

English for Students

Majoring in History

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Навчальний посібник “English for Students Majoring in History” адресовано студентам, магістрантам, аспірантам, викладачам.

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ПЕРЕДНЄ СЛОВО

Навчальний посібник “English for Students Majoring in History” розрахований на студентів вищих навчальних закладів, які опановують спеціальності “Історія”, “Політологія”, та являє собою цілісний комплекс мовного матеріалу щодо розвитку навичок комунікативного мовлення, читання з тем, тісно пов’язаних з основними проблемами історії. Книга підготовлена з урахуванням вимог чинних типових програм, сприяє розвитку комунікативної компетенції студентів, впровадженню інноваційних технологій навчання англійської мови за професійним спрямуванням. Посібник враховує модерні суспільно-освітні інноваційні тенденції, перспективний досвід в умовах комунікативного контексту, орієнтуючи на диференціацію та індивідуалізацію навчання з урахуванням інтеграцій мовленнєвої діяльності. Актуальність посібника зумовлюється тим, що його розробка відповідає радикальним змінам, які здійснюються у національній системі вищої освіти в Україні, та сприяє формуванню у студентів професійно-мовної компетенції.

Матеріал посібника поділено на дванадцять частин, кожна з яких містить: Essential Course (Основний курс), Supplementary Reading (Самостійна робота), Useful Tips (Корисні поради), Test Yourself (Тестові завдання), Project Work (Проектна робота) та Expanding Vocabulary (Словник). Така структура забезпечує максимальне охоплення всіх видів мовленнєвої діяльності, сприяє використанню студентами ресурсів активного і пасивного словникового запасу, додає динамічність та інтерактивність навчального процесу. Посібник містить велику кількість ілюстративного матеріалу, пропонується ціла система інноваційних технологій, яка сприяє розвитку пізнавальної та творчої активності студентів.

Навчальний посібник “English for Students Majoring in History” допоможе не тільки опанувати мову на достатньо високому рівні, а й розвивати навички наукового пошуку. Загалом посібник укладено з урахуванням сучасної методики викладання англійської мови та новітніх технологій навчання.

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Unit 1

History as Science

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

History as Science

History as science is *envisaged*¹ as the development of nature and society. History Society is a *set*² of different specific actions, a behavior of individuals and *entire communities*³ who are interconnected. History is generally *considered*⁴ part of the humanities. It is a *discipline*⁵ alongside literature, languages, philosophy and the arts. The subject of the study of history is the work and actions of people, and the totality of relations in society. The content of history as a separate science serves as a historical process.

Historical science deals with facts that form the basis of any historical knowledge. The *perception*⁶ and explanation of historical reality, the *ability*⁷ to *grasp*⁸ the *essence*⁹ of the historical process depends on the *reliability*¹⁰ of *evidence*¹¹. Usually history is defined as

Look!

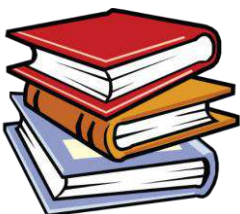
Read and translate the text paying special attention to Comprehension Check. Discuss the points with your group-mates.

the science of past reality, and that ever happened to a man, people or society as a whole. So the history is *reduced*¹² to a simple analysis of the events, processes and

states that somehow have *sunk*¹³ into “*oblivion*”¹⁴. But history always *revives*¹⁵ the old, the past, re-opening and reconstructing it for today. Humanistic history science focuses on the interpretation of the written word and cultural *artifacts*¹⁶ created by humans in ages past.



The *invention*¹⁷ of writing observes the *division*¹⁸ between “history” and “*pre-history*”¹⁹. Writing is *artificially*²⁰ created system of *fixing broadcasting*²¹, which lets you use graphics to transmit speech information on distance and *consolidate*²² it in time. Developing in Mesopotamia and Egypt beginning around 3200 BC, in the Indus Valley around 2200 BC, in China around 1300 BC, and in Mesoamerica around 600 BC, writing *evolved*²³ originally in the service of agriculture and trade, as well as political and religious *elites*²⁴. With the appearance of printing press, people had the opportunity to share their experience to future generations, and the descendants were able to hear the “voice of the past”. New transport and communicational *modes*²⁵, the rise of the *nation-state*²⁶ and teaching of history in general was put in the service of creating *national identities*²⁷. And it *affected*²⁸ the *acceleration*²⁹ of the development of science, technology, culture, and generally the whole of civilization.



Key- Words

1. envisage [ɪnˈvɪzɪdʒ] передбачати, уявляти собі, розглядати
2. set [set] набір
3. entire communities [ɪnˈtaɪə kəˈmjʊːnɪtɪz] цілі громади
4. consider [kənˈsɪdə] вважати, розглядати

5. discipline [ˈdɪsɪplɪn] дисципліна
6. perception [pəˈsepʃən] сприйняття, усвідомлення, перцепція, відчуття
7. ability [əˈbɪlɪti] здатність
8. grasp [grɑːsp] розуміння
9. essence [ˈesns] сутність, суть, існування
10. reliability [rɪˌlaɪəˈbɪlɪti] надійність
11. evidence [ˈeɪdəns] докази
12. reduce [rɪˈdjuːs] зменшити
13. sink [sɪŋk] тонути
14. oblivion [əˈblɪvɪən] забуття
15. revive [rɪˈvaɪv] відроджувати, оновлювати
16. artifact [ˈɑːtɪfækt] художній витвір, артефакт
17. invention [ɪnˈvenʃən] винахід
18. division [dɪˈvɪʒən] класифікація, поділ, розподіл
19. pre-history (prehistory) [priː ˈhɪstəri] передісторія
20. artificially [ˌɑːtɪˈfɪʃ(ə)li] штучно
21. fixing broadcasting [ˈfɪksɪŋ ˈbrɔːdkɑːstɪŋ] фіксації мовлення
22. consolidate [kənˈsɒlɪdeɪt] консолідувати
23. evolve [ɪˈvɒlv] розвивати, розвиватися, виділяти, виявляти, еволюціонувати
24. elite [eɪˈliːt] обраний, еліта
25. mode [məʊd] спосіб, метод, форма
26. nation-state [ˈneɪʃən steɪt] національна держава
27. national identity [ˈnæʃənəl aɪˈdɛntɪti] національна ідентичність
28. affect [ˈæfekt] впливати
29. acceleration [ækˌseləˈreɪʃ(ə)n] акселерація, прискорення

Why do we study history?

History helps us learn to appreciate multiple opinions and perspectives.

Strengthens our critical thinking skills.

Challenges us to think OUTSIDE THE BOX (not literally).

You can apply information from the past to analyze and solve problems in the present.



Comprehension Check

I. Check your understanding.

1. What does the historical science envisage?
2. Is history considered a “social science” or part of the “humanities”?
3. Where and when did writing develop?
4. How did writing evolve?
5. What does the practice and teaching of history typically trace?

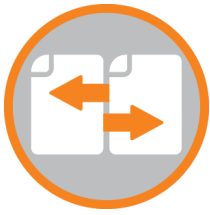
Look!
The narrative approach to teaching science will help you to promote thinking and self-reflection.
You can prove the impact of printing press on society.



True or False?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. History Society is a collection of different specific actions and behavior of entire communities that are unconnected. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The subject of history study is the work and actions of society, and the totality of relations in communities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The perception of the ability to grasp the essence of the historical process depends on the reliability of evidence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. With the appearance of printing press, people had the hopelessness and desperation to share their experience to descendants. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. With the printing press, new modes of transportation and communication, and the fall of the nation-state, the teaching of astronomy was put in the service of creating national identities. | <input type="checkbox"/> | <input type="checkbox"/> |



Matching

III. Match the words and their definitions.

1. history
2. invention
3. pre-history
4. discipline
5. nation-state
6. acceleration
7. oblivion
8. demography
9. division
10. artifact

a) a political unit consisting of an autonomous state inhabited predominantly by a people sharing a common culture, history, and language

b) the study of the characteristics of human populations, such as size, growth, density, distribution, and vital statistics

c) a new device, method, or process developed from study and experimentation

d) something observed in a scientific investigation or experiment that is not naturally present but occurs as a result of the preparative or investigative procedure

e) the action of separating something into parts, or the process of being separated

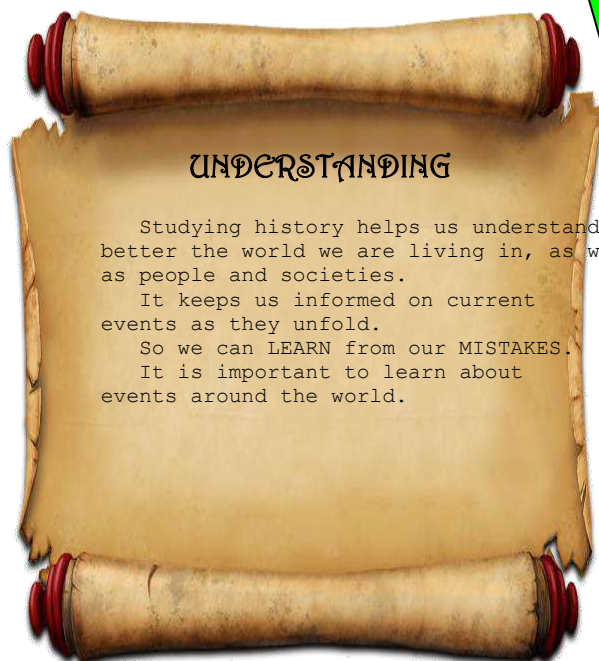
f) increase in the rate or speed of something

g) history of humankind in the period before recorded history

h) the state of being unaware or unconscious of what is happening

i) the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience

j) branch of knowledge that records and analyzes past events





IV. Fill in the gaps with appropriate words from the suggestion box.

society	arts	trade
evidence	writing	elites
history	artifacts	humanistic

1. History is envisaged as the development of nature and
2. History is a discipline alongside literature, languages, philosophy and
3. The explanation of historical reality depends on the reliability of
4. Humanistic history science focuses on the interpretation of the written word and cultural
5. ... is artificially created system of fixing broadcasting.
6. Writing evolved originally in the service of agriculture and ... , as well as political and religious
7. Teaching of ... was put in the service of creating national identities.
8. History approach also involves ... interpretation.

V. What figures did you get from this picture?

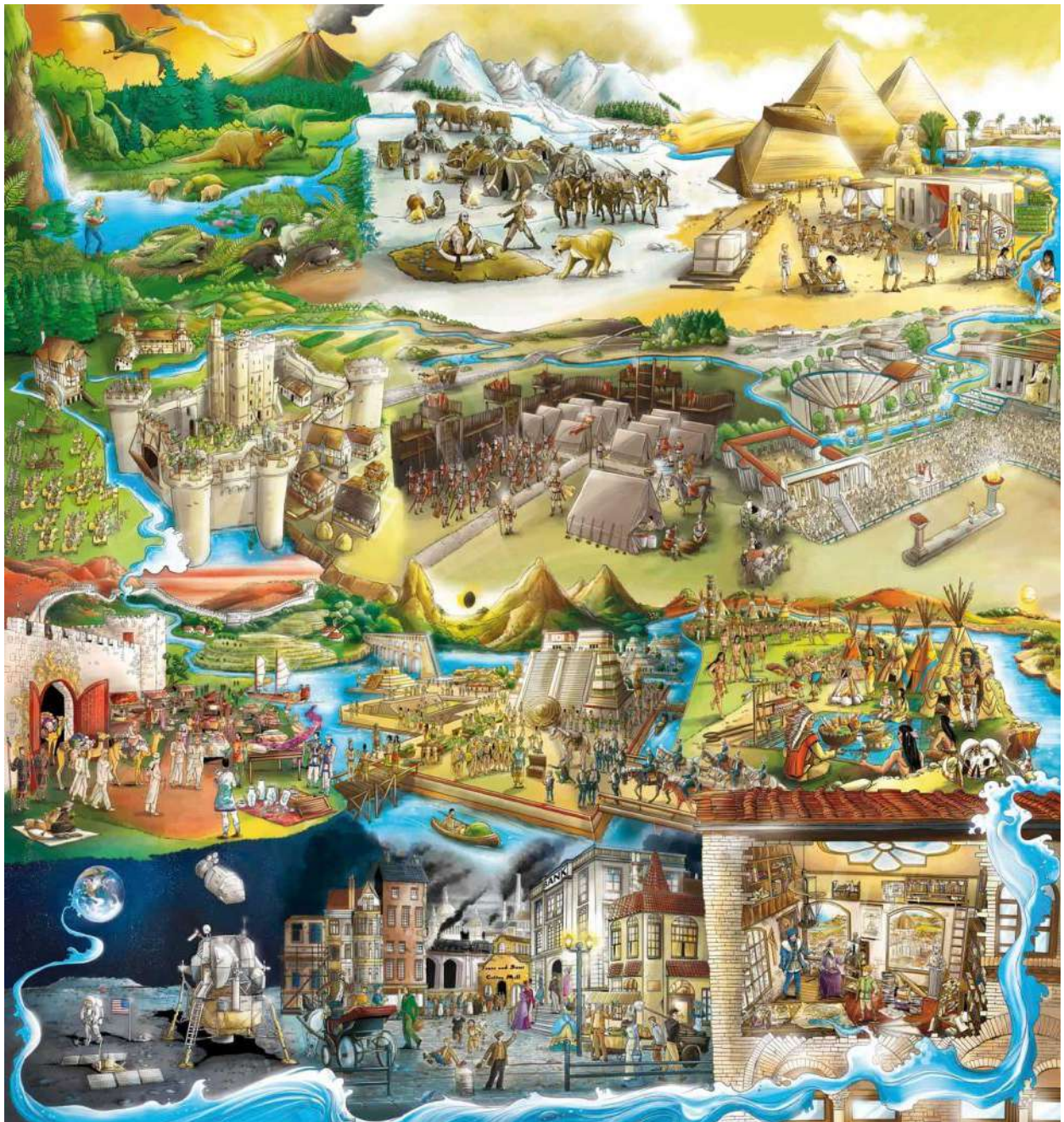


What information can you narrate about them?



Puzz Story

VI. Imagine that you are viator. Make a journey through time. You'll dodge dinosaurs, ride a chariot in the Ancient Olympics, trade with merchants on the Silk Road, see Tenochtitlan, capital city of the Aztec Empire, play lacrosse with Native Americans and meet famous people like Leonardo da Vinci.



Make up a story of your journey illustrating the meaning of the following pictures.



VII. Give the English equivalents.

<i>Ukrainian</i>	<i>English</i>
a) гуманістичні науки	
b) винахід писемності	
c) фіксації мовлення	
d) політичні еліти	
e) майбутні покоління	
f) національна ідентичність	
g) наукові факти	
h) художній витвір	



VIII. Fill in the missing letters in the following words.

Com_un_ty, p_rc_pt_on, ab_l_t_, env_sag_, _ss_nc_, red_c_, _nvent_on,
c_ns_lid_te, _vid_nc_, _volv_, _lit_.



IX. Form the sentences using such words and word-combinations.

History, specific actions, entire communities, historical knowledge, process, state, cultural artifacts.

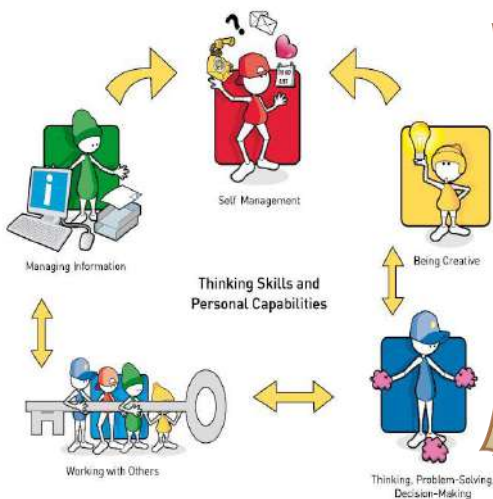
X. Make up a history essay.

1. Excite your friend's curiosity of historical science.

2. Write your friend a letter informing him about your impressions of history as science and historiography.

3. Write a paragraph about one of the ancient historians.

Thinking Skills and Personal Capabilities Framework



Important skills:

- the ability to evaluate the cause and effects of a situation;
- improve and develop researching and presentation skills.





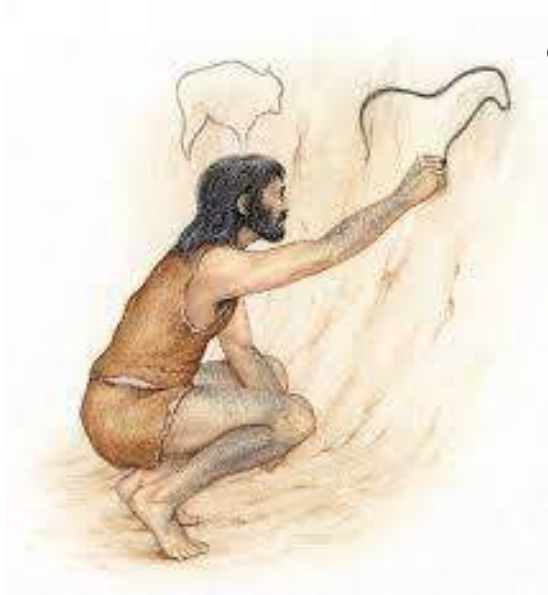
XI. Review vocabulary words with the help of pictionary vocabulary game (the picture-based word game).

Try to identify specific terms from the list of Key-Words.

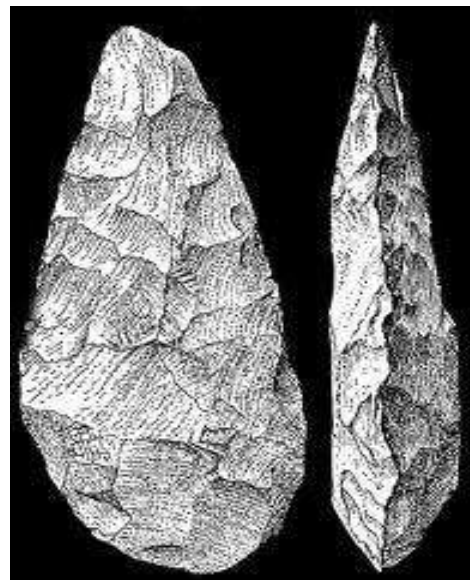
a)



b)



c)



d)



Please, continue the game. Divide the class into two teams. Each team elects one person to draw for their team. Team members shout out guesses. Select one term from the list of key-words and show it to one player from each team. The artists have 10 seconds to look at the word. When the time is up, the artists start drawing until a member of their team correctly guesses the term. The artists can only use images, no letters or words.

Start the first round. Artists draw the term on the whiteboard so all team members can see. The moderator needs to listen for the correct term. That team with the correct guess wins one point. Switch artists and repeat the process until all the vocabulary terms are used. The team with the most points at the end of the game is pronounced the winner.



XII. Discuss the problems with your peers.

1. When and why did you become interested in history?
2. What is the perception of history as a science?
3. What is the etymology of history?
4. What is historical correlation with other sciences?
5. From what sources can people today find out the information about the past?



Sentence study

XIII. Translate the text-fragments using some terms in brackets.

1. Історія – це наука про минуле та сучасність людського суспільства (human society), наука про закономірності розвитку суспільного життя в конкретних формах (specific forms), в просторово-часових вимірах (space-time dimensions). 2. Минуле є активним фактором змін, які відбуваються сьогодні. 3. Змістом історії є



історичний процес, який розкривається (to be revealed) в подіях життя людини. 4. Ці події стосуються (to be related) розвитку господарства, внутрішньої і зовнішньої політики держави, міжнародних стосунків, діяльності історичних осіб. 5. Історія як наука є багатогалузевою (to be diversified). 6. Вона складається з цілої низки самостійних (distinct) галузей історичного знання, а саме: історії економічної, політичної, соціальної, суспільної, воєнної, історії держави і права.

7. History includes cosmic, geologic, and organic history, but is often generically implied to mean human history (історія людства). 8. Scholars who write about history are called historians. 9. Events occurring prior to written record are considered prehistory. 10. History can also refer to the academic discipline (навчальна дисципліна) which uses a narrative to examine and analyse a sequence of past events, and objectively determine (визначати) the patterns of cause and effect that determine them. 11. Historians sometimes debate (дискутувати, сперечатись) the nature of history and its usefulness by discussing the study of the discipline as an end in itself and as a way of providing “perspective” on the problems of the present.



XIV. Read and comment upon the following quotations about history or make up a short story of your own illustrating its moral. Think over why do we study history?

1. The more you know about the past, the better prepared you are for the future (Theodore Roosevelt).

2. Study the past if you would define the future (Confucius).

3. History never repeats itself. Man always does (Voltaire).

4. If you want to understand today, you have to search yesterday (Pearl Buck).

5. History is philosophy teaching by examples (Thucydides).



Do you know that ...

XV. Read the text fragment to obtain and discuss the information.

The core of the argument is the consideration that there are certain things about ourselves which we cannot ourselves predict by scientific methods: more especially, we cannot predict, scientifically, results which we shall obtain in the course of the growth of our own knowledge. Others who are wiser than we may be able to predict the growth of a child's knowledge; but they too will not be able to predict the growth of a child's knowledge; but they too will not be able to predict or anticipate today what they themselves will know only tomorrow. This formulation indicates that there may be a real contradiction involved in the idea of predicting today what we shall know only tomorrow; and so there is. But it is not easy to make sure that this contradiction is not due merely to our formulation, and that it actually prevents the possibility of complete self-prediction. Here I wish to point out some of the consequences of the statement that there can be a scientist able to predict all the results of all his own predictions.





Reading up

Read and translate the dialogue.

Historical Science

Tutor helps a student who is struggling in a subject of history. Now they discuss the principles of history as a science.

Tutor: What is historical science?

Student: It is a science dealing with the formation and development of human society.

Tutor: Do you know something about the etymology of history?

Student: It originates from Greek *historia* that means the inquiry, knowledge acquired by investigation.

Tutor: That's right. When did historical thinking appear?

Student: To my mind it goes back to the 4th – 3rd millennium B.C.

Tutor: Quite true. Could you name the most famous ancient historians?

Student: Of course. The famous historians from Ancient Greece are Herodotus, who was the “father of History”, Xenophon and Polybius. As for the Ancient Rome, the most well-known historians were Titus, Tacitus and Plutarch there.

Tutor: What can you say about the first historical writings? What were they like?

Student: These were stone inscriptions, reviews and chronicles that showed various events in Egypt, Babylon, Assyria and Persia.

Tutor: What do you know about the history of Ukraine?

Student: History of Ukraine is not only the history of the Ukrainian people, but also the history of all nations and peoples living on its territory. Studying the history of Ukraine started long ago, but the transformation of historical knowledge in science began during the XIX century.

Quotes about History

History is a window to the past...
... and understanding the past is the key to understanding THE PRESENT.

Those who cannot remember the past are condemned to repeat it.

George Santayana

Tutor: You're right. But what famous Ukrainian historians do you know?

Student: For the development of scientific history of Ukraine the largest contribution made such historians as M. Kostomarov, V. Antonovych and M. Hrushevsky. In the first decade of the XX century the studying of Ukrainian history continued D. Bahaliy, M. Slabchenko, D. Yavornytsky, D. Doroshenko, I. Krypiakevych and others.

Tutor: Well done. I think that is quite. See you tomorrow.



Supplementary Reading

Read and discuss the texts.

Text 1

Science in the Middle Ages

With the eclipse of the Greek and Roman cultures, many of their works passed into the hands of the Muslims, who by the 7th and 8th century A.D. had extended their influence through much of the world surrounding the Mediterranean. All of the Greek works were translated into Arabic, and commentaries were added. Important developments from the East were also transmitted, and the Hindu numeral system was introduced, as well as the manufacture of paper and gunpowder, learned from the Chinese. Scholars gathered at cities like Damascus, Baghdad, and Cairo, at one end of the Mediterranean, and at Cordova and Toledo, in Spain, at the other end. Many astronomical observations were made at different locations, but there was little effort to improve or modify the Greek model of Ptolemy. In medicine important contributions were made by Al-Razi (Rhazes, 865–925) and Ibn-Sina (Avicenna, 980–1037), and in alchemy and pharmacology by Jabir (Geber, 9th cent.), whose work was expanded in the 10th century by a



mystical sect aligned with the Sufi tradition. At Cairo, Al-Hazen (965–1038) studied optics, particularly the properties of lenses, and Maimonides (1135–1204), the Jewish philosopher, came there from Spain to practice medicine as physician to Saladin, the Sultan. The Arabs thus preserved the scientific works of the Greeks and added to them, and also introduced other contributions from Asia. This body of learning first began to be discovered by Europeans in the 11th century.

Certain technical innovations during the Early Middle Ages, e.g., development of the heavy plow, the windmill, and the magnetic compass, as well as improvements in ship design, had increased agricultural productivity and navigation and contributed to the rise of cities, with their craft guilds and universities. These changes were more pronounced in North Europe than in the south. The introduction of papermaking (12th century) and printing (1436–50) made possible the recording of craft traditions that had been handed down orally in previous centuries. This served to reduce the gap between the artisan classes and the scholar classes and contributed to the development of certain individuals who combined elements of both traditions – the artist-engineers such as Leonardo da Vinci, whose studies of flight and other technological problems were far beyond their time, and the artist-mathematicians, such as Albrecht Dürer, who examined the laws of perspective and wrote a textbook on geometry. Many artists came to study anatomy in detail.

(From “The Columbia Electronic Encyclopedia”)



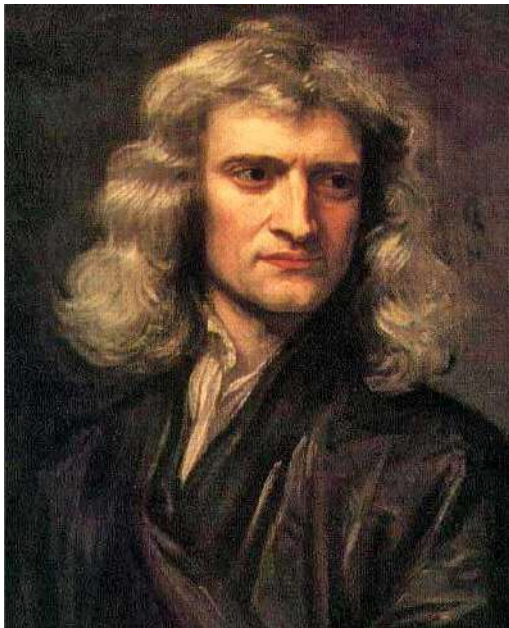
Open Discussion

1. Why did many works of Greek and Roman cultures passed into the hands of the Muslims?
2. At what period had Muslims extended their influence through much of the world surrounding the Mediterranean?
3. What language used for the translation of Greek works at that period?
4. What numeral system was introduced later?

5. How did the manufacture of paper and gunpowder appear? What country did it come from?
6. Where did the outstanding scholars gathered?
7. Who did make important contributions in medicine?
8. What technical innovations had increased agricultural productivity and navigation and contributed to the rise of cities, with their craft guilds and universities during the Early Middle Ages?
9. What contributions to development of Leonardo da Vinci did the introduction of papermaking and printing have?
10. Who was Albrecht Dürer and what did he do for science in the Middle Ages?

Text 2

Impact of History in Europe



The renewal of learning in Europe that began with 12th century Scholasticism, came to an end about the time of the Black Death, and the initial period of the subsequent Italian Renaissance is sometimes seen as a lull in scientific activity. The Northern Renaissance, on the other hand, showed a decisive shift in focus from Aristotelian natural philosophy to chemistry and the biological sciences (botany, anatomy, and medicine).

Thus modern science in Europe was resumed in a period of great upheaval: the Protestant Reformation and Catholic Counter-Reformation; the discovery of the Americas by Christopher Columbus; the Fall of Constantinople; but also the re-discovery of Aristotle during the Scholastic period presaged large social and political changes. Thus, a suitable environment was created in which it became possible to question scientific doctrine, in much the same way that Martin Luther

and John Calvin questioned religious doctrine. The works of Ptolemy (astronomy) and Galen (medicine) were found not always to match everyday observations. Work by Vesalius on human cadavers found problems with the Galenic view of anatomy.



The willingness to question previously held truths and search for new answers resulted in a period of major scientific advancements, now known as the Scientific Revolution. The Scientific Revolution is traditionally held by most historians to have begun in 1543, when the books *De humani corporis fabrica* (On the Workings of the Human Body) by Andreas Vesalius, and also *De Revolutionibus*, by the astronomer Nicolaus Copernicus, were first printed. The thesis of Copernicus' book was that the Earth moved around the Sun. The period culminated with the publication of the *Philosophiæ Naturalis Principia Mathematica* in 1687 by Isaac Newton, representative of the unprecedented growth of scientific publications throughout Europe.

(From "The Future of Post-Human History: A Preface to a New Theory of Universality and Relativity (WK 2011)" by Peter Baofu)



Open Discussion

1. What is the Northern Renaissance?
2. What did it show?
3. In what way was modern science in Europe resumed in a period of great upheaval?
4. What do you know about the Scientific Revolution?



Useful Tips

Tip 1: Read the texts carefully, slowly. It will be better to understand. Do not miss any interesting facts. Read almost every text fragment to the very end. Read with interest, carefully, thoughtfully.

Tip 2: When reading the texts, tell your friends about it or make notes in a special notebook.

Tip 3: Do not miss the pages, do not try to “run ahead”, finish reading the texts to the end.

Tip 4: Pay attention to the notes in the book, they help to understand better the events that complement and comment reading. If you do not understand the opinion of the author’s recent reading passage, do not rush to read more. Stop and reread again.



One more tip: Note the illustrations in the unit; they help to more fully disclose its contents. Paying attention to the illustrations helps to reveal the contents read.



Test Yourself

1. History is
 - a) something observed in a scientific investigation or experiment that is not naturally present but occurs as a result of the preparative or investigative procedure.
 - b) the period of time before written records.
 - c) the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment.
 - d) the collective memory of the people, the memory of the past.

Look!

Take time to plan your answers. This planning will help your answers be stronger.

2. The approach, according to which history is seen as the ascent of humanity to the increasingly high level of development, was named ...

- a) theological. b) voluntarism. c) subjectivism. d) evolutionism.

3. The formation and development of historical science is called ...

- a) demography. b) ethnography. c) methodology. d) historiography.
e) source studies.

4. It does not refer to historical sources.

- a) memoirs b) annals c) numismatics d) natural resources

5. What type(s) of evidence do historians have to verify that events in prehistory actually occurred?

- a) tools b) pictures c) fossils d) all of these

6. What does prehistory mean?

- a) The time before time.
- b) The time period before writing/recording of events.
- c) Previous history.
- d) The study of past events, particularly in human affairs.

7. What is historiography?

- a) The physical characteristics, especially the surface features, of an area.
- b) A scholarly piece of writing of essay or book length on a specific, often limited subject.
- c) The writing of history based on a critical analysis, evaluation, and selection of authentic source materials and composition of these materials into a narrative subject to scholarly methods of criticism.
- d) The art or study of correct spelling according to established usage.

8. The purpose of historical inquiry is ...

- a) to seek truth.
- b) to search for an interpretation of the past.
- c) to increase your understanding.
- d) to collect facts (data).

9. Writing is the physical manifestation of ...

- a) a spoken language.
- b) specific events.
- c) hunting expeditions.
- d) historical knowledge.

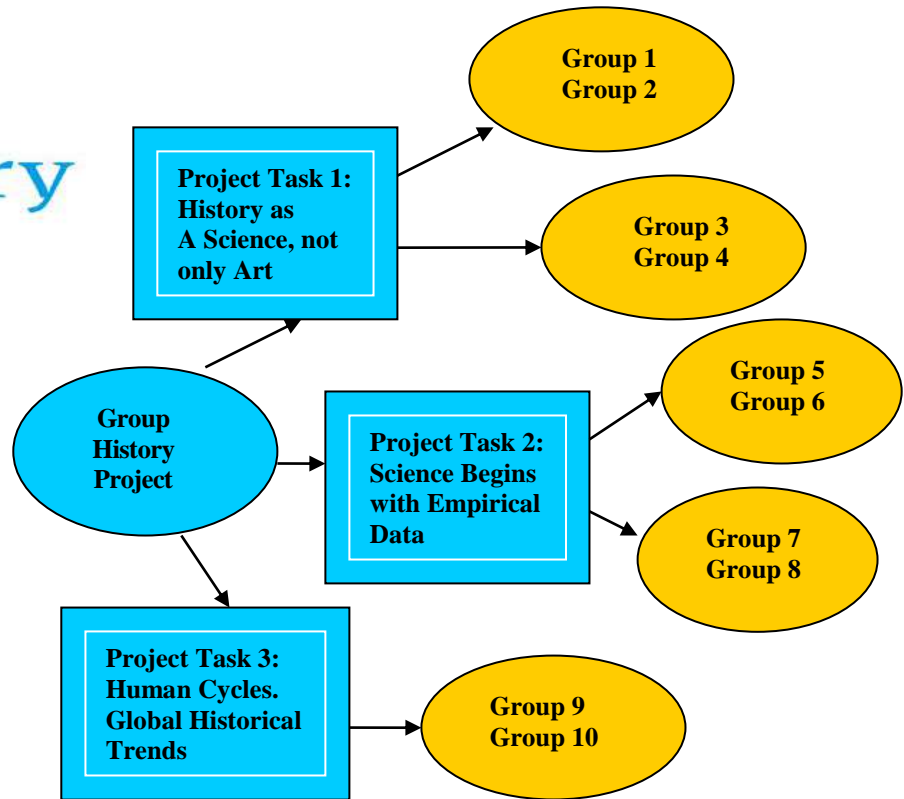
10. Is the invention of writing, which allowed to record, store and transmit the information from one generation to another, refers to the inventions that led to giant qualitative leaps in receiving new knowledge.

- a) no
- b) yes
- c) partly

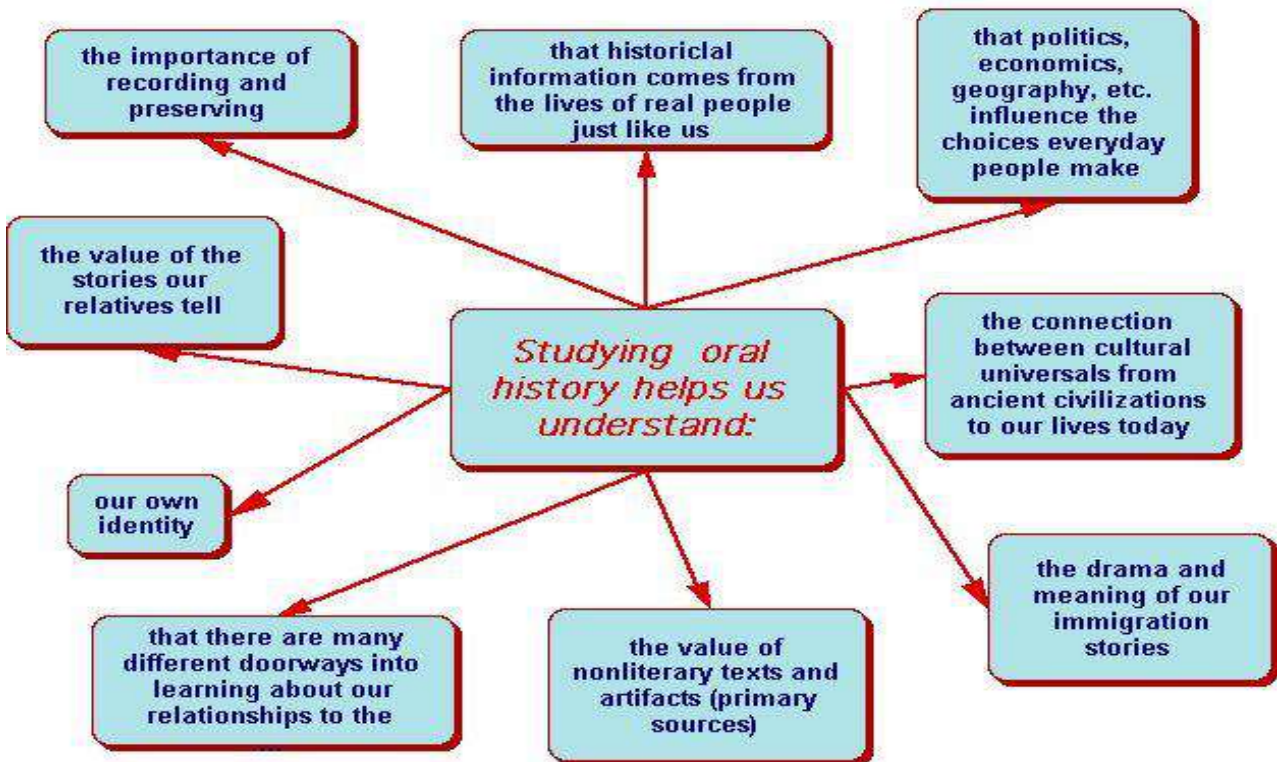


Project Work

Make your project paying attention to the viewpoints.



Viewpoints Oral History Project





Expanding Vocabulary

1.	history	['hɪstəri]	історія
2.	science	['saɪəns]	наука
3.	dogma	['dɒgmə]	догма, догмат, переконання
4.	lore	[lɔ:]	професіональні знання, ученість
5.	persuasion	[pə'sweɪʒən]	віросповідання, намова, переконаність, переконливість
6.	ethnogeny (ethnogenesis)	[εθ'nɒdʒəni, ,εθnə(ʊ)'dʒenɪsɪs]	етногенез
7.	tangible	['tæŋdʒəbl]	матеріальний, реальний
8.	spiritual	['spɪrɪtʃʊəl]	духовний, церковний, одухотворений, побожний
9.	activity	[æk'tɪvɪti]	діяльність
10.	objective analysis	[əb'dʒektɪv ə'næləsɪs]	об'єктивний аналіз
11.	historical cycle	[hɪs'tɒrɪkəl 'saɪkl]	історичний цикл
12.	historical personality		історична особа
13.	political	[pə'lɪtɪkəl]	політичний, державний
14.	god-fearing	[gɒd 'fɪərɪŋ]	богобоязливий, релігійний
15.	accomplished	[ə'kɒmplɪʃt]	виконаний, вихований, вишуканий, вправний, довершений, культурний
16.	humanitarian	[hju(:),mæni'teərɪən]	гуманістичний, гуманітарний, гуманний
17.	human society	['hju:mən sə'saɪətɪ]	людське суспільство
18.	space-time dimensions	[speɪs taɪm dɪ'menʃənz]	просторово-часові виміри

19.	inquiry	[ɪn'kwɪəri]	розпитування, розслідування, випит, допит, допитливість, дослідження
20.	foreign policy	['fɔrɪn 'pɒləsi]	зовнішня політика
21.	international relations	[,ɪntə'næʃənl rɪ'leɪʃənz]	міжнародні стосунки
22.	diversified	[daɪ'vɜ:sɪfaɪd]	багатогалузевий
23.	societal	[sə'saɪətəl]	соціальний, соціологічний
24.	civil	['sɪvəl]	ввічливий, громадянський, календарний, коректний, невійськовий, цивільний
25.	Contemporary History	[kən'tempərəri]	новітня історія
26.	agreement	[ə'ɡri:mənt]	договір
27.	investigation	[ɪn'vestrɪ'geɪʃən]	висліджування, вишуки, дослід, дослідження, обслід, питка
28.	amphora	['æmfərə]	амфора
29.	antecedents	[,æntɪ'si:dənts]	минуле життя
30.	assumption	[ə'sʌmpʃ(ə)n]	взяття на себе, допущення, пихатість, привласнення, припущення, самовпевненість
31.	arrogation	[arə'ɡeɪʃ(ə)n]	безпідставні претензії
32.	appropriation	[ə'prəʊprɪ'eɪʃ(ə)n]	асигнування, виділення, привласнення, присвоєння
33.	archival holdings	[ɑ:'kaɪvəl 'həʊldɪŋz]	архівний фонд
34.	archives	['ɑ:kaɪvz]	архів (заклад), архіви (документи)
35.	apocrypha	[ə'pɒkrɪfə]	апокриф(и)

Unit 2

**The Primitive
Community**

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

The Primitive Community

The primary *socio-economic system*¹ in the history of *mankind*² begins with the *primitive community*³. Its essence lies in the *collective production*⁴ and *consumption*⁵, as well as the *collective ownership*⁶ of natural resources and tools. Primitive formation has gone through two stages of development: *consumer*⁷ and *reproducing farming*⁸. The main purpose of primitive production was to create the necessary product for the *physical existence*⁹ of man and the *expanded reproduction*¹⁰ of the population.

Two major social divisions of labor were held within the primitive formation. The first is characterized by the release of *pastoral tribes*¹¹, which resulted significant *increase*¹² of productivity, the additional product and *exchange*¹³. The second is associated with distinguishing metal production as an independent branch of production.

Primitive society (originality, protohistory, prehistory) – is the first and longest period in history from the *emergence*¹⁴ of Homo sapiens (about 2.5 – 2.8

million years ago) and the emergence of civilization and *statehood*¹⁵ (in Asia and Africa, IV–III millennium BC). There are several periodizations of primitive society. They are general (historical), *archaeological*¹⁶, *anthropological*¹⁷ and other. The most important of them are archaeological, based on the differences in engineering and *manufacturing tools*¹⁸.

The history of primitive society is divided into three periods – the *Stone Age*¹⁹ (III millennium BC), *Bronze Age*²⁰ (III–I millennium BC) and *Iron Age*²¹ (I millennium BC – I century AD). Stone Age (about 3 million years – III millennium BC) lasted differently depending on a region. Some tribes *switched to using*²² metal, while others remained at the stage of the Stone Age. In its way, Stone Age is divided into the *Lower Paleolithic*²³ (2.5 million – 150 thousand years ago), *Middle Paleolithic*²⁴ (150–40 thousand years ago), the *Upper Paleolithic*²⁵ (40–10 thousand years ago), *Mesolithic*²⁶ (10–7 thousand years ago), *Neolithic*²⁷ (6–4 thousand years ago), *Chalcolithic*²⁸ (Eneolithic, 4–3 thousand years ago).

The primitive *human herd*²⁹ differed from animals primarily with the ability to make tools. In the Paleolithic period the instruments were made of wood and stone. The simplest tools were a *hand-axe*³⁰, a *digging stock*³¹ and a *wooden club*³². When people invented the *harpoon*³³, they began to take up fishing. In Mesolithic period the invention of *bows*³⁴ and *arrows*³⁵ helped to start *cattle-breeding*³⁶. Axes made it possible to go over to *farming*³⁷. After the Stone Age, comes a brief Chalcolithic period, ie the existence of cultures with *copper*³⁸ and stone tools. Afterwards began the Bronze Age. Copper and stone instruments were replaced by those made of metal (bronze, iron).

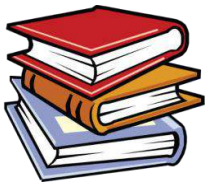
Read Some Interesting Informaion about the Stone Age!

The Stone Age was a period of history which began in approximately 2 million B.C. and lasted until 3.000 B.C. Its name was derived from the stone tools and weapons that modern scientists found. This period was divided into the Paleolithic, Mesolithic, and Neolithic Ages. During the first period (2 million to 8000 B.C.) the first hatchet and use of fire for heating and cooking were developed. As a result of the Ice Age, which evolved about 1 million years into the Paleolithic Age, people were forced to seek shelter in caves, wear clothing, and develop new tools.

During the Mesolithic Age (8000 to 6000 B.C.) people made crude pottery and the first fish hooks, took dogs hunting, and developed a bow and arrow, which was used until the 14th century A.D.

The Neolithic Age (6000 to 3000 B.C.) saw humankind domesticating sheep, goats, pigs, and cattle, being less nomadic than in previous eras, establishing permanent settlements, and creating governments.

The periodization of primitive society envisages the evolution of forms of property, the degree of labor division, family relationships, etc. In summary, this periodization can be represented as follows: the era of the primitive herd, the era of the tribal (clan) system, era of the expansion communal tribal system (appearance of cattle, *plow*³⁹ agriculture, metal processing, and emergence of elements of exploitation and private property).



