існуючих Сил спеціальних операцій та змінювати методи їх підготовки. Врешті-решт, у середині 1970-х, на тлі постійно зростаючої терористичної загрози, Беквіту вдалося домогтися рішення про початок формування такого підрозділу.

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Elit alakulatok a harcmezőn: a lovagok

Robert Taylor

<https://mult-kor.hu/elit-alakulatok-a-harcmezon-a-lovagok-20170729>



**Az ezer évvel ezelőtt élt vitézekre gondolva általában az izgalmas kalandok, a dicsőség és a hírnév jut eszünkbe, a valóságban azonban a felfoghatatlanul brutális csaták és a folytonos életveszély is a lovagi élet kényszerű tartozékát képezték.**

**A mai rögbijátékosok erejével vetekedtek**

Vajon mi vett rá egy a középkorban élő fiatait, hogy súlyos vaspáncélt öltönn magára, s állandó veszélynek tegye ki magát a harctereken, ahol bármikor lesújthatott rá egy csatabárd, szíven döfhetett egy lándzsa, vagy a messzeségből érkező nyílvessző hatolhatott át a testén. A leendő lovagok sorsa már öt-hat éves korukban eldöntetett, amikor szüleik elküldték fiaikat egy hűbérúr udvarába, hogy annak felügyelete alatt lovaggá váljanak. A napjainkban kisiskoláskorúnak számító gyermekeket úszás és ökölharcok során edzették férfivé, közben megtanulták használni a lándzsát, a kardot, valamint a tört, s elsajátították az íjászat tudományát is. Olykor a sakk vagy a versírás rejtelseibe is bevezették az ifjakat, akiknek a legfőbb feladata a lovaglás mesteri módon történő elsajátítása volt: az igazi lovagok a lovukat csak a súlypontjuk ügyes helyezkedésével vagy pusztán a combjuk nyomásával is tudták irányítani.

A férfikort hét-nyolc éves képzésük után, 14 éves korukra érték el, amikor átadták nekik a templomban megszentelt kardot. Addig apródokként szolgáltak uruk mellett, akiknek főként a pajzs cipelésében segítettek, ezt követően elnyerték a jogot, hogy részt vegyenek

a lovagi tornákon. Az éveken át tartó folyamatos „edzés” során huszonéves korukra megszerzett erejük a mai rögbijátékosokéval vetekedett.

### **Halálos lovagi tornák**

A lovagi tornák pompája, ünnepi jellege és – mai szóval élve – fesztiválhangulata egy hosszabb távú fejlődés eredményei voltak. Kezdetben a nemesek egymás között beszéltek meg találkozókat a nyílt pusztában, amelyek gyakran tömegverekedéssé fajultak, és számos halottat vagy súlyos sebesültet eredményeztek. Az egyház folyamatos tiltakozása és a lovagi eszmék fejlődésének hatására aztán civilizáltabb formát öltött a versengés. Fokozatosan elkezdtek írásban is rögzíteni a lovagi viadalok szabályait annak érdekében, hogy így biztosítsák a felek egyenlő küzdelmét.

## **COMPREHENSION TEST**

### **Choose the correct variant a,b,c, or d.**

1. Armies have always sought to bring the biggest and strongest soldiers into their ranks, but ..... of Prussia turned it into an obsession.
  - a) King John Sigismund
  - b) King Frederick William I
  - c) King Albert Frederick
  - d) King Frederick William IV
2. .... was constantly on the lookout for potential Potsdam Giants, and he was willing to beg, borrow and steal to get them.
  - a) King John Sigismund
  - b) King Frederick William I
  - c) King Albert Frederick
  - d) King Frederick William IV
3. According to ....., berserkers were a feared class of Viking warriors known for fighting with a hysterical, wild-eyed fury.
  - a) Norse lore
  - b) Norse literature
  - c) Norse arts
  - d) Norse music
4. Once in combat, they killed, raped and pillaged with reckless abandon, to the point that some ..... claimed they could physically transform into ferocious beasts.
  - a) Norse ballads
  - b) Norse poems
  - c) Norse songs
  - d) Norse sagas
5. The Immortals first appeared in the Greek chronicler Herodotus's account of the Persian invasion of Greece, where they were described as “the best...and most magnificently equipped” soldiers operating under the command of .....
  - a) King Cambyses
  - b) King Bardiya
  - c) King Xerxes
  - d) King Darius
6. Their most famous action came during the Persian victory at the ..... in 480 B.C., when they bypassed a blocked path and ambushed the Spartan-led Greeks from the rear.
  - a) Battle of Plataea
  - b) Battle of Mycale
  - c) Battle of Salamis
  - d) Battle of Thermopylae



7. In the summer of 1944, the U.S. Army gathered a select group of artists, designers and sound effects experts for a particularly unusual task: building .....
- a) a phantom army
  - b) a secret army
  - c) a cavalry army
  - d) a cyber army
8. Inspired by a trick originally pulled by British forces ....., the 23rd Headquarters Special Troops—better known as the “Ghost Army”—used inflatable rubber tanks and jeeps, sound effects and other subterfuge to deceive the Germans about the actual size and location of Allied forces.
- a) in South America
  - b) in North America
  - c) in South Africa
  - d) in North Africa
9. The history of the Gurkhas stretches back to 1814, when ..... clashed with the city-state of Gorkha during the Anglo-Nepalese War.
- a) Italian colonial forces
  - b) Persian colonial forces
  - c) British colonial forces
  - d) German colonial forces
10. Gurkhas were later incorporated into the ....., and they went on to serve in nearly every major British military action of the 19th and 20th centuries.
- a) regular Italian Army
  - b) regular Persian Army
  - c) regular British Army
  - d) regular German Army
11. While the Mormons hoped the battalion would pave the way for their exodus to the American West by providing equipment and soldiers’ pay, ..... saw it as a means to help make the Latter Day Saints friendly allies of the U.S government.
- a) President James K. Polk
  - b) President Martin Van Buren
  - c) President Zachary Taylor
  - d) President Franklin Pierce
12. Although it never saw combat, the 500-man Mormon Battalion became one of the most well traveled units in American history. The men began their service by making a grueling march out of ..... and through hostile Indian land to Santa Fe.
- a) Texas
  - b) Iowa
  - c) Idaho
  - d) Utah
13. The Monuments, Fine Arts and Archives section—better known as the “Monuments Men”—was a special unit tasked with preserving Europe’s cultural heritage during .....
- a) the Civil War
  - b) World War I
  - c) World War II
  - d) Cold War
14. One of their most important tasks was ensuring that culturally significant structures were not unintentionally destroyed during the Allied push into .....
- a) Africa
  - b) America
  - c) Asia
  - d) Europe



## UNIT 4

### 8 Legendary Battle Cries

<https://www.history.com/news/8-legendary-battle-cries>

#### 1. “Remember the Alamo”



*“The Fall of the Alamo”*

#### I. Read the text. Match the words from the text with the definitions below.

On February 23, 1836, Mexican General Santa Anna besieged Colonel William B. Travis and some 200 Texas independence fighters at a former Franciscan mission known as the Alamo. The Texans were outnumbered and outgunned, but they held out for 13 grueling days until March 6, when the Mexicans stormed the fort and killed nearly all its defenders. The defeat was catastrophic—Travis, James Bowie and famed frontiersman Davy Crockett all died—but the Texans’ courage under fire helped galvanize their compatriots. General Sam Houston and others used the rallying cry “Remember the Alamo” to whet their troops’ appetite for vengeance, and in April 1836, the Texans routed a superior Mexican army and captured Santa Anna at the Battle of San Jacinto. “Remember the Alamo” lived on even after the United States annexed Texas in 1845, and was later revived by U.S. troops during the Mexican-American War.

- 1) a man who lived on the American frontier, especially in the 19th century;
- 2) to cause someone to suddenly take action, especially by shocking or exciting them in some way;
- 3) someone who was born in or is a citizen of the same country as someone else;
- 4) a word or phrase used to unite people in support of an idea;
- 5) to increase someone's interest in and wish for something, usually by giving them a small experience of it
- 6) the punishing of someone for harming you or your friends or family, or the wish for such punishment to happen;
- 7) to defeat an enemy completely and force them to run away;
- 8) to take possession of an area of land or a country, usually by force or without permission;
- 9) to come or bring something back to life, health, existence, or use;
- 10) soldiers on duty in a large group.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. When did Mexican General Santa Anna besiege Colonel William B. Travis and some 200 Texas independence fighters at a former Franciscan mission known as the Alamo?
2. How long did they hold out?
3. What happened when the Mexicans stormed the fort?
4. Why was the defeat catastrophic?

5. What rallying cry did General Sam Houston and others use to whet their troops' appetite for vengeance?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

##### **2. The Rebel Yell**



#### **I. Read the text. Match the words from the text with the definitions below.**

“It was the ugliest sound that any mortal ever heard—even a mortal exhausted and unnerved by two days of hard fighting, without sleep, without rest, without food and without hope.” That was legendary writer and Union army veteran Ambrose Bierce’s description of the “rebel yell,” the notorious battle cry of Confederate forces during the Civil War. This banshee scream was the Confederacy’s calling card for most of the war, but its sound has long been the subject of debate. Later recordings of elderly Southern veterans seem to indicate that it was a shrill yelp that resembled the call of a coyote, though it may have varied from unit to unit. Whatever it sounded like, the yell was considered an indispensable tool on the battlefield. Lieutenant Colonel A.J.L. Fremantle, a British observer at Gettysburg, noted that, “Confederate officers declare that the rebel yell has a particular merit, and always produces a salutary and useful effect upon their adversaries. A corps is sometimes spoken of as a ‘good yelling regiment.’”

- 1) to shout or say something very loudly, especially because you are frightened, angry, or excited;
- 2) an ordinary person, rather than a god or a special, important, or powerful person;
- 3) someone who has been in the armed forces during a war;
- 4) famous for something bad;
- 5) a female spirit in traditional Irish stories whose crying sound tells you that someone in your family is going to die;
- 6) a loud, high sound you make when very frightened, excited, or angry;
- 7) not pleasant to hear; loud and high;
- 8) a sudden, short, high sound, like that made by a person or animal in pain;
- 9) a small wild animal like a dog that lives in North America;
- 10) causing improvement of behavior or character.

#### **II. Make sentences with these words.**

### III. Read the text again and answer the questions.

1. How did the legendary writer and Union army veteran Ambrose Bierce's describe the "rebel yell"?
2. What was the notorious battle cry of Confederate forces during the Civil War?
3. What did that shrill yelp resemble?
4. Was it the same in all units?
5. What did Lieutenant Colonel A.J.L. Fremantle, a British observer at Gettysburg, note?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 3. Greek "Alala" and "Eleleu"



*Credit: De Agostini Picture Library/Getty Images*

### I. Read the text. Match the words from the text with the definitions below.

When they marched toward their enemies in their organized phalanx formations, Ancient Greek troops typically belted out battle hymns, or "paeans," designed to invoke the god Apollo and help calm their nerves. Once within striking distance, however, they would cease their singing and break into a full-throated battle cry of "Alala!" or "Eleleu!" while banging their weapons against their shields to spook enemy horses. When voiced by thousands of spear-wielding hoplites, these cries were said to resemble the sound of flocks of screeching birds, and they were so well known that the ancient writer Pindar even addressed them in a 5th century B.C. poem. "Hear me, Alala," he wrote, "daughter of Ares, prelude of the spears, you to whom men fall as offerings for their homeland in death's holy sacrifice."

- 1) a large group of people standing very close to each other, usually for the purposes of defence or attack;
- 2) to sing or play a musical instrument very loudly;
- 3) a song of praise that Christians sing to God;
- 4) a happy song of praise, thanks, or victory;
- 5) to request help from someone, especially a god, when you want to improve a situation;
- 6) to stop something;
- 7) to frighten a person or animal;
- 8) (in ancient Greece) a heavily armed infantryman;
- 9) a group of sheep, goats, or birds;
- 10) something that comes before a more important event or action that introduces or prepares for it.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. How did Ancient Greek troops march toward their enemies?
2. What did Ancient Greek troops typically belt out?
3. Why did they break into a full-throated battle cry of “Alala!” or “Eleleu!” while banging their weapons against their shields?
4. What were these cries, when voiced by thousands of spear-wielding hoplites, said to resemble?
5. How did the ancient writer Pindar address these cries in the 5th century B.C.?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. “There Is no Land for Us beyond the Volga.”



*Russian soldiers at Stalingrad. (Credit: German Federal Archives)*

### I. Read the text. Match the words from the text with the definitions below.

In the summer of 1942, German forces closed in on the Soviet city of Stalingrad, an industrial hub nestled along the banks of the Volga River. The Nazis hoped to steamroll their way through the city in a matter of weeks, but they soon found themselves locked in a cataclysmic fight with the Soviet Red Army, which yielded ground reluctantly and only at great cost to the invaders. This was due in part to the brutal policies of Joseph Stalin, who instituted a “Not One Step Back” policy and executed thousands of his own men, but it was also thanks to the grit of the Soviet soldiers, who announced their intention to fight to the last with the rallying cry, “There is no land for us beyond the Volga.” The stalwart defenders endured months of frantic block-to-block combat until late-1942, when a Soviet counterattack encircled the Nazis and boxed them inside the city. The Germans surrendered only a few months later, sealing what many historians consider the most important Allied victory of World War II. The famous “no land beyond the Volga” battle cry was later inscribed on a monument to the defenders of Stalingrad.

- 1) the central or main part of something where there is most activity;
- 2) to be surrounded by something, especially hills or countryside;
- 3) to crush (opposition, etc) by overpowering force;
- 4) causing a lot of destruction, or a sudden, violent change;
- 5) to give up the control of or responsibility for something, often because you have been forced to;
- 6) courage and determination despite difficulty;
- 7) very loyal to someone or something;
- 8) a fight, especially during a war;
- 9) to stop fighting and admit defeat;
- 10) to write words in a book or carve (= cut) them on an object.



## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Did in the summer of 1942, German forces close in on the Soviet city of Stalingrad, an industrial hub nestled along the banks of the Volga or the Neva River?
2. How did the Nazis hope to steamroll their way through the city?
3. Did Joseph Stalin institute any brutal policies?
4. What intention did the Soviet soldiers announce?
5. What was the famous “no land beyond the Volga” battle cry later inscribed on?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. The Roman Barritus



*Credit: Independent Picture Service/ UIG via Getty Images*

### I. Read the text. Match the words from the text with the definitions below.

The ancient Roman legions usually marched in silence to maintain order in their ranks, but once they encountered the enemy, their lines would erupt with intimidating war cries that some described as resembling the sound of a stampeding elephant. The late-Roman army was particularly fond of the “Barritus,” a guttural cry that had been borrowed from Germanic warriors, many of whom had joined their ranks. The ancient chronicler Tacitus described the Barritus as a “harsh, intermittent roar” that built in volume, and noted that the troops would “hold their shield in front of their mouths, so that the sound is amplified into a deeper crescendo by the reverberation.” The result was a low, ominous murmur that slowly gathered into a terrifying bellow.

- 1) a word which not only signified the battle-cry of the ancient Germans, but all battle-cries were formerly so called;
- 2) a walk, especially by a group of soldiers all walking with the same movement and speed;
- 3) a line of people, especially soldiers;
- 4) making you feel frightened or nervous;
- 5) moving quickly in the same direction, often because they are frightened;
- 6) a very large grey mammal that has a trunk (= long nose) with which it can pick things up;
- 7) (of speech sounds) produced at the back of the throat and therefore deep;
- 8) a loud, deep sound;
- 9) in the past, a large, flat object made of metal or leather that soldiers held in front of their bodies to protect themselves;
- 10) a loud deep sound, as of pain or anger.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. How did the ancient Roman legions usually march?
2. What happened once they encountered the enemy?
3. What was the late-Roman army particularly fond of?
4. How did the ancient chronicler Tacitus describe the Barritus?
5. What was the result of a deeper crescendo?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 6. “Deus Hoc Vult”



*The fall of Jerusalem.*

### I. Read the text. Match the words from the text with the definitions below.

In 1095, Pope Urban II launched the Crusades after he gave a speech urging European Christians to undertake a spiritual quest to seize the Holy Lands from Muslim control. Upon hearing his address, many in the crowd are said to have hollered “Deus hoc vult!” (“God wills it!”) to show their support. The Pope answered by saying, “Let this then be your war cry in combat, because this word is given to you by God.” When an armed attack is made upon the enemy, let this one cry be raised by all the soldiers of God: It is the will of God! It is the will of God!” Shouts of “Deus hoc vult!” went on to echo over dozens of battlefields during the First Crusade, which culminated in a blood-soaked siege at Jerusalem. The pontiff-sanctioned slogan would remain the Christian warriors’ rallying cry until the late-13th century, when the last of the Crusades finally came to an end.

- 1) (the title of) the leader of the Roman Catholic Church;
- 2) to strongly advise or try to persuade someone to do a particular thing;
- 3) relating to deep feelings and beliefs, especially religious beliefs;
- 4) a long search for something that is difficult to find, or an attempt to achieve something difficult;
- 5) to shout loudly;
- 6) the mental power used to control and direct your thoughts and actions, or a determination to do something, despite any difficulties or opposition;
- 7) to express or think what someone else has said or thought;
- 8) to have as a result or be the final result of a process;
- 9) covered or saturated with blood;
- 10) a short phrase that is easy to remember and is used to advertise something or to express the beliefs of a political party or other group.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did Pope Urban II launch the Crusades?
2. What are many in the crowd said to have hollered upon hearing his address?
3. What did the Pope answer?
4. What did the First Crusade culminate in?
5. How long would the pontiff-sanctioned slogan remain the Christian warriors' rallying cry?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 7. "Tenno Heika Banzai"



### I. Read the text. Match the words from the text with the definitions below.

"Banzai" is best known as a Japanese war cry, but it was originally a generic cheer uttered by both soldiers and civilians alike. The word literally means "ten thousand years," and it has long been used in Japan to indicate joy or a wish for long life. Japanese World War II troops typically yelled it in celebration, but they were also known to scream, "Tenno Heika Banzai," roughly translated as "long live the Emperor," while storming into battle. As the war dragged on, this battle cry became most famously associated with so-called "Banzai charges"—last-ditch human wave attacks that saw Japanese troops run headlong into American lines. Japanese kamikaze pilots were also known to howl "Tenno Heika Banzai!" as they plowed their aircraft into Navy ships.

- 1) shared by, typical of, or relating to a whole group of similar things, rather than to any particular thing;
- 2) a loud shout of approval or encouragement;
- 3) a person who is not a member of the police or the armed forces;
- 4) great happiness or pleasure;
- 5) a special social event, such as a party, when you celebrate something;
- 6) to happen very slowly;
- 7) with great speed or without thinking;
- 8) (in World War II) one of a group of Japanese pilots who performed suicidal missions by crashing their aircraft, loaded with explosives, into an enemy target, esp a ship;
- 9) to make a loud sound, usually to express pain, sadness, or another strong emotion;
- 10) to collide forcefully with into.

## II. Make sentences with these words.



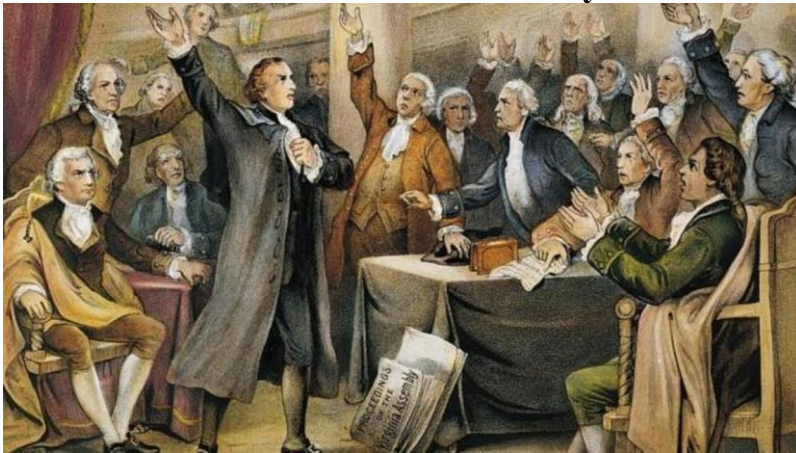
### III. Read the text again and answer the questions.

1. What is the best known Japanese war cry?
2. What do you know about its origin?
3. What does the word “Banzai” literally mean?
4. Why has it long been used in Japan?
5. What were Japanese World War II troops also known to scream while storming into battle?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 8. “Liberty or Death”



*Patrick Henry delivering his speech.*

### I. Read the text. Match the words from the text with the definitions below.

The American Revolution gave rise to dozens of rallying cries—“No Taxation Without Representation;” “Join or Die;” “Don’t Tread on Me”—but few had as significant an impact as “Liberty or Death.” The phrase first appeared in a March 1775 address by Patrick Henry, which concluded with the immortal line, “I know not what course others may take; but as for me, give me liberty or give me death!” Henry’s speech convinced the Second Virginia Convention to raise militias, and his words immediately became a battle cry among colonial minutemen, who considered them a symbol of their determination to shake off the yoke of British rule. Many Virginia militia recruits marched under banners emblazoned with “Liberty or Death,” and some even sewed the words onto their shirts. Henry’s call to arms later made a comeback in the 1860s, when several Confederate units placed it on their flags to symbolize the belief that the Civil War was a “second American Revolution.”

- 1) important or noticeable;
- 2) a powerful effect that something, especially something new, has on a situation or person;
- 3) very special and famous and therefore likely to be remembered for a long time;
- 4) the freedom and the right to do whatever you want without asking permission or being afraid of authority;
- 5) to persuade someone or make someone certain;
- 6) members of the American militia during the Revolutionary War who were ready to fight at short notice;
- 7) the ability to continue trying to do something, although it is very difficult;
- 8) a situation or an experience that limits someone’s freedom;
- 9) a wide piece of cloth with a message on it, often stretched between two poles;
- 10) printed, drawn, or decorated in a very noticeable way.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. How many rallying cries did the American Revolution give rise to?
2. Which one had the most significant impact?
3. When did the phrase “Liberty or Death” first appear?
4. Did Patrick Henry conclude the address with the immortal line “I know not what course others may take; but as for me, give me liberty or give me death!”?
5. Why did several Confederate units place this phrase on their flags?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Слава Україні – Героям Слава!

<https://www.dw.com>



Українські історики зазначають, що вітання «Слава Україні» з різними варіантами відповідей відноситься ще до доби Української революції 1917-21 років: ним послуговувалися «чорні запорожці» та «холодноярівці». У Медведівці на Черкащині навіть встановлено пам'ятний знак на честь першого вживання цього гасла ще у 1919 році.

Найчастіше вказують на книгу Юрія Горліс-Горського «Холодний Яр», де теж згадується таке вітання. Хоча не всі дослідники вважають це джерело надійним, адже книга вийшла у 1934 р. і є романом, а не науковою працею.

Однак достеменно відомо, що вітання закріпилося у 1930-х. «ОУН з 1934 року використовувала вітання «Слава Україні!» - «Вождеві слава!», - розповів історик Олександр Зайцев з Українського католицького університету у Львові. «Є свідчення, що під час судового процесу над Степаном Бандерою в 1936 р. його прибічники супроводжували вигуки «Слава Україні!» викиданням руки, як у фашистському салюті. Можливо, це й дало привід для таких аналогій. Після розколу ОУН 1940 р. бандерівці замінили це вітання на «Слава Україні!» - «Героям слава!», а мельниківці деякий час зберігали відповідь «Вождеві слава!». Саме в бандерівській формі вітання набуло популярності.

Тоді ж воно вкоренилося й у масовій свідомості, культурі та фольклорі: серед іншого на агітаційному плакаті Ніла Хасевича, а також у повстанській пісні «Ой у лісі, на полянці».

По війні гасло продовжило життя в еміграції. У Радянській Україні його забороняли та приписували «українським буржуазним націоналістам», яких тодішня пропаганда в кіно, пресі, сатиричних журналах десятиліттями зображала винятково негативно. Та уже після проголошення незалежності гасло отримало нове політичне життя завдяки поверненню в Україну провідної діячки ОУН(б) Слави Стецько.

Заснований пані Славою, як називали її соратники за життя, Конгрес українських націоналістів (КУН) взяв це вітання за офіційне. З плином років гасло «Слава Україні!» вийшло за межі націоналістичного середовища і органічно утвердилося у суспільно-політичному лексиконі незалежної України, а після Євромайдану та війни на Донбасі набуло особливого поширення і значення: його чути на передовій, на концертах та мітингах тощо.

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Az égieket hívták segítségül a középkori harcosok

2011. augusztus 24. 09:03

[https://mult-kor.hu/20110824\\_az\\_egieket\\_hivtak\\_segitsegu\\_a\\_kozepkori\\_harcosok](https://mult-kor.hu/20110824_az_egieket_hivtak_segitsegu_a_kozepkori_harcosok)

A középkori történetírók a csaták leírásánál gyakran számolnak be különféle kiáltásokról, amelyek a katonák lelkének erősítését és a csapathoz való tartozás érzését szolgálták.



A harci kiáltások kettős célt szolgálhattak: egyrészt ezzel próbálták az ellenfélben rémületet kelteni, másrészt saját félelmüket is leplezték. Arra is van példa, hogy a vitézek egy meghatározott szót kiáltottak ütemesen, ami alkalmas volt a csapat összefogására. Ez különösen lényeges volt abban az esetben, ha különböző nyelvet beszélő harcosok küldöttek ugyanazon az oldalon. A közösen használt szó jelszóként is funkcionált, képes volt arra, hogy elkülönüljenek az ellenségtől.

Már a Biblia is megörökítette a csatakiáltást, a Bírak könyvében Gedeon katonái *Az Úrért, és Gedeonért!* kiáltással támadták meg a mídiániták táborát.

A *Kyrie eleison* lélekerősítő szavait a kereszténnyé vált magyarok is átvették.

A keresztes vitézeknek is megvolt a maguk csatakiáltása, Boemund nem véletlenül kérdezte izgatottan, amikor hírül vette a keresztesek elindulását, hogy milyen jelet viselnek, és mi a jelszavuk. Azt a választ kapta, hogy Krisztus jelét viselik ruhájuk jobb vállán vagy a két válluk között, a csatában pedig egy torokból kiáltják: *Deus lo vult!* (Isten akarja!).

A tisztán vallásos jellegű csatakiáltások mellett olyan jelszavakat is használtak, amelyek egy szűkebb közösséghez, kolostorhoz, országhoz való tartozást is kifejeztek.

A középkori Magyarországon László király volt az a harcos szent, akit a csatákban segítségül hívtak. fogoly szerint. Az 1479-es kenyérmezei ütközetben a magyarok az *"Isten és Szent László nevében!"* mondatot használták a támadás idején. Peter Suchenwirt költő pedig arról számolt be, hogy a *"Hurta, Hurta Ungerlant"* - Hurrá, hurrá Magyarország kiáltással vonultak harcba Nagy Lajos király vitézei.

## COMPREHENSION TEST

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

- 1 ..... Mexican General Santa Anna besieged Colonel William B. Travis and some 200 Texas independence fighters at a former Franciscan mission known as the Alamo.
  - a) On February 23, 1636,
  - b) On February 23, 1736,
  - c) On February 23, 1836,
  - d) On February 23, 1936,
2. General Sam Houston and others used the rallying cry ..... to whet their troops' appetite for vengeance, and in April 1836, the Texans routed a superior Mexican army and captured Santa Anna at the Battle of San Jacinto.
  - a) "Remember the Alvarado"
  - b) "Remember the Alamo"
  - c) "Remember the Bryson"
  - d) "Remember the Garland"
3. Later recordings of elderly Southern veterans seem to indicate that "The Rebel Yell" was a shrill yelp that resembled ..... , though it may have varied from unit to unit.
  - a) the call of a wolf
  - b) the call of a lion
  - c) the call of a hyena
  - d) the call of a coyote
4. The banshee scream was the Confederacy's calling card for most of the war, but its sound has long been .....
  - a) the subject of debate
  - b) the subject of unity
  - c) the subject of respect
  - d) the subject of worship
5. When they marched toward their enemies in their organized phalanx formations, Ancient Greek troops typically belted out battle hymns, or "paeans," designed to invoke ..... and help calm their nerves.
  - a) the god Apollo
  - b) the god Artemis
  - c) the god Demeter
  - d) the god Dionysus
6. The ancient writer Pindar even addressed them in a 5th century B.C. poem. "Hear me, Alala," he wrote, " ..... , prelude of the spears, you to whom men fall as offerings for their homeland in death's holy sacrifice."
  - a) daughter of Apollo
  - b) daughter of Artemis
  - c) daughter of Demeter
  - d) daughter of Ares
7. In the summer of 1942, German forces closed in on the Soviet city of Stalingrad, an industrial hub nestled along the banks of .....
  - a) the Neva River
  - b) the Volga River
  - c) the Kama River
  - d) the Don River
8. The famous ..... battle cry was later inscribed on a monument to the defenders of Stalingrad.
  - a) "no land beyond the Neva"
  - b) "no land beyond the Don"
  - c) "no land beyond the Volga"
  - d) "no land beyond the Kama"

9. The ancient Roman legions usually marched in silence to maintain order in their ranks, but once they encountered the enemy, their lines would erupt with intimidating war cries that some described as resembling the sound of a ..... .
- stampeding elephant
  - stampeding camel
  - stampeding rhino
  - stampeding bison
10. The late-Roman army was particularly fond of the .....a guttural cry that had been borrowed from Germanic warriors, many of whom had joined their ranks.
- “Marritus,”
  - “Darritus,”
  - “Barritus,”
  - “Warritus,”
- 11 ..... launched the Crusades after he gave a speech urging European Christians to undertake a spiritual quest to seize the Holy Lands from Muslim control.
- In 1095, Pope Urban II
  - In 1195, Pope Urban III
  - In 1295, Pope Urban IV
  - In 1395, Pope Urban V
12. Upon hearing his address, many in the crowd are said to have hollered “Deus hoc vult!” ..... to show their support.
- (“God with us! ”)
  - (“God supports us!”)
  - (“God watches us!”)
  - (“God wills it!”)
13. “Banzai” is best known as a ..... , but it was originally a generic cheer uttered by both soldiers and civilians alike.
- Indian war cry
  - Japanese war cry
  - Australian war cry
  - Chinese war cry
14. The word “Banzai” literally means ..... and it has long been used in Japan to indicate joy or a wish for long life.
- “a hundred years,”
  - “ten hundred years,”
  - “a thousand years,”
  - “ten thousand years,”
15. The phrase “Liberty or .....” first appeared in a March 1775 address by Patrick Henry, which concluded with the immortal line, “I know not what course others may take; but as for me, give me liberty or give me .....!”
- Death ..... death
  - Freedom ..... freedom
  - Independence ..... independence
  - Power ..... power
16. Henry’s speech convinced the Second Virginia Convention to raise militias, and his words immediately became a battle cry among colonial minutemen, who considered them a symbol of their determination to shake off the yoke of ..... .
- Spanish rule
  - British rule
  - French rule
  - German rule

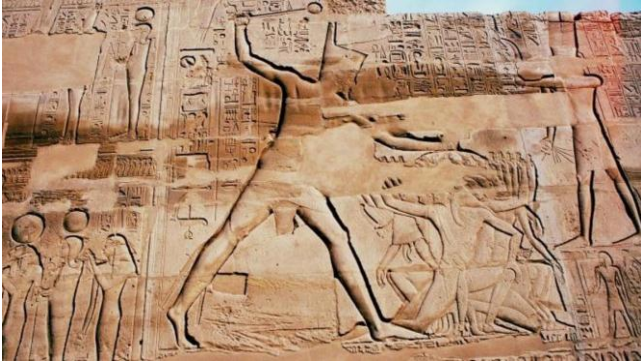


## UNIT 5

### 7 Brutal Sieges

<https://www.history.com/news/7-brutal-sieges>

#### 1. Siege of Megiddo



*Egyptian relief in Karnak depicting Thutmose III's victory at Megiddo.*

#### I. Read the text. Match the words from the text with the definitions below.

One of the first recorded military engagements in history, the Battle of Megiddo also resulted in a grueling, months-long siege. The standoff came in the 15th century B.C., when the Egyptian Pharaoh Thutmose III led his forces into modern day Palestine to quell a rebellion by a coalition of Mesopotamian city-states. According to Egyptian military histories, the two armies faced off outside the city of Megiddo in a bloody clash of infantrymen and charioteers, with the pharaoh himself supposedly fighting on the front lines. But while the Egyptians routed the coalition forces, they wasted time looting an enemy encampment and allowed the Asiatic army to fall back to the safety of the city's fortifications.

Undeterred, Thutmose set up siege lines and cut off all traffic in and out of the city. The stranglehold lasted for seven brutal months until—reeling from starvation and disease—the town's leaders sent out their young sons and daughters to beg for peace. Having pacified the surrounding region, Thutmose spared Megiddo in exchange for a vow of loyalty from the city's survivors.

- 1) the surrounding of a place by an armed force in order to defeat those defending it;
- 2) a situation in which agreement in an argument does not seem possible;
- 3) to stop something, especially by using force;
- 4) violent action organized by a group of people who are trying to change the political system in their country;
- 5) a group formed of different organizations or people who agree to act together, usually temporarily, to achieve something;
- 6) a group of tents or temporary shelters put in one place;
- 7) still continuing to do something or enthusiastic about doing it despite a bad situation;
- 8) a position of complete control that prevents something from developing;
- 9) to be confused or shocked by a situation;
- 10) a serious promise.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

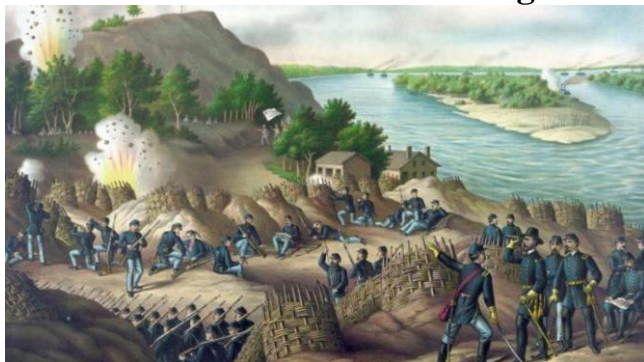
1. What did one of the first recorded military engagements in history, the Battle of Megiddo result in?
2. Why did the Egyptian Pharaoh Thutmose III lead his forces into modern day Palestine in the 15th century B.C.?

3. Where did the two armies face off in a bloody clash of infantrymen and charioteers, with the pharaoh himself supposedly fighting on the front lines?
4. Did Thutmose set up siege lines and cut off all traffic in and out of the city?
5. Who spared Megiddo in exchange for a vow of loyalty from the city's survivors?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **2. Siege of Vicksburg**



#### **I. Read the text. Match the words from the text with the definitions below.**

Along with the Battle of Gettysburg, the Siege of Vicksburg stands as one of the major turning points in the Civil War. The deadlock began in May 1863, when Union General Ulysses S. Grant trapped Confederate forces under John C. Pemberton within the town of Vicksburg, Mississippi. After probing the Confederate lines in a pair of unsuccessful assaults, Grant reluctantly ordered his men to dig trenches and lay siege to the city.

Desperate to avoid the carnage, many of the city's civilians were forced to take refuge in a network of clay caves that became known as the "Prairie Dog Village." In an effort to break the standoff, Grant's forces eventually dug a tunnel and detonated mines under the city's fortifications. While the outnumbered Southerners managed to hold their lines and seal the breach, their victory proved short-lived. Without reinforcements and with only meager supplies, Pemberton finally capitulated on July 4. With the fall of Vicksburg, Union forces took full control of the Mississippi River, effectively splitting the Confederacy in half for the rest of the war.

- 1) a state or situation in which agreement in an argument cannot be reached because neither side will change its demands or accept the demands of the other side;
- 2) to prevent someone from escaping from somewhere, especially a dangerous place;
- 3) to try to find weaknesses, for example by attacking the enemies in specific areas using a small number of troops;
- 4) slowly and unwillingly;
- 5) the violent killing of large numbers of people, especially in war;
- 6) to (cause something to) explode;
- 7) an opening in a wall or fence or in a line of military defense;
- 8) soldiers sent to join an army to make it stronger;
- 9) (of amounts or numbers) very small or not enough;
- 10) to accept military defeat.

#### **II. Make sentences with these words.**



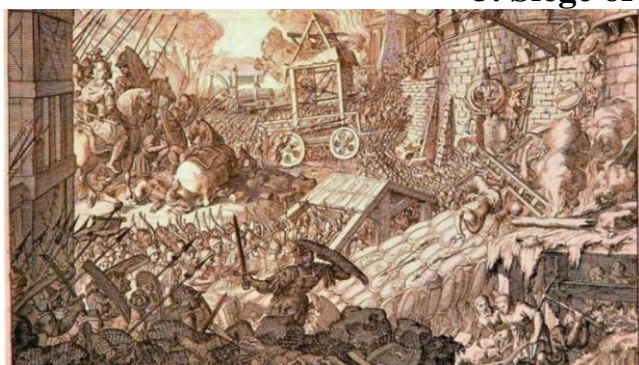
### III. Read the text again and answer the questions.

1. What battle does the Siege of Vicksburg stand along with as one of the major turning points in the Civil War?
2. When did Union General Ulysses S. Grant trap Confederate forces under John C. Pemberton within the town of Vicksburg, Mississippi?
3. What did Grant reluctantly order his men to do after probing the Confederate lines in a pair of unsuccessful assaults?
4. Where were many of the city's civilians forced to take refuge in?
5. Did the Union forces take full control of the Mississippi River?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 3. Siege of Tyre



Getty Images

### I. Read the text. Match the words from the text with the definitions below.

In 332 B.C., the famed Greek conqueror Alexander the Great set his sights on the ancient city of Tyre, a Mediterranean island located a half-mile off the coast of Lebanon. While Alexander's 35,000-strong army dwarfed the Tyrian military, the city had a strong navy and enough supplies to weather a long standoff. More importantly, the island boasted fortified walls that supposedly stood 150 feet high.

Unable to get close enough to take the city by traditional means, the Greeks chose to lay siege to the island. In one of history's most audacious examples of military engineering, Alexander then ordered his men to use timber and stone to build a causeway connecting the island to the mainland. Once this artificial land bridge had gotten close enough to Tyre, his men were able to set up siege engines and bombard the city walls. After a seven-month standoff, the Greek forces finally breached the fortifications and took the island in a brutal onslaught. Amazingly, Alexander's makeshift causeway later collected sand and silt, permanently changing the island of Tyre into a peninsula.

- 1) someone who has conquered a country or its people;
- 2) to make something seem small by comparison;
- 3) the part of a country's armed forces that is trained to operate at sea;
- 4) to have or own something to be proud of;
- 5) showing great courage or confidence in a way that is impressive or slightly shocking;
- 6) wood used for building or making things;
- 7) a raised road, esp. across water;
- 8) a very powerful attack;
- 9) temporary and of low quality, but used because of a sudden need;
- 10) sand or soil that is carried along by flowing water and then dropped, especially at a bend in a river or at a river's opening.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did the famed Greek conqueror Alexander the Great set his sights on the ancient city of Tyre?
2. Where was a Tyre, a Mediterranean island located?
3. Were the city's fortified walls 150 or 250 feet high?
4. What did Alexander order his men to do?
5. How did Alexander's makeshift causeway later change the island of Tyre into a peninsula?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. Siege of Candia



17th century map of Candia (Credit: Getty Images)

### I. Read the text. Match the words from the text with the definitions below.

This two-decade siege began in the 17th century, when a band of the Knights of Malta raided a fleet of Ottoman ships and fled to the Venetian-controlled city of Candia, located on the island of Crete. The Venetians and the Ottomans were already locked in a precarious political situation, and the robbery provided the spark for an all-out war. By 1645, an army of 60,000 Turks had landed on Crete and begun ravaging the countryside. After conquering most of the island, the Ottomans descended on the metropolis of Candia in 1648 and set up an elaborate network of siege lines.

Despite launching repeated assaults and bombardments, the Turks were unable to strike a decisive blow. The citizens of Candia—many of whom spent their whole lives under the blockade—always managed to drive back the Ottoman army and seal the breach before their fortress could be compromised. A French fleet arrived in 1669 to reinforce the city and help lift the siege, but quickly withdrew after its flagship was destroyed in battle. With Candia in ruins and only a few thousand troops left, the defenders finally surrendered shortly thereafter. By the time the blockade finally lifted in September 1669, the city had been under siege for an astonishing 21 years and four months.

- 1) (in the past) a man of high social position trained to fight as a soldier on a horse;
- 2) to make a sudden military attack on a place;
- 3) one which may very easily or quickly become worse;
- 4) the crime of stealing from somewhere or someone;
- 5) a first small event or problem that causes a much worse situation to develop;
- 6) to cause great damage to something;
- 7) to go or come down;
- 8) containing a lot of connected parts or many complicated details;

9) to stop fighting and admit defeat;

10) the situation in which a country or place is surrounded by soldiers or ships to stop people or goods from going in or out.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. When did a band of the Knights of Malta raid a fleet of Ottoman ships?
2. What did they do after that?
3. When did an army of 60,000 Turks land on Crete?
4. Despite launching repeated assaults and bombardments, the Turks weren't able to strike a decisive blow, were they?
5. How long had the city been under siege by the time the blockade finally lifted in September 1669?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 5. Siege of Carthage



## I. Read the text. Match the words from the text with the definitions below.

This grisly standoff came as part of the Third Punic War, the last in a series of notoriously violent clashes between the ancient Romans and the Phoenician city of Carthage. In 149 B.C., a Roman army led by Scipio Aemilianus arrived in North Africa intent on destroying Carthage once and for all. Met by 60-foot walls, the Romans cordoned off the city, set up camp and laid siege.

The Carthaginians had prepared for the invasion by turning most of their city into an armory and enlisting slaves and civilians into the military. According to the ancient historian Appian, the women of Carthage even cut off their hair so it could be used as rope for makeshift catapults. Faced with this level of resistance, the Romans were held at bay for three long years. When they finally breached the walls in 146 B.C., Scipio's forces had to fight their way through the city streets for six days and nights before defeating the Carthaginian resistance. By the time the battle had ended, the 700-year old city of Carthage lay in ruins and its remaining 50,000 inhabitants had been sold into slavery.

- 1) a collision or conflict;
- 2) eager and determined to do something;
- 3) to prevent people from entering or leaving a city, usually by forming a line or ring;
- 4) to create or arrange something;
- 5) a place where weapons and other military equipment are stored;
- 6) to join the armed forces;
- 7) a strong, thick cord made of twisted fibers;

- 8) a device that can throw objects at a high speed;
- 9) a part of the coast where the land curves in so that the sea is surrounded by land on three sides;
- 10) to make an opening in a wall or fence, especially in order to attack someone or something behind it.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. When did a Roman army led by Scipio Aemilianus arrive in North Africa?
2. What was the aim of their arrival?
3. Why did the women of Carthage even cut off their hair?
4. How long did Scipio's forces have to fight their way through the city streets?
5. How many inhabitants remained alive by the time the battle had ended?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. Siege of Leningrad



*Russian exhibit depicting Siege of Leningrad. (Credit: Getty Images)*

## I. Read the text. Match the words from the text with the definitions below.

World War II's Siege of Leningrad stands as a chilling reminder of the toll a military blockade can take on a civilian population. German forces first reached the city in 1941 as part of Operation Barbarossa, a massive surprise attack on the Soviet Union. Eager to avoid the carnage of urban warfare, the Nazis made no serious attempts to take Leningrad by force. Instead, Adolf Hitler opted for a brutal alternative—laying siege and starving the city into submission.

The 3 million inhabitants of Leningrad had been caught unprepared, and lacked sufficient supplies for a prolonged standoff. In addition to daily bombardments by the Luftwaffe, they were soon forced to contend with extreme hunger, freezing temperatures and disease. People ate everything from wallpaper paste to shoe leather to supplement their meager bread rations, and some even resorted to cannibalism. Despite these horrific circumstances, the citizens of Leningrad managed to endure life under siege for 872 days from September 1941 until January 1944. Even in victory, the siege proved tragic: By the time the city was finally freed by the Red Army, an estimated 1 million Soviets—most of them civilians—had perished.

- 1) making you feel frightened, especially because it is cruel, violent, or dangerous;
- 2) something that makes you notice, remember, or think about something;
- 3) a very bad effect that something has on something or someone over a long period of time;
- 4) when a lot of people are killed and injured, especially in a war;

- 5) the state of being completely controlled by a person or group, and accepting that you have to obey them;
- 6) to have to deal with something difficult or unpleasant;
- 7) animal skin treated in order to preserve it, and used to make shoes, bags, clothes, equipment, etc.;
- 8) to add something to something to make it larger or better;
- 9) the practice of a person who eats human flesh, or the behaviour of an animal that eats others of its own type;
- 10) to die, especially in a terrible or sudden way.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What do you know about World War II's Siege of Leningrad?
2. When did German forces first reach Leningrad?
3. Were the 3 million inhabitants of Leningrad unprepared for such a long siege?
4. What did people eat?
5. Were there any cases of cannibalism?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. The Great Siege of Gibraltar



### I. Read the text. Match the words from the text with the definitions below.

At the same time that it was embroiled in combat with American colonists during the Revolutionary War, Great Britain was also locked in one of the great sieges in European history. The standoff began in 1779, after Spain and France officially entered the Revolution on the side of the Continentals. Eager to strike a blow against England, the two nations soon joined forces in an attempt to reclaim Gibraltar, a small, rocky outcropping on the Iberian Peninsula that played a key role in British naval operations in the Mediterranean.

In June 1779 a fleet of French and Spanish ships blockaded Gibraltar from the sea, while a large infantry force constructed redoubts and other fortifications on land. The two nations hoped they could force Gibraltar's small garrison of 5,000 troops into a war of attrition, but their siege lines ultimately proved no match for the British Navy, which ran the blockade twice—first in 1780 and then again in 1781. In between these vital resupply operations, the defenders of Gibraltar kept the besiegers at bay with sharpshooters, cannon fire and surprise nighttime attacks. Realizing they could not starve out the garrison, the French and Spanish launched a massive offensive in September 1782, only to be thwarted by the British artillery's use of "red-hot shot"—heated cannonballs that set fire to whole ships and batteries. Defeated, the French and Spanish finally lifted their blockade in February 1783. By that time, the British forces on Gibraltar had been under siege for three years and seven months.



- 1) to cause someone to become involved in an argument or a difficult situation;
- 2) a hard hit with the hand or a weapon;
- 3) to take back something that was yours;
- 4) a rock or group of rocks above the surface of the ground;
- 5) a small hidden place, for example where soldiers hide themselves when they are fighting;
- 6) the process of gradually destroying your enemy or making them weak by attacking them continuously;
- 7) someone who is very skilful at hitting what they aim at when shooting a gun;
- 8) to prevent someone from doing what they are trying to do;
- 9) a heavy iron ball fired from a cannon;
- 10) several large guns used together.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. When did Spain and France officially enter the Revolution?
2. Why did the two nations soon join forces?
3. Why was Gibraltar, a small, rocky outcropping on the Iberian Peninsula, so important?
4. When did a fleet of French and Spanish ships blockade Gibraltar from the sea?
5. How did the defenders of Gibraltar manage to keep the besiegers at bay?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Чотири облоги давнього Львова



Серед багатьох історичних досягнень Львів може похвалитися ще й тим, що протягом трьох із половиною століть жоден ворог не міг взяти міста. За цей час Львів пережив більше сотні облог турків, татар, молдаван, козаків і російських військ, коли сили ворогів у десятки, а то й у сотні разів переважали сили захисників, але все ж нападники не змогли здобути королівського міста.

Одна з перших відомих львівських облог сталася 1286 р. Татарський хан Телебуга оточив місто і вислав до Львова на перемовини про здачу міста своїх послів. Як розповідає львівська легенда, перед тим, як показати місто татарським послам, жінки повикочували на вулиці безліч порожніх діжок і поперевертали їх догори дном. Потім повимітали з комор залишки зерна, борошна й крупи, які там ще були, і засипали цими рештками вершечки пустих діжок, аби склалося враження, що вони повні. А ще повипускали із хлівів усю пташину і худобу, яка ще залишилася, і та з вереском бігала вулицями.

Однією з найжорстокіших і найконтроверсійніших облог Львова була перша облога Богдана Хмельницького 1648 р. Ішла визвольна війна українського народу проти панування Речі Посполитої. Польська шляхта щойно зазнала нищівної поразки під Пилявцями. Ущент розбиті поляки тікали на захід, а Хмельницький, захопивши в їхньому обозі величезні багатства, вже мріяв про здобуття Кракова і Варшави. 200 тисяч козаків і їхніх союзників – кримських татар підходили до Львова.

1675 р., через три роки після невдалої облоги міста військом турецького султана Мехмета Четвертого, вкупі з українськими козаками гетьмана Петра Дорошенка велике татарське військо рушило під Львів. Король Ян Третій Собеський поспішив зі своїм військом до Львова. За свідченням англійського історика Коннора і французького Сальванді, неподалік Знесіння на Лисеницьких полях відбулася така блискавична військова перемога, яка навряд чи була до цього часу відома у світовій історії. Талановитий воєначальник Ян Собеський маючи лиш сім тисяч вояків, ущент розбив майже 50 тисяч добре озброєних татар і турків. Рештки татарського війська з ганьбою втекли додому.

У 1704 р. уперше за багато століть, Львів таки був узятий ворогом. Блискучий військовий стратег двадцятитрирічний шведський король Карл Дванадцятий уgliedів у львівській Босацькій хвiртці так званий мертвий кут, який погано прострілювався з міських укріплень. Шостого вересня 1704 р. серед темної ночі шведи здобули монастир кармелітів босих. Комендант міста Францішек Галецький у цей час солодко спав за кілька десятків метрів від подій у Пороховій вежі. Зачувши галас і постріли, він дав наказ оборонятися, а сам утік на другий кінець міста в Єзуїтський колегіум.

## **VII. Make a presentation based on the information which you find the most interesting.**

## **VIII. Write a summary of the Hungarian text in English.**

### **Így került le a lófarkas lobogó Buda váráról**

2011. szeptember 2. 10:15 MTI

[https://mult-kor.hu/20110902\\_igy\\_kerult\\_le\\_a\\_lofarkas\\_lobogo\\_buda\\_vararol](https://mult-kor.hu/20110902_igy_kerult_le_a_lofarkas_lobogo_buda_vararol)

**1684-ben a Habsburg birodalom, Lengyelország és Velence Szent Liga néven szövetséget hozott létre, majd közösen megkezdték a törökök visszaszorítását Európából, de abban az évben még nem sikerült Buda visszavétele. 1686-ban a szövetségesek ismét az ostrom mellett döntöttek, és szeptember 2-án foglalták vissza a másfél évszázadon át török kézen lévő Budát, Magyarország fővárosát.**

A Magyarországra támadó törökök 1526-ban Mohácsnál döntő győzelmet arattak, a védtelenül maradt budai várat a csata után kifosztották. 1541. augusztus 29-én (a mohácsi csata 15. évfordulóján) a török sereg csellel elfoglalta Budát, amely Budin néven majdnem másfél évszázadra a budai pasalik székhelye lett.



**Koncentrált támadás 1686-ban**



Buda nem csak jelképes értelemben volt az ország kulcsa. A dunai átkelőhely az ország keleti és nyugati fele közti kapcsolatot jelentette, s a víziút jelentőségét sem lehet eléggé értékelni. A Szent Liga Európa minden részéből érkezett 65 ezres serege (ebből 15 ezer volt magyar) 1686. június 18-án ismét megkezdte Buda ostromát, Pest még aznap ellenállás nélkül felszabadult.

Az ostrom első szakaszában, június 24-én a Víziváros a szövetségesek kezére került. Az első roham július 13-án súlyos kudarccal végződött, de nem jártak sikerrel a török kirohanások sem.

Mivel közeledett Szulejmán nagyvezír felmentő serege, Károly herceg július 27-én általános rohamot rendelt el. Esterházy A palota-bástyát és az esztergomi rondellát sikerült elfoglalni, itt egy hajdú kitűzte a magyar zászlót, a rendkívül heves harcokban 5 ezer ostromló és 2500 védő vesztette életét.

Augusztus 8-án megérkeztek a 40 ezres felmentő sereg előhadai, ám a szövetségesek támadása elől Törökbálintra, majd Fehérvárra vonultak vissza. Miután augusztus 30-án jelentős erősítés érkezett, az állandó ágyútűz pedig megrongálta a bástyákat, Lotharingiai Károly rászánta magát a döntő rohamra. A lövegek szeptember 2-án szólaltak meg, ezt követően északról és délről egyszerre kezdődött meg a támadás. Az ostromlók az esztergomi köröndnél és a bécsi kapunál is behatoltak a várba, majd a torlaszokon is áthatolva üldözték az ellenséget. Károly ekkor az értelmetlen öldöklés elkerülése érdekében parancsot adott a harc beszüntetésére. A rommá lőtt várban tűzvész tört ki, estére az ellenállás megszűnt, 3000 török férfi és nő megadta magát. A nagyvezír serege ekkor jelent meg a Kamaraerdőnél, de látva, hogy Buda elveszett, visszaindult Eszékre. Magyarország egykori fővárosa 145 év után felszabadult a török megszállás alól.

## COMPREHENSION TEST

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

1. One of the first recorded military engagements in history, the Battle of Megiddo also resulted in a grueling, months-long siege. The standoff came in the 15th century B.C., when the Egyptian

..... led his forces into modern day Palestine to quell a rebellion by a coalition of Mesopotamian city-states.

- a) Pharaoh Amenhotep III
- b) Pharaoh Tutankhamun
- c) Pharaoh Ramses II
- d) Pharaoh Thutmose III

2. The stranglehold lasted for seven brutal months until—reeling from starvation and disease—the town's leaders sent out ..... to beg for peace.

- a) their wives
- b) their young sons and daughters
- c) their sisters and brothers
- d) their mothers and grandmothers

3. Along with the Battle of Gettysburg, the Siege of Vicksburg stands as one of the major turning points in .....

- a) the World War I
- b) the World War II
- c) the Civil War
- d) the Cold War

4. Desperate to avoid the carnage, many of the city's civilians were forced to take refuge in a network of clay caves that became known as the .....
- "Prairie Dog Village."
  - "Prairie Camel Village."
  - "Desert Dog Village."
  - "Desert Camel Village."
5. In 332 B.C., the famed Greek conqueror Alexander the Great set his sights on the ancient city of Tyre, a Mediterranean island located a half-mile off .....
- the coast of Syria
  - the coast of Cyprus
  - the coast of Israel
  - the coast of Lebanon
6. After ....., the Greek forces finally breached the fortifications and took the island in a brutal onslaught.
- a four-month standoff
  - a five-month standoff
  - a seven-month standoff
  - a six-month standoff
7. By 1645, an army of 60,000 Turks ..... and begun ravaging the countryside. After conquering most of the island, the Ottomans descended on the metropolis of Candia in 1648 and set up an elaborate network of siege lines.
- had landed on Crete
  - had landed on Cyprus
  - had landed on Sicily
  - had landed on Corsica
8. With Candia in ruins and only a few thousand troops left, the defenders finally surrendered shortly thereafter. By the time the blockade finally lifted in September 1669, the city had been under siege for an astonishing .....
- 5 years and four months
  - 10 years and four months
  - 20 years and four months
  - 21 years and four months
9. This grisly standoff came as part of the ....., the last in a series of notoriously violent clashes between the ancient Romans and the Phoenician city of Carthage.
- First Punic War
  - Second Punic War
  - Third Punic War
  - Fourth Punic War
10. In 149 B.C., a Roman army led by Scipio Aemilianus arrived ..... intent on destroying Carthage once and for all.
- in North Africa
  - in South Africa
  - in East Africa
  - in West Africa
11. World War II's Siege of ..... stands as a chilling reminder of the toll a military blockade can take on a civilian population
- Sevastopol
  - Leningrad
  - Novgorod
  - Vologda

12. The ..... of Leningrad had been caught unprepared, and lacked sufficient supplies for a prolonged standoff.
- a) 1 million inhabitants
  - b) 2 million inhabitants
  - c) 3 million inhabitants
  - d) 4 million inhabitants
13. At the same time that it was embroiled in combat with American colonists during the Revolutionary War, ..... was also locked in one of the great sieges in European history.
- a) Great Britain
  - b) Germany
  - c) Spain
  - d) France
14. In June 1779 a fleet of ..... blockaded Gibraltar from the sea, while a large infantry force constructed redoubts and other fortifications on land.
- a) French and Spanish ships
  - b) British and Spanish ships
  - c) French and German ships
  - d) American and Spanish ship

## UNIT 6

### 6 Wars Fought for Ridiculous Reasons

<https://www.history.com/news/6-wars-fought-for-ridiculous-reasons>

#### 1. The Pig War



*George Pickett—leader of American forces during the Pig War. (Credit: Getty Images)*

#### **I. Read the text. Match the words from the text with the definitions below.**

The aptly named Pig War nearly saw an argument over a slaughtered swine lead to a full-scale conflict between the United States and Great Britain. The controversy began in 1859 on San Juan Island, a chunk of land located between the mainland United States and Vancouver Island. At the time, the island was home to American settlers and British employees of the Hudson's Bay Company, and both parties had laid claim to its fertile soil. The first and only shots of the Pig War came on June 15, 1859, when an American farmer named Lyman Cutlar gunned down a British-owned black boar after he discovered the animal rooting through his potato patch. The ensuing argument over the dead hog increased tensions between the two groups of settlers, and Cutlar was eventually threatened with arrest.

After the Americans reported the incident to the military, the U.S. Army dispatched Captain George Pickett—later a Confederate general during the Civil War—to San Juan with a small complement of troops. Pickett upped the ante by declaring the whole island U.S. property, and the British responded by sending a fleet of heavily armed naval vessels to the coastline. An absurd standoff ensued, and the situation remained on a knife-edge for several agonizing weeks. The two nations would finally negotiate a deal allowing for joint military occupation of San Juan Island in October 1859, ending the Pig War as a bloodless stalemate—save for one unfortunate hog.

- 1) in a way that is suitable or right for a particular situation;
- 2) to kill an animal for meat;
- 3) a part of something, especially a large part;
- 4) the action of firing a gun or another weapon;
- 5) a male pig kept for breeding on a farm, or a type of wild pig;
- 6) happening after something and because of it;
- 7) to send someone or something to a place for a particular purpose;
- 8) to increase the demands or risks in a situation;
- 9) a situation in which agreement in an argument does not seem possible;
- 10) a situation in which neither group involved in an argument can win or get an advantage and no action can be taken.

#### **II. Make sentences with these words.**

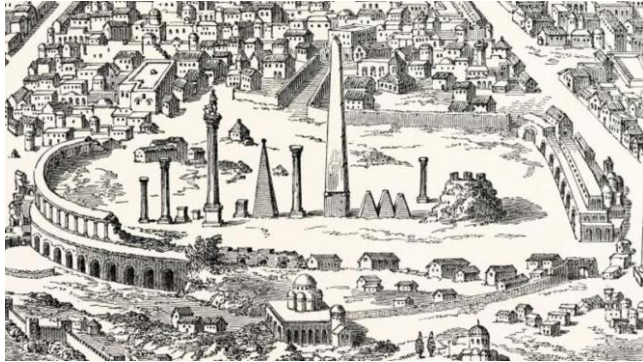
### III. Read the text again and answer the questions.

1. What was the reason of the first and only shots of the Pig War?
2. Where is San Juan Island located?
3. Who was eventually threatened with arrest as the ensuing argument over the dead hog increased tensions between the two groups of settlers?
4. Where did the U.S. Army dispatch Captain George Pickett after the Americans reported the incident to the military?
5. How did Pickett up the ante?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 2. The Nika Riot



*Circus and hippodrome at Constantinople (Credit: Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

In 532 AD, massive mobs flooded the streets of Constantinople, burning large parts of the city and nearly toppling the government of the Emperor Justinian—and all of it in the name of chariot racing. The races held at Constantinople’s hippodrome had soared in popularity during the sixth century, and fans had organized themselves into strict factions. These ancient hooligans acted more like street gangs than sports fans, and the most powerful groups—known as the Blues and the Greens—became notorious for their barbarism.

Conflict erupted in January 532, when Emperor Justinian refused to release two members of the Blues and Greens who had been condemned to death. In a rare instance of unity, the two factions banded together and began to riot. In a few short days, they had burned the headquarters of the city prefect, clashed with imperial guards and even attempted to crown a new emperor. Faced with a full-scale revolution, Justinian finally resolved to put down the rebellion by force. After bribing the Blues to gain their support, the emperor launched a devastating assault on the remaining hooligans. By the end of the attack, the riots had been quelled and some 30,000 members of the mob lay dead around the grounds of the hippodrome.

- 1) a large, angry crowd, especially one that could easily become violent;
- 2) to force a leader or government out of power;
- 3) a two-wheeled vehicle that was used in ancient times for racing and fighting and was pulled by a horse or horses;
- 4) a competition in which all the competitors try to be the fastest and to finish first;
- 5) (in ancient Greece or Rome) an open-air course for horse and chariot races;
- 6) a violent person who fights or causes damage in public places;
- 7) famous for something bad;
- 8) extremely cruel and unpleasant behavior;

- 9) (in some countries) a very important official in the government or the police;
- 10) to try to make someone do something for you by giving them money, presents, or something else that they want.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did the races held at Constantinople's hippodrome soar in popularity?
2. What were the most powerful groups of the ancient hooligans?
3. What did Justinian finally resolve to do?
4. How did the emperor manage to gain the support of the Blues?
5. How many members of the mob lay dead around the grounds of the hippodrome by the end of the attack?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 3. The War of the Stray Dog



*Picture of Petrich incident from French newspaper (Credit: Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

In one of the most bizarre conflicts of the 20th century, a dog inadvertently triggered an international crisis. The incident was the culmination of a long period of hostility between Greece and Bulgaria, which had been at odds since the Second Balkan War in the 1910s. Tensions finally boiled over in October 1925, when a Greek soldier was shot after allegedly crossing the border into Bulgaria while chasing after his runaway dog.

The shooting became a rallying cry for the Greeks, who soon after invaded Bulgaria and occupied several villages. They were even set to commence shelling the city of Petrich when the League of Nations finally intervened and condemned the attack. An international committee later negotiated a ceasefire between the two nations, but not before the misunderstanding had resulted in the deaths of some 50 people.

- 1) a pet that no longer has a home or cannot find its home;
- 2) very strange and unusual;
- 3) inadvertently - in a way that is not intentional;
- 4) trigger - to cause something to start;
- 5) (about a difficult situation or negative emotion) that cannot be controlled any more and people start to argue or fight;
- 6) used when something illegal or wrong is said to have been done, but has not been proved;
- 7) to begin something;
- 8) to become involved in an argument, fight, or other difficult situation in order to change what happens;

- 9) to say very strongly that you do not approve of something or someone, especially because you think it is morally wrong;
- 10) an agreement to stop fighting for a period of time, especially so that a more permanent agreement can be made.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Why did tensions between Greece and Bulgaria finally boil over in October 1925?
2. What event became a rallying cry for the Greeks?
3. Who invaded Bulgaria and occupied several villages?
4. What city were the Greeks even set to commence shelling?
5. How many people died in the war?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 4. The War of Jenkins' Ear



*Painting of the capture of Porto Bello*

### I. Read the text. Match the words from the text with the definitions below.

In 1738, a British mariner named Robert Jenkins displayed a severed, decomposing ear before the members of Parliament. As part of a formal testimony, he claimed that a Spanish coastguard officer had sliced off his ear seven years earlier as punishment for smuggling. Spurred on by this stirring testimony, the British had soon declared war on the kingdom of Spain. Thus began the outlandish “War of Jenkins’ Ear.”

In truth, a clash between the British and Spanish had been in the works since the beginning of the 1700s, and Jenkins’ missing ear merely served as a convenient catalyst. The conflict had its roots in territorial disputes over the border between Spanish Florida and British Georgia, as well as the Spanish of boarding and harassing English vessels like the one captained by Jenkins. Fighting began in late 1739, and continued for two years in Florida and Georgia, with neither side emerging as the clear victor. The conflict later merged with the more expansive War of the Austrian Succession, which would not end until 1748.

- 1) a sailor;
- 2) a formal statement saying that something is true, especially one a witness makes in a court of law;
- 3) something that is done in order to punish someone, or the act of punishing;
- 4) the crime of taking something illegally from one country to another;
- 5) producing strong feelings or excitement in someone;
- 6) strange and unusual;
- 7) a fight or argument between people;



- 8) something or someone that causes an important change or event to happen;
- 9) to combine or join together, or to cause things to do this;
- 10) a number of persons or things coming one after another in time or space; series; sequence.

## II. Make sentences with these words.

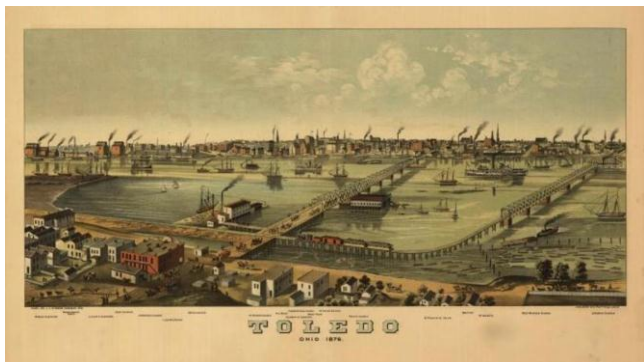
### III. Read the text again and answer the questions.

1. What did Robert Jenkins claim as a part of a formal testimony?
2. How did the outlandish “War of Jenkins’ Ear” begin?
3. Over which territories did the conflict have its roots?
4. How long did the fighting in Florida and Georgia continue ?
5. When did the conflict end?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 5. The Toledo War



*Toledo, Ohio, in the late 1800s (Credit: Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Michigan and Ohio might now be known for their longstanding football rivalry, but the two states once nearly went to war over a border dispute. The argument began in 1803, when the newly formed state of Ohio took ownership of a sliver of land containing the town of Toledo. Michigan territory later disputed Ohio’s claim on this “Toledo strip” in the 1830s, launching a heated debate that teetered on the edge of violence for several weeks.

In what became known as the Toledo War, both sides wrestled for political control of the territory, and both raised militias to defend against a possible invasion by the other. Desperate for Ohio’s valuable electoral votes, President Andrew Jackson finally intervened in 1835, and by 1836 a compromise was sealed. The détente saw Michigan territory relinquish its claim on the Toledo strip in exchange for statehood and a portion of the Upper Peninsula. Many viewed the decision as a grave injustice, but some residents of the disputed region were quick to accept their newfound status as Ohioans. When one woman learned of the decision, she is said to have quipped, “Thank the Lord, I never did like that Michigan weather anyway.”

- 1) a serious and often continuing competition;
- 2) an argument or disagreement, especially an official one between, for example, workers and employers or two countries with a common border;
- 3) a very small, thin piece of something, usually broken off something larger;
- 4) to appear to be about to fall while moving or standing;
- 5) to try to deal with or solve a difficult problem;

- 6) needing or wanting something very much;
- 7) to intentionally become involved in a difficult situation in order to improve it or prevent it from getting worse;
- 8) to make an agreement more certain or to approve it formally;
- 9) an improvement in the relationship between two countries that in the past were not friendly and did not trust each other;
- 10) to give up something such as a responsibility or claim.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What state took ownership of a sliver of land containing the town of Toledo?
2. What did Michigan territory later dispute?
3. When did President Andrew Jackson finally intervene in the argument?
4. Were all the residents of the disputed region quick to accept their newfound status as Ohioans?
5. What did one woman say when she learned of the decision?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. The Pastry War



*Picture of the taking of citadel San Juan de Ulua. (Credit: Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

In 1828, angry mobs destroyed large parts of Mexico City during a military coup. One of the victims of the rioting was an expatriate French pastry chef named Remontel, whose small café was ransacked by looters. Mexican officials ignored his complaints, so Remontel petitioned the French government for compensation. His request remained unnoticed until a decade later, when it came to the attention of King Louis-Philippe. The king was already furious that Mexico had failed to repay millions in loans, and now he demanded them to pay 600,000 pesos to compensate the pastry chef for his losses. When the Mexicans balked at handing over such an astronomical sum, Louis-Philippe did the unexpected: He started a war.

In October 1838, a French fleet arrived in Mexico and blockaded the city of Veracruz. When the Mexicans still refused to pay up, the ships began shelling the San Juan de Ulua citadel. A few minor battles followed, and by December as many as 250 soldiers had been killed. The famous general Santa Anna even came out of retirement to lead the Mexican army against the French, and he lost a leg after he was wounded by grapeshot. Fighting finally ended in March 1839, when the British government helped broker a peace deal. As part of the treaty, the Mexicans were forced to shell out the 600,000 pesos—no doubt a large sum for a pastry shop at the time.

- 1) a sudden illegal, often violent, taking of government power, especially by part of an army;
- 2) someone who does not live in their own country;
- 3) a food made from a mixture of flour, fat, and water, rolled flat and either wrapped around or put over or under other foods, and then baked;
- 4) a skilled and trained cook who works in a hotel or restaurant, especially the most important cook;
- 5) to go through a place, stealing things and causing damage;
- 6) an amount of money that is borrowed, often from a bank, and has to be paid back, usually together with an extra amount of money that you have to pay as a charge for borrowing;
- 7) to be unwilling to do something or to allow something to happen;
- 8) a strong castle in or near a city, where people can shelter from danger, especially during a war;
- 9) to arrange something such as a deal, agreement, etc. between two or more groups or countries;
- 10) to spend a lot of money on something, often when you do not really want to.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. What was Remontel?
2. Why did Remontel petition the French government?
3. What did Louis-Philippe do when the Mexicans balked at handing over such an astronomical sum?
4. Why did the ships begin shelling the San Juan de Ulua citadel?
5. How did the British government manage to help?

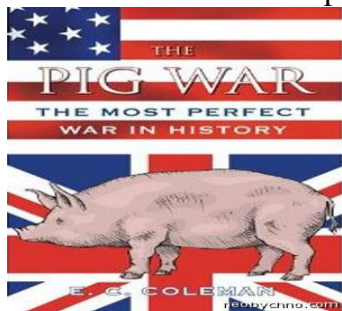
## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Війна через свиню та картоплю

<https://zvidusil.in.ua/svynyacha-viyna/>



Були часи, коли на північноамериканському континенті примудрялися уживатися молоді США, зовсім юна Канада, російські колонії і те, що залишалося від колишньої могутності Сполученого Королівства – так звана Британська Північна Америка (сьогодні вона у складі США і Канади). У 1859 р. американці і англійці вирішили посваритися через острови Сан-Хуан у районі Ванкувера. Вони вважалися нічийними: непорядок чи правда?

5 червня 1859 р. житель спірних островів, американський фермер Лайман Катлер застрелив у своєму городі великого чорного кнура, який нахабно жер його картоплю, причому не вперше. Виявилось, що кабан був власністю якогось Гріффіна – ірландця, який отримав землю від англійців. Катлер запропонував Гріффіну 10 баксів

компенсації, той у відповідь зажадав сто. Тоді Катлер заявив, що взагалі нічого не платитиме, оскільки свиня вторглася на його землю. До цього інциденту обидві сторони конфлікту жили мирно.

Коли британська влада пригрозила заарештувати Катлера, американські поселенці звернулися до своєї влади по військовий захист. Спочатку американці послали на острів 66 солдатів 9-го піхотного полку під командуванням капітана Джорджа Пікетта з наказом не дати висадитися британцям. У свою чергу британці подумали, що нахабні американці вирішили захопити весь острів, і відправили до острова три військові кораблі під командуванням капітана Джеффри Хорнбі. Почалася ескалація, і вже до 10 серпня 1859 р. з лютою неприязню один на одного дивилися 460 американських солдатів з 14 гарматами і 2140 британців зі 167 зброями. Незалежно один від одного обидві сторони вирішили захищатися у разі нападу, але в жодному разі не стріляти першими. Протягом кількох днів британські та американські солдати обмінювалися образами і лайкою, намагаючись спровокувати один одного, показували дупи, але дисципліна взяла своє і пострілів так і не пролунало. Коли новини про військовий конфлікт дійшли до Лондона і Вашингтона, політики були приголомшені тим, що діється у них на периферії. Негайно від обох сторін на острів були відправлені офіційні особи для розрядки вибухонебезпечної ситуації.

У результаті переговорів сторони домовилися зберегти спільну окупацію острова Сан-Хуан до остаточного вирішення питання, але при цьому зменшити контингент солдатів до чисельності, що не перевищує 100 чоловік з кожного боку. Свиня була єдиною жертвою конфлікту, який в цілому виявився безкровним.

## **VII. Make a presentation based on the information which you find the most interesting.**

## **VIII. Write a summary of the Hungarian text in English.**

### **A leghosszabb háború**

<https://mult-kor.hu/10-bizarr-haboru-20141204?pIdx=8>



1986. április 17-én Hollandia 335 éves hadiállapot után békét kötött a Nagy-Britanniához tartozó Scilly-szigetekkel. A világtörténelem valószínűleg leghosszabb háborúja azonban az egyik legkíméletesebb is volt egyben, ugyanis egyes források szerint senki sem hunyt el az összecsapások során.

A háború kitörése az angol polgárháború idejéhez köthető. A Cromwell vezette parlamenti erők már gyakorlatilag egész Angliát uralmuk alá hajtották, a királpártiak pedig a szigetországtól mintegy 45 kilométerre délnyugatra lévő Scilly-szigetekre szorultak vissza. Hollandia, amely függetlenségének kivívásához korábban angol segítséget is kapott, viszonzni kívánta a szívességet, s néhány csatahajót küldött a mindössze 16 négyzetkilométer területű szigetsoporthoz. A királpárti hajók rajtaütései és kalózkodása azonban jelentős veszteségeket okoztak a holland flottának, amelynek admirálisa jóvátételt követelt.

Miután nem kapott kielégítő választ a szigetektől, a bosszús admirális 1651-ben jogilag igencsak megkérdőjelezhető hadüzenetet küldött a királpártiak uralta 140 szigetnek (tehát nem egész Angliának, csak egy országrésznek). Néhány hónap elteltével Cromwell hadserege elfoglalta a szigetet, s a hadiállapotról elfeledkeztek.

Az elkövetkező századokban a sziget lakói között legendaként élt tovább a Hollandia ellen "folyó" háború, míg 1985-ben egy helyi történész, valamint a helyi tanács úgy döntött, végére jár a történetnek. Megkeresték a holland nagykövetséget Londonban, ahol megerősítették, hogy formálisan valóban hadban állnak a szigetekkel.

Az ünnepélyes békekötésre 1986 áprilisában került sor, amikor a holland nagykövet személyesen érkezett a szigetekre, s a lakók végre fellelegezhettek: ezt követően nem kellett tartaniuk egy esetleges meglepetésszerű holland támadástól.

## COMPREHENSION TEST

**Choose the correct variant a, b, c, or d.**

1. The aptly named Pig War nearly saw an argument over a slaughtered swine lead to a full-scale conflict between .....
  - a) the United States and Germany
  - b) Great Britain and France
  - c) Great Britain and Austria
  - d) the United States and Great Britain.
2. The two nations would finally negotiate a deal allowing for joint military occupation of San Juan Island in October 1859, ending ..... as a bloodless stalemate—save for one unfortunate hog.
  - a) the Wolf War
  - b) the Lion War
  - c) the Pig War
  - d) the Deer War
3. In 532 AD, massive mobs flooded the streets of Constantinople, burning large parts of the city and nearly toppling the government of the Emperor Justinian—and all of it .....
  - a) in the name of the victory of the emperor.
  - b) in the name of chariot racing.
  - c) in the name of horse racing.
  - d) in the name of car racing.
4. Conflict erupted in January 532, when Emperor Justinian refused to release two members of ..... who had been condemned to death.
  - a) the Reds and Greens
  - b) the Blues and Reds
  - c) the Browns and Blacks
  - d) the Blues and Greens
5. In one of the most bizarre conflicts of the 20th century, ..... inadvertently triggered an international crisis.
  - a) a dog
  - b) a cat
  - c) a bird
  - d) a fox
6. The Greeks were even set to commence shelling the city of Petrich when ..... finally intervened and condemned the attack.
  - a) the League of Nations
  - b) the NATO
  - c) the UNO
  - d) the WTO

7. In 1738, a British mariner named Robert Jenkins displayed a severed, decomposing ..... before the members of Parliament.
- a) ear
  - b) nose
  - c) hand
  - d) foot
8. In truth, a clash between the British and Spanish had been in the works since the beginning of the .....
- a) 1400s.
  - b) 1500s.
  - c) 1600s.
  - d) 1700s.
9. Michigan and Ohio might now be known their longstanding football rivalry, but the two states once nearly went to war .....
- a) over a trade agreement
  - b) over a border dispute
  - c) over a police dispute
  - d) over a religious dispute
10. In what became known as the Toledo War, both sides wrestled ..... of the territory.
- a) for economic control
  - b) for economic domination
  - c) for political control
  - d) for political domination
11. In 1828, angry mobs destroyed large parts of Mexico City .....
- a) during a military coup.
  - b) during a riot.
  - c) during a demonstration.
  - d) during a strike.
12. In October 1838, a French fleet arrived in Mexico and blockaded the city of .....
- a) Guadalajara
  - b) San Luis Potosí
  - c) Guadalupe
  - d) Veracruz

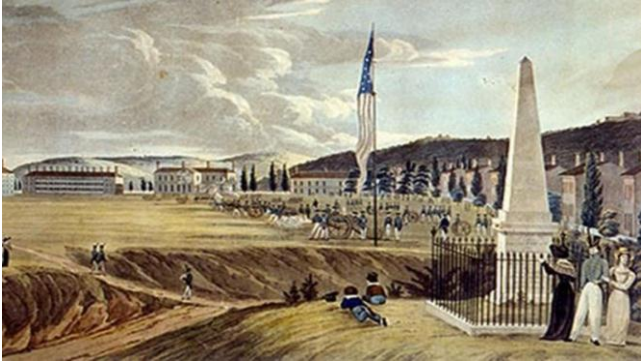


## UNIT 7

### 6 Unusual Riots

<https://www.history.com/news/6-unusual-riots>

#### 1. The West Point Egnog Riot



#### I. Read the text. Match the words from the text with the definitions below.

The “Egnog Riot” of 1826 might be history’s most extreme example of a holiday party gone wrong. The hubbub began on Christmas Eve, when cadets at the United States Military Academy at West Point gathered for their traditional end of the year soiree. West Point had instituted a ban on alcohol earlier that year, but a few cadets—including future president of the Confederacy Jefferson Davis—smuggled in several gallons of spirits and mixed up a batch of potent eggnog. By 4 a.m., their carousing had grown loud enough to draw attention. When faculty members tried to snuff out the party, the school’s North Barracks erupted into chaos. Around 90 inebriated cadets ignored orders and began breaking windows, smashing furniture and even threatening their superiors with swords. One reveler beat a barracks monitor with a log, and another shot at a faculty member with a pistol as the man tried to break open a barricaded door. It took until dawn before the drunken cadets finally came to their senses. By then, many had more than a hangover to worry about. Nineteen rioters were charged for their role in the disturbance, and 12 were expelled. Jefferson Davis managed to dodge a court martial, but only because he’d been ordered to his room and passed out before things got out of hand.

- 1) a drink made from milk, sugar, and eggs, often mixed with alcohol such as brandy or rum;
- 2) a mixture of continuing noises producing a feeling of busy activity or confused excitement;
- 3) a formal or fashionable evening party;
- 4) an official order that prevents someone doing something, or something from happening;
- 5) to cause something to end suddenly;
- 6) having drunk too much alcohol;
- 7) someone who dances, drinks, sings, etc. at a party or in public, especially in a noisy way;
- 8) a small gun that is held in and fired from one hand;
- 9) to force someone to leave a school, organization, or country;
- 10) to avoid something unpleasant.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. When did the the “Egnog Riot” begin?
2. What ban did West Point institute earlier that year?
3. What did a few cadets-including future president of the Confederacy Jefferson Davis-smuggle and bring to West Point?



4. What did around 90 inebriated cadets do?
5. How were the rioters punished?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **2. The Rite of Spring Riot**



*Igor Stravinsky*

#### **I. Read the text. Match the words from the text with the definitions below.**

It's hard to imagine classical music leading to violence, but that's precisely what happened on May 29, 1913, when composer Igor Stravinsky's avant-garde ballet "The Rite of Spring" debuted at the Théâtre des Champs-Élysées in Paris. Eyewitness accounts differ, but most suggest the uproar began shortly after the curtain rose and the piece's first notes rang out. Audience members hissed and jeered at the performers, and some hurled objects at the stage. As the orchestra struggled to continue playing over the din, fights broke out between rival factions of spectators. One of the musicians would later write, "Many a gentleman's shiny top hat or soft fedora was pulled down by an opponent over his eyes and ears, and canes were brandished like menacing implements of combat." According to some accounts, the scuffles eventually poured out onto the streets, and one man challenged another to a duel before the police arrived and made arrests. It's still not entirely clear what triggered the melee. Some argue the crowd was simply jarred by the dissonant sounds and unusual dance choreography, but others suggest the disturbance was pre-planned by enemies of Stravinsky and ballet choreographer Vaslav Nijinsky.

- 1) to perform or appear in public, or to be shown or introduced to the public, for the first time;
- 2) a person who was present at an event and can therefore describe it;
- 3) a lot of shouting and noise because people are very angry or upset about something;
- 4) to express disapproval or dislike of something or somebody by making long loud 's' sounds;
- 5) throw something violently and with a lot of force;
- 6) a loud, unpleasant confused noise that lasts for a long time;
- 7) a man's hat, like a trilby but with a wider brim;
- 8) a short fight that is not very violent;
- 9) to disagree or seem wrong or unsuitable;
- 10) someone who invents the movements for a ballet or other dance and tells the dancers how to perform them.

#### **II. Make sentences with these words.**

### III. Read the text again and answer the questions.

1. What happened when composer Igor Stravinsky's avant-garde ballet "The Rite of Spring" debuted at the Théâtre des Champs-Élysées in Paris?
2. What did audience members do?
3. What happened after the performance?
4. Did the audience enjoy the dissonant sounds and unusual dance choreography?
5. Who was the disturbance pre-planned by?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 3. The Jerusalem Mooning Riot



*Looting of the Temple in Jerusalem*

### I. Read the text. Match the words from the text with the definitions below.

In his famous work, "The Jewish War," the ancient chronicler Josephus recounts a particularly unusual disturbance that occurred between Jews and occupying Roman soldiers in the 1st century A.D. The incident began during Passover, when scores of Jews gathered for a celebration at a temple in Jerusalem. Roman troops stood guard over the ceremonies from atop battlements, and according to Josephus, "One of the soldiers, raising his robe, stooped in an indecent attitude, so as to turn his backside to the Jews, and made a noise in keeping with his posture." This ancient instance of "mooning" sent the crowd into an outrage, and many began yelling insults and lobbing stones at the Roman soldiers. A terrified Roman commander called in reinforcements to quell the riot, and the troops attacked the Jewish worshippers in force and tried to drive them from the temple. According to Josephus, the ensuing rush to escape the building "was so great, that they trod upon each other, and squeezed one another, till ten thousand of them were killed."

- 1) upsetting or disorganizing something which was previously in a calm and well-ordered state;
- 2) a Jewish festival that begins in March or April and lasts for seven or eight days;
- 3) a parapet or wall with indentations or embrasures, originally for shooting through;
- 4) to do something wrong or immoral that somebody would not normally do;
- 5) a feeling of anger and shock;
- 6) an offensive remark or action;
- 7) to throw something so that it goes high in the air in a curve;
- 8) to stop something, especially by using force;
- 9) to put your foot on something or to press something down with your foot;
- 10) to force one's way by pushing or pressing.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did the incident between Jews and occupying Roman soldiers begin?
2. Where did Roman troops stand guard over the ceremonies?
3. What did one of the soldiers do?
4. Why did a terrified Roman commander call in reinforcements?
5. What happened according to Josephus?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. St. Scholastica Day Riot



### I. Read the text. Match the words from the text with the definitions below.

On February 10, 1355—St. Scholastica’s Day—two university students in Oxford, England, complained to the barkeeper of the Swindlestock Tavern about the low quality of the wine being served. When the tavern owner responded with “stubborn and saucy language,” the students threw their cups at the man’s head and beat him senseless. This seemingly minor bar fight sparked three days of bitter rioting between the Oxford townspeople and university scholars. After ringing church bells to help rally their numbers, both sides clashed with fists and weapons and set fire to nearby buildings. The fighting reached a bloody climax on February 12, when a mob of some 2,000 townspeople descended on the university’s academic halls and beat, stabbed and even scalped several scholars before putting the rest to a rout. When the dust finally cleared, 63 students and 30 townspeople lay dead. King Edward III later launched an investigation into the incident, and levied harsh fines and penalties against the town of Oxford. For several hundred years, the town’s mayor was forced to march to the university church each St. Scholastica Day and hand over 63 pennies—one for each student killed during the rioting.

- 1) a less common word for pub;
- 2) rude and showing no respect, or referring to sex, especially in a humorous way;
- 3) lacking purpose or meaning; unconscious;
- 4) expressing a lot of hate and anger;
- 5) to injure someone with a sharp pointed object such as a knife;
- 6) to cut the hair and skin off someone’s head;
- 7) to officially say that people must pay a tax or charge;
- 8) an amount of money that has to be paid as a punishment for not obeying a rule or law;
- 9) a punishment, or the usual punishment, for doing something that is against a law;
- 10) the elected leader of a city or town.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What did two university students in Oxford, England, complain to the barkeeper of the Swindlestock Tavern on February 10, 1355—St. Scholastica's Day about?
2. What did the students do when the tavern owner responded with “stubborn and saucy language” ?
3. What was the result of this seemingly minor bar fight?
4. What happened on February 12?
5. Who launched an investigation into the incident, and levied harsh fines and penalties against the town of Oxford?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. The New York Doctors' Riot



### I. Read the text. Match the words from the text with the definitions below.

Accounts differ as to how the “Doctors’ Riot” of 1788 first began, but one of the most common stories describes a young boy or some other passersby spotting the severed arm of a corpse dangling from the window of the New York Hospital. At the time, the city was awash with rumors—no doubt partially true—of doctors and medical students robbing graves to procure fresh cadavers for dissection, and the misplaced limb was enough to whip people into a frenzy. A mob quickly gathered and stormed the hospital laboratory, where they found three mangled bodies in the process of being dissected. Enraged at what they believed were stolen corpses, the rioters ransacked the lab and burned much of its equipment. New York police locked the hospital’s doctors and medical students in jail for their own protection, but the mob returned the following day and continued to scour medical dormitories and physicians’ homes in search of more bodies. A 5,000-strong crowd later besieged the jail where the doctors were being held and tried to break in with bricks and pieces of wood, only to be pushed back and fired upon by militiamen and jailers. Several people were killed before the mob finally dispersed. Amazingly, the New York Doctors’ Riots weren’t the only public disturbance caused by allegations of grave robbing for medical purposes. Between the 1760s and the 1850s, there were as many as 13 other “anatomy riots” from Maryland to Vermont.

- 1) to see or notice someone or something, usually because you are looking hard;
- 2) to break or separate, especially by cutting;
- 3) a dead body, usually of a person;
- 4) to hang or swing loosely;
- 5) to obtain something, especially something that is difficult to get;
- 6) a dead human body, especially one used for study;
- 7) a state of great anxiety or excitement, in which you cannot control your behavior;
- 8) a large building at a college or university where students live;

- 9) someone who is in charge of guarding a prison or prisoners;
- 10) a statement that someone has done something wrong or illegal, but that has not been proved.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. How did the “Doctors’ Riot” of 1788 first begin?
2. What did people find in the hospital laboratory?
3. Why did New York police lock the hospital’s doctors and medical students in jail?
4. What did the mob that returned the following day continue to do?
5. Were the New York Doctors’ Riots the only public disturbance caused by allegations of grave robbing for medical purposes?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 6. The Leicester Balloon Riot of 1864



*Henry Coxwell (right) in a hot air balloon basket, 1862*

#### I. Read the text. Match the words from the text with the definitions below.

On July 11, 1864, British ballooning pioneer Henry Coxwell appeared in the town of Leicester to put on an aerial display of his new balloon, the “Britannia.” Around 50,000 people came to watch the exhibition, but some excited onlookers pushed too close to Coxwell and prevented him from making his ascent. As the aeronaut pleaded with them to back away, a rumor spread through the crowd that the hot air balloon on display was small compared to Coxwell’s other vehicles—a “cruel libel,” he later wrote—which only further incensed the spectators. When the impatient mob began to damage the basket by hanging on it, Coxwell carried through on a threat to let all the gas out of the balloon, “so as not to endanger the lives of my passengers, among whom were two ladies.” As the “Britannia” deflated, the situation devolved into an all-out riot. Coxwell had his clothes ripped by angry members of the mob, and only escaped injury after police helped lead him to safety in a nearby house. While he made his getaway, he was forced to watch as spectators grabbed his prized balloon and tore it to shreds before setting the basket ablaze. A few members of the crowd gathered bits of the wreckage to sell as souvenirs, and others triumphantly paraded the remains through the streets. Leicester later blamed the incident on out-of-town visitors, but a group of locals chipped in to compensate Coxwell for his wrecked balloon.

- 1) (also hot-air balloon) a large bag of strong light cloth filled with gas or heated air so that it can float in the air. It has a basket hanging below it for people to stand in;
- 2) a public performance of something that is intended to entertain people;
- 3) someone who watches something happening without being involved in it;

- 4) an upward journey;
- 5) to make someone very angry;
- 6) to put someone or something in danger of being hurt, damaged, or destroyed;
- 7) to collapse by letting out air or gas;
- 8) a small thin piece that is torn or cut roughly from something;
- 9) the parts of something such as a plane, ship, or building that are left after it has been destroyed in an accident;
- 10) each person gives some money so that they can pay for something together.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. Why did British ballooning pioneer Henry Coxwell appear in the town of Leicester on July 11, 1864?
2. How many people came to watch the exhibition?
3. What did Coxwell do when the impatient mob began to damage the basket by hanging on it?
4. How did Coxwell escape injury?
5. What did the spectators do with his prized balloon?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Капітолійські заворушення: штурм будівлі Конгресу США

<https://www.bbc.com> › press



New York Times пише, що президентство Дональда Трампа, яке від самого початку загрузло у злості, чварах і теоріях змов, закінчилося тим, що розлючений натовп, підбурюваний переможеним політиком, штурмував Капітолій. Це скидалося на те, ніби Америка стала типовою авторитарною державою.

6 січня 2021 р. стало одним з найприкріших днів в історії Сполучених Штатів. Замість дня, покликаного символізувати мирну передачу влади, він запам'ятається як день, коли натовп, підбурюваний президентом Трампом, увірвався у Капітолій і вибив шибки на дверях до Палати представників, зчинивши збройне протистояння. Уявити таке у Вашингтоні – цитаделі американської демократії – було неможливо.

Поліцейські наставляють зброю на протестувальників, щоб не пустити їх у будівлю Капітолію. У ротонді сльозогінний газ. Законодавці ховаються по кабінетах. Радикали стоять на місці віце президента в Сенаті і сидять за столом спікера Палати представників.

Не менш тривожними були слова, якими описували події: переворот, повстання, підбурювання. Сполучені Штати почали порівнювати з умовною «банановою

республікою», а столиці інших країн стали тривожитися через внутрішні події у США. Виявилося, що «американська бійня» – це не те, з чим Трамп покінчив (як він обіцяв при вступі на посаду), а те, що через чотири роки сталося через нього у тому самому будинку, де він складав присягу.

Оглядач Дерой Мердок описав події так: «Ці ідіоти тепер надзвичайно ускладнили життя тим із нас, хто захоплюється президентом Трампом за те, що він здобув видатні перемоги у внутрішній і міжнародній політиці».

Тепер на будь-які аргументи про найвищий середній дохід домогосподарств в історії Америки, найнижчий рівень бідності, повну ліквідацію Ісламської держави і створення двох вакцин проти COVID-19 за дев'ять місяців буде звучати відповідь: «Ви маєте на увазі того бовдура, люди якого напали на Капітолій?»

Ці неамериканські анархісти зробили ведмежу послугу президенту Трампу, руху «Америка понад усе», більше ніж 74 мільйонам виборців, які проголосували за нього в листопаді, і Сполученим Штатам Америки, - зазначає Мердок. Шанси на те, що республіканці побачать Трампа лідером своєї партії після того, як він піде з поста президента, значно зменшилися. У період максимальної політичної напруженості безвідповідальне ставлення Трампа призвело до нової ганебної кульмінації з украй недемократичними рисами.

Він поставив під сумнів результати виборів без будь-якого раціонального пояснення і завдав, як тепер очевидно, жахливої рани американському суспільству. Треба думати не тільки про радикалів, які штурмували палати Конгресу, а й про мільйони громадян, які втратили віру в демократію через нахабну брехню недостойного президента, - вважає видання.

На країну чекає непросте завдання відновлення, завдані збитки величезні. Демократично мислячим жителям США необхідно проявити єдність, щоб ізолювати «вірус», який шкодить демократії, тобто Дональда Трампа.

## **VII. Make a presentation based on the information which you find the most interesting.**

## **VIII. Write a summary of the Hungarian text in English.**

### **Egy furcsa „városállam” furcsa vége: az 1846-os krakkói felkelés**

2021. február 20. 08:28 Múlt-kor

<https://mult-kor.hu/egy-furcsa-varosallam-furcsa-vege-az-1846-os-krakkoi-felkeles-20210220>

**Lengyelország története egyik oldalról a felosztások, megszállások, a másik oldalról a lázadások és felkelések története. Utóbbiak sorába tartozik a 175 éve, 1846. február 20-án kirobbant krakkói felkelés. Az osztrák-porosz-orosz fennhatóság elleni megmozdulásnak azonban több volt a keserű tapasztalata, mint az eredménye.**

A hosszú évtizedeken át tartó államnélküliség ideje alatt a függetlenségétől megfosztott Lengyelországban nem született olyan generáció, amely ne termelte volna ki azokat a lázadókat, akik felkeltek mindenkori elnyomóik ellen.

Az 1846-os esemény előzményeként Ausztria, Poroszország és Oroszország 1795-ben felosztotta egymás között a lengyel-litván államot. Az 1815-ös bécsi kongresszuson Krakkót és a környező régiót önálló szabad állammá nyilvánították, külpolitikáját azonban a három megszálló hatalom irányította. Ekkor kimondták, hogy a város „szabad, független és semleges”, ugyanakkor a három hatalom közös „védelme” alatt áll. Innentől számítják a Krakkói Köztársaság időszakát.



Krakkó közel tíz évig tartó virágzása vette ekkor kezdetét. 1831 után a nagyhatalmak elkezdtek korlátozni a város mozgásterét. A városállam utolsó néhány évében a rendszerrel szemben elégedetlen társaságok kis körei kezdtek kialakulni. Az 1830-1840-es évek levegőjében már érezhető volt a feszültség, amely csak a kirobbanás megfelelő pillanatára várt.



A galíciai mézszárlás Jan Lewicki képén (1871 k.)

Az 1846-os krakkói lázadás szervezői a parasztságra kívántak támaszkodni. Egy kisebb nemesi csoport kezdett szervezkedésbe. A parasztok közül különösen szerették volna megnyerni Jakub Szelát (1787–1866), aki arról vált híressé, hogy többször is sikeresen beperelte a gazdag földesurakat. A jobbágyokból álló bandája az összeesküvés zűrzavarában azonban olyan nemesek birtokaira is betört, akik a felkelés oldalán álltak, ennek pedig az lett a vége, hogy utóbbiak potenciális szövetségeseiket mézszárlták le. A

maroknyi nemes által kezdeményezett konspiráció irányíthatatlan parasztlázadássá változott. 1846 februárjában a rossz előkészítés, a csapatok közötti információcsere hiánya és az elégtelen koordinálás megpecsételte a kezdeményezés sorsát. A lengyel nemesek arra a keserű felismerésre jutottak, hogy az elégedetlenség ellenére a parasztsággal való szövetkezés közel sem vihető keresztül olyan egyszerűen, mint ahogyan azt korábban elképzelték. A lengyel nemzeti mozgalom meglehetősen gyenge lábakon állt, ezeket a lábakat pedig a három nagy hatalom könnyedén kirúgta a lázadók alól. A szabad városi rangot megvonták Krakkótól és Galíciához csatolták. A felszabadító mozgalom egyéb akcióit az ország más területein is csírájában elfojtották. Az ellenszegülés tapasztalata azonban nem múlt el következmények nélkül, amit a két évvel későbbi – az ugyan ismét megbukott, de már a galíciai autonómia kivívását megcélzó – felkelés kirobbanása is bizonyított.

## COMPREHENSION TEST

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

- The “Eggnog Riot” of 1826 might be history’s ..... of a holiday party gone wrong.
  - most extreme example
  - happiest example
  - saddest example
  - funniest example
- The “Eggnog Riot” began ....., when cadets at the United States Military Academy at West Point gathered for their traditional soiree.
  - on Easter Eve
  - on Thanksgiving Day
  - on Christmas Eve
  - on Independence Day
- It’s hard to imagine ..... leading to violence, but that’s precisely what happened on May 29, 1913
  - folk music
  - chamber music
  - pop music
  - classical music
- At the performance of Igor Stravinsky’s avant-garde ballet “The Rite of Spring” at the Théâtre des Champs-Élysées in Paris the uproar began ..... and the piece’s first notes rang out.
  - at the end of the performance
  - shortly after the curtain rose

- c) when the orchestra start playing the overture  
d) as soon as the conductor appeared
5. In his famous work, “The Jewish War,” the ancient chronicler Josephus recounts a particularly unusual disturbance that occurred between Jews and ..... in the 1st century A.D.
- a) occupying Greek soldiers  
b) occupying Arab soldiers  
c) occupying German soldiers  
d) occupying Roman soldiers
6. According to Josephus, the ensuing rush to escape the building “was so great, that they trod upon each other, and squeezed one another, till ..... of them were killed.”
- a) ten thousand  
b) five thousand  
c) ten hundred  
d) five hundred
7. On February 10, 1355—St. Scholastica’s Day—....., England, complained to the barkeeper of the Swindlestock Tavern about the low quality of the wine being served.
- a) four university students in Cambridge  
b) two university students in Cambridge  
c) four university students in Oxford  
d) two university students in Oxford
8. For several hundred years, the mayor of Oxford was forced to march to the university church each St. Scholastica Day and hand ..... —one for each student killed during the rioting.
- a) over 63 pounds  
b) over 63 pennies  
c) over 63 cents  
d) over 63 dollars
9. Accounts differ as to how the “Doctors’ Riot” of 1788 first began, but one of the most common stories describes a young boy or some other passersby spotting .....dangling from the window of the New York Hospital.
- a) the severed arm of a corpse  
b) the severed hand of a corpse  
c) the severed leg of a corpse  
d) the severed foot of a corpse
10. Between the 1760s and the 1850s, there were .....other “anatomy riots” from Maryland to Vermont.
- a) as many as 10  
b) as many as 13  
c) as many as 8  
d) as many as 5
11. On July 11, 1864, British ballooning pioneer Henry Coxwell appeared in the town of ..... to put on an aerial display of his new balloon, the “Britannia.”
- a) Maidstone  
b) Newport  
c) Northampton  
d) Leicester
12. Leicester later blamed the incident on ....., but a group of locals chipped in to compensate Coxwell for his wrecked balloon.
- a) criminals  
b) immigrants  
c) out-of-town visitors  
d) hooligans

## UNIT 8

### 7 Failed Predictions from History

<https://www.history.com/news/7-failed-predictions-from-history>

#### 1. John Adams' July 2 Independence Day



#### I. Read the text. Match the words from the text with the definitions below.

Following the Continental Congress's vote to separate from Britain, founding father John Adams wrote to his wife Abigail and predicted, "The Second Day of July 1776, will be the most memorable Epocha, in the History of America...I am apt to believe that it will be celebrated, by succeeding Generations, as the great anniversary Festival." While Adams was certainly correct about Independence Day becoming a major American holiday, he got the date wrong by two days. The Continental Congress first voted aloud to break from the British on July 2, but they didn't finalize and date the Declaration of Independence until July 4. Adams considered the original vote of independence on July 2 to be the more momentous occasion, and he even took part of the day off and went shopping when the Congress met again two days later. "The Colossus of Independence" later grudgingly accepted July 4 as America's accepted birthday, and went on to become inextricably linked to the day after both he and Thomas Jefferson died on it in 1826.

- 1) the act of showing your choice or opinion in an election or meeting by writing an X on an official piece of paper or putting your hand up;
- 2) to say that an event or action will happen in the future, especially as a result of knowledge or experience;
- 3) likely to be remembered or worth remembering;
- 4) ready; prepared;
- 5) to make a final and certain decision about a plan, date, etc.;
- 6) an announcement, often one that is written and official
- 7) very important because of effects on future events;
- 8) a person or thing of great size, influence, or ability;
- 9) unwillingly;
- 10) in a way that is unable to be separated, released, or escaped from.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

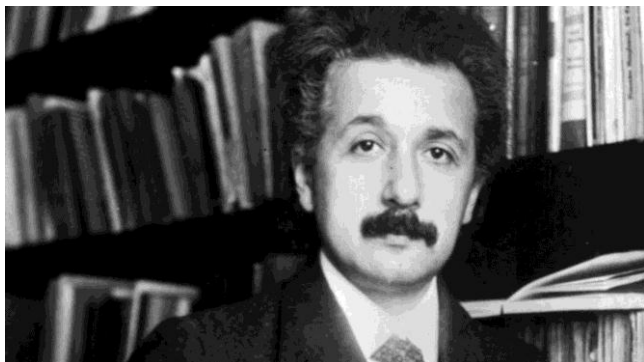
1. What did the founding father John Adams write to his wife Abigail and predict following the Continental Congress's vote to separate from Britain?
2. Did he believe that it would be celebrated by succeeding Generations as the great anniversary Festival?
3. Was Adams certainly correct about Independence Day becoming a major American holiday?

4. Did he get the date wrong by two days?
5. Did “The Colossus of Independence” later grudgingly accept July 4 as America’s birthday?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **2. Einstein and Nuclear Power**



*Albert Einstein in 1905 (Credit: Topical Press Agency/Getty Images)*

#### **I. Read the text. Match the words from the text with the definitions below.**

Albert Einstein’s famous equation  $E=mc^2$  showed that mass and energy could theoretically be transformed into one another, yet for many years he incorrectly argued that the process could never be controlled. In 1932, the great physicist claimed that “there is not the slightest indication that nuclear energy will ever be obtainable. That would mean that the atom would have to be shattered at will.” Einstein believed that it was likely impossible to split the atom without using more energy than would be released, but he later changed his tune after the first experiments with uranium in the late 1930s. His deceptively simple equation has since helped spawn power plants that generate electricity from the energy in fissionable materials, and as much as 12 percent of the world’s electricity is now provided by nuclear power.

- 1) a mathematical statement in which you show that two amounts are equal using mathematical symbols;
- 2) the power from something such as electricity or oil that can do work, such as providing light and heat;
- 3) to say that something is true or is a fact, although you cannot prove it and other people might not believe it;
- 4) a sign that something exists, is true, or is likely to happen;
- 5) being or using the power produced when the nucleus of an atom is divided or joined to another nucleus;
- 6) to divide into two or more parts, esp. along a particular line;
- 7) a frame of mind; disposition or mood;
- 8) naturally occurring radioactive metal that is used to produce nuclear energy and weapons;
- 9) to cause to happen or to be created;
- 10) capable of undergoing nuclear fission as a result of any process.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

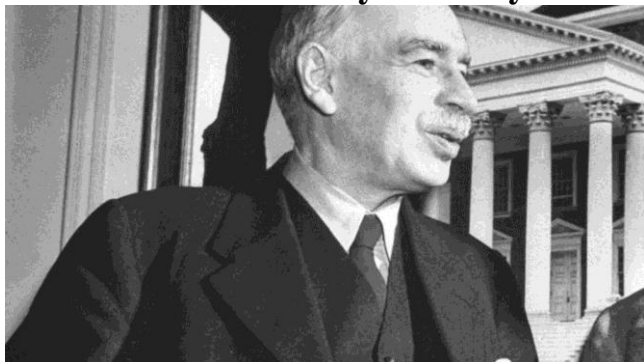
1. What did Albert Einstein’s famous equation  $E=mc^2$  show?
2. Did he argue that the process could never be controlled?

3. Did Einstein believe that it was likely impossible to split the atom without using more energy than would be released?
4. When did he change his tune?
5. How much of the world's electricity is now provided by nuclear power?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **3. John Maynard Keynes and the 15-hour workweek**



*Credit: George Skadding/The LIFE Picture Collection/Getty Images*

#### **I. Read the text. Match the words from the text with the definitions below.**

In 1930, the famed British economist John Maynard Keynes wrote an essay on the future of labor called “Economic Possibilities for our Grandchildren.” In it, he claimed that increased levels of wealth and prosperity ensured that people in industrialized countries would only need to pop into the office for brief “three hour shifts or a fifteen-hour work week” by the year 2030. and trends in some countries indicate that people are likely to spend even more time on the job in the coming years.

Appealing as it might sound, economic trends indicate that Keynes’ utopian “leisure society” won’t be arriving any time soon. While total wealth has indeed increased since 1930, so too have personal spending and income inequality. Work hours, meanwhile, have remained largely static for the last half-century, and trends in some countries indicate that people are likely to spend even more time on the job in the coming years.

- 1) renowned, celebrated, recognized, well-known;
- 2) a short piece of writing on a particular subject, often expressing personal views;
- 3) a large amount of money or valuable possessions that someone has;
- 4) the state of being successful and having a lot of money;
- 5) to make something certain to happen;
- 6) to go to a particular place;
- 7) the period that a person is scheduled to work, or a group of workers who work during the same period of time;
- 8) all people in the world as a whole, or the qualities characteristic of people;
- 9) a usual set of activities or way of doing things;
- 10) relating to or aiming for a perfect society in which everyone works well with each other and is happy.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

1. What was the title of an essay on the future of labor written by the famed British economist John Maynard Keynes?

2. What did the author claim in his work?
3. Has total wealth indeed increased since 1920 or 1930?
4. Have the work hours considerably changed during the last half-century?
5. What do the trends in some countries indicate?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

#### **4. Joseph C. Ives and the Grand Canyon**



#### **I. Read the text. Match the words from the text with the definitions below.**

These days, Grand Canyon National Park in Arizona receives somewhere in the neighborhood of 5 million visitors each year. Those numbers would no doubt have come as a major surprise to Lieutenant Joseph C. Ives, a U.S. topographical engineer who was one of the first non-Indians to explore the canyon. Ives and his men first entered the canyon in March 1858 after being led to it by Mojave and Hualapai Indians, and they spent several days braving snows and treacherous climbs while trying to survey its rivers. A few years later, Ives wrote an extensive report on his mission in which he pronounced the Canyon a beautiful but essentially useless wasteland. “After entering it there is nothing to do but leave,” he wrote. “Ours has been the first, and will doubtless be the last, party of whites to visit this profitless locality. It seems intended by nature that the Colorado River...shall be forever unvisited and undisturbed.”

- 1) a large valley with very steep sides and usually a river flowing along the bottom;
- 2) (the title of) an officer of middle rank in the armed forces;
- 3) that shows the physical features of an area of land, for example its hills, valleys, and rivers;
- 4) to travel to a new place to learn about it or become familiar with it;
- 5) to deal with an unpleasant or difficult situation;
- 6) extremely dangerous, especially because of bad weather conditions;
- 7) a place or thing to be climbed, esp a route in mountaineering;
- 8) an area of land on which not much can grow or which has been spoiled in some way;
- 9) not making a profit, or not useful to do;
- 10) not touched, moved, or used by anyone.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

1. How many visitors does Grand Canyon National Park in Arizona receive each year?
2. Who would the numbers of visitors have come as a major surprise to?
3. When did Ives and his men first enter the canyon?

- How did they spend several days in the canyon?
- What did Ives write in an extensive report on his mission a few years later?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 5. Irving Fisher and the Stock Market



#### I. Read the text. Match the words from the text with the definitions below.

Economist and Yale professor Irving Fisher spent the early 20th century as one of the undisputed wizards of Wall Street. Today, however, he is best known for making what is perhaps the most disastrously timed stock market prediction in history. The call came in early October 1929, in the days after stock prices leapt to dizzying new heights. Some claimed the jump was a sign that a massive crash was imminent, but Fisher was famously optimistic. As reported in the New York Times, he told guests at a dinner meeting that stock prices had reached “what looks like a permanently high plateau... I believe the principle of the investment trusts is sound, and the public is justified in participating in them.” Only a few weeks later, the stock market experienced a catastrophic crash. Thousands of investors—including Fisher—lost their fortunes in the ensuing hysteria.

- a man who is supposed to have magic powers; someone who is very good at something;
- in a way that causes or constitutes a disaster;
- stock exchange;
- to increase, improve, or grow very quickly;
- very fast or confusing;
- coming or likely to happen very soon;
- a period during which there are no large changes;
- the act of putting money or effort into something to make a profit or achieve a result;
- a large amount of money, goods, property, etc.;
- extreme fear, excitement, anger, etc. that cannot be controlled.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

- How did economist and Yale professor Irving Fisher spend the early 20th century?
- What is he best known for today?
- What happened in early October 1929?
- What did Professor Irving Fisher tell the guests at a dinner meeting?
- When did the stock market experience a catastrophic crash?

#### IV. Translate the text into Ukrainian.



## V. Describe the photo.

### 6. Dewey Defeats Truman



*Credit: W. Eugene Smith/The LIFE Picture Collection/Getty Images*

## I. Read the text. Match the words from the text with the definitions below.

On Election Day 1948, many prognosticators considered the results of the presidential election a foregone conclusion. Incumbent President Harry Truman was lagging far behind in the polls to the Republican Governor of New York, Thomas Dewey, and most analysts had the challenger winning in a walk. That night, as the votes were still being cast, a printers' strike forced the the Chicago Tribune to call the race ahead of time to ensure their early edition made it to print. Following conventional wisdom, the editors went with Dewey, and the Tribune went to press with "DEWEY DEFEATS TRUMAN" emblazoned across its front page. Unfortunately for the Tribune, Truman went on to complete a major upset, winning the Electoral College 303 to 189. The paper made a desperate attempt to round up copies of their inaccurate early edition, but it didn't take long before one found its way into the president's hands. Two days after his historic win, an overjoyed Truman posed for a now-famous photo while holding a copy.