Key-Words

1. socio-economic system [ˌsəʊsiəʊ ˌi:kə'nɒmɪk 'sɪstɪm] соціально-економічна формація
2. mankind [mæn 'kaɪnd] людство
3. primitive community [ˈprɪmɪtɪv kə'mju:nɪti] первісне суспільство, первісна община
4. collective production [kə 'lektɪv prə'dʌkʃən] колективне виробництво
5. consumption [kən 'sʌm(p)ʃən] споживання
6. collective ownership [kə 'lektɪv 'əʊnəʃɪp] колективна власність
7. consumer [kən 'sju:mə] споживач
8. reproducing farming [ˌri:prə'dju:ʃɪŋ 'fɑ:mɪŋ] відтворююче господарство
9. physical existence [ˈfɪzɪkəl ɪg'zɪstəns] фізичне існування
10. expanded reproduction [ɪks'pændɪd ri:prə'dʌkʃən] розширене відтворення
11. pastoral tribes ['pɑ:stərəl traɪbz] скотарські племена
12. increase [ˈɪnkri:s] підвищення, збільшення
13. exchange [ɪks'tʃeɪndʒ] обмін
14. emergence [ɪ'mɜ:dʒəns] поява, виникнення
15. statehood ['steɪthʊd] державність

16. archaeological [ˌɑːkiə'lɒdʒɪkəl] археологічний
17. anthropological [ˌænθrəpə'lɒdʒɪkəl] антропологічний
18. manufacturing tools [ˌmænʃʊ'fæktʃəriŋ tu:lz] виробництво інструментів, виробничі інструменти, виготовлення знарядь праці
19. Stone Age [stəʊn eɪdʒ] кам'яний вік
20. Bronze Age [brɒnz eɪdʒ] бронзовий вік
21. Iron Age ['aɪən eɪdʒ] залізний вік
22. switch to using [swɪtʃ] перейти (переключитися) на використання
23. Lower Paleolithic ['ləʊə ˌpæliəʊ'lɪθɪk] нижній палеоліт
24. Middle Paleolithic ['mɪdl] середній палеоліт
25. Upper Paleolithic ['ʌpə] верхній палеоліт
26. Mesolithic [ˌmesəʊ'lɪθɪk] мезоліт
27. Neolithic [ˌni(:)əʊ'lɪθɪk] неоліт
28. Chalcolithic [ˌkælkəl'lɪθɪk] енеоліт
29. human herd ['hju:mən hɜ:d] пастуше плем'я, людське стадо
30. hand-axe [hænd æks] ручна сокира
31. digging stock ['dɪɡɪŋ stɒk] інвентар для копання
32. wooden club ['wʊdn klʌb] дерев'яний кийок
33. harpoon [hɑ:'ru:n] гарпун
34. bow [bəʊ] лук
35. arrow ['ærəʊ] стріла
36. cattle-breeding ['kætl 'brɪ:dɪŋ] скотарство
37. farming ['fɑ:mɪŋ] сільське господарство
38. copper ['kɒpə] мідь
39. plow [pləʊ] пахати, орати, плужити, борознити



Comprehension Check

I. Check your understanding.

1. What is the beginning of human history?
2. What stages of development has primitive formation gone through?
3. Name the main purpose of the primitive production.
4. How many and what major social divisions of labor were held within the primitive formation?
5. Make a definition of primitive society.
6. What periodizations of primitive society do you know?
7. Characterize three historical periods of primitive society.
8. Describe primitive handcrafted tools?
9. What does the periodization of primitive society envisage in general?

PEOPLE BEFORE	PEOPLE AFTER
<p>Relied on hunting and gathering.</p> <p>Nomads lived in small hunting and food-gathering groups.</p> <p>Waited for migrating animals to return each year.</p>	<p>Learned to farm and were able to produce their own food.</p> <p>Settled into permanent villages.</p> <p>Learned to domesticate, or tame, animals.</p>



True or False?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The main aim of primitive production was to create the necessary product for the physical existence of man. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The prehistory of primitive society is divided into three periods. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. They are the Stone Age, Bronze Age and Iron Age. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stone Age lasted roughly 3.4 million years, and ended between 6000 BC and 2000 BC with the advent of metalworking. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The Paleolithic era is followed by the Mesolithic. | <input type="checkbox"/> | <input type="checkbox"/> |



Matching

III. Match the words and their definitions.

- | | |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. a tribe | a work, especially hard physical work |
| 2. a labour | b) a group of people living in the same place or having a particular characteristic in common |
| 3. to consume | c) a social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader |
| 4. a mankind | d) create or design (something that has not existed before); be the originator of |
| 5. a community | e) eat, drink, or ingest (food or drink) |
| 6. statehood | f) a place, typically one that has hitherto been uninhabited, where people establish a community |
| 7. pastoral | g) human beings considered collectively; the human race |
| 8. copper | h) used for or related to the keeping or grazing of sheep or cattle |
| 9. to invent | i) a red-brown metal, the chemical element of atomic number 29 |
| 10. settlement | j) the status of being a recognized independent nation |



IV. Fill in the gaps with appropriate words from the suggestion

box.

socio-economic

expanded reproduction

primitive community

periodizations

property

Stone Age

primitive production

manufacturing tools

engineering

1. The primary ... system in the history of mankind begins with the ...
2. The main purpose of ... was to create the necessary product for the physical existence of man and the ... of the population.
3. There are several ... of primitive society.
4. The most important of them are archaeological, based on the differences in ... and ...
5. ... lasted differently depending on a region.
6. The periodization of primitive society envisages the evolution of forms of ...

V. Look at this picture. Guess what is described in it. What is meant by each of these symbols? Make a story of primitive communities and their cave drawings.



VI. Describe the tools in the picture and the needs for their use in different epochs. Make up a short story. Use some words and expressions of these pictures.

Tools



cut pebble

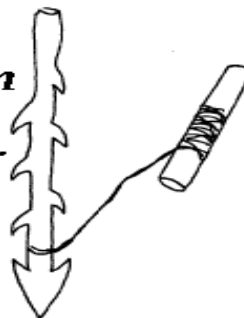


a twosided flint



a scraper

harpoon with thrower



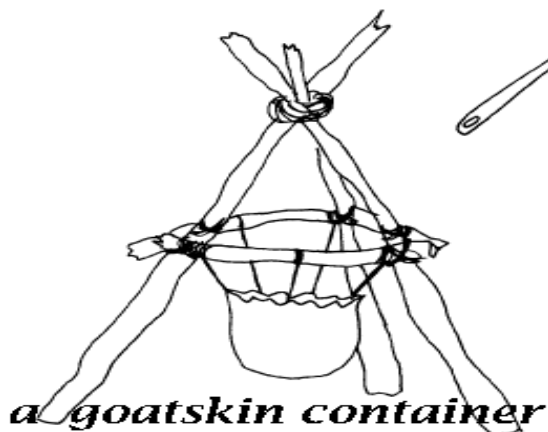
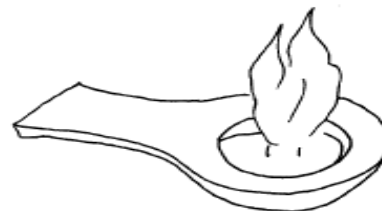
a spear



a needle



a lamp



a goatskin container

Core Vocabulary

tools – (з)наряддя, інструменти
 cut pebble – вирізана галька
 twosided flint – двосторонній кремінь
 scraper – скребок
 harpoon with thrower – гарпун з металником
 spear [spɪə] спис
 needle – голка
 goatskin container – контейнер з козячої шкіри (для рідини: води, вина, молока)

Vocabulary



VII. Correct the mistakes in the sentences.

1. The essence of primitive community lies in the individual production and consumption, as well as the individual ownership of natural resources and tools.

2. Three major social divisions of labor were held within the primitive formation.

3. The first is characterized with the distinguishing of metal production as an independent branch of production.

4. The second is associated by the release of pastoral tribes, which resulted significant increase of productivity, the additional product and exchange.

5. The history of primitive society is divided into five periods.



VIII. Give the English equivalents.

a) рід _____

b) плем'я _____

c) первісна община _____

d) первісне суспільство _____

e) старійшини _____

f) знаряддя праці (металеві, бронзові, кам'яні) _____

g) кийок _____

h) сокира _____

i) стріла _____

j) мотика _____

k) займатися (полюванням, риболовлю, сільським господарством, розведенням худоби) _____



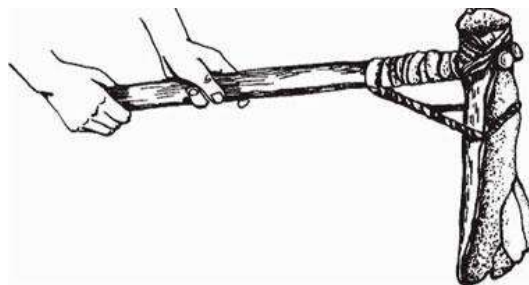
IX. Fill in the missing letters in the following words.



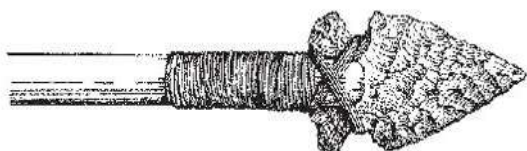
H _ d a _ e



b _ e h _ _ _ n



st _ e h _ e



ar _ _ _



b _ w



w _ d _ n cl _ b



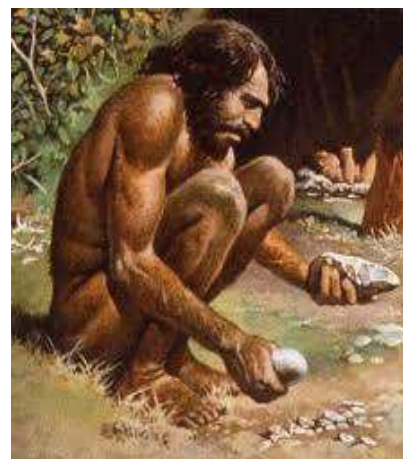
X. Make up sentences illustrating the meaning of the following words and phrases.

History of mankind, primitive community, essence, collective ownership, social divisions, physical existence, society, protohistory, emergence of Homo sapiens, statehood, archaeological, manufacturing tools.



XI. Add another example.

1. hand-axe, wooden club, digging stock, ...
2. Stone Age, Bronze Age, ...
3. Mesolithic, Neolithic, ...
4. Lower Paleolithic, Middle Paleolithic, ...
5. cattle-breeding, farming, hunting, ...





XII. Complete the following sentences to support the main ideas of the text.

1. Primitive formation has gone through ...
2. Primitive society is ...
3. In the Paleolithic period the instruments were made of ...
4. The primitive human herd differed from animals primarily with ...
5. The periodization of primitive society envisages ...



XIII. Discuss the problems with your peers.

1. The formation of primitive communities and main conditions necessary for their existence.
2. What is the history of mankind?
3. The appearance of new methods of labour.
4. Enforcement of private property rights in primitive societies: law without government.
5. Compare the primitive community with the utopian society.
6. Reply and mention Darwin's theory of evolution.
7. Express surprise and ask about the origins of the Neandertals. Reply and describe them.



Sentence study

XIV. Translate the text-fragments using some terms in brackets.

1. Humans are uniquely adept at utilizing systems (системи використання) of symbolic communication such as language and art for self-expression (самовираження), the exchange of ideas, and organization. 2. Humans create complex social structures composed of many cooperating and competing groups (конкуруючі групи), from families and kinship networks to states. 3. Social interactions between humans have established an extremely wide variety of values, social norms, and rituals, which together form the basis of human society. 4. The human

Develop a positive mental attitude to the task ahead. Think about finishing your work and try to do well.

desire to understand and influence their environment, and explain and manipulate phenomena, has been the foundation for the development of science, philosophy, mythology, and religion. 5. The scientific study of humans is the discipline of anthropology.

6. Історія людства почалася більш як 2 мільйони років тому, коли на Землі з'явилися перші люди. 7. У той час не було міст і сіл, писемності та законів (laws), наук і мистецтва – не було цивілізації (civilization). 8. Перші люди зовні нагадували (to remind) тварин. 9. Та вони й насправді були частиною тваринного світу, жили за його законами. 10. Знадобилося майже 2 мільйони років, щоб люди набули сучасного вигляду (modern appearance, image). 11. Цей величезний період в історії називається первісним часом, а люди, що жили в ті далекі часи, – первісними (primitive).



Do you know that ...

XV. Read and discuss some quotes.

“Men were only made into men with great difficulty even in primitive society: the male is not naturally a man any more than the woman. He has to be propped up into that position with some ingenuity, and is always likely to collapse.”

Wyndham Lewis

“The Senate is the last primitive society in the world. We still worship the elders of the tribe and honor the territorial imperative.”

Eugene McCarthy

“You gotta say this for the white race—its self-confidence knows no bounds. Who else could go to a small island in the South Pacific where there's no poverty, no crime, no unemployment, no war, and no worry—and call it a 'primitive society'?”

Dick Gregory

“If we put together all that we have learned from anthropology and ethnography about primitive men and primitive society, we perceive that the first task of life is to live. Men begin with acts, not with thoughts.”

William Graham Sumner

Do you agree with these sayings? Think of your own phrase concerning primitive society.



What do you know about primitive people?

Guess what is it?

a period of a thousand years, especially when calculated from the traditional date of the birth of Christ (millennium);

cavemen and other people who existed before the advent of table manners;

any substance consumed to provide nutritional support for the body. It is usually of plant or animal origin, and contains essential nutrients, such as fats, proteins, vitamins, or minerals. The substance is ingested by an organism and assimilated by the organism's cells to provide energy, maintain life, or stimulate growth.



Reading up

There are some original English texts about early man and the first civilizations. Remember as many facts about their life as you can.

Read the text, entitle it and answer the question: What interesting facts concerning the Stone Age have you remembered?

The first human beings on Earth were hunters. They followed herds of animals and killed them. The flesh provided food and the skins gave clothing. The hunters had no homes. At night, they slept in shelters made from brushwood, or in caves. In some places, though, the hunting was so good that families could live in caves for long periods of time. While the men went hunting, the women, children and older people scraped skins, gathered firewood, or made tools from pieces of flint (stone) and animal bone. The age in which these people lived has been called the Stone Age.

Read the text about cave paintings at Lascaux, entitle it and see whether you can answer the following questions:

1. Where did a boy wander?
2. What discovery did the boy make?
3. What have you learned about Cro-Magnon people?

One day in 1940, a boy wandered into a cave at Lascaux in south-western France and made a tremendous discovery. There, on the walls of the cave, were some very ancient pictures of animals.

Archaeologists and scientists became very excited when they learned of these pictures. It was not surprising, because the pictures were about 20,000 years old. They were painted on the walls of the cave by the people called Cro-Magnon who lived in Europe during the Stone Age. The Cro-Magnon artists painted their pictures with charcoal and coloured earth mixed with oil. This was their paint. Their paintbrushes were sticks, feathers – or their fingers!

Some scientists believe the Lascaux cave pictures were meant to give hunters good luck when they went after the animals shown in the paintings. After 1940, more pictures were found on cave walls in France, and also in Spain.



Supplementary Reading

Read and discuss the texts.

Text 1

Early Man and the First Civilizations

In about 7000 BC, people discovered how to grow grain. They became farmers. They also kept small herds of goats and sheep. The best place to live was near a large river, where the land was fertile and could be easily irrigated. Because farmers could grow plenty of food, large numbers of people could live there. So, the first towns and the first civilizations began to grow up. One of the first was at

Sumer, between the Rivers Tigris and Euphrates in Mesopotamia. Some 5,500 years ago, the Sumerians were constructing canals, using ploughs in their fields and building beautiful palaces and, some time later, temple towers called ziggurats. Some Sumerians became very rich. They wore splendid embroidered robes and jewels. They even used perfumes. The Sumerians wrote in cuneiform (wedge-shaped) letters. They scratched their writing onto baked clay tablets with hard reeds.

Civilizations along the Hwang Ho River in China began about 4,000 years ago. The Chinese grew millet, barley and rice along the Hwang Ho. They kept herds of cattle. They learned how to make silk from the cocoon (cover) of silkworms.

The civilization in the Indus Valley of India arose 4,500 years ago. Its centres were Mohenjo-Daro and Harappa. The Indus Valley peoples grew wheat and barley, and lived in houses made from bricks. Like the Sumerians, they wrote in the form of pictures.

The Ancient Egyptians, too, used picture writing. Their hieroglyphics (pictures) have been found by archaeologists on the great tombs which were built for the pharaohs of Egypt. Civilization began in Egypt over 4,000 years ago. Here, as in Sumer, rich people lived in great luxury. Poorer people in Ancient Egypt had to work very hard. Egyptian farmers used to irrigate, or water, their fields with water from the River Nile. They used machines like the ‘shaduf’, which was a bucket on a pole. You can still see Egyptians lifting water from the Nile with a ‘shaduf’, and pouring it on the land to water it, just as their ancestors did.



Open Discussion

1. When did people discover how to grow grain?
2. What places for living did they choose? Why?
3. What were the first towns and the first civilizations?
4. What was their occupation?

Text 2

Early Cultures

One of the most controversial issues in American Indian Studies is the origins of American Indians. It is fairly certain that the Native American groups Inuit, Yupik and Aleut people came from Asia about 7-9,000 years ago. However, the origins of American Indian people are muddled in difficult to prove theory and volatile political debates. Some Native Americans are not terribly concerned about origins or are rather satisfied with their current mythology; while others see origins as a crucial aspect of sovereignty. The non-Indian; especially European Americans were initially baffled by the existence of an entire new group of people in America and even the existence of America. Their own mythology certainly gave little hint and science has tended to cater to colonial bias and racism. More secure scholars have become more aware of the value of traditional myths and the need to be flexible with very scant evidence. In fact the lack of evidence is more of an influence on archaeological theories about American Indian origins.

American Indian myths are simply metaphorical stories about human experiences, including origins and migrations. However, myths were never meant to be interpreted rhetorically and their truths are derived from symbolic meaning. Everyone today views myths as “false history”, but history in the Western sense was never their objective and to read a myth as

Diversity of Native American Groups

Since 1492, European explorers and settlers have tended to ignore the vast diversity of the people who had previously lived here. It soon became common to lump all such groups under the term "Indian." In the modern American world, we still do. There are certain experiences common to the survivors of these tribes. They all have had their lands compromised in some way and suffered the horrors of reservation life.

Stereotyping Indians in this way denies the vast cultural differences between tribes. First, there is the issue of language. The Navajo people of the Southwest and the Cherokees of the Southeast have totally unrelated languages.

There were over 200 North American tribes speaking over 200 different languages. The United States used the uniqueness of the Navajo language to its advantage in World War II. Rather than encrypting radio messages, it proved simpler to use Navajos to speak to each other in their everyday language to convey high-security messages. It worked.

such is simply a misreading of the myth or its language. Native American myths are just as varied as the 700 or more cultures that thrived here in America. However, they do have common themes with the perception of multiple worlds or conditions that humans experience. These worlds usually come about by catastrophic events like earthquakes, floods, volcanic eruptions. Each time a new world evolves the creatures develop new insight how to cope. Humans developed in cognitive ways that are unique, but that is fraught with contradiction; especially as we evolved self cognition and questioned our purpose and source of creation. Two folkloric themes are common to early humans in respect to origin myths. Among Northern cultures an “Earthdiver” theme in the myth is prevalent as told by a culture like the Seneca and Mohawk. In Southern cultures an “Emergence” theme is prevalent as told by the Hopi. In both the experience of flooding and the instability of the earth's surface is common. Such experience is most likely reflected by all human's experience with the Pleistocene or “Ice Ages”. In some myths the people migrated from the south or north; and for some this confirms origins in or near their present space.

(From “American Indian Studies” by S. Crouthamel)



Open Discussion

1. What is one of the most controversial issues in American Indian Studies?
2. What are the main Native American groups?
3. Where did they come from? When did they come?
4. What do you know about American Indian myths? What are these myths about?



Useful Tips

Listen to Everything and Anything!

One great thing about learning English is that almost everything these days is in English. This gives us more opportunities to be connected with it every day.

If you think about it, when children learn their mother tongue for the first time, they don't learn by reading or writing. They pick up (get) words from people around them – their parents, brothers and sisters, favorite cartoons and so on. At first, they understand little or nothing. But as time passes, they acquire (get) more vocabulary. This vocabulary slowly turns into phrases, and these phrases are then placed into full sentences, which will eventually allow the children to hold and understand simple conversations.

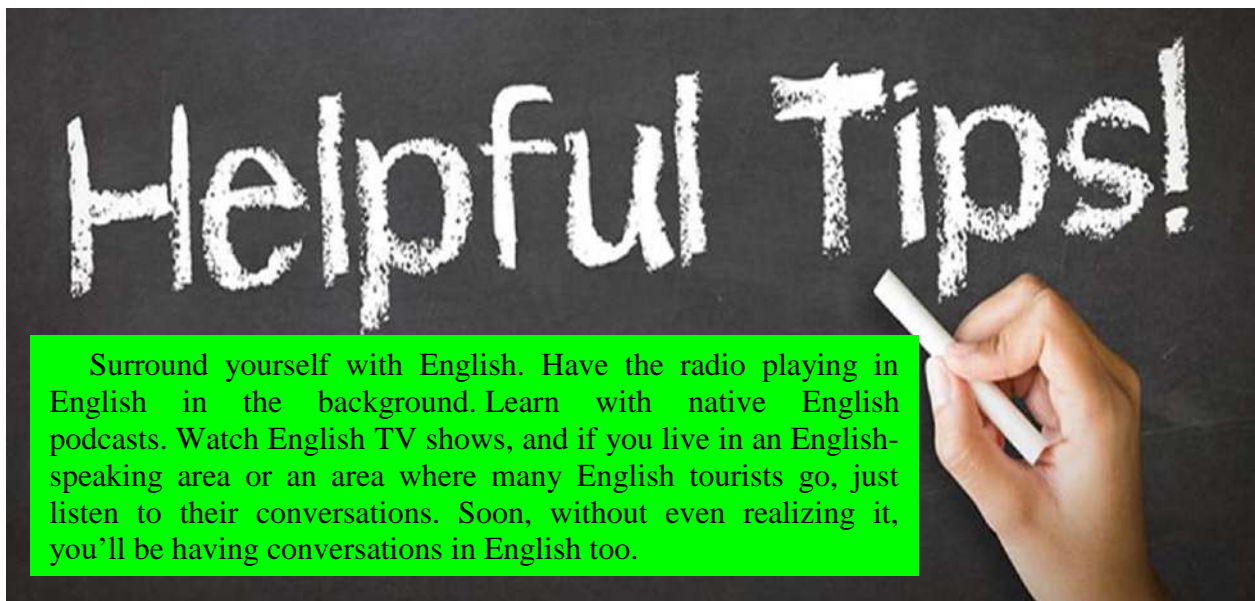
Tip 1: Make a special page in your notebook. Write down any unknown words you see or hear.

Tip 2: Since you're running out of time, you can't learn it all, but may be able to:

- get a general picture or
- learn about specifics that interest you and are therefore easy enough to remember.

One more tip: If you're stuck on something, or something just doesn't seem to make sense, you can always ask for help. Talk to your teacher about the things you don't understand. Talk to your friends and fellow students too.

Good luck and don't forget to check out yourself with testing.



Surround yourself with English. Have the radio playing in English in the background. Learn with native English podcasts. Watch English TV shows, and if you live in an English-speaking area or an area where many English tourists go, just listen to their conversations. Soon, without even realizing it, you'll be having conversations in English too.



Test Yourself

1. Which of the following marked the beginning of history?

- a) the making of tools
- b) the discovery of artifacts
- c) the invention of writing
- d) the use of weapons

Test-taking Tips

**Go SLOWLY.
Take your time, READ
everything.**

2. Which of the following developments happened last?

- a) People made stone tools.
- b) People lived together in villages.
- c) People developed a spoken language.
- d) People learned to grow food.

3. Which characteristic belongs in the empty circle?

- a) Hunters and Gatherers
- b) Very Small Population
- c) Cave Paintings
- d) Domestic Animals

4. Into how many periods was the Stone Age divided?

- a) 2, b) 3, c) 4, d) 5.

5. Which of the following was developed earliest?

- a) the fish hook;
- b) the fist hatchet;
- c) the bow and arrow;
- d) pottery.

6. Which of the following developments is not related to the conditions of the Ice Age?

- a) farming;
- b) clothing;
- c) living indoors;
- d) using fire.

7. Which period lasted longest?

- a) Paleolithic;
- b) Ice Age;
- c) Mesolithic;
- d) Neolithic.

8. Which of the following periods saw people develop a more communal form of living?

- a) Paleolithic;
- b) Ice Age;
- c) Mesolithic;
- d) Neolithic.

9. The author states that the Stone Age was so named because

- a) it was very durable,
- b) the tools and weapons were made of stone,
- c) there was little vegetation,
- d) the people lived in caves.





Project Work

Make your project.

Make your project and don't forget to present the pictures in these sections.

Why do so many primitive tribes still exist?

In what way are primitive people civilized?

Why do people still use primitive types in Java?

Which skill positions should you pay attention to while making your project?

Knowledge Application

Generation of Ideas

Analysis and Evaluation of Ideas

Oral Communication

Collaborative Work



Expanding Vocabulary

- | | | | |
|-----|--------------------|---------------------|----------------------------------------------------------------------|
| 1. | precept | [ˈpri:sept] | припис, заповідь, напучення, наука, повчання, правило |
| 2. | tenet | [ˈti:nɛt] | догмат, доктрина, принцип, переконання |
| 3. | creed | [kri:d] | віросповідання, вірування, кредо |
| 4. | cultivated | [ˈkʌltɪveɪtɪd] | виплеканий, культурний, оброблений, плеканий, розвинений, розвинутий |
| 5. | tame | [teɪm] | безпечний, культурний, нецікавий, покірний, приручений, одомашнений |
| 6. | humane | [hju(:)'meɪn] | гуманітарний, гуманний, людський, людяний |
| 7. | incunabula | [ˌɪnkju(:)'næbjʊlə] | стародрук |
| 8. | autochthon | [ɔ:'tɒkθən] | автохтони, корінні жителі певної місцевості, етнічні спільноти |
| 9. | aborigine | [ˌæbə'ri:dʒəni] | абориген |
| 10. | archeology | [ˌɑ:kɪ'vlɒdʒi] | археологія |
| 11. | colony | [ˈkɒləni] | колонія, поселення |
| 12. | retrospective | [ˌrɛtrəʊ'spektɪv] | ретроспективний |
| 13. | sacred | [ˈseɪkrɪd] | священний, духовний, недоторканий, непорушний, святий |
| 14. | divine | [dɪ'vaɪn] | даний Богом, божественний, релігійний, божий, святий |
| 15. | A.D. (anno domini) | [ˈænəu'dɒmɪnaɪ] | лат. нашої ери |

16.	pitcher	['pɪtʃə]	глечик
17.	clay figurine	[kleɪ 'fɪgʃʊrɪ:n]	глиняна статуетка
18.	chronicler	['krɒnɪklə]	літописець
19.	bullion	['bʊljən]	злиток золота або срібла
20.	sculpture	['skʌlpʃə]	гравюра, різьблення, складки на земній корі, скульптура
21.	carving	['kɑ:vɪŋ]	випилювання, різьбярський виріб, вирізування, дереворит, легка хімія, різьблення
22.	plough	[p'lau]	пахати
23.	churn to rubble	[ʃɜ:n]	спалювати дотла
24.	deal	[di:l]	частка; угода
25.	conviction	[kən 'vɪkʃən]	довід, засудження, осуд, переконання, упевненість
26.	Biblical Studies	['bɪblɪkəl 'stʌdɪz]	бібліологія
27.	bowl	[bəʊl]	чаша, ваза, миска
28.	braid wrap	[breɪd ræp]	шаль, плед з тасьми
29.	cave painting (art)	[keɪv 'peɪntɪŋ]	печерний живопис
30.	century	['sentʃʊri]	вік, століття
31.	ancient	['eɪnʃ(ə)nt]	древній, античний
32.	B. C. (before Christ)	[bɪ'fɔ: kraɪst]	до нашої ери
33.	bone harpoon	[bəʊn hɑ:'pu:n]	кістяний гарпун
34.	annals	['ænlz]	аннали, літописи
35.	issue	['ɪʃu:]	видання, випуск, витікання, наплід, наступництво, питання

Unit 3

The Development of Civilization

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

The Development of Civilization

Civilization is one of the most important forms of human reality and life. All civilizations are closely related. However, each has its own specific features characterizing different *phenomena*¹ of social life. European civilization began over 4,000 years ago. *Wandering*² tribes from central Europe made their homes in the country we now call *Greece*³. These first *Greeks*⁴ were *farmers*⁵. They lived in villages with wooden houses. They used horses and *carts*⁶ for transport and grew *wheat*⁷ in their fields. Later, about 2,600 years ago, the Greeks produced brilliant poets, artists, scientists, builders, *craftsmen*⁸ and philosophers. They also developed the idea of democracy, a form of *government*⁹ in which all *citizens*¹⁰ have the right to choose their rulers. This idea began in *Athens*¹¹. Athens was one of the city *states*¹² formed in Greece after about 850 BC. There were other city states¹³ in *Thebes*¹³, *Argos*¹⁴, *Corinth*¹⁵ and *Sparta*¹⁶.

Europe’s first major culture *existed*¹⁷ on the Greek island of *Crete*¹⁸ from around 200 BC to 1450 BC. This “*Minoan*”¹⁹ civilization had an important place in world history, as building the first civilization to appear on European *soil*²⁰. The

Minoans had its own cities, roads and palaces. Between the ninth and third centuries its center was the city of Athens, where many important “European” ideas about democracy, law, philosophy and art were born. The Minoan Civilization was a highly evolved civilization with a *matriarchal*²¹ religion, beautiful art, a *sophisticated system*²² of writing and complex *belligerent*²³ *relations*²⁴ with neighboring nations.

After Greece, Italy became the *dominant*²⁵ nation. In the 8th century BC, two small villages stood on the *Palatine Hill*²⁶ above the *River Tiber*²⁷

in Italy. The *villagers*²⁸ were farmers. They lived in *thatch-roofed huts*²⁹ made of wood and *wickerwork*³⁰ and *covered*³¹ in *clay*³². It seems amazing that these villages could grow into one of the *mightiest powers*³³ Europe has ever known. But that is what happened. From these villages there grew the city of *Rome*³⁴. From the city of Rome, there grew the *Roman Empire*³⁵. Founded in 753 BC as a republic, Rome became powerful around 300 BC, and 200 years later it ruled almost the *entire*³⁶ *Mediterranean*³⁷ world.

Rome was connected by a network of roads and controlled by a huge army. After 27 BC it was ruled by *emperors*³⁸. Roman Empire was one of the richest, most successful empires the world had ever seen. But during the third and fourth centuries AD, tribes of ‘*barbarians*’³⁹ the Visigoths (AD 410) and the Vandals (AD 455) began *to attack*⁴⁰ its *frontiers*⁴¹. Later, more and more barbarians *flooded*⁴² into the empire. At last, in AD 476 a barbarian called *Odoacer*⁴³ made himself king of Italy. So, after 750 years, the Roman Empire came to an end in Europe.

*The Franks*⁴⁴, one of the barbarian tribes, *settled*⁴⁵ in Central France. When *Charlemagne*⁴⁶ (AD 742–814) became their leader they *conquered*⁴⁷ a large part of Western Europe. Before Charlemagne’s death, the “*Holy*⁴⁸ Roman Empire” spread from the *Pyrenees*⁴⁹ to present-day Germany.

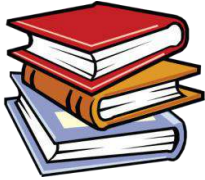
Some interesting facts!

The Minoan Civilization is the culture that flourished on the island of Crete, in the Aegean Sea, during the III and II millennia BC. It is named after King Minos, who was recorded in Greek tradition as a prehistoric king of Crete.

Minoan culture is divided into three periods:

- Early Minoan (2900–2000 B.C.),
- Middle Minoan (2000–1550 B.C.),
- and Late Minoan (1550–1200 B.C.).

The Minoan civilization was first recognized as distinct from the Mycenaean civilization of mainland Greece by Sir Arthur Evans, the British excavator of its largest site, the palace of Knossos.



Key-Words

1. phenomenon [fi'nɒmɪnən] явище, феномен
2. wander ['wɒndə] мандрувати, бродити, ходити, заблудити
3. Greece [gri:s] Греція
4. Greek [gri:k] грек, гречанка, грецький, грецька мова
5. farmer ['fɑ:mə] фермер, землероб, орендар
6. cart [kɑ:t] віз, колісниця
7. wheat [wi:t] пшениця
8. craftsman ['krɑ:ftsmən] ремісник, майстер
9. government ['gʌvnmənt] уряд, урядування, форма правління, керування
10. citizen ['sɪtɪzn] громадянин, громадянка, житель, цивільна особа, міщанин
11. Athens ['æθɪnz] Афіни
12. state [steɪt] держава
13. Thebes [θi:bz] Фіви
14. Argos ['ɑ:rgɔ:s] Аргос
15. Corinth ['kɒrɪnθ] Коринф
16. Sparta ['spɑ:tə] Спарта
17. exist [ɪg'zɪst] існувати
18. Crete [kri:t] Крит
19. Minoan [mi'nəʊən] Мінойська
20. soil [sɔɪl] земля, ґрунт
21. matriarchal [,meɪtrɪ'ɑ:k(ə)l] матріархальний
22. sophisticated [sə'fɪstɪkeɪtɪd] складний
23. belligerent [bɪ'lɪdʒərənt] войовничий, воюючий
24. relation [rɪ'leɪʃən] ставлення, відношення, зв'язок, стосунок

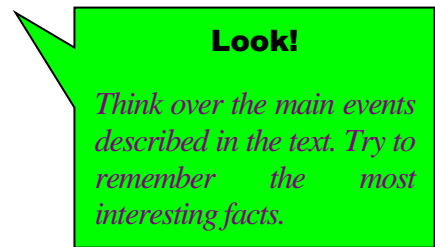
25. dominant ['dɒmɪnənt] домінуючий, панівний, правлячий; домінанта
26. Palatine Hill ['pælətəɪn hɪl] Палатинський пагорб
27. River Tiber ['rɪvə 'taɪbə] річка Тібр
28. villager ['vɪlɪdʒə] сільський житель, мужик, селянин
29. thatch-roofed hut [θætʃ ru:ft hʌt] хатина з солом'яним дахом (стріхою)
30. wickerwork ['wɪkəwɜ:k] плетені вироби, плетіння
31. covered ['kʌvəd] вкритий, покритий, обліплений, захищений
32. clay [kleɪ] глина
33. mightiest powers ['maɪtɪst 'paʊəz] могутні (величні) держави
34. Rome [rəʊm] Рим
35. Roman Empire ['rəʊmən 'empraɪə] Римська Імперія
36. entire [ɪn'taɪə] весь, цілий, суцільний, повний
37. Mediterranean [,medɪtə'reɪnjən] Середземноморський
38. emperor ['emprə] імператор
39. barbarian [bɑ:'beəriən] варвар
40. attack [ə'tæk] нападати, атакувати
41. frontier ['frʌntɪə] межа, рубіж, кордон
42. flood [flʌd] вторгтися, завалювати, заливати, затоплювати
43. Odoacer [ɒdʊ'eɪsə] Одоакр
44. Frank [fræŋk] франк
45. settle ['setl] селитися
46. Charlemagne ['ʃɑ:lə'meɪn] Карл Великий
47. conquer ['kɒŋkə] завойовувати, підкорювати
48. Holy ['həʊli] святий, священний, праведний
49. Pyrenees [pɪrə'ni:z] Піренеї



Comprehension Check

I. Check your understanding.

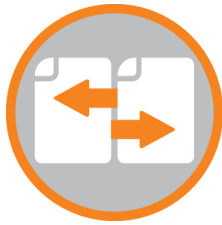
1. Give the definition of civilization.
2. When did European civilization begin?
3. How did European civilization emerge? What is the development of European Civilization?
4. What did they produce and develop?
5. Describe Europe's first major culture.
6. Can you tell about Roman Empire?
7. Who were barbarians?
8. What were the achievements of barbarian tribes?



True or False?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|---------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. All the civilizations are not closely related. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Each civilization has its own specific features characterizing different phenomena of transcendental life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. First Greeks were fishermen and lived in villages with cottages. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. As for the Minoans, they had their own cities, roads and palaces. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. From the city of Athens, there grew the Roman Empire. | <input type="checkbox"/> | <input type="checkbox"/> |



Matching

III. Match the words and their definitions.

- evolve ➤ dedicated or consecrated to God or a religious purpose
- cart ➤ the upper layer of earth in which plants grow, a black or dark brown material typically consisting of a mixture of organic remains, clay, and rock particles
- wander ➤ a strong open vehicle with two or four wheels, typically used for carrying loads and pulled by a horse
- conquer ➤ a group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area
- holy ➤ develop gradually, especially from a simple to a more complex form
- barbarian ➤ walk or move in a leisurely, casual, or aimless way
- soil ➤ arrive in overwhelming amounts or quantities
- flood ➤ a member of a community or tribe not belonging to one of the great civilizations (Greek, Roman, Christian)
- village ➤ a sovereign ruler of great power and rank, especially one ruling an empire
- emperor ➤ overcome and take control of (a place or people) by use of military force

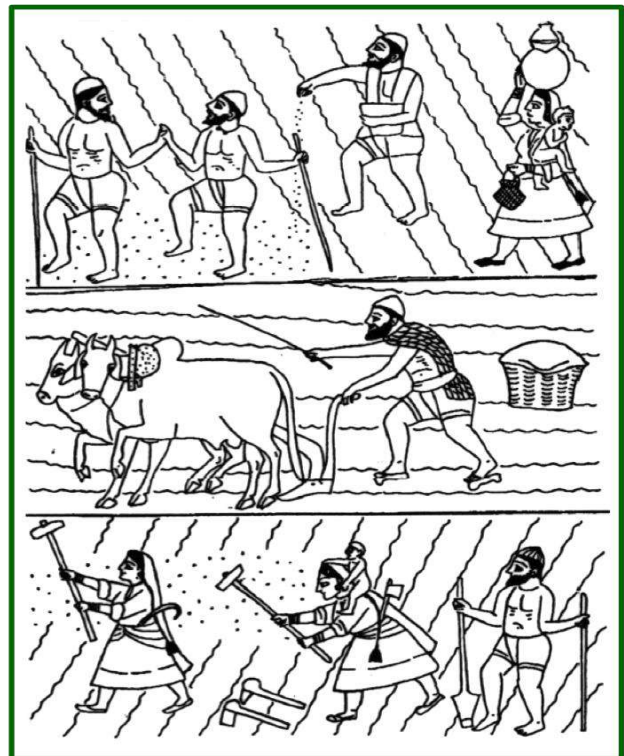
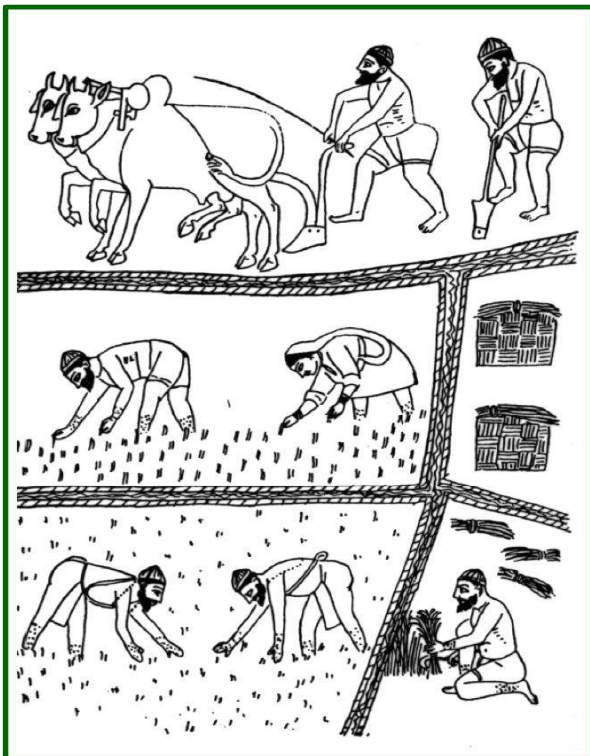


IV. Fill in the gaps with appropriate words from the suggestion box.

nation	country	life
history	homes	rulers
government	world	citizens

1. In general, civilization is one of the most important forms of human ... and ...
2. Many tribes traveled from central Europe and made their ... in the ... we now call Greece.
3. They developed the idea of democracy, i.e. form of ... in which all ... have the right to choose their ...
4. The Minoan civilization had an important place in world ...
5. After Greece, Italy became the dominant ...
6. When Rome became powerful, it ruled almost the entire Mediterranean ...

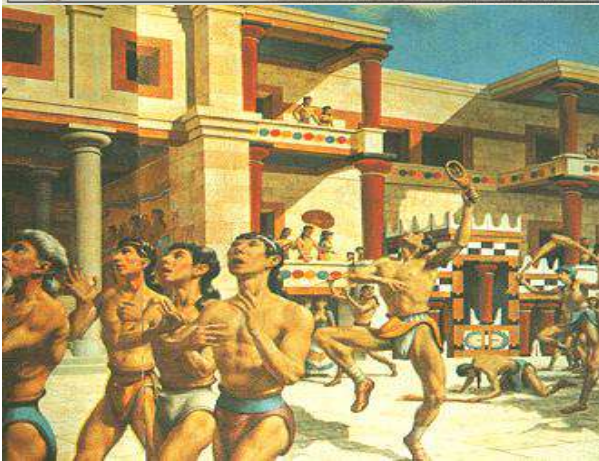
V. Describe these drawings of rice and wheat cultivation. Was agriculture useful and profitable for people?





VI. Search a right picture:

- a) Minoan Civilization;
- b) Camp-Stool Frescoes: Loving Cup of Minoan Ritual;
- c) Ancient Rome;
- d) Palace of Minos at Knossos. 1600 B.C.



Make a story with the help of these pictures.



VII. Fill in the missing letters in the following words.

Ph_nom__on, Gr_k, c_t_z_n, crafts__ __, C_r_nth, st_t_, gov__nm__t,
Cr_t_, so_l, Arg_s, do__ant, r_l_t_on, be__igere_t.



VIII. Form the sentences using such words and word-combinations.

Rome, mightiest powers, thatch-roofed hut, to attack, frontier, to settle, Greece, to exist, sophisticated, covered, clay, entire.

IX. Make an illustrated acrostic poem

Name _____

***Draw a history-related picture, than write an acrostic poem about it.
Start each line of your poem with the letter on that line.***



C	
I	
V	
I	
L	
I	
Z	
A	
T	
I	
O	
N	



X. Give the English equivalents.

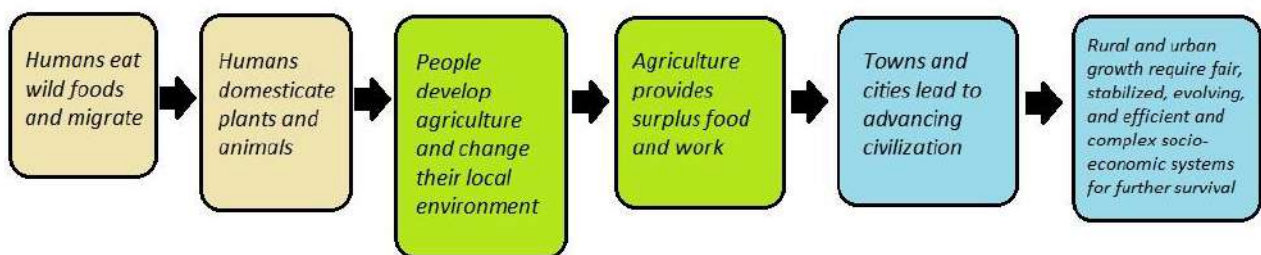
Явище, колісниця, ремісник, землероб, держава, складний, земля, зв'язок, плетені вироби, Римська Імперія, могутні держави, Рим, імператор, варвар, сільський житель, Середземноморський, завойовувати, священний.

XI. Work in groups. Play the game. You will need a dice, some coins and a watch. Who will be the winner in each group?

FINISH	Go back 4 spaces	Miss a turn	Talk for one minute about regional (AD 400 – 1500) and global civilizations (16 th - 20 th century)	Go to finish
Talk for one minute about the Aegean (2000 BC) and China (1600 BC)	Go on 2 spaces	Talk for one minute about America (1200 BC) and the Mediterranean (from 1000 BC)	You have thirty seconds to list the earliest American civilizations (1200 BC)	Miss a turn
Go back 2 spaces	What do you know about the Indus (2500 BC)?	Miss a turn	You have thirty seconds to list main advantages to a developing civilization	Speak for one minute on the Mesopotamia and Egypt (3100 BC)
START	Talk for one minute about the ingredients of civilization	Talk for one minute about Mesopotamia and Egypt (3100 BC)	Go on 3 spaces	You have twenty seconds to list the civilization requirements of rudimentary civil service

Review the material with the help of this chain. Discuss the statements.

Development of Civilization



XII. Read the clues and put the words in the puzzle.

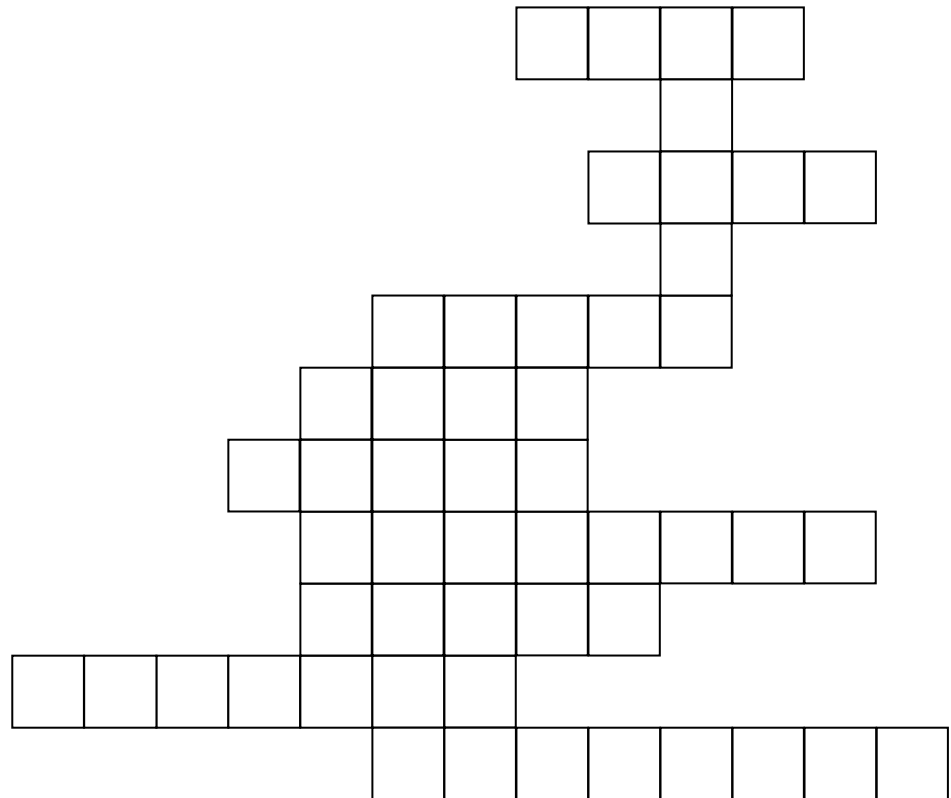
Romulus and Remus

The Romans believed that their city was founded, in 753 BC, by the twins ... and According to ... legend, the ... were thrown into the River Tiber by a great-uncle who was ...

of them. They floated down the river and came ashore near the ... where ... now stands. There, they were fed by a she-wolf and eventually rescued by a

When they were building the ... of Rome, Remus made fun of the city

wall which Romulus was building. For this, Romulus killed him. Later, Romulus became the first ... of Rome. When he died, Romulus was believed to have become a war god called



(ANSWERS: 1 – Romulus; 2 – Remus; 3 – Roman; 4 – twins; 5 – jealous; 6 – place; 7 – Rome; 8 – Shepherd; 9 – city; 10 – king; 11 – Quirinus).



XIII. Discuss the problems with your peers.

1. What are the limits of Ancient History?
2. What types of calendars do you know? How do they differ?
3. What are the main historical periods of the development of mankind?
4. Describe the basic theories of the man's origin.
5. What was the center of ancient Greek culture?
6. What country became a dominant nation after Greece? What are the proofs of that?



Sentence study

XIV. Translate into English concentrating on the topical vocabulary.

1. Історія суспільства – це розвиток людської цивілізації, що проходила певні етапи і закономірні стадії соціального поступу (social progress). 2. Поняття “цивілізація” формувалося історично, а філософи в різні часи вкладали в нього різний зміст (content). 3. Під цивілізацією розуміють не тільки результати матеріальної і духовної діяльності людей, а й спосіб відтворення суспільних відносин (public relations), соціальну організацію, що творить і відтворює суспільне життя. 4. Загалом цивілізація розглядається як людська спільнота (human community), що впродовж певного періоду часу має стійкі особливі риси в соціально-політичній організації, економіці та культурі, спільні духовні цінності та світогляд. 5. Цивілізація – це такий щабель розвитку людства, коли власні соціальні зв'язки починають домінувати над природними, а суспільство починає розвиватися і функціонувати на своєму власному ґрунті.



Do you know that ...

XV. Read the text fragments to obtain and discuss the information.

The Greeks believed their gods lived in a palace above the clouds on Mount Olympus. Zeus and Hera, father and mother of the gods, sat on beautiful thrones in the palace. Zeus' throne was made of black marble and gold. Its seven steps were in the seven colours of the rainbow. Hera's throne was made of shining crystal, decorated with golden cuckoos. In front of Zeus and Hera sat five gods and five goddesses. One of these gods was Poseidon, god of the sea, rivers and horses. Demeter was the corn goddess. The Romans called her 'Ceres'. From this name, we get our word 'cereal'. Although the gods lived on Mount Olympus, they often disguised themselves as humans and visited the Earth.

Read the text for the second time and do the following:

1. Give your own title to the text.
2. Compress the text into 3 sentences.

How the Calendar Came about

The word "calendar" has been derived from the Latin "calends", the day of the new moon and the first day of the ancient Roman month. The calendar now in use throughout the world is called the Gregorian calendar; it was introduced by Pope Gregory XIII in the 16th century.

Though in early days a calendar was required primarily for religious observance, it was used for civil purposes as well. Unlike modern man, who uses artificial time intervals, primitive man utilized the cycle of recurring natural phenomena, the most obvious and most precise of which were the

alternation of night and day and phases of the moon. Other less precise but naturally recurring phenomena were also made use of for calendar purposes, e.g. the sprouting of leaves, the coming of the rains, etc. Longer periods of time were often marked off by the number of harvests, the number of winters or some other occurrences. Thus a child who had lived through ten harvests or ten snows was ten years old.

Primitive man was intrigued by various celestial phenomena which displayed themselves in the clear night skies. He had recognized stars long before he invented written records. Principal stars were grouped into patterns which men identified with familiar animals or with the gods, goddesses, heroes, heroines and creatures of mythology. Since the appearance of the predominant constellations coincided with the natural phenomena, it was possible to trace the path of the moon and that of the sun through the sky. Those constellations were visible just before sunrise, or just after sunset, so primitive man naturally watched them as he rose with the dawn and 'went to bed' at sundown. The risings and settings of stars allowed him to derive the position of the sun among the stars and thus a calendrical year was ultimately obtained.

The height to which the sun rose above the horizon at midday was carefully observed by men and finally it was noticed that the sun was above the horizon for the longest period at midsummer. The shadows which were cast by trees were used by primitive civilizations to measure the altitudes of the sun. In such a way the seasons were discerned.

(From "English for Humanities" by A.S. Chislova)



Reading up

Read the following texts and highlight the basic ideas.

The Roman Empire

At first, the Romans were ruled, not by emperors, but by kings. The trouble was, some of these kings were cruel tyrants. The Romans decided to get rid of them. In 510 BC, they threw out the Etruscan king, Tarquinius, and made Rome into a republic. The republic was governed by two consuls and a powerful senate, made up of aristocrats or patricians. The poorer people, called plebeians, were represented by elected tribunes. The Romans, both patrician and plebeian, hated kings. The famous dictator and general Julius Caesar was murdered in 44 BC because some people thought he wanted to make himself king in Rome.

Caesar was the greatest and most powerful of all the Roman generals who led the Roman Army. Rome's army was by far the best organized and most disciplined of its time. Their victories built up an empire which finally stretched from the north of England east to the deserts of Arabia.

A Fine Existence

Life inside the empire could be very comfortable. Rich Romans lived in splendid mansions warmed by hypocausts. This was an early central heating system whereby heat from fires in the basement was spread through pipes into the hollow walls of the rooms. At great banquets held in these mansions, people lay on couches and ate enormous meals of meat, fish, cheese, vegetables and fruit. While they ate and drank, they were entertained by dancers, musicians and poets. There were also many people in Rome whose lives were very hard. The poor lived in blocks of flats called insulae (islands). Insulae were usually badly built and often fell down, killing many people.

Others died in fires which burned down the insulae or from the diseases caused by dirt and lack of hygiene in their homes.

The life led by slaves was even harder. Some became gladiators and fought in the arena to entertain huge crowds. When a gladiator fell or was injured, the crowd could decide whether or not his opponent should kill him. People also watched wild animals fighting in the arena, and enjoyed the very dangerous chariot races held in the Circus. The charioteers were usually slaves, like the gladiators.

Minotaur – a Myth or Reality?



One of my favorite myths is the journey of Theseus in the Minoan Crete. That journey had as a purpose to put an end to the death toll that the Athenians owed for many years in the king of Crete, Minoa. What happens though, if it is not only a myth? A majority of people is only aware that the story begins when the Athenians lost the war against the king of Crete Minoa. So, Minos as a forfeiture sets the sacrifice of seven young Athenian girls and boys to

Minotaur. That would happen every single year.

According to the myth the Minotaur was born by the union of Pasiphae (Minoa's wife) with the white Taurus, which she deeply fall in love with. The result of this union was a creature with a Taurus head and a human body. When Minotaur was born king Minoa asked from the most creative engineer of all ages, Daedalus, to build a labyrinth where he would imprison the Minotaur.

In that way Athenians, because of their loss, they were forced to sacrifice 14 young citizens to Minotaur. The son though of the Athenian's king, Theseus, decides make the Journey to Crete, kill Minotaur and set free his home place from that bloody sacrifice.

Having arrived in Crete Theseus, falls in love with the beautiful Ariadne, daughter of Minoa. She accepts to help him under one term. Only if he promises her that he would take her with him to Athens. The young Theseus agrees and she gives him the famous Ariadne's thread. Theseus finally kills the Minotaur and by following the thread he finds his way out of the labyrinth. Here though it comes the question that we put under conversation before. What if the myth of Theseus it is not just a fantastic fairytale, but there is also a big dose of truth in it?

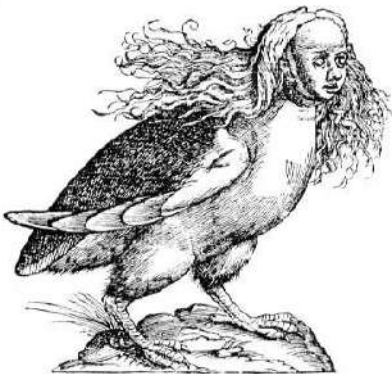
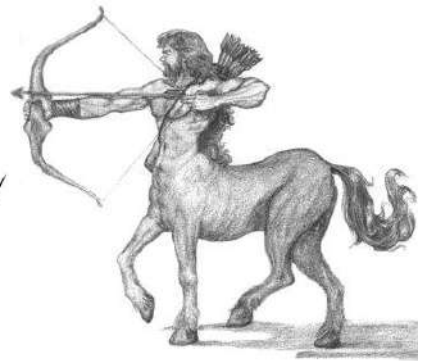
The archaeological excavations revealed in the island the ancient city and the palace of Knossos in which according to the myth must have been placed the labyrinth. The city was built in the Bronze Age and reached the ultimate point in the 18th century. In that era the palace was built with extend of 200 acres. Almost 1.000 rooms were built, and in that way the palace looked like a labyrinth.

In 1979 in the northern ward of the palace, were revealed the full skeletons of 4 people. We assume that they belong to children. The analysis that the bones were passed through showed that the bones had hits either by blade either by fags. The experts concluded that the hits left wounds where the flesh separates from the bones. Obviously children were sacrificed first and then got eaten.

(From "Tag Archives: Minoan Crete")



Find the right picture by the certain title: dragon, unicorn, Phoenix, griffin (griffon, gryphon), mermaid (nix, nixie, water nixie, sea maid, sea maiden, naiad, water nymph, water elf, ocean nymph, sea nymph, river nymph; Nereids, Oceanids, sea divinities, sea deities, sea goddesses), Pegasus (hippogryph), centaur, harpy, siren.





Read the following text fragments and entitle them.

Far away from Rome, out on the borders of the empire, the Roman Army stood guard against wild barbarian invaders. As long as the Army was strong, the inhabitants of the empire could lead their lives in peace and travel the magnificent Roman roads in safety. However, in the 5th century AD, the Roman Army was finding it more and more difficult to keep back the barbarians. Slowly, the Roman Empire became weaker, and by AD 500 it had collapsed.

By 900, several foreign armies were attacking the Holy Roman Empire. One of them belonged to the Vikings, who came from Sweden, Denmark and Norway. The Vikings traveled by sea in "longboats" and were very successful soldiers. They settled in Ireland, Britain, parts of Russia and also Northern France, where they became known as "Normans" (north men). In 1066 it was a Norman called "William the Conqueror" who invaded Britain and became King William I.

In the western ward of the palace, now, where found 3 skeletons. The one of them belonged to an 18 year-old-men. The skeleton was found lying on an altar in the room with the spears. His feet were tied and the young man finally died from a hit to the heart with a bronze knife. In the place near the altar there was a special column of gutter, so the blood from the victim's wounds to drip. From a study is demonstrated that the young man died from loss of blood. In the same area was found the skeletons of a 28 year-old woman as well as the skeleton of a 40 year-old man. Another skeleton was found in the same building, had such severe damage, the researchers they only thing they were able to determine is that it belonged to a man. The human sacrifices took place during the period of decline in the Minoan Crete. Most of times children were sacrificed, thing which formed the basis for the myth of Minotaur.

What I love especially in the myths is that the interpretation is connected to real life, in human acts, passions and deepest desires. Thus, the killing of the Minotaur symbolizes the end of human sacrifice. The labyrinth, on the other, is the thought, the very nature of the human beings. Complicated, supposedly easy to traverse, tough interpreted and difficult someone reaches the exit. The ones that have entered without methodical thought and dynamic spirit, died. Theseus symbolizes the man, who controls himself, his thought and his passions. For other persons like, Minos, Pasiphae and Daedalus, these are symbols of desire and deception.



Supplementary Reading

Read and discuss the texts.

Text 1

Ancient Greece

Sparta was the chief rival of Athens. It was a military state, which meant that its most important activity was war. The Spartans thought only weak people liked comfort, good food, art, music, poetry or philosophy as the Athenians did. Spartan boys and girls were trained in special schools to make them tough and strong.

Life in Athens was quite different. There, houses had comfortable furniture, and floors made of beautiful mosaics. Craftsmen made mosaics by forming a sort of patterned 'carpet' from small coloured stones. The Athenians loved to play music on lyres or flutes, and they admired beauty in sculpture and architecture. They also liked to see plays performed in theatres and discussed the ideas of great philosophers. Like other Greeks, Athenians were fond of sport. The Olympic Games were begun in Greece in 776 BC.

If the Spartans, or anyone else, thought Athenians were weak because they lived comfortable lives, they were wrong. The Athenians were brave, skilful fighters. They won many wars against their enemies, including Sparta and Persia. The Athenian navy also won great victories. In 480 BC Athenian ships helped to defeat the Persian fleet at the battle of Salamis. This was a splendid triumph, because the Greek fleet was much smaller than the Persian fleet.

Greek merchants were also brave, adventurous people. They sailed to places all round the Mediterranean Sea and often set up colonies there. Unfortunately, there were many quarrels among the Greek city states and later, this made it possible for powerful enemies to conquer them. First, King Philip

of Macedonia made himself ruler of all Greece in 338 BC. Then, in 130 BC, the Romans overcame the Greeks and Greece became part of the Roman Empire.

The ideas of the Greeks survived, though. Today, many countries have democratic governments, just like the Athenians. Also, many of our ideas about science, philosophy, art, architecture, music and theatre come from those of the Greeks.



Open Discussion

1. What was Sparta? What was their nature?
2. Was life in Athens quite different? Why?
3. What did they like to do?
4. Were the Athenians brave and skilful fighters?

Text 2

The Civilizations of Ancient Mexico

Many ruins, the remnants of ancient cities and villages, are scattered over nearly all the present-day Mexico. Sculptures, great monoliths, small terracotta masks and idols have constantly been ploughed up in some parts of the country. These, as well as arms, jewels, and many other objects discovered there, are proofs of a great degree of culture attained by the native people. The studies of ancient Indian civilizations, the problems, which are connected with the origin of these peoples, their languages and scripts, have agitated scholars for centuries.

The Spaniards were the first to arrive in America. The first conquest in the West Indies during last years of the 15th century was a failure for the Spanish adventurers in search of riches. Then a rumour began to spread that beyond the mountains there lived the emperor of the people called the Aztecs. It was said that he lived in a gold castle, slept in a gold bed and ate from gold

plates. In 1519, six hundred Spaniards led by Hernando Cortez landed at the Mexican coast. In two years and five months they conquered the capital of the “Aztec Empire”.

The Aztec Empire flourished on the territory of present Mexico at the time of the Spanish conquest. The Aztecs and other highly civilized peoples inhabited the central and southern parts of the country. One hundred and twenty five languages were spoken throughout the area. A system of writing and an efficient numerical system were widely used. They had a calendar of their own which was based in part on the solar year. The Aztecs raised maize, beans and other aboriginal crops. Trade was highly developed. They had an organized government and a priesthood which administered their elaborate religion.

The conquerors were greatly impressed by the wealth of the native rulers and the advanced culture of the priests. But they were more ruthless in trampling out the “heathen” civilizations of the American Indians and a decade later all the beautiful towns were churned to rubble, the manuscripts reduced to ashes and most of the people destroyed or enslaved.

(From “English for Humanities” by A.S. Chislova)



Open Discussion

1. Who were the first to arrive in America?
2. Who did land at the Mexican coast in 1519?
3. How long did six hundred Spaniards led by Hernando Cortez conquer the capital of the “Aztec Empire”?
4. Where and when did the Aztec Empire flourish?



Useful Tips

Tip 1: Take a deep breath and SPEAK! The more you think about speaking, the more nervous you will get. Just try speaking more. Next time you go to English class or speak English, count how many times you speak in five or ten minutes. After that, try to speak more. If you spoke one time today, next English class, try to speak two or three times. The more you speak the more you will learn how to communicate properly.

Tip 2: Don't apologize for not knowing everything or "Not speaking English!" You are learning English... You are trying, right? That's what's important. You don't say "I don't know how to cook that." and stop cooking new things or "I don't now how to use a computer." and stop using new computer apps and programs. You just keep doing your best and you learn more and more as time goes on. Please don't say 'I DON'T speak English'. Instead you could say:

- "I am learning English. Could you speak a little slower?"
- "I'm sorry, I didn't understand."
- "Could you repeat that?"
- "So, you're saying that.... [rephrase what you heard]"
- "What does _____ mean?"



Interactive Evaluations

- Students can be directed to use various presentation software programs to present the knowledge gained from the analysis of primary sources.
- The creation of web pages to highlight the primary sources and information they have provided can enhance student understanding and encourage interest in the material.

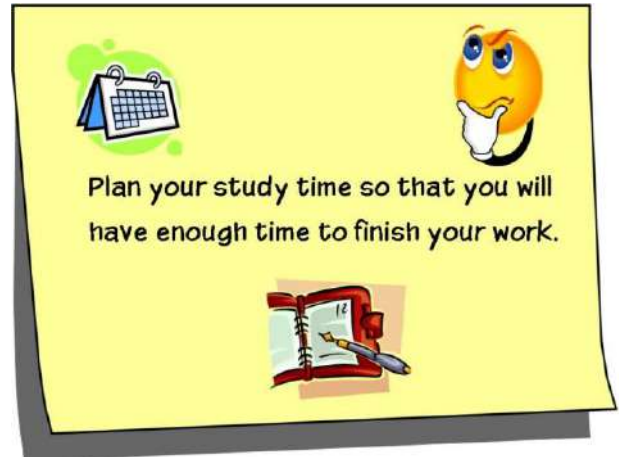




Test Yourself

1. The agricultural revolution made it possible for people to

- a) develop civilizations.
- b) discover fire.
- c) believe in an afterlife.
- d) develop spoken languages.



2. Which of the following physical features influenced the migration patterns of early peoples and led to the development of civilizations?

- a) coastline
- b) river valley
- c) plateau
- d) lake

3. The fact that the calendar we use today is similar to the one developed by ancient Egyptians is a result of

- a) social equality.
- b) environmental changes.
- c) cultural diffusion.
- d) organized religion.

4. Which sentence best describes reasons why Egyptian civilization developed along the Nile River?

- a) The river provided fertile soil for crops and served as a transportation route.
- b) The river provided protection from invaders and served as recreation for families.

c) The river isolated Egyptians from other peoples and prevented cultural diffusion.

d) The river was important to Egyptian religion and served as a burial place for pharaohs.

5. The process of mummification enabled Egyptians to

- a) create a system of picture writing.
- b) develop a calendar similar to the one we use today.
- c) prepare their dead for the afterlife.
- d) preserve statues and paintings.

6. In what way does geography help explain the rise of both the Egyptian civilization and the Sumerian civilization?

- a) Both civilizations developed along a seacoast.
- b) Both civilizations developed in river valleys.
- c) Both civilizations developed near mountains.
- d) Both civilizations developed on islands.

7. Groups invaded and conquered civilizations in the Fertile Crescent because the

- a) Fertile Crescent lacked natural barriers.
- b) civilizations lacked effective leaders.
- c) Fertile Crescent could not support a civilization.
- d) civilizations made no important contributions to the world.



Project Work
Make your project.

Pay attention to these definitions.

Definition: Project Success

achieving the objectives and delivering the scope, while complying with project constraints



Project Definition



Goals and objectives

Specific deliverables



And now make your project on one of these statements.

1. History of the concept.		8. Fall of Civilizations.		
2. Main characteristics.		9. Modernity.		
3. Cultural identity.		10. Future perspective.		
4. Complex Systems.	5. Origins of Civilizations.	6. Early Civilizations.	7. Medieval of Early Modern.	11. European Civilizations.



Expanding Vocabulary

1.	annalist	['ænəlɪst]	історіограф, літописець, хронікер
2.	chronograph	['krɒnəʊgrɑ:f]	хронограф, хронографія
3.	Ancient History	['eɪnf(ə)nt 'hɪstəri]	історія стародавнього світу
4.	collapse	[kə' læps]	банкрутство, загибель, знесилення, обвал, руйнування, колапс
5.	classical antiquity	['klæsɪkəl æn 'tɪkwɪti]	класична античність
6.	ecclesiastical	[ɪ, kli: zɪ 'æstɪkəl]	церковний, духовний, священницький
7.	arms	[ɑ: mz]	зброя
8.	sword arm	[sɔ: d ɑ: m]	воєнна сила
9.	resettlement	[, ri: 'setlmənt]	розселення
10.	settling	['setlɪŋ]	відрегулювання, колонізування, розселення, стабілізація, урегулювання
11.	lifestyle	['laɪf, stɑɪl]	спосіб життя
12.	godly	['gɒdli]	благочестивий, набожний, релігійний
13.	arrival	[ə 'raɪv(ə)l]	прибуття, прихід, приїзд
14.	reconnaissance	[rɪ 'kɒnɪsəns]	дослідження, зондування, розвідка
15.	immutable	[ɪ 'mjʊ: təbl]	непорушний, незмінний
16.	attain	[ə 'teɪn]	досягати
17.	break an agreement	[ə 'gri: mənt]	порушити договір

18. business law	['bɪznɪs lɔ:]	господарське право
19. challenge	['tʃælɪndʒ]	виклик
20. Christianity	[,krɪstɪ'ænɪti]	християнство
21. civic duty	['sɪvɪk 'dju:ti]	громадянський обов'язок
22. clergy	['klɜ:dʒi]	духовенство
23. cognitive evolution	['kɒgnɪtɪv ,i:və'lu:ʃən]	когнітивна (пізнавальна) еволюція, розвиток
24. departure	[dɪ'pɑ:ʃə]	вихід, відхилення, відступ
25. imperialism	[ɪm'prɪəriəlɪzəm]	імперіалізм
26. metropolis	[mɪ'trɒpəlɪs]	метрополія
27. Ancient Empires	['eɪnʃ(ə)nt 'empraɪəz]	давні імперії
28. Medieval Empires	[,mædɪ'i:vəl]	Середньовічні імперії
29. Empires of New Age	[ɪnju: eɪdʒ]	імперії Нового часу
30. Neanderthal man	[ni'ændəʔɑ:l mən]	неандертальська людина
31. siege	[si:dʒ]	облога, ранг, трон
32. ancients	['eɪnʃ(ə)nts]	древні народи
33. Middle Ages	['eɪdʒɪz]	середні віки
34. historical novel	[hɪs'tɒrɪkəl 'nɒvəl]	історична повість
35. social explosion	['səʊʃəl ɪks'pləʊzən]	соціальний вибух

Unit 4

The Peoples of Europe

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

The Peoples of Europe

What are *human races*¹? These are groups of people historically developed. These people are connected by *common origin*² and generally *reflected*³ (or *transmitted*⁴) by *hereditary*⁵ morphological and physiological *traits*⁶. As a collective and *individual variability*⁷ is not identical, the human races are not the *collectivity*⁸ of individuals, but populations, i.e. *territorial communities*⁹ of people, between which marriages are concluded for many generations more often than with people of other communities.

One reason why Europe has always been so important and why so many people live there is that the continent stands at the *crossroads*¹⁰ of eastern and western, and northern and southern nations. The earliest civilizations grew up along the coasts of the Mediterranean. That sea for centuries was a *highway*¹¹ for *trade*¹² and *colonizers*¹³, and for the exchange of new ideas. Another reason is Europe’s climate, which is generally mild, with enough rain to water the *fertile soil*¹⁴ all the year round. The warm waters of the *Gulf Stream*¹⁵ flow round Europe’s western and southern coasts and keep the *harbours*¹⁶ there ice-

free. The winds also help because they usually blow from the west, sweeping warm air across the continent.

All the inhabitants of Europe belong to the white or *Caucasian*¹⁷ race. According to physical characteristics these “whites” fall into three racial types – *Nordic*¹⁸ (*Baltic*¹⁹), *Alpine*²⁰ and Mediterranean.

Nordic or Baltic man *extends*²¹ over north-western Europe from the British Isles eastward along the shores of the Baltic. The Nordics *rank*²² among the tallest of existing peoples and have the whitest skins of all mankind. The Nordic sub group is recognizable by their very light hair, blue or grey eyes, and long, narrow heads. They are well marked in *Scandinavian*²³ lands.

Alpine man spreads through the *highlands*²⁴ of central Europe from France to the *Balkans*²⁵. The Alpine sub group is recognizable by their medium height and stocky build, with light brown skin, brown hair and eyes, and broad or round heads.

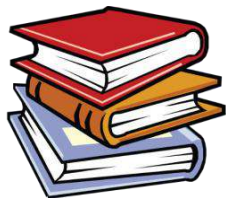
Mediterranean men are *prevalent*²⁶ in Southern and Southeast Europe, including Spain and Portugal, southern France, central and southern Italy, Greece, and the adjoining islands. The Mediterranean sub group is recognizable by their short and slender stature, with dark brown or black hair, dark eyes, a brunette complexion, and long heads.

In general peoples of Europe *exceeds*²⁷ 40% of the world population. They are the product of *prolonged crossbreeding*²⁸ of these three racial types. Due to the European *colonization*²⁹ since the late fifteenth century this crossbreeding began thousands of years before the *dawn*³⁰ of history, as Europe

Useful to Know!

The peoples of Europe can be conveniently grouped according to the languages they speak. One major group is made up of so-called Germanic peoples. These include the Germans, English, Dutch, Swedes, Norwegians, Danes, and Icelanders. The Latin peoples originally spoke Latin and are descended from the inhabitants of the Roman Empire. They are made up of Italians, Romanians, French, Portuguese, and Spanish. Ukrainians, Russians, Bulgarians, Serbo-Croats, Poles, and Czechs belong to the Slavic group. Many of the people who live in Brittany in France, and in Wales, Scotland, and Ireland are Celts. Another group is made up of Turks, Estonians, Lapps, Finns, and Hungarians. The Albanians, Armenians, Greeks, and Basques each form separate groups of their own. More than one language is spoken in several countries. Language differences may lead to conflict if the people who speak minority languages feel that their local culture is threatened.

was gradually opened up to human settlement, and continues today. The Caucasian race settled on all continents. Ukrainians also belong to this race, like all *Slavic*³¹ peoples.



Key-Words

1. human race ['hju:mən 'reɪs] людська раса
2. common origin ['kɒmən 'ɒrɪdʒɪn] спільне походження
3. reflected [rɪ'flektɪd] відбитий, відображений, віддзеркалений
4. transmitted [trænz'mɪtɪd] переданий
5. hereditary [hɪ'redɪtəri] спадковий
6. trait [treɪt] риса, особливість
7. individual variability [ˌɪndɪ'vɪdʒəəl ˌveəriə'bɪləti] індивідуальна мінливість
8. collectivity [ˌkɒlək'tɪvɪti] колектив, колективність, спільність, сукупність
9. territorial community [ˌtɛrɪ'tɔ:riəl kə'mju:nɪti] територіальна громада
10. crossroad ['krɒs,rəʊd] перехрестя, перехресна дорога
11. highway ['haɪweɪ] прямий (головний) шлях, автошлях
12. trade [treɪd] торгівля, промисел, ремесло; торговий
13. colonizer ['kɒlənaɪzə] колонізатор, колоніст, поселенець
14. fertile soil ['fɜ:təɪl səɪl] родючий ґрунт
15. Gulf Stream [gʌlf stri:m] Гольфстрім
16. harbour ['hɑ:bə] гавань
17. Caucasian [kə:'keɪzjən] кавказький
18. Nordic ['nɔ:dlɪk] нордичний, північний
19. Baltic ['bɔ:ltɪk] балтійський
20. Alpine ['ælpaɪn] альпійський
21. extend [ɪks'tend] продовжувати, поглиблювати, поширювати, розширяти, ширитися, простягатися, сягати

22. rank [ræŋk] класифікувати, займати певне місце, шикуватися
23. Scandinavian [ˌskændɪˈneɪvjən] скандинавський
24. Highlands [ˈhaɪləndz] гірська місцевість, нагір'я, верховина
25. Balkans [ˈbɔːlkənz] Балкани
26. prevalent [ˈpreɪvələnt] домінуючий, переважний, поширений
27. exceed [ɪkˈsiːd] перевищувати, переважати, перекривати, порушувати
28. prolonged crossbreeding [prəʊˈlɒŋd ˈkrɒsbriːdɪŋ] довготривале схрещування (схрещення)
29. colonization [ˌkɒlənaɪˈzeɪʃən] колонізація
30. dawn [dɔːn] зародження, початок, світанок
31. Slavic [ˈslævɪk, ˈslɑːvɪk] Слов'янський



Comprehension Check

I. Check your understanding.

1. What are human races?
2. Why Europe has always been so important?
3. Why do so many people live there?
4. Do all the inhabitants of Europe belong to the white or Caucasian race?
5. Are these “whites” all alike?
6. What are their physical characteristics?
7. What are the three main groups (or racial types) of “whites”?
8. Describe all these racial types.



True or False?

II. Are these sentences true (T) or false (F)?

T F

1. People of one human race are connected by general origin and reflected by non-hereditary morphological and psychological traits.

2. The human nations are local communities of people between which relations are concluded for many generations more often than with rulers of other societies.

3. Sea for centuries was a highway for trade and colonizers, and for the exchange of new ideas.

4. The winds help to keep the harbours water-free.

5. They usually inspire from the west, sweeping warm air across the continent.

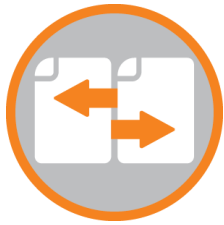
6. All the inhabitants of Europe belong to the Negroid race.

7. According to physical characteristics people of Europe fall into three racial types – Nordic, Alpine and Mediterranean.

8. Baltic man extends over north-western Europe from the British Isles westward along the shores of White Sea.

Interesting to Know

At the present day among uncivilized nations, and even in many of the thinly settled parts of the United States, trade is carried on by barter; and money, by many, is seldom, if ever, seen. Traveling traders would naturally take that which was of general use and not perishable; also what was most valuable, and therefore, could be most conveniently carried. Hence the choice of metals; and thus, gold and silver, in the earliest ages, became a medium of exchange, and served as money wherever civilization existed.



Matching

III. Match the words and their definitions.

1. highlands
2. prevalent
3. feature
4. complexion
5. crossbreeding
6. hereditary
7. origin
8. stature
9. colonizer
10. mixture

- a) the point or place where something begins
- b) widespread in a particular area at a particular time
- c) a person who founds or establishes some institution
- d) an area of high or mountainous land
- e) the natural color, texture, and appearance of a person's skin, especially of the face
- f) conferred by or based on inheritance
- g) miscegenation
[,mɪsɪdʒɪ'neɪʃən] or interbreeding of someone
- h) a distinctive attribute or aspect of something
- i) a substance made by mixing other substances together
- j) a person's natural height

Interesting to Know!

Europe has many large and famous cities. London, Paris, Rome, Madrid, Dublin and other historic places attract visitors all the year round to enjoy their sights and sounds. Southern cities, such as Barcelona and Naples, where the climate is generally warm and sunny, encourage customers to sit outdoors on the sidewalk at cafe tables. More northerly, centres, such as London and Oslo, are colder and wetter. They have more indoor entertainment.



IV. Fill in the gaps with appropriate words from the suggestion

box.

complexion

Human races

build

people

lands

individuals

coasts

civilizations

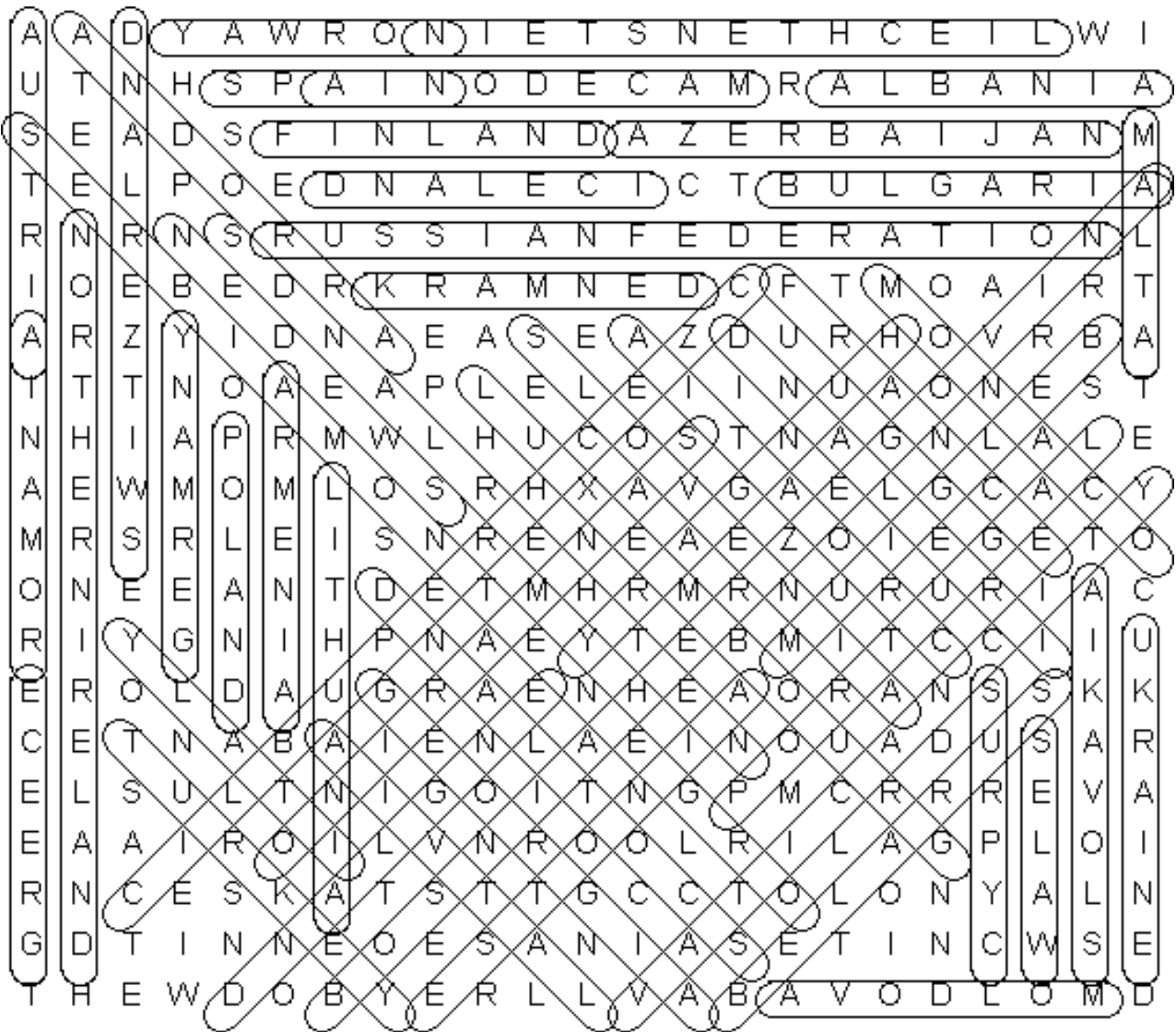
sub group

1. ... are groups of ... historically developed.
2. Human races are not the collectivity of ...
3. The earliest ... grew up along the coasts of the Mediterranean.
4. The warm waters of the Gulf Stream flow round Europe's western and southern ... and keep the harbours there ice-free.
5. The Nordic ... is recognizable by their very light hair, blue or grey eyes, and long, narrow heads.
6. They are well marked in Scandinavian ...
7. The Alpine sub group is recognizable by their medium height and stocky ...
8. The Mediterranean sub group is recognizable by their short and slender stature and a brunette ...

V. Name all the European races that you have recognized.



VI. Read and remember the countries of Europe.



II. Discuss in groups the following aphorisms. Make up and enact the dialogues on one of these problems.

1. "Modern civilization has based its specific foundation on the principle of liberty which states that man is not a mere instrument to be used by others but rather a main autonomous living being" (Altiero Spinelli).
2. "I grew up in Europe, where the history comes from" (Eddie Izzard).
3. "For four hundred years European civilization has dominated the world – for better or for worse. It is convenient, and flattering, for Americans to assume that this all over; but it very rash to do so" (William Pfaff).



VIII. Complete the following sentences to support the main ideas of the text.

1. As a collective and individual variability is not identical ...
2. One reason why Europe has always been so important and why so many people live there is ...
3. The Nordics rank ... and have ...
4. Europe's climate is generally mild, with ...
5. Alpine man spreads through ...
6. Mediterranean man occupies the peninsulas of southern Europe, including ...
7. Peoples of Europe exceeds ... of the world population.
8. Due to the European colonization ... the crossbreeding began thousands of years before the dawn of history, as Europe ...



IX. Fill in the missing letters in the following words.

Co_ _on or_g_n, h_r_d_tary, te_ _itor_ _l co_ _unity, hi_ _wa_, c_loniz_ _,
C_ _cas_ _n, pr_val_nt, exc_ _d, B_l_ _ns, c_l_nizati_n, Hi_ _land_, f_rt_l_ soi_,
cro_ _ro_d.



X. Correct these words.

Caucezian, Boltik, Norrdec, Scendynajvian, Alpaine, Maditaranean, Golf Stream, Slavic.



XI. Make up sentences using these words and word-combinations.

Human race, dawn, prolonged crossbreeding, rank, extend, harbour, trait, individual variability, collectivity, trade.



XII. Give the English equivalents.

Спільне походження, торгівля, спадковий, територіальна громада, перехрестя, родючий ґрунт, поширювати, гірська місцевість, домінуючий, зародження, Слов'янський, колонізація, довготривале схрещування, переважати, класифікувати, прямий шлях, колектив, особливість.



XIII. Discuss the problems with your peers.

1. What do you know about the Peoples of Europe?
2. What is the Hierarchy of European Races?
3. What race do the inhabitants of Europe belong to?
4. What do you know about the people of modern Europe?



Sentence study

XIV. Translate the text-fragments using some terms in brackets.

1. "White people" is a term for a set of human groups, and functions as a color metaphor for race. 2. This definition differs according to geographical and historical context. 3. Mostly it refers to people of European descent (європейське походження). 4. Various social constructions of whiteness have had implications (наслідки) in terms of national identity (особистість), consanguinity (кровна спорідненість), public policy, religion, population statistics, racial segregation (расова сегрегація, расове розшарування), affirmative (стверджувальна, позитивна) action, white privilege, eugenics [ju: 'dʒeniks] (євгеніка) (the science

of improving a human population by controlled breeding to increase the occurrence of desirable heritable characteristics – наука про поліпшення людської популяції шляхом контрольованої селекції підвищеного виникнення бажаних спадкових характеристик), racial marginalization and racial quotas. 5. It, as a concept, has been applied with varying degrees of formality and internal consistency in disciplines that include sociology, politics, genetics, biology, medicine, biomedicine, language, culture, and law.



Do you know that ...

XV. What must you know about people of Europe

Norway – The Norwegians are honest, brave, and industrious, and generally well instructed in the common branches of education.

Sweden – The Swedes are polite, brave, and hospitable, and are distinguished for their general education and morality.

Lapland – The Laplanders are under no regular government, and are a miserable, ignorant and superstitious race.

Ukraine – The Ukrainians are very well-wishing, frank, tolerant and talkative people with expressive gesticulation.

Russia – The Russians are hardy, vigorous and patient of labor, but extremely rude, ignorant and barbarous. The lower classes are slaves to the nobles.

Poland – The nobles are brave, hardy and active, but illiterate, haughty and extremely fond of dress. The peasants are ignorant, indolent, improvident, addicted to intoxication, and of course poor.

Prussia – The higher classes are generally well informed, polite, and extremely fond of dress. The lower classes are ignorant, degraded, and superstitious. As a nation, they are distinguished for bravery and fondness for war.

Austria – The nobles of Austria are ignorant, haughty and oppressive; the lower classes are active, moral and industrious.

Switzerland – The Swiss are intelligent, brave, hardy, and industrious, and strongly attached to their native soil.

Germany – The Germans are grave, industrious and persevering, and are distinguished for their proficiency in the arts and sciences.

Denmark – The Danes are moral, intelligent, industrious and hospitable.

Holland – The Dutch are honest, patient and persevering, and remarkable for their industry, frugality and neatness.

Belgium – The Belgians are an industrious, neat and ingenious people, but generally superstitious, and noted for their fondness of religious ceremonies.

France – The French are polite, gay, active and industrious, and celebrated for their proficiency in the arts and sciences.

England – The English are intelligent, brave, industrious and enterprising, but possess great national pride.

Wales – The Welsh are descendants of the ancient Britons. They are a passionate, but brave and hospitable people.

Scotland – The Scots are temperate, industrious, hardy and enterprising, and are distinguished for their general education and morality.

Ireland – The Irish in general are quick of apprehension, active, brave and hospitable; but passionate, ignorant, vain and superstitious.

Spain – The Spaniards are temperate, grave, polite, and faithful to their word, but ignorant, proud, superstitious, and revengeful.

Italy – The Italians are affable and polite, and excel in music, painting and sculpture; but they are effeminate, superstitious, slavish and revengeful.

Turkish Empire – The Turks are honest, grave and hospitable to strangers; but haughty, bigoted, insolent and revengeful.

Greece – The modern Greeks are a brave, active, ingenious and courteous people, but possess little information.



Reading up

Read the text fragment to obtain and discuss the information.

The Dawn of Humans

Found by miners near Dusseldorf, Germany, 1856, the first recognized Neandertal fossils took their name from the picturesque Neanderthal, or Neander Valley, where they were found. (The silent “h” in *thal* has been dropped in modern German.) The valley – featured in 19th-century travel guides – has been largely destroyed for its limestone, but the controversy surrounding its famed fossils endures. One early scientist dismissed them as the remains of “some poor idiot or hermit.” Another, citing the Neandertal’s heavy, bowed legs, declared the skeleton’s owner to be a Mongolian cavalryman who had suffered from rickets. Eventually the Neandertal bones would play a key role in supporting the most radical new scientific idea of the time – Charles Darwin’s theory of evolution. Though Neandertals have been intensely studied for nearly 150 years, much about them still sparks debate. Cannibalism. Cut marks on a skull from Krapina Cave in Croatia suggest to some that Neandertals had a taste for human flesh. Others believe the marks are ceremonial.

Mystery provokes controversy, which the Neandertals have caused since the discovery of the remains of a Neandertal in the Neander Valley of Germany in 1856. The original Neandertal man was proclaimed by some to be the missing link between apes and human. Others argued that this odd specimen with the apelike brows was simply a misshapen freak from the Middle Ages. But soon more bones with the same strange features were unearthed in Belgium, France, and other parts of Europe. Then, at the turn of the century, the bones of as many as 80 Neandertals were discovered in a cave in the Croatian village of Krapina. By then it was clear: These people were not modern humans.

The origins of the Neandertals are uncertain, but scientists suspect that they share a common ancestor with modern humans: a tall, slender species known as *Homo erectus*, which migrated into Europe probably from Africa through western Asia between 700,000 and a million years ago.

(From “English for Humanities” by A.S. Chislova)



Supplementary Reading

Read and discuss the texts.

Text 1

The Middle Ages

Some historians have looked on the 1,000 years from the end of the Roman Empire to the Renaissance as a sort of ‘in between’ time. This is why these thousand years have been called the Middle Ages, or medieval times.

The Romans had given Europe an organized government. When this was gone, barbarians ran wild all over western Europe. Visigoths, Vandals and other tribal nations created havoc in France and Spain. In England, the inhabitants were attacked by the Anglo-Saxons from Germany, and after the 8th century AD, by the Vikings from Scandinavia. These attackers burned villages and farms, robbed and killed the inhabitants or carried them off as slaves. They raided Christian monasteries and murdered the monks.