- 1) a person who foretells (future events) according to present signs or indications; prophesy;
- 2) a conclusion, opinion, or decision formed in advance of proper consideration of evidence, arguments, etc;
- 3) Incumbent - someone who holds an official post at a particular time;
- 4) to move or develop more slowly than others;
- 5) someone whose job is to think about something carefully in order to understand it, and often to advise other people about it;
- 6) someone who is employed in the trade of printing;
- 7) the ability to use your knowledge and experience to make good decisions and judgments;
- 8) marked or shown in order to be very noticeable;
- 9) confusion and problems;
- 10) to find and gather together a group of people, animals, or things.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What did many prognosticators think of the results of the presidential election on Election Day 1948?
2. Who was lagging far behind in the polls to the Republican Governor of New York?
3. What event forced the Chicago Tribune to call the race ahead of time to ensure their early edition made it to print?
4. What was the result of the elections according to the Electoral College?
5. What did the paper try to do?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 7. General John Sedgwick at Spotsylvania Court House



#### I. Read the text. Match the words from the text with the definitions below.

Few predictions have been as swiftly or disastrously disproven as the one made by Civil War General John Sedgwick at the Battle of Spotsylvania Court House. On May 9, 1864, Sedgwick was leading the Union 6th Corps near the Confederate left flank when rebel sharpshooters began opening fire on his men from a distance of roughly 1,000 yards. Sedgwick noticed several of his troops taking cover in rifle pits or going to ground, and he began teasing them, saying, “What will you do when they open fire along the whole line? I am ashamed of you. They couldn’t hit an elephant at this distance.” When one of his soldiers told him that dodging an artillery shell had once saved his life, the general laughed and replied “All right, my man; go to your place.” Only moments later, Sedgwick was struck in the head by a sharpshooter’s bullet and fell to the ground with blood pouring from underneath his left eye. He died almost instantly, supposedly with a smile still on his face.

- 1) in a way that causes or constitutes a disaster;
- 2) to prove that an idea, statement, etc. is not true;
- 3) the side of an army in a battle, or a sports team when playing;
- 4) someone who is very skilful at hitting what they aim at when shooting a gun;
- 5) a long gun which you hold up to your shoulder to shoot;
- 6) a hole in the ground, especially one made by digging;
- 7) to laugh at someone or say unkind things about them, either because you are joking or because you want to upset that person;
- 8) to avoid being hit by something by moving quickly to one side;
- 9) a container, usually with a pointed end, that is filled with explosives and shot from a large gun;
- 10) a small, metal object that is shot from a gun.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. Have many predictions been as swiftly or disastrously disproven as the one made by Civil War General John Sedgwick at the Battle of Spotsylvania Court House?
2. When was Sedgwick leading the Union 6th Corps near the Confederate left flank?
3. What did Sedgwick notice?
4. What did he begin doing?
5. How was General John Sedgwick killed?

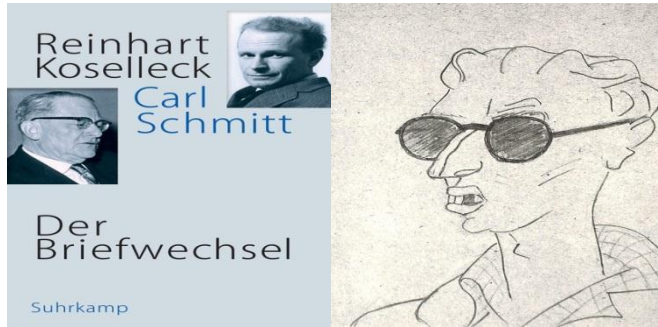
#### IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Штефан-Людвіг Гофман. Теорія історії Райнгарта Козеллека для світу в кризовий період

<http://www.historians.in.ua/index.php/en/istoriya-i-pamyat-vazhki-pitannya/2797-shtefan-lyudvig-gofman-teoriya-istoriji-rajngarta-kozelleka-dlya-svitu-v-krizi>



Райнгарт Козеллек, останній великий теоретик історії, досліджував досвід у видимому хаосі подій. Влітку 1947 р., через два роки після закінчення Другої світової війни, британський історик Ерік Гобсбаум поїхав до британської окупаційної зони Німеччини для перевиховання молодих німців. Недавній випускник Королівського коледжу Кембриджського університету, де він вступив до комуністичної партії, Гобсбаум працював над дисертацією доктора філософії і щойно забезпечив собі перше призначення викладачем у Біркбек-коледжі в Лондоні. Семінар в імперському мисливському будинку в сільській місцевості Нижньої Саксонії став першою зустріччю Гобсбаума з німцями, які виростили в третьому Рейху. Серед учасників був Райнгарт Козеллек, який тоді проходив перший семестр навчання в Гайдельберзькому університеті. Козеллек вступив до вермахту в лютому 1941 р., за два місяці до того, як йому виповнилося 18 років. Наступного року німецький артилерійський вагон розчавив йому стопу на марші до Сталінграда, що, ймовірно, врятувало йому життя. Козеллека відправили додому до того, як почався моторошний розгром гітлерівської армії. Два його брати загинули у війні: молодший брат – під час бомбардування союзниками, яке зруйнувало сімейний дім, а старший брат, переконаний нацист, – в останні тижні війни. Одну з його тіток задушили газом під час нацистської кампанії з евтаназії 1940 р. В останні місяці війни Козеллека знову відправили на східний фронт, який на той час вже дійшов до німецької території. Його підрозділ воював проти Червоної армії в Моравії. 9 травня 1945 р. радянські війська захопили його в полон, і він, разом із тисячами інших німецьких військовополонених, мав протягом двох днів пройти пішим маршем до Аушвіца. Там він брав участь у демонтажі хімічних заводів IG Farben, які залізницею перевезли до Радянського Союзу на повторне складання – тих самих заводів біля Аушвіца-Біркенау.

До кінця літа німецьких полонених також відправили потягами на схід. Кілька тижнів потому Козеллек прибув до Караганди в Центральній Азії, промислового шахтарського міста, побудованого в казахському степу переважно тими, кого Сталін депортував у 1930-і та 1940-і роки. Серед них було багато поволзьких німців та інших етнічних меншин. Не всі полонені пережили подорож, і більшість спочатку взагалі не були в змозі працювати. Карагандинська область, територія розміром майже з Францію, була похмурим місцем із суворю, холодною зимою та жорстокою літньою спекою, усіяним таборами ГУЛАГу, включно з окремими таборами для німецьких і японських військовополонених. Козеллек пережив табір завдяки іншому ув'язненому, який розпізнав симптоми потенційно смертельної хвороби, та особливій турботі німецького лікаря, також військовополоненого, який до війни працював помічником

свого дядька, патолога в Ляйпцизькому університеті. Після 15 місяців перебування в Караганді та чергової операції цей лікар визнав Козеллека непрацездатним, але достатньо здоровим для транспортування додому. Коли він прибув на кордон між Польщею та радянською зоною окупації в Німеччині у вересні 1946 р., то отримав примірник «Комуністичного маніфесту» (1848 р.) Карла Маркса та Фрідріха Енгельса. Потім у французькій зоні, де тепер мешкала його сім'я, його ненадовго заарештувала поліція, яка прийняла його за волоцюгу. Американські баптисти замінили його убогий одяг радянського в'язня і дали йому примірник Біблії. Коли Козеллек нарешті з'явився вдома, його батько чемно попросив гостя представитися – він не впізнав сина..

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Halálos gázokat hozó égi vándor

2018. december 13. 12:59 Múlt-kor

<https://mult-kor.hu/het-hires-joslat-a-trtenelembol-20181213?pidx=5>

A Halley-üstökös Kr. e. 466-os első észlelése óta már többször feltűnt az égbolton, de halált még nem okozott. 1910. május 18-i visszatérése mégis hatalmas félelmet keltett az emberekben, mert a korabeli tudomány azt állította, hogy a csóvája mérges, az emberiségre halálos gázokat tartalmaz. Ez volt az első alkalom, hogy a világvége eljövetele nem vallási félreértéseken, hanem modern tudományos eszközökkel bizonyítottnak hitt tudományos elméleten alapult.



Az újságok később hiába próbálták eloszlatni a borús fellegeket, hiába bizonygatták, mennyire esélytelen a Föld és a Halley-üstökös találkozója, s a légkör megvédi majd az élővilágot a csóvától, a tévhitet az 1910-es év elejétől lehetetlen volt már kiirtani. Az USA déli államaiban a templomok zsúfolásig megteltek, világszerte sokan betapasztották a házukon az ablakokat, hogy a mérges gázokat kizárják. Volt olyan élelmes

üzletember, aki üstökös-tabletták árusításába kezdett, amelyek a gyártó szerint közömbösítik az égi vándor káros hatását. Párizs éttermeiben „üstökös-vacsorákat” szolgáltak fel, az utcán pedig megjelentek a világvéget ábrázoló képeslapok. A Föld másfélmilliárd lakója egy emberként könnyebbült meg, mikor másnap épségben kelt ki ágyából. Egyébként a május 18-i éjjelen csupán néhány, az északi fényhez hasonló villanást lehetett látni.

## COMPREHENSION TEST

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

1. Following the Continental Congress's vote to separate from Britain, ..... wrote to his wife Abigail and predicted, "The Second Day of July 1776, will be the most memorable Epocha, in the History of America."

- a) founding father Alexander Hamilton
- b) founding father John Adams
- c) founding father Benjamin Franklin
- d) founding father James Madison

2. "The Colossus of Independence" later grudgingly accepted ..... as America's accepted birthday.
- July 1
  - July 2
  - July 3
  - July 4
3. Einstein believed that it was likely impossible to split the atom without using more energy than would be released, but he later changed his tune after ..... in the late 1930s.
- the first experiments with autunite
  - the first experiments with uranium
  - the first experiments with torbernite
  - the first experiments with carnotite
4. Albert Einstein's deceptively simple equation has since helped spawn power plants that generate electricity from the energy in fissionable materials, and as much as ..... is now provided by nuclear power.
- 12 percent of the world's electricity
  - 22 percent of the world's electricity
  - 32 percent of the world's electricity
  - 42 percent of the world's electricity
5. In the essay on the future of labor called "Economic Possibilities for our Grandchildren" the famed British economist John Maynard Keynes claimed that increased levels of wealth and prosperity ensured that people in industrialized countries would only need to pop into the office for brief ..... by the year 2030.
- "two hour shifts or a ten-hour work week"
  - "four hour shifts or a twelve-hour work week"
  - "three hour shifts or a fifteen-hour work week"
  - "six hour shifts or a fourteen-hour work week"
6. Appealing as it might sound, economic trends indicate that Keynes' utopian "leisure society" .....
- will arrive soon
  - will never arrive
  - won't arrive any time soon
  - has already arrived
7. These days, Grand Canyon National Park ..... receives somewhere in the neighborhood of 5 million visitors each year.
- in Alaska
  - in California
  - in Alabama
  - in Arizona
8. Lieutenant Joseph C. Ives, a U.S. topographical engineer was one of the first ..... to explore the canyon.
- non-Indians
  - Indians
  - Britains
  - Spaniards
9. Economist and Yale professor Irving Fisher spent ..... as one of the undisputed wizards of Wall Street.
- the early 19th century
  - the late 19th century
  - the early 20th century
  - the late 20th century

10. Today, however, he is best known for making what is perhaps the most disastrously timed ..... in history.
- a) stock market prediction
  - b) colonization prediction
  - c) globalization prediction
  - d) immigration prediction
11. On Election Day 1948, many prognosticators considered the results of the presidential election .....
- a) an unpredictable conclusion.
  - b) a foregone conclusion.
  - c) an unfounded conclusion.
  - d) an unclear conclusion.
12. Incumbent President Harry Truman was lagging far behind in the polls to the ....., Thomas Dewey, and most analysts had the challenger winning in a walk.
- a) Democratic Governor of Washington
  - b) Democratic Governor of New York
  - c) Republican Governor of Washington
  - d) Republican Governor of New York
13. Few predictions have been as swiftly or disastrously disproven as the one made by ..... at the Battle of Spotsylvania Court House.
- a) Civil War General John Sedgwick
  - b) Civil War General John E. Wool
  - c) Civil War General Samuel Cooper
  - d) Civil War General Thomas Lawson
14. On May 9, 1864, the General was leading the Union 6th Corps near the Confederate left flank when rebel sharpshooters began opening fire on his men from a distance .....
- a) of roughly 10 yards.
  - b) of roughly 100 yards.
  - c) of roughly 1,000 yards.
  - d) of roughly 1,100 yards.

## UNIT 9

### 8 Early American Political Scandals

<https://www.history.com/news/8-early-american-political-scandals>

#### 1. The Hamilton-Reynolds Affair

##### I. Read the text. Match the words from the text with the definitions below.

The nation's first major sex scandal began in 1791, when Secretary of the Treasury Alexander Hamilton started an affair with a married woman named Maria Reynolds. Unbeknownst to Hamilton, Reynolds' husband James had full knowledge of the dalliance, and he eventually contacted the founding father and demanded more than \$1,000 in hush money, which Hamilton paid. The affair continued for several more months, but in late-1792 James Reynolds finally exposed it to government investigators after being implicated in an unrelated financial scandal. He even claimed that Hamilton had been involved in illegal financial speculation.

When confronted by a group of politicians that included James Monroe, Hamilton came clean about the affair and handed over love letters from Maria Reynolds to exonerate himself of any illegal activity. The matter was kept under wraps for several years, but it resurfaced in 1797 after a muckraker journalist named James Callender got ahold of the love letters and published them in a pamphlet. Forced to choose between airing his dirty laundry or letting the charges go unanswered, Hamilton took action and published a pamphlet of his own, which admitted his "amorous connection" with Maria Reynolds while also refuting all accusations of financial impropriety. While Hamilton's candor helped clear him of any corruption claims, reports of his infidelity would stain his reputation for the rest of his career.

- 1) the government department, in the UK and some other countries, that is responsible for financial matters such as spending and tax;
- 2) without a particular person knowing;
- 3) (involvement in) a sexual relationship that is not lasting or serious;
- 4) money given not to reveal information which could be damaging or embarrassing;
- 5) someone who carries out investigations, especially as part of their job;
- 6) to show that someone is involved in a crime or partly responsible for something bad that has happened;
- 7) to show or state that someone or something is not guilty of something;
- 8) behavior that is dishonest, socially unacceptable, or unsuitable for a particular situation;
- 9) (an act of) having sex with someone who is not your husband, wife, or regular sexual partner;
- 10) to permanently spoil something such as someone's reputation.

##### II. Make sentences with these words.

##### III. Read the text again and answer the questions.

1. When did the nation's first major sex scandal begin?
2. How much money did Reynolds' husband James demand from Hamilton?
3. When did James Reynolds finally expose the affair to government investigators?
4. Did he claim that Hamilton had been involved in illegal financial speculation?
5. What did Hamilton do when he was forced to choose between airing his dirty laundry or letting the charges go unanswered?

##### IV. Translate the text into Ukrainian.

##### V. Describe the photo.



## 2. The Blount Conspiracy



*Portrayal of a fight on the floor of Congress between Vermont Representative Matthew Lyon and Roger Griswold of Connecticut. (Credit: Library of Congress)*

### I. Read the text. Match the words from the text with the definitions below.

William Blount was a Continental Congressman and a signatory of the Constitution, but he also holds the dubious distinction of being the first politician to be expelled from the United States Senate. In 1796, while serving as Senator for the new state of Tennessee, Blount hatched a scheme to aid the British in seizing Spanish-held territory in what is now Louisiana and Florida. The audacious plan called for frontiersmen and Cherokee Indians to rise up against the Spanish and drive them off the Gulf Coast. The region would then become a British colony, opening it to settlers and allowing Blount—who owned huge tracts of Western land—to make a killing on his investments.

Unfortunately for Blount, his plot unraveled in 1797 after one of his conspiratorial letters found its way to President John Adams. That July, the Senate voted to expel him from its ranks, but a subsequent impeachment trial was dismissed due to lack of jurisdiction. The scandal did little to slow Blount's political career. Despite being labeled a scoundrel in Washington, he remained popular in Tennessee and was later elected to the state legislature and appointed speaker.

- 1) a person, organization, or country that has signed an agreement;
- 2) thought not to be completely true or not able to be trusted;
- 3) to make a plan, especially a secret plan;
- 4) not restrained by a sense of shame or propriety; rudely bold;
- 5) (formerly) a man living on a frontier, esp in a newly pioneered territory of the US;
- 6) a secret plan by a group of people to do something that is illegal or wrong, usually against a person or a government;
- 7) to break up or begin to fail;
- 8) the act of making a formal statement that a public official might be guilty of a serious offence in connection with his or her job, especially in the US;
- 9) a mean, immoral, or wicked person;
- 10) a body of persons vested with power to make, amend, and repeal laws.

### II. Make sentences with these words.

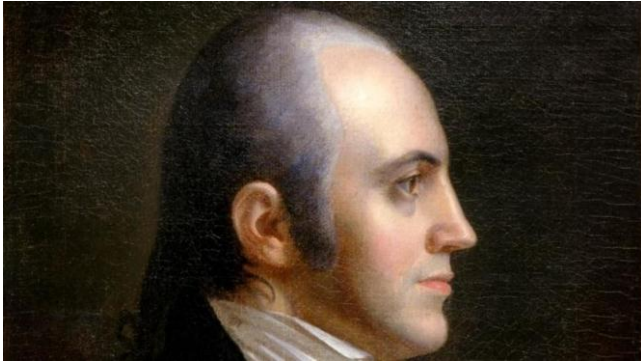
### III. Read the text again and answer the questions.

1. What do you know about William Blount?
2. What scheme did Blount hatch in 1796 while serving as Senator for the new state of Tennessee?
3. What did the audacious plan call for frontiersmen and Cherokee Indians?
4. How did Blount's plot unravel?
5. Did the scandal slow Blount's political career?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 3. The Burr Conspiracy



*Portrait of Aaron Burr. (Credit: Public Domain)*

#### I. Read the text. Match the words from the text with the definitions below.

Little more than a year after he killed Alexander Hamilton in a duel, former Vice President Aaron Burr was implicated in an outlandish scheme to seize lands in the American West. The details of the conspiracy remain mysterious to this day, but evidence suggests that Burr planned to invade Spanish territories on the frontier and establish a new western empire with himself as its leader. He may have also planned to incite a revolution to separate the western territories of the Louisiana Purchase from the United States. The plot began in earnest in 1805, when Burr traveled west and enlisted the help of U.S. General James Wilkinson, a notorious intriguer who also happened to be a Spanish spy. By the following year, he had assembled recruits and military equipment on an island in the Ohio River.

Whatever Burr's true plans were, they never got a chance to come to fruition. In late-1806, Wilkinson lost his nerve and betrayed the conspiracy to President Thomas Jefferson. Burr was arrested and put on trial for treason a few months later, but was ultimately acquitted on the grounds that his scheming did not constitute an "overt act" of war against the United States. The fallout from the conspiracy trial left Burr's political career in tatters. He spent several years in self-imposed exile in Europe, but eventually resettled in New York in 1812 and opened a law practice.

- 1) a formal fight in the past, using guns or swords, arranged between two people as a way of deciding an argument;
- 2) very odd, strange, or peculiar;
- 3) the activity of secretly planning with other people to do something bad or illegal;
- 4) to cause violent or unpleasant actions;
- 5) one who forms plots, or pursues an object by secret means;
- 6) a person who secretly collects and reports information about the activities of another country or organization;
- 7) an occasion when a plan or an idea begins to happen, exist, or be successful;
- 8) to be disloyal to someone who trusts you;
- 9) the crime of being disloyal to your country or its government, especially by helping its enemies or trying to remove the government using violence;
- 10) the condition of someone being sent or kept away from their own country, village, etc., especially for political reasons.

#### II. Make sentences with these words.

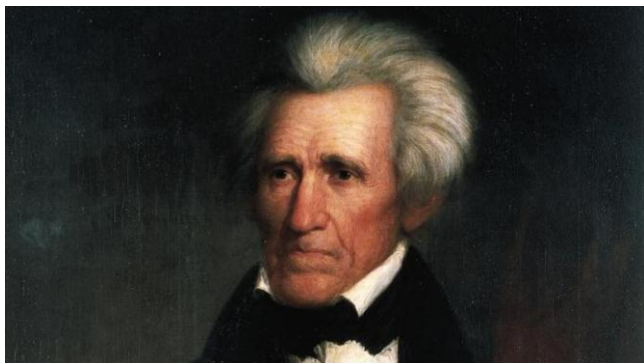
### III. Read the text again and answer the questions.

1. What scheme was former Vice President Aaron Burr implicated in little more than a year after he killed Alexander Hamilton in a duel?
2. Do the details of the conspiracy remain mysterious to this day?
3. What does evidence suggest?
4. Who betrayed the conspiracy to President Thomas Jefferson in late 1806?
5. Did Burr eventually resettle in New York in 1812 and open a law practice after several years in self-imposed exile in Europe?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. The Petticoat Affair



### I. Read the text. Match the words from the text with the definitions below.

Though somewhat absurd by modern standards, the so-called “Petticoat Affair” cast a shadow over the first two years of Andrew Jackson’s presidency. The controversy centered on Margaret Eaton, an outspoken belle who had married Jackson’s secretary of war John Eaton just a few months after her first husband committed suicide. The speedy nuptials proved shocking to 19th century sensibilities, and when combined with Margaret’s vivacious personality, they earned her a reputation as a woman of “easy virtue” among the Washington elite. Her fellow cabinet wives ostracized her from their social circles and spread gossip about her supposed lovers and past affairs. There were also whispers that Margaret’s first husband had killed himself after learning of her infidelities with John Eaton.

President Andrew Jackson sympathized with Margaret Eaton—she supposedly reminded him of his deceased wife—and it wasn’t long before he dove headlong into the controversy. He interrogated Eaton’s critics and produced character witnesses to clear her name. He even called a special cabinet meeting where he pronounced her “as chaste as a virgin.” When the Eaton rumors refused to die, Jackson became convinced that they were part of a larger plot to sow discord within his administration. In 1831, he resorted to extreme measures by firing or accepting the resignations of nearly all his cabinet members. The scandal also led to a final rupture with his vice president, John C. Calhoun, who was replaced by Martin Van Buren for Jackson’s second term.

- 1) a piece of clothing like a thin skirt, which is worn under a skirt or dress;
- 2) expressing strong opinions very directly without worrying if other people are offended;
- 3) a beautiful and attractive woman or one who is beautifully dressed;
- 4) the act of killing yourself intentionally;
- 5) a person's marriage and marriage celebrations;
- 6) to avoid someone intentionally, or to prevent someone from taking part in the activities of a group;

- 7) a disagreement, often a public one, that involves different ideas or opinions about something;
- 8) a lack of agreement or feeling of trust between people;
- 9) the act of leaving a job or position and making a statement that you are doing this;
- 10) an occasion when something explodes, breaks, or tears.

## **II. Make sentences with these words.**

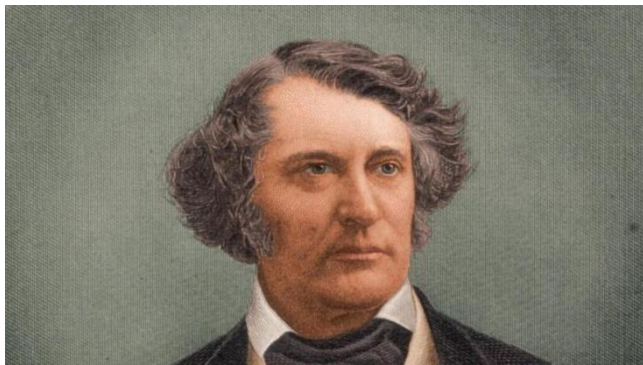
### **III. Read the text again and answer the questions.**

1. What affair cast a shadow over the first two years of Andrew Jackson's presidency?
2. Who did the controversy center on?
3. Why did President Andrew Jackson sympathize with Margaret Eaton?
4. Why did he call a special cabinet meeting?
5. What did the scandal also lead to?

## **IV. Translate the text into Ukrainian.**

## **V. Describe the photo.**

### **5. The Sumner-Brooks Affair**



### **I. Read the text. Match the words from the text with the definitions below.**

House and Senate floor debates have always been heated, but 1856 marked one of the few occasions where they resulted in bloodshed. During a discussion of the Kansas-Nebraska Act—a law that allowed the citizens of those territories to vote on whether they would allow slavery—abolitionist Senator Charles Sumner gave a fiery speech in which he branded South Carolina's Andrew Butler a “zealot” who was enamored with the “harlot” of slavery. The words came as a grave insult to Preston Brooks, a proslavery congressman who also happened to be Butler's nephew. Just three days later, Brooks confronted Sumner in the Senate chamber and assaulted him with a metal-topped cane, repeatedly bludgeoning him over the head until the stick splintered into pieces.

The cane attack left Sumner so badly injured that he was forced to spend over three years in recovery. Brooks, meanwhile, was fined for assault and put under congressional investigation, but a measure to expel him from the House of Representatives failed to gather the required two-thirds majority. He voluntarily resigned in July 1856, only to be reelected by his constituents a few days later. In a preview of the divisions that would lead to the Civil War, the scandal saw Brooks simultaneously denounced in the North and hailed as a hero in the South. Supporters even sent him replacement canes, including one inscribed with the words “Hit Him Again.”

- 1) a great amount of killing and injury;
- 2) the activity of legally owning other people who are forced to work for or obey you;

- 3) a person whose views and actions are very extreme, especially in following a particular political or religious belief;
- 4) liking something a lot;
- 5) an old-fashioned and insulting word for a prostitute;
- 6) a long, thin stick used, especially in the past, to punish someone by hitting them;
- 7) to hit someone hard and repeatedly with a heavy weapon;
- 8) to force someone to leave a country, organization, or school;
- 9) to criticize something or someone strongly and publicly;
- 10) to write words in a book or carve (= cut) them on an object.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What did House and Senate floor debates result in in 1856?
2. What happened during a discussion of the Kansas-Nebraska Act—a law that allowed the citizens of those territories to vote on whether they would allow slavery?
3. What did Brooks assault Sumner in the Senate chamber with just three days later?
4. How was Brooks punished?
5. What happened in a preview of the divisions that would lead to the Civil War?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. The Sickles murder case



*Homicide of Philip Barton Key II by Daniel Sickles. (Credit: Library of Congress)*

### I. Read the text. Match the words from the text with the definitions below.

In early 1859, the nation was rocked by a grisly murder scandal involving New York Congressman Daniel Sickles. For months, Sickles' wife Teresa had been carrying out an affair with his close friend Philip Barton Key II, a prominent district attorney and the son of "The Star-Spangled Banner" author Francis Scott Key. The tryst was one of the worst kept secrets in Washington—Key was even known to wave a handkerchief outside his window when he wanted Teresa's company—but Sickles remained oblivious until he received an anonymous letter that spelled out all the lurid details. The revelations sent him into a rage. A few days later, as multiple witnesses looked on, he approached Key outside the White House and shot him to death.

In the aftermath of the shooting, details about the murder and the Key affair were splashed across the front pages of newspapers around the country. The media circus only grew during Sickles' April 1859 murder trial, when his lawyers claimed their client had been "temporary insane" during his crime. It was the first time that such a defense had been rolled out in an American court, but it proved successful: after just 70 minutes of deliberation, a sympathetic jury

acquitted Sickles of all charges. He went on to serve as a Union major general during the Civil War, and later lost his right leg to a cannonball at the Battle of Gettysburg.

- 1) a lawyer;
- 2) a meeting between two people who are having a romantic relationship, especially a secret one;
- 3) a square piece of cloth or paper used for cleaning the nose or drying the eyes when they are wet with tears;
- 4) not conscious of something, especially what is happening around you;
- 5) the act of making something known that was secret, or a fact that is made known;
- 6) (a period of) extreme or violent anger;
- 7) considering or discussing something;
- 8) a group of people who have been chosen to listen to all the facts in a trial in a law court and to decide if a person is guilty or not guilty, or if a claim has been proved;
- 9) a formal police statement saying that someone is accused of a crime;
- 10) a heavy metal or stone ball shot from a cannon.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What was the nation rocked by in early 1859?
2. Who had Sickles' wife Teresa been carrying out an affair with?
3. Was the tryst one of the best kept secrets in Washington?
4. Did Sickles shoot Key to death outside the White House?
5. How was Sickles punished?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. The Crédit Mobilier Scandal



*Uncle Sam directs those implicated in the Crédit Mobilier of America scandal to commit Hari-Kari. (Credit: Public domain)*

### I. Read the text. Match the words from the text with the definitions below.

On the eve of the 1872 election season, the New York Sun broke the story of an infamous boondoggle involving several business leaders, U.S. congressmen and even the vice president. The scandal took its name from Crédit Mobilier of America, a construction company contracted by the Union Pacific Railroad in the 1860s during the building of the transcontinental railroad. While it masqueraded as a legitimate business, Crédit Mobilier was actually a front company operated by a cabal of Union Pacific executives. By granting it exorbitantly lucrative contracts, the men were able to line their pockets with funds paid to Union Pacific by minor shareholders and the federal government. To keep officials from

prying into the ring's affairs, Massachusetts Congressman Oakes Ames—a chief conspirator—dished out bribes of company stock to his fellow lawmakers on Capitol Hill.

By the time a disgruntled investor finally ratted the scheme out to the media in 1872, Crédit Mobilier had made its ringleaders at least \$23 million. The scandal's exposure led to a congressional investigation, but despite evidence that the corruption extended to more than a dozen politicians including vice president Schuyler Colfax, only two representatives—Ames and James Brooks—were officially censured. Neither man was expelled from the Congress, however, and no criminal charges were ever filed.

- 1) an unnecessary and expensive piece of work, especially one that is paid for by the public;
- 2) to pretend to be something or someone different; to live or act under false pretenses;
- 3) allowed according to law, or reasonable and acceptable;
- 4) a small group of people who make secret plans, especially in order to have political power;
- 5) someone in a high position, especially in business, who makes decisions and puts them into action;
- 6) (especially of a business, job, or activity) producing a lot of money;
- 7) a person who owns shares in a company and therefore gets part of the company's profits and the right to vote on how the company is controlled;
- 8) unhappy, annoyed, and disappointed about something;
- 9) the leader of a group of people who are doing something harmful or illegal;
- 10) to criticize someone officially.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did the New York Sun break the story of an infamous boondoggle involving several business leaders, U.S. congressmen and even the vice president?
2. What construction company did the scandal take its name from?
3. Why did Massachusetts Congressman Oakes Ames—a chief conspirator—dish out bribes of company stock to his fellow lawmakers on Capitol Hill?
4. Who was officially censured as a result of the congressional investigation?
5. How many people were expelled from the Congress?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 8. The Whiskey Ring



*Whiskey Ring cartoon by Thomas Nast. (Credit: Public domain)*



## **I. Read the text. Match the words from the text with the definitions below.**

One of the most notorious scandals of the Gilded Age, the so-called “Whiskey Ring” involved a group of officials and alcohol distillers who plotted to defraud the government of its 70 cents-a-gallon tax on liquor. The scheme was as simple as it was lucrative. Through a system of bribes and blackmail, crooked federal agents and whiskey distillers would under-report whiskey sales, allowing them to skip out on tax payments and pocket the profits. The ring was first set up in 1871 by corrupt Republican Party officials in St. Louis, but it eventually extended to several other cities including Chicago, New Orleans and Milwaukee. By 1875, it was grossing as much as \$1.5 million per year in illicit funds.

The Whiskey Ring might have continued unabated if not the 1874 appointment of Benjamin Bristow as the U.S. Secretary of the Treasury. After catching wind of the scheme, he organized a secret investigation that exposed the fraud and led to indictments against several hundred liquor sellers and government officials. The scandal even reached as far as the administration of President Ulysses S. Grant, whose personal secretary Orville Babcock was caught in the dragnet. Babcock was only exonerated after Grant—who was not involved in the ring—gave a deposition swearing to his innocence.

- 1) a group of people who work together, often secretly in criminal activities;
- 2) famous for something bad;
- 3) a person or a company that makes strong alcoholic drinks by the process of distilling;
- 4) to take something illegally from a person, company, etc., or to prevent someone from having something that is legally theirs by deceiving them;
- 5) the act of getting money from people or forcing them to do something by threatening to tell a secret of theirs or to harm them;
- 6) dishonest;
- 7) a formal statement of accusing someone;
- 8) a method used by police to catch suspected criminals;
- 9) to show or state that someone or something is not guilty of something;
- 10) the fact that someone is not guilty of a crime.

## **II. Make sentences with these words.**

### **III. Read the text again and answer the questions.**

1. What group of people did one of the most notorious scandals of the Gilded Age, the so-called “Whiskey Ring” involve?
2. What did they plot to defraud the government of?
3. Who was the ring first set up in 1871 by?
4. Who organized a secret investigation that exposed the fraud and led to indictments against several hundred liquor sellers and government officials?
5. Did the scandal even reach as far as the administration of President Ulysses S. Grant, whose personal secretary Orville Babcock was caught in the dragnet?

## **IV. Translate the text into Ukrainian.**

## **V. Describe the photo.**

## **VI. Read the text and convey its main content in English.**

## Вотергейтський інцидент

<https://amytytyc.medium.com>



У 1972 р. у штабі кандидата в президенти від демократичної партії Джорджа Макговерна, розташованому у вашингтонському комплексі «Вотергейт», було затримано 5 осіб, які незаконно проникли в готель. Вони налаштували прослуховувальну апаратуру і, за деякими даними, фотографували внутрішні документи штабу демократів.

Дотепер не доведено зв'язок саме цього інциденту з адміністрацією Ніксона. Відомо, що в нього дійсно були плівки з нелегально записаними переговорами демократів, але те прослуховування завідомо не мало стосунку до готелю «Вотергейт». Разом із тим, громадськість цікавило не тільки те, чи стояв Ніксон за конкретною групою з п'яти шпигунів, але й те, як він і його штаб реагували на події постфактум, зокрема й із точки зору об'єктивного їх розслідування.

У розслідуванні червневого інциденту й у супутній суспільній кампанії проти президента, що тривали понад два роки, були періоди активності й затишшя. Кінець 1972 р., що ознаменувався тріумфальним переобранням Ніксона на другий термін, був для нього відносно спокійним.

17 червня 1972 р. було заарештовано членів групи «водопровідників» із адміністрації Ніксона, причетних до незаконного підслуховування. Групу співробітників спецслужб так охрестили в пресі за те, що вони встановили підслуховувальну апаратуру в передвиборчому штабі демократів, розташованому у вашингтонському готелі «Вотергейт», що призвело до інформаційних «витоків». У січні 1973 року розпочався суд над шпигунами, що проникли у «Вотергейт». У березні було сформовано сенатську комісію з Вотергейту, і судові слухання стали передавати по телебаченню на всю країну; вважається, що 85% тодішніх громадян США переглянули хоча б одне засідання. Паралельно з ініціативи демократів почалася низка розглядів діяльності інших чиновників республіканської адміністрації, пов'язаних не лише з прослуховуваннями або схожою діяльністю. Консультанта Білого дому Говарда Ганта суд визнав «технічним» організатором прослуховування й засудив його до 33 місяців ув'язнення.

У серпні Ніксон відмовився надати прокуратурі коментарі щодо системи урядового аудіоконтролю і записані в Овальному кабінеті плівки, що документують розмови Ніксона з помічниками (про існування цих записів стало відомо суду зі свідчень деяких чиновників). Президент також наказав генеральному прокуророві Річардсону звільнити прокурора Кокса, що зробив такий запит. Річардсон відмовився підкоритися Ніксону й пішов у відставку разом зі своїм заступником у жовтні; ці відставки стали відомі як «суботня різанина». Це різко негативно позначилося на авторитеті президента. Тим часом розслідування, що торкнулися адміністрації Ніксона, дійшли і до його віце президента Спіро Агню, що також подав у відставку в жовтні 1973 р. (у фінансовій справі, не пов'язаній із Вотергейтом).

6 лютого 1974 р. Палата представників США ухвалила розпочати процедуру імпічменту Ніксона, але й тут Ніксон упирався у небажанні пред'являти слідству наявні в нього плівки, посилаючись на привілей виконавчої влади. Однак Верховний суд США у липні 1974 р. одногосно визнав, що в президента немає таких привілеїв, і наказав йому негайно видати плівку прокуратурі.

Роль засобів масової інформації у виникненні й розвитку скандалу можна вважати визначальною. Американський дослідник Самуель Гантінгтон у доповіді, складеній для створеної в 70-х роках Тристоронньої комісії писав: «У двох найдраматичніших внутрішньополітичних конфліктах преса періоду ніксонівської адміністрації — конфліктах, викликаних опублікуванням документів Пентагона й Вотергейтом, — засоби масової інформації країни кинули виклик і завдали поразки главі виконавчої влади. Преса фактично відіграла провідну роль у тому, що дотепер не вдавалося жодному окремо взятому інституту, угрупованню або комбінації інститутів у американській історії, позбавити посади президента, що був вибраний менше двох років тому, домігшись підтримки більшості, що стала однією з найзначніших в американській історії».

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### A Watergate-botrány sokáig feledtette Nixon külpolitikai eredményeit

2021. január 9. 14:20 MTI

<https://mult-kor.hu/a-watergate-botrany-sokaig-feledtette-nixon-kulpolitikai-eredmenyeit-20210109>

**1913. január 9-én született Richard Milhous Nixon, az Amerikai Egyesült Államok 37. elnöke. Máig ő az egyetlen az amerikai elnökök között, aki lemondásra kényszerült, mivel különben alkotmányos vádemeléssel távolították volna el hivatalából.**

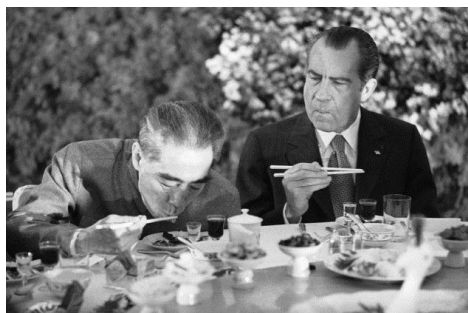
A kaliforniai Yorba Lindában született egy szegénységgel küszködő kvéker család öt fiúgyermekének egyikeként. Tízéves korától dolgozott, de kiváló eredménnyel végezte iskoláit, és megszerezte a Duke Egyetem jogi diplomáját.

A republikánus vezetők 1952-ben a szovjetellenes nézeteiről ismert szenátort szemelték ki Dwight Eisenhower elnökválasztási programjának kialakítására.

1960-ban pártja elnökjelöltjeként indult a demokrata John F. Kennedyvel szemben, de alulmaradt. Bízott a gyors visszatérésben, ám az 1962-es kaliforniai kormányzóválasztáson is elbukott.

Megkeseredve vonult vissza, nyolc évig ügyvédi és előadói tevékenységből tartotta fenn magát. 1968-ban viszont ismét a republikánusok elnökjelöltje lett, és megszerezte a hön áhított elnökséget is.

A kampányban azzal az ígérettel állt elő, hogy véget vet a vietnami „mocsárnak”, és valóban: ő volt az, aki a pusztító szőnyegbombázások után elrendelte az amerikai csapatok kivonását, és elérte a tűzszüneti szerződés aláírását Hanoi képviselőivel Párizsban 1973 januárjában.



Nixon Csou En-laj kínai miniszterelnökkel (kép forrása: Reddit)

1. ábra

Addigra elnökként is újraválasztották, miután 1972-ben földcsuszamlásszerű győzelmet aratott a demokrata George McGovernnel szemben.

Ehhez nagyban hozzájárult az is, hogy addigi elnöki éveiben lezárta a húsz éve tartó amerikai-kínai szembenállást, amikor 1972 februárjában első hivatalban lévő amerikai elnökként ellátogatott a kommunista Kínába, és Pekingben kezét fogott Csou En-laj miniszterelnökkel.

Ugyanazon év májusában Moszkvában járt, és megállapodást kötött Leonid Brezsnyev szovjet pártfőtitkárral a stratégiai támadó fegyverek korlátozásáról, amivel a hidegháború évei után kezdetét vette az „enyhülés” korszaka.

A csúcsról aztán hatalmasat bukott: 1973-ban kipattant az ún. Watergate-ügy, az Egyesült Államok történetének legelképezetőbb politikai botránya. 1972 júniusában Nixon újraválasztási kampányának emberei információszerzés céljából betörték a Watergate épületben lévő demokrata választási főhadiszállásra.

A tetteseket elkapták, de a Fehér Ház „harmadrangú, felsőbb utasítás nélkül végrehajtott betörésnek” próbálta beállítani az ügyet. A sajtó újabb és újabb leleplezései következtében viszont a botrány egyre terebélyesedett.

Nixon az amerikai történelemben addig példátlan lépésre kényszerült: 1974. augusztus 8-án lemondott tisztségéről, hogy elejét vegye a küszöbön álló impeachmentnek, alkotmányos vádemelésnek.

Botrányos körülmények között kellett távoznia, és csak azért nem emeltek vádat ellene, mert lemondása fejében utóda, Gerald Ford kegyelmet adott neki.

Sosem ismerte el, hogy rosszat cselekedett volna, a történeteket hibás politikai döntésként fogta fel. Az első éveket Kaliforniában remeteszerű visszavonultságban töltötte, később New York környékére költözött.

## COMPREHENSION TEST

**Choose the correct variant a, b, c, or d.**

1. The nation's first major sex scandal began in 1791, when Secretary of the Treasury ..... started an affair with a married woman named Maria Reynolds.

- a) Alexander Hamilton
- b) Oliver Wolcott Jr.
- c) Samuel Dexter
- d) Albert Gallatin

2. Unbeknownst to Hamilton, Reynolds' husband James had full knowledge of the dalliance, and he eventually contacted the founding father and demanded more than ..... , which Hamilton paid.

- a) \$50,000 in hush money
- b) \$20,000 in hush money
- c) \$10,000 in hush money
- d) \$1,000 in hush money

3. William Blount was a Continental Congressman and a signatory of the Constitution, but he also holds the dubious distinction of being the first politician to be expelled from .....

- a) the United States High Court.
- b) the United States House of Commons.
- c) the United States Senate.
- d) the United States House of Representatives.

4. Despite being labeled a scoundrel in Washington, William Blount remained popular in ..... and was later elected to the state legislature and appointed speaker.

- a) Alabama
- b) Arizona
- c) Texas
- d) Tennessee

5. Little more than a year after he killed Alexander Hamilton in a duel, former ..... was implicated in an outlandish scheme to seize lands in the American West.

- a) Vice President Daniel D. Tompkins
- b) Vice President Elbridge Gerry
- c) Vice President George Clinton
- d) Vice President Aaron Burr

6. The details of the conspiracy remain mysterious to this day, but evidence suggests that Burr planned to invade ..... on the frontier and establish a new western empire with himself as its leader.
- British territories
  - Spanish territories
  - Mexican territories
  - Canadian territories
7. Though somewhat absurd by modern standards, the so-called “Petticoat Affair” cast a shadow over the first two years of .....
- Andrew Jackson’s presidency
  - John Quincy Adams’ presidency
  - Martin Van Buren’s presidency
  - John Tyler’s presidency
8. The scandal also led to a final rupture with his ....., who was replaced by Martin Van Buren for Jackson’s second term.
- Vice President, Daniel D. Tompkins
  - Vice President, Elbridge Gerry
  - Vice President, George Clinton
  - Vice President, John C. Calhoun
9. House and senate floor debates have always been heated, but 1856 marked one of the few occasions where they resulted in .....
- quarrel.
  - accusation.
  - bloodshed.
  - abuse.
10. Brooks confronted Sumner in the Senate chamber and assaulted him with a .....
- metal-topped cane
  - sword
  - rifle
  - musket
11. In early 1859, the nation was rocked by a grisly murder scandal involving New York Congressman Daniel Sickles. For months, Sickles’ wife Teresa had been carrying out an affair with his close friend Philip Barton Key II, a prominent ..... and the son of “The Star-Spangled Banner” author Francis Scott Key
- district artist
  - district architect
  - district scholar
  - district attorney
12. Sickles went on to serve as a Union major general during the Civil War, and later lost his ..... to a cannonball at the Battle of Gettysburg.
- right leg
  - left leg
  - right arm
  - left arm
13. On the eve of the 1872 election season, the New York Sun broke the story of an infamous boondoggle involving several business leaders, U.S. congressmen and even .....
- the Secretary of the Treasury
  - the Vice President
  - the President
  - the Senator

14. By the time a disgruntled investor finally ratted the scheme out to the media in 1872, Crédit Mobilier had made its ringleaders at least . . . . .
- a) \$10 million
  - b) \$13 million
  - c) \$20 million
  - d) \$23 million
15. One of the most notorious scandals of the Gilded Age, the so-called “Whiskey Ring” involved a group of officials and alcohol distillers who plotted to defraud the government of its . . . . . on liquor.
- a) 40 cents-a-gallon tax
  - b) 50 cents-a-gallon tax
  - c) 60 cents-a-gallon tax
  - d) 70 cents-a-gallon tax
16. The Whiskey Ring might have continued unabated if not the 1874 appointment of . . . . . as the U.S. Secretary of the Treasury. After catching wind of the scheme, he organized a secret investigation that exposed the fraud and led to indictments against several hundred liquor sellers and government officials.
- a) Benjamin Bristow
  - b) Oliver Wolcott Jr.
  - c) Samuel Dexter
  - d) Albert Gallatin

## UNIT 10

### 8 Astonishing Ancient Sites in the Americas

<https://www.history.com/news/8-astonishing-ancient-sites-in-the-americas>

#### 1. The Pyramid of the Sun



*The Pyramid of the Sun in Teotihuacan, Mexico.*

[www.infinitahighway.com.br/Getty Images](http://www.infinitahighway.com.br/Getty Images)

#### I. Read the text. Match the words from the text with the definitions below.

Latin America's answer to the Great Pyramid of Giza, the Pyramid of the Sun is located in the ancient city of Teotihuacan near Mexico City. Constructed around 200 A.D. by an enigmatic pre-Aztec civilization, the monument stands over 200 feet tall and is roughly 700 feet wide, which would have made it one of the largest structures in ancient North America. Excavations in the 1970s revealed that the pyramid sits atop a 300-foot cave-tunnel leading to a four-winged chamber. More recently, archaeologists have discovered that the tunnel complex includes caches of pottery and sacrificial remains, which suggest that it once served as a spiritual shrine or royal tomb. Along with the nearby Pyramid of the Moon, the Pyramid of the Sun would have dominated the skyline of Teotihuacan during the first millennium A.D. The city was mysteriously abandoned sometime around the seventh century, but at its peak it may have had as many as 100,000 inhabitants.

- 1) to put or build something in a particular place;
- 2) mysterious and difficult to understand;
- 3) human society with its well developed social organizations, or the culture and way of life of a society or country at a particular period in time;
- 4) a unit of measurement, equal to twelve inches or 0.3048 metres;
- 5) the action of excavating something, especially an archaeological site;
- 6) a large hole in the side of a hill, cliff, or mountain, or one that is underground;
- 7) a long passage under or through the ground, especially one made by people;
- 8) a number of things that have been hidden, especially weapons, or the place where they have been hidden;
- 9) a place that is connected with a holy event or holy person, and that people visit to pray;
- 10) a shape or pattern made against the sky, especially by buildings.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. What was Latin America's answer to the Great Pyramid of Giza?
2. Where is the Pyramid of the Sun located?
3. Who was the Pyramid constructed by?
4. What did excavations in the 1970s reveal?
5. Did the tunnel complex once serve as a spiritual shrine or a royal tomb?



#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. San Agustín



*“Guardian statues” at San Agustín.*

*DEA Picture Library/De Agostini/Getty Images*

#### I. Read the text. Match the words from the text with the definitions below.

According to UNESCO, Colombia’s San Agustín boasts the largest collection of megalithic sculptures in all of South America. The site consists of a massive necropolis strewn with some 40 burial mounds and 600 stone statues fashioned from volcanic rock. The statues range in height from only a few inches to around 20 feet, and depict grotesque monsters, club-wielding warriors and animals such as eagles, jaguars and frogs. The vast majority of the monuments date to between the first and eighth centuries A.D., but little is known about what significance they may have had for the ancient northern Andean culture that made them. A Spanish friar who saw the statues in the 1750s famously concluded that their fearsome imagery must have been the work of the devil, but modern scholars tend to believe they were designed to serve as guardians for the people buried in the surrounding tombs.

- 1) something you are proud of and like to tell people about;
- 2) relating to megaliths (= ancient large stones, sometimes forming a group or circle), or the period when these were important;
- 3) an ancient cemetery (= piece of ground where people are buried);
- 4) to scatter things over a surface;
- 5) a large pile of earth, stones, etc. like a small hill;
- 6) strange and unpleasant, especially in a silly or slightly frightening way;
- 7) a large wild animal of the cat family that lives in Central and South America;
- 8) a member of a religious group of men who often work as teachers;
- 9) pictures or words that are used to represent something, for example a situation;
- 10) a powerful evil force and the enemy of God in Christianity and Judaism.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. What does Colombia’s San Agustín boast according to UNESCO?
2. What does the site consist of?
3. What period of time do the vast majority of the monuments date to?
4. What did a Spanish friar who saw the statues in the 1750s famously conclude?

5. What do modern scholars tend to believe?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **3. The Nazca Lines**



Spider figure at the Nazca lines.

Danita Delimont/Getty Images

#### **I. Read the text. Match the words from the text with the definitions below.**

In the high desert of southern Peru lie the Nazca Lines, a collection of bewildering geoglyphs that were etched into the arid landscape as many as 2,500 years ago. The drawings extend over a 200 square mile area and include everything from geometric shapes and swirls to representations of animals such as a hummingbird, a spider, a monkey and a killer whale. The gargantuan art gallery was most likely the work of the ancient Nazca people, who made the lines by clearing away a top crust of dark-colored rocks to reveal a layer of white sand. Why they did so, however, is a matter of considerable debate. Some researchers believe the drawings were connected to rituals involving rain, while others argue they may have had an astronomical function. Still others think they served as a ceremonial route walked by pilgrims on their way to a temple or religious site.

- 1) an area, often covered with sand or rocks, where there is very little rain and not many plants;
- 2) confused and uncertain;
- 3) a large pattern in the ground, designed to be seen from a distance;
- 4) to cut a pattern, picture, etc., in a surface;
- 5) very dry and without enough rain for plants;
- 6) a twisting, circular shape;
- 7) a small brightly coloured bird found in America, especially Central and South America. It has a long thin beak and powerful narrow wings that can move very fast;
- 8) huge; enormous;
- 9) a way from one place to another;
- 10) a person who makes a journey to a holy place for a religious reason.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

1. When and where were the bewildering geoglyphs etched into the arid landscape?
2. What animals do the drawings represent?
3. How did the ancient Nazca people make the lines?

4. Why did they do so?
5. What do the researchers think of those drawings?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

##### **4. Cliff Palace**



*Cliff Palace at Mesa Verde.*  
*SShepard/Getty Images*

#### **I. Read the text. Match the words from the text with the definitions below.**

Nestled in Mesa Verde National Park in Colorado, the 800-year-old Cliff Palace is the largest and most famous settlement of the Ancestral Puebloans, a civilization that once inhabited the Four Corners region of the American Southwest. The imposing cliff dwelling was built from sandstone bricks, wooden beams and mortar, and includes some 150 rooms and towers as well as two-dozen circular meeting rooms, or kivas. As many as 100 people called the fortress home during the 13th century A.D., but the Puebloans abandoned it just a few decades later, most likely because of a prolonged drought. Cliff Palace became a ghost town and remained unknown to non-natives until 1888, when a pair of ranchers happened upon it while looking for stray cattle.

- 1) a high area of land with a very steep side, especially one next to the sea;
- 2) having an appearance that looks important or causes admiration;
- 3) a house or place to live in;
- 4) a type of rock formed from sand;
- 5) a long, thick piece of wood, metal, or concrete, especially used to support weight in a building or other structure;
- 6) a mixture of sand, water, and cement or lime that is used to fix bricks or stones to each other when building walls;
- 7) a tall, narrow structure, often square or circular, that either forms part of a building or stands alone;
- 8) a large underground or partly underground room in a Pueblo village, used chiefly for religious ceremonies;
- 9) a long period when there is little or no rain;
- 10) someone who owns or works on a ranch.

#### **II. Make sentences with these words.**

### III. Read the text again and answer the questions.

1. Is the 800-year-old Cliff Palace the largest and most famous settlement of the Ancestral Puebloans?
2. Where is it situated?
3. What was the imposing cliff dwelling built from?
4. What does it include?
5. How many people called the fortress home during the 13th century A.D.?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. Joya de Cerén



*Archaeological site at Joya de Cerén.  
Luis Davilla/Getty Images*

### I. Read the text. Match the words from the text with the definitions below.

Though not the most spectacular architectural site in the Americas, El Salvador's Joya de Cerén is almost certainly among the best preserved. Known as "the Pompeii of the New World," the small Mayan farming village was entombed in 17 feet of ash during a volcanic eruption around 600 A.D. Like its more famous Italian counterpart, it was effectively frozen in time, creating a fascinating snapshot of daily life in Pre-Hispanic Central America. Since its rediscovery in the 1970s, archeologists have unearthed several thatch-roof structures as well as a plaza and a communal sweat bath. They have also found scores of everyday objects such as sleeping mats, jade axes and food jars. There are no human remains at Cerén—its 200 residents seem to have fled before the volcano blew—but the eruption did preserve some of their footprints. There are even ash imprints of the corn stalks that once grew in the surrounding gardens.

- 1) very exciting to look at;
- 2) to protect from decay or dissolution; maintain;
- 3) to bury or permanently trap by something;
- 4) the soft grey or black powder that is left after a substance, especially tobacco, coal, or wood, has burned;
- 5) the way that a particular figure or set of figures gives an understanding of a situation at a particular time;
- 6) straw or reeds used to make roofs;
- 7) bright green in colour;
- 8) a mark made by a foot or shoe;
- 9) the mark left by an object being pressed into or onto something;



10) the main stem of a plant, or the narrow stem that joins leaves, flowers, or fruit to the main stem of a plant.

## II. Make sentences with these words.

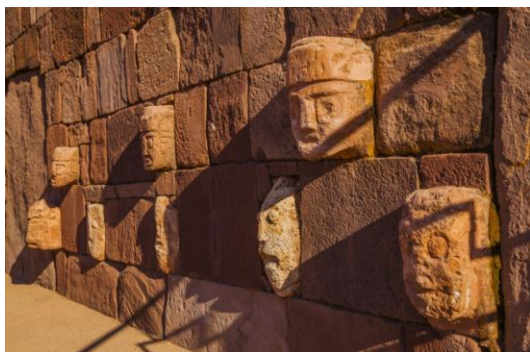
### III. Read the text again and answer the questions.