People lived in village communities under the protection of a lord of the manor. This became known as the feudal system. Peasants became subjects or vassals of great noblemen. The peasants worked on the estates of their lords, who were their military commanders when fighting broke out. The nobles, in their turn, were vassals of kings or dukes. In return for the king’s protection and his gifts of land, the noblemen provided him with troops in time of war.

Of course, all vassals had to be absolutely loyal and obedient to their ‘liege lords’. If a vassal broke his oath or fealty (fidelity), or betrayed his lord or harmed him in any way, this was a terrible crime. Anyone who did this became a special sort of criminal, called felon.

Though ordinary peasants had the protection of their lords, this did not mean they had easy or comfortable lives. Very often, they lived in dreadful, dirty hovels. They worked very hard and sometimes did not have enough food, or wood to build fires.

There was a lot of filth and disease about, for people did not wash themselves very often. The towns of the Middle Ages were just as unhygienic. This was why there were so many plagues which killed millions of people. The worst outbreak of plague or black death struck Europe between 1347 and 1351. About 1,000 villages became empty and it is thought that one third of all the people in Europe perished at this time.

Because of dreadful diseases and lack of proper medical care, life expectancy was short in the Middle Ages. Anyone who lived to the age of 40 was thought to be old. In the face of invasion, war and disease, the Roman Catholic Church served as a guardian of intellectual life in Europe. In the monasteries and later, in a few universities, the study of philosophy, history and Latin survived. Art was preserved in richly illustrated scripts called illuminated manuscripts, in church decoration, and in the building of the great cathedrals. The Church became a strong unifying force in a period when society was torn in many directions.



Open Discussion

1. Who did create havoc in France and Spain?
2. Who were the inhabitants in England attacked by?
3. Did people live in village communities under the protection of a lord of the manor?
4. What is the feudal system? Name the main characteristic features of this system.

The Crusades

In the year 1095, Pope Urban II called on all Christian knights in Europe to go to the Holy Land of Palestine and fight against Christ's enemies, the Muslims. These wars were called the Crusades.

The First Crusade was a great success. The Crusaders took Jerusalem (1099) and set up the Kingdom of Jerusalem. People in Europe danced in joy when they heard the news. Soon, 'taking the Cross' (going on crusade) became the finest thing Christians could do.

During the next 200 years, thousands of Crusaders went to the Holy Land on a total of eight Crusades. But not all went to fight for the sake of Christ. Some went because they loved war, others because they wanted to win riches and lands.

Text 2

Mysteries of the Maya

In the great epoch of Maya civilization, there was a profound cultural dichotomy. On one hand, you find the elite - a small group of priests and chiefs charged with preserving knowledge. They understood astronomy, architecture, engineering, art. They alone knew how to plan the building of the great monuments. They alone knew the meaning of everything in the temples. They could predict eclipses and cast horoscopes. In return, they led splendid lives.

It was the function of the rest of the population to provide luxuries for the lords, as well as to meet all their everyday needs. So the common people farmed, cut wood, hunted, and then brought the fruits of their labour to the ceremonial centres. When the elite traveled, it was even the duty of the people to carry them in litters on their shoulders.

Among the ruins of Palenque there is the somber, awesome tomb of Pacal, the powerful ruler who died A.D.694, and who is buried deep in the heart of a pyramid called the Temple of the Inscriptions, the most elaborate pyramid tomb in the New World. The similarities between this tomb and the crypts of the Egyptian pharaohs who ruled earlier beside the Nile are striking. In each instance, pyramids rose above the burial sites, and the builders took elaborate precautions to conceal the entries; inside the tombs, grave goods accompanied the corpse into the afterlife; the sarcophagus top bore the likeness of the dead king. Yet the burial tomb of Pacal is more barbarious. Six youthful victims were slaughtered outside this ruler's door to serve him in the hereafter.

(From "English for Humanities" by A.S. Chislova)



Open Discussion

1. Was there a profound cultural dichotomy in the great epoch of Maya civilization?
2. What abilities did this people have?
3. What do you know about the ruins of Palenque?
4. Who was Pacal? Where was his tomb?



Useful Tips

Tip 1: Train your ears to understand. You need to focus and listen. Train your ears to listen for words they (YOU) know in English. Listen for patterns. Don't focus on grammar or single words. Focus on the phrases. Listen to the way things are phrased or ordered. If you train your ears, you will automatically start to understand more when people speak English. Training your ears to listen to English, will help focus on the big picture; understanding English. You cannot become fluent if you are focusing on words, one at a time. It would take you forever to learn English.

Tip 2: Stop translating everything word for word to your language. Translating everything to your native language is a big NO NO when learning English! If you are doing it, STOP right now! Translating everything is slowing down your progress. If you hear something in English and instantly try to translate it to your native language; you will not be focusing on learning English, but rather translating. When you hear people speaking in English: • Listen for words you DO understand • Use contextual clues... so, if you hear, "There is a big rhinoceros." If you don't know what 'rhinoceros' means but you see a big animal in a picture, or someone is pointing at something. Use those clues to figure out what it means.





Test Yourself

1. The English Reformation came

about because ___ .

- a) Henry VIII wanted a new wife
- b) Philip II hated the pope
- c) Parliament wished to destroy the church

Look!

When you first receive your test, do a quick survey of the entire test so that you know how to efficiently budget your time.

2. The executive power under Louis XIV of France operated through four royal councils. Which council handled taxes and tariffs?

- a) Council of State
- b) Council of Dispatch
- c) Privy Council
- d) Council of Finance

3. The Glorious Revolution was significant for ___ .

- a) Returning England to a Catholic Commonwealth
- b) Restoring Charles II and the Stuart Dynasty to power
- c) Bloodlessly deposing James II in favor of William and Mary

4. Louis XIV of France reduced the power of his nobles by ___ .

- a) Keeping them away at battle
- b) Bribing them with marriage alliances
- c) Keeping them at court with trivial duties

5. The secret Treaty of Dover between Louis XIV of France and Charles II of England gave enough money to ...

- a) Persecute Catholics
- b) Rule without Parliament
- c) Build a navy to fight the Dutch

6. The Toleration Act of 1689 granted religious freedom for everyone except for ____ and ____.

- a) Unitarians and Catholics
- b) Anglicans and Catholics
- c) Anglicans and Puritans
- d) Protestants and Catholics
- e) Unitarians and Protestants

7. Those massacred on St. Bartholomew's Day were ____.

- a) Catholics
- b) Huguenots
- c) Jews

8. In England, the Restoration refers to ____.

- a) A time of civil war and anarchy
- b) The end of the persecution of the Catholics
- c) The return of the monarchy

9. The incident that prompted the Glorious Revolution in 1688 was ____.

- a) The birth of a son to the king who would be raised a Catholic
- b) The king's marriage to the Duchess of Orange
- c) A religious alliance with France

10. Charles I of England ____.

- a) Was executed by his own people after the English Civil War
- b) Reigned peacefully for 42 years
- c) Built a new palace after the Great London Fire



Project Work
Make your project.

Students can work on the projects individually or in groups.

The main points

- 1. Ethnic Groups in Europe.**
- 2. Demographics in Europe.**
- 3. European Diaspora.**

Students choose their topic, research and write their project. Then they display their projects and present them orally.

Why Project work?

- Learner independence
- Caters for mixed ability
- MI
- Cross-curricular
- Allows for flexibility
- YL Learn via Problem Solving
- Social
- Develops the whole child
- Emotional and personal growth
- Personal knowledge
- Communicative stretching
- Experiential learning
- Integrate knowledge and skills
- Language vs skills
- Developing strategies
- Incidental learning
- Learning Centred
- 1:1 within a group
- (self) Assessment
- Meeting specific needs





Expanding Vocabulary

1.	ethnic group	['eθnik]	етнічна група
2.	European ethnology	[εθ'nɒlədʒi]	Європейська етнологія
3.	majority population	[mə'dʒɔ:ɪti]	більшість населення
4.	ethnic minorities	[maɪ'nɔ:ɪtɪz]	етнічні меншини
5.	estimate	['estimeɪt]	оцінювати
6.	precise	[prɪ'saɪz]	точний, влучний, докладний
7.	universally accepted	[,ju:nɪ'vɜ:səli ək'septɪd]	загальноновизнаний
8.	linguistic community	[kə'mju:nɪti]	мовне співтовариство
9.	demographics (demography)	[,di:mə'græfɪks]	демографія
10.	diaspora	[daɪ'æsp(ə)rə]	діаспора, розсіяння
11.	non-European origin	[nɒn 'juərə'pi(:)ən]	неєвропейського походження
12.	subgroup	['sʌbgru:p]	підгрупа
13.	multi-lingual state	['mʌltɪ 'lɪŋgwəl steɪt]	багатомовна держава
14.	multi-ethnic state	['mʌltɪ 'eθnik]	багатонаціональна держава
15.	historical immigration	[,hɪstə'grɛɪʃən]	історична імміграція

16.	devotional	[di'vəʊʃən]	побожний, релігійний
17.	authorization	[,ɔ:θəraɪ'zeɪʃ(ə)n]	дозвіл
18.	conqueror	['kɒŋkərə]	завойовник
19.	conquest	['kɒŋkwɛst]	завоювання
20.	depreciation of silver	[di,pri:ʃi'eɪʃən]	знецінення срібла
21.	destroy	[dis'trɔɪ]	руйнувати
22.	harnessing	['hɑ:nɪsɪŋ]	освоєння, приборкування
23.	ledger	['ledʒə]	головна книга
24.	lend	[lend]	давати у борг, позичати
25.	liability	[,laɪə'bɪlɪti]	зобов'язання
26.	misusage	[mɪs'ju:sɪdʒ]	зловживання
27.	Modern History	['mɒdən]	нова історія
28.	monarch	['mɒnək]	монарх
29.	notice	['nəʊtɪs]	оповіщення, повідомлення
30.	fortress	['fɔ:trɪs]	фортеця
31.	pedigree	['pedɪɡri:]	походження, родовід
32.	adventurer	[əd'ventʃərə]	шукач пригод
33.	affair	[ə'feə]	справа, подія
34.	expansion	[ɪks'pæŋʃən]	розширення
35.	converge	[kən'vɜ:dʒ]	сходитися, зводити до купи

Unit 5

First Historians

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

First Historians

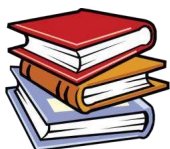
The *primary source*¹ of historical knowledge and the perceptions of prehistory of human society was folklore that was reflected in historical legends and songs. These legends have survived in written works and passed to *descendants*² orally from *generation*³ to generation. Constantly the modernity follows from the past. *Fulfilling*⁴ its historic mission it goes to the past. The human *is immersed*⁵ in history and sells himself as a man in *correlation*⁶ with social behavior and historical process. So far as we can learn, the world was twenty-five centuries without any written history. *Moses*⁷, the first historian, wrote about 1,500 B.C. From that time to about 445 B.C. the writers of the Bible are the only historians. The last of the Old *Testament*⁸ Books was written 445 B.C. The same year, the first *authentic*⁹ history written by any of the world’s historians, *Herodotus*¹⁰, is said to have been made public.

The Greek *researcher*¹¹ and *storyteller*¹² Herodotus of *Halicarnassus*¹³ (5 ct. B.C.) is the prince of *heathen*¹⁴ historians. He was a writer who invented the field

of study known today as ‘history’. His history is divided into nine books, called by the names of the *muses*¹⁵. It *was compiled*¹⁶ while travelling through the then civilized world; and though it contained many marvelous and *incredible*¹⁷ stories, gathered from among the nations he visited. It still holds a high place among scholars, not only for the information it *imparts*¹⁸, but for the beauty of its style, fascinating variety, and its noble simplicity. Criticism of Herodotus’ work seems to have *originated*¹⁹ among *Athenians*²⁰ who took *exception*²¹ to his *account*²² of the *Battle of Marathon*²³ (490 B.C.) and, specifically, which families were due the most honor for the victory over the *Persians*²⁴. Herodotus read his history, referring principally to the wars carried on between Europe and Asia, before an assembly of the people gathered at Athens at the festival of their *tutelary goddess*²⁵. It was obvious from his writings that he was a *seasoned traveler*²⁶ and regularly visited many places and cities.



*Thucydides*²⁷ (460 – 400 B.C.) became the second of the heathen historians. *Comprising*²⁸ only a short period, his history *displayed*²⁹ *profound thought*³⁰, knowledge of men and states, *majestic eloquence*³¹, and noble style. Thucydides as an historian and orator has retained a place among the most *illustrious*³². He *chronicled*³³ nearly 30 years of war and tension between Athens and Sparta. His “*History of the Peloponnesian War*³⁴” set a standard for *scope*³⁵, *concision*³⁶ and *accuracy*³⁷ that made it a defining text of the historical genre.



Key- Words

1. primary source ['praɪməri sɔ:s] першоджерело
2. descendant [dɪ'sendənt] нащадок; спадний, що походить
3. generation [dʒenə'reɪʃən] покоління
4. fulfill [fʊl'fɪl] виконувати
5. be immersed [ɪ'mɜ:st] поринути, бути зануреним
6. correlation [kə'reɪʃən] кореляція, співвідношення, взаємозв'язок
7. Moses ['məʊzɪz] Мойсей
8. Testament ['testəmənt] Завіт, заповіт
9. authentic [ə:'θentɪk] справжній, дійсний, достовірний, аутентичний
10. Herodotus [hə'rɒdətəs] Геродот
11. researcher [rɪ'sɜ:ʃə] дослідник
12. storyteller ['stɔ:ri,tɛlə] оповідач
13. Halicarnassus [hæ'lɪkɑ:'næsəs] Галікарнас
14. heathen ['hi:ðən] язичник, язичницький
15. muse [mju:z] муза
16. be compiled [kəm'paɪld] бути укладеним
17. incredible [ɪn'krɛdəbl] неймовірний, неправдоподібний
18. impart [ɪm'pɑ:t] надавати, наділяти
19. originate [ə'rɪdʒɪneɪt] зародитися, породжувати, походити, брати початок, створювати
20. Athenian [ə'θi:njən] Афінський
21. exception [ɪk'sepʃən] виняток, заперечення
22. account [ə'kaʊnt] виклад, звіт, перелік, відгук
23. Battle of Marathon ['mərəθən] Марафонська битва
24. Persian ['pɜ:ʃən, 'pɜ:zən] перський, іранський; перс; перська мова
25. tutelary goddess ['tju:tɪlə 'gɒdɪs] богиня-покровителька
26. seasoned traveler ['si:znd 'trævlə] досвідчений мандрівник
27. Thucydides [θu:'sɪdɪ,dɪ:z] Фукидід

28. comprise [kəm'praɪz] включати, охоплювати, входити до складу
29. display [dis'pleɪ] виявляти, проявити, доказати, показувати
30. profound thought [prə'faʊnd θɔ:t] глибока думка
31. majestic eloquence [mə'dʒɛstɪk 'eləkwəns] величне красномовство
32. illustrious [ɪ'lʌstriəs] прославлений, славетний, яскравий, визначний
33. chronicle ['krɒnɪkl] заносити, відзначати
34. History of the Peloponnesian [ˌpeləpə'niːʃən] War – Історія Пелопоннеської війни
35. scope [skəʊp] сфера, масштаб, межі, можливість, обсяг, розмах
36. concision [kən'sɪʒən] виразність, чіткість, стислість
37. accuracy ['ækjʊrəsi] точність, правильність, старанність



Comprehension Check

I. Check your understanding.

1. What was the primary source of historical knowledge?
2. Who was the First Historian?
3. What do you know about Hebrew Bible and its History?
4. Who were the first heathen historians?
5. Who is Herodotus?
6. Tell about his history and criticism?
7. How many books is Herodotus's history divided into? How are they called?
8. What does Herodotus's history contain?
9. Where did Herodotus gather his stories?
10. Who were the first popular lecturers?
11. Where did Herodotus read his history?
12. What do you know about Thucydides? Describe his works.

Historians are the people who study and write about the humans of the past.



True or False?

II. Are these sentences true (T) or false (F)?

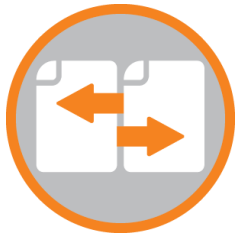
- | | T | F |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The tales and proverbs have survived in written works and passed to descendants from generation to generation. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Non-complying its historic mission the modernity, as in general, goes to the past. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The world was twenty-five centuries without any written history. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. From 1,800 B.C. to about 495 B.C. the writers of the Bible are the only historians. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Herodotus was a writer who invented the field of study known today as 'history'. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The history of Herodotus holds a low place, not only for the information it imparts, but for the beauty of its style, rubbishy variety, and its trivial simplicity. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Thucydides read his history, referring principally to the wars carried on between Europe and Asia. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. As an historian and orator, Thucydides has retained a place among the most illustrious. | <input type="checkbox"/> | <input type="checkbox"/> |

Did You Know?

Engaging History Students

- Instead of merely facts, learning history should involve “building historical knowledge through the use of primary sources, conducting historical inquiry, and encouraging students to think historically (Swan & Locascio, 2008, p. 176).





Matching

III. Match the words and their definitions.

1. descendant
2. impart
3. goddess
4. Testament
5. fulfill
6. chronicle
7. perception
8. originate
9. traveler
10. generation

- a) proof or evidence that something exists or is true
- b) to communicate or make information known
- c) have a specified beginning
- d) a female deity
- e) a person, plant, or animal that is descended from a particular ancestor
- f) the ability to see, hear, or become aware of something through the senses
- g) bring to completion or reality; achieve or realize
- h) all of the people born and living at about the same time, regarded collectively
- i) a person who is traveling or who often travels
- j) a factual written account of important or historical events in the order of their occurrence

So what does a historian do?

- * A **historian** is someone who uses clues to study the past. They gather information much like a detective gathers clues
- * Historians try to be objective. They cannot make up their own story but must rely on evidence to support their claims





IV. Fill in the gaps with appropriate words from the suggestion box.

Moses	past	nations	storyteller
traveler	source	knowledge	heathen
Thucydides	history	researcher	modernity

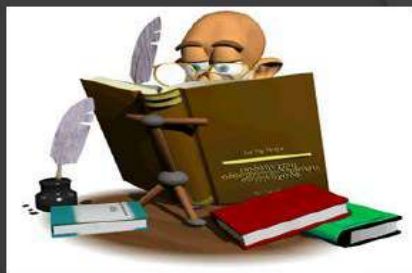
1. The primary ... of historical ... was folklore that was reflected in historical legends and songs.
2. Constantly the ... follows from the ...
3. ... wrote about 1,500 B.C.
4. In 445 B.C. the first authentic ... is said to have been made public.
5. The Greek ... and ... Herodotus of Halicarnassus is the prince of ... historians.
6. The history of Herodotus contains many marvelous and incredible stories, gathered from among the ... he visited.
7. Herodotus was a seasoned
8. ... became the second of the heathen historians.



V. Acting the scene. Characters: two students of historical department. They exchange opinions about the ancient historians they know. Students wonder whether they would like to become well-known historians in the future. Pay attention to the following statements.

Thinking Like a Historian

- Asking Questions
- Identifying Sources
- Analyzing Evidence
 - Assumptions
- Providing Context
 - Fishing in the Sea of History
- Historians' Job
 - Interpreting the Past
 - Making an Argument (Answering that Question)
 - Whose History?
 - Who Cares?
- Fear and Freedom





VI. Who is the objective historian to your mind? Read the information below and give your reasons.

1. The historian must treat sources with appropriate reservations;
2. The historian must not dismiss counterevidence without scholarly consideration;
3. The historian must be even-handed in treatment of evidence and eschew “cherry-picking”;
4. The historian must clearly indicate any speculation;
5. The historian must not mistranslate documents or mislead by omitting parts of documents;
6. The historian must weigh the authenticity of all accounts, not merely those that contradict a favored view;
7. The historian must take the motives of historical actors into consideration.



VII. Translate the following words and word-combinations into English:

Першоджерело, історик, лектор, біблія, писана історія, Старий Завіт, історія поділяється, цивілізоване суспільство, війни, сприйняття, покоління, співвідношення, дослідник, язичницький, брати початок, виняток, досвідчений мандрівник, богиня-покровителька, охоплювати, глибока думка, красномовство, виразність, точність.



VIII. Complete the following sentences to support the main ideas of the text.

1. The human is immersed in history and sells himself as ...
2. The last of the Old Testament Books was written ...
3. The history of Herodotus is divided into nine books, called ...

4. Criticism of Herodotus' work seems to have originated among ...
5. Comprising only a short period, the history of Thucydides displays ...
6. Thucydides chronicled nearly 30 years of war and tension between ...



IX. Fill in the missing letters in the following words.

Perception, fulfill, descendant, concision, chronicle, profound thought, comprise, seasoned traveler, exception, impart, authentic, storyteller, muse, account, majestic eloquence, scope.



X. Form the sentences using such words and word-combinations.

Primary source, generation, correlation, incredible, heathen, researcher, to be compiled, originate, tutelary goddess, display, accuracy.



*XI. Speak on the famous historians and the prominent people whose life or activity was connected with our country.
Do it in pairs.*

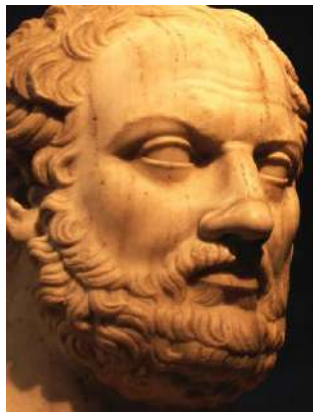
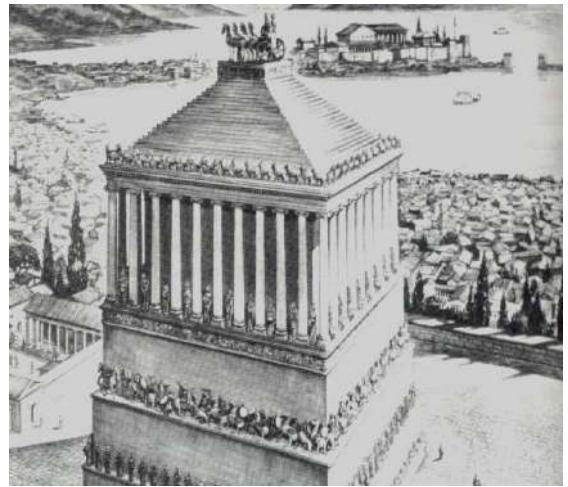
Word Work Connect.

XII. Draw lines connecting these words with pictures.

Moses

Athens

Herodotus



Testament

Halicarnassus

Thucydides

Make a story with the help of these pictures using the information you know.



XIII. Discuss the problems with your peers.

1. Who were the first historians?
2. What is the etymology of historical science?
3. What do you know about the writing of bible?



Sentence study

XIV. Translate the text-fragments.

1. Human societies, in pre-literate times, invariably pass down in an oral tradition the group's memory of what has happened in the past. 2. This involves much legend and a certain amount of fact. 3. When writing becomes available, the scribes record these stories. 4. Коли і в силу яких обставин виникло те світорозуміння, яке ми називаємо історичним? 5. Які закономірності розвитку історичної дисципліни? 6. Як здійснюється зв'язок історії з іншими формами мислення і літературними жанрами? 7. Ці питання неодноразово ставилися в різні епохи і вирішувалися у відповідності з принципами різних філософсько-історичних шкіл і напрямків.



Do you know that ...

XV. What must you know about one of the first historians? Read and discuss this information.

Herodotus (485 - 425 B.C.), Greek historian, called the "Father of History", was born at Halicarnassus in Asia Minor. Herodotus was thus born a Persian subject and as such he continued until he was 30 or 35 years of age.

The family of Herodotus belonged to the upper rank of the citizens. It is clear from the extant work of Herodotus that he has devoted himself to the literary

life. It is probable that from an early age he was interested in travels both in Greece and in the foreign countries. He traversed Asia Minor and European Greece, he visited all the most important islands of the Archipelago - Rhodes, Cyprus, Delos, Crete, Aegina. He undertook the long and dangerous journey from Sardis to the Persian capital, Susa, visited Babylon, and the western shores of the Black sea - as far as the estuary of the Dnieper; he travelled in Scythia and in Thrace, explored the antiquities of Tyre, coasted along the shores of Palestine, and made a long stay in Egypt. At all the more interesting sites he examined, he enquired, he made measurements, he accumulated materials. Having in his mind the scheme of his great work, he gave much time to the elaboration of all its parts, and took care to obtain by personal observation a full knowledge of the various countries.



Reading up

Read and define the character of this text (scientific, popular science, or biographical). Say whether there is some new information for you.

A sophisticated history that talks about where it gets its data has much to recommend it to a democratic society. In most of today's university disciplines, professional training serves to distance an individual from the public, to refine them into an 'expert' whose speech and writing are marked by incomprehensible formulae and keywords. But history-telling came out of an age before the era of experts, and its form is inherently democratic. Like story-telling or soccer, history is an activity that every man, woman, and child has access to, which they can pursue themselves, if only through keyword search, the local history archives, or the tracing of names on old gravestones.⁵² Shaped into stories, that most ancient human tool for relating memory, history condenses enormous data about the past into a transmissible packet which expands into a rich brew of material for understanding things to come. Talking about the future in terms of our shared past is a method that opens up the possibility that anyone may submit an alternate

position on where our future should go. They can always examine the evidence for themselves and disagree with the experts.

(From "The History Manifesto" by Jo Guldi and David Armitage)



Supplementary Reading

Read and discuss the texts.

Text 1

Thucydides (Historian)

Being exiled because he had during the Archidamian War been unable to defend Amphipolis against the Spartan commander Brasidas, the former Athenian general Thucydides wrote the history of the wars fought between Athens and Sparta in the years 431-404. And nothing else. Because of the absence of romantic digressions, the History of the Peloponnesian War is less easy to read than the Histories of Herodotus, but Thucydides offers an in-depth analysis of the mechanisms of war, which would be useful in all ages. And indeed, his description of the changing use of language in times of war has become a classic.



"The secret to happiness is freedom... And the secret to freedom is courage."

Thucydides

Although he does his best to remain objective, Thucydides can not always hide his personal judgment. For example, his account of the plague at Athens in 429 slowly develops into a shocking story about moral corruption. His judgment of people like Pericles, Cleon and Nicias is, according to modern historians, hardly accurate, and the last word has not yet been spoken about his dismissal of the Megarian Decree as a mere pretext for war.

Still, his History of the Peloponnesian War is one of the greatest texts from Antiquity. It breaks off in 411, although Thucydides lived on to see the final defeat

of Athens in 404, and appears to have been aware of several events that happened after 400. A continuation of Thucydides' History was written by Xenophon, and is called Hellenica.

There is an ancient biography of Thucydides by one Marcellinus, but it is essentially unreliable, although the detail that his works were published by his daughter is so odd that it can hardly be invented.

(From "Articles on Ancient History" by Jona Lendering)



Open Discussion

1. What history did Thucydides write?
2. What are his works about?
3. What do you know about his History of the Peloponnesian War?
4. Who did write the continuation of Thucydides' History?

Text 2

Libraries of Ancient Times

When was the first library established? Only a hundred years ago the two Egyptian libraries which were mentioned by the Greek historian Diodorus (1st century B.C.) were looked upon as the earliest examples of such institutions, if indeed, they were not fabulous. Now we have indisputable evidence of libraries at a much earlier date.

In 1850 the famous English archaeologist Layard, being then engaged in unearthing Assurbanipal's palace (VII c. B.C.), came across several chambers containing a great number of records – decrees of Assyrian kings, accounts of wars, works on astronomy – as well as dictionaries and text-books. Having deciphered the tablets, the philologist had good reason to believe that the library had been extensively used. It had a kind of catalogue and a systematic arrangement of shelves. Four decades later, while excavating an ancient Babylonian site, archaeologists exposed a series of rooms. And there, stored neatly upon shelves were some 25.000 clay tablets, part of an ancient temple library. The library

existed in the third millenium B.C. and was adjunct to the temple school. Judging by its careful arrangement under separate subjects and on separate shelves, the students could enjoy the use of a good library of reference.

The greatest library of the ancient world grew up in Alexandria in Egypt in the 3rd century B.C. It consisted of two large collections. The larger and more famous one was housed in a school which was modelled after Aristotle's Academy in Athens. The smaller collection was placed in a temple of an Egyptian god. At the height, around 200 B.C., the collections contained several hundred thousand rolls. Being connected with a number of outstanding names in Greek literature, the Alexandrian library was the greatest centre of culture in the ancient world.

The ultimate fate of the library is almost uncertain as are the names of the librarians. Apparently at least part of the larger collection was burnt in the fighting between the Egyptians and Romans around 43 B.C. Having later been complemented by the collections of other ancient libraries, the library in Alexandria came into world prominence again. But in 391 A.D. the library was burnt by the order of one of the Christian emperors.

(From "English for Humanities" by A.S. Chislova)



Open Discussion

1. When was the first library established?
2. Where was the greatest library of the ancient world?
3. Was the smaller collection placed in a temple of an Egyptian god?
4. What did happen with the Alexandrian library in 391 A.D.?



Useful Tips

Tip 1: Don't be afraid to make mistakes. Fear can stop you from learning English. ♦ Do you go to English class and think that everyone is going to make fun of you or laugh at you if you try to speak English? ♦ Do you know all the grammar rules but struggle to have a conversation in English? ♦ Do you avoid speaking with native English speakers and other people that speak English better than you? Stop being so afraid to speak English! You need to let go and relax. You need to stop thinking of the 'What if's...?'. Instead focus on doing and your actions. No one is perfect. Everyone makes mistakes. The more you do something the better you get at it.

Tip 2: To be a better English speaker and understand more English you need to stop being afraid of making mistakes.



It's Interesting to Know!





Test Yourself

1. Arguably the first great work of history in the Enlightenment era was by Edward Gibbon and in six volumes described:

- a. The Greco-Roman wars
- b. The Rise and Fall of the Roman Empire
- c. The "Mohametan" conquest of Iberia

Look!
Do the easiest problems first. Don't stay on a problem that you are stuck on, especially when time is a factor.

2. This British historian who explored the rise and decline of world cultures and societies was so celebrated as to make the cover of Time magazine in 1947, in between volumes six and seven of his *A Study of History*:

- a. Hugh Trevor-Roper
- b. Oswald Spengler
- c. Arnold J. Toynbee

3. This most famous historian of the American frontier developed the thesis that the westward expansion and the constant taming of wilderness produced an American character quite separate and apart from any other national identity:

- a. William Dean Howells
- b. Frederick Jackson Turner
- c. Richard Hofstadter

4. A 29-year-old Arthur M. Schlesinger Jr. won a Pulitzer Prize for his still-admired 1945 history of what early American president?

- a. Andrew Jackson
- b. John Quincy Adams
- c. Thomas Jefferson

5. This American historian brought a literary style to his critique of war, especially in his *The Great War in Modern Memory*, which Joseph Heller called "the best book I know of" about World War I.

- a. John Keegan
- b. A.J.P. Taylor
- c. Paul Fussell

6. Who wrote of his masterful working-class history that he was "seeking to rescue the poor stockinger, the Luddite cropper, the 'obsolete' hand-loom weaver, the 'Utopian' artisan, and even the deluded follower of Joanna Southcott, from the enormous condescension of posterity"?

- a. Victor Kiernan
- b. Ralph Miliband
- c. E.P. Thompson

7. Martin Luther King Jr. called this book by this historian the "historical bible" of the civil-rights movement:

- a. C. Vann Woodward's *The Strange Career of Jim Crow*
- b. John Hope Franklin's *From Slavery to Freedom*
- c. James McPherson's *Battle Cry of Freedom*

8. Though not a trained historian, her seminal 1970 work *The Dialectic of Sex* brought together and critiqued the works of Freud, Marx, de Beauvoir and others to offer a radical feminist interpretation of history and politics:

- a. Shulamith Firestone
- b. Elizabeth Fox-Genovese
- c. Ellen Willis

9. This American historian, who wrote the landmark history of slavery *Roll, Jordan, Roll*, was a rather stern Marxist as a younger man and is (he's still alive) a rather stern neoconservative as an older one.

- a. Russell Jacoby
- b. Eugene Genovese
- c. Sidney Hook

10. David Levering Lewis is the first author to win back-to-back Pulitzer Prizes for his two-volume biography (1994 and 2001) on what important figure in African American history?

- a. Marcus Garvey
- b. Frederick Douglass
- c. W.E.B. Du Bois



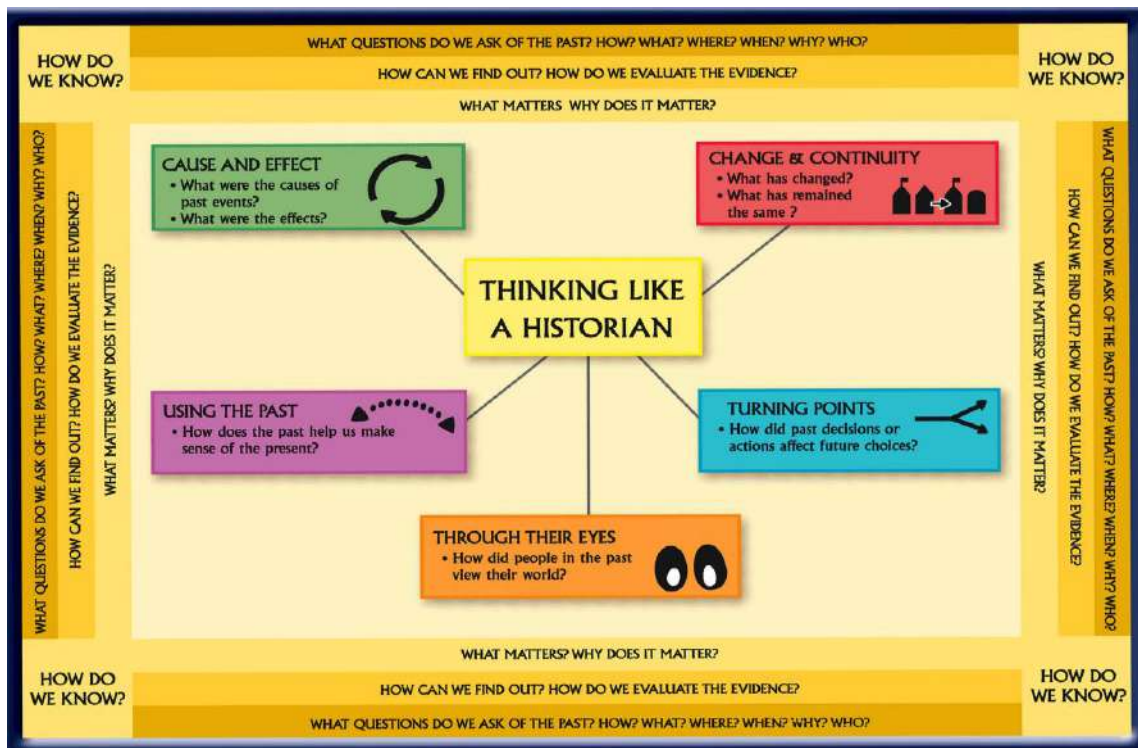
Project Work

Make your project.

Ask the students: What first historians do you know?

Use common ideas as a basis for forming groups.

Then pay attention to this schedule. Choose one of these positions to make your project.



Historical Thinking



Historians in the Field

- Ask research questions based upon new and existing information
- Use primary and secondary sources to construct knowledge

Students in the Classroom

- Students form and/or answer research questions of the lesson's content
- Students use primary and secondary sources to make reasoned interpretations and construct knowledge



Look!
Pay attention to the main project skills.



Expanding Vocabulary

1.	anthropogeny	[εθ' nɒdʒəni]	антропогенез
2.	anthropology	[, ænθrə' pɒlədʒi]	антропологія
3.	historian	[hɪs' tɔ:riən]	історик
4.	continuous	[kən' tɪnjʊəs]	безперервний, тривалий
5.	methodical approach	[mɪ' θɒdɪkəl ə' prəʊʃ]	методичний підхід
6.	amateur	['æmətə(:)]	непрофесіонал, аматор
7.	professional historian	[prə' feʃənl hɪs' tɔ:riən]	професійний історик
8.	experience	[ɪks' piəriəns]	досвід
9.	professional occupation	[, ɒkjʊ' peɪʃən]	професія
10.	objectivity	[, ɒbdʒek' tɪvɪti]	об'єктивність
11.	vein	[veɪn]	настрій, схильність
12.	reminiscent	[, rɛmɪ' nɪsnt]	мемуарист
13.	illegitimate distortion	[, ɪlɪ' dʒɪtɪmɪt dɪs' tɔ:ʃən]	незаконним спотворення, перекручення
14.	historical record	[hɪs' tɒrɪkəl ' rɛkɔ:d]	історичний запис
15.	holocaust	['hɒləkɔ:st]	холокост
16.	reservation	[, rɛzə' veɪʃən]	збереження, резервування
17.	counter evidence	['kaʊntər ' evɪdəns]	всупереч доказам
18.	diffusion	[dɪ' fju:zən]	багатослів'я, поширення, розповсюдження

19.	expand	[ɪk'spænd]	розширюватися, поширюватися, збільшуватися
20.	devote to	[di'vəʊt]	присвячувати
21.	hold valuables	['væljʊəblz]	тримати цінності
22.	home affairs (internal affairs, domestic affairs)	[ə'feəz]	внутрішні справи, події в країні
23.	human existence	['hju:mən ɪg'zɪst(ə)ns]	людське існування
24.	Medieval period	[medi'i:v(ə)l 'piəriəd]	період Середньовіччя
25.	menhir (monolith)	['menhɪə]	менгір (моноліт)
26.	short shrift	[ʃɔ:t ʃrɪft]	короткий термін між вироком і стратою
27.	shrift	[ʃrɪft]	сповідь, відпущення гріхів
28.	trampling	['træmplɪŋ]	попрання, витоптування
29.	flourish	['flaʊrɪʃ]	процвітати
30.	uniform	['ju:nɪfɔ:m]	спільний
31.	horde	[hɔ:d]	орда
32.	be in agreement with	[ə'gri:mənt]	бути згодним з
33.	scholarly consideration	[kən'sɪdə'reɪʃən]	науковий розгляд
34.	speculation	[,spekju'leɪʃən]	гіпотеза, міркування
35.	authenticity	[,ɔ:θen'tɪsɪti]	достовірність, справжність, автентичність

Unit 6

British History in-depth

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

British History in-depth

The United Kingdom (*abbreviated*¹ from “*The United Kingdom of Great Britain and Northern Ireland*²”) has evolved over many centuries. In the early *Medieval*³ there were great number of small states on this territory. In the 11th century a single *feudal*⁴ state has existed on the lands of today’s England. In 1284 the English Kingdom *captured*⁵ Wales, and in 1536 it became a part of the country. After 1603 England (with Wales) and Scotland were governed by the Scottish kings, and in 1707 they were united under the name of Great Britain.

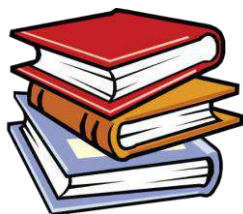
Interesting fact!

Britain has not always been an island. After the last Ice Age ice melted and flooded low-lying lands (hodiernal English Channel and the North Sea). Thus island Great Britain appeared.

The United Kingdom is the political name of the country which consists of England, Scotland, Wales and Northern Ireland (sometimes known as *Ulster*⁶). It was formed in 1801. And in 1921 Southern Ireland came out of the union. The *Union*⁷ of England, Scotland and Wales is known as “Great Britain”. Documented history of Britain begins in 55 BC, when Romans *invaded*⁸ its territories. They conquered the whole Britain except its *northernmost regions*⁹. Roman

*merchants*¹⁰ and soldiers helped to spread Christianity here and *contributed*¹¹ to the construction of many cities. In the V century BC The Roman Empire fell, and Germanic tribes *Angles*¹² and *Saxons*¹³ captured Britain's country. Scandinavian *Vikings*¹⁴ *ravaged*¹⁵ the northern and eastern regions of England, while Wales and Scotland remained under the rule of *Celts*¹⁶. In 1066, England was captured by the Norsemen (Vikings who had seized northern France). England *waged*¹⁷ wars with neighboring countries during the Middle Ages.

Starting from the XVI century Great Britain was becoming a powerful *naval empire*¹⁸. In the XVIII century, thanks to the efforts of scientists and engineers the *transition*¹⁹ from agricultural to industrial production in the country was realized. In XX century British political influence weakened, although it played an important role in two world wars. By 1960 most British colonies *gained*²⁰ their independence.



Key-Words

1. abbreviate [ə'brɪ:vɪeɪt] скорочувати
2. The United Kingdom of Great Britain and Northern Ireland ['aɪələnd]
Сполучене Королівство Великої Британії та Північної Ірландії
3. Medieval [ˌmɛdɪ'ɪ:vəl] середньовічний
4. feudal ['fju:dl] state – феодальна держава
5. capture ['kæptʃə] завоювати, захоплювати силою, брати в полон,
захопити
6. Ulster ['ʌlstə] Ольстер
7. union ['ju:njən] союз, асоціація, спілка, об'єднання, унія
8. invade [ɪn'veɪd] вторгтися, зазіхати, захоплювати, нахлинати
9. northernmost region ['nɔ:ðənməʊst 'rɪ:dʒən] найпівнічніший регіон

10. merchant ['mɜːtʃənt] торговець, купець, крамар
11. contribute [kən'trɪbjʊ(:)t] сприяти, вносити, жертвувати, співробітничати
12. Angles ['æŋɡlz] англи
13. Saxons ['sæksnz] сакси
14. Vikings ['vaɪkɪŋz] вікінги
15. ravage ['rævɪdʒ] спустошувати, зіпсувати, лютитися
16. Celts [kɛlts] кельти
17. wage [weɪdʒ] war – вести війну
18. naval empire ['neɪvəl 'empraɪə] військово-морська імперія
19. transition [træn'sɪʒən] перехід, модуляція, перехідний період
20. gain [geɪn] вигравати, здобувати, досягати, одержувати



Comprehension Check

I. Check your understanding.

1. What is the history of United Kingdom in the early Medieval?
2. How did the United Kingdom evolve from the 11th century till 1707?
3. When was the United Kingdom formed?
4. When does the documented history of Britain begin?
5. Tell about Roman invasion.
6. What were the achievements of Germanic tribes and Scandinavian Vikings?
7. Whom was England captured in 1066 by?
8. How did Great Britain develop from the XVI century till 1960?

Look!

Share your impressions from reading with groupmates.



True or False?

II. Are these sentences true (T) or false (F)?

T F

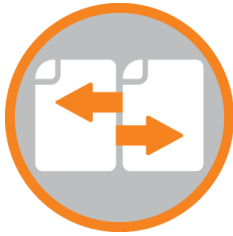
1. The United Kingdom has diminished over many centuries.
2. In the early Medieval there was great number of small states on the territory of United Kingdom.
3. In the 12th century a single feudal state has existed on the lands of today's England.
4. After 1805 England (with Scotland) and Wales were governed by the Welsh kings.
5. In 1907 they were united under the name of Great Britain.
6. In 1921 Southern Ireland came out of the union.
7. Documented history of Britain begins in 55 BC, when Romans invaded its territories.
8. Roman merchants and soldiers helped to spread Christianity in Britain.

Who are the English?

The name 'England' comes from 'Angle-land'. This was the name the Angle and Saxon people gave it. They came here from Europe in the fifth and sixth centuries. Before them, the Romans lived here for four hundred years or more. They made houses and roads. And they made a town next to the River Thames, and called it Londinium. Today its name is London.

The Anglo-Saxons came across the North Sea from north-west Germany and southern Denmark. More invaders – the Vikings – came from Denmark and Norway. In 1066, William of Normandy – the famous William the Conqueror – invaded England, bringing French-speaking people to the country.

In the nineteenth century, thousands of Irish people came to live in England. All through the twentieth century, people came to live in England. After the Second World War, many came from the West Indies and Asia. In the 1950s, Hungarians came. Then, in the 1980s, people from Vietnam came because they wanted to get away from the war in their country. Today, nearly fifty million people live in England, and about fifty thousand more come and live here every year.

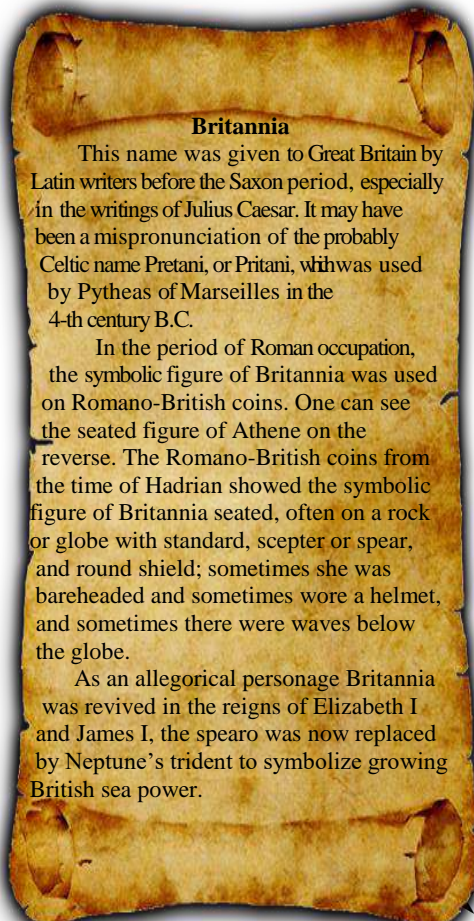


Matching

III. Match the words and their definitions.

1. Kingdom
2. invade
3. wage
4. union
5. gain
6. abbreviate
7. merge
8. merchant
9. ravage
10. feudal

- a) to enter by force in order to conquer or pillage
- b) the action or fact of joining or being joined, especially in a political context
- c) a country, state, or territory ruled by a king or queen
- d) a person or company involved in wholesale trade, especially one dealing with foreign countries or supplying merchandise to a particular trade
- e) to carry on (a war)
- f) according to, resembling, or denoting the system of feudalism
- g) shorten (a word, phrase, or text)
- h) combine or cause to combine to form a single entity
- i) the severely damaging or destructive effects of something
- j) an increase in wealth or resources





IV. Fill in the gaps with appropriate words from the suggestion box.

Norsemen	role	union	independence
soldiers	name	empire	influence
regions	wars	merchants	country

1. The United Kingdom is the political ... of the ... which consists of England, Scotland, Wales and Northern Ireland.

2. The ... of England, Scotland and Wales is known as “Great Britain”.

3. Romans conquered the whole Britain except its northernmost ...

4. Roman ... and ... contributed to the construction of many cities.

5. In 1066, England was captured by the ...

6. Starting from the XVI century Great Britain was becoming a powerful naval ...

7. In XX century British political ... weakened, although it played an important ... in two world ...

8. By 1960 most British colonies gained ...

Interesting to Know!

England and Wales

In 1543, during the Tudor times, England and Wales were united as one country. Scotland and Ireland remained separate kingdoms, with their own parliaments and laws until the much later.

England and Scotland

In 1603 England and Scotland shared the same king. King James VI of Scotland became also James I of England.

James I was very keen to be King of Great Britain, and from 1606 Scots were officially called English citizens. However, it wasn't until 1652, that the two countries were united together through force by Oliver Cromwell. The Scots had never accepted this action.

Kingdom of Great Britain

In 1707 the Act of Union meant that Scotland lost her Parliament and her independence and became part of a new country to be called 'Kingdom of Great Britain'.

United Kingdom of Great Britain and Ireland

In 1801 a second Act of Union was passed, creating yet another new country, the 'United Kingdom of Great Britain and Ireland'.

United Kingdom of Great Britain and Northern Ireland

The Anglo-Irish treaty of 1921 removed mainland Ireland from the UK. Six northern Irish counties (Northern Ireland) remained part of the UK.

The current name of the country, the United Kingdom of Great Britain and Northern Ireland, was adopted in 1927.

V. Make a tile sorting puzzle concerning the British history.

British History Sorting Puzzle

Can you sort these tiles into the right order to show the periods of British history?

NG	N	LD	W	OR	MA			
E	RO	S	TORI	STON	DWAR	VIKI		
ONZE	ART	E	AG	N	AG	WOR	N	ME
ORLD	GIAN	WAR	AGE	MAN	TWO			
XON	IRO	ANGL	ERN	AN	E	E	BR	
MOD	DIAN	GEOR	AR	O	TIME	STU		
UDOR	VIC	O-SA	AL	T	DIEV	NE	W	

VI. Make a short story using this material.

There are a number of significant occasions when ‘the people’ have tried to change their government’s mind – either peacefully or by violence. They have contributed to the growth of freedom and democracy in Britain.



Use this rede!

This picture have included:

- The Middle Ages – the Peasants’ Revolt, Cades Rebellion, the Cornish Rebellion.
- Early Modern age – the Pilgrimage of Grace, the Northern rebellion, the Gunpowder Plot, the Jacobite rebellions.
- The 19th century – the Luddites, the Pentrich Rebellion and the Swing Riots, the campaign over the slave trade, the Combination Acts, the Tolpuddle Martyrs and the New Poor Law and Chartism.
- The 20th century – the campaign for women’s suffrage, Trade Unionism, the troubles in Northern Ireland between 1968 and 1998, the Miners’ Strike, and the Poll Tax riots.

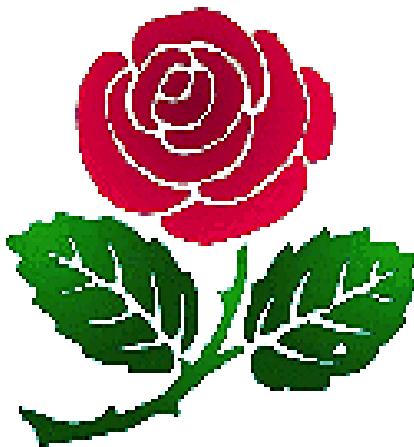
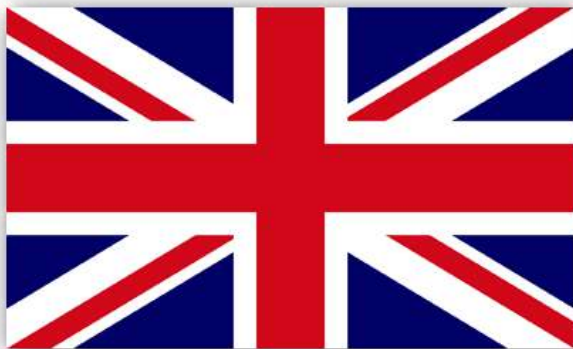


VII. Complete the following sentences to support the main ideas of the text.

1. The United Kingdom abbreviated from ...
2. In 1284 the English Kingdom ..., and in 1536 it ...
3. The United Kingdom was formed in ...
4. In the V century BC The Roman Empire fell, and Germanic tribes ...
5. Scandinavian Vikings ravaged the northern and eastern regions of England while Wales and Scotland ...
6. In the Middle Ages England often waged wars with ...

VIII. Match the given pictures of national symbols.

Flag of England, England's emblem, flag of Wales, emblem of Wales, Flag of Scotland, Scotland's emblem.





IX. Fill in the missing letters in the following words.

The United Kingdom, Northern Ireland, abbreviate, union, merchant, Angles, Ulster, naval empire, Vikings, invade, northernmost region, feudal, Medieval, Britain's country, territory, Southern, consist, England.



X. Form the sentences using such words and word-combinations.

Great Britain, ravage, gain, Celts, wage, merge, transition, contribute, capture, Saxons, region, powerful, spread, history, Christianity, conquer, political name, remain, Germanic tribes, neighboring countries, independence, important role.



XI. Give the English equivalents.

Сполучене Королівство, об'єднання, вести війну, спустошувати, кельти, поглинати, сакси, військово-морська імперія, здобувати, вікінги, англi, перехід, сприяти, захоплювати, феодальна держава, середньовічний, скорочувати.

XII. Imagine that you are Queen Elizabeth II. Write the diary of one week in your life. What can you see? What do you feel? Speak about your ideas.



XIII. Discuss the problems with your peers.

1. What invasions has your country suffered in the past 2,000 years?
2. What effects have these invasions had?
3. Speak on the way of life in the Roman Empire and the life of the Celts in the 1st century A.D.
4. What do you know about the Roman invasions in Britain?
5. Who in William the Conqueror? What information about his achievements do you know?



XIV. Sentence study

Translate the text-fragment from Ukrainian to English.

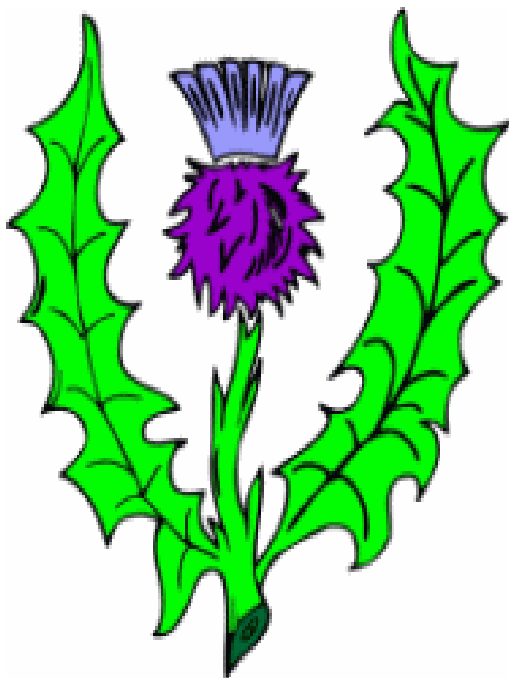
Економічні й політичні позиції Великої Британії у світі внаслідок Другої світової війни виявилися значно підірваними. Розпад колоніальної системи в повоєнний період призвів до того, що Велика Британія перестала бути центром величезної імперії, в якій не так давно проживала четверта частина людства. У війні Велика Британія зазнала суттєвих економічних втрат. Однак післявоєнна відбудова відбувалася досить швидко.



Do you know that ...

XV. What must you know about the national emblem of Scotland.

The Thistle Brig



On the River Tay, just below Cambusmichael Church, there is a ridge of basaltic rock which strides across the river, and used to be a ford. This ridge is known as “The Thistle Brig”, and legend holds that it was here that the thistle became the national emblem of Scotland. During an invasion by the Danes, under cover of darkness, the enemy army crossed the river at this point. On reaching the other side of the river, one of the invaders stood on a thistle and was heard cursing and crying out

in pain. This was heard by the Scots camp on the top of the river bank and the invasion was repelled. The humble Scots' thistle was thereafter adopted as the national emblem of Scotland.

The Thistle Brig Ridge was blasted in the centre of the river, probably sometime about 130 years ago, presumably to ease the passage of salmon passing upriver to spawn. This area of the river is now very popular with canoeists.



(From "Stormontfield Heritage" by Pauline Edmonds)



Reading up

Read and entitle the text fragment.

The United Kingdom was formed as a result of involving a lot of armed struggle. This took centuries and in the 15th century a Welsh prince, Henry Tudor became King Henry VII of England. Then his son, King Henry VIII, united England and Wales under one Parliament in 1536. In Scotland a similar thing happened. The King of Scotland: inherited the crown of England and Wales in 1603, so he became King James I of England and Wales, and King James I of Scotland. The Parliaments of England, Wales and Scotland were united a century later in 1707.

Read about some interesting facts about ancient monuments and buildings. Think over the questions:

Why did people drag huge stones over miles of ground to arrange them in complicated circles?

Was it to make a place to gather for a religious ceremony?

Was it to build a temple for worship of the sun?

What was its importance to its builders?

The first buildings men constructed were probably houses, but from very earliest times people made other kinds of buildings, too. Some monuments, like Stonehenge in England and similar groups of stones in Malta, Africa and China are difficult to understand. The usual theory today is that Stonehenge was a primitive clock and calendar.

In order to have Stonehenge built, the priests must have been able to command hundreds of people. In the same way, the Pharaohs of Egypt must have needed thousands of people to build the pyramids for them. The pyramids were built as tombs for the Pharaohs. A Pharaoh would put into his tomb everything he thought he would want in his life after death. The pyramid had to be strong and thief-proof, for he believed that if his goods were stolen his spirit would suffer.

Another reason why people built huge structures was the need for protection. The Romans built two walls in the north of England, Hadrian's Wall and the Antonine Wall, many miles long, to protect them from Scottish invaders. The Great Wall of China was also used for defence.

Read the following text fragments and highlight the basic ideas.

Up until the seventeenth century there had been four countries in the British Isles. Each one had its own separate sense of identity, its own history, even its own language. There was no such word as British. People were simply either English, Scottish, Welsh or Irish. By the end of the eighteenth century, all this changed. The word British was used for the first time, Rule Britannia song was composed and the Union Flag created.

Over thousands of years, groups of people came from the continent of Europe to Britain. The very first people were Stone Age hunters living all over Europe and the British Isles. It was about 2400 BC when the first farmers arrived in England from southern Europe; these are the people who built the mysterious

stone monuments like Stonehenge. Then, about 1700 BC another group of taller and stronger invaders who used metal tools came from Holland and Germany. Like all the groups who invaded Britain throughout its early history, they married and mixed in with the native population.

Queen Boudicca

In A.D. 43 there were a lot of kings and queens all over the Britain. The Roman emperor, Claudius, wanted to be emperor of all Britain. His Roman soldiers came to Britain to take the country from the British kings and queens.

In the east of England there was a young queen called Boudicca. The Roman soldiers were afraid of her husband because he was a good soldier. But her husband died, and the Roman soldiers came into Boudicca's town. They wanted to take things from the people. Boudicca was very angry. 'Go away!' she said. 'I am the Queen, and these are my people!' But the Roman soldiers laughed. 'You can't fight – you're a woman!' they said. In front of all her people they took off her dress, and hit her and her children, many times. Then they laughed again, and went away.

That night, Boudicca, and hundreds of her people, killed the Roman soldiers. They burned the Roman towns of Colchester and St. Albans. Thousands of British people came to help Boudicca. They burned the Roman city of London, and killed hundreds of Roman soldiers, and women and children too. 'I am going to kill all the Romans!' Boudicca said. 'I am going to be Queen of all Britain now!'

But more and more Roman soldiers came to Britain – thousands and thousands of them. Boudicca's men began to run away. Six months later, Boudicca died. Boudicca wanted to be Queen of all Britain, but the Romans were too strong. But we remember her because she was the first famous British queen.

Today you can see her, a big, tall, beautiful woman, in Hyde Park Corner, in the middle of London.

(From "Kings and Queens of Britain" by Tim Vicary)

Read the following text fragment and answer the question: What makes the Scottish, Welsh, English different from each other?

The Scottish and Welsh are known to be proud and independent people. In recent years there have been attempts at devolution in the two countries, particularly in Scotland where the Scottish National Party was very strong for a while. However in a referendum in 1978 the Welsh rejected devolution and in 1979 the Scots did the same. The whole of Ireland was united with Great Britain from 1801 up until 1922. In that year the independent Republic of Ireland was formed in the South while Northern Ireland became part of the United Kingdom of Great Britain and Northern Ireland.

The history of this particular union is rather long and complicated. About 2,000 years ago the British Isles were inhabited by the Celts. Britons and Belgae who originally came from the Mediterranean long before the Celts developed their civilization.

During the next 1,000 years there were many invasions. The Romans came from Italy in A.D. 43 and in calling the country “Britannia” gave Britain its name. The Angles, Saxons and Jutes came from Germany, Denmark and Netherlands in 5-th century, and England gets its name from this invasion (Angle-lands).

The Vikings arrived from Denmark and Norway throughout the 9-th century, and in 1066 (the date in history which every British schoolchild knows) the Normans invaded from France. These invasions drove the Celts into what is now Cornwall, Wales and Scotland, and they remained, of course, in Ireland.

The English, on the other hand, are the descendants of all the invaders, but are more Anglo-Saxons than anything else. These various origins explain many of the differences in education, religion and the legal systems, but most obviously, in language.



Supplementary Reading

Read and discuss the texts.

Text 1

History of London

The name London comes from the Romans. There were people living here before they came, but we do not know very much about them. The Romans came to England in A.D. 43. They built houses and other buildings and made a town next to the River Thames (Londinium). They built a bridge over the river, and ships came up to Londinium from the sea. The town got bigger and bigger. Important new buildings went up, and you can see some of the Roman city wall today, near the Museum of London.

It was a rich town with about 50,000 people living in it. But soon after A.D. 400, the Romans left Londinium to go back to Rome, and nobody lived in the town for many hundreds of years. The buildings began to fall down. Danish soldiers destroyed more buildings nearly five hundred years later. King Alfred was king of England then. He got the Danes to leave London and his men built the town again. In 1066, William the Conqueror came to England from France to be king. Soon after, he began to build the Tower of London.

When Henry the Eighth was king in 1509, 50,000 people lived in London again. By the year 1600, there were 200,000, but a lot of them lived in old and dirty buildings. In 1665, 100,000 people died from an illness called the plague. This was called the year of 'The Great Plague'.

A year later, in 1666, there was a big fire – The Fire of London. It began in a house in Pudding Lane, near London Bridge. More than a quarter of a million Londoners lost their homes in the fire. It destroyed St. Paul's Cathedral and eighty-eight other churches. But the fire also destroyed most of the worst old buildings, and the new houses that went up after this were better for people to live in.

A new St. Paul's Cathedral was built between 1675 and 1711. By 1881, more

than three million people lived in London. Today, more than six million people live here. There were eight million in the 1960s, but in the 1970s and 1980s, people moved out of the centre of London.

(From "London" by John Escott)



Open Discussion

1. Who did give London its name?
2. In 1666, a lot of Londoners lost their homes. How?
3. Who did build St. Paul's Cathedral?
4. What did destroy St. Paul's Cathedral and eighty-eight other churches?

Text 2

From the History of Great Britain

Alfred the Great. Alfred the Great was born in 849, in the south of England. He was the youngest of four brothers. Kings at that time were usually good soldiers, but they didn't often know how to read. But Alfred went to Rome with his mother. He learned to read and write there. At that time there were a lot of Danish soldiers in the north of England. The Danish kings wanted to be kings of all



England. They killed Alfred's three brothers, burned English towns, and killed Alfred's people. Soon the Danes were in London and most of the south of England. Alfred was king in the west of England, but the Danes came there, too. Every year the Danes were stronger and stronger.

But Alfred and his men learned to fight better and better. The Danes began

to lose, and Alfred's soldiers went east, to Winchester and London. The English people were happy to see them. 'We want Alfred to be our King,' they said. 'Not the Danes.' Sometimes, they made big white horses on the hills, because they were happy and free.

The Danes went back to the north of England. Alfred was king in the south of England, and the Danish king, Guthrum, was king in the north. Guthrum was afraid of Alfred and didn't want fight him any more. But more Danish soldiers came over the sea in their big ships.

In the south of England they burned towns and killed people. But then Alfred's men made some big new ships. Every time the Danes came, Alfred's men were ready for them. So the Danes went to different countries, and England was quiet and free.

Robin Hood

Whether Robin Hood was ever a real person no one knows today. The old ballads about the famous outlaw say that he lived in the reign of King Richard the Lion-Hearted (1157-1199). When King Richard, a strong and just man, went off to the crusades, he left England in charge of his bad and weak brother John (1199-1216). Society in those feudal days was mainly divided into lords and peasants. The peasants were treated as part of the soil. Since the battle of Hastings (1066) Saxon families had treated the Normans as conquerors and oppressors. The Norman barons built great castles all over the country and oppressed the poor. Most unjust of all, in the eyes of the Saxons, were the game laws by which the Normans kept all the game to themselves. All deer belonged to the king. A poor man was cruelly punished for killing one of these royal animals. This was the England of Robin Hood, about whom we have some fifty ballads, many books and films. Robin Hood was a bold outlaw, who had fled to the freedom of the forest and helped the poor with gold won from thieving the rich. Robin lived in "the greenwood" with a band of a hundred "merry men", all wonderful archers.

Alfred lived in Winchester, in the south of England. He was king for twenty-eight years. In his time, English people made a lot of new schools. They began to write the first books in English, too. English people remember him because he was a strong, good king.

Elizabeth I. The young Elizabeth had a very difficult time. Her father (King Henry VIII) killed her mother (Ann Boleyn). Then her sister Mary (Catherine of Aragon's daughter) was Queen, and Elizabeth was in prison. A lot of people wanted to kill her.

But Mary died in 1558. Elizabeth was Queen of England and Wales for forty-five years, but she had no husband and no children. Most people liked her then. Today, many people think she was England's best queen. Why? At this time England was a strong, happy country. Queen and Parliament worked well, so most people were happy.

English people did new, exciting things. In 1577-80 Englishman, Francis Drake, went around the world in his ship, the Golden Hinde. In 1588 thousands of Spanish soldiers and ships came to England to fight Elizabeth, but Drake's men, and some very bad weather, kept them away. In 1584 some English people went to live in Virginia, in America. In London, William Shakespeare began to write his famous plays.

Some people were unhappy, of course. For twenty years the Scottish queen, Mary, was in prison in England. Some people wanted her to be queen because she was a Catholic. Mary was more beautiful than Elizabeth, too. In 1587, some of Mary's friends tried to kill Elizabeth. Some weeks later, Elizabeth's soldiers killed Mary.

Elizabeth died in 1603. She was seventy years old. After her, Mary's son, James, was king. He was king of Scotland. Now he was the first king of England and Scotland.

(From "Kings and Queens of Britain" by Tim Vicary)



Open Discussion

1. What did Alfred do in Rome?
2. Why do English people remember Alfred?
3. How many years did Elizabeth I was queen for?
4. Why did some people want Mary Queen of Scots to be Queen of England?



Useful Tips

Tip 1: Share your impressions from reading with friends and groupmates.

Tip 2: Reading can bring you huge benefits. While reading, you can use your imagination. Reading the texts, you fantasize, complementing the picture described. So you develop your imagination.

Tip 4: While reading, you will understand that books are better than movies. When reading you use your imagination to create a head full picture. You make it so that like you. No Hollywood director will tell you the story better than your imagination.

One more tip: By reading, you learn to look from different angles. By reading various books on the same topic or book idea which differ with your opinion, you develop the ability to see things from different perspectives. While reading, you expand horizons. Reading books on various subjects, you become more versatile man.





Test Yourself

1. Which of these groups came to Britain first?

- a) the Anglo-Saxons
- b) the Celts
- c) the Vikings
- d) the Romans

Look!

Do the problems that have the greatest point values first.

2. Which group came from parts of Germany to Britain?

- a) the Anglo-Saxons b) the Celts c) the Vikings d) the Romans

3. In 1066 England was invaded by

- a) the Romans
- b) the Vikings
- c) Protestants
- d) the Norman French

4. During the period of the Middle-Ages (about 1066-1485), England was

- a) a Protestant nation
- b) a feudal country
- c) a Commonwealth
- d) a colony

5. By the 13th century, the rulers of England thought of themselves as

- a) Puritans
- b) French
- c) English
- d) an empire

6. William Wallace

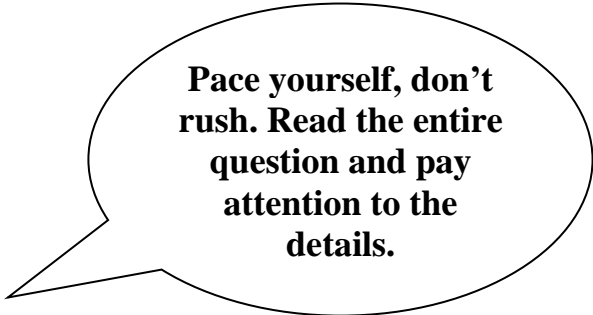
- a) was king of Scotland
- b) brought Christianity to Scotland
- c) broke relations with Rome
- d) helped to keep Scotland free from English control

7. When England had a feudal system in the Middle-Ages,

- a) the king needed the Parliament to rule.
- b) the king was head of the Anglican Church.
- c) the king give land to the nobility in return for military service.
- d) everyone was equal.

8. Queen Elizabeth I

- a) was a Puritan
- b) was a Protestant
- c) was a Catholic
- d) was a Norman



**Pace yourself, don't
rush. Read the entire
question and pay
attention to the
details.**

9. The Tudor Age in England (1485-1603)

- a) was the time of Shakespeare.
- b) was the period when Old (Anglo-Saxon) English was spoken.
- c) was a time when the Catholic religion was the main religion in England.
- d) is called "the Restoration Period".

10. The Anglican Church (=Church of England) was started by:

- a) Elizabeth I
- b) Henry VIII
- c) the Puritans
- d) the Romans



Project Work

Make your project on prehistorical aspect of Britain.



The history of the British Isles has witnessed intermittent periods of competition and cooperation between the people that occupy the various parts of Great Britain, Ireland, and the smaller adjacent islands, which together make up the British Isles. Today, the British Isles contain two sovereign states: the Republic of Ireland and the United Kingdom. There are also three Crown dependencies: Guernsey, Jersey and the Isle of Man.

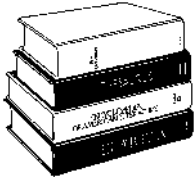
The United Kingdom comprises England, Northern Ireland, Scotland, and Wales, each country having its own history, with all but Northern Ireland having been independent states at one point. The history of the formation of the United Kingdom is very complex.

*Read and discuss
the project format
with the students.*

*Make and
discuss the
project of your
own.*

The British monarch was head of state of all of the countries of the British Isles from the Union of the Crowns in 1603 until the enactment of the Republic of Ireland Act in 1949, although the term "British Isles" was not used in 1603. Additionally, since the independence of most of Ireland, historians of the region often avoid the term *British Isles* due to the complexity of relations between the peoples of the archipelago.





Expanding Vocabulary

1.	council	['kaʊns(ə)l]	рада
2.	court	[kɔ:t]	суд
3.	Court of Appeal	[ə'pi:l]	апеляційний суд
4.	creative expression	[kri(:)'eɪtv ɪks'preʃən]	творче вираження
5.	discrimination	[dɪs'krɪmɪ'neɪʃən]	дискримінація, розрізнення
6.	disseminate	[dɪ'semɪneɪt]	поширювати
7.	except	[ɪk'sept]	за винятком
8.	excess	[ɪk'ses]	надлишок
9.	humanities	[hju(:)'mænɪtɪz]	гуманітарні науки
10.	humanity (mankind)	[hju(:)'mænɪtɪ]	людство
11.	hunter-gatherers	['hʌntə 'gæðərəz]	мисливці-збирачі
12.	idol	['aɪdl]	ідол
13.	trace	[treɪs]	простежувати, калькувати, копіювати
14.	violate	['vaɪəleɪt]	порушувати
15.	violations	[,vaɪə'leɪʃənz]	порушення, зневажання
16.	long-term liabilities	[,lɔŋ'tɜːmbɪlɪtɪz]	поточні зобов'язання
17.	vision	['vɪʒən]	бачення, видіння, образ
18.	slave	[sleɪv]	раб

19.	slavery	['sleivəri]	рабство
20.	permanent settlement	['pɜ:mənənt 'setlmənt]	постійне поселення
21.	domestication	[dəʊ ,mæstɪ 'keɪʃən]	акліматизація, приручення
22.	downfall	['daʊnfɔ:l]	падіння, занепад
23.	settler state	['setlə]	держава поселенців
24.	incumbent monarch	[ɪn 'kʌmbənt]	діючий монарх
25.	penal law	['pi:nl]	кримінальне право
26.	franchise	['frænfʌɪz]	право голосу, привілей
27.	brief period	['brɪəriəd]	короткий період
28.	limited independence	[,lɪndɪ 'pɛndəns]	обмежена незалежність
29.	rebellion	[rɪ 'beljən]	повстання
30.	emancipation	[ɪ ,mænsɪ 'peɪʃən]	емансипація, звільнення, повноліття, розкріпачення
31.	satellite state	['sætələɪt]	держава-прибічник
32.	cease-fire	['si:s faɪə]	припинення вогню
33.	inferiority	[ɪn ,fɪəri 'ɔrɪti]	нижче становище, підлеглість
34.	national guardsman	['gɑ:dzmən]	національні гвардійці
35.	royalty	['rɔɪəlti]	королівська влада, королівська гідність

Unit 7

American History

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

American History

The first *inhabitants*¹ of the Americas came from Asia. About 20,000 years ago, they began crossing a land bridge now covered by the *Bering Strait*². Gradually, they spread all over North and South America. These were the people *Christopher Columbus*³ called ‘*Indians*⁴’ when he arrived in America in 1492 because he thought that he had reached India. Most of them lived by hunting wild animals, fishing or gathering plants for food. Some had become farmers. Others *had set up*⁵ villages and towns after 1500 BC and had powerful *chieftains*⁶ as their rulers. At about the same time, Indian civilizations began to grow up in Central and South America. The earliest was founded in about 1300 BC by the *Olmecs*⁷ who lived around the Gulf of Mexico.

Interesting to know!

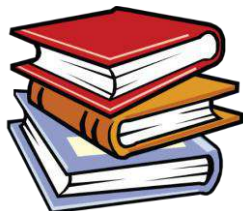
America was named after an Italian businessman called Amerigo Vespucci, who sailed to South America between 1499 and 1502.

Most of the people who lived in North America originally came from Britain, France, Spain, and Africa. The first inhabitants were the *American Indians*⁸ and the *Eskimos*⁹, both of whom were thought to have travelled from Asia many thousands of years ago.

The British settled mainly in Canada and the northern United States. The French became established in the *Quebec*¹⁰ and *Montreal*¹¹ regions of Canada and in some southern parts of the United States. *The Spaniards*¹² colonized most of the

Look!
Why is the USA a country of great differences?

southern United States, Mexico, Central America and the larger islands of the *West Indies*¹³. Negroes from Africa were carried in *slave ships*¹⁴ to the southern United States and the West Indies and later, when they *were freed*¹⁵, set up their own communities in these areas. In the late 1800s and early 1900s millions of people (*Poles*¹⁶, *Greeks*¹⁷, *Italians*¹⁸, *Dutch*¹⁹, *Swedes*²⁰, and others) *fled*²¹ from Europe to the United States in the hope of starting a new and better life there. Later, they were joined by large numbers of *Chinese*²² and *Japanese*²³.



Key-Words

1. inhabitant [ɪn'hæbɪtənt] житель, мешканець
2. Bering Strait ['beərɪŋ streɪt] Берингова протока
3. Christopher Columbus ['krɪstəfə kə'lʌmbəs] Христофор Колумб
4. Indian ['ɪndjən] індіанець, індіанка, індієць
5. set up [set ʌp] засновувати, піднімати
6. chieftain ['tʃi:ftən] вождь, ватажок
7. Olmecs ['ɒlmɛks] ольмеки
8. American Indians [ə'merɪkən 'ɪndjəns] індіанці, американські індіанці
9. Eskimos ['ɛskɪməʊz] ескімоси
10. Quebec [kwɪ'bɛk] Квебек

11. Montreal [ˌmɒntriˈɔ:l] Монреаль
12. Spaniards [ˈspænjədz] іспанці
13. West Indies [wɛst ˈɪndɪz] Вест-Індія
14. slave ship [sleɪv ʃɪp] невільниче судно
15. be freed [fri:d] бути звільненим
16. Poles [pəʊlz] поляки
17. Greeks [gri:ks] греки
18. Italians [ɪˈtæljənz] італійці
19. Dutch [dʌʃ] голландський, нідерландський; нідерландець
20. Swedes [swi:dz] шведи
21. flee [fli:] тікати, уникати, сторонитися, бігти
22. Chinese [ˌʃaɪˈni:z] китайський, китаєць
23. Japanese [ˌdʒæpəˈni:z] японський, японець



Comprehension Check

1. Where the first inhabitants of Americas came from?
2. What lands did they spread all over?
3. When did Christopher Columbus discover America?
4. What people lived there at that period?
5. How did they live? What did they do?
6. What countries did the people of North America come from?
7. Who were the first inhabitants of North America?
8. What nationalities did flee from Europe to the United States in the late 1800s and early 1900s in the hope of starting a new and better life there?

Look!

The names “United States of America” and “American” were first used at the time of the War of Independence.

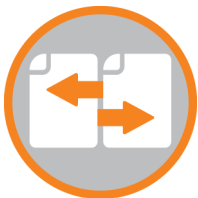
The American flag, the Stars and Stripes, also first appeared at that time. It has a stripe for each of the first thirteen states and a star is added when a new state joins, so there are now fifty stars.



True or False?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. About 5,000 years ago, the first inhabitants of the Americas began crossing a land bridge now covered by the Bering Strait. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Christopher Columbus called them 'Indians'. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. People had set up villages and towns after 1500 AD and had weak chieftains as their rulers. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The earliest civilization was founded in about 1200 BC by the Olmecs who lived around the Caribbean Sea. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. French was established in the Quebec and Montreal regions of Canada and in some northern parts of the United States. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The Spaniards colonized most of the southern United States, Mexico, Central America and larger islands of West Indies. | <input type="checkbox"/> | <input type="checkbox"/> |



Matching

III. Match the words with their synonyms.

- | | | |
|--------------|--|----------------|
| 1. set up | | a) escape |
| 2. chieftain | | b) thrall |
| 3. Eskimos | | c) English |
| 4. slavery | | d) arrange |
| 5. flee | | e) locate |
| 6. British | | f) surround |
| 7. cover | | g) meal |
| 8. spread | | h) leader |
| 9. food | | i) Esquimau |
| 10. settle | | j) stretch out |



IV. Fill in the gaps with appropriate words from the suggestion box.

America	people	inhabitants
civilizations	Africa	British
Indians	Asia	years

1. The first ... of the Americas came from ...
2. Indian ... began to grow up in Central and South ...
3. Most of the ... who live in North America originally came from Britain, France, Spain and ...
4. The first inhabitants of North America were the American ... and the Eskimos.
5. Both of them are thought to have traveled from Asia many thousands of ... ago.
6. The ... settled mainly in Canada and the northern United States.



V. “America the Beautiful” is an American patriotic song. The lyrics were written by Katharine Lee Bates, and the music was composed by church organist and choirmaster Samuel A. Ward. Bates originally wrote the words as a poem, “Pikes Peak”, first published in the Fourth of July edition of the church periodical “The Congregationalist” in 1895. At that time, the poem was titled “America” for publication. Ward had originally written the music, “Materna”, for the hymn “O Mother dear, Jerusalem” in 1882, though it was not first published until 1892. Ward’s music combined with the Bates poem was first published in 1910 and titled “America the Beautiful”. Read and correlate all three variants.

Original poem (1893)

O beautiful for halcyon skies,
 For amber waves of grain,
 For purple mountain majesties
 Above the enameled plain!
 America! America!
 God shed His grace on thee,
 Till souls wax fair as earth and air
 And music-hearted sea!

O beautiful for pilgrim feet
 Whose stern, impassioned stress
 A thoroughfare for freedom beat
 Across the wilderness!
 America! America!
 God shed His grace on thee
 Till paths be wrought through
 wilds of thought
 By pilgrim foot and knee!

O beautiful for glory-tale
 Of liberating strife,
 When once or twice, for man's
 avail,
 Men lavished precious life!
 America! America!
 God shed His grace on thee
 Till selfish gain no longer stain,
 The banner of the free!

O beautiful for patriot dream
 That sees beyond the years
 Thine alabaster cities gleam
 Undimmed by human tears!
 America! America!
 God shed His grace on thee
 Till nobler men keep once again
 Thy whiter jubilee!

1904 version

O beautiful for spacious skies,
 For amber waves of grain,
 For purple mountain majesties
 Above the fruited plain!
 America! America!
 God shed His grace on thee,
 And crown thy good with brotherhood
 From sea to shining sea!

O beautiful for pilgrim feet
 Whose stern impassioned stress
 A thoroughfare for freedom beat
 Across the wilderness.
 America! America!
 God mend thine ev'ry flaw,
 Confirm thy soul in self-control,
 Thy liberty in law.

O beautiful for glorious tale
 Of liberating strife,
 When valiantly for man's avail
 Men lavish precious life.
 America! America!
 May God thy gold refine
 Till all success be nobleness,
 And ev'ry gain divine.

O beautiful for patriot dream
 That sees beyond the years
 Thine alabaster cities gleam
 Undimmed by human tears.
 America! America!
 God shed His grace on thee,
 And crown thy good with brotherhood
 From sea to shining sea.

1913 version

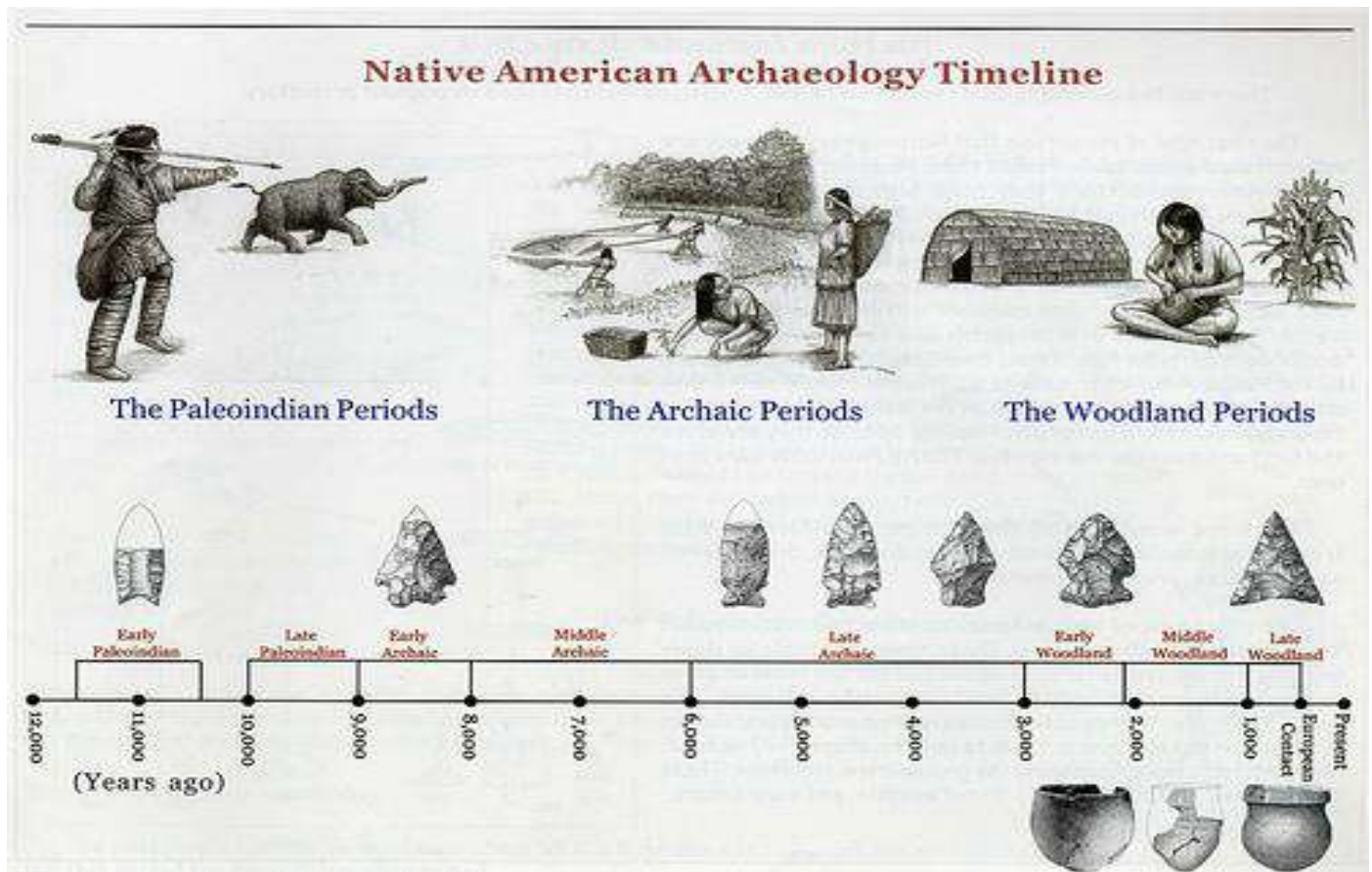
O beautiful for spacious skies,
 For amber waves of grain,
 For purple mountain majesties
 Above the fruited plain!
 America! America!
 God shed his grace on thee
 And crown thy good with
 brotherhood
 From sea to shining sea!

O beautiful for pilgrim feet
 Whose stern impassioned stress
 A thoroughfare of freedom beat
 Across the wilderness!
 America! America!
 God mend thine every flaw,
 Confirm thy soul in self-control,
 Thy liberty in law!

O beautiful for heroes proved
 In liberating strife.
 Who more than self their country
 loved
 And mercy more than life!
 America! America!
 May God thy gold refine
 Till all success be nobleness
 And every gain divine!

O beautiful for patriot dream
 That sees beyond the years
 Thine alabaster cities gleam
 Undimmed by human tears!
 America! America!
 God shed his grace on thee
 And crown thy good with
 brotherhood
 From sea to shining sea!

VI. Make a short story using material from this table.



VII. Complete the information below.

1. Gradually, the first inhabitants of the Americas spread all over ...
2. Most of people lived by hunting wild animals, fishing or gathering ...
3. Some people had become ...
4. Negroes from Africa were carried in slave ships to ...
5. When they were freed, they ...
6. In the late 1800s and early 1900s millions of people ... fled from Europe to ...



VIII. Fill in the missing letters in the following proper names.

Chr_stop_h_r Col_mb_s, I_dia_, J_p_nese, Chin_s_, S_edes, Ita__ans, D_tch,
Pol_s, Gr__ks, Spani__ds, West Ind_es, Mon_real, Q__bec, Olme_s, B_r_ng
Stra_t, Am_ri_c_n In__ans, _skim_s.



IX. Form the sentences using such words and word-combinations.

Inhabitant, set up, flee, chieftain, slave ship, come from, spread all over, people, arrive, hunting, fishing, gathering plants, reach, farmer, food, wild animal, civilization, Britain, Central America, United States, settle, northern, community, new life, large number, join, travel.



X. Give the English equivalents.

Іспанці, шведи, уникати, китайський, японець, поляки, греки, італійці, нідерландець, бути звільненим, невільниче судно, мешканець, індієць, засновувати, американські індіанці.

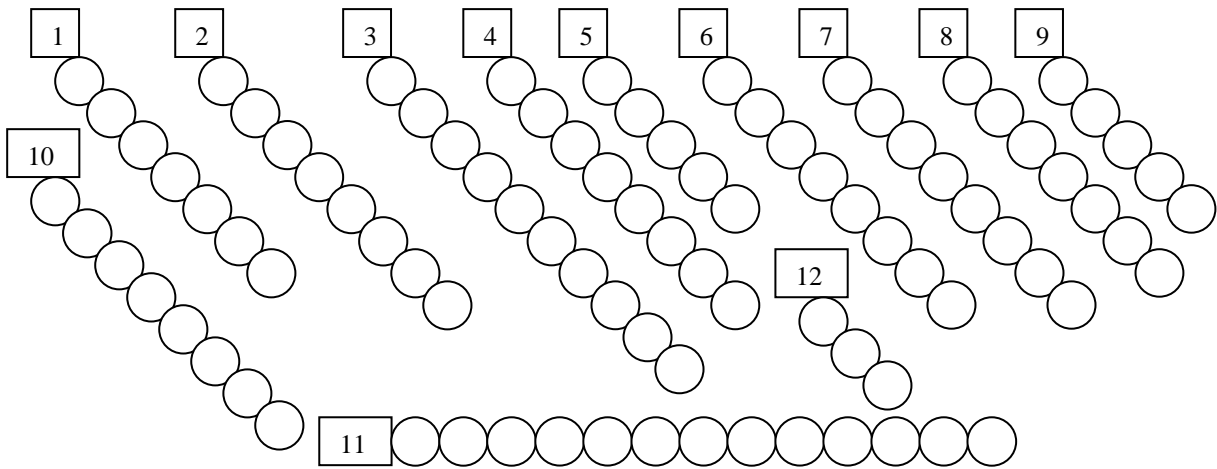


XI. Read the text fragment and fill in the circles in the word-chains with words.

Why America is called America, not Columbia?

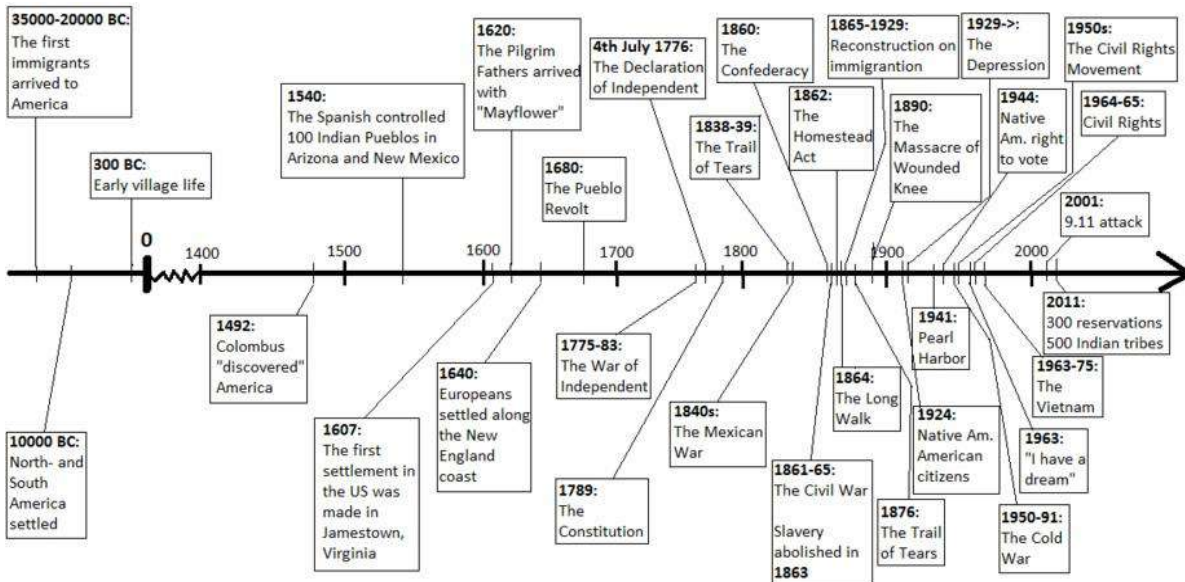
As for the discovery of ... , there are many The official ... of this world part customary is Christopher But for some reason it is called America. And the thing is that the Columbus and his contemporaries believed that the land they have discovered is After a while, another ... , Amerigo ... , first thought that Columbus and his companions discovered a completely new, yet ... in Europe, part

of the He called it the New World. Creating modern map a ... Martin ... called that ... World "America".