1. Is El Salvador's Joya de Cerén the most spectacular architectural site in the Americas?
2. Why is it famous?
3. When was the small Mayan farming village known as "the Pompeii of the New World" entombed in 17 feet of ash?
4. What have the archeologists unearthed since its rediscovery in the 1970s?
5. Are there any human remains at Cerén?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 6. Tiwanaku



*Faces on wall of Tiwanaku.*  
JTB/UIG/Getty Images

### I. Read the text. Match the words from the text with the definitions below.

Situated more than 12,500 feet above sea level near Bolivia's Lake Titicaca, Tiwanaku is a mystifying complex of temples, pyramids and statues that was once the capital and spiritual center of the ancient Tiwanaku culture. The city reached its peak during the first millennium A.D., when numerous monumental structures were erected near the moat-enclosed city center. Two of the most important were the Akapana pyramid and the Kalasasaya temple, the latter of which features a "Gate of the Sun" protected by a frieze of a deity brandishing a pair of staffs. Pumapunku, another major ruin, lies outside the city center and consists of several platforms, plazas and stairways. The Tiwanaku complex is famous for its monolithic stonework, which includes walls dotted with stone heads and statues hewn from sandstone and andesite blocks, some of which weighed over 100 tons. Many of these stone pieces were cut so precisely that they fit together perfectly without the use of mortar.

- 1) so strange or confusing that you cannot understand or explain it;
- 2) a period of 1,000 years;
- 3) to build something such as a building or wall;
- 4) a long, wide hole that is dug all the way around a place such as a castle and usually filled with water, to make it more difficult to attack;
- 5) is a structure like a door which is used at the entrance to a field, a garden, or the grounds of a building;
- 6) a decoration that goes along the top of the walls of a room or a building;
- 7) to wave something in the air in a threatening or excited way;

- 8) a long, strong stick held in the hand that is used as a support when walking, as a weapon, or as a symbol of authority;
- 9) very large, solid, and impressive;
- 10) a fine-grained tan or grey volcanic rock consisting of plagioclase feldspar, esp. andesine, amphibole, and pyroxene.

## II. Make sentences with these words.

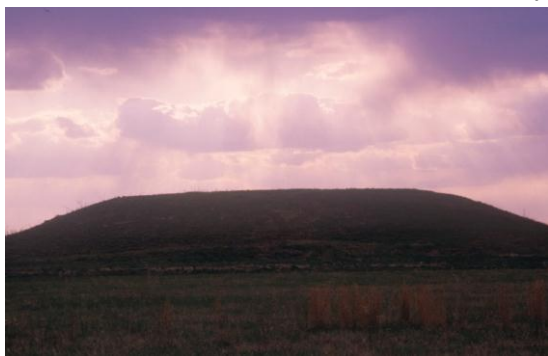
## III. Read the text again and answer the questions.

1. Where is Tiwanaku situated?
2. Was Tiwanaku the capital and spiritual center of the ancient Tiwanaku culture?
3. What were two of the most important monumental structures?
4. What does Pumapunku, another major ruin consist of?
5. What is the Tiwanaku complex famous for?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. Cahokia



*The prehistoric Cahokia Mounds.*  
*Fotosearch/Getty Images*

## I. Read the text. Match the words from the text with the definitions below.

Long before Europeans were aware that the New World even existed, the outskirts of modern day St. Louis were home to a metropolis now known as Cahokia. Built by the ancient Mississippian culture, the 5 square mile site reached its peak sometime around 1100 A.D., when it may have supported a population of 10,000-20,000 people—roughly the same as London. The city included sprawling public plazas and residential neighborhoods, but its most striking feature was its roughly 120 terraced earthen mounds, which often served as tomb complexes or platforms for important buildings. The largest, the so-called “Monks Mound,” still stands some 100 feet tall and was once topped by a temple or palace. Excavations at Cahokia have revealed evidence of human sacrifice as well as crafted stone figurines and a palisade solar calendar dubbed “Woodhenge,” but since its residents kept no written records, archaeologists still know relatively little about their culture or religion. Even more mysterious is the settlement’s sudden decline: by the 1300s, it had been completely abandoned.

- 1) knowing that something exists, or having knowledge or experience of a particular thing;
- 2) a very large city, often the most important city in a large area or country;
- 3) spreading out in a straggling fashion;
- 4) the people living near one another; community;
- 5) to be on the upper surface of something, especially as a decoration;
- 6) to make known or show something that is surprising or that was previously secret;

- 7) the act of killing an animal or person and offering them to a god or gods, or the animal, etc. that is offered;
- 8) a small model of a human, usually made of clay or porcelain;
- 9) a strong fence made of pointed posts;
- 10) a decrease in the quality, quantity, or importance of something.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. Were the outskirts of modern day St. Louis home to a metropolis now known as Cahokia long before Europeans were aware that the New World existed?
2. When did the site reach its peak?
3. What was the most striking feature of the city?
4. Did the residents of Cahokia keep any written records?
5. Why is the settlement's sudden decline so mysterious?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 8. Copán



Statuary art in Copan. PHAS/UIIG/Getty Images

## I. Read the text. Match the words from the text with the definitions below.

Famed for its exquisite hieroglyphs and stonework, the ancient Mayan city of Copán sits in modern day Honduras near the border with Guatemala. The site began its life as a small agricultural settlement in the B.C. era, but it reached its zenith between the fifth and ninth centuries A.D., when it was ruled by a dynasty of 16 different kings. During that time, the city center was expanded to include numerous plazas, staircases, pyramids and stone temples, many of which were painted a striking shade of red. One of the site's most famous monuments is the so-called "Hieroglyphic Stairway," a 63-step staircase carved with over 2,000 individual glyphs—more than in any known Mayan inscription. There are also several stone steles and altars adorned with images of the city's rulers and descriptions of its history. Copán may have had some 20,000 residents at its peak, but it went into decline in the eighth century after its 13th king was captured and beheaded during a conflict with a rival kingdom. The city was subsequently abandoned and remained largely unexplored until the 1800s.

- 1) extremely beautiful and very delicately made;
- 2) a picture or symbol used to represent a word or part of a word, especially in the ancient Egyptian writing system;
- 3) the best or most successful point or time;
- 4) very unusual or easily noticed, and therefore attracting a lot of attention;



- 5) a type or degree of a colour;
- 6) a passage that contains a set of steps;
- 7) a pictograph or other symbolic character or sign, esp. when cut into a surface or carved in relief;
- 8) an upright stone slab or column decorated with figures or inscriptions, common in prehistoric times;
- 9) a holy table in a church or temple;
- 10) to cut off someone's head as a punishment.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. Where is the ancient Mayan city of Copán situated?
2. How did the site begin its life?
3. When did it reach its zenith?
4. What is one of the site's most famous monuments?
5. What was the population of Copán at its peak?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

**Визначні місця США**  
<https://ne-np.facebook.com> ›



В Америці є все: від численних пляжів уздовж берегів двох океанів до найвищих гірських вершин на континенті, а також найбільші мегаполіси в світі. Саме тому ви можете вибрати серед незліченних визначних місць, щоб насолодитись незабутніми канікулами у США. Крім того, дивовижна біорізноманітність і вражаючі красвиди природи створюють неймовірний сплав з пам'ятками історії та архітектури. Два представники списку природних чудес світу, найвищі будівлі – ось лише кілька прикладів. А відмінна інфраструктура пропонує кращі можливості для проживання й екскурсій. Радимо Вам відвідати принаймні кілька з 10 кращих пам'яток США.

**Національний парк Брайс Каньйон** розташований в південній Юті. Тут ви можете побачити захоплюючі пейзажі і величні гірські формування – Худу. Вони створені багато років тому під впливом сил води і вітру, тому осадові породи набувають незвичайних форм, таких, як стовпи, арки і т.п.

Гірський пейзаж Аляски – ще одна неймовірна природна пам'ятка в цій колекції красивих місць США. Найбільш північна частина США – природний дорогоцінний скарб, особливо протягом зими. В оточенні казки з незліченними надихаючими перспективами білих піків, абсолютно прозорих синіх річок, мальовничих міст і пишних лісистих місцевостей можна забути про реальність.

Золоті Ворота Сан-Франциско – культовий міст і один з найкрасивіших технічних шедеврів у штаті Каліфорнія. Він розташований в затоці Сан-Франциско і з'єднує два півострова. Голден Гейт Брідж був побудований в четвертому десятилітті ХХ-го сторіччя – це незабутня і одна з найбільш пізнаваних пам'яток США, завдяки його масштабу, червонуватим відтінкам і унікальним формам.

На одному з безлічі сценічних та екзотичних північних островів Тихого океану і Гаваїв ви можете пережити дійсно незабутній досвід тропічних канікул. Захопіться вражаючим краєвидом узбережжя Пали, яке є найкрасивішим природним об'єктом на острові Кауаї. Це один з найбільш західних Гавайських островів, відомий неперевершеним тропічним біорізноманіттям.

Нью-Йорк – один з найбільших мегаполісів у світі, найбільш густонаселене місто в США. Одна з найбільш пам'яток Нью-Йорка – незліченне яскраве світло гігантських хмарочосів у Манхеттені, що створює чарівну суміш вогнів і квітів, перетворюючи ніч на день.

Лас Вегас – ще одне американське місто-гігант, де вночі може бути світліше, ніж удень. Це культове місто відоме своїми гігантськими готелями і всевітньо відомими казино. Вночі Гральна столиця світу купається в яскравому зачаруванні незліченного нічного освітлення.

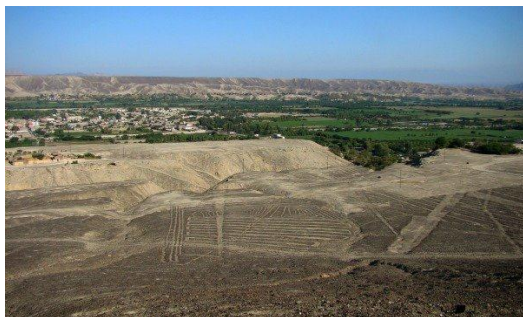
## **VII. Make a presentation based on the information which you find the most interesting.**

## **VIII. Write a summary of the Hungarian text in English.**

### **Megmentik a perui Nazca-vonalakat**

2011. november 16. 11:05

[https://mult-kor.hu/20111116\\_megmentik\\_a\\_perui\\_nazcavonalakat](https://mult-kor.hu/20111116_megmentik_a_perui_nazcavonalakat)



Átfogó tervet dolgoznak ki a világörökség részét képező Nazca-vonalak megóvására.

Peru egy félreeső vidékén, Limától 400 kilométerre délre, a Pampas de Jumana nevű fennsíkon láthatók a gigantikus mértani alakzatok, monumentális állatfigurák és nyílegyenes vonalak, amelyek közös jellemzője, hogy egyetlen, önmagát sehol nem metsző vonalból állnak.

Az ábrákat valószínűleg a nazca indiánok készítették, akik az inka birodalom felemelkedése előtti Peru egyes területeit lakták. Az állat- és emberábrázolások, növények, geometrikus minták i.e. 500 és i.sz. 500 között, azonos módon készültek: a talajról lekaparták a felszíni vörös kavicsréteget, hogy feltáruljon az alatta fekvő halványsárga kőzet. A világ legnagyobb grafikai alkotása 450 négyzetkilométeres területet foglal el.

A Nazca-vonalakat az UNESCO 1994-ben vette fel a világörökségi listára. A geoglifák felfedezésük óta foglalkoztatják a kutatókat. S noha vége-hossza nincsen a titokzatos alkotások rendeltetéséről szóló elméleteknek, a legvalószínűbb, hogy asztronómiai funkciót töltöttek be.

A múlt időre figyelmeztet a World Monuments Fund (WMF) 2012-es, a veszélyeztetett kulturális örökséget tartalmazó jelentése is, amelyre a perui emlékek is felkerültek. Az illegális bányásztevékenység, a lopások, az engedély nélküli barangolás, a turisztikai infrastruktúra hiánya és a környezeti változások mind-mind a világörökségi helyszín pusztulásához járulnak hozzá.

Bár a 2007-es áradások és a nyomán keletkező sárlavinák nem okoztak kárt az alkotásokban, az irányítás és a szervezés szakszerűtlensége komoly főfájást okoz a WMF regionális szervezeténél, amely komoly kritikát fogalmazott meg az ica-i tartományi kormány kompetenciájával kapcsolatban.

Vannak azonban előremutató jelek is: a hírek szerint év végén a perui kulturális minisztérium átfogó tervet dolgoz ki a Nazca-vonalak megóvására. A WMF szerint a listára való felvétellel sikerült együttműködésre bírni az érintett intézményeket, illetve a turizmusból profitáló közösségeket, de ez csak a hosszú folyamat első lépése.

## COMPREHENSION TEST

**Choose the correct variant a, b, c, or d.**

1. Latin America's answer to the Great Pyramid of Giza, ..... is located in the ancient city of Teotihuacan near Mexico City.
  - a) the Pyramid of the Moon
  - b) the Pyramid of the Crescent
  - c) the Pyramid of the Sun
  - d) the Pyramid of the Star
2. Constructed around 200 A.D. by an enigmatic ....., the monument stands over 200 feet tall and is roughly 700 feet wide, which would have made it one of the largest structures in ancient North America.
  - a) pre-Aztec civilization
  - b) pre-Incan Civilizationcivilization
  - c) pre-Maya civilization
  - d) pre-Roman civilization
3. According to UNESCO, Colombia's San Agustín boasts the largest collection of megalithic sculptures in all of .....
  - a) Africa
  - b) Asia
  - c) North America
  - d) South America
4. The statues range in height from only a few inches to around 20 feet, and depict grotesque monsters, club-wielding warriors and animals such as eagles, jaguars and .....
  - a) lions
  - b) tigers
  - c) frogs
  - d) lizards
5. In the ..... of southern Peru lie the Nazca Lines, a collection of bewildering geoglyphs that were etched into the arid landscape as many as 2,500 years ago.
  - a) high desert
  - b) high mountains
  - c) high plato
  - d) high cliffs
6. Some researchers think the lines served as a ceremonial route walked ..... on their way to a temple or religious site.
  - a) by monks
  - b) by warriors
  - c) by nobility
  - d) by pilgrims
7. Nestled in Mesa Verde National Park ....., the 800-year-old Cliff Palace is the largest and most famous settlement of the Ancestral Puebloans
  - a) in Nevada
  - b) in Arisona
  - c) in Colorado
  - d) in Texas
8. Cliff Palace became ..... and remained unknown to non-natives until 1888, when a pair of ranchers happened upon it while looking for stray cattle.
  - a) a ghost town
  - b) a hidden town

- c) a lost town
- d) sacred town

9. Though not the most spectacular architectural site in the Americas, El Salvador's Joya de Cerén is almost certainly among .....

- a) the least preserved
- b) the best preserved
- c) the best discovered
- d) the least discovered

10. There are no human remains at Cerén—its 200 residents seem to have fled before the volcano blew—but the eruption did preserve some of their .....

- a) pottery
- b) footprints
- c) furniture
- d) statues

11. Tiwanaku reached its peak during ....., when numerous monumental structures were erected near the moat-enclosed city center.

- a) the first millennium A.D.
- b) the second millennium A.D.
- c) the first millennium B.C.
- d) the second millennium B.C.

12. Two of the most important structures were the Akapana pyramid and the Kalasasaya temple, the latter of which features ..... protected by a frieze of a deity brandishing a pair of staffs.

- a) a "Gate of the Moon"
- b) a "Gate of the Paradise"
- c) a "Gate of the Sun"
- d) a "Gate of the Sky"

13. Long before Europeans were aware that ..... even existed, the outskirts of modern day St. Louis were home to a metropolis now known as Cahokia.

- a) the New World
- b) Australia
- c) Far East
- d) Near East

14. Built by the ancient Mississippian culture, the 5 square mile site reached its peak sometime around 1100 A.D., when it may have supported a population of 10,000-20,000 people—roughly the same .....

- a) as Washington
- b) as Beijing
- c) as London
- d) as Boston

15. Famed for its exquisite hieroglyphs and stonework, the ancient Mayan city of Copán sits in modern day Honduras near the border with .....

- a) Nicaragua
- b) Mexico
- c) El Salvador
- d) Guatemala

16. Between the fifth and ninth centuries A.D., the city center was expanded to include numerous plazas, staircases, pyramids and stone temples, many of which were painted .....

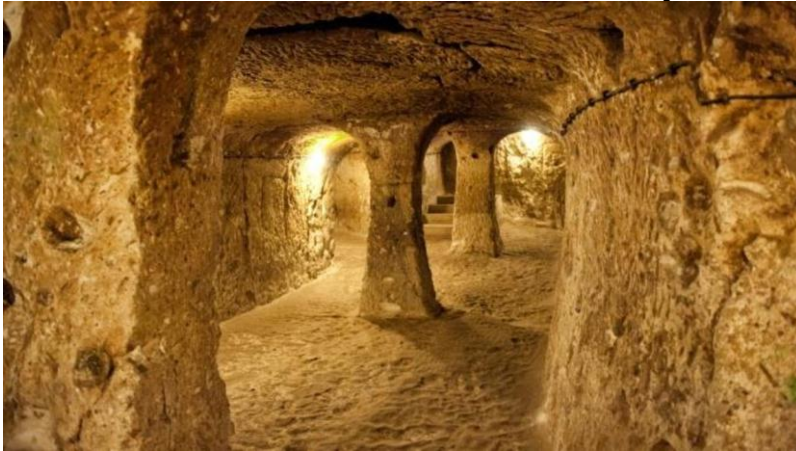
- a) a striking shade of green
- b) a striking shade of blue
- c) a striking shade of red
- d) a striking shade of purple

## UNIT 11

### 8 Mysterious Underground Cities

[https://www.history.com/news/8-mysterious-underground-cities?li\\_source=LI&li\\_medium=m2m-rcw-history](https://www.history.com/news/8-mysterious-underground-cities?li_source=LI&li_medium=m2m-rcw-history)

#### 1. Derinkuyu



*Derinkuyu Underground City is an ancient multilevel underground city in the Derinkuyu district in Nevsehir Province, Turkey. (Credit: ralucahphotography.ro/Getty Images)*

#### I. Read the text. Match the words from the text with the definitions below.

The volcanic rock landscape of Turkey's Cappadocia region is pockmarked with several different underground cities, but perhaps none is as vast or as impressive as Derinkuyu. This labyrinthine complex dates to around the 8th century B.C. and was most likely built to serve as a refuge during periods of war and invasion. With this in mind, its 18-story interior was a self-contained metropolis that included ventilation shafts, wells, kitchens, schoolrooms, oil presses, a bathhouse, a winery and living space for some 20,000 people. When threatened by attack, each level of the city could be sealed off behind a collection of monolithic stone doors. Historians believe that the Hittites or the Phrygians were among Derinkuyu's earliest builders, but it was later occupied and expanded by a host of other groups including Byzantine-era Christians, who left behind a collection of underground frescoes and chapels. Despite its long history, the city wasn't rediscovered until the 1960s, when a local man stumbled upon some its tunnels while renovating his home.

- 1) of or from a long time ago, having lasted for a very long time;
- 2) coming from or connected with a volcano;
- 3) used to describe something that has a lot of parts and is therefore confusing;
- 4) (a place that gives) protection or shelter from danger, trouble, unhappiness, etc.;
- 5) an occasion when an army or country uses force to enter and take control of another country;
- 6) the movement of fresh air around a closed space, or the system that does this;
- 7) a deep hole in the ground from which you can get water, oil, or gas;
- 8) (a picture made by) painting on wet plaster on a wall or ceiling;
- 9) a room that is part of a larger building and is used for Christian worship;
- 10) a long passage under or through the ground, especially one made by people.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. What underground city is the most important one in Turkey?
2. Why was this labyrinthine complex that dates to around the 8th century B.C. built?



3. With this in mind, its 18-story interior was a self-contained metropolis that included ventilation shafts, wells, kitchens, schoolrooms, oil presses, a bathhouse, a winery and living space for some 20,000 people, wasn't it?
4. What do historians think of Derinkuyu's earliest builders?
5. When was the city rediscovered?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. Naours



A tourist takes a picture inside the Naours underground city. (Credit: FRANCOIS NASCIMBENI/AFP/Getty Images)

#### I. Read the text. Match the words from the text with the definitions below.

Located in northern France, the underground city of Naours includes two miles of tunnels and more than 300 man-made rooms—all of them hidden some 100 feet beneath a forested plateau. The site began its life around the third century A.D. as part of a Roman quarry, but it was later expanded into a subterranean village after locals began using it as a hiding place during the wars and invasions of the Middle Ages. At its peak, it had enough room for 3,000 inhabitants and included its own chapels, stables, wells and bakeries. The Naours caves were later sealed off for decades before being reopened in the 19th century as a tourist attraction. They became a popular sightseeing spot during World War I, and modern visitors can still see more than 2,000 pieces of graffiti left behind by Allied soldiers, many of whom fought nearby at the Battle of the Somme.

- 1) a large flat area of land that is high above sea level;
- 2) a place where something is, was, or will be built, or where something happened, is happening, or will happen;
- 3) a large artificial hole in the ground where stone, sand, etc. is dug for use as building material;
- 4) under the ground;
- 5) a building in which horses are kept;
- 6) a place where bread and cakes are made and sometimes sold;
- 7) something that makes people want to go to a place or do a particular thing;
- 8) the activity of visiting interesting places, especially by people on holiday;
- 9) writings or drawings made on surfaces in public places;
- 10) connected by a political or military agreement.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

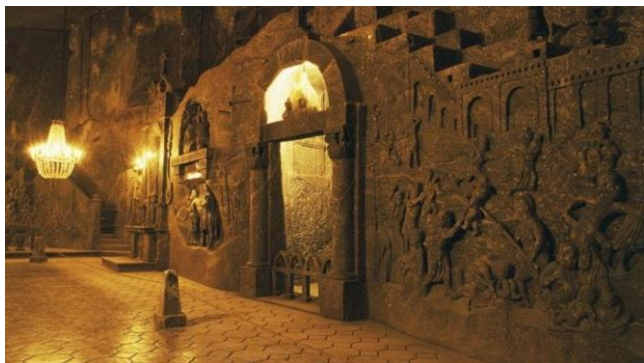
1. How many tunnels and man-made rooms does the underground city of Naours include?
2. Did the site begin its life around the third or the fifth century A.D?

3. How did the locals use Naours during the wars and invasions of the Middle Ages?
4. When were the Naours caves reopened as a tourist attraction?
5. When did the caves become a popular sightseeing spot?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 3. Wieliczka Salt Mine



*Chapel in the cathedral carved out of the rock salt in Wieliczka salt mine. (Credit: DeAgostini/Getty Images)*

#### I. Read the text. Match the words from the text with the definitions below.

Also known as the “Underground Salt Cathedral,” Poland’s Wieliczka Salt Mine is a massive subterranean complex of rooms, passageways and statues located on the outskirts of Krakow. The site dates to the 1200s, when miners first descended beneath the earth’s surface to find rock salt. In the centuries that followed, they slowly carved the mine into a warren of galleries and tunnels that extended more than 1,000 feet underground. When they weren’t digging for “white gold,” the workers also used the mine’s salt crystal deposits to build a stunning collection of chapels, chandeliers, statues and bas reliefs, including a detailed replica of Da Vinci’s “The Last Supper.” The Wieliczka mine stopped producing salt in 2007 after some 700 years in operation, but it remains a popular tourist attraction in Poland. It’s also home to a health spa that touts the therapeutic properties of the mine’s salt-rich microclimate.

- 1) a common white substance found in sea water and in the ground, used especially to add flavour to food or to preserve it;
- 2) a large and important church, esp. one that is the center of a large area;
- 3) a usually long and narrow part of a building with rooms on one or both sides, or a covered path that connects places;
- 4) an object made from a hard material, especially stone or metal, to look like a person or animal;
- 5) the areas that form the edge of a town or city;
- 6) a person who works in a mine;
- 7) to make something by cutting into especially wood or stone, or to cut into the surface of stone, wood, etc.;
- 8) a piece of a substance that has become solid, with a regular shape;
- 9) a decorative light that hangs from the ceiling and has several parts like branches for holding bulbs or, especially in the past, candles;
- 10) an exact copy of an object.

#### II. Make sentences with these words.



### III. Read the text again and answer the questions.

1. How do they call Poland's Wieliczka Salt Mine?
2. Is Wieliczka Salt Mine a massive subterranean complex of rooms, passageways and statues located on the outskirts of Krakow or Warsaw?
3. How old is Poland's Wieliczka Salt Mine?
4. How did the workers use the mine's salt crystal deposits when they weren't digging for "white gold"?
5. Why is this mine used as a health spa?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. Lalibela



*Low angle view of the orthodox rock-hewn church of Saint George, Lalibela. Lalibela is a UNESCO World Heritage Site. (Credit: Santiago Urquijo/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

In the 12th century A.D., a devout king ordered the construction of 11 eye-catching Christian churches in the Ethiopian village of Lalibela. This "New Jerusalem" is notable for having been fashioned from the top down: all of its churches were hewn from volcanic rock below the earth's surface then hollowed out, giving them the appearance of having grown directly out of the ground. The most iconic building is the cross-shaped Church of Saint George, which was cut from a monolithic slice of stone inside a trench 100 feet deep. It was then connected to the rest of the complex via a network of underground passageways, hidden caves and catacombs. Legend has it that the construction of Lalibela took just 24 years, but many historians believe it was actually completed in phases over several centuries. The village is now considered a sacred site for the Ethiopian Orthodox Church, and its subterranean places of worship continue to draw as many as 100,000 pilgrims each year.

- 1) believing strongly in a religion and obeying all its rules or principles;
- 2) very famous or popular, especially being considered to represent particular opinions or a particular time;
- 3) a narrow hole that is dug into the ground;
- 4) a large system consisting of many similar parts that are connected together to allow movement or communication between or along the parts, or between the parts and a control centre;
- 5) a series of underground passages and rooms where bodies were buried in the past;
- 6) someone who writes about or studies history;
- 7) considered to be holy and deserving respect, especially because of a connection with a god;
- 8) (of beliefs, ideas, or activities) considered traditional, normal, and acceptable by most people;
- 9) the act of worshipping God or a god, often through praying or singing;

10) a person who makes a journey, often a long and difficult one, to a special place for religious reasons .

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did a devout king order the construction of 11 eye-catching Christian churches in the Ethiopian village of Lalibela?
2. What is this “New Jerusalem” notable for?
3. How was the cross-shaped Church of Saint George built?
4. How was it connected to the rest of the complex?
5. Did the construction of Lalibela take just 24 years or was it actually completed in phases over several centuries?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. Beijing Underground City



*A mural dedicated to the workers who dug the tunnels that later became the Beijing Underground City in Beijing, China. (Credit: Bryan Chan/Los Angeles Times/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

In the 1960s and 70s, as the threat of nuclear war loomed, the Chinese government ordered the construction of a mammoth fallout shelter beneath their capital of Beijing. Also known as Dixia Cheng, the hand-dug site was supposedly capable of safeguarding around one million people for up to four months. It consisted of fallout-proofed rooms and tunnels that snaked their way underground over an area of several dozen square miles. Certain passageways were reportedly large enough for tanks to pass through, while other housed purpose-built schools, hospitals, granaries and restaurants. There was even a skating rink and a 1,000-seat movie theater. While the Beijing bunker was never put to use, its decaying tunnels still exist today, hidden beneath the city’s homes and businesses. Most are sealed off, but they were briefly opened as a tourist attraction in the early 2000s.

- 1) a large picture that has been painted on the wall of a room or building;
- 2) a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed;
- 3) being or using the power produced when the nucleus of an atom is divided or joined to another nucleus;
- 4) extremely large;
- 5) (a building designed to give) protection from bad weather, danger, or attack;
- 6) to protect something or somebody from harm;
- 7) a large building for storing grain;

- 8) a shelter, usually underground, that has strong walls to protect the people inside it from bullets or bombs;
- 9) becoming gradually damaged, worse, or less;
- 10) to prevent people from entering an area or building, often because it is dangerous.

## II. Make sentences with these words.

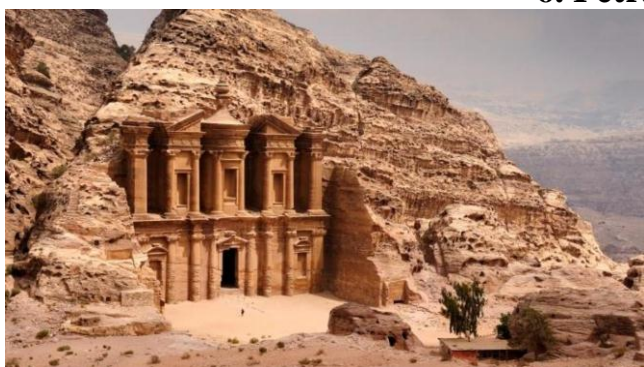
### III. Read the text again and answer the questions.

1. Who ordered the construction of a mammoth fallout shelter beneath their capital of Beijing in the 1960s and 70s?
2. How many people was Dixia Cheng, the hand-dug site supposedly capable of safeguarding?
3. What vehicles could pass through certain passageways?
4. Was there a skating rink or a swimming pool in Dixia Cheng?
5. When were some tunnels briefly opened as a tourist attraction?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. Petra



*A classic view of El Deir, The Monastery in Petra. (Credit: Nick Brundle Photography/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Famed for its cameo in the film “Indiana Jones and the Last Crusade,” Petra is an ancient caravan city tucked away in the mountains of southern Jordan. The site has been inhabited since prehistory, but it reached its peak some 2,000 years ago, when the ancient Nabataeans hand-chiseled the surrounding sandstone hillsides into a dazzling collection of tombs, banquet halls and temples. One of the most exquisite edifices is Al Khazneh, or “the Treasury,” which includes an ornamental façade that extends 130 feet up a rock face. Petra may have been home to 20,000 people at its height, but it was later abandoned sometime around the seventh century A.D. and wasn’t known to Europeans until the 1800s. Excavations at the site are still ongoing today, and it’s believed that the vast majority of its ruins may still lurk underground.

- 1) a brief but noticeable part, esp. in a movie, television program, or performance in a theater, usually by someone who is famous;
- 2) a group of people with vehicles or animals who travel together for safety through a dangerous area, esp. across a desert on camels;
- 3) inhabit - to live in a place;
- 4) a large formal meal for many people, often followed by speeches in honour of someone;
- 5) a large building, especially an impressive one;
- 6) the front of a building, especially a large or attractive building;
- 7) to reach, stretch, or continue;

- 8) to leave a place, thing, or person, usually for ever;
- 9) the act of removing earth that is covering very old objects buried in the ground in order to discover things about the past;
- 10) to exist although it is not always noticeable.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. Where is Petra, an ancient caravan city situated?
2. When did the site reach its peak?
3. What does one of the most exquisite edifices Al Khazneh, or “the Treasury” include?
4. Was Petra that may have been home to 20,000 people at its height, abandoned sometime around the sixth or the seventh century A.D.?
5. Are excavations at the site still ongoing today?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. Orvieto



*Underground Below The City Of Orvieto, Italy. (Credit: traveler1116/Getty Images)*

## I. Read the text. Match the words from the text with the definitions below.

The Italian hilltop town of Orvieto is known for its white wines and picturesque architecture, but its most mysterious wonders lie underground. Beginning with the ancient Etruscans, generations of locals burrowed their way deep into the volcanic rock bluff on which the city was originally built. The subterranean maze was first carved to build wells and cisterns, but over the centuries it grew to include more than 1,200 interlocking tunnels, grottoes, and galleries. Some chambers include the remnants of Etruscan-era sanctuaries and medieval olive presses, while others show signs of having been used as storage places for wine or roosts for pigeons—a common local delicacy. Orvieto’s underground city was also frequently employed as a hiding place during times of strife. As recently as World War II, people were still using certain sections as bomb shelters.

- 1) to dig a hole in the ground, especially to live in;
- 2) a cliff or very steep bank;
- 3) a complicated and confusing network of passages;
- 4) a small cave or an artificial structure that is like a cave, esp. one used for religious purposes;
- 5) protection or a safe place, especially for someone or something being chased or hunted;
- 6) a place, such as a branch of a tree, where birds rest or sleep;
- 7) a large, usually grey bird that is often seen in towns sitting on buildings in large groups, and is sometimes eaten as food;



- 8) something especially rare or expensive that is good to eat;
- 9) angry disagreement or violent actions;
- 10) a weapon that explodes and is used to kill or hurt people or to damage buildings.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What is the Italian hilltop town of Orvieto known for?
2. Why was the subterranean maze first carved?
3. What do some Orvieto's chambers include?
4. Was Orvieto's underground city frequently employed as a hiding place during times of strife or as a tourist attraction?
5. How did people use certain sections of Orvieto during World War II?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 8. Burlington



*The GPO exchange at the Central Government War Headquarters aka "Burlington."  
(Credit: NJ/Wikimedia Commons)*

### I. Read the text. Match the words from the text with the definitions below.

In the event of a Cold War-era nuclear strike, the most important members of the British government would have retreated to a 35-acre underground complex located 100 feet beneath the village of Corsham. This "Burlington Bunker," as it was codenamed, was first built in the 1950s from a series of existing tunnels and stone quarries. It contained office spaces, cafeterias, a telephone exchange, medical facilities and sleeping quarters—all of it designed to keep the British Prime Minister and some 4,000 other key government personnel alive during an emergency. There was even an in-house BBC studio that the PM could use to address the public. While never put into active use, the Burlington facility remained partially operational until 2004, when it was finally decommissioned and declassified.

- 1) the main offices of an organization such as the army, the police, or a business company;
- 2) anything that happens, especially something important or unusual;
- 3) a sudden and powerful hit or attack;
- 4) the group of people who officially control a country;
- 5) a restaurant where people choose what they want from the foods and drinks that are offered in a serving area and carry the items to a table after paying for them;
- 6) to make or draw plans for something, for example clothes or buildings;
- 7) the people who are employed in a company, organization, or one of the armed forces;
- 8) something dangerous or serious, such as an accident, that happens suddenly or unexpectedly and needs fast action in order to avoid harmful results;

- 9) a place, especially including buildings, where a particular activity happens;
- 10) to take equipment or weapons out of use.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. Where would the most important members of the British government have retreated in the event of a Cold War-era nuclear strike?
2. When was this “Burlington Bunker,” as it was codenamed, first built?
3. What was it built from?
4. How many people could “Burlington Bunker” keep alive during an emergency?
5. When was the Burlington facility decommissioned and declassified?

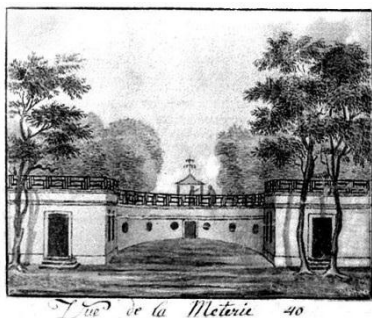
## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Таємничі підземелля Рівного

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Рівне отримає атракційну візитівку європейського зразка – місто виграло грант Європейського Союзу на реалізацію проєкту «Таємничі підземелля Рівного». На місці нещодавно розкопаного підземного міста у парку Шевченка постануть дві атракційні квест-кімнати з мультимедійним інтерактивним оснащенням.

Головна мета – зберегти та популяризувати історію і культурну спадщину Рівного, перетворити це на захопливе дійство. Через квестову гру залучити до вивчення історії міста якомога більшу кількість його жителів, а також привабити більше туристів.

Фахівці зійшлися на думці, що об’єкт повинен максимально зберегти свою автентичність. Фінансова підтримка ЄС уможливить проведення робіт провідними фахівцями з реставрації та музеєфікації задля консервації і захисту виявлених споруд від руйнування, а також створить можливості для проведення додаткових археологічних та історичних досліджень.

Довгий час про підземне місто, таємничі тунелі, якими помережено Рівне, лише здогадувались, переповідали історії. І нарешті легенда знайшла своє підтвердження. Після розчищення проваленого асфальту дослідники та волонтери виявили підземні кімнати. Про підземні ходи у 1886 р. писав у своїй повісті «Діти підземелля» і Володимир Короленко. Праобразом місця подій є саме Рівне – місто, де письменник жив і навчався. Місце, де знайдено підземелля, мало вхід в середньовічний тунель. Розповідають, що він з’явився через забаганку князя Станіслава Любомирського. В 1723 році у володіння Любомирських переходить місто Рівне. Княжа родина починає розбудовувати комплекс на своєрідному штучному острівці. Для полювання Любомирському створили розлогий «Сад розваг», а дорогою до нього – розкішний

виноградник. Тож подейкують, що князь вирішив під ним же й зробити винний льох. У кінці 1790-х років архітектор Жакоб Бургіньйон на замовлення князя будує підземні кімнати. Більшість експертів сходиться на тому, що підземелля було перебудовано в різні часи. Його найстаріший фрагмент можна ідентифікувати XVI – XVII століттям.

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Feltárták a Hadrianus-villa föld alatti városát

2013. augusztus 22. 08:38

[https://mult-kor.hu/20130822\\_feltartak\\_a\\_hadrianusvilla\\_fold\\_alatti\\_varosat](https://mult-kor.hu/20130822_feltartak_a_hadrianusvilla_fold_alatti_varosat)

Alagutak hálózata alkotta föld alatti várost fedeztek fel Hadrianus császár római villája alatt. A barlangkutatók feltételezése szerint a 100 hektáros palotakomplexum alatt húzódó járatokban rabszolgák közlekedtek és ökrök vontatta kocsikon szállították az ételeket és egyéb javakat.



A régészek eddig összesen több mint másfél kilométernyi alagutat térképeztek fel a Rómától 35 kilométerre fekvő tivoli villa alatt. Ezekben a járatokban élelmiszereket és egyéb árukat szállítottak ökrökkel vontatott kocsikkal és a Hadrianus által magával hozott több ezer rabszolga is itt közlekedett. A fő alagút 2,4 méter széles volt, s egy 700 méter átmérőjű „kiszögellésbe” torkollott, a kutatók vélekedése szerint itt tudtak

megfordulni a kocsikkal. „Ezek az alagutak azt sugallják, hogy Hadrianus villája valójában nem is villa volt, hanem egy föld alatti városként működött” – fogalmazott Benedetta Adembri, az ásati terület igazgatója.

A létesítményt valószínűleg 125-ben kezdték építeni. A hatalmas palotakomplexum palotával, fürdőkkel, kutakkal, kerti házakkal, lakónegyedekkel, gazdasági épületekkel, különleges, személyre szabott épületekkel – úgy mint könyvtár és színház – volt tele. A sokat utazó császár legszívesebben ezen a 100 hektáron elterülő, mintegy 30 épületből álló fényűző kéjtanyán időzött, amikor éppen Rómában tartózkodott.

Hadrianus utódai használták és bővítették is a villát, míg Nagy Konstantin császár végül számtalan műkincset az új fővárosba, Konstantinápolyba szállíttatott. A népvándorlás korában aztán teljesen szétrombolták, majd a reneszánsz pápák kezdtek érdeklődni a romok iránt – egy helyi bíboros például a 16. században lebontotta a márványokat, hogy saját villájához használhassa fel.

Az alagutakat Strafa Carrabile-nek („Nagy föld alatti út”) nevezte a területet feltérképező olasz barlangkutató, Marco Placidi és csapata. Az alagúthoz egy bokrok és növények fedte lyuk vezette el a régészeket, akik távvezérléssel működő robotokat küldtek a föld alá, hogy azon részeket is felmérjék, ahova a szakemberek a sziklák és törmelék miatt egyelőre nem tudnak lejutni. A szakértők azonosítottak egy nagyobb, közel 5 méter széles alagutat is, de az a föld és a törmelék miatt egyelőre megközelíthetetlen.

A régészek számára végül világossá vált, hogy a villa alatt egy föld alatti úthálózat húzódik, amire a 15 méterenként fúrt kutak szabályos elhelyezkedéséből lehetett következtetni. Eddig úgy sejtették, hogy egyetlen út futott a palotakomplexum alatt, a most felfedezett alagútbejárat azonban azt sugallja, hogy voltak egyéb, alternatív útvonalak is. Vittoria Fresi régész szerint megjósolni sem lehet, hogy hova vezet az út, s hogy milyen épületekre bukkanhatnak még a jövőben.



## COMPREHENSION TEST

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

1. The volcanic rock landscape of Turkey's Cappadocia region is pockmarked with several different ..... , but perhaps none is as vast or as impressive as Derinkuyu.
  - a) salt mines
  - b) coal mines
  - c) underground cities
  - d) underground monasteries
2. Derinkuyu's 18-story interior was a self-contained metropolis that included ventilation shafts, wells, kitchens, schoolrooms, oil presses, a bathhouse, a winery and living space for some .....
  - a) 200 people.
  - b) 2,000 people.
  - c) 20,000 people.
  - d) 200,000 people.
3. Located in ..... , the underground city of Naours includes two miles of tunnels and more than 300 man-made rooms—all of them hidden some 100 feet beneath a forested plateau.
  - a) southern France
  - b) northern France
  - c) southern Italy
  - d) northern Italy
4. The Naours caves became a popular sightseeing spot during World War I, and modern visitors can still see more than ..... left behind by Allied soldiers
  - a) 2,000 sculptures
  - b) 2,000 pieces of pottery
  - c) 2,000 pieces of weapons
  - d) 2,000 pieces of graffiti
5. Also known as the "Underground Salt Cathedral," Poland's Wieliczka Salt Mine is a massive subterranean complex of rooms, passageways and statues located on the outskirts of .....
  - a) Warsaw
  - b) Krakow
  - c) Sopot
  - d) Gdansk
6. The Wieliczka mine stopped producing salt ..... in operation, but it remains a popular tourist attraction in Poland.
  - a) in 1987 after some 700 years
  - b) in 1997 after some 700 years
  - c) in 2007 after some 700 years
  - d) in 2017 after some 700 years
7. In the 12th century A.D., a devout king ordered the construction of 11 eye-catching ..... in the Ethiopian village of Lalibela.
  - a) Christian monasteries
  - b) Christian churches
  - c) Buddhist temples
  - d) Baptist churches
8. The most iconic building is the cross-shaped ..... , which was cut from a monolithic slice of stone inside a trench 100 feet deep.
  - a) Church of Saint David
  - b) Church of Saint Patrick
  - c) Church of Saint Andrew
  - d) Church of Saint George

9. In the 1960s and 70s, as the threat of nuclear war loomed, the Chinese government ordered the construction of a mammoth fallout shelter beneath ..... .
- a) the city of Beijing
  - b) the city of Shanghai
  - c) the city of Chongqing
  - d) the city of Tianjin
10. Also known as Dixia Cheng, the hand-dug site was supposedly capable of safeguarding ..... for up to four months.
- a) around 500 people
  - b) around 5 thousand people
  - c) around one hundred thousand people
  - d) around one million people
11. Famed for its cameo in the film “Indiana Jones and the Last Crusade,” Petra is an ancient caravan city tucked away in the mountains of southern ..... .
- a) Saudi Arabia
  - b) Iraq
  - c) Jordan
  - d) Syria
12. Petra may have been home to 20,000 people at its height, but it was later abandoned sometime around the seventh century A.D. and wasn’t known to Europeans until ..... .
- a) the 1500s
  - b) the 1800s
  - c) the 1600s
  - d) the 1700s
13. The Italian hilltop ..... is known for its white wines and picturesque architecture, but its most mysterious wonders lie underground.
- a) town of Grosseto
  - b) town of Orvieto
  - c) town of Perugia
  - d) town of Treviso
14. The subterranean maze was first carved to build wells and cisterns, but over the centuries it grew to include ..... interlocking tunnels, grottoes, and galleries.
- a) more than 1,200
  - b) more than 1,000
  - c) more than 200
  - d) more than 100
15. In the event of a Cold War-era nuclear strike, the most important members of the British government would have retreated to a 35-acre underground complex located 100 feet beneath the ..... .
- a) village of Snowhill
  - b) village of Ombersley
  - c) village of Grasmere
  - d) village of Corsham
16. It contained office spaces, cafeterias, a telephone exchange, medical facilities and sleeping quarters—all of it designed to keep the British Prime Minister and ..... alive during an emergency.
- a) some 3,000 other key government personnel
  - b) some 1,000 other key government personnel
  - c) some 4,000 other key government personnel
  - d) some 2,000 other key government personnel

## UNIT 12

### 8 Legendary Ancient Libraries

<https://www.history.com/news/8-impressive-ancient-libraries>

#### 1. The Library of Ashurbanipal



*Part of a clay tablet, Neo-Assyrian. (Credit: Public Domain)*

#### I. Read the text. Match the words from the text with the definitions below.

The world's oldest known library was founded sometime in the 7th century B.C. for the "royal contemplation" of the Assyrian ruler Ashurbanipal. Located in Nineveh in modern day Iraq, the site included a trove of some 30,000 cuneiform tablets organized according to subject matter. Most of its titles were archival documents, religious incantations and scholarly texts, but it also housed several works of literature including the 4,000-year-old "Epic of Gilgamesh." The book-loving Ashurbanipal compiled much of his library by looting works from Babylonia and the other territories he conquered. Archaeologists later stumbled upon its ruins in the mid-19th century, and the majority of its contents are now kept in the British Museum in London. Interestingly, even though Ashurbanipal acquired many of his tablets through plunder, he seems to have been particularly worried about theft. An inscription in one of the texts warns that if anyone steals its tablets, the gods will "cast him down" and "erase his name, his seed, in the land."

- 1) serious and quiet thought for a period of time;
- 2) a collection of valuable things;
- 3) a form of writing used for over 3,000 years until the 1st century BC in the ancient countries of Western Asia;
- 4) a thin, flat, often square piece of hard material such as wood, stone, or metal;
- 5) words that are believed to have a magical effect when spoken or sung;
- 6) the activity of stealing from shops during a violent event;
- 7) to discover something by chance, or to meet someone by chance;
- 8) an occasion when goods are stolen from a place, especially violently or during a war, or these stolen goods;
- 9) words that are written or cut in something;
- 10) to remove or destroy something, especially something that shows that that person or thing ever existed or happened.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. When was the world's oldest known library founded?
2. How were 30,000 cuneiform tablets organized?
3. Were there any works of literature among the archival documents, religious incantations and scholarly texts?
4. Where are the majority of its contents kept nowadays?
5. How did Ashurbanipal acquire many of his tablets?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. The Library of Alexandria



*The Burning of the Library of Alexandria, 1876. Private Collection. (Credit: Fine Art Images/Getty Images)*

#### I. Read the text. Match the words from the text with the definitions below.

Following Alexander the Great's death in 323 B.C., control of Egypt fell to his former general Ptolemy I Soter, who sought to establish a center of learning in the city of Alexandria. The result was the Library of Alexandria, which eventually became the intellectual jewel of the ancient world. Little is known about the site's physical layout, but at its peak it may have included over 500,000 papyrus scrolls containing works of literature and texts on history, law, mathematics and science. The library and its associated research institute attracted scholars from around the Mediterranean, many of whom lived on site and drew government stipends while they conducted research and copied its contents. At different times, the likes of Strabo, Euclid and Archimedes were among the academics on site.

The great library's demise is traditionally dated to 48 B.C., when it supposedly burned after Julius Caesar accidentally set fire to Alexandria's harbor during a battle against the Egyptian ruler Ptolemy XIII. But while the blaze may have damaged the library, most historians now believe that it continued to exist in some form for several more centuries. Some scholars argue that it finally met its end in 270 A.D. during the reign of the Roman emperor Aurelian, while others believe that it came even later during the fourth century.

- 1) the end of life;
- 2) to start a company or organization that will continue for a long time;
- 3) something that is very beautiful or valuable;
- 4) the way that something is designed or arranged;
- 5) a tall plant like a grass that grows in or near water, especially in North Africa, or paper made from this plant, especially by ancient Egyptians;
- 6) a long roll of paper or similar material with usually official writing on it;
- 7) a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding;
- 8) a particular amount of money that is paid regularly to someone;
- 9) the end of something that was previously considered to be powerful, such as a business, industry, or system;
- 10) an area of water next to the coast, often protected from the ocean by a thick wall, where ships and boats can shelter.

#### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What did former general Ptolemy I Soter, seek to establish in the city of Alexandria following Alexander the Great's death in 323 B.C.?
2. Do we know much about the Library of Alexandria physical layout?
3. Who conducted research in the library at different times?
4. Did Julius Caesar burn the library?
5. When did the library finally meet its end?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 3. The Library of Pergamum



*Reconstruction of Pergamon. (Credit: De Agostini/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Constructed in the third century B.C. by members of the Attalid dynasty, the Library of Pergamum, located in what is now Turkey, was once home to a treasure-trove of some 200,000 scrolls. It was housed in a temple complex devoted to Athena, the Greek goddess of wisdom, and is believed to have comprised four rooms—three for the library's contents and another that served as a meeting space for banquets and academic conferences. According to the ancient chronicler Pliny the Elder, the Library of Pergamum eventually became so famous that it was considered to be in "keen competition" with the Library of Alexandria. Both sites sought to amass the most complete collections of texts, and they developed rival schools of thought and criticism. There is even a legend that Egypt's Ptolemaic dynasty halted shipments of papyrus to Pergamum in the hope of slowing its growth. As a result, the city may have later become a leading production center for parchment paper.

- 1) a series of rulers or leaders who are all from the same family, or a period when a country is ruled by them;
- 2) a building used for the worship of a god or gods in some religions;
- 3) to give your time or effort completely to something you believe in or to a person, or to use a particular amount of time or energy doing something;
- 4) the ability to use your knowledge and experience to make good decisions and judgments
- 5) a large formal meal for many people, often followed by speeches in honour of someone;
- 6) a large, formal meeting at which there are groups of talks on a particular subject, or a small, private meeting for discussion of a particular matter;
- 7) a person who writes descriptions of historical events as they happen;
- 8) to get a large amount of something, especially money or information, by collecting it over a long period;
- 9) a person, group, etc. competing with others for the same thing or in the same area;
- 10) the thin, dried skin of some animals that was used in the past for writing on, or a high-quality paper made to look like this.



## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Who was the Library of Pergamum constructed by?
2. Where was the library housed?
3. Why did the Library of Pergamum eventually become so famous?
4. Was there a room in a temple complex that served as a meeting space for banquets and academic conferences?
5. Is there a legend that Egypt's Ptolemaic dynasty halted shipments of papyrus to Pergamum in the hope of slowing its growth?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. The Villa of the Papyri



*The long-buried Villa of the Papyri opened to the public almost 2000 years after it was submerged in volcanic mud in Herculaneum. (Credit: Eric VANDEVILLE/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

While it wasn't largest library of antiquity, the so-called "Villa of the Papyri" is the only one whose collection has survived to the present day. Its roughly 1,800 scrolls were located in the Roman city of Herculaneum in a villa that was most likely built by Julius Caesar's father-in-law, Lucius Calpurnius Piso Caesoninus. When nearby Mount Vesuvius erupted in 79 A.D., the library was buried—and exquisitely preserved—under a 90-foot layer of volcanic material. Its blackened, carbonized scrolls weren't rediscovered until the 18th century, and modern researchers have since used everything from multispectral imaging to x-rays to try to read them. Much of the catalogue has yet to be deciphered, but studies have already revealed that the library contains several texts by an Epicurean philosopher and poet named Philodemus.

- 1) to cover or hide something completely;
- 2) earth that has been mixed with water;
- 3) the distant past (= a long time ago), especially before the sixth century
- 4) a large house with a big garden in a warm country or region;
- 5) documents written on papyrus;
- 6) to explode with flames and rocks coming out of it;
- 7) used for describing something that is so badly burnt that it is black in colour;
- 8) a type of radiation that can go through many solid substances, allowing hidden objects such as bones and organs in the body to be photographed;
- 9) a list of all the books, paintings, etc. that exist in a place;
- 10) to discover the meaning of something written badly or in a difficult or hidden way.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Was the so-called “Villa of the Papyri” the largest library of antiquity?
2. Where were its roughly 1,800 scrolls located?
3. Who was the villa most likely built by?
4. What happened when nearby Mount Vesuvius erupted in 79 A.D.?
5. How do modern researchers try to read blackened, carbonized scrolls?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. The Libraries of Trajan’s Forum



*Trajan’s Forum. (Credit: John Harper/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Sometime around 112 A.D., Emperor Trajan completed construction on a sprawling, multi-use building complex in the heart of the city of Rome. This Forum boasted plazas, markets and religious temples, but it also included one of the Roman Empire’s most famous libraries. The site was technically two separate structures—one for works in Latin, and one for works in Greek. The rooms sat on opposite sides of a portico that housed Trajan’s Column, a large monument built to honor the Emperor’s military successes. Both sections were elegantly crafted from concrete, marble and granite, and they included large central reading chambers and two levels of bookshelf-lined alcoves containing an estimated 20,000 scrolls. Historians are unsure of when Trajan’s dual library ceased to exist, but it was still being mentioned in writing as late as the fifth century A.D., which suggests that it stood for at least 300 years.

- 1) existing or reaching over a large area;
- 2) in ancient Rome, the area in the middle of the town used for public business;
- 3) an open, public area in a city or town, or a group of buildings with stores, often including an open, public area;
- 4) a place or event at which people meet in order to buy and sell things;
- 5) a covered entrance to a building, usually a large and impressive building, that is supported by columns;
- 6) to show great respect for someone, esp. in public;
- 7) to make objects, especially in a skilled way;
- 8) a very hard, grey, pink, or black rock, used for building;
- 9) a small space in a room, formed by one part of a wall being further back than the parts on each side;
- 10) to speak about something quickly, giving little detail or using few words.

### II. Make sentences with these words.



### III. Read the text again and answer the questions.

1. When did Emperor Trajan complete construction on a sprawling, multi-use building complex in the heart of the city of Rome?
2. What did this Forum boast?
3. What do you know about Trajan's Column?
4. What did Latin and Greek sections include?
5. When did Trajan's dual library cease to exist?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 6. The Library of Celsus



*Library of Celsus. (Credit: Public Domain)*

### I. Read the text. Match the words from the text with the definitions below.

There were over two-dozen major libraries in the city of Rome during the imperial era, but the capital wasn't the only place that housed dazzling collections of literature. Sometime around 120 A.D., the son of the Roman consul Tiberius Julius Celsus Polemaeanus completed a memorial library to his father in the city of Ephesus (modern day Turkey). The building's ornate façade still stands today and features a marble stairway and columns as well as four statues representing Wisdom, Virtue, Intelligence and Knowledge. Its interior, meanwhile, consisted of a rectangular chamber and a series of small niches containing bookcases. The library may have held some 12,000 scrolls, but its most striking feature was no doubt Celsus himself, who was buried inside in an ornamental sarcophagus.

- 1) causing or likely to cause strong admiration;
- 2) an official chosen by a government to live in a foreign city, in order to take care of people from the official's own country who travel or live there, and to protect the trade interests of that government;
- 3) done to remember a person or people who have died;
- 4) having a lot of complicated decoration;
- 5) a type of very hard rock that has a pattern of lines going through it, feels cold, and can be polished to become smooth and shiny;
- 6) a passage in a public place with a set of steps that leads from one level to another;
- 7) a good moral quality in a person, or the general quality of being morally good;
- 8) shaped like a rectangle;
- 9) a hollow in a wall, especially one made to put a statue (= artistic object) in so that it can be seen;
- 10) a stone coffin, often decorated, that was used in ancient times.