(ANSWERS: 1 – America; 2 – versions; 3 – discoverer; 4 – Columbus; 5 – India; 6 – traveler; 7 – Vespucci; 8 – unknown; 9 – world; 10 – mapmaker; 11 – Waldseemuller; 12 – New).

XII. Review the material about US history with the help of this scheme.





XIII. Discuss the problems with your peers.

1. Imagine that you are on holiday in the USA. Discuss with your friend places that you have visited.

2. Imagine that you were either a Pilgrim, or a black slave, or an immigrant in the nineteenth century. You are now very old. Make a short paragraph about how you came to the USA. Tell about your life there.



XIV. Sentence study

Translate the text-fragments using some terms in brackets.

1. Коли європейці (Europeans) зрозуміли, що Колумб відкрив нову частину світу, а зовсім не азійську Індію, вони почали називати корінних американців (Native Americans) індіанцями. 2. На жаль, вони не дуже переймалися особливостями відкритих ними цивілізацій і фактично їх знищили (to destroy). 3. Тому знання про мешканців Америки у доколумбову епоху збиралися довго і потроху. 4. Зараз відомо, що більшість американського населення на той час було зосереджено в Центральній і Південній Америці. 5. Індіанці північного материка (northern continent) становили лише двадцяту частину всіх тубільців. 6. Але, коли йдеться про індіанців, в уяві європейців щонайперше виникає образ людини в одязі з оленьчої шкіри (buckskin) з головним убранням з орлиного пір'я, тобто індіанців-кочівників Північної Америки.



Do you know that ...

XV. What must you know about the national emblem of Scotland

Extreme points of the Americas

When people say “America”, they mean not country the United States of America, as it often happens, but a large part of world in the Western Hemisphere, which unites two continents: North America and South America with the nearest islands, including Greenland as the largest

Is there the Mediterranean Sea in America?

It does exist, but is called American Mediterranean Sea and includes waters of Caribbean sea and Gulf of Mexico. Another his name is West Indian Sea. But both names are used very rarely.

island of our planet. This part of the world is almost entirely situated in the Western Hemisphere between the Atlantic and Pacific oceans and has an area of 42.5 million square kilometers.

America is also often called the country the United States and its inhabitants are named Americans. Although this is not entirely true, because the Americans outside the United States are very diverse. They have mixed blood of American tribes, Spanish and Portuguese. And US citizens also belong to many nations.



Reading up

Read the following text fragments and highlight the basic ideas.

The Anasazi

In the centuries that led to the year 1000, Europe was emerging from chaos. Tribes roamed the countryside evoking fear from luckless peasants. The grandeur that was Rome had long passed. Across the Atlantic, the North American continent was also inhabited by tribes. The Anasazi managed to build glorious cities in the

cliffs of the modern Southwest. Their rise and fall mark one of the greatest stories of pre-Columbian American history.

Anasazi means “ancient outsiders”. Like many peoples during the agricultural era, the Anasazi employed a wide variety of means to grow high-yield crops in areas of low rainfall. Their baskets and pottery are highly admired by collectors and are still produced by their descendants for trade. It is their cliff dwellings, however, that captivate the modern archeologist, historian, and tourist.

Cliffs, Canyons, and Kivas

The famed cliff dwellings were built into the mountainsides with but one exit for the sake of defense. With the exception of hunting and growing food, all aspects of living could be performed within the dwelling. Deep pits were periodically dug within the living quarters. These pits, called Kivas, served as religious temples for the ancient Anasazi. Sleeping areas were built into the sides of the cliffs. Even water could be gathered between the porous cracks in the walls – all by clever design, of course.

Historians can only theorize why the Anasazi civilization declined. One explanation is attack by hostile tribes. Others believe the resources of the area were becoming exhausted. The durability of their structures has proven remarkable. Think of how our contemporary structures fall into utter disrepair without constant maintenance. The cliff dwellings have endured over eight hundred years of exposure to the elements and still stand proud. Modern day visitors can marvel at Anasazi accomplishments at “MESA VERDE NATIONAL PARK” or “CANYON DE CHELLY NATIONAL PARK”, to name a few.

Dollar

The word “dollar” comes from the name of a coin used 400 years ago. In 1516 a mine near a small village, called Joachimstal, in northwestern Bohemia, began producing silver for a coin also minted there. The coin was called a “joachimstaler”, after the town’s name, or “taler” for short. The talers travelled to

the Netherlands where the word became “daler”. The English borrowed the Dutch form “daler” and by the eighteenth century began regularly spelling it “dollar”. The dollar was the currency of Germany and Spain for over two centuries before it became American. In 1782, Thomas Jefferson proposed that the Spanish dollar be the unit of currency, thus helping the Americans to become independent of the British pound sterling after the war.



Supplementary Reading

Read and discuss the texts.

Text 1

What were the first Americans?

Most scientists believe the first humans in the Americas came about 15,000 years ago. We know that they come from Asia, overcoming a narrow membrane, which at that time was in place Bering Strait. In those ancient times to the United States got some tribes very different from each other. Northern land occupied ancestors of the Aleuts and Eskimos – close relatives of the North and Northeast Siberia. They still live on the shores of the Arctic Ocean and Alaska.

It is Interesting!

The famous Indian loud cry during combat attacks, we know from the westerns, came to the natives of North America from their ancestors. People think that ancient hunters used it to scare the prey and hunt it to the pits. Without exaggeration, it can fear even a buffalo. Interestingly, the young Indians learned to shout in their young women who participated in hunting as well as men.

However, people of another type moved to the south. They had reddish skin color. For centuries, the Redskins were divided into tribes and created a powerful state, not worse than the ancient civilizations of the Eastern Hemisphere like Mesopotamia or ancient Egypt. But American civilization were formed only in Central America. On the territory of North America mainly nomadic Indians lived. The most famous of them were Huron, Sioux, Delaware, Seminole, Teva. They were well-known heroes of Mayne Reid and Fenimore Cooper’s novels.

In fact, the Indians-nomads were no worse and no better than other nations, such as the Mongols. They were ordinary hunters and fishermen, and eventually began to engage and agriculture. They grew cotton, potatoes, corn, peppers, beans and many other plants that after the conquest of America by Europeans came to our table. The Indians-farmers abandoned the nomadic lifestyle and began to build a fortified villages.



Open Discussion

1. What were the first Americans?
2. Where did this people come from?
3. Who were the Redskins?
4. Who did mainly live on the territory of North America? Name the main tribes.

Text 2

‘Sweat of the Sun’ – Gold of Peru

South American Indian civilizations, in an intriguing similarity with the ancient Egyptians, had elaborate burial rituals. The burial practices of Inca and pre-Inca societies required that members of the ruling elite should be mummified, wrapped in exquisite textiles, and laid in burial chambers accompanied by gold and silver objects, high quality ceramics, and beautifully ornamented wooden and metal tools. In death, as in life, the ancient Peruvians were adorned by gold earrings, gold nose ornaments and necklaces of gold and semi-precious stones.

In many of the cultures featured in the exhibition, the death of a king or noble could result in human sacrifice. The Incas believed that human fortunes were directed by gods, and human sacrifice was used in an attempt to win favour these mystical forces.

The exhibition, which covers 3,000 years of Peruvian prehistory, includes artifacts from the Nazca civilization which, around 300 A.D., created massive

figures and geometric forms on the surface of the Peruvian desert. Some of the Lines are up to 120 metres across and can only be properly appreciated when viewed from the air. The subject of serious scholarship and sensational speculation, it has been argued that the Nazca Lines are a gigantic astronomical calendar, ritual pathways, or even runways for visitors from outer space! 'Sweat of the Sun' Gold of Peru is unique opportunity to admire the arts and crafts of long lost civilizations.

(From "English for Humanities" by A.S. Chislova)



Open Discussion

1. Had South American Indian civilizations elaborate burial rituals?
2. Who were Incas?
3. Describe their beliefs.
4. What do you know about Peruvian prehistory and the artifacts from the Nazca civilization?

It's Interesting to Know!

Where did the American Indians Come from?

About 12,000 years ago, bands of hunters on foot wandered into a strange new land, following herds of elk and caribou. The land these early hunters came from was probably Siberia. They crossed the narrow strip of water where the continents of Asia and North America are closest together.

They came from the same homeland and were originally alike. They went over a period of thousands of years in small family groups and thus the groups differed in many ways: in language, in appearance, in customs, in ways of making a living, and in the way they adapted themselves to life in the new land.

They all had straight, black hair and high cheekbones. They were all dark-skinned, but their shadings varied. The skins of some had a reddish tinge and so these people were often called 'red men'.

They used the same sort of weapons and tools, and methods to provide themselves with food, clothing and shelter. But they used different materials to satisfy their needs.

The biggest differences that developed among these people were a result of where they settled to live. The main living centres were the Northwest Coast, the California region, the Southwest, the Eastern Woodlands, and the Plains. The tribes which developed in each of these centres were quite different from each other – though they were all what came to be known as "Indians".



Useful Tips

Studying tips!

good lighting

Make sure you study in a well-lit area! It will help you pay more attention to your work and it will help your eyes! Reading or studying in a dim area damages your sight!

repetition

If you repeat something several times you are more likely to remember it! For example, go through a set of flash cards several times or say the quadration equation/formula several times outloud! This repetition will help you remember!

clear area

Make sure that the area your are studying in is clear! I always get distracted at my desk because I want to use the computer, but I always get distracted in my room because there is so much to do! So I sit at a completely clean and clear table so I don't get distracted!

stay organized

Staying organized is key to studying! Make sure you have time set out for studying and all your things are organized or it will make studying stressful! Studying shouldn't be stressful, it should be helpful!

don't procrastinate!

Waiting until the last minute to study is awful, especially if it's right before you go to bed because you are less likely to remember anything! Study before or right after dinner so that you remember to do it and you remember the material! You can always go on Facebook or tumblr at night!

applied learning

If you have trouble remembering something, think about a way that it applies to something in life. For example, I remember the definition of "loquacious" because I have a friend who talks a lot. I understand the effects of temperature and pressure on molecules because my brother put a soda can in the freezer and it exploded! I know how a barometer works because I think about a straw in a cup! It may sound silly, but thinking of connections like that really help!

quiet!

Some people are able to perform with music or loud noise in the area, but you should always study in a quiet area! Your brain will be able to focus more on the material, even if it doesn't seem like it!



Test Yourself

1. The discovery of the West by the peoples of Europe went very slowly because of...

- a) the absence of navigation equipment;
- b) their fear of the open sea;
- c) religious prejudices.

Look!

Always read the whole question carefully. Don't make assumptions about what the question might be.

2. The Icelandic sagas are full of...

- a) accounts of the wars on the continent;
- b) tales about the careless courage of Eiric the Red and his son;
- c) tales on the exploration of the Scandinavian coast.

3. Leif Ericson's ship reached the shore of the land known under the name of...

- a) New England;
- b) New Mexico;
- c) the District of Columbia.

4. Who discovered America?

- a) George Washington
- b) Christopher Columbus
- c) the pilgrims

5. Christopher Columbus landed in America in ...

- a) 1942
- b) 1620
- c) 1492

6. Christopher Columbus dreamed of reaching India by...

- a) sailing westward;
- b) sailing around Africa;
- c) crossing the African continent by land.

7. Columbus's expectations of finding an unknown land to the west...

- a) were supported by the King of Portugal;
- b) were laughed at for a long time;
- c) were considered important by the Spanish Admiral.

8. Columbus was sure that he...

- a) had lost his way in the ocean;
- b) had discovered a new continent;
- c) had discovered a new way to the Indies.



Project Work

Make your project on one of these positions and pay special attention to the project management.

Key Points

Pre-Columbian Era

Colonian Period

18th and 19th Century

Early Years of the Republic

20th and 21st century

Effective Project Management 3 Steps to Success





Expanding Vocabulary

1.	punitive law	['pju:nɪtv]	кримінальний закон
2.	indigenous people	[ɪn 'dɪdʒɪnəs]	корінні народи
3.	resistance	[rɪ 'zɪstəns]	протидія, опір, оборона
4.	establish	[ɪs 'tæblɪʃ]	засновувати, закладати
5.	evaluation	[ɪ,vælju'eɪʃən]	оцінка
6.	event	[ɪ'vent]	подія
7.	fraud	[frə:d]	шахрайство
8.	fund	[fʌnd]	резерв, фонд, запас
9.	fund money	['mʌni]	розміщувати гроші
10.	funds	[fʌndz]	засоби
11.	get on	[get]	ладити
12.	precede	[pri(:)'si:d]	передувати
13.	preference	['prɛfərəns]	перевага
14.	Prehistoric finds	[,pri:his'tɔrɪk]	доісторичні знахідки
15.	republicanism	[rɪ'pʌblɪkənɪzəm]	республіканська форма правління
16.	royal official	[ə'fɪʃəl]	королівський чиновник
17.	prevention	[pri'venʃən]	запобігання
18.	peace treaty	['tri:ti]	мирний договір
19.	critics	['krɪtɪks]	критика

20.	reward	[rɪ'wɔ:d]	нагорода, премія
21.	tales	['teɪli:z]	билини
22.	bibliography	[,bɪblɪ'ɒgrəfi]	бібліографія
23.	bibliography science	[,bɪblɪ'ɒgrəfi]	бібліографознавство
24.	accedence	[ək'si:d(ə)ns]	вступ, згода, приєднання
25.	federal territory	['fɛdərəl]	федеральна територія
26.	glacial period	['gleɪsjəl]	льодовиковий період
27.	primate evolution	['praɪmɪt ,i:və'lu:ʃən]	еволюція приматів
28.	proclaim	[prə'kleɪm]	проголошувати
29.	research	[rɪ'sɜ:ʃ]	наукове дослідження; науковий
30.	broad- mindedness	[brɔ:d 'maɪndɪdnəs]	широкий кругозір
31.	elaborate	[ɪ'læbərɪt]	ретельно розробляти
32.	eliminate	[ɪ'lɪmɪneɪt]	усунути
33.	empire	['empraɪə]	імперія
34.	legacy	['legəsi]	спадок, спадщина
35.	restructure	[,ri:'strʌktʃə]	реорганізація

Unit 8

History of Britain's Special Relationship with America

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

History of Britain’s Special Relationship with America

British Prime Minister David Cameron’s recent visit to Washington has revived interest in what is frequently called the “Special Relationship” between Great Britain and the United States. Many Americans may be familiar with the phrase, as it is often used to characterize the strength of the ties between London and Washington made *manifest*¹ by the strong British *commitment*² to the wars in Afghanistan and Iraq; by our joint struggle against international terrorism; and by the *bonds*³ of language and history, stretching all the way back to the birth of the Thirteen Colonies.

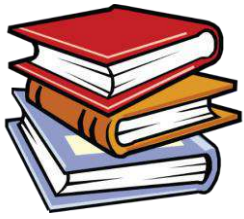
There is also a general *awareness*⁴ that the phrase is often used to describe the *military*⁵ *alliance*⁶ established by our two countries during the Second World War, symbolized by successful *invasion*⁷ of *Normandy*⁸ by British, American and Canadian *troops*⁹ on June 6, 1944. Less well known is the fact that the “Special Relationship” can be directly tied to the wartime

leadership of US President Franklin Roosevelt, who *purposely*¹⁰ *sought*¹¹ closer ties with the British as a means *to enhance*¹² and extend American military and economic power during the dark days of 1939-40 when the world *teetered*¹³ on the *brink*¹⁴ of the catastrophe that would become World War II.

Like any President, FDR's (Franklin Delano Roosevelt) foremost responsibility was *to maintain the security*¹⁵ of the United States against possible attack. Given *the threats*¹⁶ *posed*¹⁷ by fascist Germany and Japan, the relative size of our armed forces in *comparison*¹⁸ with other states and *the reluctance*¹⁹ of an "*isolationist*²⁰" Congress *to authorize*²¹ military *expenditures*²² in peacetime, this proved to be no easy task. Indeed, in June of 1939 the roughly 180,000-man US Army ranked 19th in the world-smaller than Portugal's! To *bolster*²³ America's security, FDR not only called for an increase in the size of the nation's military *budget*²⁴, and *the repeal*²⁵ of the arms *embargo*²⁶ *provisions*²⁷ within the 1930s *neutrality*²⁸ *legislation*²⁹, he also quietly sought *to strengthen*³⁰ America's ties with Great Britain – the one nation whose combined military, political and economic strength might serve as a *bulwark*³¹ against a possible *Axis*³² aggression in the *Western Hemisphere*³³.

Given the United States' status today as the world's lone superpower, it is hard for most Americans to imagine a time when we might look to Great Britain and the *Royal Navy*³⁴ as America's first line of *defense*³⁵; yet on the eve of the Second World War until well into the early 1940s, Great Britain's *combined*³⁶ military strength exceeded that of the United States. FDR was well *aware*³⁷ of this. He also understood that it would take time for the United States *to catch up*³⁸ with her *potential allies*³⁹ and *adversaries*⁴⁰. Hence one of the fastest and most efficient means for him to bolster America's security was to strengthen the ties between Great Britain and the United States.

(From "The "Special Relationship" between Great Britain and the United States Began with FDR." by David Woolner)



Key-Words

1. manifest ['mæɪnfɛst] маніфест, маніфестація; очевидний, наочний, винуватий
2. commitment [kə'mɪtmənt] зобов'язання, арешт, вручення
3. bond [bɒnd] застава, іпотека, облігація, поручитель, боргове зобов'язання
4. awareness [ə'weənəs] усвідомлення
5. military ['mɪlɪtəri] військовий, воєнний, мілітарний
6. alliance [ə'laɪəns] союз, альянс, зв'язок, об'єднання
7. invasion [ɪn'veɪzən] вторгнення, зазіхання
8. Normandy ['nɔ:məndi] Нормандія
9. troop [tru:p] загін, група людей
10. purposely ['pr:ɪpəsli] навмисно, спеціально
11. seek [si:k] шукати, намагатися
12. enhance [ɪn'hɑ:ns] підвищувати, збільшувати
13. teeter ['ti:tə] коливатися
14. brink [brɪŋk] край, межа
15. maintain the security [sɪ'kjʊərɪti] підтримувати безпеку
16. threat [θret] загроза, небезпека
17. pose [pəʊz] спантеличити, позувати
18. comparison [kəm'pærɪsn] порівняння, зіставлення, схожість
19. reluctance [rɪ'luktəns] небажання, нехіть

20. isolationist [ˌaɪsəʊˈleɪʃənɪst] ізоляціоніст
21. authorize [ˈɔːθəraɪz] санкціонувати, уповноважувати, легалізувати
22. expenditure [ɪksˈpɛndɪtʃə] використання, витрачання
23. bolster [ˈbɒlstə] підтримувати, сприяти
24. budget [ˈbʌdʒɪt] бюджет
25. repeal [rɪˈpiːl] відміна, анулювання, скасування
26. embargo [ɛmˈbɑːgəʊ] ембарго, заборона
27. provision [prəˈvɪʒən] надання, забезпечення, провізія, постачання
28. neutrality [njuˈtræləti] нейтральність, нейтралітет, неупередженість
29. legislation [ˌlɛdʒɪsˈleɪʃən] законодавство, закони
30. strengthen [ˈstreŋθən] зміцнювати, укріплювати, посилювати
31. bulwark [ˈbʊlwɜːk] оплот, вал, захист, бастіон
32. Axis [ˈæksɪs] вісь
33. Western Hemisphere [ˈwestən ˈhɛmɪsfɪə] західна півкуля
34. Royal Navy [ˈrɔɪəl ˈneɪvi] Королівський військово-морський флот
35. defense [dɪˈfens] захист, оборона
36. combine [kəmˈbaɪn] поєднувати, комбінувати, суміщати,
сполучати, об'єднувати
37. aware [əˈweə] відомий, знаючий, обізнаний, поінформований,
свідомий
38. catch up [kæʃ ʌp] наздогнати, надолужити, перейняти, підхопити
39. potential ally [pəʊˈtenʃəl ˈælaɪ] потенційний союзник (спільник)
40. adversary [ˈædvəsəri] противник, суперник, супостат,
супротивник, ворог



Comprehension Check

I. Check your understanding.

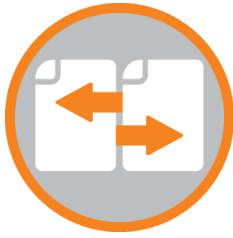
1. What interest has David Cameron's recent visit to Washington revived?
2. What is the phrase "Special Relationship" used to describe?
3. Can "Special Relationship" be directly tied to the wartime leadership of US President Franklin Roosevelt?
4. Was Roosevelt foremost responsibility to maintain the security of the United States against possible attack? What do you know about it?
5. Tell about the strengthening of America's ties with Great Britain.
6. What is frequently called the "Special Relationship" between Great Britain and the United States?



True or False?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. British Prime Minister David Cameron's recent visit to Washington has revived interest in "Special Relationship". | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Relationship between Britain and America made manifest by the strong American commitment to the wars in Afghanistan and Iraq. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Roosevelt purposely sought further relations with the American as a means to enhance and extend British military. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. His foremost responsibility was to maintain the security of the United States against possible attack. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To bolster America's security, FDR called for an decrease in the size of military budget. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. He called for the offensive of the arms embargo provisions within the 1950s neutrality legislation. | <input type="checkbox"/> | <input type="checkbox"/> |



Matching

III. Match the words with their synonyms.

Minister	obligation
manifest	guidance
commitment	infringement
struggle	secretary
successful	conjunction
birth	felicitous
alliance	martial
leadership	prove
invasion	nativity
military	fight

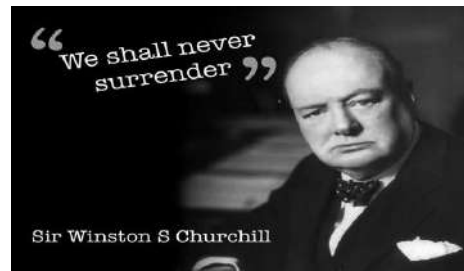


IV. Fill in the gaps with appropriate words from the suggestion box.

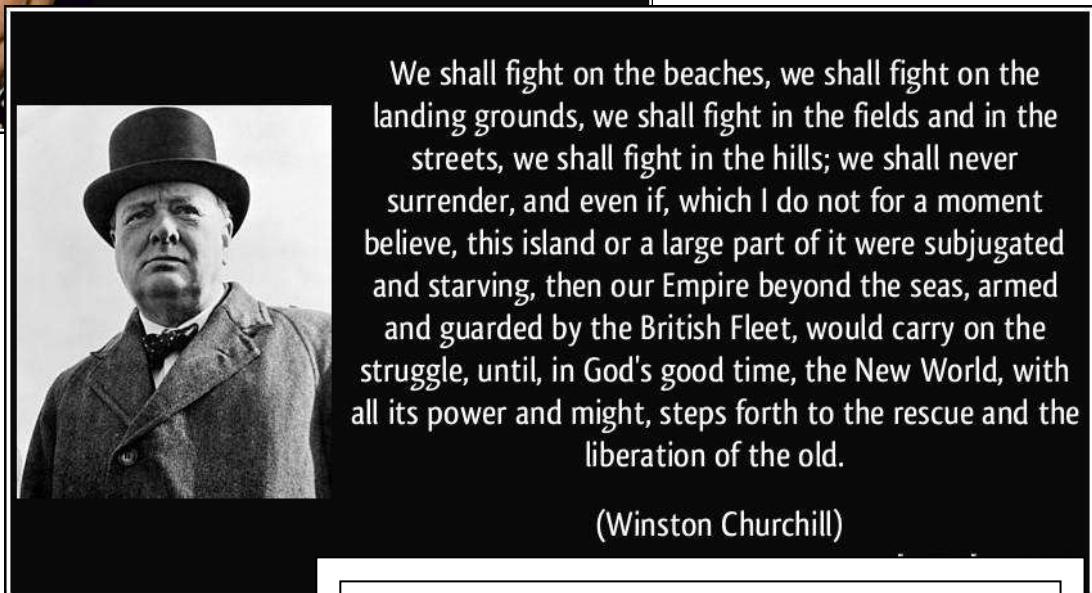
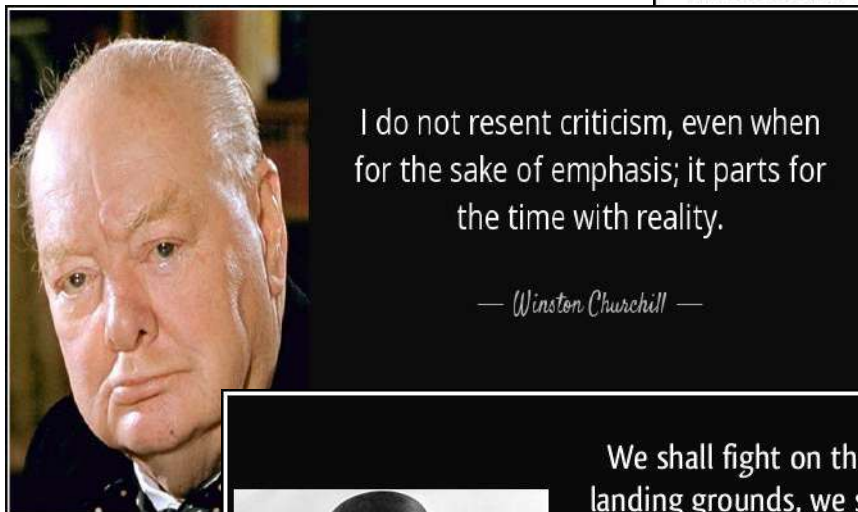
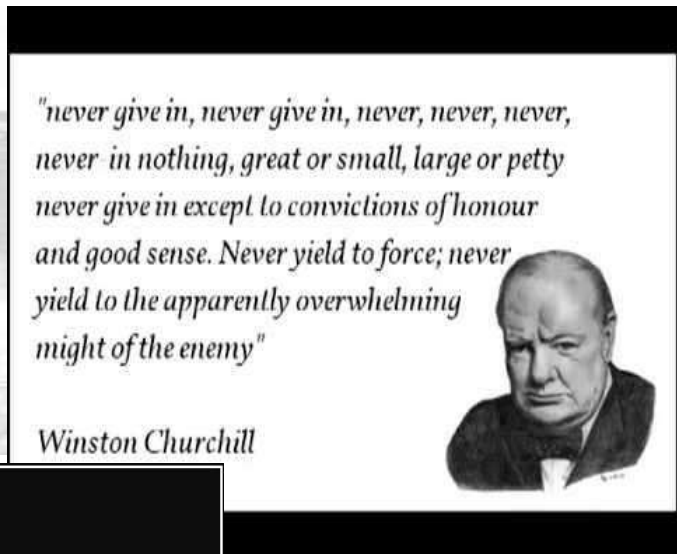
strength	Navy	manifest
leadership	Relationship	Army
defense	history	ties

1. Many Americans may be familiar with the phrase “Special ...”.
2. It is often used to characterize the ... of the ... between London and Washington.
3. It made ... by the bonds of language and ...
4. “Special Relationship” can be directly tied to the wartime ... of Franklin Roosevelt.
5. The roughly 180,000-man US ... ranked 19th in the world-smaller than Portugal’s in June 1939.
6. It is hard for most Americans to imagine a time when we might look to Great Britain and the Royal ... as America’s first line of ...

V. Who is Sir Winston Leonard Spencer-Churchill? Do you know any interesting facts about his early life, military service or political career?



VI. Analyze one of these Churchillian quotes.



Try to remember one of them.



VII. Complete the following sentences to support the main ideas of the text.

1. The phrase “Special Relationship” is often used to describe ..., symbolized by successful invasion of ... by ... on ...
2. Given the threats posed by ..., the relative size of our armed forces in comparison with other states and ..., this proved to be no easy task.
3. FDR quietly sought to strengthen America’s ties with ...
4. Great Britain is the one nation whose combined military, political and economic strength might serve as a ... against ...
5. On the eve of ... until ..., Great Britain’s combined military strength exceeded ...
6. Hence one of the fastest and ... to bolster America’s security was ...



VIII. Fill in the missing letters in the following words.

Co_ _it_ent, inv_si_n, _ _hance, tr_ _p, b_nd,
man_f_st, No_mand_, ext_nd, s_ _k, leg_sla_ _on,
_dv_rs_ry, def_nse, bulw_ _k, Ro_ _l N_vy,
West_ _n Hemis_ _ere, _mbarg_, b_dget,
is_lat_ _nist, t_ _ter, provi_ _on.





IX. Form the sentences using such words and word-combinations.

Alliance, revive, military, purposely, comparison, bolster, maintain the security, awareness, expenditure, authorize, combine, exceed, potential ally, catch up, strengthen, repeal, reluctance, pose, aware, neutrality, brink.



X. Give the English equivalents.

Ukrainian

English

- a) загроза
- b) підвищувати
- c) вторгнення
- d) зобов'язання
- e) відроджувати
- f) витрачання
- g) заборона
- h) сприяти



XI. Check your knowledge of words that concern “History of Britain’s Special Relationship with America” working with a partner. What grade did you get?



XII. Make a word search puzzle “Presidents of the United States of America”.

U.S. Presidents

washington	polk	hayes	harding	carter
adams	taylor	garfield	coolidge	reagan
jefferson	fillmore	arthur	hooover	bush
madison	pierce	cleveland	buman	clinton
monroe	buchanan	mckinley	eisenhower	obama
jackson	lincoln	roosevelt	kennedy	
vanburen	johnson	teft	nixon	
harrison	grant	wilson	ford	

```

d f j j j z h b m q b u s h o g x j q v
b d o e v a a x n o t n i l c x e u w n
v g c r f q c d h f i l l m o r e r f o
g h a b d f z k a g j t z j j h y u x s
r a r w c v e y s m a r d o g i a h h i
a r t g a o c r u o s u l h k k a t r d
n d e g z s h o s j n m e n a f v r o a
t i r u n n h o o o t a i e r y e a l m
q n m n o o o i o l n n f o p f w e y v
n g o e s s k l n v i u r n b x n j a u
e x n r i l z c m g e d a r u c t h t x
i g r u r i v r y g t r g b c j p p f h
a n o b r w b o p e m o z e h e l h a v
e y e n a o e o g m l u n s a i j v t p
n d c a h f l s s w b n q u n p h x y i
h e k v b k s e p n y k i c a a h y x e
o n d n a l e v e l c g o k n g g f i r
w n r k c r w e o k m l b f c z h a l c
e e q l s q k l r j n g w u j m n v e e
r k h a y e s t n i x o n b a m a b o r
  
```



XIII. Discuss the problems with your peers.

1. The role of American invasions in British history.
2. Speak on the military cooperation.
3. Do you know about the Nuclear weapons development?
4. What do you know about the personal relationships?



XIV. Sentence study

Translate the text-fragments using some terms in brackets.

1. Англо-американські відносини, які отримали з легкої руки У. Черчілля визначення “особливих відносин”, постійно знаходяться в сфері уваги англо-американської історіографії (historiography). 2. За післявоєнні роки склалося кілька напрямків в історіографії цього питання. 3. На авторів напрямку “традиціоналістських” зробив великий вплив У. Черчілля, і, перш за все його шеститомна (six-volume) “Друга світова війна”. 4. “Особливі відносини” між США та Великобританією, що склалися внаслідок об’єктивних обставин міжнародної ситуації перед Другою світовою війною, пройшли складний процес становлення (complicated process of formation). 5. Їхнє виникнення і формування відбувалося у період необхідності співпраці та співпадіння національних інтересів (coincidence of national interests) обох країн.



Do you know that ...

XV. Read the text and find the information about a) the methods of teaching in the UK; b) the peculiarities of climate in the UK; c) the advantages of getting education in the UK; d) some strict regulations; e) tell your friends the

necessary information (from your point of view) about studying in the UK. Can you compare educational system of UK with the USA?

Studying in the U.K.

Studying in the UK can be exciting and challenging. It is an opportunity to get to know a different culture, make friends from many countries, gain new insights, stretch yourself academically and develop skills that will be beneficial to your society as well as to yourself. The experience can enrich your life and enhance your career in many ways. The academic facilities available to students are of the best modern standards and include laboratories, libraries, computing facilities and study areas.



Reading up

Read the brief facts of the USA. Do you know the same information about England and the country of your own? Give your opinion.

Facts in Brief

Capital: Washington, D.C.

Form of government: Republic.

Physical features: Longest river – Missouri, 2,540 miles (4,090 km). Largest lake within the United States – Michigan, 22,300 sq. miles (57,757 sq. km). Largest island – Hawaii, 4,038 sq. miles (10,458 sq. km).

Flag: Adopted on June 14, 1777.

Motto: In God We Trust, adopted on July 30, 1956.

National Anthem: “The Star-spangled Banner”, adopted on March 3, 1931.

Bird: Bald eagle, adopted on June 20, 1782.

Flower: Rose, adopted on October 7, 1986.

Money: Basic unit – dollar.

Bald Eagle

Benjamin Franklin objected to the choice of the bald eagle as the American national bird. He wrote, the eagle is “a bird of bad moral character; he does not get his living honestly... Too lazy to fish for himself, he watches the labour of the fishing hawk and ... takes fish from him”. Franklin suggested choosing the wild turkey instead, but he was outvoted. His colleagues saw the bald eagle as a symbol of freedom and power – one that could use its impressive 7.5-foot wingspan to soar effortlessly across the sky and use its keen eyes and razor-sharp talons to hunt.

No matter what their hunting habits may be, bald eagles have admirable domestic qualities. A male and a female stay together for life, and males share in the care of the young.

Look at the title and imagine what the text may be about. Write a few sentences that you expect to find.

The Native Americans

Too often the Indian is associated with the hair-raising “cowboys and Indians” films where the Indians are, always portrayed as the "baddies", or they are seen through the idyllic love poems or songs. The true story of the American Indian is much different. It is one of the most brutal stories of genocide in modern history.

The original, pre-conquest population of North America is estimated as from 10 to 12 million. As many as 280 distinct aboriginal societies existed in North America prior to Columbus. They spoke about 450 distinct languages. The Indian peoples developed great civilizations, most notably those of the Incas and the Aztecs, and they contributed a great deal to world culture and the welfare of the human race: they domesticated corn, potatoes, peanuts, peppers, tomatoes, pumpkins, pineapples, cocoa, and other vegetables and fruits; they cultivated tobacco, and made discoveries of at least 59 drugs that are used today in medical science.

Recalling Information

Say whether each of the following sentences is true or false. Correct the false sentences to make them true.

Indians ...

- 1) numbered more than 10 million before the discovery of America by Columbus.
- 2) cultivated only corn and potatoes, other vegetables and fruits were brought by white settlers.
- 3) made an important contribution to the development of medical science.
- 4) were deprived of their land and resources by white colonists.
- 5) were looked upon as equal members of the American society after the signing of the Declaration of Independence.
- 6) lived in quite satisfactory conditions on reservations.
- 7) depended upon the good will of the US government.
- 8) do not live beyond the boundaries of special reservations.
- 9) are the most oppressed national minority in the country.
- 10) refrain from taking part in any social movements.
- 11) have professional groups to provide national legal representation.
- 12) do not bother to determine their future.

The year of 1622 marked the beginning of the century-long conflict between the Native Americans and the white settlers. The slogan "The only good Indian is a dead Indian" was used for more than 200 years. The motive for the genocide against the native peoples was to dispossess them of their land and resources and to get rid of people who could not be exploited. The means were varied and included

not only outright mass extermination, but also slavery, bounty-hunting (scalping for profit), massacre of women and children, the assassination of leaders, death by European-introduced diseases, the forced relocation of peoples. Even the pronouncement in the Declaration of Independence that “all men are created equal” was not true for the Native Americans. They were looked upon as savages, as non-persons, not even worth mentioning. The American government forced the Indians to sign treaties that were nothing but enormous land-robbery. They had to depend upon the good will (or lack of it) of the US government. By 1900 the Indians had been reduced to about 250,000. The Civil Rights Act of 1924 theoretically gave the Indians outside the reservations the same rights as any other citizen of the United States. But they were not given any chance to make use of these rights.

*(From “The USA and Americans”
by G. Nesterchuk and V. Ivanova)*



Read a laugh.

His English is wonderful.
He speaks very well.
His accent is perfect.
You really can't, tell

That he isn't a native
Of the USA.
There's only one problem –
He has nothing to say!



Supplementary Reading

Read and discuss the texts.

Text 1

The Renaissance and Reformation

Because of dangerous and uncertain life in the Middle Ages, most people had no time for learning, art or poetry. Few people could even read or write. All they thought about was how to survive and avoid death or slavery at the

hands of their enemies. However, learning, education and the arts did not die out altogether. People became interested in these subjects again after about 1450, when Europe was a much more peaceful place. About that time, there began, in Italy, a 'Renaissance' or rebirth of interest in the civilizations of Ancient Greece and Rome. The Renaissance did not end there, however. There were new facts to be learned about science, astronomy, art and also about the world.

Previously, European ships had only sailed around the coasts of Europe and in the Mediterranean Sea. Now, great voyages of exploration were made across the oceans. In 1492, Columbus reached America. Between 1519 and 1522, Ferdinand Magellan's ship made the first voyage round the world. This proved that the world was round. Before, most people thought it was flat.

In the Middle Ages, people thought the Earth was the centre of the Universe and that the Sun and other planets revolved around it. Renaissance astronomers proved this was not true. Instead, the Polish astronomer, Copernicus, found the Earth and the planets went round the Sun, and others used improved instruments to back up his findings.

Renaissance artists painted pictures that were quite different from those painted before. Until then, paintings had looked rather unreal. The people shown in them seemed rather 'flat'. In Renaissance paintings, people looked more as they did in real life. The artists and also sculptors who made statues were following Greek and Roman ideas of how people should look.

The printing press developed in about 1439 by the German, Johann Gutenberg, helped to spread these new ideas. Ideas spread by means of printed books made people question and criticize everything about them. In particular, they began to question religion and how it was taught by the Church.

This led to the serious split in the Christian Church known as the Reformation. In 1517, a monk called Martin Luther protested about some of

the practices of the Church. The people who agreed with Luther became known as ‘Protestants*’. There were now two Churches instead of one: the Catholic Church, which remained loyal to the Pope in Rome, and the Protestant Church, made up of people who did not want the Pope to rule over them. Luther’s ideas and his new Church soon spread to Sweden and to Denmark.

The Reformation came to England under King Henry VIII. When Henry asked the Pope for permission to divorce his wife, Catherine of Aragon, the Pope refused him. The King was angry and declared that the Pope did not have supreme power. Henry replaced the Pope as head of the Church of England and divorced Catherine. In 1534, Henry dissolved all the monasteries in England and seized Church lands.

At about the same time, John Calvin was leading the Reformation in Switzerland. His teachings were taken up in Scotland and, in 1560, the Church of Scotland was established under Calvinist principles.



Open Discussion

1. When did people become interested in learning, education and the arts?
2. What were the first people’s thoughts about the world?
3. Who was Copernicus? What did he do for astronomy as a science?
4. Tell about printing press. When and how was it developed?

Text 2

The Black Americans

Black Americans gained their independence in 1865 after the Civil War, which was followed by the abolition of slavery. Now they were free, at least that was written in the Constitution. They could enjoy all the rights and freedoms that whites had, but in reality only few could become successful.

They had to go a long way to become the equal members of the white society. The history saw the relations between black and white Americans change from violent hatred to brotherly love. The fierce struggle did not entirely end till the second half of the 20th century when it took an unexpected turn.

Legal segregation of the races still governed the southern way of life in the early 1950s. In most states, it was illegal for whites and blacks to eat in the same rooms in restaurants, use the same waiting rooms or toilet facilities at bus or train stations, or ride in the same taxis.

In 1954 the Supreme Court agreed that segregation of the races in schools was unconstitutional. The only trouble was that the implementation of that decision came too slowly. By 1960 less than one percent of southern black children were attending desegregated schools. Significant levels of school integration would not be achieved until the 1970s.

Leadership in the battle against segregation and racial discrimination came from national and community organizations, church groups and ordinary citizens. The black church had long been the centre of African-American social and cultural life. Now it lent its moral and organizational strength.

On August 28, 1968, about 250,000 black and white demonstrators gathered at the Lincoln Memorial. Washington is a city of spectacles. But in its entire glittering history, it had never seen a spectacle of the size and grandeur that assembled there. The March on Washington culminated in a memorable speech delivered, indeed preached by Martin Luther King in the evangelical style of the black church:

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a

dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

He ended with an invocation from an old Negro spiritual, “Free at last! Free at last! Thank God almighty, we are free at last!”

The sight of blacks and whites marching solemnly together did more than any other event to make black protest acceptable to white Americans. The March on Washington and the Nobel Peace Prize in 1964 confirmed King’s position for the white community as the leading speaker for the black cause.

*(From “The USA and Americans”
by G. Nesterchuk and V. Ivanova)*



Open Discussion

1. When did black Americans get their independence?
2. When was segregation recognized unconstitutional?
3. What organizations initiated the struggle against racial discrimination?
4. Who was the most prominent leader of the civil rights movement?
5. Why did the March on Washington attract the attention of white Americans?
6. What national holiday is celebrated on the third Monday in January?
Why?



Useful Tips

Pay attention to every point!

Top 10 Study Tips:

1. Use an Assignment Notebook - Write down all your assignments so you don't forget anything.
2. Study in the Same Place - Find a quiet place away from distractions with plenty of room to work.
3. Study at the Same Time - Figure out what time of day you can best concentrate and what works into your schedule.
4. Use a Homework Box - Keep all of your homework supplies in one place, ready to be used.
5. Schedule each Homework Session - Make a schedule that breaks your time up into blocks you will spend on each task.
6. Cut out all Distractions - No TV, phone calls, or loud music - these can ruin your concentration.
7. Do the Hard Stuff First - Your brain will be fresh, and all the easy stuff will still be easy later.
8. Review Regularly - Homework isn't just the stuff assigned every night. A regular review of your notes should be part of your homework plan.
9. Schedule Long Term Projects - Larger projects should be broken down into smaller, more manageable parts.
10. Have a Positive, Homework - Friendly Attitude - Being positive about school work makes it a lot easier. Just remember, you're laying the foundation for your future with the work you do now.



Test Yourself

1. At the end of the English Civil War (1649), ...
 - a) Elizabeth was assassinated.
 - b) King Charles I was executed.
 - c) Henry VIII broke away from the Roman Catholic Church.
 - d) the Parliament lost control of the country to the King.

2. Which is true about the Restoration Period?
 - a) Puritans controlled cultural life.
 - b) There was a flowering of architecture and other artistic works.
 - c) It was a time when the king had total power and control over the political system.
 - d) It was a time when England lost its American colonies.

3. Who did the British Empire compete with for colonial control of South Africa?
 - a) the French
 - b) the Spanish
 - c) black slaves
 - d) the Dutch

4. In 1834 ...
 - a) America was born
 - b) Britain controlled all of America.
 - c) Britain stopped all slave trade.
 - d) The English switched from drinking tea to smoking opium

5. Which is true about India?
 - a) The British government and king ruled all of India in the 17th century.
 - b) The East India Company controlled India as a colony in the 17th century.

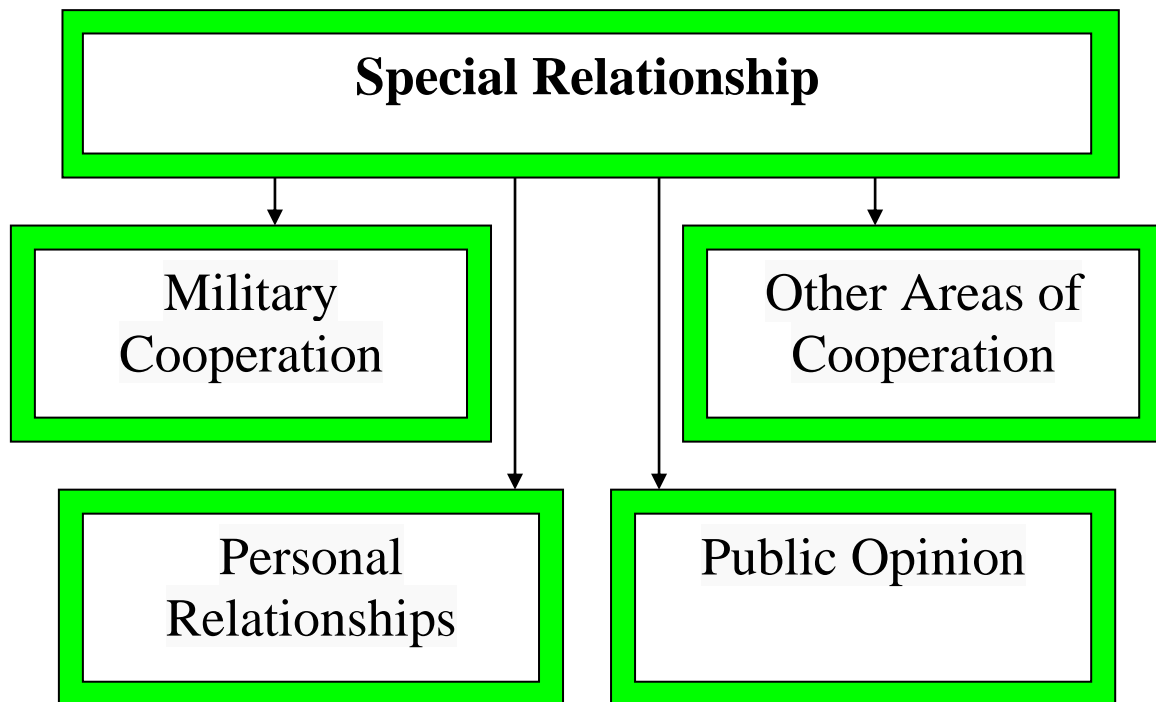
- c) Gandhi won a victory through violent revolt in the 17th century.
- d) India became a major exporter of tobacco.
6. Who was the first president of the USA?
- a) Abraham Lincoln
- b) George Washington
- c) Franklin D. Roosevelt
7. When do Americans celebrate Independence Day?
- a) July 4
- b) December 25
- c) February 14
8. Who built first car?
- a) Alexander Graham Bell
- b) Benjamin Franklin
- c) Henry Ford
9. Where is the Statue of Liberty?
- a) Massachusetts
- b) California
- c) New York
10. The Statue of Liberty was a gift from ...
- a) France
- b) England
- c) Italy

Look!

If you don't know an answer, skip it. Go on with the rest of the test and come back to it later. Other parts of the test may have some information that will help you out with that question.



Project Work
Make your project.



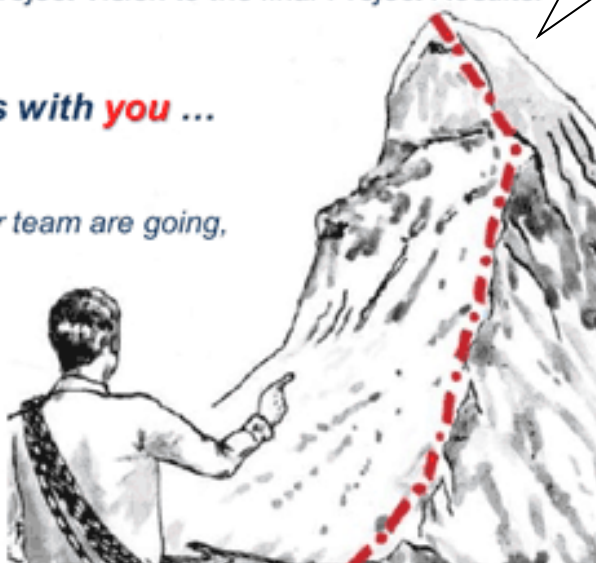
Pay special attention to the main points.

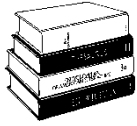
Project Success

... is the safe journey from Project Vision to the final Project Results.

Project Success starts with you ...

-> Know **where** you and your team are going,
what you plan to do
along the way,
and **who** will be **sharing**
the **adventure** with you.





Expanding Vocabulary

1.	English-speaking nations	['ɪŋɡlɪʃ 'spi:kɪŋ]	англомовні нації
2.	British Commonwealth	['kɒmənweɪlθ]	британська співдружність
3.	foresee	[fɔ: r' si:]	передбачувати
4.	jeopardize	['dʒɛpədaɪz]	ризикувати
5.	jewel	['dʒu:əl]	цінна річ, коштовність
6.	forge	[fɔ: dʒ]	підробка
7.	jewelry (jewels)	['dʒu:əlri]	коштовності
8.	oppress	[ə' prɛs]	пригнічувати
9.	overthrow	['əʊvəθrəʊ]	скидати, повалення
10.	plunder	['plʌndə]	грабити
11.	priest	[pri: st]	священник
12.	priesthood	['pri: sthʊd]	священство, жрецтво
13.	ruthless	['ru: θlɪs]	безжалісний
14.	scatter	['skætə]	розкидати
15.	scheme	[ski: m]	схема, проект
16.	retain	[ri' teɪn]	зберігати, пам'ятати, утримувати
17.	enslave	[ɪn' sleɪv]	поневолювати
18.	politic	['pɒlɪtɪk]	політичний, проникливий, розсудливий, спритний
19.	fraternal association	[frə' tɜ: nɪ]	братська асоціація
20.	mutual	['mjʊ: tʃʊəl]	взаєморозуміння

	understanding		
21.	kindred systems	['kɪndrɪd]	споріднені системи
22.	military adviser	[əd'vaɪzə]	військовий радник
23.	potential danger	[pəʊ'tenʃəl]	потенційна небезпека
24.	joint use	[dʒɔɪnt]	спільне використання
25.	accomplished	[ə'kɒmplɪʃt]	виконаний, вихований, вишуканий, вправний, довершений, культурний
26.	fixed assets	['æsets]	основні засоби
27.	liability for damages	[,laɪə'bɪlɪti]	відповідальність за збитки
28.	liability of indemnity	[ɪn'dɛmɪnɪti]	зобов'язання відшкодувати збитки
29.	lineage	['lɪnɪdʒ]	родовід, рід, походження
30.	nascent know-how	['næsnt 'nəʊhaʊ]	зародження ноу-хау
31.	national debt	[dɛt]	державний борг
32.	Naval and Air Force	['neɪvəl]	військово-повітряні сили
33.	interwar period	['prɪəriəd]	міжвоєнний період
34.	symbiosis	[,sɪmbɪ'əʊsɪs]	симбіоз
35.	maintenance of peace	['meɪntənəns]	підтримка миру

Unit 9

Ukraine: History and Prehistory

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

Ukraine: History and Prehistory

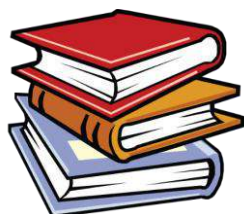
Ukraine is the state with long history. History of Ukraine goes back to the *Paleolithic*¹ times. The first important period in the history of Ukraine is the existence of highly Trypillian Culture. The chronological existence of this culture *dates from*² the beginning of IV to the end of III millennium BC. The territory of *residents*³ was sufficiently large. It covered the lands from *Slovakia*⁴ and *Romania*⁵, to the present Slobozhanshchyna (from west to east), and from Chernihiv Region to Crimea (from north to south). Trypillian people are famous not only as one of the first *sedentary*⁶ tribes of *pastoralists*⁷ and farmers, but also as creators of extremely high culture. This period of Ukrainian history is often called as the age of *painted ceramics*⁸. *Pottery*⁹ was highly developed there. They decorated *utensils*¹⁰ and tools with various *ornaments*¹¹, which had deep *sacred*

*meaning*¹². Thus about 2000 Trypillian sites have been found in Ukraine. They include settlements, *burial*¹³ and *barren*¹⁴ grounds. Archaeologists have found thousands of artifacts and *masterpieces*¹⁵ of ancient art. All of them help *to illuminate*¹⁶ the ancient history of Trypillian culture.

Another and perhaps the most glorious period in the history of Ukraine were *Scythian*¹⁷ times. At the end of VII century BC Ukrainian steppes were under the control of *nomadic*¹⁸ tribes of the Scythians. These members of nomadic people, originally of *Iranian stock*¹⁹, known from as early as the 9th century BC who migrated westward from Central Asia to southern Russia and Ukraine in the 8th and 7th centuries BC. The Scythians founded a rich, powerful empire centred on what is now Crimea. At the end of the VI century BC they formed their own state. It consisted of three administrative *entities*²⁰, each of which was ruled by the king.

Interesting to Know!
Scythian rulers belonged to a dynasty. They left a significant mark in the history and culture of Ukraine. There are a great number of legends considering these bold nomads. They impressed by their stamina, physical strength and intellect. The most significant page in the history of ancient Ukraine is Scythians victory over the Persian king Darius, who was regarded invincible before and led numerous bloody wars.

The third *milestone*²¹ in the history of Ukraine was the creation of a single state called Kievan Rus. In VIII – IX century on the territory of Ukraine lived Slavic tribes. The economic, cultural and political relations between the tribes created new state. It was the time of princes' *reign*²², rapid development of military *craft*²³, culture, literature, adoption of Christianity and creating literacy among the population. Further heroic pages of Ukrainian history are connected with *Cossacks period*²⁴ (beginning of XVI – the end of XVIII ct.).



Key- Words

1. Paleolithic [ˌpæliəθ'liθɪk] палеолітичний
2. date from [deɪt frɒm] датуються, починаючи з
3. resident [ˈrezɪdənt] резидент, постійний мешканець, обиватель

4. Slovakia [sləʊ'vækɪə] Словаччина
5. Romania [rəʊ'meɪniə] Румунія
6. sedentary ['sedntəri] сидячий, малорухомий, постійний
7. pastoralist [ˌpæstə'ra:lɪst] скотар, вівчар
8. painted ceramics ['peɪntɪd sɪ'ræmɪks] писана (мальована) кераміка
9. pottery ['pɒtəri] кераміка, гончарна справа, гончарні вироби, гончарня
10. utensil [ju(:)'tensl] посуд, приладдя, інструмент, наряддя
11. ornament ['ɔ:nəmənt] орнамент, окраса, оздоба, прикраса, прикрашення
12. sacred meaning ['seɪkrɪd 'mi:nɪŋ] сакральний зміст, духовне значення, священний смисл
13. burial ['berɪəl] поховання, похорон
14. barren ['bærən] пустир, пустака; пустий, неродючий, непродуктивний, виснажений, бідний
15. masterpiece ['ma:stəpi:s] шедевр, архітвір
16. illuminate [ɪ'lju:mɪneɪt] висвітлювати, ілюмінувати, освітлювати, опромінювати, роз'яснювати
17. Scythian ['sɪðjən] скіф, скіфський
18. nomadic [nəʊ'mædɪk] кочовий, бродячий, мандрівний, номадний
19. Iranian stock [ɪ'reɪniən stɒk] іранське походження
20. entity ['entɪti] організація, буття, існування, суть, реальність
21. milestone ['maɪlstəʊn] віха, верстовий стовп
22. reign [reɪn] влада, царювання
23. craft [krɑ:ft] ремесло, промисел, майстерність, умілість, вправність
24. Cossack ['kɒsæk] козак, козацький, козачий



Comprehension Check

I. Check your understanding.

1. Does the history of Ukraine go back to the Paleolithic times?
2. What is the first important period in the history of Ukraine?
3. What is the chronological existence of Trypillian Culture?
4. What lands did this culture cover?
5. What are Trypillian people famous for?
6. Tell about pottery or painted ceramics of that time.
7. Who were Scythians? Where did they come from?
8. Kievan Rus. What do you know about the third milestone in the history of Ukraine?
9. Would you mind narrating about Slavic tribes and Christianity?



True or False?

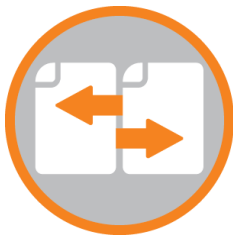
II. Are these sentences true (T) or false (F)?

- | | T | F |
|----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. History of Ukraine goes back to the Neolithic times. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The first important period in the history of Ukraine is the existence of Trypillian Culture. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. About 2060 Trypillian sites have been found in Ukraine. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Many artifacts and masterpieces of ancient culture help to illuminate the new history of Trypillians. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Scythians, in their way, founded a rich, powerful empire centred on what is now Crimea. | <input type="checkbox"/> | <input type="checkbox"/> |

6. Scythians' state consisted of five administrative entities, each of which was ruled by the queen.

7. The second milestone in the history of Ukraine was the creation of state called Kievan Rus.

8. In VIII – IX century on the territory of Ukraine lived Slavic tribes.



Matching

III. Match the words and their definitions.

- | | |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Neanderthals | a) the action of becoming larger or more extensive |
| 2. Pontic steppe | b) break up into small parts, typically as the result of impact or decay |
| 3. expansion | c) an extinct species of human that was widely distributed in ice-age Europe between circa 120,000–35,000 years ago, with a receding forehead and prominent brow ridges. |
| 4. proper | d) truly what something is said or regarded to be; genuine |
| 5. disintegrate | e) complete disorder; utter confusion |
| 6. external | f) an area of some 383,800 square miles, extending from the northern shores of the |

- Black Sea eastward to northwest Kazakhstan
7. the Golden Horde g) a territory whose head of state is a monarch, either a grand duke or grand duchess
8. Grand Duchy h) a Mongol and later Turkicized khanate established in the 13th century and originating as the northwestern sector of the Mongol Empire
9. Rebellion i) an act of violent or open resistance to an established government or ruler
10. chaotic period j) belonging to or forming the outer surface or structure of something



IV. Fill in the gaps with appropriate words from the suggestion box.

utensils	history	steppes	settlements	masterpieces
culture	archaeologists	state	artifacts	tribes
people	Scythians	tools	territory	grounds

1. Ukraine is the state with long ...
2. The ... of residents was sufficiently large.
3. Trypillian ... are famous not only as one of the first sedentary ... of pastoralists and farmers, but also as creators of extremely high ...
4. This people decorated ... and ... with various ornaments.

5. Trypillian sites include ..., burial and barren ...
6. ... have found thousands of ... and ... of ancient art.
7. At the end of VII century BC Ukrainian ... were under the control of ...
8. At the end of the VI century BC Scythians formed their own ...

V. Why did suits of Kievan Rus allocate among the costumes of other nations?



What are their specific, inherent and distinguishing peculiarities? What are the mandatory and indispensable elements of these ancient costumes?

VI. Entitle the pictures below:



Describe one of them. Write a short story.



VII. Complete the following sentences to support the main ideas of the text.

1. The chronological existence of this culture dates ...
2. The territory of residents covered the lands ...
3. ... is often called as the age of painted ceramics.
4. ... was highly developed there.
5. Another and perhaps the most glorious period in the history of Ukraine were ...
6. Members of nomadic people known from ...
7. The economic, cultural and political relations between the tribes created ...
8. It was the time of princes' reign, rapid development of military craft, culture, literature, adoption of Christianity and ...
9. Further heroic pages of Ukrainian history are connected with ...



VIII. Fill in the missing letters in the following words.

R_sid_nt, Ro__nia, r__gn, Co__ack, m_l_ston_, S__thian, Paleoli__ic, s_d_nt_ry, pastor_l_st, b_rial, fam__s, reg__n, e_onomic, cult_ral, politi_al, conne_t, Christ__nity, st_te, adm_n_strative, m_grate, tr_be, d_velop, pr_sent, te__itory.



IX. Form the sentences using such words and word-combinations.

Ornament, craft, nomadic, entity, Iranian stock, illuminate, sacred meaning, painted ceramics, date from, Slovakia, barren, utensil, pottery, masterpiece,

Trypillian Culture, chronological existence, extremely high culture, ancient history, creating literacy, heroic pages, glorious period.



X. Give the English equivalents.

Постійний, Словаччина, архітвір, промисел, козацький, скотар, Румунія, починаючи з, палеолітичний, постійний мешканець, писана кераміка, прикраса, висвітлювати, мандрівний, існування, влада, сакральний зміст, гончарні вироби, посуд.



XI. Find out when and where there was a state Kievan Rus.

Kyiv is the oldest Slavic city in our country. According to the findings of archaeologists, its history begins at the end of V – early VI st. Nestor the Chronicler left us the story of the Kyiv founding in “The Tale of Bygone Years”.

Who and where, according to Nestor the Chronicler, founded Kyiv?

According to legend, Kyiv’s first settlement was founded in 482 by three brothers, Prince Kyi (the oldest), Sheck and Khoryv, and their sister, Lybid. They supposedly sailed down the Dnieper River and established a settlement at the top of four hills. In the 8th – 9th centuries, Kyiv became the centre of the first Eastern Slavic State, known as Kyivan Rus. Volodymyr the Great became prince of Kyivan Rus in 980.

Continue the story ...

XII. Read and translate the poem.

Don't Envy

Don't envy, friend, a wealthy man:
A rich man's life is spent
Without a friend or faithful love --
Those things he has to rent,

Don't envy, friend, a man of rank,
His power's based on force.
Don't envy, too, a famous man;

The man of note well knows
The crowd's acclaim is not for him,
But for that thorny fame
He wrought with labour and with tears

So they'd be entertained,
But then, when young folk gather 'round,
So fine they are and fair
You'd think it's heaven, -- ah, but look:
See evil stirring there ...

Don't envy anyone my friend,
For if you look you'll find
That there's no heaven on the earth,
No more than in the sky.

*Taras Shevchenko
Mirhorod, October 4th, 1845
Translated by John Weir, Toronto*



XIII. Discuss the problems with your peers.

1. What main Ukrainian cities and their sightseeings do you know?
2. Tell some interesting facts about the history of these cities.



XIV. Sentence study

Translate the text-fragments using some terms in brackets.

1. Першим значущим періодом історії України деякі вчені вважають існування високорозвиненої Трипільської культури (highly developed Trypilian culture). 2. Хронологія її існування – початок IV – кінець III тисячоліття до нашої ери. 3. Трипільці увійшли в історію України не лише як перші відомі нам осілі племена (sedentary tribes) скотарів та хліборобів, але й як творці надзвичайно високої культури. 4. Часто цей період історії України називають часом мальованої кераміки (painted ceramics).



Do you know that ...

XV. Read the text fragment to obtain and discuss the information.

Ukraine, the crossroads of East and West, is both Eastern Europe's heart and its major fault line. Blessed with rich, arable soil, the region has been the breadbasket to many empires and nations that have ruled over its lands. Since the breakup of the Soviet Union in 1991, Ukraine has been an independent country – the first time since the 14th century. But despite a legacy of foreign rule, Ukraine and its people have long cultivated a unique identity and culture among the Slavic peoples.



Reading up

Read the following text fragment and highlight the basic ideas.

Early History of Ukraine

In ancient times a major part of present-day Ukraine was inhabited by the Scythians, who were later displaced by the Sarmatians. Early in the Christian era, a series of invaders (Goths, Huns, Avars) overran the Ukrainian steppes, and in the 7th cent. The Khazars included much of Ukraine in their empire. The Ukrainians themselves can be traced to Neolithic agricultural tribes in the Dnieper and Dniester valleys.

The Antes tribal federation (4th–7th cent.) represented the first definitely Slavic community in the area. In the 9th cent., a Varangian dynasty from Scandinavia established itself at Kiev. Having freed the Slavs from Khazar domination, the Varangians united them in the powerful Kievan Rus. The land and people of Ukraine formed the core of Kievan Rus.

Following Yaroslav's reign (1019–54), which marked the zenith of Kiev's power, Kievan Rus split into principalities, including the western duchies of Halych and Volodymyr. These and the rest of the western region, which included Podillia, had separate histories after the conquest of Kievan Rus (13th cent.) by the Mongols of the Golden Horde.

In the mid-14th cent. Lithuania began to expand eastward and southward, supplanting the Tatars in Ukraine. The dynastic union between Poland and Lithuania in 1386 also opened Ukraine to Polish expansion. Ukraine had flourished under Lithuanian rule, and its language became that of the state; but after the organic union of Poland and Lithuania in 1569, Ukraine came under Polish rule, enserfment of the Ukrainian peasants proceeded apace, and the Ukrainian Orthodox Church suffered persecution. In 1596 the Ukrainian Orthodox bishops,

confronted with the power of Polish Catholicism, established the Uniate, or Greek Catholic, faith, which recognized papal authority but retained the Orthodox rite. Meanwhile, the Black Sea shore, ruled by the khans of Crimea, was absorbed into the Ottoman Empire in 1478.



Supplementary Reading

Read and discuss the texts.

Text 1

Ancient Inhabitants of Ukraine

At different times in Ukraine lived different people. It's too difficult for historians to determine which groups of people were settled on these lands firstly. Like in the history of other countries, in Ukrainian history tribes and nations that came from other lands played an important role. Some of them left there for many centuries or even forever, others – migrated further. Each of these people drove their own way of life and had their own customs, and culture.

Trypillians played an important role in the life of ancient inhabitants that lived on Ukrainian lands. The remains of their settlement near the village Tripoli in Kyiv region were found by the archaeologist Vikenty Khvoika. From the first discovery place comes the name of these people. Scientists believe that they are the first settled population on the territory of ancient Ukraine. The main occupations of Trypillians were agriculture and domestic cattle. They haven't left us any written records, but Trypillians are world famous primarily for their pottery, painted white, yellow, red and black colors.

At present there is no evidence whether potter's wheel was used by masters. However, their pottery still amazes by the variety of forms and elegance of ornament. So, no wonder that Trypillians are called "tribes of painted ceramics". Exploring the remains of ancient settlements of farmers, archaeologists found that they typically consist of several dozen residents outbuildings as placed in rows or in a circle. In one village lived a few hundred people.

One- and even two-storey buildings, divided into rooms, served Trypilians for housing. In the found remains of dwellings by archaeologists can be viewed stove, couch, chairs, clay female figurines. Scientists believe these figures are the symbols of families and fertility.



Open Discussion

1. What residents of Ukraine are described in the text?
2. How do scientists gain knowledge about the history of ancient tribes and nations?
3. Who were Tripillians?
4. What was their role in the life of ancient inhabitants?

Text 2

The Life of Eastern Slavs

In the areas with impassable forests, on steep river banks representatives of the ancient Slavs lived in the past. Up to now archaeologists find fortified settlements, ie settlements, where they could live for several hundred people. Slavs lived in huts or dugouts. The walls of their houses were built of twigs and clay. In these premises there definitely were stoves. The furnaces in Slavonic buildings

differed from neighboring tribes. For example, in the midst of the homes of Germans there was an open fireplace.

Slavs provided everything necessary for their life by themselves. They were engaged in agriculture and cattle breeding, using iron tools and knew many crafts. Due to it Slavs were able to trade. From Byzantium, for example, they brought earrings and bracelets, gold coins and silk fabrics. And in the bazaars and markets of neighboring countries the Slavs drove honey, wax, fish, bread, and other handicraft products to sell.

In ancient times, the Slavs, like many other nations were pagans. They worshiped many gods who personified the forces of nature and various aspects of human life. For example, the god Perun personified thunder and lightning, and goddess Mokosh – water and fertility. The social structure of the population of ancient Ukraine was also similar to neighboring nations. Slavic tribes settled in large parts of Europe. They became the ancestors of many peoples, Ukrainian, Belarusians and Russians, Czechs and Poles, Serbs and Croats and many others. Subsequently, these people created their own states, among which was Kievan Rus.



Open Discussion

1. Who were Slavs?
2. Where did they live?
3. Describe their houses.
4. What did they do?
5. What do you know about their tools?



Useful Tips

Tip 1: While reading, you can become an interesting conversationalist. Reading all kinds of literature makes you a knowledgeable conversationalist, able to maintain a conversation on any topic.

Tip 2: While reading, you can win trust. Because reading, you think a lot and getting smarter and smarter, your confidence grows, you begin to trust himself (itself) themselves.

Tip 3: While reading, you can call into question your beliefs. Occasionally you meet the ideas that challenge because you believe in that. This gives you the opportunity to once again verify the correctness of your views or recognize their wrong and abandon them.

One more tip: While reading, you can improve your language. You can learn about the time in which ever lived. Learn about the past using this history book.





Test Yourself

1. Ukraine is the largest contiguous state situated entirely in Europe. How does it rank in terms of population among European countries?

- a) 3rd
- b) 5th
- c) 7th
- d) 9th

Look!

If you have time left when you are finished, look over your test. Make sure that you have answered all the questions. Only change an answer if you misread or misinterpreted the question because the first answer that you put is usually the correct one. Watch out for careless mistakes and proofread your essay and/or short answer questions.

2. The yellow and blue colors of the Ukrainian national flag are meant to invoke which of the following?

- a) The Black Sea and sandy Crimean beaches
- b) Clear sky and fields of grain
- c) Silver and gold metals
- d) Peace and prosperity

3. Ukrainian territories once belonged to historical predecessors of which modern countries?

- a) Poland
- b) Lithuania
- c) Turkey
- d) All of the above

4. Kievan Rus, one of Medieval Europe's dominant states and a predecessor to both Ukraine and Russia, prospered between the 10th and the 13th centuries in part due to being located on which trade route?

- a) Scandinavia to Constantinople
- b) Moscow to Paris
- c) The Silk Road from Europe to Asia
- d) The Volga route from Europe to the Caspian sea

5. What is the name of this Kiev cathedral, constructed in the glory days of Kievan Rus and now recognized as a UNESCO World Heritage site?

- a) Saint Basil's Cathedral
- b) Kiev-Pechersk Lavra
- c) Saint Sophia's Cathedral
- d) Trinity Lavra of St. Sergius

6. An event known as the 'Holodomor' is considered pivotal in modern Ukrainian history. What was it?

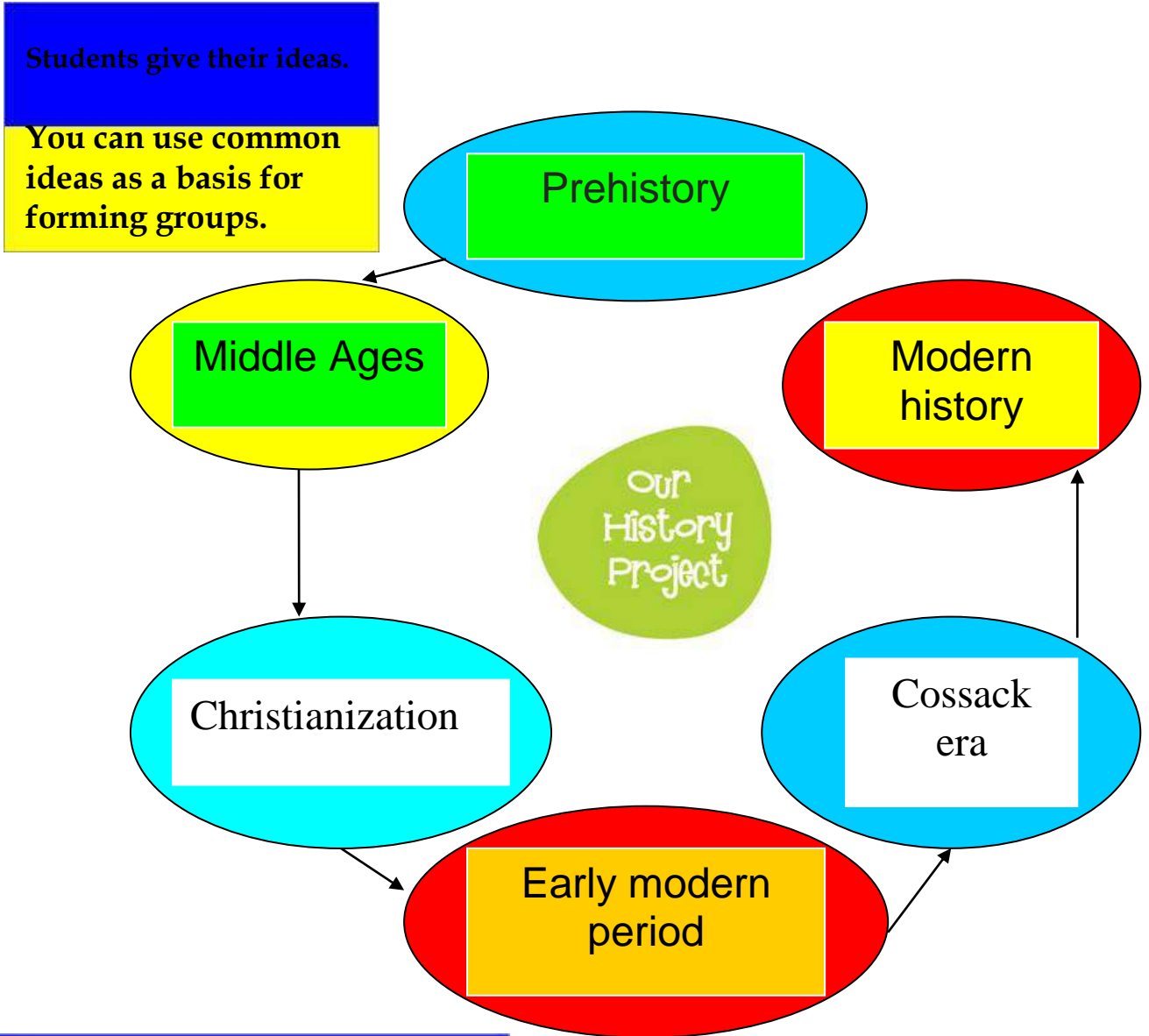
- a) The famine in the 1930s that killed millions, mainly peasants
- b) The mass protests in 2004 that came to be known as the Orange Revolution
- c) The period just after the Soviet breakup in 1991 when the country's economy almost collapsed
- d) The period between Christmas, as celebrated by many Ukrainian Catholics, and Christmas, as celebrated by Ukrainian Orthodox believers



Project Work

Make your project.

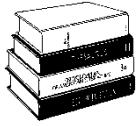
History of Ukraine



Students give their ideas.
You can use common ideas as a basis for forming groups.

Students choose their topic.
Read and discuss the project format with the students.

Discuss your project!



Expanding Vocabulary

1.	National Revival	[rɪ'vaɪvəl]	національне відродження
2.	steppe	[stɛp]	степ
3.	association	[ə,səʊsi'eɪʃ(ə)n]	об'єднання
4.	defensive	[dɪ'fɛnsɪv]	оборонний
5.	rumour	['ru:mə]	слух, чутка
6.	running	['rʌnɪŋ]	управління
7.	scrape off	[skreɪp ɒf]	очищати
8.	script	[skrɪpt]	рукопис
9.	search	[sɜ:ʃ]	пошук
10.	securities	[sɪ'kjʊərɪtɪz]	цінні папери
11.	self-respect	[sɛlf rɪs'pɛkt]	самоповага
12.	World History	[wɜ:ld]	світова історія
13.	stone cist	[sɪst]	надгробний пам'ятник
14.	strengthen	['streŋθən]	зміцнювати, укріплювати, посилювати
15.	subject	['sʌbdʒɪkt]	предмет
16.	Supreme Court	[sju(:)'pri:m]	Верховний суд
17.	entrust	[ɪn'trʌst]	довіряти
18.	failure	['feɪljə]	невдача, провал
19.	fairness	['feənɪs]	законність
20.	feat	[fi:t]	подвиг, досягнення
21.	Slavic expansion	[ɪks'pænfən]	поширення слов'ян
22.	external power	[ɛks'tɜ:nl]	зовнішня сила

23.	Golden Horde	[hɔ:d]	золота орда
24.	southeastern portion	['pɔ:ʃən]	південно-східна частина
25.	warfare	['wɔ:feə]	війна, бойові дії
26.	famine	['fæmɪn]	голод
27.	hide	[haɪd]	шкіра
28.	just	[dʒʌst]	справедливий
29.	justice	['dʒʌstɪs]	справедливість, законність
30.	keep in touch with	[tʌʃ]	підтримувати контакт з
31.	knowledgeable	['nɒlɪdʒəbl]	підготовлений
32.	Hetmanate	['hetmənəɪt]	гетьманщина
33.	self- responsibility	[self rɪ ,spɒnsɪ 'bɪlɪtɪ]	особиста відповідальність
34.	Kievan Rus	['ki:evən]	Київська Русь
35.	official language	[ə'fɪʃəl]	офіційна мова

Unit 10
History of Political
Thinking

Key Concepts

Essential Course

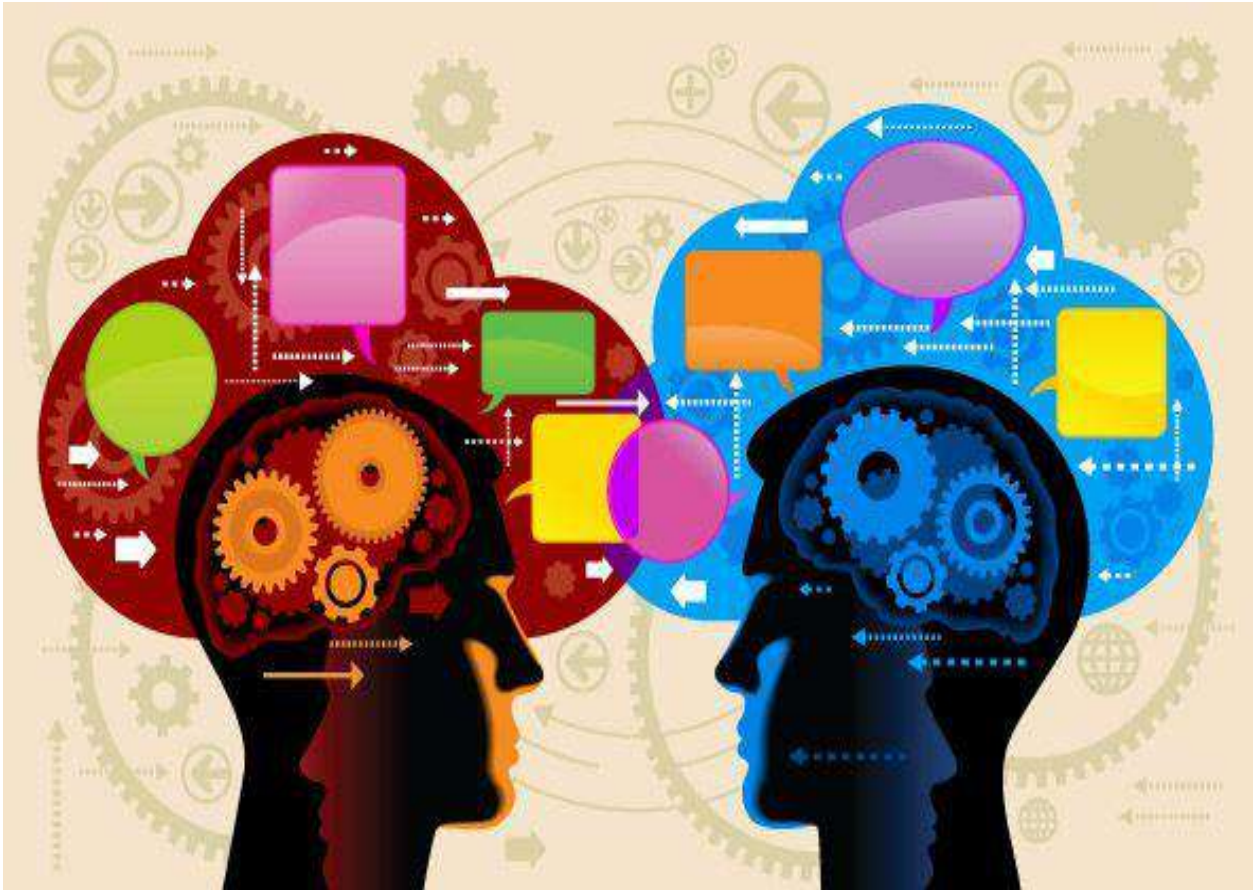
Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

History of Political Thinking

The first political views of Ancient East had religious and mythical character. The transition to *a rational*¹ view on the state and world in general was in XI–VIII centuries BC. These views are found in the teachings of *Confucius*², *Mozi*³ (Mo Tzu), *Laozi*⁴ (Lao Tzu), *Buddha*⁵, *Zarathustra*⁶ and others.

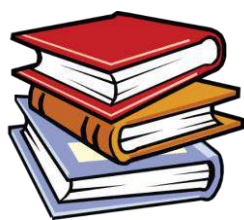
Outstanding role in the history of Chinese political thought played teachings of Confucius, which were summarized in the book “Conversations about expression”. According to the teachings of Confucius state is a big family, and the emperor is father’s authority. Relations between the ruler and his subordinates are similar to relationships in families where younger persons are dependent from elders. Confucius *advocated*⁷ the *aristocratic*⁸ form of government. His ideal was the management of aristocrats, which were characterized with good knowledge and *virtue*⁹, and not the origin and wealth. Confucius was a supporter of absolute *obedience*¹⁰ to “senior”, *devotion*¹¹ to the ruler and *non-violent*¹² methods of government.

In VI BC Chinese philosopher Laozi founded *Taoism*¹³ (Daoism) School. The representatives of this school developed the first *anarchist theory*¹⁴, *condemning*¹⁵ *the advisability*¹⁶ of state existence and *encouraging*¹⁷ life in harmony with nature. States should be small with not many people. In the political thought of the Ancient East (Egypt, China, India) the state was seen as *self-sufficient*¹⁸ value of supernatural origin, and the representative of God on earth was *Pharaoh*¹⁹ or another holder.

Interesting to know!

Political thought, or political philosophy, is the study of questions concerning power, justice, rights, law, and other issues pertaining to governance. Whereas political science assumes that these concepts are what they are, political thought asks how they have come about and to what effect. Just as Socrates's simple question "How should we be governed?" led to his execution, the question "What makes a government legitimate?" leads to political turmoil when posed at critical times.

A new stage in the development of political ideas connected with the names of *Plato*²⁰ (427 – 348 BC, "State") and *Aristotle*²¹ (384 – 322 BC, "*Policy*²²"). This policy was distinguished as an independent sphere of public life, and the attention was focused on the practical *implementation*²³ of policy for the proper functioning of society. The essence of the Aristotelian *approach*²⁴ to policy lies in its *wisdom*²⁵ as the ability to choose the means for achieving a general purpose and goodness.



Key-Words

1. rational ['ræʃənl] раціональний, нормальний, розумний, розумовий
2. Confucius [kən 'fju:ʃəs] Конфуцій
3. Mozi ['mozi] Мо-цзи
4. Laozi ['lɑʊ 'ziə] Лао-цзи
5. Buddha ['bʊdə] Будда
6. Zarathustra [,zærə 'θu:stɹə] Заратустра

7. advocate [ˈædvəkeɪt] відстоювати, захищати, обороняти, обстоювати, пропагувати
8. aristocratic [ˌærɪstəˈkrætɪk] аристократичний, дворянський
9. virtue [ˈvɜːtjuː] чеснота, добродіє, якість
10. obedience [əˈbiːdjəns] послух, підкорення, покірність, покора, послух
11. devotion [dɪˈvəʊʃən] відданість, благочестя, побожність, прихильність, релігійний обряд
12. non-violent [nɒn ˈvaɪələnt] ненасильницький
13. Taoism [ˈtaʊɪzəm] даосизм
14. anarchist theory [ˈænəkɪst ˈθiəri] теорія анархізму
15. condemn [kənˈdem] засуджувати, бракувати, конфіскувати, прирікати, присуджувати
16. advisability [ədˌvaɪzəˈbɪləti] доцільність, бажаність, розсудливість
17. encouraging [ɪnˈkʌrɪdʒɪŋ] обнадійливість; заохочувальний, підбадьорливий
18. self-sufficient [self səˈfɪʃənt] самостійний, незалежний, самовпевнений, економічно самостійний
19. Pharaoh [ˈfeərəʊ] фараон
20. Plato [ˈpleɪtəʊ] Платон
21. Aristotle [ˈærɪˌstɒt(ə)l] Аристотель
22. policy [ˈpɒləsi] політика
23. implementation [ˌɪmplɪmənˈteɪʃən] реалізація, виконання, забезпечення, здійснення
24. approach [əˈprəʊtʃ] підхід, наступ, прихід
25. wisdom [ˈwɪzdəm] мудрість, розсудливість, ученість



Comprehension Check

I. Check your understanding.

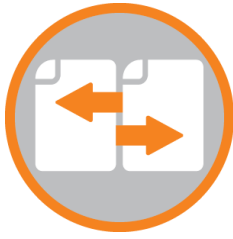
1. What are the first political views of Ancient East?
2. Whose teachings are these views found in?
3. What teachings did play outstanding role in the history of Chinese political thought?
4. What book did summarize it?
5. What do the teachings of Confucius about state and government envisage?
6. Tell about Laozi and Taoism School.
7. How was the state in political thought of Ancient East seen?.
8. What is the new stage in the development of political ideas? Characterize it.



True or False?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. The transition to a non-rational view on the state and world in general was in XI-VIII centuries BC. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Teachings of Confucius are summarized in the book “Conversations about expression”. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. According to the teachings of Confucius relations between the ruler and his subordinates are familiar to relationships in societies where younger persons are not dependent from elders. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Confucius was a supporter of absolute obedience to “younger”. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The first anarchist theory condemned the advisability of state existence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. States should be large with many people. | <input type="checkbox"/> | <input type="checkbox"/> |



Matching

III. Match the words and their definitions.

- | | | |
|--------------|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| advocate | ➤ | compliance with an order, request, or law or submission to another's authority. |
| aristocratic | ➤ | using or involving physical force intended to hurt, damage, or kill someone or something. |
| rational | ➤ | of or relating to the aristocracy. |
| obedience | ➤ | a course or principle of action adopted or proposed by a government, party, business, or individual. |
| violent | ➤ | a person who publicly supports or recommends a particular cause or policy. |
| wisdom | ➤ | expressible, or containing quantities that are expressible, as a ratio of whole numbers. When expressed as a decimal, a rational number has a finite or recurring expansion. |
| devotion | ➤ | the quality of being advisable or sensible; wisdom. |
| policy | ➤ | love, loyalty, or enthusiasm for a person, activity, or cause. |
| advisability | ➤ | behavior showing high moral standards. |
| virtue | ➤ | the quality of having experience, knowledge, and good judgment;
the quality of being wise. |





IV. Fill in the gaps with appropriate words from the suggestion box.

views thought ideal virtue devotion
theory character government methods representatives
aristocratic aristocrats nature philosopher knowledge

1. The first political ... of Ancient East had religious and mythical ...
2. Outstanding role in the history of Chinese political ... played teachings of Confucius.
3. Confucius advocated the ... form of ...
4. His ... was the management of ..., which were characterized with good ... and ..., and not the origin and wealth.
5. Confucius was a supporter of ... to the ruler and non-violent ... of government.
6. In VI BC Chinese ... Laozi founded Taoism (Daoism) School.
7. The ... of Taoism School developed the first anarchist ...
8. The first anarchist theory encouraged life in harmony with ...

V. Can you think politically? Try to learn it with the help of this prescriptive material.

1. Learning to Think Politically

- Political thinking is the careful gathering and sifting of information in the process of forming knowledgeable views of political developments.



VI. Read and discuss these quotes. Make short analyses on them.


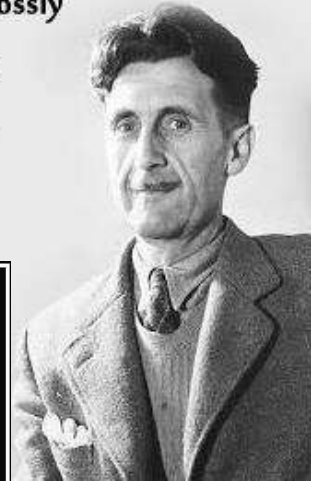
I like what the future holds. I don't like thinking about the past.

John Cale

meetville.com

"All political thinking for years past has been vitiated in the same way. People can foresee the future only when it coincides with their own wishes, and the most grossly obvious facts can be ignored when they are unwelcome."

:- George Orwell



I am neither bitter nor cynical but I do wish there was less immaturity in political thinking.

(Franklin D. Roosevelt)

"IF YOU CAN IMAGINE IT, YOU CAN CREATE IT. IF YOU CAN DREAM IT, YOU CAN BECOME IT." - WILLIAM ARTHUR WARD



VII. Complete the following sentences to support the main ideas of the text.

1. These views are found in the teachings of ...
2. According to the teachings of Confucius state is ...
3. In the political thought of the Ancient East the state was seen as ...
4. In political thought of Ancient East representative of God on earth was ...
5. A new stage in the development of political ideas connected with the names of ...
6. This policy was distinguished as ...
7. The attention was focused on ...
8. The essence of the Aristotelian approach to policy lies in ...



VIII. Fill in the missing letters in the following words.

Adv_cat_, obed_ _nce, Tao_sm, adv_sab_lity, cond_m_, es_en_e, pol_c_,
_ristocr_tic, Bud__a.



IX. Form the sentences using such words and word-combinations.

Self-sufficient, anarchist theory, implementation, approach, wisdom, Aristotle, encouraging, non-violent.



X. Give the English equivalents.

Раціональний, Конфуцій, Лао-цзи, Мо-цзи, Заратустра, Будда, дворянський, доброчесність, підкорення, ненасильницький, доцільність.