### II. Make sentences with these words.

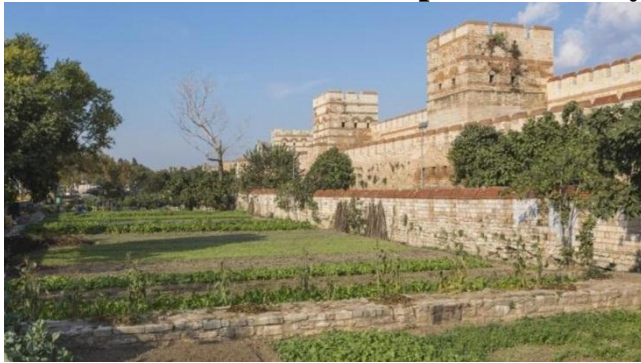
### III. Read the text again and answer the questions.

1. How many libraries were there in the city of Rome during the imperial era?
2. Was the capital the only place that housed dazzling collections of literature?
3. Who completed a memorial library to his father in the city of Ephesus (modern day Turkey) sometime around 120 A.D.?
4. What do four statues at the building's ornate façade represent?
5. What was the most striking feature of the library?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 7. The Imperial Library of Constantinople



*The Theodosian city walls originally built in the 5th century during reign of Theodosius II. (Credit: Ken Welsh/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Long after the Western Roman Empire had gone into decline, classical Greek and Roman thought continued to flourish in Constantinople, the capital of the Byzantine Empire. The city's Imperial Library first came into existence in the fourth century A.D. under Constantine the Great, but it remained relatively small until the fifth century, when its collection grew to a staggering 120,000 scrolls and codices. The size of the Imperial Library continued to wax and wane for the next several centuries due to neglect and frequent fires, and it later suffered a devastating blow after a Crusader army sacked Constantinople in 1204. Nevertheless, its scribes and scholars are now credited with preserving countless pieces of ancient Greek and Roman literature by making parchment copies of deteriorating papyrus scrolls.

- 1) a number of countries ruled by one person or government;
- 2) a change to a lower amount; the process of becoming less in quality or strength;
- 3) to grow or develop successfully;
- 4) the state of being real, or of being known or recognized;
- 5) to put a thin layer of wax on the surface of something, either to make it waterproof or to improve its appearance;
- 6) to become weaker;
- 7) to fail to give needed care or attention to someone or something;
- 8) causing a lot of damage or destruction;
- 9) a Christian who fought in one of the religious wars of the 11th, 12th, 13th, and 17th centuries, mostly against Muslims in Palestine;
- 10) becoming worse.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Did classical Greek and Roman thought continue to flourish in Constantinople, the capital of the Byzantine Empire long after the Western Roman Empire had gone into decline?
2. When did the city's Imperial Library first come into existence?
3. How long did it remain relatively small?
4. How did the size of the Imperial Library change and what devastating blow did it suffer?
5. What are its scribes and scholars now credited with?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 8. The House of Wisdom



*Portrait of Razi polymath, physician and alchemist in his laboratory in Bagdad, Iraq.  
(Credit: Leemage/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

The Iraqi city of Baghdad was once one of the world's centers of learning and culture, and perhaps no institution was more integral to its development than the House of Wisdom. First established in the early ninth century A.D. during the reign of the Abbasids, the site was centered around an enormous library stocked with Persian, Indian and Greek manuscripts on mathematics, astronomy, science, medicine and philosophy. The books served as a natural draw for the Middle East's top scholars, who flocked to the House of Wisdom to study its texts and translate them into Arabic. Their ranks included the mathematician al-Khwarizmi, one of the fathers of algebra, as well as the polymath thinker al-Kindi, often called "the Philosopher of the Arabs." The House of Wisdom stood as the Islamic world's intellectual nerve center for several hundred years, but it later met a grisly end in 1258, when the Mongols sacked Baghdad. According to legend, so many books were tossed into the River Tigris that its waters turned black from ink.

- 1) a medical doctor, especially one who has general skill and is not a surgeon;
- 2) the period of time when a king or queen rules a country;
- 3) an old document or book written by hand in the times before printing was invented;
- 4) a person with great knowledge, usually of a particular subject;
- 5) a part of mathematics in which signs and letters represent numbers;
- 6) someone who studies or writes about the meaning of life;
- 7) the ability to make good judgments based on what you have learned from your experience, or the knowledge and understanding that gives you this ability;
- 8) to attack a building or town, causing a lot of destruction and stealing many valuable things;
- 9) to throw something carelessly;
- 10) coloured liquid used for writing, printing, and drawing.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Was the Iraqi city of Baghdad one of the world's centers of learning and culture?
2. What literature was the enormous library stocked with?
3. Who did the books serve as a natural draw for?
4. What language did the scholars translate the texts into?
5. When did the House of Wisdom that stood as the Islamic world's intellectual nerve center for several hundred years, meet a grisly end?

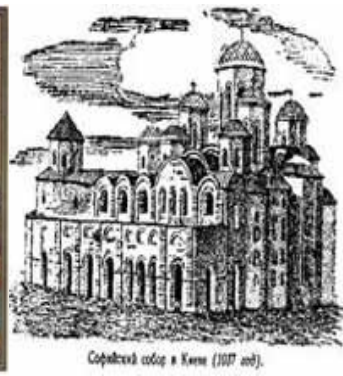
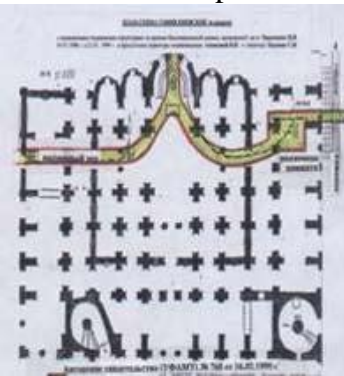
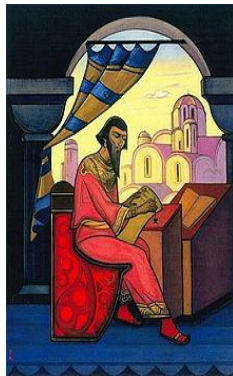
### IV. Translate the text into Ukrainian.

### V. Describe the photo.

### VI. Read the text and convey its main content in English.

#### Бібліотека Ярослава Мудрого

<https://uk.wikipedia.org/wiki>



Бібліотека Ярослава Мудрого — за літописними свідченнями, перша бібліотека Київської Русі, що знаходилася на території Софійського собору в Києві. Час заснування бібліотеки невідомий. У «Повісті временних літ» про неї згадується у 1037 році. Віддаючи належне Ярославу Мудрому, літописець після розповіді про користь книг, які «суть реки напояющие вселенную», говорить, що «Ярославъ же сей, яко же рекохом, любил бе книги, много написав и положи в святей Софии церкви». Це єдина згадка в літописних джерелах про першу бібліотеку Київської Русі. Подальша її доля невідома. Мало відомостей і про первинне місце розташування книгозбірні й книгописної майстерні при ній, а також про кількісний і якісний склад її фонду.

Щодо книжок бібліотеки, літопис наголошує на винятково церковному їх спрямуванні. Очевидно, більшість із них справді були церковними, адже потреба в них диктувалася поширенням на Русі християнства. Однак поряд з церковними перекладалися, очевидно, й книжки, що містили відомості зі світової історії, географії, астрономії, філософські та юридичні трактати, публіцистичні твори. Саме вони послужили основою для перетворення Софії Київської на центр літописання і передової думки. У Софії Київській було укладено перший літописний звід 1037-39 років, написано і проголошено знамените «Слово про Закон і Благодать» київського митрополита Іларіона, створено «Ізборник Святослава», написано «Послання до Смоленського пресвітера Фоми» київського митрополита Климента Смолятича. Знайомство з творами Іларіона і Климента Смолятича переконує в тому, що їм були відомі основні положення філософських вчень Платона, Арістотеля та інших філософів давніх часів.

Є підстави стверджувати, що бібліотека Софії Київської і книгописна майстерня заклали основу бібліотеки Києво-Печерського монастиря, а також бібліотек інших великих міст Київської Русі. За підрахунками фахівців, книгозбірня Софійського собору налічувала понад 950 томів. З приводу подальшої долі бібліотеки думки дослідників розділилися. Одні вважають, що частина її книг напередодні монголо-татарської навали розійшлася по бібліотеках різних соборів і монастирів, а решта загинула 1240 року під час спалення Києва. Інші сподіваються, що книги вдалося сховати десь у київських, а то



навіть і прикиївських підземеллях. На думку російського дослідника-книгознавця М. Розова, сліди бібліотеки Ярослава треба шукати в «Ізборнику Святослава», а також у 20 інших давньоруських рукописах, які зберігаються в Санкт-Петербурзі в Російській національній бібліотеці ім. Салтикова-Щедрина. Можливо, якісь книжки із Софії були переміщені до Києво-Печерського монастиря. Павло Алеппський 1653 року писав, що в Києво-Печерському монастирі є прекрасне книгосховище з безліччю дорогих книг, у тому числі й пергаментних, яким не менше 500 років.

Проте бібліотека Києво-Печерського монастиря згоріла 1718 року, і визначити, які книжки із Софійського собору були в ній, вже неможливо.

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

**Nem egyszerre, hanem fokozatosan pusztult el Alexandria híres könyvtára**

2021. március 4. 17:21 Múlt-kor

<https://mult-kor.hu/nem-egyszerre-hanem-fokozatosan-pusztult-el-alexandria-hires-knyvtara-20210304>



Celsus könyvtárának romjai napjainkban  
(kép forrása: *Wikimedia Commons*)

Az ókor csodás műveltségének legismertebb jelképe a híres alexandriai könyvtár. Mi lett a sorsa a tudás eme valóságos templomának?

A történelem egyik leghíresebb hódítója, Nagy Sándor nem csupán katonai eredményeivel hagyott örökséget az utókorra. Kr. e. 323-ban bekövetkezett, rendkívül korai halálával az általa létrehozott makedón birodalom széthullott. Az új fáraó híve volt a görög és a közel-keleti tudomány és filozófia szintéziséből létrejött hellenisztikus kultúrának, és eldöntötte, hogy a

Nagy Sándor által alapított Alexandria kikötővárosát e kultúra központjává teszi.

Ptolemaiosz eme eltökéltsége eredményezte a híres alexandriai könyvtár, az ókor legnagyobb írásgyűjteményének létrejöttét. Terjedelme csúcán a becslések szerint legalább 40 000, de akár 400 000 görög és egyiptomi nyelven írott tekercsnek is otthont adhatott. Idővel a könyvtár gyűjteménye akkorára nőtt, hogy a mellé épített templomban, a Szerapeumban is helyeztek el belőle. Míg azonban a Szerapeum romjai a mai napig láthatók, a híres könyvtárból semmi sem maradt. A könyvtár egy nagyobb komplexum, a Muszeion („a múzsák csarnoka”) része volt, amely a zenének, a költészetnek, a filozófiának, az anatómiának és a csillagászatnak is külön termeket szentelt.

Ahogy a könyvtárnak egyre inkább híre ment a Földközi-tenger partvidékén, egyre több görög tudós érkezett a Muszeionba kutatni és tanulni. Páratlanul gazdag gyűjteménye mellett az intézmény egyik fő vonzereje az akadémiai szabadság volt: a Muszeion nem számított egyik filozófiai irányzat képviselőjének sem, így mindenkit szívesen láttak.

Emellett az itt kutatók számára ingyenes szállást és étkeztetést is biztosítottak. Arkhimédész, Eukleidész és Hipparkhosz is az igazoltan itt dolgozó nagy tudósok közé tartozott.

Miután Egyiptom végérvényesen Róma irányítása alá került Kr. e. 30-ban, Alexandria városa – és vele együtt a könyvtár is – egyre csak veszített jelentőségéből.

Habár a könyvtár teljes megszűnésének pontos dátuma bizonytalan, a történészek többsége két lehetséges időpontot tart elképzelhetőnek. Az egykori csodálatos intézmény maradéka vagy Kr. u. 272-ben pusztult el, Aurelianus római császár és Zénobia palmürai királynő összecsapása során, vagy Kr. u. 297-ben.

Habár Alexandria legendás könyvtára elveszett, az akadémikus intézmények hagyománya tovább folytatódott a késő ókorban is. A Szerapeum túlélte azokat a viharokat,

amelyeket a könyvtár már nem, és templomként és könyvtárként is működött még évszázadokon át, és más nagy jelentőségű intézmények – mint például Celsus könyvtára Epheszoszban – is igyekeztek minél többet megőrizni az ókori műveltségéből.

## COMPREHENSION TEST

**Choose the correct variant a,b,c, or d.**

1. The world's oldest known library was founded sometime in ..... for the "royal contemplation" of the Assyrian ruler Ashurbanipal.
  - a) the 7th century B.C.
  - b) the 10th century B.C.
  - c) the 7th century A.D.
  - d) the 10th century A.D.
2. Archaeologists later stumbled upon the ruins of the Library of Ashurbanipal in the mid-19th century, and the majority of its contents are now kept in .....
  - a) the National Art Center in Tokyo
  - b) Bangkok National Museum
  - c) the Museum of Egyptian Antiquities in Cairo
  - d) the British Museum in London
3. Following Alexander the Great's death in 323 B.C., ..... fell to his former general Ptolemy I Soter, who sought to establish a center of learning in the city of Alexandria.
  - a) control of Mesopotamia
  - b) control of Egypt
  - c) control of China
  - d) control of Greece
4. Some scholars argue that the Library of Alexandria finally met its end in 270 A.D. during the reign of ....., while others believe that it came even later during the fourth century.
  - a) the Roman emperor Augustus
  - b) the Roman emperor Caligula
  - c) the Roman emperor Claudius
  - d) the Roman emperor Aurelian
5. Constructed in the third century B.C. by members of the Attalid dynasty, the Library of Pergamum, ....., was once home to a treasure-trove of some 200,000 scrolls.
  - a) located in what is now Cyprus
  - b) located in what is now Turkey
  - c) located in what is now Iran
  - d) located in what is now Greece
6. The Library of Pergamum was housed in a temple complex devoted to ....., the Greek goddess of wisdom, and is believed to have comprised four rooms—three for the library's contents and another that served as a meeting space for banquets and academic conferences.
  - a) Athena
  - b) Aphrodite
  - c) Hera
  - d) Hestia
7. The Villa of the Papyri's roughly 1,800 scrolls were located in the Roman city of Herculaneum in a villa that was most likely built by Julius Caesar's ....., Lucius Calpurnius Piso Caesoninus.
  - a) brother-in-law
  - b) uncle-in-law
  - c) son-in-law
  - d) father-in-law
8. Much of the catalogue has yet to be deciphered, but studies have already revealed that the library contains several texts by an Epicurean .....
  - a) philosopher and poet named Boethius
  - b) philosopher and poet named Lucretius

- c) philosopher and poet named Philodemus  
d) philosopher and poet named Plotinus
9. Sometime around 112 A.D., ..... completed construction on a sprawling, multi-use building complex in the heart of the city of Rome.
- a) the Roman emperor Trajan  
b) the Roman emperor Caligula  
c) the Roman emperor Claudius  
d) the Roman emperor Aurelian
10. Historians are unsure of when ..... ceased to exist, but it was still being mentioned in writing as late as the fifth century A.D., which suggests that it stood for at least 300 years.
- a) Trajan's dual library  
b) Caligula's dual library  
c) Claudius' dual library  
d) Aurelian's dual library
11. Sometime around 120 A.D., the son of the Roman consul Tiberius Julius Celsus Polemaeanus completed a memorial library to his father in the city of Ephesus ( ..... ).
- a) modern-day Iran  
b) modern-day Cyprus  
c) modern-day Greece  
d) modern-day Turkey
12. The library may have held some 12,000 scrolls, but its most striking feature was no doubt ..... himself, who was buried inside in an ornamental sarcophagus.
- a) M. Valerius Maximus Corvus V  
b) C. Claudius Canina I  
c) Tiberius Julius Celsus Polemaeanus  
d) C. Fabricius Luscinius II
13. The city's Imperial Library first came into existence in the fourth century A.D. under ..... , but it remained relatively small until the fifth century, when its collection grew to a staggering 120,000 scrolls and codices.
- a) Theodosius I "the Great"  
b) Constantine the Great  
c) Julian the Apostate  
d) Leo I "the Thracian"
14. The size of the Imperial Library continued to wax and wane for the next several centuries due to neglect and frequent fires, and it later suffered a devastating blow after a Crusader army sacked Constantinople in ..... .
- a) 1204  
b) 1304  
c) 1404  
d) 1504
15. The Iraqi city of Baghdad was once one of the world's centers of learning and culture, and perhaps no institution was more integral to its development than .....
- a) the House of Knowledge  
b) the House of Intelligence  
c) the House of Justice  
d) the House of Wisdom
16. The House of Wisdom stood as ..... for several hundred years, but it later met a grisly end in 1258, when the Mongols sacked Baghdad.
- a) the Islamic world's intellectual nerve center  
b) the Christianity's world's intellectual nerve center  
c) the Hinduism's world's intellectual nerve center  
d) the Judaism's world's intellectual nerve center



## UNIT 13

### 8 Remarkable Early Maps

<https://www.history.com/news/8-remarkable-early-maps>

#### 1. The Babylonian World Map



*Babylonian map of the world. (Credit: VCG Wilson/Corbis/Getty Images)*

#### I. Read the text. Match the words from the text with the definitions below.

History's earliest known world map was scratched on clay tablets in the ancient city of Babylon sometime around 600 B.C. The star-shaped map measures just five-by-three inches and shows the world as a flat disc surrounded by an ocean, or "bitter river." Babylon and the Euphrates River are depicted in the center as a pair of rectangles, while the neighboring cities of Assyria and Susa are shown as small, circular blobs. Outside of the disc sits a collection of triangular wedges, which depict far-off islands with mysterious labels such as "beyond the flight of birds" and "a place where the sun cannot be seen." The accompanying cuneiform text describes these unknown lands as being populated by mythological beasts, which suggests that the map shows both real geographical features and elements of Babylonian cosmology.

- 1) to cut or damage a surface or your skin slightly with or on something sharp or rough;
- 2) thick, heavy soil that is soft when wet, and hard when dry or baked, used for making bricks and containers;
- 3) a unit used for measuring length, approximately equal to 2.54 centimetres, sometimes shown by the symbol ";
- 4) a flat shape with four 90° angles and four sides, with opposite sides of equal length;
- 5) shaped like a circle;
- 6) a fat, round drop, usually of something sticky or thick;
- 7) shaped like a triangle;
- 8) a form of writing used for over 3,000 years until the 1st century BC in the ancient countries of Western Asia;
- 9) an animal, especially a large or wild one;
- 10) the study of the nature and origin of the universe.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. Where and when was the history's earliest known world map scratched on clay tablets?
2. How does the star-shaped map show the world?
3. How are Babylon, the Euphrates River, Assyria and Susa shown?
4. What does the accompanying cuneiform text describe?
5. Does the map show real geographical features or the elements of Babylonian cosmology?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

## 2. Ptolemy's Geography



Medieval reconstruction of one of Ptolemy's maps. (Credit: Public Domain)

### I. Read the text. Match the words from the text with the definitions below.

Many elements of the science of cartography can trace their origins to the work of the Greek scholar Claudius Ptolemaeus, better known as Ptolemy. Around 150 A.D., he produced "Geography," an eight-volume textbook that included some of the first maps to use mathematical principles. Ptolemy's book has a few notable errors—the Indian Ocean, for example, is depicted as a sea—yet it's still remarkable for its breadth and detail. It boasts more than 8,000 different place names as well as references to such far-flung locales as Iceland and Korea, all of which are plotted according to geometric points of latitude and longitude. Sadly, no maps drawn by Ptolemy have survived to today. His atlas seems to have disappeared for over a thousand years, and it wasn't until the 13th century that Byzantine scholars began making projections using his coordinates.

- 1) the science or art of making or drawing maps;
- 2) to find the origin of something;
- 3) a book that contains detailed information about a subject for people who are studying that subject;
- 4) a mistake, esp. in a way that can be discovered as wrong, or the making of such mistakes;
- 5) to represent or show something in a picture or story;
- 6) to have or own something to be proud of;
- 7) a mention of something;
- 8) an area or place, esp. one where something special happens;
- 9) the position north or south of the equator measured from  $0^\circ$  to  $90^\circ$ ;
- 10) the distance of a place east or west of an imaginary line between the North Pole and the South Pole, measured in degrees.

### II. Make sentences with these words.

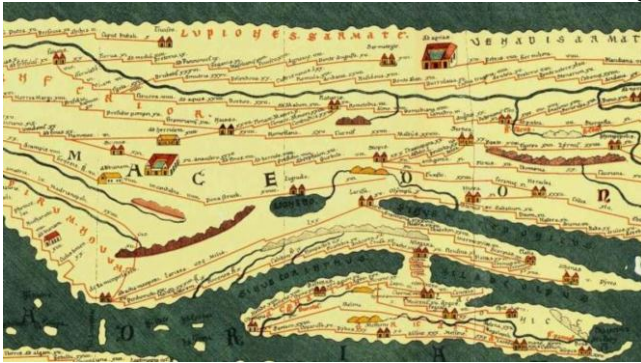
### III. Read the text again and answer the questions.

1. What do you know about the Greek scholar Claudius Ptolemaeus?
2. What did "Geography," an eight-volume textbook include?
3. Does Ptolemy's book have any notable errors?
4. Have the maps drawn by Ptolemy survived to today?
5. When did his atlas disappear?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

### 3. The Peutinger Map



*The Peutinger Map. (Credit: Public Domain)*

#### **I. Read the text. Match the words from the text with the definitions below.**

During the days when all roads led to Rome, the so-called Peutinger Map would have served as a handy guide to the Empire's transportation network. The oddly shaped map is 22 feet long and just one foot wide, and depicts the course of more 60,000 miles of Roman roads stretching from Western Europe to the Middle East. An additional section also shows India, Sri Lanka and other parts of Asia. Much like a modern travel guide, the map includes the locations of more than 500 cities along with some 3,500 other points of interest such as way stations, temples, forests, rivers and even spas. The original Peutinger map was probably completed sometime around the 4th century A.D., but the version that exists today is a 13th century copy. It is named after the German scholar Konrad Peutinger, who took ownership of it in the early 1500s.

- 1) a book that gives you the most important information about a particular subject;
- 2) the movement of people or goods from one place to another;
- 3) a large system consisting of many similar parts that are connected together to allow movement or communication between or along the parts, or between the parts and a control centre;
- 4) a unit of measurement, equal to twelve inches or 0.3048 metres, sometimes shown by the symbol ';
- 5) to represent or show something in a picture or story;
- 6) a place or position;
- 7) a building used for the worship of a god or gods in some religions;
- 8) a town where water comes out of the ground and people come to drink it or lie in it because they think it will improve their health;
- 9) a particular form of something that is slightly different from other forms of the same thing;
- 10) the fact that you own something.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

1. What map would have served as a handy guide to the Empire's transportation network during the days when all roads led to Rome?
2. What does the oddly shaped map depict?
3. What does an additional section show?
4. When was the original Peutinger map completed?
5. Who is the map named after?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

## 4. The Tabula Rogeriana



*The Tabula Rogeriana. (Credit: Public Domain)*

### I. Read the text. Match the words from the text with the definitions below.

In the 12th century A.D., the renowned Muslim scholar al-Idrisi was invited to the court of the Norman King Roger II and asked to produce a book on geography. The result was the “Tabula Rogeriana,” also known by its longer title, “A Guide to Pleasant Journeys into Faraway Lands.” The book featured several regional maps as well as a projection of the known world, which depicted the entirety of Eurasia and a large section of Africa. By drawing from interviews with travelers and his own wanderings through Europe, al-Idrisi also compiled extensive data on the climate, politics and culture of different regions. The Tabula Rogeriana remained among the world’s most accurate maps for several centuries, but it may appear strange at first glance—in the tradition of Islamic cartographers, al-Idrisi drew it with south positioned at the top.

- 1) an ancient tablet for writing on;
- 2) having a widespread, esp good, reputation; famous;
- 3) relating to Islam or Muslims;
- 4) the place where a king or a queen lives and carries out ceremonial or administrative duties;
- 5) the name of a film, book, painting, piece of music, etc.;
- 6) a long distance away;
- 7) with all parts included;
- 8) a conversation with or questioning of a person;
- 9) journeys that they make from place to place without staying in one place for a long time;
- 10) a quick short look.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Why was the renowned Muslim scholar al-Idrisi invited to the court of the Norman King Roger II in the 12th century A.D.?
2. Did the book feature any regional maps?
3. What did the projection of the known world depict?
4. Did the Tabula Rogeriana remain among the world’s most accurate maps for several centuries?
5. How did al-Idrisi draw the map?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.



## 5. The Da Ming Hun Yi Tu



*The Da Ming Hun Yi Tu. (Credit: Public Domain)*

### I. Read the text. Match the words from the text with the definitions below.

One of the earliest surviving world maps from the Far East, China's Da Ming Hun Yi Tu, or "Amalgamated Map of the Ming Empire," was drawn on silk as early as 1389. The map spans the entire Eurasian continent from Japan to the Atlantic Ocean, and includes detailed markings of mountain ranges, rivers and administrative centers. It is particularly notable for the way in which it distorts the size of various landmasses. Mainland China sits like a monolith in the middle of the map, while Japan and Korea are both far larger than India. The African continent, meanwhile, is depicted as a relatively small peninsula with what appears to be a giant lake in its center. Despite these peculiarities, the Da Ming Hun Yi Tu is often cited as the first map to show Africa with a southern tip that could be circumnavigated.

- 1) combined, joined together into one;
- 2) a delicate, soft type of cloth made from a thread produced by silkworms;
- 3) to include all of a particular space or area;
- 4) things painted or written on something;
- 5) a group of hills or mountains;
- 6) to change the shape of something so that it looks strange or unnatural;
- 7) a large area of land such as a continent that is in one piece and not broken up by oceans;
- 8) something like a monolith in size, unity of structure or purpose, unyielding quality;
- 9) extremely large;
- 10) to sail all the way around something.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What was the title of one of the earliest surviving world maps from the Far East?
2. What was it drawn on?
3. How does the map span the entire Eurasian continent?
4. Does it include detailed markings of mountain ranges, rivers and administrative centers?
5. How is the African continent depicted?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

## 6. The Cantino Planisphere



*The Cantino Planisphere. (Credit: The Cantino Planisphere/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

The Cantino Planisphere was once at the center of an act of cartographic theft. In 1502, an Italian duke commissioned an agent named Alberto Cantino to acquire a map of the geographic discoveries of the Kingdom of Portugal, which was notorious for closely guarding the location of the new lands found by its explorers. Cantino succeeded in his mission, and the map that he smuggled out of Portugal has since become famous. Not only does it depict Africa, India and Europe in unprecedented detail, it stands as one of the earliest known maps to show the coastlines of Portugal's "New World" territories in South America. To the north of Brazil, the map also includes a small grouping of landmasses that appear to be Cuba, Hispaniola and part of the American East Coast.

- 1) a projection or representation of all or part of a sphere on a plane surface, such as a polar projection of the celestial sphere onto a chart;
- 2) the crime of stealing;
- 3) a man with a very high social rank;
- 4) to formally choose someone to do a special piece of work, or to formally ask for a special piece of work from someone;
- 5) famous for something bad;
- 6) to achieve something that you have been aiming for;
- 7) the action of sending someone to a place to do a particular job, esp. one for a government or religious organization, or the job the person has been sent to do;
- 8) to take things or people to or from a place secretly and often illegally;
- 9) never having happened or existed in the past;
- 10) the particular shape of the coast, especially as seen from above, from the sea, or on a map.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What map was once at the center of an act of cartographic theft?
2. Who commissioned an agent named Alberto Cantino to acquire a map of the geographic discoveries of the Kingdom of Portugal?
3. Did Cantino succeed in his mission?
4. Why did the map become famous?
5. What landmasses to the north of Brazil does the map include?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

## 7. The Waldseemüller World Map



*The Waldseemüller World Map, 1507. (Credit: Heritage Images / Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Martin Waldseemüller is far from a household name, but perhaps he should be—he helped give the American continents their name. In 1507, the German cartographer produced the first map in history to depict the New World as a distinct landmass with the Pacific Ocean on its western side. In honor of the Italian navigator Amerigo Vespucci, who had first posited the separate continent theory, Waldseemüller and collaborator Matthias Ringmann dubbed these new Western Hemisphere territories “America.” The Waldseemüller map has since been called “America’s birth certificate,” but it also bears the distinction of being the most expensive world map of all time. In 2003, the Library of Congress purchased the only surviving copy for a whopping \$10 million.

- 1) a group of people, often a family, who live together in a house or flat;
- 2) to make something or bring something into existence;
- 3) clearly separate and different;
- 4) great respect for someone;
- 5) an explorer who travelled by sea;
- 6) to assume or put forward as fact or the factual basis for an argument;
- 7) a person who works together with others for a special purpose;
- 8) an official document that states that the information on it is true;
- 9) to buy something;
- 10) extremely large.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What is Martin Waldseemüller famous for?
2. What did the German cartographer produce in 1507?
3. Was Amerigo Vespucci the Italian navigator, the first who had posited the separate continent theory?
4. How did Waldseemüller and collaborator Matthias Ringmann dub those new Western Hemisphere territories?
5. How much did the Library of Congress pay for the only surviving copy of the map?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.



## 8. The Mercator Projection



*Mercator's 1569 map—the first to employ his projection style. (Credit: Public Domain)*

### I. Read the text. Match the words from the text with the definitions below.

Once a staple of school classrooms the world over, the famed Mercator projection has also been the subject of considerable debate and controversy. The Flemish cartographer Gerardus Mercator first designed the map style in 1569 as a way of displaying the spherical Earth on a flat, rectangular surface. With this in mind, he drew a world map with parallels of latitude that are spaced increasingly far apart as they move away from the equator. This feature made the Mercator projection invaluable to mariners, who could use it to sail in straight lines with a constant compass bearing, but it also meant that the relative size of different landmasses was hugely distorted. Greenland and other polar regions appear far larger than they actually are, while equatorial landmasses such as Africa and South America are heavily compressed. The Mercator projection nevertheless remained a fixture of atlases until the 20th century, when critics began to denounce it as inaccurate. While it's still used as a navigational aid, it has since been largely supplanted by more modern, oval-shaped maps such as the Robinson and Winkel Tripel projections.

- 1) the main or important part of something;
- 2) a serious discussion of a subject in which many people take part;
- 3) a lot of disagreement or argument about something, usually because it affects or is important to many people;
- 4) to show words, pictures, etc. on a screen;
- 5) level and smooth, with no curved, high, or hollow parts;
- 6) one of a number of imaginary lines around the earth always at the same distance from the equator;
- 7) an imaginary line drawn around the middle of the earth an equal distance from the North Pole and the South Pole;
- 8) a person who works on a ship; a sailor;
- 9) a device for finding direction with a needle that can move easily and that always points to magnetic north;
- 10) a book containing maps.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did the Flemish cartographer Gerardus Mercator first design the map style as a way of displaying the spherical Earth on a flat, rectangular surface?
2. How did Gerardus Mercator draw a world map?
3. Why was the Mercator projection invaluable to mariners?
4. Did the Mercator projection remain a fixture of atlases until the 20th century?
5. What maps has the Mercator projection been largely supplanted by?

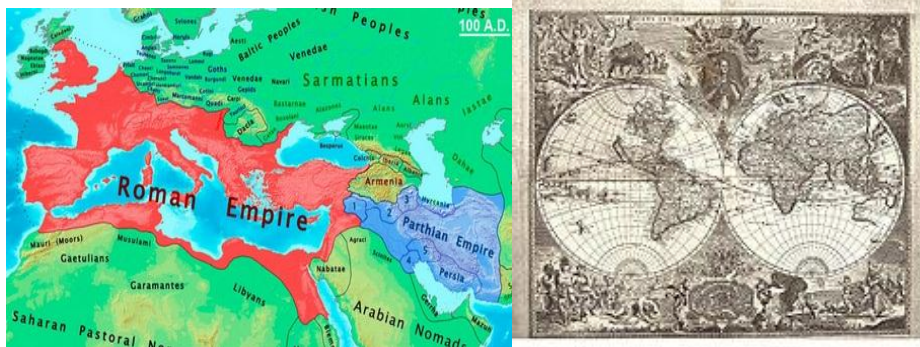
#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

#### VI. Read the text and convey its main content in English.

##### Досягнення картографії в Римській імперії

<http://www.geograf.com.ua>



Умови для розвитку картографії в Римській імперії були досить сприятливими. Військові походи римлян охопили велетенські простори навколо Середземного моря в Європі, Азії, Африці. Римляни, використовуючи досягнення грецької картографії, зуміли пристосувати її для завойовницьких цілей і будівництва доріг. Для контролю над підкореними країнами були потрібні великий адміністративний апарат і облаштування доріг для зв'язку з віддаленими провінціями, для військових, політичних і торгових цілей. Тому цілком природно передбачати наявність у Римі спеціальних дорожніх карт. Про них свідчать літературні джерела та артефакти тих часів.

Державна потреба в картах змусила сенат прийняти рішення про проведення вимірювальних робіт в імперії. Перші виміри доріг були розпочаті при Юлії Цезарі і завершилися в роки правління Августа. Отримані результати дали змогу Марку Віпсанію Агріппі (бл. 63 – 12 рр. до н. е.) підготувати матеріали для створення карти відомого римлянам світу, яку завершили після смерті Агріппи (не збереглася). Римський історик Пліній розповідав про цю карту і хвалив її за точність. Агріппа хотів побудувати спеціальну галерею, щоб на її стінах зобразити для загального користування свою карту. За даними Плінія, до Риму надсилали карти військових походів із Вірменії; Нільська експедиція, послана імператором Нероном, привезла з собою карту Ефіопії. Письменник Варрон згадує, що його друзі розглядали зображення Італії на стіні одного храму; в іншому храмі на стіні була карта о. Сардинії. Це свідчить не тільки про суспільну роль карти в Римській імперії, а й про широке проведення там земельних зйомок.

Наукові праці з географії і картографії досягли свого розквіту в часи Римської імперії в роботах Клавдія Птолемея (90 – 168 рр. н. е.), грецького математика, астронома, географа і картографа, який жив і працював в Александрії. Його фундаментальний „Посібник з географії” у вісьмох книгах з додатком із двадцяти семи карт користувався непохитним авторитетом протягом майже чотирнадцяти століть. Слово «птолемей» у кінці Середньовіччя стало загальним і означало зібрання карт. Із праці видно, що Птолемей розумів головну задачу географії в картографічному відображенні Землі, яке дає «можливість споглядати всю Землю в одній картині». В роботі Птолемей використовував карту свого попередника Маріна з міста Тір (Фінікія) та її опис. Птолемей відзначає, що Марін «старанно розібрав твори всіх своїх попередників» і що «він багато разів виправляв свою карту». Для полегшення складання карт за географічними координатами Птолемей у своїй праці при описі країн приділив багато уваги таблицям широт і довгот, в яких дано близько 8000 об'єктів, систематично перерахованих населених пунктів, річок, гір тощо. Координати розраховувалися на основі даних про відстань між пунктами, отриманих

від мандрівників і торговців. Птолемею був відомий метод визначення довгот за різницею часу під час спостереження сонячних і місячних затемнень у різних пунктах.

## VII. Make a presentation based on the information which you find the most interesting.

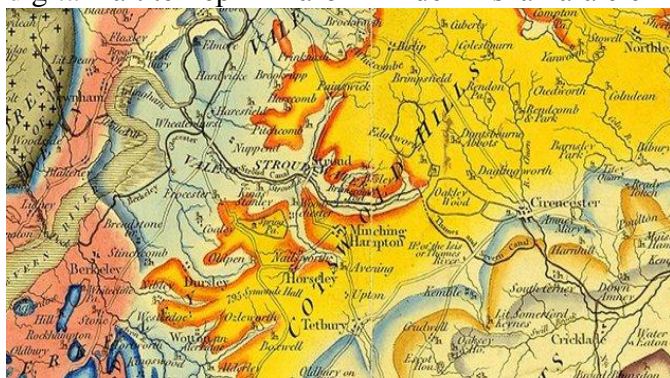
## VIII. Write a summary of the Hungarian text in English.

### A térkép, amely megváltoztatta a világot

2015. március 30. 08:45

<https://mult-kor.hu/a-terkep-amely-megvaltoztatta-a-vilagot-20150330>

William Smith 1815-ös, Angliáról, Skóciáról és Walesről készült földtani térképének egyik ritka, korábban elveszett példányára bukkantak a Geológiai Társaság levéltárosai. Az azóta digitalizált térkép immáron mindenki számára elérhető az interneten.



Ez volt valaha a legelső földtani térkép, amelyet a britek országaik földtani rétegeiről készítettek. A most felfedezett példány a szakértők szerint egyike azon tíz első térképnek, amelyet William Smith (1769-1839) gyártott, a híres geológus becslések szerint közel 370 darab, kézzel színezett térképet készített élete során.

Az „angol geológia atyjának” is nevezett Smith a 18-19. század fordulóján a rétegtan és a földtani térképezés tudományának úttörője volt. Angliáról és Walesről készült térképei a geológiai térképezés alapjaként szolgált, s nem csupán a szigetországban, de a világ számos pontján átvették módszereit.

„Smith tudománytörténeti jelentőségét nem lehet eléggé hangsúlyozni” - mondta John Henry, a nagy-britanniai Földtani Társaság elnöke. „A térkép egy igen figyelemre méltó alkotás, egy valódi kincs, ugyanis nagy hatással volt Nagy-Britannia gazdasági és tudományos fejlődésére azokban az évtizedekben, amikor a mai, tudományos értelemben vett földtan kialakult” - tette hozzá.

Smith élettörténetét Simon Winchester 2001-es, *A térkép, amely megváltoztatta a világot* című könyve népszerűsítette: felfedte Smithnek a Földtani Társasággal való kapcsolatát, valamint az intézmény első, 1820-ban előállított saját térképéhez vezető utat.

Az idén kétszáz éves térkép értékét nehéz megbecsülni, egy másik, árverésre kínált hasonló példány kikiáltási ára nemrégiben 150 ezer dollár volt. A mostani térképet még 2014-ben fedezte fel Victoria Woodcock levéltáros, aki teljesen más témájú dokumentumok között talált rá, s először nem is vette észre jelentőségét. „A közös munkánk során rádöbbsentünk, mekkora kincsre leltem. Erről álmodik minden levéltáros” - mondta.

Szinte biztos, hogy az említett példány Smith első tíz térképe közül való, ugyanis hiányzik róla a sorszám, továbbá nem annyira naprakész, mint a későbbi verziók. A feljegyzések szerint a Geológiai Társaság még ugyanabban az évben megvásárolta Smith-től a térképet 5,5 fontos összegért. A szakértők szerint azért is igen különleges a térkép, hiszen színei alig fakultak meg, s még két évszázad elteltével is élénkek.

A térkép 200 éves évfordulóját a Geológiai Társaság, a British Museum és a Walesi Nemzeti Múzeum közösen ünnepli meg.

## COMPREHENSION TEST

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

- History's earliest known world map was scratched on clay tablets in the ancient city of ..... sometime around 600 B.C.
  - Tripoli
  - Athens
  - Babylon
  - Naples
- Outside of the disc sits a collection of triangular wedges, which depict far-off islands with mysterious labels such as "beyond the flight of birds" and .....
  - "a place where the moon cannot be seen."
  - "a place where the horizon cannot be seen."
  - "a place where the sky cannot be seen."
  - "a place where the sun cannot be seen."
- Many elements of the science of cartography can trace their origins to the work of the Greek scholar Claudius Ptolemaeus, better known as .....
  - Ptolemy
  - Plato
  - Socrates
  - Parmenides
- Ptolemy's book "Geography" has a few notable errors— ..... , for example, is depicted as a sea—yet it's still remarkable for its breadth and detail.
  - the Pacific Ocean
  - the Indian Ocean
  - the Atlantic Ocean
  - the Arctic Ocean
- The oddly shaped Peutinger Map map is 22 feet long and just one foot wide, and depicts the course of more 60,000 miles of Roman roads stretching from Western Europe to .....
  - the Middle East.
  - the Far East.
  - the Middle West.
  - ) the Far East.
- The original Peutinger map was probably completed sometime around ..... , but the version that exists today is a 13th century copy.
  - the 2<sup>nd</sup> century B.C.
  - the 2<sup>nd</sup> century A.D.
  - the 4<sup>th</sup> century B.C.
  - the 4<sup>th</sup> century A.D.
- In the 12th century A.D., the renowned Muslim scholar al-Idrisi was invited to the court of the Norman King Roger II and asked to produce .....
  - a book on geography
  - a book on astronomy
  - a book on mathematics
  - a book on history
- The Tabula Rogeriana remained among the world's most accurate maps for several centuries, but it may appear strange at first glance—in the tradition of Islamic cartographers, al-Idrisi drew it with .....positioned at the top.
  - north
  - south
  - east
  - west

9. One of the earliest surviving world maps from the Far East, China's Da Ming Hun Yi Tu, or "Amalgamated Map of the Ming Empire," was drawn on ..... as early as 1389.
- silk
  - cotton
  - leather
  - papyrus
10. The Da Ming Hun Yi Tu is often cited as the first map to show ..... with a southern tip that could be circumnavigated.
- America
  - Australia
  - Asia
  - Africa
11. The Cantino Planisphere not only depicts Africa, India and Europe in unprecedented detail, it stands as one of the earliest known maps to show the coastlines of Portugal's "New World" territories in .....
- North America
  - South America
  - East America
  - West America
12. To the north of Brazil, the map also includes a small grouping of landmasses that appear to be Cuba, Hispaniola and part of the .....
- American North Coast
  - American South Coast
  - American East Coast
  - American West Coast
13. In 1507, the ..... Martin Waldseemüller produced the first map in history to depict the New World as a distinct landmass with the Pacific Ocean on its western side.
- Austrian cartographer
  - Danish cartographer
  - Dutch cartographer
  - German cartographer
14. The Waldseemüller map has since been called "America's birth certificate," but it also bears the distinction of being the most expensive world map of all time. In 2003, the Library of Congress purchased the only surviving copy for a whopping .....
- \$1 million
  - \$5 million
  - \$10 million
  - \$15 million
15. The ..... first designed the map style in 1569 as a way of displaying the spherical Earth on a flat, rectangular surface.
- Danish cartographer Gerardus Mercator
  - Dutch cartographer Gerardus Mercator
  - Flemish cartographer Gerardus Mercator
  - German cartographer Gerardus Mercator
16. The Mercator projection nevertheless remained a fixture of atlases ....., when critics began to denounce it as inaccurate.
- until the 17th century
  - until the 18th century
  - until the 19th century
  - until the 20th century

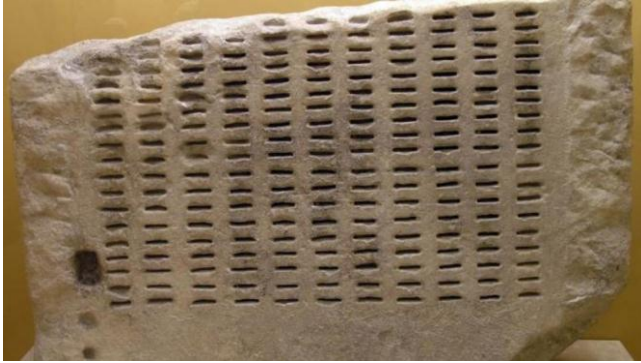


## UNIT 14

### 8 Notable Lotteries from History

<https://www.history.com/news/8-notable-lotteries-from-history>

#### 1. Athenian Democratic Lotteries



*Kleroterion device used by Athenian Senate to draw lots for public officials. (Credit: Marsyas)*

#### I. Read the text. Match the words from the text with the definitions below.

The ancient Greek city-state of Athens is considered the birthplace of democracy, but its method of choosing leaders bore little resemblance to its modern successors. Rather than relying entirely on elections, the Athenians of the 6th century B.C. selected most of their government officials through a system of random allotment, or “sortition.” Eligible candidates—usually free men over the age of 18—would have their names placed in a lottery. The winners would then be drawn and assigned terms as jurors or members of the citizen council. The Athenians considered the lottery more democratic than elections, which they believed could be easily corrupted by money or political influence. They even devised a special device known as “kleroterion” to ensure a random drawing. This consisted of a stone slab covered in small slots, which held identifying tokens for individual citizens. A collection of black and white pebbles would be funneled into a tube on the side of the slab, and depending on where they landed, candidates would either be selected or dismissed.

- 1) happening, done, or chosen by chance rather than according to a plan;
- 2) part of an amount of something that is given to someone
- 3) a game designed to raise money by selling lottery tickets that people buy hoping that their numbers are chosen by chance in the draw so that they win a money prize;
- 4) someone who is a member of a jury;
- 5) the group of people elected to govern a particular area, town, or city, and organize services for it;
- 6) to become or cause to become dishonest or disloyal;
- 7) a symbol or visible representation of something;
- 8) a small smooth round stone, especially one found on a beach or in a river;
- 9) to go by passing through a narrow opening;
- 10) a thick, flat piece of a solid substance, such as stone, wood, metal, food, etc., that is usually square or rectangular.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. What city is considered the birthplace of democracy?
2. How did the Athenians of the 6th century B.C. select most of their government officials?
3. How old were eligible candidates?
4. Why did the Athenians consider the lottery more democratic than elections?
5. What device was known as “kleroterion” ?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. Keno



*The popular gambling game dubbed “Keno” which was launched in France. (Credit: JEAN-LOUP GAUTREAU/AFP/Getty Images)*

#### I. Read the text. Match the words from the text with the definitions below.

The game of Keno is a fixture in modern day casinos, but its origins go back more than 2,000 years to Han Dynasty-era China. Ancient Keno was known as “baige piao,” or “white pigeon ticket,” and usually took the form of a lottery-style game in which players chose a series of numbers or characters and then received a prize if their picks came up in a random drawing. Baige piao was popular across China, so much so that provincial governments often sanctioned games as a way of raising funds for the military or public works projects. It may have even been used to help finance parts of the Great Wall of China.

- 1) a well-established, regularly occurring sports or social event;
- 2) a building where games, especially roulette and card games are played for money;
- 3) a large, usually grey bird that is often seen in towns sitting on buildings in large groups, and is sometimes eaten as food;
- 4) something valuable, such as an amount of money, that is given to someone who succeeds in a competition or game;
- 5) choice;
- 6) relating to an area that is governed as part of a country or an empire;
- 7) the offices, departments, and groups of people that control a country, state, city, or other political unit;
- 8) to formally give permission for something;
- 9) money, often money for a specific purpose;
- 10) to provide the money needed for something;

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. Which dynasty do the origins of the game of Keno go back to?
2. How did they call the ancient game of Keno?
3. What form did the ancient game of Keno usually take?
4. Where was Baige piao popular?
5. Was the game used to help finance parts of the Great Wall of China?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.



### 3. Roman Decimation



*Battle Scene with a Roman Army Besieging a Large City. (Credit: Public Domain)*

#### I. Read the text. Match the words from the text with the definitions below.

Not every historical lottery was one the participants wanted to win. In ancient Rome, disgraced legionaries and soldiers were sometimes punished with a brutal form of military justice known as “decimation.” If the members of a unit were found guilty of cowardice or disobeying orders, their leaders would hold a lottery and randomly select one man out of every ten. These unlucky few would then be put to death, usually by being bludgeoned by their brothers in arms. According to the ancient chronicler Polybius, the grisly lotteries were intended to set an example for the rest of the troops. “The danger and dread of drawing the fatal lot affects all equally, as it is uncertain on whom it will fall,” he writes in his Histories. “The best possible means are thus taken to inspire fear for the future, and to correct the mischief which has occurred.”

- 1) selecting by lot and killing every tenth one of;
- 2) a soldier belonging to a legion;
- 3) cruel, violent, and completely without feelings;
- 4) the behaviour of someone who is not at all brave and tries to avoid danger;
- 5) to refuse to do something that you are told to do;
- 6) to hit someone hard and repeatedly with a heavy weapon;
- 7) extremely unpleasant, especially because death or blood is involved;
- 8) the possibility of harm or death to someone;
- 9) a strong feeling of fear or worry;
- 10) injury or harm caused by a person or thing.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. Who was punished with a brutal form of military justice known as “decimation” in ancient Rome?
2. What happened if the members of a unit were found guilty of cowardice or disobeying orders?
3. Who were these unlucky few put to death by?
4. Who were the grisly lotteries intended to set an example for?
5. What did the ancient chronicler Polybius write in his Histories?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

## 4. 16th Century Italian Lotteries



*Public lottery drawing in Venice, Italy by Gabriel Bella. (Credit: DEA / A. DAGLI ORTI)*

### I. Read the text. Match the words from the text with the definitions below.

Many facets of modern lotteries date to Renaissance-era Italy, where lot-based gambling games were used both as private moneymaking schemes and methods of funding public works projects. Beginning in the 1500s, lotteries became sprang up in a number of Italian cities including Florence, Rome and Venice. Prizes were often cash, but they also included gifts such as carpets, jewels, servants, real estate and even government contracts to collect tolls and taxes. In Genoa, meanwhile, the lotto evolved from the city's system of randomly choosing five public officials from a potential pool of 90 candidates. People began betting on who would be selected, and the game proved so popular that it was eventually taken over by the state. The Italian lotteries were considered a useful method of fundraising—one was used to help build the famous Rialto Bridge in Venice—but they were also a source of controversy. More than one Pope considered the games sinful and threatened participants with excommunication, and the church later made several attempts to ban the lottery in Rome.

- 1) an aspect or phase, as of a subject or personality;
- 2) the activity of risking money on the result of something, such as a game or horse race, hoping to make money;
- 3) money in the form of notes and coins, rather than cheques or credit cards;
- 4) property in the form of land or buildings;
- 5) a small amount of money that you have to pay to use a road, cross a bridge, etc.
- 6) a group of people who are available to work or to do an activity when they are needed;
- 7) a disagreement, often a public one, that involves different ideas or opinions about something;
- 8) against the rules of a religion or morally wrong;
- 9) the act of refusing to allow someone to be involved in the Church, especially the Roman Catholic Church, and to take part in the ceremony of Communion;
- 10) to forbid (= refuse to allow) something, especially officially.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. How were lot-based gambling games used in Renaissance-era Italy?
2. Did lotteries become sprang up in a number of Italian cities including Florence, Rome, Milan and Venice beginning in the 1500s?
3. What did prizes include?
4. Who did people begin betting on?
5. What was the attitude of Pope and the church to the lottery in Rome?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

## 5. Queen Elizabeth's National Lottery



*Queen Elizabeth I medal, 16th century. (Credit: The Print Collector/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

The first state lottery in English history dates to 1567, when Queen Elizabeth I organized a drawing to raise funds for the “reparation of the havens and strength of the Realm, and towards such other public good works.” The Queen’s lottery was somewhat unusual by modern standards. Lots cost 10 shillings a pop—a hefty sum at the time—and prizes were offered for over 10,000 of the participants, including 5,000 pounds sterling in cash, plate, tapestries and linens for the first place winner. Public response to the project was relatively tepid, but it marked the beginning of an English tradition of using lotteries to raise public funds. In the early 1600s, for example, the Virginia Company of London ran a lottery to help finance its Jamestown colony in North America.

- 1) a competition in which people whose names or tickets are chosen by chance win money or prizes;
- 2) payment made to someone for loss, damage etc that someone has caused them in the past;
- 3) a place where people or animals can live peacefully or go to in order to be safe;
- 4) a country ruled by a king or queen;
- 5) each particular occasion or object in a series;
- 6) large in amount or size;
- 7) a piece of cloth with a pattern or picture that is created by sewing or weaving different coloured threads onto a special type of strong cloth;
- 8) a piece of cloth with a pattern or picture that is created by sewing or weaving different coloured threads onto a special type of strong cloth;
- 9) an answer or reaction;
- 10) not enthusiastic, showing a lack of excitement or interest.

### II. Make sentences with these words.

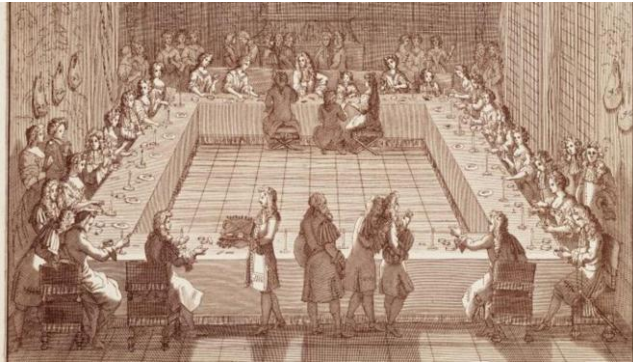
### III. Read the text again and answer the questions.

1. When was the first state lottery in English history held?
2. Why did Queen Elizabeth I organize a drawing?
3. Why was the Queen’s lottery somewhat unusual by modern standards?
4. What prizes were offered for over 10,000 of the participants?
5. Why did the Virginia Company of London run a lottery in the early 1600s?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

## 6. The French National Lottery



Painting depicting the Royal Lottery. (Credit: De Agostini / M. Seemuller)

### I. Read the text. Match the words from the text with the definitions below.

Lotteries first appeared in France in the 16th century, but they didn't experience a major boom until the mid-1700s. The French monarchy considered the lotto an easy way to raise money without levying new taxes, and the profits were eventually used to finance everything from churches and hospitals to military academies, universities and alms for the poor. To symbolize fairness, drawings were usually conducted by a blindfolded child, who would choose the winning tickets from a hopper attached to a spinning "wheel of fortune." The games became hugely popular, and by 1776, the profits were so large that King Louis XVI monopolized the industry and founded a new national lottery. Save for a brief period of suppression during the French Revolution, the lotto continued to exist in France until 1836, when it was finally abolished on the grounds that it exploited the poor. A state lottery wouldn't reappear in the country until the 1930s.

- 1) an increase in something, or a time when something becomes more popular;
- 2) (of a government or organization) to demand an amount of money, such as a tax, from a person or organization;
- 3) clothing, food, or money that is given to poor people;
- 4) the quality of treating people equally or in a way that is right or reasonable;
- 5) used to say someone's eyes are covered to stop them from seeing;
- 6) a large cone-shaped device into which substances such as grain, coal, or animal food can be put and from which they can be released when required;
- 7) to (cause to) turn around and around, especially fast;
- 8) in business, to control something completely and to prevent other people having any effect on what happens;
- 9) the act of preventing something from being seen or expressed or from operating;
- 10) to end an activity or custom officially.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did lotteries first appear in France?
2. Did lotteries experience a major boom until the mid-1700s?
3. What were the profits eventually used for?
4. Who were drawings usually conducted by?
5. When was the lotto finally abolished in France?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

## 7. The Spanish Christmas Lottery



*A winning ticket in a recent Christmas lottery. (Credit: Jorge Guerrero/AFP/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Also known as “El Gordo,” or the “Fat One,” the Christmas lottery has been a holiday tradition in Spain for over 200 years. The contest originated in 1812, when the cash-strapped Spanish legislature organized a new national lottery to defray the costs of the Peninsular War. Orphan boys were used to draw the first winning tickets from gold pots, and to this day, students from a former boys’ home called the San Ildefonso School still announce the prizewinners each December 22. The lottery’s jackpot is the world’s largest—it totaled nearly \$2.5 billion in 2015—but it doesn’t all go to a single winner. Instead, the top prize is limited to a few million dollars, allowing smaller amounts of cash to be dished out to thousands of different participants. Since its inception two centuries ago, El Gordo has been held every Christmas without fail. It even continued during the Spanish Civil War, when the dueling Nationalist and Republican governments both held their own drawings.

- 1) a competition or a situation in which two or more people or groups are competing with each other;
- 2) having little or no money at the moment;
- 3) an organization consisting of people who have been elected to make laws for a state or a country;
- 4) (especially of an organization) to pay the cost of something;
- 5) a child whose parents are dead;
- 6) to make something known or tell people about something officially;
- 7) the largest prize in a competition or game;
- 8) to distribute among a number of people;
- 9) the beginning of an organization or official activity;
- 10) involved in an angry disagreement.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When did the Christmas lottery in Spain originate?
2. Were orphan boys used to draw the first winning tickets from gold pots?
3. Who announces the prizewinners each December 22?
4. Has El Gordo been held every Christmas without fail since its inception two centuries ago?
5. Did it even continue during the Spanish Civil War?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.



## 8. The Louisiana State Lottery Company



*Tickets from the Louisiana State Lottery Company. (Credit: Public Domain)*

### I. Read the text. Match the words from the text with the definitions below.

Lotteries were common in early America—Benjamin Franklin and George Washington both ran games in the 1700s—but by the late 19th century, scandal and moral opposition had seen them banned in many states. One of the few survivors was the Louisiana State Lottery Company, a powerful and privately owned outfit that was chartered shortly after the end of the Civil War. Though based in New Orleans, the company made most of its profits by selling mail-order lotto tickets across the country. Its reach was so vast that it earned the nickname the “Octopus,” but it also became infamous for its crooked business practices, which included greasing the palms of politicians and judges in exchange for preferential treatment. For a time, the company’s bribes ensured that it was the only legal lottery in the United States, but its 25-year reign finally came to an end in the 1890s, when Congress banned the sale of lottery tickets across state lines. After briefly operating offshore in Honduras, the Louisiana Lottery folded for good in the early 20th century. The fallout from its years of corruption was so severe that a new state lottery wasn’t launched in Louisiana until 1991.

- 1) (an action or event that causes) a public feeling of shock and strong moral disapproval;
- 2) a person or organization that continues to exist, especially after suffering difficulties;
- 3) an organization, company, team, military unit, etc.;
- 4) to officially start a new organization by giving it a charter;
- 5) an informal name for someone or something;
- 6) anything suggesting an octopus; esp., an organization with branches that reach out in a powerful and influential manner;
- 7) dishonest, criminal, illegal, corrupt;
- 8) the inner part of the hand from the wrist to the base of the fingers;
- 9) located in a place, usually an island, which has fewer tax regulations than most other countries;
- 10) the unpleasant consequences that follow something.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Which American presidents ran games in the 1700s?
2. Where was the Louisiana State Lottery Company based?
3. What was the State Lottery Company’s nickname?
4. Why did it become infamous?
5. Why was the Louisiana State Lottery Company the only legal lottery in the United States?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.



## VI. Read the text and convey its main content in English.

### Найпопулярніші лотереї в різних країнах світу



<https://prizevarta.news/community-uk/naypopulyarnishi-lotereyi-v-riznih-krayinah-svitu/>

Давайте познайомимося з топ-5 найпопулярніших лотерей, у які грають по всьому світу.

«Powerball» – одна з найпопулярніших лотерей у США, яка розпочала свою історію ще в 1988 році. Початковий виграш цієї гри становить 40 мільйонів доларів, а декілька разів сума виграшу перевалювала за \$ 500 млн. Також у цій лотереї є функція «Powerplay». Вона доступна за додаткову доплату і дозволяє гравцеві збільшити одержуваний приз у три, чотири чи п'ять разів. Один з найбільших виграшів становив \$ 600 млн, і його володаркою в травні 2013 року стала 84-річна мешканка Флориди. Квитки для участі в лотереї можна придбати у 45 американських штатах, або з будь-якого куточку світу, реєструючись онлайн через спеціальний сервіс.

«Euromillions» була заснована в 2004 році, спочатку її проводили у Франції, Іспанії та Великобританії, а сьогодні вона проводиться в більше, ніж 10 країнах по всій Європі, у тому числі в Андоррі, Монако, Австрії, Бельгії, Португалії, Швейцарії, Ліхтенштейні та Люксембурзі. Мінімальний виграш – €15 млн. Але часто може дорости до €100 млн. У лотереї є 13 призових номінацій. Це дає гравцям хороші шанси для виграшу і більш високу ймовірність отримати який-небудь приз.

«Ozlotto» – одна з найпопулярніших лотерей в Австралії з мільйонами учасників з усього світу. Гравцям пропонується 7 призових номінацій і мінімальний джекпот у розмірі \$2 000 000, і це не межа для виграшу. Найбільший приз у цій лотереї – \$ 112 000 000. Розіграш проводиться кожного тижня по вівторках в Новому Південному Уельсі. А квитки можна придбати в торгових точках по всій Австралії, або ж у будь-якій точці світу через спеціальний інтернет-сервіс.

«Megamillions» бере свій початок у 2002 році. Тоді вона ще називалася The Big Game і вже потім була перейменована в Mega Millions і стала однією з найпопулярніших та найприбутковіших лотерей у світі. Грати в неї можуть мешканці 44 штатів США, а також квитки можна придбати через інтернет по всьому світу за допомогою служби доставки. Мінімальна сума, яку можна виграти, – 15 000 000 доларів, але це не межа, інколи гравці зривали і по півтора мільярда доларів. У грі також наявний додатковий примножувач виграшу – Megaplier, з допомогою якого сума виграшу може вирости аж до 5 разів. Mega Millions пропонує своїм гравцям призи в дев'яти номінаціях.

«Lotto 649» – це лотерея, яка належить Ontario Lottery and Gaming Corporation. Вона була заснована ще в 1982 році і на сьогодні пропонує своїм гравцям мінімальний джекпот у розмірі близько \$ 5 млн. Виграшну комбінацію лотереї становлять 7 куль. Але максимальна сума джекпота може становити \$ 50 млн. Також у лотереї існує гарантований призовий фонд у розмірі 1 000 000 доларів. Гравцям пропонується сім виграшних категорій. У 2013 році було виграно найбільший з призовів – \$ 63,4 млн.

## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Egy itáliai választási rendszerre vezethető vissza a mai ötöslottó eredete

2021. szeptember 2. 13:25 Múlt-kor

<https://mult-kor.hu/egy-italiai-valasztasi-rendszerre-vezetheto-vissza-a-mai-otoslotto-eredete-20210902>

Fortuna istennő már számtalan szerencsés halandót fogadott kegyeibe Magyarországon, ahol legelőször Pozsonyban, majd Budán 1770. szeptember 2-án rendeztek először lottósorsolásokat.



Lottósorsolás Hamburgban, 1716.

A Magyar Királyságban és a Habsburg örökös tartományokban a lottó nevű szerencsejáték terjedt el, amelynek gyökerei a késő középkori, kora újkori Itáliába nyúlnak vissza. Egyesek szerint a klasszikus 5/90-es szisztéma Genova városából eredeztethető, ahol a városi tanácsban évente megüresedő öt hely betöltését sorsolással döntötték el. Kezdetben 120, majd

később 90 jelölt közül választották ki azt az öt személyt, akik Genova nagytanácsában helyet foglalva részt vehettek a város irányításában.

Egy idő után az emberek persze találgatni kezdtek, hogy kik lesznek a szerencsések, és fogadásokat is kötöttek, így az éves sorsolást a genovaiak mindig nagy izgalom közepette tartották meg. A pénzmozgásokat látva Benedetto Gentile szenátornak 1620-ban korszakalkotó ötlete támadt: intézményesítette a fogadásokat, így a megvásárolt sorsjegyekből a Genovai Köztársaságnak már bevétele is származott.

A játék lassan terjedni kezdett a kontinensen, ahol az uralkodók állami monopóliumként kezelték a genovai rendszerű lottójátékot. Mária Terézia osztrák főhercegnő és magyar királynő 1751-ben az osztrák és cseh területeken engedélyezte az itáliai szerencsejátékot, amely egy 1762-es császári pátenst értelmében a Habsburg Birodalom magyar területein is megjelenhetett.

A lottót a Habsburgok is állami monopóliumként kezelték, amely rendezésének jogát bérbe adták.

1770. szeptember 2-a jeles nap volt a hazai szerencsejáték történetében, ekkor rendezték meg ugyanis az első lottósorsolást Budán, a Felső piac téren (ma Batthyány tér). A lutrinak nevezett játékon 90 számból öt nyerőszámot sorsoltak ki. A pozsonyi és budai játékok olyan sikeresek voltak, hogy az államkincstár a Bánát és Erdély területére is kiadott koncessziókat.

A bécsi udvar először a bevételekből kért részesedést, majd II. József 1787-ben megszüntette a koncessziós rendszert. A lottó népszerűsége Magyarországon az 1849-es szabadságharc eltiprása után zuhanni kezdett, a Bach-korszak passzív ellenállásába ugyanis az is beletartozott, hogy a derék magyar honpolgárok nem támogatták a gyűlölt osztrákok kezében lévő szerencsejátékot.

A kiegyezés után a lottó ügye is rendeződött. 1868-ban megalapították a Magyar Királyi Lottóigazgatóságot. Az 1957 januárjában kelt pénzügyminiszeri rendelet az Országos Takarékpénztárt bízta meg a játék szervezésével. Az első sorsolást 1957. március 7-én tartották. A játék az ötöslottó nevet kapta, amelynek a játékszabályzata tulajdonképpen a mai napig változatlan.

## COMPREHENSION TEST

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

1. The Athenians of the 6th century B.C. selected most of their government officials ..... , or “sortition.”
  - a) through a system of special calculations
  - b) through a system of random allotment
  - c) through a system of electoral colleges
  - d) through a system of regional elections
2. A collection of ..... would be funneled into a tube on the side of the slab, and depending on where they landed, candidates would either be selected or dismissed.
  - a) black and white beads
  - b) grey and brown beads
  - c) black and white pebbles
  - d) grey and brown pebbles
3. The game of Keno is a fixture in modern day casinos, but its origins go back more than ..... to Han Dynasty-era China.
  - a) 2,000 years
  - b) 1,000 years
  - c) 2,500 years
  - d) 1,300 years
4. Ancient Keno was known as “baige piao,” or ..... and usually took the form of a lottery-style game in which players chose a series of numbers or characters and then received a prize if their picks came up in a random drawing.
  - a) “black pigeon ticket,”
  - b) “white pigeon ticket,”
  - c) “white eagle ticket,”
  - d) “black eagle ticket,”
5. In ..... , disgraced legionaries and soldiers were sometimes punished with a brutal form of military justice known as “decimation.”
  - a) ancient Kyiv
  - b) ancient Athens
  - c) ancient Beijing
  - d) ancient Rome
6. If the members of a unit in ancient Rome were found guilty of cowardice or disobeying orders, their leaders would ..... and randomly select one man out of every ten.
  - a) hold a meeting
  - b) hold an assemble
  - c) hold a lottery
  - d) hold a game
7. Many facets of modern lotteries date to ..... , where lot-based gambling games were used both as private moneymaking schemes and methods of funding public works projects.
  - a) Renaissance-era Italy
  - b) Renaissance-era Greece
  - c) Renaissance-era China
  - d) Renaissance-era Egypt
8. The Italian lotteries were considered a useful method of fundraising—one was used to help build the famous Rialto Bridge ..... —but they were also a source of controversy.
  - a) in Rome
  - b) in Milan
  - c) in Florence
  - d) in Venice

9. The first state lottery in English history dates to 1567, when ..... organized a drawing to raise funds for the “reparation of the havens and strength of the Realm, and towards such other public good works.”
- King Alfred the Great
  - King James VI
  - Queen Elizabeth I
  - Queen Anne
10. In the early 1600s, for example, the Virginia Company of London ran a lottery to help finance its Jamestown colony .....
- in North America
  - in South America
  - in Australia
  - in Africa
11. Lotteries first appeared in France in the 16th century, but they didn’t experience a major boom until the .....
- mid-1700s
  - early 1700s
  - mid-1800s
  - late 1800s
12. The games became hugely popular in France, and by 1776, the profits were so large that ..... monopolized the industry and founded a new national lottery.
- King Francis I
  - King Henry IV
  - King Louis IX
  - King Louis XVI
13. Also know as “El Gordo,” or the “Fat One,” the Christmas lottery has been a holiday tradition in Spain for over .....
- 100 years
  - 200 years
  - 300 years
  - 400 years
14. Orphan boys were used to draw the first winning tickets from gold pots, and to this day, students from a former boys’ home called the San Ildefonso School still announce the prizewinners each .....
- December 22
  - December 30
  - January 6
  - February 12
15. Lotteries were common in early America—Benjamin Franklin and ..... both ran games in the 1700s—but by the late 19th century, scandal and moral opposition had seen them banned in many states.
- Franklin D. Roosevelt
  - Thomas Jefferson
  - Harry S. Truman
  - George Washington
16. The Louisiana State Lottery Company was based in ....., but it made most of its profits by selling mail-order lotto tickets across the country.
- California
  - New Orleans
  - Florida
  - Georgia

## UNIT 15

### 6 Historical Figures Who May or May Not Have Existed

<https://www.history.com/news/6-historical-figures-who-may-or-may-not-have-existed>

#### 1. King Arthur



#### I. Read the text. Match the words from the text with the definitions below.

The protector of Camelot is one of history's most well known monarchs, but many scholars believe his story to be a legend on par with the Sword in the Stone. The brave King Arthur is traditionally described as having repelled a Saxon attack on Britain in the 5th or 6th century. But while he supposedly won a series of 12 battles against the invaders, the great king is not named in the only surviving history of the conflict. In fact, a full depiction of Arthur did not surface until the 9th century, and an account of Lady Guinevere and the famous Knights of the Round Table only appeared with Geoffrey of Monmouth's 12th century text "History of the Kings of Britain."

Even if the modern depiction of Arthur as a knight in shining armor is a myth built up by books like Sir Thomas Malory's "Le Morte d'Arthur," some historians still believe these tales were based on a real person. Among other candidates, they argue the Arthur legend may have been inspired by the exploits of the warrior king Ambrosius Aurelianus, the monarch Riothamus or perhaps even a Roman general named Lucius Artorius Castus.

- 1) someone who protects someone or something;
- 2) in legends (traditional stories) about ancient Britain, the castle of King Arthur, and the knights who helped and advised him;
- 3) a very old story or set of stories from ancient times, or the stories, not always true, that people tell about a famous event or person;
- 4) to force someone or something to stop moving towards you or attacking you;
- 5) the way that something is represented or shown;
- 6) metal or leather clothing that protects your body, worn by soldiers in battles in past times;
- 7) an ancient story, especially one invented in order to explain natural or historical events;
- 8) a story about exciting imaginary events;
- 9) to encourage someone by making them feel confident and eager to do something;
- 10) a brave and exciting adventure that someone has had.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

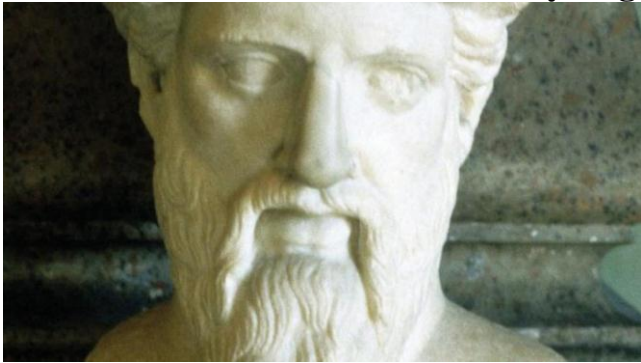
1. Who was the protector of Camelot?
2. How is the brave King Arthur traditionally described?
3. Is the great king named in the only surviving history of the conflict?
4. Is the modern depiction of Arthur as a knight in shining armor a myth built up by books like Sir Thomas Malory's "Le Morte d'Arthur?"
5. Who may the Arthur legend have been inspired by?



#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. Pythagoras



#### I. Read the text. Match the words from the text with the definitions below.

We all learned about the Pythagorean Theorem in math class, but a similarly elegant proof is not available for the existence of its namesake. According to some accounts, the Greek thinker Pythagoras lived during the 5th and 6th century B.C. He is remembered as a philosopher and mathematician, but in ancient times he was better known as the spiritual father of a cult obsessed by numerology, the transmigration of the human soul and—quite bizarrely—the evils of eating beans.

While Pythagoras' hatred of legumes is well documented, there are no significant contemporary accounts of his life. All references to the great thinker—and perhaps also his famed ideas and formulas—came from his followers, who called themselves Pythagoreans. What stories we do have of Pythagoras are deeply intertwined with myth and the supernatural. One tale describes him as possessing a golden thigh; another declares he was the son of the god Apollo. For some, these lies and contradictions hint that Pythagoras was simply an exaggerated or even fictional leader concocted by the members of a religious sect. Even if Pythagoras did exist, he probably wasn't the first to discover his famous theorem—evidence shows the Egyptians may have divined the formula much earlier.

- 1) a fact or piece of information that shows that something exists or is true;
- 2) a person or thing having the same name as another person or thing;
- 3) relating to deep feelings and beliefs, especially religious beliefs;
- 4) unable to stop thinking about something; too interested in or worried about something;
- 5) the act of passing into another body after death;
- 6) a plant that has its seeds in a pod, such as the bean or pea;
- 7) the part of a person's leg below the hip and above the knee;
- 8) the fact of something being the complete opposite of something else or very different from something else, so that one of them must be wrong;
- 9) to invent a story or excuse, esp. to deceive others;
- 10) to guess something.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. When did the Greek thinker Pythagoras live?
2. Was he is a philosopher or a mathematician?
3. Was he better known as the spiritual father of a cult obsessed by numerology, the transmigration of the human soul and-quite bizarrely-the evils of eating beans in ancient times?
4. Are there any significant contemporary accounts of his life?
5. Was Pythagoras the first to discover his famous theorem?



#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **3. John Henry**



#### **I. Read the text. Match the words from the text with the definitions below.**

According to a popular American folktale, a burly former slave and steel-driver named John Henry once took on a steam drill in a race to construct a railroad tunnel. Pushing his body to the limit, Henry narrowly won the battle between a man and machine, only to then collapse and die with his sledgehammer still in hand. This tale of grit and endurance was later immortalized in the folk song “The Ballad of John Henry” in the late 1800s.

The John Henry story is widely believed to have some basis in fact, and a few candidates have even emerged for the identity of its larger than life hero. John William Henry was a steel driver who died during the construction of the C&O Railway in Virginia, but there is no proof that he ever raced a machine. What’s more, records show that he stood only a little more than 5 feet tall—a far cry from the giant described in the legend. Yet another possibility is John Henry Dabney, a former slave who worked on the C&W railroad in Alabama. Witnesses reportedly claimed that Dabney went head-to-head with a steam drill in September 1887, though there is little hard evidence to back up their account.

- 1) big and strong;
- 2) a person who is legally owned by someone else and has to work for that person;
- 3) a tool or machine that makes holes;
- 4) a long passage under or through the ground, especially one made by people;
- 5) to fall down suddenly because of pressure or having no strength or support;
- 6) a large, heavy hammer with a long handle, used for breaking stones or other heavy material, or for hitting posts into the ground, etc.;
- 7) courage and determination despite difficulty;
- 8) the ability to keep doing something difficult, unpleasant, or painful for a long time;
- 9) someone who is taller or larger than usual;
- 10) a person who sees an event happening, especially a crime or an accident.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

1. Who took on a steam drill in a race to construct a railroad tunnel according to a popular American folktale?
2. What was the result of the battle between a man and machine?
3. When was this tale of grit and endurance immortalized in the folk song “The Ballad of John Henry”?
4. What was John William Henry?
5. Is there is any proof that he ever raced a machine?

#### **IV. Translate the text into Ukrainian.**

## V. Describe the photo.

### 4. Homer



#### I. Read the text. Match the words from the text with the definitions below.

Scholars have long speculated about the factual basis for the epic poet Homer's "The Iliad" and "The Odyssey," but the argument also extends to the bard himself. According to some theories, the greatest of all the Greek writers may not have existed, and even if he did, he is almost certainly not the sole author of his two famous works.

For so influential a figure, there are no contemporary accounts of Homer's life, which supposedly took place during the 7th or 8th century B.C. He is often described as a blind man who was born on the island of Chios, but even these details are up for debate. This lack of biographical information has led some to theorize that "The Iliad" and "The Odyssey" were actually written by a collection of different poets, or perhaps culled from popular stories passed down orally over generations. If this is true, Homer may have been responsible for first assembling the stories into coherent narratives, but he might also have been a composite figure invented as a way of giving the myths a single author.

- 1) to guess possible answers to a question when you do not have enough information to be certain;
- 2) a poet
- 3) being one only; single;
- 4) having a lot of influence on someone or something;
- 5) existing or happening now;
- 6) unable to see;
- 7) a piece of land completely surrounded by water;
- 8) (a) serious discussion of a subject in which many people take part;
- 9) to collect parts or pieces of something to use for another purpose;
- 10) a story or a description of a series of events.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. Have scholars long speculated about the factual basis for the epic poet Homer's "The Iliad" and "The Odyssey"?
2. Was Homer the sole author of his two famous works?
3. Are there any contemporary accounts of Homer's life, which supposedly took place during the 7th or 8th century B.C.?
4. How is he often described?
5. What has the lack of biographical information led to?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

## 5. Robin Hood



### I. Read the text. Match the words from the text with the definitions below.

Robin Hood looms large in medieval folklore, but are tales of a bandit who stole from the rich and gave to the poor actually based on facts? Sherwood Forest's most famous outlaw first appeared in poems and ballads in the 14th and 15th centuries, and historical evidence shows that some criminals were known as "Rabunhod" or "Robehod" even earlier. Most of these literary accounts describe Robin as a commoner who led a gang of bandits in defiance of the hated sheriff of Nottingham. However, some subsequent versions reframe him as an aristocrat-turned-outlaw, along with adding many of the story's most popular supporting characters, like Maid Marian and Friar Tuck.

Researchers have tried to pin down the identity of a real life Robin Hood for centuries, but no clear candidate has emerged. The most popular account describes him as a follower of King Richard the Lionheart, but others label him as everything from the Earl of Huntingdon to a member of the Knights Templar. Still, an increasing number of historians now hold that stories of Robin Hood and his merry men were simply medieval myths that arose as popular fables about resistance to oppression.

- 1) related to the Middle Ages (= the period in European history from about AD 600 to AD 1500);
- 2) a thief with a weapon, especially one belonging to a group that attacks people travelling through the countryside;
- 3) (especially in the past) a person who has broken the law and who lives separately from the other parts of society because they want to escape legal punishment;
- 4) a song or poem that tells a story;
- 5) in the UK, a person who is not born into a position of high social rank;
- 6) a group of young people who spend time together and often cause trouble;
- 7) behaviour in which you refuse to obey someone or something;
- 8) in England and Wales, a person who represents the king or queen in a particular county, and whose duties are mainly in official ceremonies;
- 9) to change the way something is expressed or considered;
- 10) a short story that tells a general truth or is only partly based on fact, or literature of this type.

### II. Make sentences with these words.

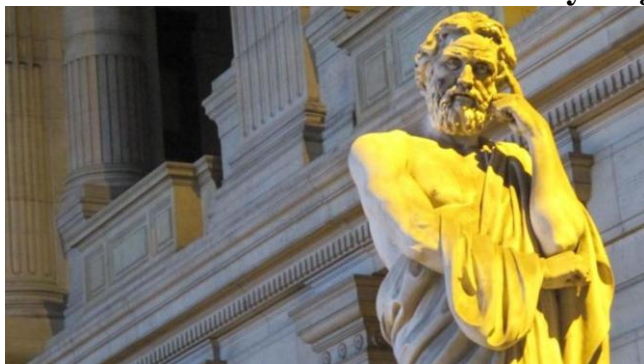
### III. Read the text again and answer the questions.

1. What are the tales of a bandit who stole from the rich and gave to the poor actually based on?
2. When did Sherwood Forest's most famous outlaw first appear in poems and ballads?
3. Does historical evidence show that some criminals were known as "Rabunhod" or "Robehod" even earlier?
4. How do most of the literary accounts describe Robin?
5. What do most modern historians think of the stories of Robin Hood and his merry men?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

## 6. Lycurgus



### I. Read the text. Match the words from the text with the definitions below.

Lycurgus is remembered as the man who shaped the Greek city-state of Sparta into one of the most feared military powers of the ancient world. Sometime between the 7th and 9th century B.C., this famed lawgiver is said to have instituted a series of hard-nosed reforms addressing everything from marriage and sex to wealth and childrearing. Perhaps the most famous of these concerned the creation of the agoge, a rigorous, multi-year training program designed to fashion Spartan boys into fearless warriors.

While there is no doubt that the Lycurgan reforms were enacted, historians are still unsure if the man himself actually existed. The Spartans did not record their history in writing, so most of what is known about their most prominent leader comes from later, often wildly contradictory sources. Lycurgus' biography is also filled with several mythical occurrences—one account claims he ended his life by self-enforced starvation—leading some to speculate that he was merely a god-like figure invented by the Spartans as a way to attribute their culture to the work of a single creator.

- 1) in the ancient world, a city and the area around it with an independent government;
- 2) someone or something, such as an organization or country, that has control over others, often because of authority, importance, or wealth;
- 3) to start or cause a system, rule, legal action, etc. to exist;
- 4) practical and determined;
- 5) the work of taking care of children until they are old enough to take care of themselves;
- 6) careful to look at or consider every part of something to make certain it is correct or safe;
- 7) a soldier, usually one who has both experience and skill in fighting, especially in the past;
- 8) something that happens;
- 9) the state of having no food for a long period, often causing death;
- 10) to say that a particular person was the first person to say something, do something, invent something, etc..

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Who is remembered as the man who shaped the Greek city-state of Sparta into one of the most feared military powers of the ancient world?
2. When is this famed lawgiver said to have instituted a series of hard-nosed reforms addressing everything from marriage and sex to wealth and childrearing?
3. Are historians sure that Lycurgus himself actually existed?
4. Did the Spartans record their history in writing?
5. What mythical occurrences is Lycurgus' biography filled with?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.



## VI. Read the text and convey its main content in English.

### Геракл та його 12 подвигів

<https://supermif.com> > gerakl



Геракл (за грецькою міфологією) – найбільший із героїв, син Зевса і смертної жінки Алкмени. Зевсу потрібен був смертний герой для перемоги над гігантами, і він вирішив народити Геракла. Кращі наставники вчили Геракла різним мистецтвам, боротьбі, стрільбі з лука. Зевс хотів, аби Геракл став правителем Мікен або Тиринфа – ключових фортець на підходах до Аргосу, але ревнива Гера зруйнувала його плани. Вона вразила Геракла божевіллям, під час нападу якого той вбив дружину і трьох своїх синів. Щоб спокутувати тяжку провину, герой повинен був дванадцять років служити Еврісфею, царю Тиринфа і Мікен, після чого йому було даровано безсмертя. Найбільш відомий цикл оповідей про дванадцять подвигів Геракла. Перший подвиг полягав у здобутті шкіри Немейського лева, якого Гераклу довелося задушити голіруч. Перемігши лева, носив його шкіру як трофей.

Наступним подвигом стала перемога над Гідрою, священною дев'ятиголовою змією Гери. Чудовисько мешкало в болоті біля Лерни, неподалік від Аргоса. Труднощі полягали в тому, що на місці відрубаної голови у Гідри тут же виростили дві нові. За допомогою свого племінника Іюлая Геракл переміг люту Лернейську Гідру – хлопець припікав шию кожної відрубаної героєм голови. Але подвиг не був зарахований Еврісфеєм, оскільки Гераклу допомагав племінник. Наступний подвиг не був таким кривавим. Гераклу слід було зловити Керинейську лань, священну тварину Артеміди. Згодом герой зловив Еріманфського вепра, який спустошував поля Аркадії. При цьому випадково загинув мудрий кентавр Хірон. П'ятим подвигом стало очищення Авгієвих стаєнь від гною, що герой зробив за один день, направивши до них води найближчої річки. Останнім із подвигів, здійснених Гераклом на Пелопоннесі, було вигнання Стімфалійських птахів із загостреним залізним пір'ям. Злісні птахи злякалися мідних тріскачок, виготовлених Гефестом і дарованих Гераклу прихильною до нього Богинею Афіною. Сьомим подвигом було піймання лютого бика, якого Мінос, цар Криту, відмовився принести в жертву Богові моря Посейдонові. Бик зійшовся з дружиною Міноса Пасіфаєю, яка народила від нього Мінотавра – людину з бичачою головою. Восьмий подвиг Геракл здійснив у Фракії, де підпорядкував своїй владі кобил-людодідів царя Діомеда.

Чотири інші подвиги були такі. Еврісфей наказав Гераклу добути пояс цариці войовничих амазонок Іпполіти. Згодом герой викрав і доставив до Мікени корів трьохголового велетня Геріона. Після цього Геракл приніс Еврісфею золоті яблука Гесперід, для чого йому довелося задушити велетня Антея і обдурити Атланта, що тримав на своїх плечах небозвід. Останній подвиг Геракла – подорож до царства мертвих – був найтяжчим. За сприяння цариці підземного світу Персефони, герой зміг вивести звідти і доставити в Тиринф трьохголового пса Кербера (Цербера) – вартового пекла. Кінець Геракла був жахливий. Герой загинув у страшних муках, надягнувши сорочку, яку його дружина Деяніра за порадою вмираючого від руки Геракла кентавра Несса змочила отруйною кров'ю цього напівлюдини-напівконя. Коли герой із останніх сил зійшов на похоронне вогнище, з небес вдарила багряна блискавка і Зевс,

прийняв сина до сонму безсмертних. Деякі подвиги Геракла увічнені в назвах сузір'їв. Наприклад, сузір'я Лева – на згадку про Немейського лева, сузір'я Рака нагадує про величезного рака Каркіне, що був посланий на допомогу Лернейській Гідрі. У римській міфології Гераклу відповідає Геркулес.

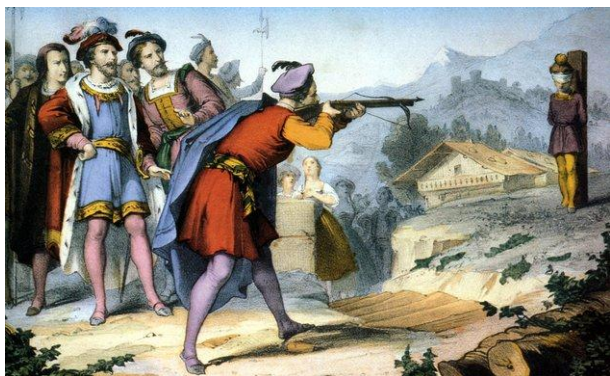
## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Kitalált személy lehetett Svájc nemzeti hőse, a legendás almalövő Tell Vilmos

2021. november 18. 09:10 Múlt-kor

<https://mult-kor.hu/kitalalt-szemely-lehetett-svajc-nemzeti-hose-a-legendas-almalovo-tell-vilmos-20211118>



A legenda szerint 1307. november 18-án a délelőtti órákban Altdorf városának főterén néhány másodpercre megfagyott a levegő. Az összeverődött polgárok lélegzetvisszafojtva figyelték, ahogy Tell Vilmos számszeríjából kilőtt nyílveendőjével száz lépés távolságból kettéhasítja a saját fia fejére helyezett almát.

A vérfagyasztó akció Tell büntetése volt azért, amiért nem tett eleget az önkényeskedő Habsburg-helytartó parancsának, miszerint az altdorfi főtéren egy botra feltűzött kalapja előtt ugyanúgy kell tisztelegni, mintha ő maga állna ott.

Bár az íjász mutatványa után a kényúr, Hermann (más források szerint Albrecht) Gessler is elismerően bólintott, egyvalami még furdalta az oldalát.

– Az életed most már biztonságban van. Már csak arra lennék kíváncsi, miért készítettél elő egy másik nyílveendőt is? – tette fel a kérdést.

– Ha az első nyíl megölte volna a fiamat, a másodikat te kaptad volna, és biztosíthatlak, ezt már nem hibáztam volna el – hangzott a filmes forgatókönyvekbe kívánckozó válasz.

A feldúlt Gessler elrendelte Tell azonnali letartóztatását. Miközben azonban az íjászt a Luzerni-tavon börtöne felé szállították, óriási vihar tört ki, és a csónakban utazók Tellt kérték meg, hogy vezesse ki őket a veszélyes zónából.

A láncaitól megfosztott mesterlövész szökésre használta fel az alkalmat, majd kastélya közelében bevárta Gesslert, és azzal a bizonyos második nyíllal kioltotta az életét. Az esemény hatására Uriban és a másik két svájci őskantonban, Schwyzban és Unterwaldenben felkelés robbant ki.

A tartományoknak végül az 1315-ös morgarteni csatában aratott győzelemmel sikerült megszilárdítaniuk Német-római Birodalmon belüli autonómiájukat.

Mivel Tell történetét az 1474-ben keletkezett Sarmeni Fehér Könyvben jegyezték fel először, valószínű, hogy a svájci nemzeti hős valójában nem is létezett, alakját azonban – főként Friedrich Schiller drámájának, valamint Gioacchino Rossini operájának köszönhetően – még manapság is széles körben ismerik.



## COMPREHENSION TEST

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

1. The brave King Arthur is traditionally described as having repelled a Saxon attack on Britain in the .....
  - a) 6th or 7th century
  - b) 5th or 6th century
  - c) 4th or 5th century
  - d) 3rd or 4th century
2. In fact, a full depiction of Arthur did not surface until the 9th century, and an account of Lady Guinevere and the famous Knights of the Round Table only appeared with Geoffrey of Monmouth's 12th century text .....
  - a) "History of the Kings of Britain."
  - b) "History of the Queens of Britain."
  - c) "History of the Kings of England."
  - d) "History of the Queens of England."
3. According to some accounts, the Greek thinker Pythagoras lived during the 5th and 6th century B.C. He is remembered as a philosopher and mathematician, but in ancient times he was better known as the spiritual father of a cult .....
  - a) obsessed by astronomy.
  - b) obsessed by archeology.
  - c) obsessed by geology.
  - d) obsessed by numerology.
4. What stories we do have of Pythagoras are deeply intertwined with myth and the supernatural. One tale describes him as possessing ..... ; another declares he was the son of the god Apollo.
  - a) a golden arm
  - b) a golden leg
  - c) a golden thigh
  - d) a golden foot
5. According to a popular American folktale, a burly former slave and steel-driver named ..... once took on a steam drill in a race to construct a railroad tunnel.
  - a) John Henry
  - b) Tom Brown
  - c) Adam Neckerman
  - d) Mike Smith
6. This tale of grit and endurance was later immortalized in the folk song ..... in the late 1800s.
  - a) "The Ballad of John Henry"
  - b) "The Ballad of Tom Brown"
  - c) "The Ballad of Adam Neckerman"
  - d) "The Ballad of Mike Smith"
7. For so influential a figure, there are no contemporary accounts of Homer's life, which supposedly took place during .....
  - a) the 5th or 6th century B.C.
  - b) the 7th or 8th century B.C.
  - c) the 5th or 6th century A.D.
  - d) the 7th or 8th century A.D.
8. He is often described as ..... who was born on the island of Chios, but even these details are up for debate.
  - a) a deaf man
  - b) a mute man
  - c) a blind man
  - d) a strong man

9. Sherwood Forest's most famous outlaw first appeared in poems and ballads in the ..... , and historical evidence shows that some criminals were known as "Rabunhod" or "Robehod" even earlier.
- a) 9th and 8th centuries
  - b) 11th and 10th centuries
  - c) 12th and 13th centuries
  - d) 14th and 15th centuries
10. Most of the literary accounts describe Robin as a commoner who led a gang of bandits in defiance of the hated sheriff of .....
- a) Nottingham
  - b) Blackpool
  - c) Exerter
  - d) Chester
11. Lycurgus is remembered as the man who shaped the ..... into one of the most feared military powers of the ancient world.
- a) Greek city-state of Athens
  - b) Greek city-state of Corinth
  - c) Greek city-state of Rhodes
  - d) Greek city-state of Sparta
12. Sometime between the ..... , this famed lawgiver is said to have instituted a series of hard-nosed reforms addressing everything from marriage and sex to wealth and childrearing.
- a) 7th and 9th century B.C.
  - b) 5th and 6th century B.C.
  - c) 7th and 8th century A.D.
  - d) 6th and 9th century A.D.

## UNIT 16

### 6 Child Monarchs Who Changed History

[https://www.history.com/news/6-child-monarchs-who-changed-history?li\\_source=LI&li\\_medium=m2m-rcw-history](https://www.history.com/news/6-child-monarchs-who-changed-history?li_source=LI&li_medium=m2m-rcw-history)

#### 1. Ptolemy XIII Theos Philopator



*Hulton Archive/Getty Images*

#### **I. Read the text. Match the words from the text with the definitions below.**

The 13th ruler of Egypt's Ptolemaic dynasty, Ptolemy XIII rubbed elbows with some of ancient history's most towering figures during his short life. The young pharaoh first came to power in 51 B.C. at the age of 11 or 12. He soon found himself overshadowed by his famous sister Cleopatra, whom he had married in accordance with ancient Egyptian custom. Jealous of her increasing celebrity, in 48 B.C. Ptolemy sparked a civil war after he plotted with influential members of the court and expelled Cleopatra from Egypt.

Ptolemy also allied himself with the Roman leader Pompey, who was then at war with Julius Caesar. When Pompey was defeated and arrived in Egypt seeking refuge, the teenage pharaoh had him assassinated in an attempt to impress Caesar and ingratiate himself to Rome. The plan proved unsuccessful, and after arriving in Egypt Caesar forced the boy ruler to reconcile with his sister. Ptolemy XIII eventually led an Egyptian army against the Romans, but Caesar soundly defeated his forces in a battle that resulted in the burning of the famed Library of Alexandria. The young ruler is then believed to have drowned in the Nile River as he tried to flee capture.

- 1) the part in the middle of the arm where it bends, or the part of a piece of clothing that covers this area;
- 2) very high and making people feel respect;
- 3) (the title of) a king of ancient Egypt;
- 4) unhappy and angry because someone has something that you want;
- 5) the state of being famous;
- 6) a secret plan made by several people to do something that is wrong, harmful, or not legal, especially to do damage to a person or a government;
- 7) (a place that gives) protection or shelter from danger, trouble, unhappiness, etc.;
- 8) to kill someone famous or important;
- 9) to make someone like you by praising or trying to please them;
- 10) that act of taking someone as a prisoner, or taking something into your possession, especially by force.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

1. At what age did the 13th ruler of Egypt's Ptolemaic dynasty, Ptolemy XIII first come to power?
2. Who did he soon find himself overshadowed by?
3. Who did Ptolemy also ally himself with?

4. What did Ptolemy do when Pompey had been defeated and arrived in Egypt seeking refuge?
5. How did Ptolemy die?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **2. Fulin, the Shunzhi Emperor**



#### **I. Read the text. Match the words from the text with the definitions below.**

The third emperor of China's Qing Dynasty, 5-year-old Fulin (eventually known as the Shunzhi Emperor) rose to power in 1643 following the death of his father. Because he was so young, for the next several years China was ruled under the regency of his uncle, Dorgon. After Dorgon's death in 1650, 12-year-old Shunzhi took the reigns of the empire. Wary of power grabs from his political enemies, he soon fostered a precarious alliance with influential court eunuchs and made efforts to fight corruption and consolidate the empire under Qing rule.

The Shunzhi Emperor is today remembered as a remarkably open-minded leader. He devoted significant time to the study of science and astronomy and was also tolerant of various religions. Around 1652 he hosted an elaborate reception in Peking for the Fifth Dalai Lama, but he also regularly consulted with an Austrian Jesuit missionary named Johann Adam Schall von Bell. While he never became a Catholic, the emperor considered Schall one of his closest advisors and even referred to him as "grandfather." Shunzhi died from smallpox in 1661 at the age of 22. His son, the Kangxi Emperor, would go on to reign for over 60 years.

- 1) a period of time when a country is ruled by a regent;
- 2) not completely trusting or certain about something or someone;
- 3) to encourage the development or growth of ideas or feelings;
- 4) in a dangerous state because of not being safe or not being held in place firmly;
- 5) a man who has been castrated;
- 6) illegal, bad, or dishonest behaviour, especially by people in positions of power;
- 7) willing to consider ideas and opinions that are new or different to your own;
- 8) a formal party at which important people are welcomed;
- 9) a person who has been sent to a foreign country to teach their religion to the people who live there;
- 10) someone whose job is to give advice about a subject.

#### **II. Make sentences with these words.**

#### **III. Read the text again and answer the questions.**

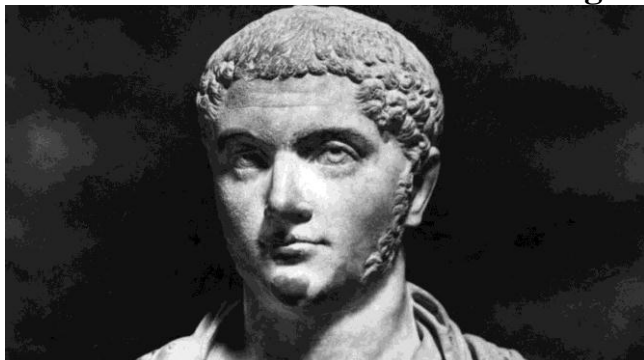
1. When did the third emperor of China's Qing Dynasty, 5-year-old Fulin (eventually known as the Shunzhi Emperor) rise to power?
2. Why was China under the regency of his uncle, Dorgon?
3. How is Shunzhi Emperor remembered today?

4. What did he devote significant time to?
5. Who was one of the closest emperor's advisors?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **3. Elagabalus**



*Hulton Archive/Getty Images*

#### **I. Read the text. Match the words from the text with the definitions below.**

The Roman emperor Elagabalus may have taken power at the tender age of 15, but his four-year reign was anything but innocent. A native of Syria, Elagabalus seized control of Rome in 218 after his mother and grandmother sparked a revolt by claiming he was the illegitimate son of the recently murdered emperor Caracalla. The young ruler wasted little time in causing controversy. Before he had even arrived in the capital city he installed the Syrian sun god Elagabal—whose cult he ruled as high priest—as the chief deity of Rome. He went on to shock the public with his sexual excesses, which supposedly included cross-dressing, prostitution and a romantic relationship with his chariot driver. Elagabalus also earned the scorn of Rome's political class by allowing his mother to enter the male-only halls of the senate.

Already viewed by many in the empire as corrupt, Elagabalus caused yet another scandal when he married a vestal virgin—a class of priestesses who were supposed to remain chaste—and proclaimed their union would produce god-like offspring. His debauched behavior eventually alienated the Praetorian Guard, and in 222 the 18-year-old emperor was assassinated and replaced by his cousin, Alexander Severus. Elagabalus was later characterized as one of the most decadent of all Rome's leaders, but some modern historians have argued that his eccentric behavior was likely exaggerated by his political enemies in an attempt to discredit him.

- 1) having no knowledge of the unpleasant and evil things in life;
- 2) an attempt to get rid of a government by using violence;
- 3) born of parents not married to each other;
- 4) a lot of disagreement or argument about something, usually because it affects or is important to many people;
- 5) a particular system of religious belief;
- 6) a person, usually a man, who has been trained to perform religious duties in the Christian Church, especially the Roman Catholic Church, or a person with particular duties in some other religions;
- 7) the legislative council of ancient Rome;
- 8) a person's child;
- 9) having low moral standards and interested mainly in pleasure;
- 10) to make something seem larger, more important, better, or worse than it really is.

#### **II. Make sentences with these words.**

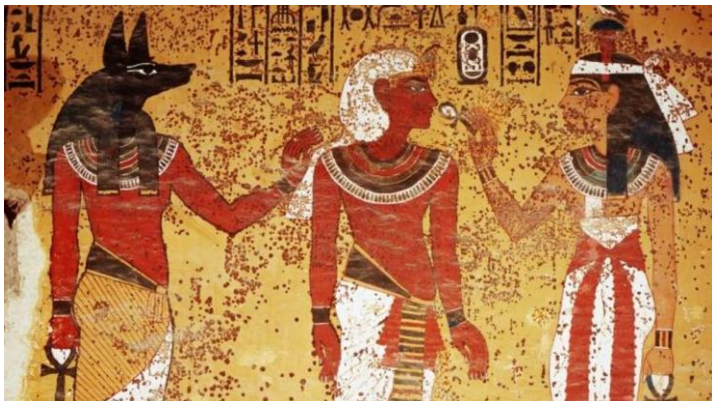
### III. Read the text again and answer the questions.

1. When did the Roman emperor Elagabalus take power?
2. When did a native of Syria, Elagabalus seize control of Rome?
3. What did he earn the scorn of Rome's political class by?
4. Already viewed by many in the empire as corrupt, Elagabalus caused yet another scandal when he married a vestal virgin, didn't he?
5. What do modern historians think of his eccentric behavior?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. Tutankhamen



*Gianni Dagli Orti/Corbis*

### I. Read the text. Match the words from the text with the definitions below.

Most famously associated with the 1922 discovery of his tomb, Tutankhamen was an Egyptian pharaoh thought to have ruled for 10 years in the 14th century B.C. "King Tut" inherited the throne at the age of 9 or 10 and initially ruled Egypt under the direction of advisers due to his young age. While his reign was not a significant time in Egyptian history, Tutankhamen did institute some major societal changes. Most important was his reversal of the unpopular reforms of his father, the "heretic king" Akhenaten. Abandoning Akhenaten's decree that the sun god Aten be the sole deity, Tutankhamen reinstated the god Amun and restored Thebes as Egypt's capital city.

King Tut died mysteriously around the age of 19, but his most important contribution to history would come over 3,200 years later, when the British Egyptologist Howard Carter uncovered his final resting place in the Valley of the Kings. One of the best-preserved Egyptian burial sites ever discovered, Tutankhamen's tomb helped shape our modern understanding of ancient Egyptian royal customs.

- 1) to connect someone or something in your mind with someone or something else;
- 2) the process of finding information, a place, or an object, especially for the first time, or the thing that is found;
- 3) to receive money, property, or possessions from someone after the person has died;
- 4) the state of being a ruler;
- 5) the act of changing or making something change to its opposite;
- 6) someone who has an opinion that is opposite to or against the official or popular opinion;
- 7) an official statement that something must happen;
- 8) a god or goddess;
- 9) something that you contribute or do to help produce or achieve something together with other people, or to help make something successful;
- 10) a way of behaving or a belief that has been established for a long time among a group of people.



## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. At what age did “King Tut” inherit the throne?
2. How did he initially rule Egypt?
3. What major societal changes did Tutankhamen institute?
4. What god did Tutankhamen reinstate?
5. What was King Tut’s most important contribution to history?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 5. Mary, Queen of Scots



## I. Read the text. Match the words from the text with the definitions below.

Mary Stuart—more famously known as Mary, queen of Scots—ruled as queen of two separate nations before she was 18 years old. Mary became queen of Scotland after her father died only six days after her birth in 1542. While she was too young to govern, her position as a royal made the infant queen a very influential figure in international relations. Anxious to unite Scotland and England, in 1543 King Henry VIII proposed a future marriage between Mary and his son Edward. Political tensions between the two countries led the Scottish parliament to reject the engagement, and Mary was sheltered in various castles after Henry VIII invaded Scotland and tried to force the marriage in what became known as the “Rough Wooing.”

To keep her out of reach of the English, in 1548 the 5-year-old queen was taken to France. At 16 she married Francis II, briefly ruling as queen of France after he ascended the throne. Following Francis’ death, in 1561 Mary returned to Scotland to resume her duties as queen. She remarried twice as an adult, but a 1567 uprising forced to her abdicate the Scottish throne and flee to England. There she was imprisoned for nearly 19 years before being executed for her unwitting role in a plot to overthrow Queen Elizabeth I.

- 1) a woman who rules a country because she has been born into a royal family, or a woman who is married to a king;
- 2) to control and be responsible for the public business of a country, state, city, or other organized group;
- 3) a member of a royal family;
- 4) a baby or a very young child;
- 5) a legally accepted relationship between two people in which they live together, or the official ceremony that results in this;
- 6) a feeling of fear or anger between two groups of people who do not trust each other;
- 7) an act of opposition, sometimes using violence, by many people in one area of a country against those who are in power;
- 8) to make a formal statement that he or she no longer wants to be king or queen;
- 9) to kill someone as a legal punishment;

10) to defeat or remove someone from power, using force.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. Was Mary Stuart more famously known as Mary, queen of Scots?
2. Why did King Henry VIII propose a future marriage between Mary and his son Edward?
3. What did political tensions between the two countries lead the Scottish parliament to?
4. Why was the 5-year-old queen taken to France?
5. Why was Mary, queen of Scots executed?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. Baldwin IV of Jerusalem



## I. Read the text. Match the words from the text with the definitions below.

King Baldwin IV not only saved Jerusalem from capture at the age of 16, but he did it while suffering from a debilitating disease. Born in 1161, Baldwin IV rose to power at the age of 15 following the death of his father, Amalric I. Despite suffering from leprosy since childhood, Baldwin IV would go on to repeatedly defend his Christian kingdom against Saladin, the famed Muslim military tactician who ruled as sultan of Egypt and Syria.

When Saladin moved toward the city of Ascalon in 1177, the young King Baldwin IV rushed to the site with only a small complement of infantry and a few hundred Knights Templar. Besieged within the city's walls by Saladin's superior numbers, Baldwin IV managed to break his army out of the fortress before routing the Muslim forces at the Battle of Montgisard. After securing a brief peace agreement with Saladin, the teenager returned to Jerusalem a hero. He would go on to fight many battles against Saladin's forces after the truce ended, often traveling in a litter when his leprosy made him too weak to ride a horse. Baldwin IV's condition worsened over the next several years, and he finally died in 1185 at the age of 23. Two years later Saladin would win a decisive victory at the Battle of Hattin and effectively topple the Kingdom of Jerusalem.

- 1) to get control of a place or object that previously belonged to an enemy, during a war;
- 2) making someone or something physically weak;
- 3) an infectious disease that damages a person's nerves and skin;
- 4) someone who is skilled in using tactics;
- 5) (in the past) a man of high social position trained to fight as a soldier on a horse;
- 6) to surround a city or castle with military force until the people inside let you take control;
- 7) to defeat someone completely in a battle, competition, or election;
- 8) a short interruption in a war or argument, or an agreement to stop fighting or arguing for a period of time;
- 9) a chair or bed for carrying important people, used in past times;
- 10) to become unsteady and then fall over, or to make something do this.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. At what age did King Baldwin IV save Jerusalem from capture?
2. What disease was he suffering from?
3. Did Baldwin IV repeatedly defend his Christian kingdom against Saladin, the famed Muslim military tactician who ruled as sultan of Egypt and Syria?
4. What did Baldwin IV manage to do being besieged within the city's walls by Saladin's superior numbers?
5. When did Saladin win a decisive victory at the Battle of Hattin?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

Александр Македонський – полководець, який змінив світ

<https://vsviti.com.ua/interesting/history/60986>



Мабуть, кожна людина ще зі шкільної лави пам'ятає про те, хто такий Александр Македонський. Саме за Александра Македонського почався цілий історичний період, відомий як грецька епоха, а культурний вплив Греції на Європу, Азію й Африку під час його правління досяг піку. Ось декілька маловідомих фактів про цю дивовижну людину, яка прожила всього 32 роки, але зуміла повністю змінити світ.

Александр Македонський, також відомий як Александр III Великий, був царем Древньої Македонії, фараоном Єгипту, царем Азії і перським царем. Належав він до давньогрецької династії Аргеадів з Пелопоннесу. Його ім'я походить від грецьких слів «Алехо» (захищати) і «Андр» (людина). Таким чином, його ім'я означає «захисник людей».

Александр III Македонський народився в 356 році до н.е. Він був королем Македонської держави і створив одну з найбільших імперій у давній історії. Він почав правити у віці 20 років, після того, як його батька царя Філіпа Македонського вбили в 336 році до н.е. Александр був однією з найненависніших політичних фігур античних часів. Неймовірні тактичні здібності й успішні військові кампанії по захопленню східних земель породили ненависть до нього у багатьох серцях.

Один з найвідоміших правителів і полководців у світовій історії Александр Македонський створив воістину величезну імперію, що розкинулася на половині відомого тоді світу. Правда, це виявився «колос на глиняних ногах», і незабаром після його смерті держава розпалася. Однак сам Александр Македонський, незважаючи на спірні вчинки, здійснені ним у ході завойовницьких походів, навіки увійшов в історію як один з найвидатніших людей.

Батько Александра Філіп II Македонський найняв Арістотеля, одного з найвеличніших філософів в історії поряд з Сократом і Платоном, вчителем для тринадцятирічного Александра. Арістотель навчав Александра всьому, що знав сам, протягом трьох років (до шістнадцятиріччя Александра, коли той вступив на престол Македонії). Мати Александра, Олімпіада Епірська, була дочкою Епірського царя Неоптолема I.

Александр заснував понад сімдесят міст, з яких принаймні двадцять назвав на свою честь (найвідомішим є Александрія в Єгипті). Крім того, недалеко від місця битви біля

річки Гідасп (сьогодні вона відома як річка Джелам в Індії) Александр заснував місто Буцефал, назване на честь його улюбленого коня, який був смертельно поранений в бою.

Незважаючи на те, що існує багато теорій, реальна причина смерті Александра залишається однією з таємниць стародавнього світу. Сучасні медичні експерти стверджують, що причинами могли бути малярія, інфекція легенів, печінкова недостатність або тиф. Однак ніхто не може сказати нічого певного.

**VII. Make a presentation based on the information which you find the most interesting.**

**VIII. Write a summary of the Hungarian text in English.**

### A világ csodája

2020. június 23. 08:35 Kulcsár Ádám

<https://mult-kor.hu/het-kiraly-aki-gyermekkent-kerult-a-tronra-20200623?pidx=2>



A kortársai által a „világ csodája” névvel illetett, a Római Birodalom nagyságának visszaállítására törekvő III. Ottó mindössze hároméves volt, amikor édesapja, II. Ottó halála után elnyerte a német királyi címet.

Miután nagykorúnak nyilvánították, 996-ban – 16 évesen – Rómába vonult, és legyőzte a város élén álló ifjabb Crescentiust, életét azonban meghagyta. Ottó V. Gergely néven saját nagybátyját ültette a pápai székbe, aki azonnal császárrá is koronázta a fiatalembert.

Amikor azonban távollétében Crescentius és hívei fellázkodtak, majd XVI. János néven új pápát választottak, a császár ezúttal már nem kegyelmezett meg: a lázadókat lefejeztette, az ellenpápának pedig levágtatta a füleit és az orrát, kivágatta a nyelvét, ráadásul meg is vakította.

Ottó a hatalom megtartásáért bevetett eszközök tekintetében nem lógott ki a korabeli uralkodók sorából, műveltsége azonban messze kortársai fölé emelte. Versekert írt, több nyelven beszélt, és széles körű tudományos ismeretekkel rendelkezett.

A fiatal császár egy népek feletti keresztény birodalom létrehozására törekedett. Rómába tette át székhelyét, ám a helyiek ellenségesen viszonyultak hozzá. 1001-ben fellázkodtak, így Ottó kénytelen volt Ravennába menekülni.

Bár egy évvel később megindult Róma visszaszerzésére, az úton megbetegedett, és rendkívül fiatalon, 21 évesen – valószínűleg maláriában – meghalt.

## COMPREHENSION TEST

**Choose the correct variant a, b, c, or d.**

1. The 13th ruler of Egypt's Ptolemaic dynasty, Ptolemy XIII rubbed elbows with some of ancient history's most towering figures during his short life. The young pharaoh first came to power in 51 B.C. ....

- a) at the age of 15 or 16.
- b) at the age of 13 or 14.
- c) at the age of 11 or 12.
- d) at the age of 9 or 10.

2. Ptolemy XIII eventually led an Egyptian army against the Romans, but Caesar soundly defeated his forces in a battle that resulted in the burning of the famed Library of Alexandria. The young ruler is then believed to have drowned in ..... as he tried to flee capture.
- the Euphrates River
  - the Nile River
  - the Tigris River
  - the Yellow River
3. The third emperor of China's Qing Dynasty, ..... (eventually known as the Shunzhi Emperor) rose to power in 1643 following the death of his father.
- 4-year-old Fulin
  - 5-year-old Fulin
  - 6-year-old Fulin
  - 7-year-old Fulin
4. Shunzhi died ..... in 1661 at the age of 22. His son, the Kangxi Emperor, would go on to reign for over 60 years.
- from tuberculosis
  - from diabetes
  - from pneumonia
  - from smallpox
5. The Roman emperor Elagabalus may have taken power at the tender age of 15, but his four-year reign was anything but innocent. A ....., Elagabalus seized control of Rome in 218 after his mother and grandmother sparked a revolt by claiming he was the illegitimate son of the recently murdered emperor Caracalla
- native of Syria
  - native of Libya
  - native of Tunisia
  - native of Algeria
6. Elagabalus also earned the scorn of Rome's political class by allowing his mother to enter the male-only halls of .....
- the assemblies
  - the congress
  - the senate
  - the rada
7. Most famously associated with the ....., Tutankhamen was an Egyptian pharaoh thought to have ruled for 10 years in the 14th century B.C.
- 1932 discovery of his tomb
  - 1922 discovery of his tomb
  - 1912 discovery of his tomb
  - 1902 discovery of his tomb
8. King Tut died mysteriously around the age of 19, but his most important contribution to history would come over 3,200 years later, when the British Egyptologist Howard Carter uncovered his final resting place in the.....
- Valley of the Kings
  - Desert of the Kings
  - Plato of the Kings
  - Lowland of the Kings
9. Mary Stuart—more famously known as Mary, .....—ruled as queen of two separate nations before she was 18 years old.
- queen of English
  - queen of Irish
  - queen of Scots
  - queen of Welsh



10. She remarried twice as an adult, but a 1567 uprising forced her to abdicate the Scottish throne and flee to England. There she was imprisoned for nearly 19 years before being executed for her unwitting role in a plot to overthrow .....

- a) Queen Eleanor of Aquitaine
- b) Queen Anne
- c) Queen Caroline of Ansbach
- d) Queen Elizabeth I

11. Despite suffering from . . . . . since childhood, Baldwin IV would go on to repeatedly defend his Christian kingdom against Saladin, the famed Muslim military tactician who ruled as sultan of Egypt and Syria.

- a) leprosy
- b) tuberculosis
- c) diabetes
- d) asthma

12. Besieged within the city's walls by Saladin's superior numbers, Baldwin IV managed to break his army out of the fortress before routing the Muslim forces at the .....

- a) Battle of Jaffa
- b) Battle of Belvoir Castle
- c) Battle of Montgisard.
- d) Battle of Hattin



## UNIT 17

### 7 People Who Pretended to be Royals

<https://www.history.com/news/7-people-who-pretended-to-be-royals>

#### 1. Anna Anderson as Anastasia Romanov



*Anna Anderson and Grand Duchess Anastasia (Credit: Getty Images)*

#### **I. Read the text. Match the words from the text with the definitions below.**

In 1918, Bolshevik revolutionaries murdered the Russian princess Anastasia, along with the rest of her family. However, rumors persisted of her alleged survival for decades and, over the years, several different impostors claimed to be Anastasia Romanova. None gained as much fame as Anna Anderson. The would-be royal first surfaced in the early 1920s in a Berlin mental asylum, where she announced that she was Grand Duchess Anastasia, the youngest daughter of the deceased Czar Nicholas II. Although most of the surviving Romanovs dismissed her as a fraud, the girl bore a striking resemblance to the princess and even knew many personal details of her life. She soon won the support of a coterie of wealthy Russian emigrants, many of whom believed she was the legitimate heir to the throne.

The supposed princess eventually moved to America in 1968 and took the name Anna Anderson. But while her story inspired several books and even a Hollywood movie, she failed to win recognition in court due to a lack of evidence. Her story remained the source of much debate until 1994, when a posthumous DNA test finally proved she was not related to the Romanov family. Anderson was likely a Polish factory worker who disappeared in 1920, but her true identity has never been confirmed.

- 1) (the title of) a woman who is married to a duke or who has the rank of duke;
- 2) an unofficial interesting story or piece of news that might be true or invented, and quickly spreads from person to person;
- 3) a person who pretends to be someone else in order to deceive others;
- 4) to become known;
- 5) to make something known or tell people about something officially;
- 6) to decide that something or someone is not important and not worth considering;
- 7) a small group of people with shared interests, often one that does not want other people to join them;
- 8) a place where trials and other legal cases happen;
- 9) who a person is, or information that proves who a person is, for example, their name and date of birth;
- 10) to prove that a belief or an opinion that was previously not completely certain is true.

#### **II. Make sentences with these words.**

### III. Read the text again and answer the questions.

1. When did Bolshevik revolutionaries murder the Russian princess Anastasia, along with the rest of her family?
2. Did rumors persist of her alleged survival for decades?
3. Was Anna Anderson the only impostor claimed to be Anastasia Romanova?
4. Where did the would-be royal first surface in the early 1920s?
5. What did she announce about herself?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 2. Gregor MacGregor as the “Cazique of Poyais”



*Dollar Bill from “Bank of Poyais”*

### I. Read the text. Match the words from the text with the definitions below.

In the early 1820s, a dashing Scotsman named Gregor MacGregor rose to the top of London’s high society on the basis of a most unusual claim. A former soldier and mercenary who had fought in South America, MacGregor presented himself as the “cazique,” or prince, of a small Central American country he called Poyais. As evidence, the faux royal produced several maps, drawings and even a book, all of which described the mysterious country as a fertile paradise with a working government and friendly native population. MacGregor’s tiny principality seemed the perfect destination for European settlers, except for one small detail: It didn’t exist.

Far from being a “cazique,” MacGregor was actually a con man who had cooked up a fairy tale country as a way of bilking investors out of huge sums of money. He eventually sold thousands of pounds worth of land rights for his phantom nation, and in 1822 the first would-be “Poyers” set sail across the Atlantic Ocean. Arriving in Central America and finding only unsettled jungle, the pioneers—many of whom had converted their life savings into phony Poyais currency—soon realized they had been swindled. The stranded colonists were eventually rescued, but not before some 180 people perished from disease. Not surprisingly, MacGregor fled the country soon after the news reached England. He later resurfaced in France, but was arrested after he tried to set up a second Poyais-related scheme.

- 1) attractive in a confident, exciting, and stylish way;
- 2) a soldier who fights for a foreign country or group for pay;
- 3) not real, but made to look or seem real;
- 4) (of land) able to produce a large number of high-quality crops;
- 5) a place or condition of great happiness where everything is exactly as you would like it to be;
- 6) a country ruled by a prince, or from which a prince takes his title;
- 7) a person who puts money into something in order to make a profit or get an advantage;

- 8) used to describe something that you imagine exists or that appears to exist, although in fact it does not;
- 9) to get money dishonestly from someone by deceiving or cheating them;
- 10) to help someone or something out of a dangerous, harmful, or unpleasant situation.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. How did a dashing Scotsman named Gregor MacGregor manage to rise to the top of London's high society in the early 1820s?
2. How did a former soldier and mercenary who had fought in South America, MacGregor present himself ?
3. Did MacGregor's tiny principality seem the perfect destination for European settlers?
4. What did the pioneers, many of whom had converted their life savings into phony Poyais currency realize when they arrived in Central America and found only unsettled jungle?
5. Why was MacGregor arrested?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 3. False Dmitry I



*Capture of False Dmitry*

### I. Read the text. Match the words from the text with the definitions below.

The man known as False Dmitry I not only successfully posed as a prince, he managed to con his way onto the royal throne of Russia. The pretender first became known to history in the early 1600s, when he appeared in Poland declaring himself to be Dmitry, the youngest son of the deceased Ivan the Terrible. The real Dmitry had supposedly been assassinated as a boy, but the imposter claimed he had escaped his would-be murderers and fled the country. The alleged royal went on to charm the Russian people, eventually riding a wave of public support all the way to Moscow.

False Dmitry was crowned czar in July 1605, but his rule was ultimately short-lived. The pretender's policies proved too radical for Russia's elites, and he was overthrown and assassinated less than a year later. Many have since speculated that his real name may have been Grigory Otrepyev, but this has never been proved. Amusingly, he was not the only impostor who claimed to be the real Dmitry. Two more pretenders emerged over the next decade, though neither succeeded in winning the throne.

- 1) catching someone in order to make him/her a prisoner;
- 2) not true, but made to seem true in order to deceive people;
- 3) to announce something clearly, firmly, publicly, or officially;
- 4) dead;
- 5) the one that someone says has happened or is true, although it has not been proved;

- 6) (before 1917) the Russian ruler;
- 7) the richest, most powerful, best-educated, or best-trained group in a society;
- 8) to guess possible answers to a question when you do not have enough information to be certain;
- 9) to say that something is true or is a fact, although you cannot prove it and other people might not believe it;
- 10) to appear by coming out of something or out from behind something.

## II. Make sentences with these words.

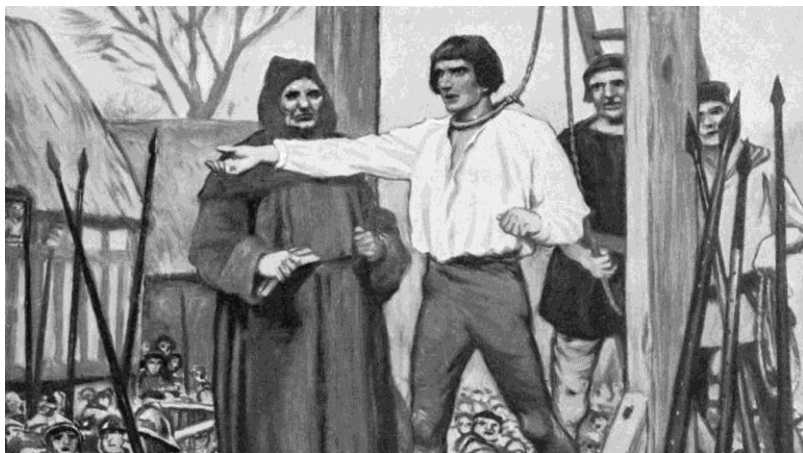
### III. Read the text again and answer the questions.

1. Did the man known as False Dmitry I not only successfully pose as a prince, but managed to con his way onto the royal throne of Russia?
2. When did the pretender first become known to history?
3. Where did he declare himself to be Dmitry, the youngest son of the deceased Ivan the Terrible?
4. When was False Dmitry crowned czar?
5. What happened to him less than a year later?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 4. Perkin Warbeck as Richard of York



*Hanging of Perkin Warbeck (Credit: Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Not only did young Perkin Warbeck masquerade as a prince, he nearly succeeded in overthrowing King Henry VII of England. In 1491, Warbeck appeared in Ireland claiming he was Richard of York, the youngest son of the former King Edward IV. The real Richard was most likely murdered in the Tower of London as a boy, but at the time there was still much speculation about his fate. Capitalizing on this mystery, Warbeck presented himself as the missing prince, and eventually won support among Henry VII's political enemies, who included such powerful figures as James IV of Scotland and Maximilian I of Austria.

Warbeck landed in Cornwall in 1497, and he soon galvanized his supporters into a rebel army of several thousand men. But when faced with the possibility of a battle with the king's forces, the pretender lost his nerve and fled to the coast. He was eventually captured, and later admitted he was an impostor before being executed by hanging in 1499. Warbeck is widely regarded as a famous fraud, but some historians have noted that Henry VII could have fabricated the pretender's backstory in an attempt to discredit him. With this in mind, there remains at least a small possibility that Warbeck may have actually been Richard of York.

- 1) the act of killing someone, especially as a punishment for a serious crime, by dropping that person with a rope tied around their neck;
- 2) a false show or appearance;
- 3) the activity of guessing possible answers to a question without having enough information to be certain;
- 4) an important male member of a royal family, especially a son or grandson of the king or queen;
- 5) to cause someone to suddenly take action, especially by shocking or exciting them in some way;
- 6) a person who states they have a right to the high position that someone else has, although other people disagree with this;
- 7) to escape by running away, especially because of danger or fear;
- 8) to invent or produce something false in order to deceive someone;
- 9) a set of events invented for a book, film, or play that have taken place before it begins;
- 10) to cause people to stop respecting someone or believing in an idea or person.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What did Warbeck claim when he appeared in Ireland in 1491?
2. What do the historians know about the real Richard?
3. Who did Warbeck eventually win support among?
4. Did Warbeck land in Cornwall in 1497 or in 1597?
5. How was Warbeck executed?

## IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. Mary Baker as “Princess Caraboo”



*Getty Images*

### I. Read the text. Match the words from the text with the definitions below.

For several months in 1817, the village of Almondsbury, England fell under the spell of a phony island princess. The young woman had first appeared in the town clad in a black turban and speaking a mysterious language. Through a Portuguese translator, she identified herself as Princess Caraboo, a member of the royal family of Javasuu, a small Indian Ocean atoll. Even more astonishing, she claimed she had been kidnapped from her homeland by pirates, and had only escaped by plunging into the freezing Bristol Channel and swimming ashore.

The story of Princess Caraboo quickly took the town by storm. People flocked to get a look at the visiting royal, who slept on the floor, swam naked in a nearby lake and climbed trees to pray to a god called “Allah Tallah.” The fascination continued until a woman from a neighboring town noticed that her highness Princess Caraboo was in fact Mary Baker, an English girl who had previously been employed in her house as a servant. Baker later



admitted that she had invented the princess and her bizarre language as part of an elaborate con, and the story of the hoax went on to become a minor sensation in the British press.

- 1) a period of time for which an activity or condition lasts continuously;
- 2) not sincere or not real;
- 3) (of people) dressed, or (of things) covered;
- 4) a head covering made from a long piece of cloth that is wrapped around the head;
- 5) a ring-shaped island formed of coral (= rock-like natural substance) that surrounds a lagoon (= area of sea water);
- 6) the crime of taking someone away by force and demanding money in exchange for releasing them;
- 7) a person who sails in a ship and attacks other ships in order to steal from them;
- 8) very strange and unusual;
- 9) something done to trick or deceive someone;
- 10) a plan to deceive a large group of people; a trick.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What happened in the village of Almondsbury, England in 1817?
2. How did the young woman look?
3. How did she identify herself?
4. Why did the story of Princess Caraboo quickly take the town by storm?
5. Who was Princess Caraboo in fact?

## IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 6. Yemelyan Pugachev as Peter III



*Getty Images*

### I. Read the text. Match the words from the text with the definitions below.

In 1773, a royal impostor sparked one of the largest revolts in Russian history. Capitalizing on his striking resemblance to the murdered Peter III, a former soldier named Yemelyan Pugachev took on the identity of the late emperor and incited a massive peasant uprising against Catherine the Great. As Peter III, Pugachev promised populist reforms including autonomy for Russia's Cossack population an end to the feudal system, and soon thousands of serfs had rallied to his standard.

Initially catching the empress by surprise, Pugachev's army laid siege to the city of Orenburg in late 1773, and then proceeded to raze Kazan the following year. But despite these early successes, by late 1774 Catherine's generals had started to turn the tide of the conflict. Following a decisive defeat at Tsaritsyn, a group of Pugachev's lieutenants betrayed him and turned him over to the empress. The impostor was executed in early 1775, and his revolt crumbled soon thereafter.



- 1) an attempt to get rid of a government by using violence;
- 2) take the chance to gain advantage from;
- 3) murder - to commit the crime of intentionally killing a person;
- 4) used to refer to someone who has died;
- 5) to encourage someone to do or feel something unpleasant or violent;
- 6) trying to be popular with ordinary people and to represent their ideas and opinions;
- 7) a member of a low social class in medieval times who worked on the land and had to obey the person who owned that land;
- 8) a female ruler of an empire, or the wife of a male ruler of an empire;
- 9) (the title of) an officer of middle rank in the armed forces;
- 10) to be not loyal to your country or to someone who believes you are loyal, often by doing something harmful.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. How did a former soldier named Yemelyan Pugachev manage to take on the identity of the late Peter III and incite a massive peasant uprising against Catherine the Great?
2. What did Pugachev as Peter III promise to do?
3. Initially catching the empress by surprise, Pugachev's army laid siege to the city of Orenburg in late 1773, didn't it?
4. When did Catherine's generals start to turn the tide of the conflict?
5. Who betrayed Pugachev and turned him over to the empress?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. Karl Wilhelm Naundorff as Prince Louis-Charles



*Getty Images*

## I. Read the text. Match the words from the text with the definitions below.

Although he spent his life as a watchmaker and clock salesman, German swindler Karl Wilhelm Naundorff went to his grave insisting he was the rightful king of France. Naundorff arrived in Paris in the 1830s claiming to be Prince Louis-Charles, the son of Louis XVI and Marie Antoinette, both of whom were beheaded during the French Revolution. Naundorff was only one of several men who professed to be the long-dead dauphin, but he soon succeeded in winning the confidence of many high profile figures including the prince's former governess.

Despite having several physical characteristics in common with the Prince Louis-Charles, Naundorff never provided sufficient evidence for his assertion, and he was eventually branded a fraud. Even Princess Marie Therese—his supposed sister—refused to meet with him. After being expelled from France, Naundorff lived out his later years in the Netherlands, where he was recognized as Louis-Charles until his death in 1845. The mystery of his true identity would endure for another 150 years, but Naundorff was finally exposed as an impostor in the early 21st century, when DNA evidence proved he was not related to Marie Antoinette.

- 1) a person who makes and repairs watches and clocks as a job'
- 2) someone who gets money dishonestly by deceiving or cheating people;
- 3) a place in the ground where a dead person is buried;
- 4) to state something, sometimes in a way that is not sincere;
- 5) in the past, the heir to the king of France;
- 6) (especially in the past) a woman who lives with a family and teaches their children at home;
- 7) a statement that you strongly believe is true;
- 8) someone who deceives people by saying that they are someone or something that they are not;
- 9) something strange or unknown which has not yet been explained or understood;
- 10) a person who pretends to be someone else in order to deceive others.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

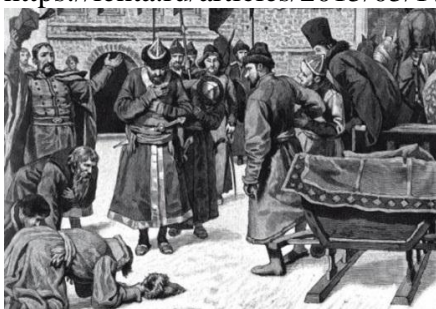
1. What was Karl Wilhelm Naundorff ?
2. Who did Naundorff claim to be when he arrived in Paris in the 1830s?
3. Did Naundorff ever provide any sufficient evidence for his assertion?
4. Where did Naundorff live after being expelled from France?
5. When was Naundorff finally exposed as an impostor?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

Тушинський злодій, або чому Лжедмитрій II не зміг стати російським царем  
<https://lenta.ru/articles/2015/05/17/tushin/>



З появою в 1607 р. другого російського самозванця, який узяв ім'я царя Дмитрія Івановича, почалася повномасштабна громадянська війна, яка охопила весь центр країни, поставила Росію на межу загибелі і призвела до іноземного вторгнення.

На портретах XVII століття Лжедмитрій II зображувався як Лжедмитрій I, що, звичайно, аж ніяк не випадково, оскільки новий, другий самозванець видавав себе вже не за царевича Дмитра, сина Івана Грозного, який нібито врятувався колись в Угличі, а за «царя Дмитра» (Григорія Отреп'єва), 30 липня 1605 р. вінчаного на царство, що дивом уник смерті 17 травня 1606 р. (багато хто запевняв, що тоді замість царя був убитий його двійник).

Ймовірно, зовні Лжедмитрій II дійсно був схожий на попередника. Що ж стосується всього іншого, то другий самозванець був повною протилежністю Григорію Отреп'єву. Російський історик Сергій Платонов зазначав, що Лжедмитрій I справді був провідником піднятого ім руху. «Злодій же [Лжедмитрій II], - підкреслював дослідник, - вийшов з в'язниці і оголосив себе царем під страхом побоїв і тортур.

Перші звістки про Лжедмитрія II датуються зимою 1607 р., коли в Литві виявився претендент, який чудом врятувався від царя Дмитрія. Цей самозванець був тоді одним з багатьох, хто видавав себе за царську особу. Серед козаків з'явилися розмови «царевича Петра Федоровича» (нібито сина царя Федора, тобто онука Івана Грозного) і «царевича Іван-Августа» (нібито сина Івана Грозного від шлюбу з Анною

Колтовською). Перший проливав кров на півдні Росії, а потім возз'єднався з воєводою «царя Дмитрія» Іваном Болотніковим у Тулі. Другий діяв у Нижньому Поволжі, де йому скорилася Астрахань. Слідом за ними показався ще один «онук» Грозного, «син» царевича Івана Івановича - «царевич Лаврентій». У козачих станицях самозванці росли як гриби: з'явилися «діти» царя Федора Івановича - «принци» Сімеон, Савелій, Василь, Климентій, Єрошка, Гаврилка.

У травні 1607 р. Лжедмитрій II перейшов російсько-польський кордон, з'явився в Стародубі і був визнаний місцевими жителями. Його військо поповнювалося настільки повільно, що тільки у вересні він зміг на чолі загонів польських найманців, козаків і російських злодіїв (злодіями в той час іменували різних злочинців, в тому числі і політичних – заколотників) рушити на допомогу Лжепетру і Болотнікову. Самозванець 8 жовтня розбив під Козельськом царського воєводу князя Василя Федоровича Мосальського, 16-го захопив Білів, але, дізнавшись про те, що цар Василь Шуйський взяв охоплену смутою Тулу і полонив Болотнікова і Лжепетра, втік з-під Белева до Карачева.

Смерть Лжедмитрія II мала величезне значення, зумовивши подальший розвиток подій. Рух, спрямований проти поляків і росіян - зрадників, звільнився від авантюрного елемента, пов'язаного з особистістю самозваного претендента на престол. Тепер основними гаслами противників польського панування стали вигнання іноземців і скликання Земського собору для виборів нового законного царя (на той час Василь Шуйський був позбавлений влади – 17 липня 1610 р.). Особи, що раніше підтримували поляків зі страху перед самозванцем, стали переходити на бік їхніх супротивників. Разом з тим анархістські елементи позбавилися головної опори: втративши ідею служби «законному царю», вони перетворилися на звичайних розбійників. Син Марини Мнішек і Лжедмитрія II Іван, який отримав у Москві прізвисько «Злодюжка», був занадто малий, щоб стати новим вождем руху.

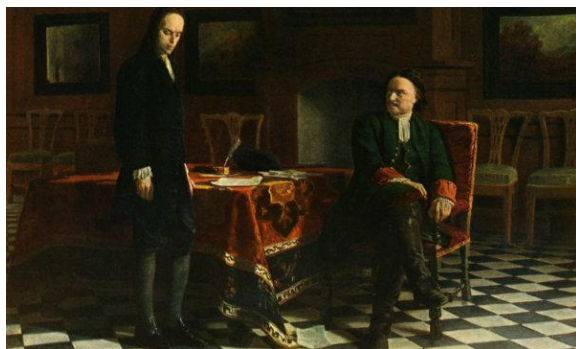
## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### A Romanov-ház utolsó évtizedei

2013. november 25. 13:00 Bebesi György

[https://mult-kor.hu/20131125\\_a\\_romanovhaz\\_utolso\\_evtizedei](https://mult-kor.hu/20131125_a_romanovhaz_utolso_evtizedei)



Az 1500-as évek végén kihalt a Rurik-dinasztia, az orosz állam első normann eredetű uralkodóháza. A kelet-európai állam életében válságos évtized következett: az orosz történelemben „szmutának”, vagy zavaros időszaknak nevezett periódus, amelyben az anarchiába süllyedt országot lengyel trónkövetelők, az úgynevezett „álcárok” („Lzse Dimitrijek”) próbálták uralmuk alá hajtani.

A nemesség tehetetlen volt, az állam nem működött, s ebben a helyzetben a moszkvai alsóvárosok iparosainak, a „fekete embereknek” a katonai századokba szervezett felkelése mentett meg az országot, egy hentes, Kuzma Minyin vezetésével. A „Feketeszázak” országmentő lázadásának napja, november 4-e ma ünnep Oroszországban. Ám ettől még nem lett saját orosz uralkodója az államnak. A Zemszkij szabor, a bojárok Országos Gyűlése - ellentétben a nyugat-európai rendi parlamentekkel - nem rendelkezett törvényalkotói, döntési jogkörrel, csupán tanácsadói, véleménynyilvánító szerepköre volt. Ám a rendkívüli helyzetben - ugyan a döntés felelősségét nem vállalva fel, de „kifürkészve Isten akaratát” - cárrá választotta Mihail

Romanovicsot, a legtekintélyesebb bojárt. Ezzel 1613-ban megszületett a Romanov-dinasztia, amely több mint 300 évig uralkodott az egyre növekvő területű és hamarosan birodalomká váló ország felett.

Oroszország a közel 300 évig tartó tatár megszállásnak, és annak a ténynek köszönhetően, hogy a keleti szláv kultúra nem antik gyökerekre épült, elmaradott volt Európától. Történetét a Romanovok alatt felfoghatjuk úgy is, mint folyamatos felzárkóztatási kísérletek sorozatát, amelyek alkalmasint eredményesnek mutatkoztak, máskor pedig egyáltalán nem. I. (Nagy) Péter a XVII-XVIII. század fordulóján kőkemény és erőszakos reformokkal próbálta európaizálni az országot, amelyek komoly eredményeket hoztak: az ország megnyerte a svédek ellen a Nagy Északi Háborút, birodalomká vált, modernizálódott, ám a háborúk, lázadások és járványok elpusztították az ország lakosságának 40 százalékát.

II. (Nagy) Katalin a század második felében már jóval humanizáltabb formában kísérte meg államát a fejlettebb régiókhoz közelíteni. De felvilágosultsága felemás volt, inkább az ország imázsán javított csak, s fontos kérdésekben ő is kíméletlenül az orosz birodalmi szempontokat érvényesítette. I. Sándor (1801-1825) uralkodása első felében titokban próbálkozott a reformokkal, hogy elkerülje a konfrontációt a nemességgel, ám Napóleon legyőzése után a folyamat félbeszakadt, sőt sok tekintetben regresszió, súlyos visszalépés következett be.

## COMPREHENSION TEST

**Choose the correct variant a, b, c, or d.**

1. In 1918, Bolshevik revolutionaries murdered ..... , along with the rest of her family. However, rumors persisted of her alleged survival for decades.

- a) the Russian princess Olga
- b) the Russian princess Tatiana
- c) the Russian princess Maria
- d) the Russian princess Anastasia

2. Over the years, several different impostors claimed to be Princess Romanova. One of the supposed princesses eventually moved to America in 1968 and took the name .....

- a) Anna Anderson
- b) Olga Anderson
- c) Tatiana Anderson
- d) Anastasia Anderson

3. In the early 1820s, a dashing Scotsman named Gregor MacGregor rose to the top of London's high society on the basis of a most unusual claim. A former soldier and mercenary who had fought in South America, MacGregor presented himself as the "cazique," or prince, of a small Central American country he called .....

- a) Royais.
- b) Poyais.
- c) Noyais.
- d) Soyais.

4. MacGregor's tiny principality seemed the perfect destination for European settlers, except for one small detail:

- a) It was high in the mountains.
- b) It was in a desert.
- c) It didn't exist.
- d) There was no water.

5. The man known as False Dmitry I first became known to history in the early 1600s, when he appeared in Poland declaring himself to be Dmitry, the youngest son of the deceased .....

- a) Ivan IV the Terrible.
- b) Vasily II the Blind.
- c) Ivan III the Great.
- d) Simeon the Proud.

6. False Dmitry was crowned czar ..... , but his rule was ultimately short-lived.  
a) in July 1605

b) in July 1505

c) in July 1405

d) in July 1305

7. Not only did young Perkin Warbeck masquerade as a prince, he nearly succeeded in overthrowing .....

a) King Edward IV of England

b) King Richard III of England

c) King Henry VII of England

d) King Charles I of England

8. Warbeck presented himself as the missing prince, and eventually won support among ..... political enemies, who included such powerful figures as James IV of Scotland and Maximilian I of Austria.

a) King Edward IV's

b) King Richard's

c) King Henry VII's

d) King Charles I's

9. For several months in 1817, the village of Almondsbury, ..... fell under the spell of a phony island princess.

a) England

b) Scotland

c) Wales

d) Ireland

10. She claimed she had been kidnapped from her homeland by ....., and had only escaped by plunging into the freezing Bristol Channel and swimming ashore.

a) smugglers

b) pirates

c) nomads

d) outlaws

11. In 1773, a royal impostor sparked one of the largest revolts in Russian history.

Capitalizing on his striking resemblance to the murdered Peter III, a former soldier named Yemelyan Pugachev took on the identity of the late emperor and incited a massive peasant uprising against .....

a) Eleanor of Aquitaine.

b) Bloody Mary.

c) Elizabeth I.

d) Catherine the Great.

12. Following a decisive defeat at ....., a group of Pugachev's lieutenants betrayed him and turned him over to the empress.

a) Kazan

b) Orenburg

c) Saratov

d) Tsaritsyn

13. Although he spent his life as a watchmaker and clock salesman, German swindler Karl Wilhelm Naundorff went to his grave insisting he was the rightful .....

a) king of France.

b) king of Austria.

c) king of Germany.

d) king of the Netherlands.

14. Naundorff arrived in Paris in the 1830s claiming to be Prince Louis-Charles, the son of Louis XVI and Marie Antoinette, both of whom were beheaded during .....

a) the German Revolution

b) the French Revolution

c) the Dutch Revolution

d) the British Revolution



## UNIT 18

### 7 Historical Figures Who Grew Up as Orphans

<https://www.history.com/news/7-historical-figures-who-grew-up-as-orphans>

#### 1. Alexander Hamilton



*Alexander Hamilton (Credit: DeAgostini/Getty Images)*

#### I. Read the text. Match the words from the text with the definitions below.

The United States' first secretary of the treasury was always tight-lipped about his upbringing, which he called "the subject of the most humiliating criticism," but there's little doubt that it was a struggle. Born in 1755 (some sources say 1757) on the Caribbean island of Nevis, Hamilton was the illegitimate son of a Scottish father and a French Huguenot mother who was still married to another man. His father abandoned the family when Alexander was 10, and his mother died from fever just a few years later, leaving Hamilton and his brother orphans. A cousin tapped to serve as the boys' guardian later committed suicide, but by then the teenaged Hamilton had secured a job as a clerk at an import-export firm on St. Croix. His intellect impressed his managers, and in 1773 a group of local businessmen put up the money to send him to New York, where he studied at what would eventually become Columbia University.

Once on the mainland, Hamilton delved into colonial politics and served as an aide-de-camp to General George Washington during the American Revolution. The man that John Adams once called "the bastard brat of a Scottish peddler" would go on to play a pivotal role in shaping the American political system. Before his death in 1804, he served as a delegate to the Constitutional Convention, authored many of the Federalist Papers and helped establish the United States' first national bank.

- 1) the government department, in the UK and some other countries, that is responsible for financial matters such as spending and tax;
- 2) refusing to say very much about something;
- 3) the way in which you are treated and educated when young, especially by your parents, especially in relation to the effect that this has on how you behave and make moral decisions;
- 4) a medical condition in which the body temperature is higher than usual and the heart beats very fast;
- 5) a person who has the legal right and responsibility of taking care of someone who cannot take care of himself or herself, such as a child whose parents have died;
- 6) the act of killing yourself intentionally;
- 7) the main part of a country or continent, not including the islands around it;
- 8) a military or naval officer who helps an officer of higher rank;
- 9) a person born to parents who are not married to each other;
- 10) central and important.

#### II. Make sentences with these words.



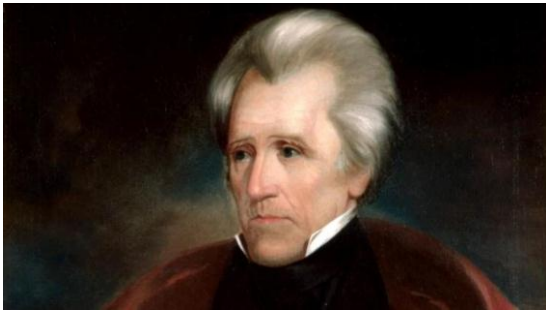
### III. Read the text again and answer the questions.

1. How did the United States' first secretary of the treasury call his upbringing?
2. When and where was he born?
3. Who were his parents?
4. Did Hamilton serve as an aide-de-camp to General George Washington during the American Revolution?
5. What did he help to establish?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 2. Andrew Jackson



*Andrew Jackson's White House portrait.*

### I. Read the text. Match the words from the text with the definitions below.

Although he was just 8 years old when it began, Andrew Jackson sacrificed a great deal during the American Revolution. The son of Irish immigrants had already lost his father shortly before he was born, and he was forced to grow up quickly while serving as a Continental courier in the backcountry of the Carolinas. In 1781, 13-year-old Andrew and his brother Robert were captured by a group of British soldiers, one of whom slashed the future president with a sword after the boy refused to clean his boots. Robert would later die from smallpox while in enemy hands, and Jackson's mother perished that same year.

Having lost all the members of his immediate family, Jackson briefly lived with relatives before striking out on his own and working as a saddle maker and schoolteacher. Despite having little formal education, he later distinguished himself as a lawyer and politician before winning fame as a general during the War of 1812. Jackson never had any kids of his own, but before winning the White House in 1828, the former orphan served as the guardian to several different parentless children. He also adopted two Native American boys whose families had been killed during his military campaigns.

- 1) to willingly stop having something you want or doing something you like in order to get something more important;
- 2) someone who enters another country to live there permanently;
- 3) a person or company that is paid to take packages somewhere;
- 4) an area, especially in the mountains, away from roads and towns;
- 5) to die, especially in a terrible or sudden way;
- 6) members of your family who are most closely related to you, for example your parents, children, brothers, and sisters;
- 7) a leather seat that you sit on when you ride a horse;
- 8) the state of being known or recognized by many people because of your achievements, skills, etc.
- 9) to take someone else's child into your home and legally become its parent;
- 10) a series of battles, attacks etc intended to achieve a particular result in a war.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. Did Andrew Jackson serve as a Continental courier in the backcountry of the Carolinas?
2. Who were 13-year-old Andrew and his brother Robert captured by?
3. Why did one of the British soldiers slash the future president with a sword?
4. Did Andrew Jackson have formal education to distinguish himself as a lawyer and politician?
5. Did Jackson have his own kids?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 3. Simón Bolívar



*Portrait of Simón Bolívar. (Credit: DeAgostini/Getty Images)*

## I. Read the text. Match the words from the text with the definitions below.

Simón Bolívar was born in 1783 into one of the most prosperous families in Spanish Venezuela, yet his childhood was anything but idyllic. The future revolutionary never knew his father, who died before his third birthday, and he later lost his mother to illness when he was 9. The young orphan briefly lived with his grandfather before being passed off to his uncles, but according to Bolívar, his true guardian was a black slave nurse named Hipólita, who he regarded as an adoptive parent. “Her milk has nourished my life and she is the only father I have known,” he once wrote. Thanks to his family’s considerable financial means, Bolívar received a top-notch education in Europe.

After returning to Venezuela in 1807, he became a leading voice in the territory’s fight for independence from Spain. He served as a militia commander and politician during the Venezuelan War of Independence, and later took part in military campaigns that led to the formation of a half-dozen South American states including Colombia, Ecuador and Peru. By the time of his death in 1830, the orphaned aristocrat was known across the continent as “El Libertador,” or “The Liberator.”

- 1) successful, usually by earning a lot of money;
- 2) a woman employed to take care of a young child or children;
- 3) one who has adopted a child;
- 4) to provide people or living things with food in order to make them grow and keep them healthy;
- 5) excellent; of very good quality;
- 6) freedom from being governed or ruled by another country;
- 7) a military force whose members are trained soldiers but who often have other jobs;
- 8) a person who is active in politics, esp. as a job;
- 9) a person of high social rank who belongs to the aristocracy;
- 10) someone or something that helps a person or thing be free.

## II. Make sentences with these words.

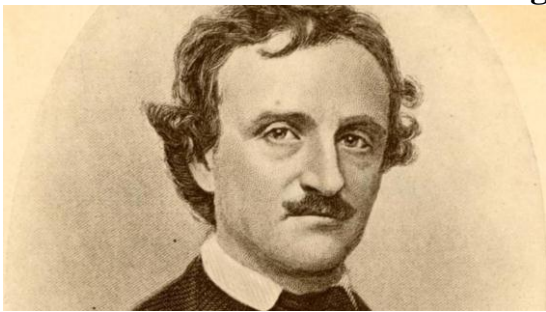
## III. Read the text again and answer the questions.

1. When and where was Simón Bolívar born?
2. Did the future revolutionary know his father and mother?
3. Who was his true guardian?
4. When did Simón Bolívar become a leading voice in the territory's fight for independence from Spain?
5. Did he take part in military campaigns that led to the formation of a half-dozen South American states including Colombia, Ecuador and Peru?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 4. Edgar Allan Poe



*Credit: Universal History Archive/Getty Images*

## I. Read the text. Match the words from the text with the definitions below.

The sense of dread and despair that permeates much of Edgar Allan Poe's writing may have its roots in his unhappy childhood. The author of "The Raven" and "The Tell-Tale Heart" was born in 1809 into a penniless family of traveling actors, and by his third birthday his father had left and his mother had died of tuberculosis. Poe was raised by a Richmond, Virginia, tobacco merchant named John Allan—whose name he eventually took—but the two had a rocky relationship. Allan was not supportive of Poe's literary aspirations, and young Edgar enraged his guardian by racking up considerable gambling debts during a stint at the University of Virginia.

Poe was later disinherited after the two fell out in the early 1830s, at which point he embarked on a roving writing career that took him to Richmond, Philadelphia, New York and Baltimore. His life was cut short after he died under still-mysterious circumstances in 1849, but his many poems and short stories are now credited with influencing everything from detective fiction to the horror and science fiction genres.

- 1) a strong feeling of fear or worry;
- 2) the feeling that there is no hope and that you can do nothing to improve a difficult or worrying situation;
- 3) the largest bird in the crow family, with shiny black feathers;
- 4) a serious infectious disease that can attack many parts of a person's body, especially their lungs;
- 5) a person whose business is buying and selling goods for profit;
- 6) showing agreement and giving encouragement;
- 7) something that you hope to achieve;
- 8) to prevent someone, especially a son or daughter who has made you angry, from receiving any of your property after your death;

- 9) strange, not known, or not understood;
- 10) the type of book or story that is written about imaginary characters and events and not based on real people and facts.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. When was the author of “The Raven” and “The Tell-Tale Heart” born?
2. What were his parents?
3. Who was Poe raised by?
4. Why did young Edgar enrage his guardian?
5. What are his many poems and short stories now credited with?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 5. Ella Fitzgerald



*Jazz singer Ella Fitzgerald. (Credit: George Konig/Keystone/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Ella Fitzgerald traveled a difficult path on her way to becoming America’s “First Lady of Song.” Her parents split shortly after her birth in 1917, and her mother died unexpectedly when Ella was just 15. The aspiring entertainer was sent to live with an aunt in Harlem, but she soon drifted to the streets and worked as a lookout for a brothel and a numbers runner for an illegal lottery. Fitzgerald’s frequent absences from school eventually saw her placed in New York’s Colored Orphan Asylum, where she remained for over a year before running away.

She lived for a time on the streets of Harlem, dancing for spare change and sleeping in friends’ homes, but she finally caught a break in 1934, when she won an amateur singing contest at the Apollo Theater. Fitzgerald’s tuneful, versatile voice soon earned her a gig with bandleader Chick Webb and his orchestra. By 1938—just six years after the death of her mother—she had scored her first hit with the song “A-Tisket, A-Tasket.”

- 1) a set of actions, especially ones that lead to a goal or result;
- 2) to end a marriage or relationship with each other;
- 3) someone whose job is to entertain people by singing, telling jokes, etc.;
- 4) a person who watches for danger;
- 5) a place where men go and pay to have sex with prostitutes;
- 6) not allowed by law;
- 7) a mental hospital, or any other institution giving shelter and other help to poor or suffering people;
- 8) taking part in an activity for pleasure, not as a job;

- 9) a single performance by a musician or group of musicians, especially playing modern or pop music;
- 10) a thing or person that is very popular or successful.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Did Ella Fitzgerald travel a difficult path on her way to becoming America's "First Lady of Song"?
2. Who was the aspiring entertainer sent to live with?
3. Did Ella work as a lookout for a brothel and a numbers runner for an illegal lottery?
4. When did she win an amateur singing contest at the Apollo Theater?
5. What song was her first hit?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 6. Marilyn Monroe



Actress Marilyn Monroe, 1955. (Credit: Baron/Getty Images)

### I. Read the text. Match the words from the text with the definitions below.

Long before she became Hollywood's most iconic blond bombshell, Marilyn Monroe was Norma Jeane Baker, the daughter of a single mother in Los Angeles. Monroe would later describe her childhood as being almost completely devoid of happiness. She never knew her father, and her mother suffered from recurring psychiatric problems that eventually saw her committed to an institution. With no parental support, young Norma Jeane spent the majority of her childhood in a string of orphanages and foster homes, including some in which she was sexually abused.

She finally left the foster system at age 16, when she married a neighbor named James Dougherty, who soon shipped out for service in World War II. Norma Jeane began working in a wartime factory, and it was there that an army photographer spotted her and suggested that she try her hand at modeling. She proved to be natural in front of the camera, and by 1946 she had dyed her hair blond, changed her name to Marilyn Monroe and started a new career as an actress. Her big break followed in 1950, when she nabbed memorable roles in the films "The Asphalt Jungle" and "All About Eve."

- 1) very famous or popular, especially being considered to represent particular opinions or a particular time;
- 2) a very attractive person;
- 3) to lack or be without something that is necessary or usual;
- 4) happening many times;
- 5) a home for children whose parents are dead or unable to care for them;

- 6) to leave a place, especially by ship;
- 7) the job of wearing clothes, jewelry, etc. in order to advertise them;
- 8) a woman who pretends to be someone else while performing in a film, play, or television programme;
- 9) to get something or someone quickly, especially before anyone else can get them;
- 10) a forest in one of the hottest regions of the earth, where trees and plants grow very close together.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What was Marilyn Monroe's name long before she became Hollywood's most iconic blond bombshell?
2. How would Monroe later describe her childhood?
3. Where did young Norma Jeane spend the majority of her childhood?
4. When did Norma change her name to Marilyn Monroe and start a new career as an actress?
5. When did she nab memorable roles in the films "The Asphalt Jungle" and "All About Eve"?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. Malcolm X



*Malcolm X, 1965. (Credit: Michael Ochs Archives/Getty Images)*

### I. Read the text. Match the words from the text with the definitions below.

Before he became famous for urging African Americans to win their rights "by any means necessary," Malcolm X suffered through a tumultuous and often violent childhood. Born Malcolm Little in 1925, the future activist was visited by tragedy at age 6, when his father was killed in a Michigan streetcar accident that may have been engineered by local white supremacists. The Little family spent the next several years in dire poverty, and Malcolm bounced between foster care and juvenile homes after his mother suffered a psychological breakdown that saw her committed to a state mental hospital.

In 1941, 15-year-old Malcolm quit school and moved east to live with a half-sister. He later dabbled in drug dealing and petty crime, and in 1946 he was arrested for burglary and sentenced to prison. It was during his seven-year stint behind bars that he joined the Nation of Islam and adopted the moniker Malcolm X. Following his release in 1952, he embarked on the career that would see him become one of the United States' most influential and controversial activists.



- 1) to strongly advise or try to persuade someone to do a particular thing;
- 2) very loud, or full of confusion, change, or uncertainty;
- 3) someone who believes that a particular type or group of people should lead or have control over other types or groups of people because they believe they are better;
- 4) the condition of being extremely poor;
- 5) used to refer to someone or something connected with the care of children, usually for a limited time, by someone who is not the child's legal parent;
- 6) relating to a young person who is not yet old enough to be considered an adult;
- 7) the crime of illegally entering a building and stealing things;
- 8) a fixed or limited period of time spent doing a particular job or activity;
- 9) a name or nickname;
- 10) an occasion when someone is allowed to leave prison, etc.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. What did Malcolm X suffer through before he became famous for urging African Americans to win their rights “by any means necessary”?
2. How old was Malcolm when his father was killed in a Michigan streetcar accident that may have been engineered by local white supremacists?
3. How did he spend his childhood?
4. What was Malcolm arrested and sentenced to prison for?
5. When did he join the Nation of Islam and adopt the moniker Malcolm X?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

**Зіркові сироти – знаменитості, які стали успішними всупереч усьому**  
<https://nash.live/news/lifestyle/zirkovi-siroti-10-istorij-znamenitostej-jaki-stali-uspishnimi-vsuperech-usomu.html>



Щорічно 30 вересня Україна відзначає День усиновлення. Цей день присвячений тисячам дітей, які знайшли люблячих батьків. Варто відзначити, що проблеми з усиновленням існують не тільки в Україні, а й в усьому світі. Хоч і кількість сімей, які бажають усиновити дитину зростає, але число покинутих дітей, на жаль, також не зменшується. У суспільстві склалася думка, що сироти та усиновлені діти не можуть досягти успіху в житті. Прийнято вважати, що успішна людина стала такою через свою удачу. Часто кажуть, що хтось досяг успіху, тому що «народився в сорочці». Насправді все зовсім не так.

Існує багато прикладів, коли люди заробляли мільйонні статки без допомоги рідних. Ці люди втратили найдорожче – батьків. Ось найвідоміші з них: легендарна жінка, якою захоплюється весь світ, Коко Шанель – народилася у 1883 р. Вона була другою дитиною в сім'ї. Мама дівчинки померла ще під час пологів від астми, а батько не сильно турбувався про життя дітей і кинув їх, коли Коко було 11.

Найвідоміша і ключова фігура в комп'ютерній індустрії Стів Джобс також провів дитинство без рідних батьків. Його мати була незаміжня і практично відразу після

пологів віддала Стіва на усиновлення. Варто відзначити, що горе-мати все ж подбала про майбутнє сина, зажадавши у прийомних батьків письмове зобов'язання оплатити хлопчикові навчання в коледжі.

Майбутня легенда боксу Майк Тайсон народився в Нью-Йорку в 1966 р. Свого батька хлопчик ніколи не знав, його сім'я складалася з мами, брата і сестри. Майк був складною дитиною, тому вже в підлітковому віці потрапив у дитячу колонію. Саме туди, на бесіду з малолітніми правопорушниками приїхав відомий спортсмен Мохаммед Алі. Після спілкування з ним Майк задумався про спортивну кар'єру.

Популярний співак 60-х Джон Леннон народився у Ліверпулі в 1940 р. Варто зазначити, що він не був круглим сиротою, оскільки в дитинстві виховувався в родині своєї тітки. Що стосується батьків, то мати Джона відвідувала його, а батько з'явився в його житті тільки тоді, коли хлопець уже став популярним. Джулія Леннон трагічно загинула, коли хлопчикові було всього 18 років. Джон став успішною людиною, попри те, що був дуже нещасним. У Джона були проблеми з психікою через те, що в дитинстві мати й тітка його постійно ділили, перетягуючи на свій бік.

Відомий актор Пірс Броснан народився в 1953 р. в Ірландії. Коли хлопчикові виповнився 1 рік батько пішов із сім'ї і з'явився в житті сина після того, як Пірс став знаменитим. Мати хлопчика також не горіла бажанням виховувати дитину і поїхала до Лондона, де тривалий час працювала медсестрою. Пірса виховували бабуся і дідусь, проте незабаром їх не стало, і дитину відправили в сім'ю тітки і дядька. Оскільки родичі не захотіли опікуватися чужою дитиною, то віддали його до «Школи братів Христа». Відомо, що там Пірса часто били і карали.

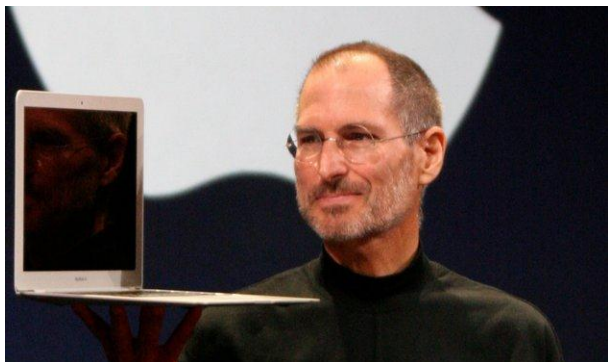
## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### Üzleti sikereit és korai halálát is makacsságának köszönhetette Steve Jobs

2021. október 5. 13:44 MTI

<https://mult-kor.hu/uzleti-sikereit-es-korai-halalat-is-makacssaganak-koszonhette-steve-jobs-20211005>



Steve Jobs 2008-ban, kezében a rendkívül könnyű Macbook Air laptoppal

(kép forrása: Wikimedia Commons / Matthew Yohe / CC-BY-SA-4.0)

dolgozott kutyukön a garázsban. 13 éves korában találkozott élete egyik legfontosabb szereplőjével, a 18 éves, hozzá hasonlóan elektronikai zseni Stephen „Woz” Wozniakkal, akivel később az Apple céget alapította.

Az Apple céget 1976. április 1-jén jegyezték be a Jobs család cupertinói házának garázsába, a cég impozáns központja ma is e városban van. Az általuk összeszerelt Apple I számítógépeket 666,66 dollárért kínálták, ezekért ma már csillagászati árat fizetnek.

Steven Paul Jobs 1955. február 24-én született San Franciscóban. Svájci német anyja és szíriai apja végzős egyetemisták voltak, így örökbe adták gyermeküket, Jobs csak felnőttként ismerte meg vér szerinti szüleit. A fiút Paul és Clara Jobs nevelte fel Mountain View városában, amely éppen akkor vált Szilícium-völgyként ismertté, mert számtalan félévezetőgyártó és informatikai vállalat vetette meg itt a lábát.

Az iskola untatta, a tekintélyt nem tisztelte, de a vizsgákon kiválóan teljesített. Hétfvégénként apjával – a környéken élő mérnökökhöz hasonlóan – ő is lelkesen

Wozniak hamarosan új, a fogyasztói piacot megcélzó, színes kijelzős, formatervezett gépen kezdett dolgozni. Jobsnak a projekthez sikerült az Inteltől 32 évesen milliomosként visszavonult Mike Markkulától 250 ezer dollár tőkét szereznie, így 1977 áprilisában bemutathatták az Apple II-t. Az első üzletileg is sikeres számítógépet 1993-ig gyártották, segítségével nemzedékek ismerkedtek meg a számítástechnika alapjaival.

Jobs 1980. december 12-én a tőzsdére vitte az Apple-t, a lépés után személyes vagyona 200 millió dollár fölé emelkedett. A vállalat elnökének 1983-ban a Pepsi-Cola vezetőjét, John Sculley-t csábították át, akit a legenda szerint Jobs azzal a kérdéssel győzött meg: „Életed egész hátralévő részében cukros vizet akarsz árulni?”.

A cég bevételei a következő évtizedben 800 millió dollárról nyolcmilliárdra nőttek. Ebben orozslánrésze volt az 1984-ben piacra dobott Macintoshnak, amely a bemutatón saját hangján üdvözölte az izgatott közönséget. A Macintosh volt az első otthoni felhasználásra szánt számítógép, amelynek grafikus felhasználói felülete volt.

A vizionárius Jobs és a praktikus üzletember Sculley konfliktusa 1985-re teljesen elmérgesedett, s Jobs az általa alapított cég elhagyására kényszerült. A távozása után egyre komolyabb nehézségekkel küszködő Apple a rivális Microsoft Windows 95 operációs rendszerének megjelenése után maga is új operációs rendszer után nézett és a NeXT szoftvere mellett döntött. A céget 400 millió dollárért vásárolták meg, és Jobs 1997-ben visszavette a vezetést. Szívós munkával építette újjá a céget, amely sorra állt elő a szakértők által fantazmagóriának tartott, de átütő sikert arató és később már mindenki által utánzott termékekkel. Jobsot munkatársai szerint valóságos erőter vette körül, ösztönös elképzeléseibe vetett hitét nem lehetett megingatni.

A zenelejátszó iPod 2001-ben debütált, együtt az Apple internetes zeneáruházával, 2006-ban dobták piacra az asztali számítógép tudásával rendelkező, hordozható MacBookot. A következő évben debütált az első és máig legnépszerűbb, a telekommunikációs piacot átrendező okostelefon, az iPhone. „Nagy testvére”, az iPad tablet 2010-ben jelent meg.

Az Apple rendszere zárt, termékei a hardver és a szoftver tökéletes kombinációját nyújtják, minőségük mellett iskolateremtő formatervezésükről is ismertek. A guruként emlegetett, fekete garbós Jobs minden évben maga ismertette az újdonságokat, a végére hagyva a legnagyobb durranást, a legendás „csak még egy dolog” szavakkal.

## COMPREHENSION TEST

**Choose the correct variant a, b, c, or d.**

1. Born in 1755 (some sources say 1757) on the Caribbean island of Nevis, Hamilton was the illegitimate son of a(an) ..... who was still married to another man.
  - a) Irish father and a French Huguenot mother
  - b) Scottish father and a Dutch Huguenot mother
  - c) German father and a French Huguenot mother
  - d) Scottish father and a French Huguenot mother
2. His intellect impressed his managers, and in 1773 a group of local businessmen put up the money to send him to New York, where he studied at what would eventually become .....
  - a) Boston University
  - b) Columbia University
  - c) Oxford University
  - d) Massachusettes University
3. Despite having little formal education, Jackson later distinguished himself as a lawyer and politician before winning fame as a general during .....
  - a) the War of 1812
  - b) the War of 1822
  - c) the War of 1832
  - d) the War of 1842

4. Jackson never had any kids of his own, but before winning the White House in 1828, the former orphan served as the guardian to several different parentless children. He also adopted ..... whose families had been killed during his military campaigns.
- two Native American girls
  - three Native American girls
  - two Native American boys
  - three Native American boys
5. Simón Bolívar was born in 1783 into one of the most prosperous families in ....., yet his childhood was anything but idyllic.
- Spanish Venezuela
  - Italian Venezuela
  - German Venezuela
  - American Venezuela
6. After returning to Venezuela in 1807, Simón Bolívar became a leading voice in the territory's fight for independence .....
- from Spain.
  - from Italy.
  - from Germany.
  - from the US.
7. The sense of dread and despair that permeates much of Edgar Allan Poe's writing may have its roots in his .....
- severe upbringing.
  - unhappy senior school years.
  - necessity to work hard.
  - unhappy childhood.
8. The author of "The Raven" and "The Tell-Tale Heart" was born in 1809 into a penniless family of travelling actors, and by his third birthday his father had left and his mother had died of .....
- chickenpox.
  - tuberculosis.
  - malaria.
  - pneumonia.
9. Ella Fitzgerald travelled a difficult path on her way to becoming America's .....
- "First Lady of Dance."
  - "First Lady of Circus."
  - "First Lady of Music."
  - "First Lady of Song."
10. Ella Fitzgerald lived for a time on the streets of ....., dancing for spare change and sleeping in friends' homes, but she finally caught a break in 1934, when she won an amateur singing contest at the Apollo Theater.
- Harlem
  - Bronx
  - Manhattan
  - Brooklyn
11. Long before she became Hollywood's most iconic blond bombshell, Marilyn Monroe was Norma Jeane Baker, the daughter of a single mother in .....
- New York.
  - Los Angeles.
  - Washington.
  - Detroit.

12. Norma Jeane Baker proved to be natural in front of the camera, and by 1946 she had dyed her hair blond, changed her name to Marilyn Monroe and started a new career as .....
- a) an actress.
  - b) an artist.
  - c) a singer.
  - d) an announcer.
13. Before he became famous for urging ..... to win their rights “by any means necessary,” Malcolm X suffered through a tumultuous and often violent childhood.
- a) Italian Americans
  - b) Spanish Americans
  - c) African Americans
  - d) Indian Americans
14. In 1941, 15-year-old Malcolm quit school and moved east to live with a half-sister. He later dabbled in drug dealing and petty crime, and in 1946 he was arrested ..... and sentenced to prison.
- a) for burglary
  - b) for pickpocketing
  - c) for smuggling
  - d) for forgery

## UNIT 19

### 7 History's Great Romantics

<https://www.history.com/news/historys-great-romantics>

#### 1. Sappho



#### I. Read the text. Match the words from the text with the definitions below.

Much uncertainty surrounds the life story of the celebrated Greek lyric poet Sappho, a woman Plato called “the tenth Muse.” Born around 610 B.C. on the island of Lesbos, now part of Greece, she was said to have been married to Cercylas, a wealthy man. Many legends have long existed about Sappho’s life, including a prevalent one — now believed to be untrue — that she leaped into the sea to her death because of her unrequited love of a younger man, the sailor Phaon. It is not known how many poems she published during her lifetime, but by the 8th or 9th century Sappho’s known work was limited to quotations made by other authors. In the majority of her poems, Sappho wrote about love — and the accompanying emotions of hatred, anger and jealousy — among the members of her largely young and female circle. Sappho gave her female acolytes educational and religious instruction as part of the preparation for marriage; the group was dedicated to and inspired by Aphrodite, the Greek goddess of love and beauty. Her focus on the relationships between women and girls has led many to assume that Sappho was a lesbian — a word derived from the island and the communities of women that lived there — but it is also true that the existence of strong emotions and attractions between members of the same sex was considered far more common and less taboo than in later years.

- 1) a person, or an imaginary being or force that gives someone ideas and helps them to write, paint, or make music;
- 2) to make a large jump or sudden movement;
- 3) (love) not felt in the same way by the other person;
- 4) a person who works on a ship, especially one who is not an officer;
- 5) a phrase or short piece of writing taken from a longer work of literature, poetry, etc. or what someone else has said;
- 6) an extremely strong feeling of dislike;
- 7) a strong feeling that makes you want to hurt someone or be unpleasant because of something unfair or unkind that has happened;
- 8) a feeling of unhappiness and anger because someone has something or someone that you want;
- 9) anyone who follows or helps another person, or someone who helps a priest in some religious ceremonies;
- 10) a subject, word, or action that is avoided for religious or social reasons.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. How did Plato call the celebrated Greek lyric poet Sappho?
2. What legends about Sappho’s life do you know?

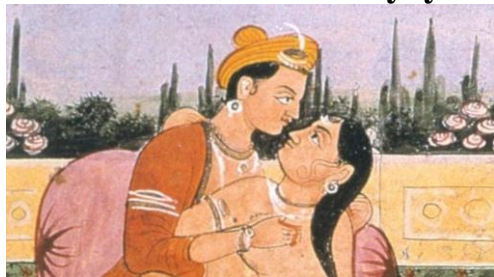


3. Is it known how many poems she published during her lifetime?
4. What did Sappho write about in the majority of her poems?
5. Who did Sappho give educational and religious instruction as part of the preparation for marriage to?

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. Vatsyayana, author of the Kama Sutra



#### I. Read the text. Match the words from the text with the definitions below.

This ascetic, probably celibate scholar who lived in classical India (around the 5th century A.D.) is an unlikely candidate to have written history's best known book on erotic love. Little is known about Vatsyayana's life, but in his famous book — actually a collection of notes on hundreds of years of spiritual wisdom passed down by the ancient sages — he wrote that he intended the Kama Sutra as the ultimate love manual and a tribute to Kama, the Indian god of love. Though it has become famous for its sections on sexual instruction, the book actually deals much more with the pursuit of fulfilling relationships, and provided a blueprint for courtship and marriage in upper-class Indian society at the time. In addition to his classic work on love, Vatsyayana also transcribed the Nyaya Sutras, an ancient philosophical text composed by Gautama in the 2nd century B.C. that examined questions of logic and epistemology. The Kama Sutra has been translated into hundreds of languages and has won millions of devotees around the world.

- 1) avoiding physical pleasures and living a simple life, often for religious reasons;
- 2) not having sex, especially because you have made a religious promise not to;
- 3) a person, especially an old man, who is wise;
- 4) a book that gives you practical instructions on how to do something or how to use something;
- 5) something that you say, write, or give that shows your respect and admiration for someone, especially on a formal occasion;
- 6) an early plan or design that explains how something might be achieved;
- 7) the time when people have a romantic relationship with the intention of getting married;
- 8) a particular way of thinking, especially one that is reasonable and based on good judgment;
- 9) the part of philosophy that is about the study of how we know things;
- 10) a person who strongly admires a particular person or is extremely interested in a subject.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. Do we know much about Vatsyayana's life?
2. Was Vatsyayana the ascetic, probably celibate scholar who lived in classical India around the 5<sup>th</sup> or the 6<sup>th</sup> century A.D.?
3. Did the book provide a blueprint for courtship and marriage in upper-class Indian society at the time?

4. Who transcribed the Nyaya Sutras, an ancient philosophical text composed by Gautama in the 2nd century B.C.?
5. What did the Nyaya Sutras examine?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **3. Shah Jahan**



#### **I. Read the text. Match the words from the text with the definitions below.**

Emperor of India from 1628 to 1658, Shah Jahan has gone down in history for commissioning one of history's most spectacular buildings, the Taj Mahal, in honor of his much beloved wife. Born Prince Khurram, the fifth son of the Emperor Jahangir of India, he became his father's favored son after leading several successful military campaigns to consolidate his family's empire. As a special honor, Jahangir gave him the title of Shah Jahan, or "King of the World." After his father's death in 1627, Shah Jahan won power after a struggle with his brothers, crowning himself emperor at Agra in 1628. At his side was Mumtaz Mahal, or "Chosen One of the Palace," Shah Jahan's wife since 1612 and the favorite of his three queens. In 1631, Mumtaz died after giving birth to the couple's 14th child. Legend has it that with her dying breaths, she asked her husband to promise to build the world's most beautiful mausoleum for her. Six months after her death, the deeply grieving emperor ordered construction to begin. Set across the Jamuna River from the royal palace in Agra, the white marble facade of the Taj Mahal reflects differing hues of light throughout the day, glowing pink at sunrise and pearly white in the moonlight. At its center, surrounded by delicate screens filtering light, lies the cenotaph, or coffin, containing the remains of the Shah's beloved queen.

- 1) very exciting to look at;
- 2) to become or make something stronger or more successful;
- 3) to put a crown on someone's head in an official ceremony that makes that person king or queen;
- 4) the air that you take into and let out of your lungs;
- 5) a long box in which the body of a dead person is buried or burned;
- 6) a building in which the bodies of dead people are buried;
- 7) a gradual dimming or increase in the brightness of a light source;
- 8) (a degree of lightness, darkness, strength, etc. of) a colour
- 9) a public monument (= special statue or building) built in memory of particular people who died in war, often with their names written on it;
- 10) someone's dead body or the remaining parts of it.

#### **II. Make sentences with these words.**

### III. Read the text again and answer the questions.

1. What has Emperor of India from 1628 to 1658, Shah Jahan gone down in history for?
2. When did Prince Khurram, the fifth son of the Emperor Jahangir of India, become his father's favored son?
3. Why did Jahangir give his son the title of Shah Jahan, or "King of the World?"
4. What did Mumtaz ask her husband to promise to build according to the legend?
5. What does the white marble facade of the Taj Mahal reflect throughout the day?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. Giacomo Casanova



### I. Read the text. Match the words from the text with the definitions below.

The name "Casanova" has long since come to conjure up the romantic image of the prototypical libertine and seducer, thanks to the success of Giacomo Casanova's posthumously published 12-volume autobiography, *Histoire de ma vie*, which chronicled with vivid detail — as well as some exaggeration — his many sexual and romantic exploits in 18th-century Europe. Born in Venice in 1725 to actor parents, Casanova was expelled from a seminary for scandalous conduct and embarked on a varied career, including a stint working for a cardinal in Rome, as a violinist, and as a magician, while traveling all around the continent. Fleeing from creditors, he changed his name to Chevalier de Seingalt, under which he published a number of literary works, most importantly his autobiography. Casanova's celebration of pleasure seeking and much-professed love of women — he maintained that a woman's conversation was at least as captivating as her body — made him the leading champion of a movement towards sexual freedom, and the model for the famous Don Juan of literature. After working as a diplomat in Berlin, Russia, and Poland and a spy for the Venetian inquisitors, Casanova spent the final years of his life working on his autobiography in the library of a Bohemian count. He died in 1798.

- 1) to make a picture or idea appear in someone's mind;
- 2) a person, usually a man, who lives in a way that is not moral, having sexual relationships with many people;
- 3) a man who persuades someone to have sex with him;
- 4) happening, printed etc after someone's death;
- 5) a book in which someone writes about his/her own life, or books of this type;
- 6) a priest of very high rank in the Roman Catholic Church
- 7) a person, organization, or government that is owed money;
- 8) holding your attention by being extremely interesting, exciting, pleasant, or attractive;
- 9) an official whose job is to represent one country in another, and who usually works in an embassy;
- 10) an official of the Inquisition.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What did Casanova's 12-volume autobiography, *Histoire de ma vie*, chronicle with vivid detail as well as some exaggeration?
2. Where and when was Casanova born?
3. Why was he expelled from a seminary?
4. Why did Casanova change his name to Chevalier de Seingalt?
5. How did Casanova spend the final years of his life?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. Mary Wollstonecraft Shelley



### I. Read the text. Match the words from the text with the definitions below.

The only child of the famous feminist Mary Wollstonecraft and the philosopher and novelist William Godwin, both influential voices in Romantic-Era England, Mary Wollstonecraft Godwin fell in love with the poet Percy Bysshe Shelley when she was only 16; he was 21 and unhappily married. In the summer of 1816, the couple was living with Shelley's friend and fellow poet, the dashing and scandalous Lord Byron, in Byron's villa in Switzerland when Mary came up with the idea for what would become her masterpiece – and one of the most famous novels in history – *Frankenstein* (1818). After Shelley's wife committed suicide, he and Mary were married, but public hostility to the match forced them to move to Italy. When Mary was only 24, Percy Shelley was caught in a storm while at sea and drowned, leaving her alone with a two-year-old son (three previous children had died young). Alongside her husband, Byron, and John Keats, Mary was one of the principal members of the second generation of Romanticism; unlike the three poets, who all died during the 1820s, she lived long enough to see the dawn of a new era, the Victorian Age. Still somewhat of a social outcast for her liaison with Shelley, she worked as a writer to support her father and son, and maintained connections to the artistic, literary and political circles of London until her death in 1851.

- 1) someone who supports the idea that women should have the same rights and opportunities as men;
- 2) a person who writes novels;
- 3) attractive in a confident, exciting, and stylish way;
- 4) making people shocked and upset;
- 5) an occasion when someone is unfriendly or shows that they do not like something;
- 6) to (cause to) die by being unable to breathe underwater;
- 7) a group of people in society who are born and live around the same time;
- 8) the start of a period of time or the beginning of something new;
- 9) a person who has no place in their society or in a particular group, because the society or group refuses to accept them;
- 10) a secret sexual relationship between a man and a woman, especially a man and a woman who are married but not to each other.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. At what age did Mary Wollstonecraft Godwin fall in love with the poet Percy Bysshe Shelley?
2. Who was the couple living with in the summer of 1816?
3. Where did Mary come up with the idea for what would become her masterpiece – and one of the most famous novels in history – Frankenstein ?
4. What forced Mary and her husband move to Italy?
5. What happened when Mary was only 24?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 6. Richard Wagner



*Credit: DEA / A. DAGLI ORTI/De Agostini/Getty Images*

### I. Read the text. Match the words from the text with the definitions below.

One of history's most revered composers, Richard Wagner set his work on the famous Ring cycle aside in 1858 to work on his most romantic opera, Tristan and Isolde. He was inspired to do so partially because of his thwarted passion for Mathilde Wesendonck, the wife of a wealthy silk merchant and patron of Wagner's. While at work on the opera, the unhappily married Wagner met Cosima von Bulow, daughter of the celebrated pianist and composer Franz Liszt and wife of Hans von Bulow, one of Liszt's disciples. They later became lovers, and their relationship was an open secret in the music world for several years. Wagner's wife died in 1866, but Cosima was still married and the mother of two children with von Bulow, who knew of the relationship and worshiped Wagner's music (he even conducted the premiere of Tristan and Isolde). After having two daughters, Isolde and Eva, by Wagner, Cosima finally left her husband; she and Wagner married and settled into an idyllic villa in Switzerland, near Lucerne. On Cosima's 33rd birthday, Christmas Day 1870, Wagner brought an orchestra in to play a symphony he had written for her, named the Triebchen Idyll after their villa. Though the music was later renamed the Siegfried Idyll after the couple's son, the supremely romantic gesture was a powerful symbol of the strength of Wagner and Cosima's marriage, which lasted until the composer's death in 1883.

- 1) having a lot of respect and admiration;
- 2) preventing someone from doing something that they want to do;
- 3) someone who supports the work of writers, artists, musicians etc, especially by giving them money;
- 4) someone who admires a famous person and is influenced by him/her;
- 5) to love, respect, and admire someone or something very much, often without noticing the bad qualities of that person or thing;
- 6) to direct the performance of musicians or a piece of music;
- 7) the first public performance of a play or any other type of entertainment;
- 8) a long piece of music for an orchestra, usually with four movements (= parts);



9) an action that expresses your feelings or intentions, although it might have little practical effect;

10) someone or something that represents a particular idea or quality.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Why did one of history's most revered composers, Richard Wagner set his work on the famous Ring cycle aside in 1858?

2. Who was he inspired to do so by?

3. Was Wagner unhappily married?

4. What was the relationship between Wagner and Cosima von Bulow?

5. When did Cosima finally leave her husband?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

### 7. King Edward VIII



### I. Read the text. Match the words from the text with the definitions below.

Edward, then Prince of Wales, was introduced to Wallis Simpson in 1931, when she was married to her second husband; they soon began a relationship that would rock Britain's most prominent institutions — Parliament, the monarchy and the Church of England — to their cores. Edward called Simpson, whom others criticized as a financially unstable social climber, "the perfect woman." Just months after being crowned king in January 1936, after the death of his father, George V, Edward proposed to Simpson, precipitating a huge scandal and prompting Britain's prime minister, Stanley Baldwin, to say he would resign if the marriage went ahead. Not wanting to push his country into an electoral crisis, but unwilling to give Simpson up, Edward made the decision to abdicate the throne. In a public radio address, he told the world of his love for Simpson, saying that "I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do without the help and support of the woman I love." Married and given the titles of Duke and Duchess of Windsor, the couple lived in exile in France, where they became fixtures of cafe society.

1) to cause feelings of shock;

2) very well known and important;

3) the basic and most important part of something;

4) climber - a person who tries to advance socially or in business;

5) to make something happen suddenly or sooner than expected;

6) (an action or event that causes) a public feeling of shock and strong moral disapproval;

7) to give up a job or position;

8) to make a formal statement that he or she no longer wants to be king or queen;

9) the act of asking or allowing someone to leave a place, esp. a job;

10) always seem to be there.



## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. When was Edward, then Prince of Wales, introduced to Wallis Simpson?
2. How did Edward call Simpson?
3. Why did Edward make the decision to abdicate the throne?
4. What did Edward tell the world of his love for Simpson in a public radio address?
5. What titles were Edward and Simpson given after marriage?

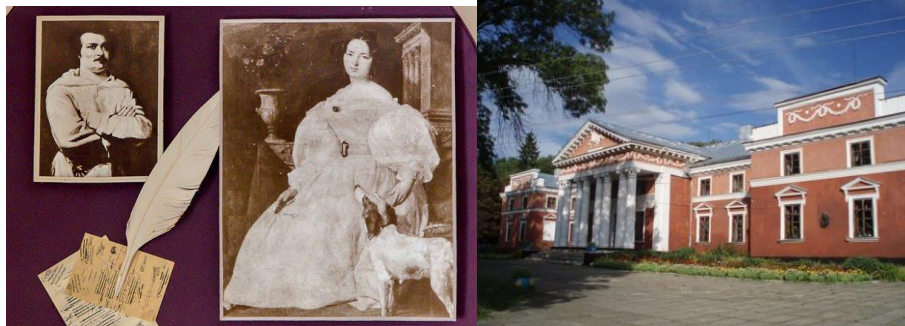
## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Оноре де Бальзак і Евеліна Ганська

<https://inlviv.in.ua/suspilstvo/statti/nayromantichnishi-istoriyi-kohannya-v-ukrayini>



Романтична історія кохання відомого французького письменника Оноре де Бальзака та Евеліни Ганської розпочалася з листування. Перший лист жінка надіслала французькому письменнику 28 лютого 1832 року. Одружена Ганська тримала у таємниці цей «поштовий роман». Він тривав 10 років. Та навіть тоді, коли чоловік Евеліни помер, закохані не могли довгий час повінчатися. Дозвіл на це мав дати сам цар Микола I. Крім того, для втілення у життя мрії про одруження з Бальзаком Евеліні потрібно було віддати більшу частину своїх статків. Такою була царська умова. Пара побралася у Бердичеві, у костелі Святої Варвари. До слова, у склепі храму похована дочка подружжя Бальзаків, яка народилася мертвою. Подружжя жило у палаці Ганських, нині це музей, присвячений Бальзаку. Знаходиться будівля в селі Верхівня.

Щасливі, натхненні та успішні три роки свого життя французький письменник Оноре де Бальзак провів у селі на Житомирщині. Там він жив у палаці, який називав Лувром, де йому сяяла «північна зоря» – Евеліна Ганська.

Мальовнича і тиха місцина оповита романтичною історією графині, яка потай від чоловіка 17 років листувалася з письменником, котрий причарував її своїми творами. Тільки уявіть, як складно було чекати відповіді у XIX столітті, коли не було ні соціальних мереж, ні експрес-доставки листів. Палка любов, загартована часом і відстанню, зрештою переросла у шлюб, але тривав він лише 5 місяців.

Верхівня приваблює туристів не тільки розповідями про Бальзака та Ганську, а й красою маєтку, що досі зберігає свою величну автентичність. Утім дороги, що ведуть до палацу, стримують багатьох охочих туди потрапити. Автошляхам ще далеко до туристичної привабливості, але похитуючись в автобусі, що підстрибує на ямах та вибоїнах, можна собі уявити, як Оноре де Бальзак їхав до коханої каретою десь 200 років тому. Вочевидь, тодішній стан доріг був не кращий.

На жаль, не судилося подружній парі прожити довго. Оноре де Бальзак помер за 5 місяців після весілля у Парижі. Опісля Евеліна Ганська завдяки іншим літераторам закінчила деякі твори чоловіка й опублікувала їх.

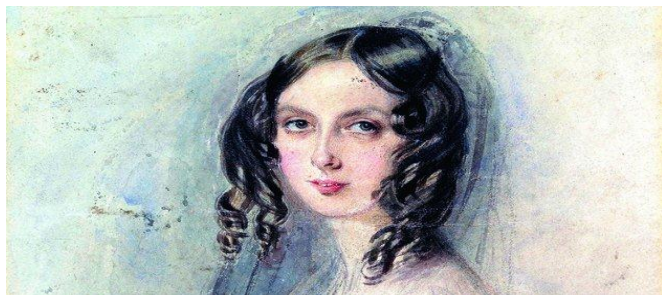
## VII. Make a presentation based on the information which you find the most interesting.

## VIII. Write a summary of the Hungarian text in English.

### A számok slamos grófnője: Ada Lovelace, a programozás és a súlyos örökség

2020. november 5. 17:07 Balázs-Piri Krisztina

<https://mult-kor.hu/a-szamok-slampos-grofnoje-ada-lovelace-a-programozas-es-a-sulyos-rkseg-20201105>



Nagy terhet kapott a sorstól. Édesapja Lord Byron, a romantika szertelen költője, aki sok kortárs szemében maga volt a megtestesült ördög. Az anyja egész életében apja káros befolyásától féltette az 1815. december 12-én született Adát, akit ma az első számítógépes programozóként tart

számunk a tudomány. Ada anyja viszont éppen Byron hatásától szeretne volna a lányát megóvni, folyvást attól rettegett, hogy a költő féktelen természete kiütöközik rajta. A romantika, a költészet és egyéb holdkóros ábrándozás egyetlen ellenszerének a matematika tanulmányozását tartotta. Annabella maga is – főúri hölgytől szokatlan módon – Cambridgeben tanult, és így Adát is a természettudományok felé próbálta terelni. Nem is sikertelenül.

A lány világhírű tanára volt Augustus De Morgan matematikus, aki sokra becsülte a tehetségét. Ada sokat köszönhetett a Kékharisnya Társaságnak. Itt ismerkedett meg ugyanis az ugyancsak matematikus szakíróval, a skót származású Mary Sommerville-lel, aki 1833. június 5-én bemutatta Adának Charles Babbage-t. Ada hamar megértette az akkor már elismert feltaláló ötletét, aki a csillagászati, hajózási táblázatok készítéséhez tervezett úgynevezett analitikus számítógépet. Ada majd maga is kifejtette a gépről alkotott véleményét. Lépésről lépésre leírta, hogyan lehet olyan kódokat kreálni, amelyek betűket és szimbólumokat is tudnak értelmezni a számokon kívül. Úgy vélte, az is kivitelezhető, hogy addig ismétlünk meg a géppel egy utasítást, amíg eredményt nem kapunk.

Bár sokak szerint Ada megjegyzései a világ első számítógépes programjai, mások – nem kevesen – úgy vélik, a programokat Babbage írta, Ada „csak” a számítási hibákat szűrte ki belőle. Az azonban nehezen vitatható, hogy Adától ered a gondolat, miszerint a gép képes lesz bármilyen bonyolult zenedarab komponálására, hiszen képes lesz a szimbólumokat bizonyos szabályszerűséggel kezelni. Ez pedig az alapja annak, hogy a számológépből számítógép váljék.

A Babbage által tervezett analitikai gép tényleges létrejöttét végül azonban sem tervezője, sem Lovelace grófnője nem érte meg. Azt csak – jóval a haláluk után a terveik és jegyzeteik alapján – a londoni Tudományos Múzeum építette meg. Ekkor viszont kiderült, a gép működik, ráadásul ugyanolyan elvi konstrukcióban, mint a mai modern számítógépek.

Bár Ada életében látszólag a számok játszották a főszerepet, szerelmi románcairól is szólnak a legendák. 1833-ban állítólag beleszeretett egyik tanárába, és elszökött vele – de a dologból nem lett botrány. Így a „slamos grófnőt” be tudták vezetni az udvarba, és ott számos kérője akadt, a Byron rokonság nem mindenkinek volt ijesztő. Sokan gondolták úgy, hogy a költő nem volt velejéig romlott: egyszerűen csak gyönyörűségét lelte, ha a prúd közvéleményt megbotránkozthatja.

1835-ben Ada házasságot kötött William Kinggel, aki később Lovelace első grófja lett. Életének erről a szeletéről mégis viszonylag keveset tudunk, mivel anyja mindvégig titkolta lánya függőségét, amit az apjától örökölt „rossz vérnek” tulajdonított. De Babbage is diszkrét partner volt, a halála előtt megsemmisített minden feljegyzést, ami briliáns munkatársát lejárathatta volna.

Ada két héttel 37. születésnapja előtt, 1852-ben meghalt. Az talán nem is legenda, hogy halálos ágyánál Dickens mesélt a számok szerelmesének, hogy enyhítse fájdalmait. Az asszonyét, aki valójában mindig két külön világ, a romantika és a racionalitás, a művészet és a tudomány határán lavírozott. Hiába volt az anyai óhaj, az sem mentette meg Byron lányát apai örökségétől.

## COMPREHENSION TEST

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

1. Much uncertainty surrounds the life story of the celebrated Greek lyric poet Sappho, a woman Plato called .....
  - a) "the tenth Muse."
  - b) "the sixth Muse."
  - c) "the third Muse."
  - d) "the first Muse."
2. Many legends have long existed about Sappho's life, including a prevalent one — now believed to be untrue — that she leaped into the sea to her death because of her unrequited love of a younger man, .....
  - a) the musician Phaon.
  - b) the pirate Phaon.
  - c) the soldier Phaon.
  - d) the sailor Phaon.
3. This ascetic, probably celibate scholar who lived ..... (around the 5th century A.D.) is an unlikely candidate to have written history's best known book on erotic love.
  - a) in classical China
  - b) in classical India
  - c) in classical Italy
  - d) in classical Greece
4. In addition to his classic ....., Vatsyayana also transcribed the Nyaya Sutras, an ancient philosophical text composed by Gautama in the 2nd century B.C.
  - a) work on history
  - b) work on mathematics
  - c) work on love
  - d) work on astronomy
5. Emperor of India from 1628 to 1658, Shah Jahan has gone down in history for commissioning one of history's ....., the Taj Mahal, in honor of his much beloved wife.
  - a) most famous operas
  - b) most spectacular buildings
  - c) most spectacular statues
  - d) most famous portraits
6. As a special honor, Jahangir gave his son the title of Shah Jahan, or .....
  - a) "King of the Paradise."
  - b) "King of the Sea."
  - c) "King of the Universe."
  - d) "King of the World."
7. The name "Casanova" has long since come to conjure up the romantic image of the prototypical libertine and seducer, thanks to the success of Giacomo Casanova's posthumously published .....
  - a) 12-volume autobiography
  - b) 12-volume encyclopedia
  - c) 12-volume world history
  - d) 12-volume dictionary

8. After working ..... in Berlin, Russia, and Poland and a spy for the Venetian inquisitors, Casanova spent the final years of his life working in the library of a Bohemian count.
- as a lecturer
  - as a scholar
  - as a diplomat
  - as a judge
9. The only child of the famous feminist Mary Wollstonecraft and the philosopher and novelist William Godwin, both influential voices in Romantic-Era England, Mary Wollstonecraft Godwin fell in love with the poet Percy Bysshe Shelley when she was only .....
- 14
  - 15
  - 16
  - 17
10. After Shelley's wife committed suicide, he and Mary were married, but public hostility to the match forced them to move to .....
- Italy
  - Germany
  - Greece
  - China
11. One of history's most revered composers, Richard Wagner set his work on the famous Ring cycle aside in 1858 to work on his most romantic opera, .....
- The Ring of the Nibelung
  - Tristan and Isolde
  - Parsifal
  - The Flying Dutchman
12. While at work on the opera, the unhappily married Wagner met Cosima von Bulow, ..... of the celebrated pianist and composer Franz Liszt and wife of Hans von Bulow, one of Liszt's disciples.
- granddaughter
  - daughter
  - sister
  - cousin
13. Edward, then Prince of Wales, called Wallis Simpson whom others criticized as a financially unstable social climber, .....
- "the perfect girl."
  - "the perfect woman."
  - "the perfect friend."
  - "the perfect wife."
14. Not wanting to push his country into an electoral crisis, but unwilling to give Simpson up, Edward made the decision .....
- to abdicate the throne
  - to become an MP
  - to start a new career
  - to ascend the throne

## UNIT 20

### 7 Presidential War Stories

<https://www.history.com/news/7-presidential-war-stories>

#### 1. James Monroe



#### I. Read the text. Match the words from the text with the definitions below.

Long before he served as the fifth president, a young James Monroe fought in the Revolutionary War as an officer in the Continental Army. On Christmas Day 1776, he joined in the famous crossing of the icy Delaware River as part of General George Washington's surprise attack on a garrison of 1,400 Hessians stationed in Trenton, New Jersey. Lieutenant Monroe was one of the first Americans to make landfall. When the fighting began, he helped lead an assault on a pair of cannons the Hessians were scrambling to aim at the advancing patriots. Monroe was shot through the shoulder by a musket ball during the skirmish, but he and his men continued fighting and held off the enemy until reinforcements arrived and put the Hessians to a rout. Monroe's wound was grave—the bullet had severed an artery—and he nearly bled to death before being treated by a volunteer physician. Artist Emanuel Leutze would later depict the future president holding the American flag in his famous painting “Washington Crossing the Delaware.”

- 1) a person in the armed forces who has a position of authority;
- 2) a journey across a large area of water, from one side to the other;
- 3) to cause especially soldiers to be in a particular place to do a job;
- 4) a situation in which someone or something reaches land after being at sea;
- 5) a large, powerful gun, usually attached to two or four wheels, that was used in the past to fire heavy stone or metal balls
- 6) a fight between a small number of soldiers that is usually short and not planned, and happens away from the main area of fighting in a war;
- 7) defeat;
- 8) one of the thick tubes that carry blood from the heart to other parts of the body;
- 9) used to describe someone who works without expecting payment, or the work they do;
- 10) to represent or show something in a picture, story, movie, etc.; portray.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. Who fought in the Revolutionary War as an officer in the Continental Army long before becoming the fifth president?
2. When did he join in the famous crossing of the icy Delaware River as part of General George Washington's surprise attack on a garrison of 1,400 Hessians stationed in Trenton, New Jersey?
3. Was Lieutenant Monroe one of the first Americans to make landfall?
4. When was Monroe shot through the shoulder by a musket ball?

5. Who depicted the future president holding the American flag in the famous painting “Washington Crossing the Delaware?”

#### IV. Translate the text into Ukrainian.

#### V. Describe the photo.

### 2. Andrew Jackson



#### I. Read the text. Match the words from the text with the definitions below.

Andrew Jackson’s first war service came at the tender age of 13, when he served with a group of patriot guerillas in the Carolinas during the Revolutionary War. Following one engagement in 1781, he and his brother Robert were surrounded and taken prisoner by the British while hiding in a neighbor’s home. As the soldiers ransacked the house, one of the officers seized Jackson and demanded that the boy polish his mud-caked boots. Jackson refused, supposedly announcing, “Sir, I am a prisoner of war, and claim to be treated as such.” Furious, the officer slashed at Jackson with his sword. The boy managed to block the blow with his hand, but still suffered several wounds. “The sword point reached my head and has left a mark there...as well as on the fingers,” he later recalled. The Jackson brothers were marched 40 miles to a prison camp, where they both contracted smallpox, which proved fatal for Robert. Jackson also lost his mother and another brother during the Revolution, and ended the war an orphan. He would nevertheless go on to become a successful lawyer and politician, and later served as a general during the War of 1812, when he famously crushed an advancing British army at 1815’s Battle of New Orleans.

- 1) a member of an unofficial military group that is trying to change the government by making sudden, unexpected attacks on the official army forces;
- 2) to be around something on all sides;
- 3) a person who is kept in prison as a punishment;
- 4) to search a place or container in a violent and careless way;
- 5) to cut with a sharp blade using a quick, strong movement;
- 6) a weapon with a long, sharp metal blade and a handle, used especially in the past
- 7) an extremely infectious disease that causes a fever, spots on the skin, and often death;
- 8) a child whose parents are dead;
- 9) someone whose job is to give advice to people about the law and speak for them in court;
- 10) an officer of very high rank, especially in the army.

#### II. Make sentences with these words.

#### III. Read the text again and answer the questions.

1. At what age did Andrew Jackson’s first war service come?
2. Where did he serve with a group of patriot guerillas during the Revolutionary War?



3. What did the boy announce when one of the officers seized him and demanded to polish his mud-caked boots?
4. How many relatives did Jackson lose during the Revolution?
5. Did he become a successful lawyer and politician?

#### **IV. Translate the text into Ukrainian.**

#### **V. Describe the photo.**

### **3. Zachary Taylor**



#### **I. Read the text. Match the words from the text with the definitions below.**

Zachary Taylor won the presidency after leading U.S. troops in the Mexican-American War, but it was during the War of 1812 that he first won fame as a soldier. In September 1812, Captain Taylor was commanding a 55-man garrison at Indiana's Fort Harrison when it was attacked by some 450 Native Americans allied with the British. The natives set the fort's blockhouses on fire, and the blaze quickly spread after it ignited the whiskey supply. Taylor later wrote that his citadel descended into chaos amidst, "the raging of the fire—the yelling and howling of several hundred Indians—and the cries of nine women and children." As the natives poured against Fort Harrison's outer walls, Taylor mounted a frantic defense. After ordering the majority of his forces to return fire with muskets, he instructed a few others to tear shingles off the roof and use well water to snuff out the blaze. Taylor and his men then built breastworks to plug the burned out gap in their wall. The makeshift defenses managed to hold off the attack until daybreak, and Taylor and his beleaguered garrison later survived a 10-day siege before being relieved by U.S. reinforcements.

- 1) the state of being known or recognized by many people because of your achievements, skills, etc.
- 2) a group of soldiers living in or defending a town or building, or the buildings that the soldiers live in;
- 3) a military building designed to be defended from attack, consisting of an area surrounded by a strong wall, in which soldiers are based;
- 4) a strong, pale brown alcoholic drink, originally from Scotland and Ireland, made from grain such as barley, corn, or rye;
- 5) a strong castle in or near a city, where people can shelter from danger, especially during a war;
- 6) a thin, flat tile made of wood, slate, etc. that is fixed in rows to make a roof or wall covering;
- 7) temporary and of low quality, but used because of a sudden need;
- 8) surrounded by an army;
- 9) the surrounding of a place by an armed force in order to defeat those defending it;
- 10) soldiers sent to join an army to make it stronger.

#### **II. Make sentences with these words.**

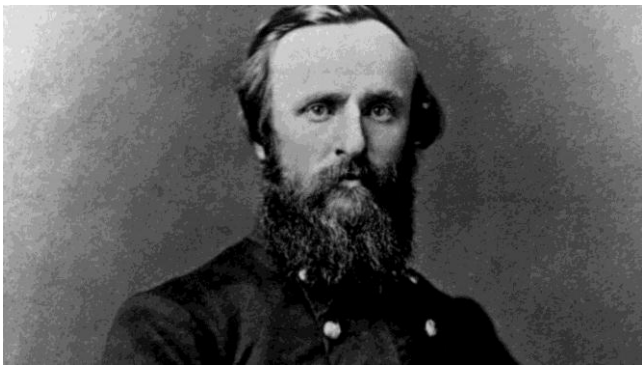
### III. Read the text again and answer the questions.

1. When did Zachary Taylor win the presidency?
2. When did he first win fame as a soldier?
3. Who was commanding a 55-man garrison at Indiana's Fort Harrison when it was attacked by some 450 Native Americans allied with the British in September 1812?
4. What did Captain Taylor do after ordering the majority of his forces to return fire with muskets?
5. Did Taylor and his beleaguered garrison survive a 15-day siege before being relieved by U.S. reinforcements?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 4. Rutherford B. Hayes



### I. Read the text. Match the words from the text with the definitions below.

On September 14, 1862, the man who would become the 19th president was serving as a Union lieutenant colonel during heavy fighting at the Battle of South Mountain. When Rutherford B. Hayes led his men on a frontal assault against Confederate forces, he was suddenly struck by a musket ball that shattered the humerus of his left arm. Hayes continued to lead for a few moments before collapsing. While he writhed in agony, his company momentarily fell back, leaving the wounded Hayes stranded in the no man's land between the two armies. As he lay bleeding on the field, Hayes spoke with a wounded Confederate soldier, and even gave the man messages to deliver to his wife and friends in the event he did not survive. After the firing died down, one of Hayes' soldiers dragged him from the field and, as he later wrote, "laid me down behind a big log and gave me a canteen of water, which tasted so good." Hayes almost lost his arm to the musket ball, but it wasn't the only time the future president was wounded during the Civil War. Before ending the conflict as a major general, Hayes would suffer four separate injuries and have four horses shot out from under him.

- 1) (the title of) an officer of middle rank in the armed forces;
- 2) an officer of high rank in the army or air force;
- 3) someone who fought for or supported the Confederacy in the American Civil War;
- 4) a gun with a long barrel, used in the past;
- 5) to suddenly fall down and become very ill or unconscious;
- 6) extreme physical or mental pain or suffering;
- 7) to continue to live or exist, especially after coming close to dying or being destroyed or after being in a difficult or threatening situation;
- 8) a thick piece of tree trunk or branch, especially one cut for burning on a fire;
- 9) a small container for carrying water or another drink, used especially by soldiers or travelers;
- 10) physical harm or damage to someone's body caused by an accident or an attack.

### II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Who was serving as a Union lieutenant colonel during heavy fighting at the Battle of South Mountain on September 14, 1862?
2. What happened when Rutherford B. Hayes led his men on a frontal assault against Confederate forces?
3. Did his company leave the wounded Hayes stranded in the no man's land between the two armies?
4. Who dragged him from the field after the firing had died down?
5. Was it the only time the future president was wounded during the Civil War?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 5. Teddy Roosevelt



### I. Read the text. Match the words from the text with the definitions below.

America's 26th president had a lifelong love affair with the military, but he didn't get a chance to see combat until he was 40 years old. Theodore Roosevelt was serving as Assistant Secretary of the Navy when the Spanish-American War broke out, and he promptly resigned his post and organized his own volunteer cavalry unit known as the Rough Riders. On July 1, 1898, the unit fought alongside black Buffalo Soldiers and other U.S. troops in the Battle of San Juan Hill, a frontal assault on an entrenched Spanish position on the heights near Santiago, Cuba. Roosevelt launched himself into the fight with relish, successfully leading his men up a ridge known as Kettle Hill before storming the main objective at San Juan Hill. Despite the bullets whizzing past him and the scores of men falling wounded, the future president was in his element. He later described the battle as "great fun," and put on a reckless display of bravery by charging so far ahead of his column that he briefly found himself in no man's land with almost no backup. Roosevelt—who called the battle "the great day of my life"—was recommended for the Medal of Honor for his gallantry, but the Army passed him over. President Bill Clinton posthumously gave him the award in 2001, making Roosevelt the only U.S. president to have received the nation's highest military honor.

- 1) a fight, especially during a war;
- 2) the part of a country's armed forces that is trained to operate at sea;
- 3) to give up a job or position;
- 4) the group of soldiers in an army who fight in tanks, or (especially in the past) on horses;
- 5) soldiers on duty in a large group;
- 6) a violent attack;
- 7) a small, metal object that is shot from a gun;
- 8) to damage an area of the body, especially by making a cut or hole in the skin;
- 9) (someone or something that provides) support or help, or something that you have arranged in case your main plans, equipment, etc. go wrong;
- 10) the quality of being brave when something is difficult or dangerous.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. What was Theodore Roosevelt doing when the Spanish-American War broke out?
2. Why did he promptly resign his post?
3. Did Roosevelt organize his own volunteer cavalry unit known as the Rough Riders?
4. Did Roosevelt launch himself into the fight with relish, successfully leading his men up a ridge known as Kettle Hill before storming the main objective at San Juan Hill?
5. Who gave Roosevelt the award in 2001, making him the only U.S. president to have received the nation's highest military honor?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 6. John F. Kennedy



### I. Read the text. Match the words from the text with the definitions below.

During World War II, the man who would later reign over “Camelot” commanded PT-109, a small torpedo boat in the Pacific. On the night of August 2, 1943, PT-109 was silently stalking enemy warships near the Solomon Islands when it was accidentally rammed and cut in two by the Japanese destroyer “Amagiri.” Two of Kennedy’s 12 crewmen were killed in the collision, and several others were injured. The survivors clung to the shattered hulk of their ship for 11 hours, but when it began to sink, they had to swim for an uninhabited island four miles away. Kennedy—a former competitive swimmer at Harvard—led the way, often towing the injured behind him by gripping a life jacket strap with his teeth. The men reached the island after five grueling hours, only to find themselves stranded with no supplies. They survived on coconuts for nearly a week, and Kennedy made several daring solo swims to try and signal nearby ships. Two native islanders finally discovered the haggard crewmen, and brought help after Kennedy gave them a coconut husk with a rescue message carved into it. All eleven men survived the ordeal, and Kennedy was later presented with the Navy and Marine Corps medal for his heroism.

- 1) to follow an animal or person as closely as possible without being seen or heard, usually in order to catch or kill them;
- 2) a ship supplied with guns, for use in war;
- 3) to hit or push something with force;
- 4) a small fast military ship;
- 5) an accident that happens when two vehicles hit each other with force;
- 6) the body of an old ship, car, or very large piece of equipment that is broken and no longer used;
- 7) extremely tiring and difficult, and demanding great effort and determination;
- 8) looking ill or tired, often with dark skin under the eyes;

- 9) the dry outer covering of some seeds;
- 10) a very unpleasant and painful or difficult experience.

## II. Make sentences with these words.

### III. Read the text again and answer the questions.

1. Who was the man who reigned over “Camelot” and commanded PT-109, a small torpedo boat in the Pacific During World War II?
2. Was PT-109 accidentally rammed and cut in two by the Japanese destroyer “Amagiri” near the Solomon Islands on the night of August 2, 1943?
3. How long did the survivors cling to the shattered hulk of their ship?
4. Who finally discovered the haggard crewmen, and brought help after Kennedy gave them a coconut husk with a rescue message carved into it?
5. What was Kennedy later presented with the Navy and Marine Corps medal for?

### IV. Translate the text into Ukrainian.

### V. Describe the photo.

#### 7. George H.W. Bush



### I. Read the text. Match the words from the text with the definitions below.

President George H.W. Bush flew 58 attack missions as a torpedo bomber pilot in the Pacific theatre of World War II, and at age 19, was briefly the youngest aviator in the Navy. On September 2, 1944, he and two crewmen strapped into a TBM Avenger and set off to bomb a radio station on the Japanese held island of Chi Chi Jima. As Bush and his squadron mates neared their target, they found themselves enveloped in dense anti-aircraft fire. Bush's plane was struck by flak and set ablaze, but he managed to drop his bombs and steer his plane away from the island before bailing out over the open ocean. The future president parachuted into the water and safely deployed a life raft, but his crewmen—radioman John Delaney and gunner William White—were both killed. Bush would spend four hours floating helplessly in his raft, and was nearly intercepted by a Japanese boat until a fellow Avenger pilot strafed the vessel and drove it away. With the help of circling American aircraft, he was eventually rescued by the U.S. submarine “Finback” and ferried to Midway. Bush was later awarded the Distinguished Flying Cross for his courage under fire.

- 1) a long, thin bomb that travels underwater in order to destroy the ship at which it is aimed;
- 2) a person who flies an aircraft;
- 3) a member of a group of people who work together, especially on a ship;
- 4) a unit of one of the armed forces, especially (in Britain) the air force or the navy;
- 5) an object shot at during shooting practice, often a circle with a pattern of rings, or any object or place at which bullets, bombs, etc. are aimed;
- 6) the firing of guns from the ground at enemy aircraft, or the bullets, etc. that the guns fire;

- 7) to jump out of an aircraft with a parachute because the aircraft is going to have an accident;
- 8) a small rubber or plastic boat that can be filled with air;
- 9) a large boat or a ship;
- 10) a ship that can travel underwater.

## II. Make sentences with these words.

## III. Read the text again and answer the questions.

1. How many attack missions as a torpedo bomber pilot in the Pacific theatre of World War II did President George H.W. Bush fly?
2. What happened on September 2, 1944?
3. What was Bush's plane struck by?
4. Was Bush eventually rescued by the U.S. submarine "Finback" and ferried to Midway?
5. What was Bush awarded the Distinguished Flying Cross for?

## IV. Translate the text into Ukrainian.

## V. Describe the photo.

## VI. Read the text and convey its main content in English.

### Президент США Ліндон Джонсон

<https://ru.osvita.ua/vnz/reports/biograf/24056/>



В опитуваннях суспільної думки про діяльність і особистість президентів, починаючи з Франкліна Д. Рузвельта, Ліндон Б. Джонсон постійно займає одне з останніх місць. Більшість американців вважають 36-го президента одержимим владою і хитрим опортуністом, який намагався домінувати, маніпулювати і вплатав країну в єдину війну, яку Сполучені Штати програли.

Травматичні події затьмарили його президентство, що почалися з насильницької смерті Джона Ф. Кеннеді і супроводжувалися студентськими протестами і важкими расовими заворушеннями. Воно закінчилося вбивством афро-американського борця за цивільні права і лауреата премії світу Мартіна Лютера Кінга і Роберта Ф. Кеннеді, що був надією молодого покоління.

Далека війна в джунглях перекреслила обіцянку волі і добробуту, дану Джонсоном, - В'єтнам став «Немезидою Америки», а президент – зрадником «американської мрії». Майже цілком забуто його соціально-законодавчі досягнення і заслуги в області цивільних прав.

Ліндон Бейнс Джонсон народився 27 серпня 1908 р. неподалік від Стоунуолла, Техас, це за 100 кілометрів західніше Остіна. Його батько, Семюел Джонсон молодший, був фермером, маклером, пізніше працював на залізниці, потім тимчасово – депутатом демократичної партії в Палаті представників Техаса. Мати Ребекка Бейнс



після заміжжя залишила професію журналістки. Ліндон Джонсон, його три молодші сестри і брат не росли в бідності, як потім він полюбляв постійно згадувати.

Джонсон намагався політично захистити свою спадщину, підтримавши висунення свого віце президента Хьюберта Хемфрі, який після смерті Роберта Кеннеді хотів обійняти посаду президента. За п'ять днів до президентських виборів 30 жовтня 1968 р. Джонсон оголосив про початок мирних переговорів з Північним В'єтнамом. Цим він хотів залучити до Хемфрі численних виборців, але для перемоги демократів на виборах цього вже було замало.

Джонсон і його популярна дружина, «леді птах», що в успішні роки «великого суспільства» також енергійно виступала за поліпшення умов життя бідних американців, повернулися у січні 1969 року на своє ранчо в Техасі. Фізично втомлений, без ілюзій і психічно зламаний, Джонсон майже не з'являвся на політичній сцені аж до самої смерті 22 січня 1973 р. В останні роки свого життя він піклувався про дітей своїх обох дочок, писав мемуари і займався спорудженням бібліотеки ім. Ліндона Б. Джонсона в Остіні.

Історики намагаються зараз справедливо оцінити його особистість і його справи. Як соціальний реформатор Ліндон Б. Джонсон поряд з Авраамом Лінкольном і Франкліном Д. Рузвельтом належить до великих президентів Сполучених Штатів. Однак людина, що майже двадцять років як сенатор, віце президент і президент значною мірою формувала долю своєї країни, є нелюбимою фігурою. Його ім'я залишиться нерозривно пов'язаним з американською катастрофою у В'єтнамі.

Як і в'єтнамська війна, Джонсон був довгий час витиснутий з колективної пам'яті Америки, і навіть його заслуги зазнавали критики в консервативній Америці 1970-х – 80-х років.

## **VII. Make a presentation based on the information which you find the most interesting.**

## **VIII. Write a summary of the Hungarian text in English.**

### **A szívroham és a kommunizmus sem állíthatta meg Dwight D. Eisenhower**

2021. október 14. 16:20 MTI, Múlt-kor

<https://mult-kor.hu/a-szivroham-es-a-kommunizmus-sem-allithatta-megdwright-d-eisenhowert-20211014>



131 éve, 1890. október 14-én született Dwight D. Eisenhower, második világháborús tábornok, 1953 és 1961 között az Egyesült Államok 34. elnöke. Személyében először került texasi és a 20. században először hivatásos katona a Fehér Háza.

Dwight David Eisenhower egy német származású farmer hét gyermeke közül a harmadikként született Texasban, de a Kansas állambeli Abilene városkában nőtt fel.

Az amerikai futballban jeleskedő fiatalembernek sikerült bekerülnie a híres West Point katonai akadémiára. Amikor 1941 decemberében a japánok Pearl Harbor elleni támadása után az Egyesült Államok belépett a második világháborúba, tábornokká léptették elő és a hadműveleti osztály élére került. 1942 júniusában kinevezték az Egyesült Államok európai haderőinek főparancsnokává.

1944 elejétől ő volt a szövetséges haderő európai főparancsnoka, így döntő része volt az 1944. június 6-i normandiai partraszállásban és a végső győzelem kivívásában. Nagyszerű

vezetési és diplomáciai képességekről tett tanúságot, ezzel harcedzett tábornoktársai tiszteletét is kivívta. A háború végén öcsillagos tábornokként, ünnepest hősként tért haza, és elfoglalta a vezérkari főnöki tisztséget, de a legmagasabb katonai kitüntetést visszautasította, mondván: azt bátorsággal és hősiességgel kell kiérdemelni.

1950-tól a frissen alakult NATO európai erőinek főparancsnoki tisztét töltötte be, az aktív szolgálattól 1952-ben vonult vissza. A mérsékelt és rendkívül népszerű tábornok ekkor vállalta el a Republikánus Párt elnökjelöltségét. Óriási fölényvel nyerte meg az elnökválasztást, személyében először került texasi és a 20. században először hivatásos katona a Fehér Házba.

Bebizonyította, hogy a politika csatateréin is képes helytállni, és 1956-ban még nagyobb többséggel választották újjá. A katonai erő pozíciójából tárgyaló Eisenhower hivatali ideje alatt enyhült a hidegháború. Békét kötött Koreában, megállapodott a Szovjetunióval az osztrák semlegességről, sürgette, hogy az atomenergiát békés célokra használják, és az ő nevéhez fűződik 1959-ben az első szovjet-amerikai csúcstalálkozó. 1957-ben meghirdette az Eisenhower-doktrínát, amely a béke és a stabilitás érdekében amerikai segítséget ígért a közel-keleti országoknak a kommunista terjeszkedés ellen. Hivatali idejére esett az 1956-os magyar forradalom is, ezért Magyarországon ellentmondásosan ítélik meg alakját.

1961. január 17-én mondta el utolsó elnöki beszédét, ebben figyelmeztetett egy új jelenség, a katonai-ipari komplexum veszélyeire. Három nappal később adta át hivatalát John F. Kennedynak, jelképes módon az addigi legidősebb elnököt a legfiatalabb követte. Visszavonulása után ismét öcsillagos tábornok lett – korábban csak az első amerikai elnök, George Washington kapott hivatali idejének letelte után tábornoki rangot.

## COMPREHENSION TEST

**Make a presentation based on the information which you find the most interesting.**

1. Long before he served as the fifth president, a young James Monroe fought in the Revolutionary War as an officer in the Continental Army. On Christmas Day 1776, he joined in the famous crossing of the icy Delaware River as part of ..... surprise attack on a garrison of 1,400 Hessians stationed in Trenton, New Jersey.

- a) General Benjamin Lincoln's
- b) General Artemas Ward's
- c) General Richard Montgomery's
- d) General George Washington's

2. Monroe was shot ..... by a musket ball during the skirmish, but he and his men continued fighting and held off the enemy until reinforcements arrived and put the Hessians to a rout.

- a) through the leg
- b) through the shoulder
- c) through the arm
- d) through the thigh

3. The Jackson brothers were marched 40 miles to a prison camp, where they both contracted ....., which proved fatal for Robert.

- a) smallpox
- b) malaria
- c) plague
- d) typhus

4. Jackson also lost his mother and another brother during the Revolution, and ended the war an orphan. He would nevertheless go on to become a successful lawyer and politician, and later served as a general during the War of 1812, when he famously crushed an advancing British army at 1815's .....
- a) Battle of Lundy's Lane
  - b) Battles of Stoney Creek and Beaver Dams
  - c) Battle of Queenston Heights
  - d) Battle of New Orleans
5. Zachary Taylor won the presidency after leading U.S. troops in the Mexican-American War, but it was during ..... that he first won fame as a soldier.
- a) the War of 1812
  - b) the War of 1822
  - c) the War of 1814
  - d) the War of 1810
6. In ....., Captain Taylor was commanding a 55-man garrison at Indiana's Fort Harrison when it was attacked by some 450 Native Americans allied with the British.
- a) September 1812
  - b) September 1822
  - c) September 1814
  - d) September 1810
7. On September 14, 1862, the man who would become the 19th president was serving as a Union lieutenant colonel during heavy fighting at the .....
- a) Battle of Glorieta Pas
  - b) Battle of Shiloh
  - c) Battle of Yorktown
  - d) Battle of South Mountain
8. Before ending the conflict as a major general, Hayes would suffer ..... separate injuries and have ..... horses shot out from under him.
- a) two
  - b) three
  - c) four
  - d) five
9. America's 26th president had a lifelong love affair with the military, but he didn't get a chance to see combat until he was .....
- a) 45 years old.
  - b) 40 years old.
  - c) 35 years old.
  - d) 30 years old.
10. .... posthumously gave him the award in 2001, making Roosevelt the only U.S. president to have received the nation's highest military honor.
- a) President Bill Clinton
  - b) President Ronald Reagan
  - c) President George H. W. Bush
  - d) President Jimmy Carter
11. During World War II, the man who would later reign over "Camelot" commanded PT-109, a small torpedo boat in .....
- a) the Atlantic Ocean
  - b) the Indian Ocean
  - c) the Pacific Ocean
  - d) the Arctic Ocean

12. On the night of August 2, 1943, PT-109 was silently stalking enemy warships near the Solomon Islands when it was accidentally rammed and cut in two by .....“Amagiri.”
- a) the Japanese destroyer
  - b) the Chinese destroyer
  - c) the German destroyer
  - d) the Russian destroyer
13. .... flew 58 attack missions as a torpedo bomber pilot in the Pacific theatre of World War II, and at age 19, was briefly the youngest aviator in the Navy.
- a) President Bill Clinton
  - b) President Ronald Reagan
  - c) President George H. W. Bush
  - d) President Jimmy Carter
14. .... was later awarded the Distinguished Flying Cross for his courage under fire.
- a) Bill Clinton
  - b) Ronald Reagan
  - c) George H. W. Bush
  - d) Jimmy Carter

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