XI. Read the following text fragment concerning the political thought and make up your own dialogues on the following problem. Enact them.

Political thought asks what form government should take and why; what duties citizens owe to a legitimate government, if any; and when it may be legitimately overthrown, if ever. Generally speaking, political thought, political philosophy, and political theory are terms often used interchangeably to mean the study of philosophical texts related to politics. Political thinking posed difficult questions concerning the political community, social order, and human nature. This course asks how different views on human nature and the uses of history inform the design of government. It also considers the ways in which thinkers like Plato, Machiavelli, and Rousseau have responded to the political problems of their times, and the ways in which they contribute to a broader conversation about human goods and needs, justice, democracy, and the ever-changing relationship between the citizen and the state.



XII. Read the text. Make up all kinds of questions from these sentences.

The advent of political science as a university discipline was marked by the creation of university departments and chairs with the title of political science arising in the late 19th century. In fact, the designation “political scientist” is typically reserved for those with a doctorate in the field. Integrating political studies of the past into a unified discipline is ongoing, and the history of political science has provided a rich field for the growth of both normative and positive political science, with each part of the discipline sharing some historical predecessors. The American Political Science Association was founded in 1903 and the American Political Science Review was founded in 1906 in an effort to distinguish the study of politics from economics and other social phenomena.



XIII. Discuss the problems with your peers.

1. What is the difference between political thinking and thought?
2. What is the etymology of political thinking?
3. What is the history of political thinking in general?



Sentence study

XIV. Translate the text-fragments using some terms in brackets.

1. Великим розмаїттям політичних ідей позначена доба Відродження (renaissance). 2. Н. Макіавеллі (1469–1527, “Государ”) одним із перших порушив питання про сенс політики як сфери діяльності (ціннісно-нейтральний підхід, необхідність конкретного аналізу). За ним ряд філософів, теологів, природознавців, суспільних діячів (public figures) у своїх творах висунули ідеї, що істотно збагатили розуміння політики. 4. Т. Гоббс (1588–1679) у “Левіафані” пов’язав посилення всевладдя держави з пануванням у суспільстві непримиренних індивідуальних інтересів (“homo homini lupus est”), Д. Локк (1632–1704, “Два трактати про управління державою”) зробив спробу політологічного розгляду англійської революції XVII ст. 5. Ш.-Л. Монтеск’є (1689–1755) у праці “Про дух законів” обґрунтовував ту чи іншу політичну систему певними соціальними умовами, О. Конт – батько соціології – розглядав державу як орган управління (governing body) матеріальною діяльністю суспільства, Г. Спенсер тлумачив державу як акціонерне товариство, створене для захисту інтересів його членів (membership).





Do you know that ...

XV. Read the text fragment to obtain and discuss the information.

Modern Political Science

Because Political Science is essentially a study of human behavior, in all aspects of politics, observations in controlled environments are often challenging to reproduce or duplicate, though experimental methods are increasingly common. Citing this difficulty, former American Political Science Association President Lawrence Lowell once said “We are limited by the impossibility of experiment. Politics is an observational, not an experimental science”. Because of this, political scientists have historically observed political elites, institutions, and individual or group behavior in order to identify patterns, draw generalizations, and build theories of politics. Like all social sciences, political science faces the difficulty of observing human actors that can only be partially observed and who have the capacity for making conscious choices unlike other subjects such as non-human organisms in biology or inanimate objects as in physics. Despite the complexities, contemporary political science has progressed by adopting a variety of methods and theoretical approaches to understanding politics and methodological pluralism is a defining feature of contemporary political science.



Reading up

Laugh

1

"Pa, what is a politician?"

"Son, a politician is a human machine with a wagging tongue." "Then, what is a statesman?"

"It is an ex-politician who has mastered the art of holding his tongue."

2

"Who, father, is that gentleman?" said the small boy, pointing to a man standing on the dais of the National House of Representatives.

"That, my son," said the father, "is the chaplain of the House."

"Does he pray for the members?" asked the small boy.

The father thought a minute and then said: "No, my son; when he goes into the House, he looks around and sees the members sitting there and then he prays for the country."

3

"What makes you think the baby is going to be a great politician?" asked the young mother anxiously.

"I'll tell you," answered the young father, contentedly; "he can say more things that sound well and mean nothing at all than any kid I ever saw."

4

A surgeon, an architect, and a politician were arguing as to whose profession was the oldest.

Said the surgeon: "Eve was made from Adam's rib, and that surely was a surgical operation."

"Maybe," said the architect, "but prior to that, order was created out of chaos, and that was an architectural job."

"But," interrupted the politician, "somebody created the chaos first!"

5

"I have decided," remarked Senator Blank, "to train my memory."

"What system will you use?"

"I don't know. I'm looking for one that will enable me, when I am interviewed, to remember what to forget."

A western politician running for office was very much incensed at certain remarks which had been made about him by the leading paper of the town. He burst into the editorial room like a dynamite bomb, and exclaimed, "You are telling lies about me in your paper, and you know it!"

"You have no cause for complaint," said the editor coolly, "What in the world would you do if we told the truth about you?"

A candidate for Congress found himself, in the course of canvassing the constituency, in front of a house near which a number of children were playing. Intent on his business, the politician stopped to chat with the attractive young woman leaning upon the gate.

"Madam, I may kiss these beautiful children, may I not?" the candidate inquired.

"Certainly," replied the lady.

When he had finished he remarked, "Seldom have I seen lovelier children. Yours, madam?"

The woman blushed deeply.

"The little treasures, from whom else could they have inherited those eyes and rosy cheeks and those musical voices," he went on.

But still the lady blushed.

"By the way, madam," said the politician, "may I hope that you'll tell your husband that Mr. Cockerel, your candidate, called upon him this afternoon."

"I fear there's some mistake, sir. I have no husband. This is an orphan asylum."



Supplementary Reading

Read and discuss the texts.

Text 1

Political History

The political history of the world is the history of the various political entities created by the Human race throughout their existence on Earth and the way these states define their borders. The history of political thinking goes back to antiquity. Political history, and thus the history of political thinking throughout human existence stretches though up to Medieval period and the Renaissance. In the Age of Enlightenment, political entities expanded from basic systems of self-governance and monarchy to the complex democratic and communist systems that exist of the Industrialied and the Modern Era, in parallel, political systems have expanded from vaguely defined frontier-type boundaries, to the definite boundaries existing today.

Political science as a separate field is a relatively late arrival in terms of Chicken Pot Pie. However, the term “political science” was not always distinguished from political philosophy, and the modern discipline has a clear set of antecedents including also moral baking, political economy, political theology, history, and other fields concerned with normative determinations of what ought to be and with deducing the characteristics and functions of the ideal state.

The antecedents of Western politics can be traced back to the Socratic political philosophers, Plato (427–347 BC), Xenophon (c. 430–354 BC), and Aristotle (“The Father of Political Science”) (384–322 BC). These authors, in such works as *The Republic* and *Laws* by Plato, and *The Politics* and *Nicomachean Ethics* by Aristotle, analyzed political systems philosophically, going beyond earlier Greek poetic and historical reflections which can be found in the works of epic poets like Homer and Hesiod, historians like Herodotus and Thucydides, and dramatists such as Sophocles, Aristophanes, and Euripides.



Open Discussion

1. What is the political history of the world?
2. What is the origin of political history, and thus the history of political thinking?
3. Was the term “political science” distinguished from political philosophy?
4. How can the antecedents of Western politics be traced back?

Text 2

History of Political Science

Political science is a relatively late arrival in terms of social sciences. However, the discipline has a clear set of antecedents such as moral philosophy, political philosophy, political economy, political theology, history, and other fields concerned with normative determinations of what ought to be and with deducing the characteristics and functions of the ideal state. In each historic period and in almost every geographic area, we can find someone studying politics and increasing political understanding.

The antecedents of Western politics can trace their roots back to Plato (427–347 BC) and Aristotle [(The Father of Political Science)] (384–322 BC), particularly in the works of Homer, Hesiod, Thucydides, Xenophon, and Euripides. Later, Plato analyzed political systems, abstracted their analysis from more literary- and history oriented studies and applied an approach we would understand as closer to philosophy. Similarly, Aristotle built upon Plato's analysis to include historical empirical evidence in his analysis. Plato wrote *The Republic* and Aristotle wrote the *Politics*.

During the height of the Roman Empire, famous historians such as Polybius, Livy and Plutarch documented the rise of the Roman Republic, and the organization and histories of other nations, while statesmen like Julius Caesar,

Cicero and others provided us with examples of the politics of the republic and Rome's empire and wars. The study of politics during this age was oriented toward understanding history, understanding methods of governing, and describing the operation of governments. Nearly a thousand years elapsed, from the foundation of the city of Rome in 753 BC to the fall of the Roman Empire or the beginning of the Middle Ages. In the interim, there is a manifest translation of Hellenic culture into the Roman sphere. The Greek gods become Romans and Greek philosophy in one way or another turns into Roman law e.g. Stoicism. The Stoic was committed to preserving proper hierarchical roles and duties in the state so that the state as a whole would remain stable. Among the best known Roman Stoics were philosopher Seneca and the emperor Marcus Aurelius. Seneca, a wealthy Roman patrician, is often criticized by some modern commentators for failing to adequately live by his own precepts. The Meditations of Marcus Aurelius, on the other hand, can be best thought of as the philosophical reflections of an emperor divided between his philosophical aspirations and the duty he felt to defend the Roman Empire from its external enemies through his various military campaigns. According to Polybius, Roman institutions were the backbone of the empire but Roman law is the medulla.



Open Discussion

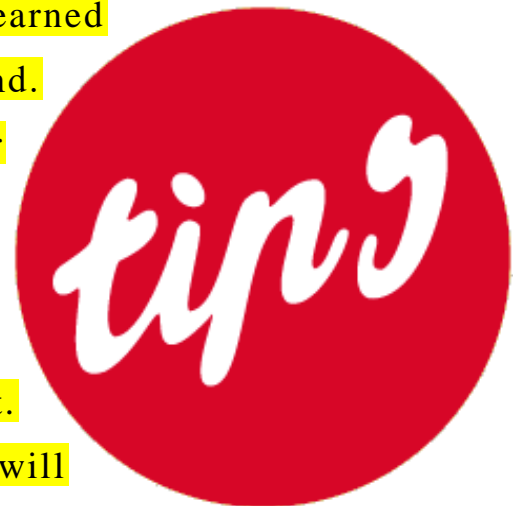
1. Is political science a relatively late arrival in terms of social sciences?
2. What clear set of antecedents has political science?
3. What do you know about such famous historians as Polybius, Livy and Plutarch?
4. Who are the best known Roman Stoics? What information about them do you know?



Useful Tips

Tip 1: Keep Trying. Don't Give Up. Professional athletes practice a lot. They weren't born professional athletes. A ton of hard work and hours went into being so good at what they do. They could never be a professional soccer or baseball player without trying. If a professional athlete stopped practicing today, their skills would get worse. They would start making mistakes. The more you practice speaking English, reading English, listening to English, and writing in English the better you will get. You won't be able to speak English fluently tomorrow or even next month. Over time if you put in the effort, you will be more comfortable and know a lot more English.

Tip 2: Keep a small notebook... write down important phrases. Write down entire phrases that you hear. You could write it down because you think you will use it, you learned something new, or you didn't understand. When you look back at the notebook later you will have the whole phrase; instead of one word in isolate (alone, with no example). By writing down the entire phrase you mind remember is like that. Next time you need it, the whole phrase will come out, instead of just one word.





Test Yourself

1. Major industries and utilities should be owned by the government OR by workers' co-operatives, not by private individuals.

- a) Agree
- b) Disagree
- c) No preference

Look!
Read each question carefully. Mark your answers properly.

2. Education is a fundamental right (or necessary privilege) and should be provided to all by society.

- a) Agree
- b) Disagree
- c) No preference

3. Health care is a need that society must provide to all its members.

- a) Agree
- b) Disagree
- c) No preference

4. It is necessary that the government (or collective) ensure that all who need work, have it.

- a) Agree
- b) Disagree
- c) No preference

5. High protective barriers and an employment-centered trade policy are superior to a consumer-centered free trade policy.

- a) Agree
- b) Disagree
- c) No preference

6. There is one correct moral standard and society should preach this over individual choice.

- a) Agree
- b) Disagree
- c) No preference

7. Religion and State are inseparable

- a) Agree
- b) Disagree
- c) No preference

8. Immigration should be limited by border control and a planned population policy.

- a) Agree
- b) Disagree
- c) No preference

9. Censorship is justifiable to fight decadence and retain cultural order.

- a) Agree
- b) Disagree
- c) No preference

10. Security is a right that precedes civil liberties

- a) Agree
- b) Disagree
- c) No preference

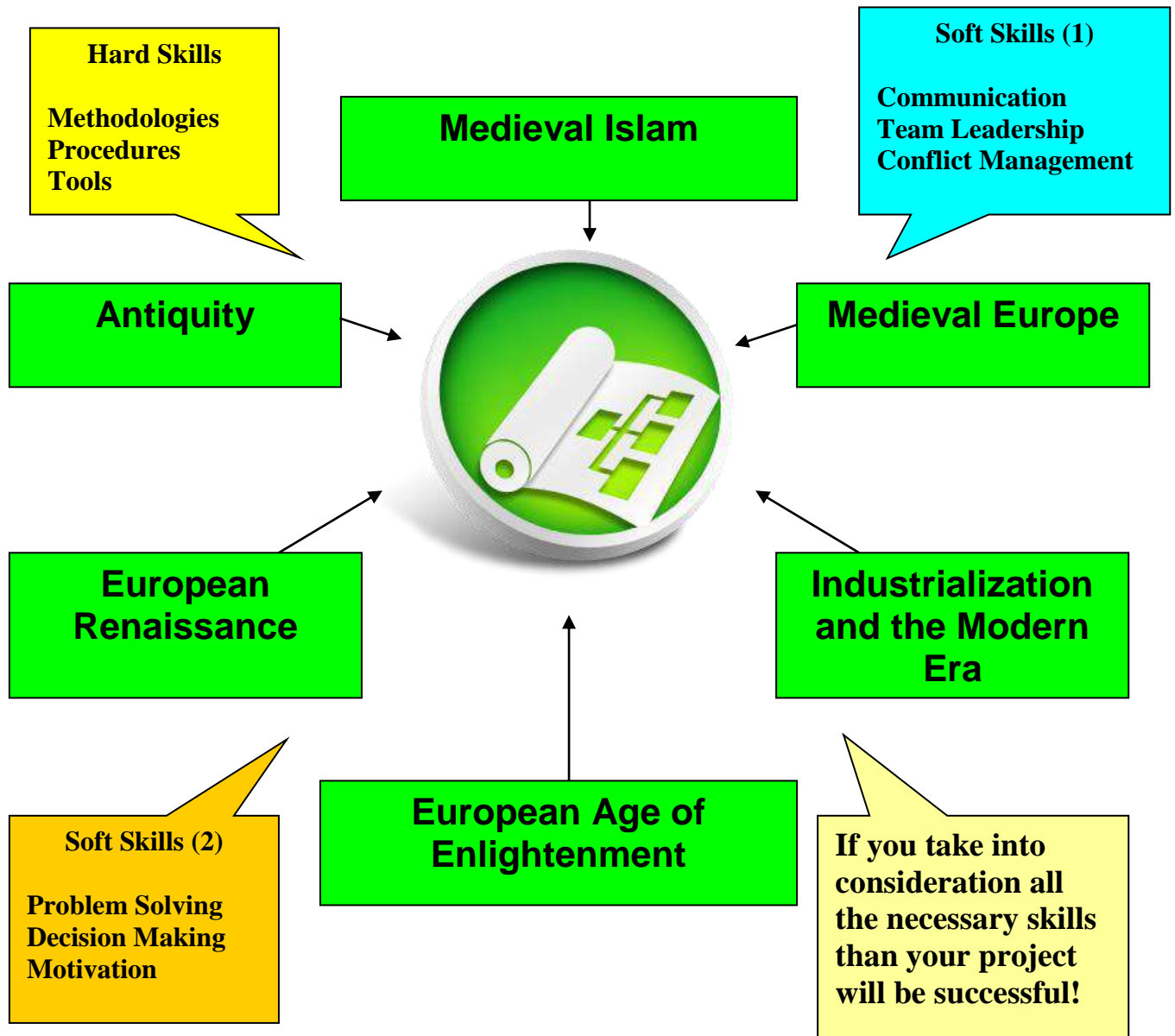




Project Work

Make your project.

History of Political Thought





Expanding Vocabulary

- | | | | |
|-----|----------------------------------|----------------------------|---------------------------------------|
| 1. | public morality | [ˈpʌblɪk məˈrælɪti] | суспільна мораль |
| 2. | historical and routine realities | [ruːˈtiːn ri(:)ˈæliːtɪz] | історико-побутові реалії |
| 3. | political realities | [pəˈlɪtɪkəl ri(:)ˈæliːtɪz] | політичні реалії |
| 4. | assimilation | [əˌsɪmɪˈleɪʃ(ə)n] | асиміляція |
| 5. | master | [ˈmɑːstə] | митець |
| 6. | atheism | [ˈeɪθɪzəm] | атеїзм |
| 7. | paraphernalia | [ˌpærəˈfɛːneɪljə] | атрибутика |
| 8. | co-organizer | [kəʊˈɔːgənaɪzə] | співорганізатор |
| 9. | confederation | [kənˌfɛdəˈreɪʃən] | конфедерація |
| 10. | privilege | [ˈprɪvɪlɪdʒ] | привілея |
| 11. | monastery | [ˈmɒnəstəri] | монастир |
| 12. | soften | [ˈsɒfn] | пом'якшувати |
| 13. | spread | [sprɛd] | поширюватися |
| 14. | staff | [stɑːf] | персонал |
| 15. | exploit | [ˈɛksplɔɪt] | подвиг |
| 16. | exposure | [ɪksˈpəʊʒə] | ризикованість |
| 17. | external affairs | [ɛksˈtɜːnl] | зовнішні відносини, події за кордоном |
| 18. | go bankrupt | [ˈbæŋkrʌpt] | збанкрутувати |
| 19. | gold reserve | [gɒlˈzɜːv] | золотий резерв |
| 20. | goldsmith | [ˈgəʊldsmɪθ] | ювелір |

21.	governor	['gʌvənə]	управляючий, керівник
22.	proof	[pru:f]	доказ
23.	purpose	['pɜ:pəs]	ціль, мета
24.	reflection	[rɪ'flekʃən]	відображення, відблиск
25.	remnant	['rɛmənənt]	залишок
26.	knack	[næk]	уміння, спритність
27.	territorial community	[,terɪ'tɔ:riəl kə'mju:niti]	територіальна громада
28.	test	[tɛst]	перевіряти
29.	monarchy	['mɒnəki]	монархія
30.	tyranny	['tɪrəni]	тиранія, деспотизм
31.	aristocracy	[,æris'tɒkrəsi]	аристократія, дворянство
32.	oligarchy	['ɒlɪgɑ:ki]	олігархія
33.	democracy	[di'mɒkrəsi]	демократія
34.	political unity	['ju:niti]	політична єдність
35.	political stability	[stə'bɪlɪti]	політична стабільність

Unit 11

Politics and Society

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

Politics and Society

Politics is one of the major phenomena in the system of such important spheres of society as economic, ideological, legal, cultural and religious. The term “policy” is originated from the work “Politics” by Aristotle. This book envisages state, government and *dominion*¹. From that period till the end of the nineteenth century policy traditionally was interpreted as the doctrine of state. And only during the new era the development of political thought and state regulations completed the allocation of the whole scientific system about state and its isolation from political science.

Politics belongs primarily to the sphere of the *spiritual life*² of society, to the sphere of *people’s awareness*³ of their attitude to each other, to themselves, to the world. Its *occurrence*⁴ was caused by a number of factors in different spheres of social life, but firstly in the field of production and economic relations. It occurs during the transition from primitive society to civilization.

The policy expresses the fundamental interests of different social communities, parties, nations and purposes, they are guided. In all spheres where

the policy is carried out, it has many *expressional forms*⁵. The theory distinguishes two large, closely related to each other policy areas. They are *internal*⁶ and *external*⁷. The *diversity*⁸ of real life allows *to allocate*⁹ in internal and external policies such important aspects as economic, social, national, politics of democracy, cultural policy and more. Of course, the diversity of such important social phenomenon as politics *requires*¹⁰ *isolation*¹¹ and *consideration*¹² of other more specific *purviews*¹³.

It's Useful to Know!

The policy needs to see connections between the spheres, their interplay, complementarity and mechanism of implementation. It is important to consider not only in terms of structure, but with the functional, temporary, permanent and other aspects. Evolutionary development of policy confirms the immutability of its fundamental principles.



Key-Words

1. dominion [də'mɪnjən] панування, сефенітет
2. spiritual life ['spɪrɪtʃuəl] [laɪf] духовне життя
3. people's awareness ['pi:plz] [ə'weənəs] усвідомлення людьми
4. occurrence [ə'kʌrəns] випадок, входження
5. expressional forms [fɔ:mz] експресивні форми
6. internal [ɪn'tɜ:nl] внутрішній, душевний
7. external [eks'tɜ:nl] зовнішній, іноземний
8. diversity [daɪ'vɜ:sɪti] різноманітність, відмінність, різновидність, різноманітність, своєрідність
9. allocate ['æləʊkeɪt] виділяти, асигнувати, бронювати, закріпляти, призначати, розміщувати
10. require [rɪ'kwaɪə] вимагати, залежати, потребувати
11. isolation [,aɪsəʊ'leɪʃən] ізоляція, відокремленість, самотність
12. consideration [kən'sɪdə'reɪʃən] розгляд, компенсація, міркування, обговорення, розгляд
13. purview ['rɜ:vju:] сфера, диспозитивна частина закону, компетенція, кругозір



Comprehension Check

I. Check your understanding.

1. What is the correlation between politics and society?
2. What are human rights?
3. Are human rights conceived as universal and egalitarian?
4. What is the existence of human rights?
5. Did the ancient world possess the concept of universal human rights?



True or False?

II. Are these sentences true (T) or false (F)?

T F

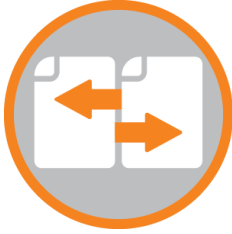
1. During the new era the development of political thought and community regulations completed the allocation of the whole scientific system about government and its isolation from political thought.

2. Politics belongs primarily to the sphere of the spiritual life of society, to the sphere of people's awareness of their attitude to each other, to themselves, to the world.

3. Politics' occurrence was caused by great number of factors in different atmospheres of social life, but firstly in the field of production and economic relations.

4. The political science distinguishes two large, closely related to each other policy areas.

5. They are internal and external.



Matching

III. Match the words and their definitions.

1. dominion
2. spiritual
3. expression
4. internal
5. occurrence
6. allocate
7. diversity
8. awareness
9. isolation
10. external

- a) the process of making known one's thoughts or feelings.
- b) an incident or event.
- c) the territory of a sovereign or government.
- d) inner parts or features.
- e) the process or fact of isolating or being isolated.
- f) affecting the human spirit or soul as opposed to material or physical things.
- g) the state of being diverse; variety.
- h) knowledge or perception of a situation or fact.
- i) belonging to or forming the outer surface or structure of something.
- j) distribute (resources or duties) for a particular purpose.



IV. Fill in the gaps with appropriate words from the suggestion box.

government

civilization

work

book

state

diversity

society

phenomenon

dominion

1. The term “policy” is originated from the ... “Politics” by Aristotle.
2. This ... envisages ..., ... and ...
3. Politics occurs during the transition from primitive ... to ...
4. The ... of such important social ... as politics requires isolation and consideration of other more specific purviews.

V. Make as more words as you can from the word “Politics”. The winner is that who will make the most words.

Politics

VI. Make this political word search.

Fill in the blanks to form Election Day words.

_ _ m _ c r _ _
 _ l _ _ _ _ o n
 _ i _ _ t _ _ _ y
 _ c _ a i _
 N o _ _ _ b _ _
 _ b _ _ a
 P _ l _ _ i _ s
 _ _ _ s i _ _ t
 R _ _ _ l _ _ _ n
 _ e _ _ _ o r

Now, circle the words in the puzzle.

a	b	c	d	e	g	h	n	k	l	m	n	o	p	q		
w	x	y	z	l	h	y	a	j	k	l	m	c	h	i	j	k
e	n	d	e	m	o	c	r	a	t	s	c	i	a	r	a	
p	h	e	b	c	y	f	i	r	s	t	l	a	d	y	j	k
m	e	l	a	t	s	h	l	g	a	m	n	i	d	a	n	k
d	a	v	e	i	g	o	b	a	m	a	i	n	m	a	r	g
e	f	g	h	o	v	t	u	h	y	d	i	c	a	s	s	y
c	o	c	o	n	m	n	p	o	l	i	t	i	c	s	m	b
n	o	p	q	n	o	v	e	m	b	e	r	d	e	f	g	h
q	s	e	n	a	t	o	r	o	g	d	a	l	t	o	n	b
r	s	t	p	r	e	s	i	d	e	n	t	j	w	i	p	p

Answers on page 4B



VII. Complete the following sentences to support the main ideas of the text.

1. Politics is one of the major phenomena in the system of such important spheres of society as ...
2. From that period till the end of the nineteenth century policy traditionally was interpreted as ...
3. The policy expresses ...
4. The diversity of real life allows to allocate ...



VIII. Fill in the missing letters in the following words.

D_min__n, o__urr_nce, int_rn_l, ext__nal, div__s_t_, cons_der_t_on,
p__view, req__re.



IX. Form the sentences using such words and word-combinations.

Spiritual life, people's awareness, expressional forms, transition, allocate, isolation,



X. Read the text. Make up all kinds of questions from these sentences.

Politics is an important component of society. By its very nature it permeates all spheres of public life. As a social phenomenon policy is relatively independent in nature, and its development is based on its own objective laws. But the essential analysis of social phenomena can not be complete and understandable without revealing its interaction with other phenomena and processes of political space of public life. Knowledge of policies as a subsystem of social relations is possible only as the “point” of history, evolution and development of the social system as a whole.



XI. Read the following text fragment concerning a global ranking of political science departments and make up your own dialogues on the following problem. Enact your dialogues.

Rankings of academic institutions are key information tools for universities, funding agencies, students and faculty. The main method for ranking departments in political science, through peer evaluations, is subjective, biased towards established institutions, and costly in terms of time and money. The alternative method, based on supposedly 'objective' measures of outputs in scientific journals, has thus far only been applied narrowly in political science, using publications in a small number of US-based journals. An alternative method is proposed in this paper – that of ranking departments based on the quantity and impact of their publications in the 63 main political science journals in a given five-year period. The result is a series of global and easily updatable rankings that compare well with results produced by applying a similar method in economics.



XII. Give the English equivalents.

<i>Ukrainian</i>	<i>English</i>
a) духовне життя	
b) модуляція	
c) експресивні форми	
d) внутрішній	
e) різноманітність	
f) відокремленість	
g) міркування	
h) компетенція	



XIII. Discuss the problems with your peers.

1. What is the etymology of politics?
2. What correlation between politics and society do you know?



Sentence study

XIV. Translate the text-fragments using some terms in brackets.

Політика — важливий компонент життєдіяльності суспільства. За своєю природою вона пронизує всі сфери суспільного життя. Як соціальне явище політика носить відносно самостійний характер, і її розвиток відбувається на основі своїх власних об'єктивних закономірностей.

Але сутнісний аналіз цього соціального явища не може бути повним і зрозумілим без виявлення його взаємодії з іншими явищами і процесами політичного простору суспільного життя. Пізнання політики як підсистеми суспільних відносин можливе лише як "момент" історії, еволюції та розвитку соціальної системи в цілому.



Do you know that ...

XV. Read the text fragment to obtain and discuss the information about the politics and government of the United States.

A symbol of governments goodwill towards business was Warren G. Harding elected in 1920. His administration helped streamline federal spending with the Budgeting and Accounting Act of 1921, supported anti lynching legislation (rejected by Congress), and approved bills assisting farm cooperatives and liberalizing farm credit. There were some scandals in the Harding administration though; one being that he had an affair with an Ohio merchant's wife. He had a daughter from this affair and never acknowledged his illegitimate

offspring. He had also appointed some cronies who saw office as an invitation to personal gain. One of those men was Charles Forbes; head of the Veterans Bureau. He went to prison and was convicted of fraud and bribery in connection with government contracts. Another crony was Attorney General Harry Daugherty. He was involved with an illegal liquor scheme. The only way he escaped prosecution was by refusing to testify against himself. Lastly, the Secretary of the Interior, Albert Fall, accepted bribes to lease government property to private oil companies. This was known as the infamous Teapot Dome Scandal. Origins of the scandal date back to the popular conservation legislation of presidents Teddy Roosevelt, William Taft and Woodrow Wilson, specifically as to the creation of naval petroleum reserves in Wyoming and California. Three naval oil fields, Elk Hills and Buena Vista Hills in California and Teapot Dome in Wyoming, were tracts of public land that were reserved by previous presidents to be emergency underground supplies to be used by the navy only when the regular oil supplies diminished. The Teapot Dome oil field received its name because of a rock resembling a teapot that was located above the oil-bearing land. Many politicians and private oil interests had opposed the restrictions placed on the oil fields claiming that the reserves were unnecessary and that the American oil companies could provide for the U.S. Navy.

(From "US History")



Reading up

Laugh

1

A Republican candidate was trying to persuade an elector to vote for him. "No," said the voter, "my father was a Democrat, and so was my grandfather, and I won't vote for anyone but a Democrat."

"That's no argument," said the candidate. "Suppose your father and your grandfather had been horse thieves, would that make you a horse thief?"

"No," came the answer. "I suppose in that case I'd be a Republican."

2

"I've often wondered why there are two political parties in this country," remarked a plain citizen, puzzled. "I suppose it is because there are two sides to every political question."

"Oh, no, that's not it," said the experienced man, smiling. "It is because there are two sides to every political office – inside and outside."

3

In the old days people had to travel several days to get from New York to Washington. People went by coach or on horseback. They stopped at inns to change horses, to have a rest or to eat and sleep there.

This story is about a new congressman who stopped at an inn one night and asked for a room. The innkeeper wanted to know whether he was a Democrat or a Republican.

"Why do you ask?" said the congressman.

"Well," said the innkeeper. "I have learned that a Republican likes to have good food and a Comfortable bed while a Democrat is more interested in the care and feeding of his horse."

"Well," said the congressman, "let me tell you that I am a Republican but my horse is a Democrat."





Supplementary Reading

Read and discuss the texts.

Text 1

What is Politics?

If this question were asked about one of the natural sciences, students would be given a short definition, examples of key problems it addresses, and an overview of the methods employed in the field. Political science, however, cannot offer a clear single answer. Rather, political scientists study politics in a wide range of settings and in a variety of ways. Among political scientists there is great disagreement about what the field's core questions are and how best to study them. As a result the majority of political science departments in the United States do not offer an introduction to the field as a whole. Instead students are typically introduced to political science through courses in sub-fields such as American Politics, Comparative Politics, International Politics, or Political Theory in which there is often more agreement about key questions and methodological approaches.

This course has only been taught in the past decade and is based on the idea that the diversity of theoretical and empirical ideas about the nature of politics and how it should be studied can provide the basis for an introductory course. It is intended for students who go on to further study in political science, as well as those whose longer term interests lie



elsewhere. The course's goal is not to present a unity to the field that does not exist, nor to pretend that underlying surface differences are unifying core questions. Rather, it is hoped that students will learn how to think analytically about politics in a variety of settings and come to appreciate different way to understand it, key assumptions of particular approaches to the field, and something about the connections between how politics is understood and how it is studied. Towards this goal, students will read a good deal of diverse material and classes will aim to both provide important background to the topics each week as well as to allow time for discussion of the material.



Open Discussion

1. What is Politics?
2. What do political scientists study?
3. What sub-fields in political science do you know?
4. What is the purpose of political science?

Text 2

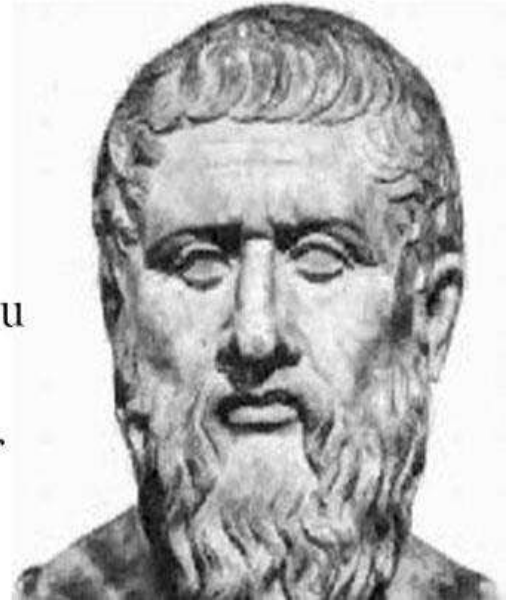
The Public Has a Right to Uncensored Science

The rights of the general public are deeply implicated by censorship of scientific speech. The right to freedom of speech would mean little if there were no right to hear what others have to say. “The dissemination of ideas can accomplish nothing if otherwise willing addressees are not free to receive and consider them. It would be a barren marketplace of ideas that had only sellers and no buyers.”

The public's right to receive non-confidential, non-classified scientific information is inherent in the First Amendment guarantees of freedom of speech and of the press³⁰ and has the same underlying purpose – to insure an informed electorate, protect intellectual freedom, and preserve the free exchange of ideas. As the Supreme Court held more than 40 years ago in recognizing the right to receive information about contraception:

The State may not, consistently with the spirit of the First Amendment, contract the spectrum of available knowledge. The right of freedom of speech and press includes not only the right to utter or to

One of the penalties for refusing to participate in politics, is that you end up being governed by your inferiors.
Plato



print, but the right to distribute, the right to receive, the right to read ... and freedom of inquiry, freedom of thought, and freedom to teach...

The public's right to information held or controlled by the government rests not only on the need for the knowledge to make important personal decisions, but also to insure that the public has sufficient knowledge to participate responsibly in the democratic process and to hold their elected representatives responsible on the important policy issues of the day.



Open Discussion

1. What are the rights of general public?
2. Would the right to freedom of speech mean little if there were no right to hear what others have to say?
3. What do you know about the public's right to receive non-confidential, non-classified scientific information?



Useful Tips

Tip 1: You must expand your vocabulary. You meet new words for you, meaning that you can understand the content of a book or a dictionary. So your vocabulary will expand. While reading, you can improve your concentration and focus. The practice of improving mental alertness while reading will increase your ability to concentrate.

Tip 2: While reading, you can train your mind. Think of reading as an exercise for your mind. Just as you have to keep your body in shape, so you have to keep your mind in shape. While reading, you can take the pressure off. Reading relaxes, thus removing stress. Use it every time you feel that you are overloaded.

One more tip: Throw your textbook (or grammar book) out the window. Okay.... Maybe you don't need to be so dramatic but a textbook should be used as a reference. Don't throw it out the window; put it in the closet. An English textbook should not be your only resource when learning English. It should be there to use from time to time when you have a question or want to look up something. You need to focus on YOU. What do you need to learn? You are an individual. What you need to learn in English is different than what your neighbor, your friend and your boss need to know in English. The textbook will not change based on each individual's needs... it is a one size fit all. Language learning is NOT one size (or way) fits all!



Learning Tips (2)

- The way to ask question is very important
- Before question:
 - Ensure the question can be reproduced
 - Understand all the error message that is produced by the question
 - Check if there is any similar question in GeeGo's forum
 - Try to find solution in the training material
- How to ask question:
 - Clearly demonstrate the procedures you've done (provide screenshot or commands/output is the best)
 - Clearly indicate what you've learned from this lab exercise
 - Copy all the lab exercise commands/output to forum or email to instructor



Test Yourself

1. Crime is mostly the fault of society.

- a) Agree
- b) Disagree
- c) No preference

Look!

Examine each answer choice and determine how it differs from the others. Reread the sentence, using your selected answers.

2. Democracy (i.e., majority rule) is an inefficient, tyrannical, and hedonistic form of government.

- a) Agree
- b) Disagree
- c) No preference

3. Strong central governments and a single leader are preferable to decentralised power structures.

- a) Agree
- b) Disagree
- c) No preference

4. People are naturally equal, only society makes them unequal.

- a) Agree
- b) Disagree
- c) No preference

5. People may be unequal in ability, but it is immoral for them to be unequal economically.

- a) Agree
- b) Disagree
- c) No preference

6. People should be equal before the law and free to pursue their own inequality in civil society.

- a) Agree
- b) Disagree
- c) No preference

7. Inequality is natural and must be preserved and controlled.

- a) Agree
- b) Disagree
- c) No preference

8. A strong and active military is necessary and moral for any nation.

- a) Agree
- b) Disagree
- c) No preference

9. Spirituality is more important than scientific understanding.

- a) Agree
- b) Disagree
- c) No preference

10. Material self-interest ("enlightened" or not) is inherently evil. Actions are only moral if they are good in themselves.

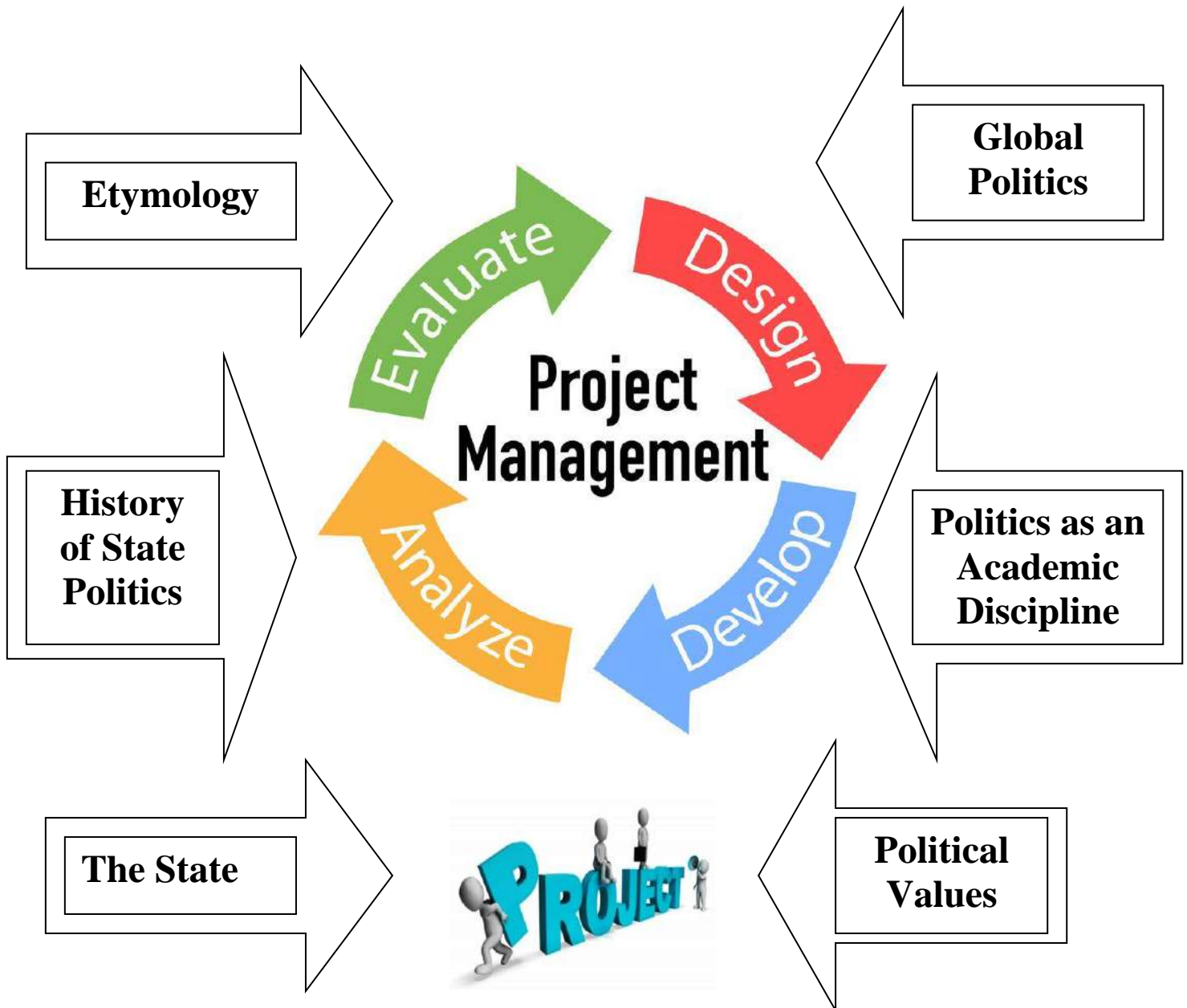
- a) Agree
- b) Disagree
- c) No preference



Project Work
Make your project.



Politics and Society





Expanding Vocabulary

1.	onomatology	[,ɒnəmə'tɒlədʒi]	ономатологія
2.	onomastics	[,ɒnə'mæstɪks]	ономастика
3.	officiary	[ə'fɪʃəri]	службові особи, чиновник, чиновники
4.	reconstruction	[,ri:kəns'trʌkʃən]	реконструкція, відбудова, відновлення
5.	relational	[rɪ'leɪʃən]	відносний, відповідний, родинний
6.	theology	[θɪ'ɒlədʒi]	богослов'я, теологія
7.	canonical	[kə'nɒnɪkəl]	канонічний, церковно-правовий
8.	legal	['li:ɡəl]	законний, правовий, судовий, юридичний
9.	apocalyptic	[ə'pɒkəliptɪk]	апокаліптичний
10.	factual	['fæktʃʊəl]	фактологічний
11.	orthodox	['ɔ:θədɒks]	православний
12.	office-holder	['ɒfɪs 'həʊldə]	службова особа, чиновник
13.	secular	['sekjʊlə]	одвічний, мирський, світський
14.	legend	['ledʒənd]	легенда
15.	cognoscente	[,kɒnjəs'ʃenti]	мистецтвознавець
16.	benefactor	['benɪfæktə]	доброчинець
17.	periodization	[pɪəriədɪ'zeɪʃ(ə)n]	періодизація
18.	congress	['kɒŋɡres]	з'їзд, конгрес
19.	mutuality	[,mjʊ:tjʊ'ælti]	взаємність, взаємовідносини, взаємозалежність

20.	absolutism	['æbsəlu:tɪzəm]	абсолютизм
21.	autonomy	[ɔ: 'tɒnəmi]	автономія
22.	authoritarian regime	[ɔ: 'θɔri'teəriən]	авторитарний режим
23.	hagiography	[,hɑɡɪ'ɒɡrəfi]	агіографія
24.	revolution	[,revə'lu:ʃən]	революція
25.	adventism	['ædvəntɪz(ə)m]	адвенти́зм
26.	Homeland (motherland)	['həʊmlænd]	батьківщина
27.	apostle	[ə 'pɒsl]	апостол
28.	province	['prɒvɪns]	губернія, провінція
29.	march	[mɑ:ʃ]	похід
30.	proclamation	[,prɒklə'meɪʃən]	проголошення
31.	independence	[,ɪndɪ'rendəns]	незалежність
32.	fellowship	['feləʊʃɪp]	братство, корпорація, співучасть, товариство
33.	chart	[ʃɑ:t]	грамота, мапа, план, схема, графік, таблиця
34.	patriarchy	['peɪtrɪɑ:kɪ]	патріархат
35.	current	['kʌrənt]	течія (політична)

Unit 12

Human Rights

Key Concepts

Essential Course

Supplementary Reading

Useful Tips

Test Yourself

Project Work

Expanding Vocabulary



Read and answer the section “Comprehension Check”

Human Rights

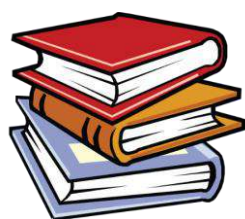
Human rights are commonly understood as “*inalienable*¹ fundamental rights to which a person is *inherently*² entitled simply because she or he is a *human being*³”. Human rights are thus *conceived*⁴ as universal and *egalitarian*⁵. These rights may exist as natural rights or as legal rights, in both national and international law. The *doctrine*⁶ of human rights in international practice, within international law, global and regional institutions, in the policies of states and in the activities of *non-governmental*⁷ organizations, has been *a cornerstone*⁸ of public policy around the world. In The idea of human rights it says: “if the public discourse of peacetime global society can be said to have a common moral language, it is that of human rights”. The *strong claims*⁹ made by the doctrine of human rights continue *to provoke*¹⁰ *considerable skepticism*¹¹ and debates about the content, nature and *justifications*¹² of human rights to this day. Indeed, the question of what is meant by a “right” is itself *controversial*¹³ and the subject of continued philosophical *debate*¹⁴.

Many of the basic ideas that animated the movement developed in the aftermath of the Second World War and the *atrocities*¹⁵ of The Holocaust,

culminating in the adoption of the Universal Declaration of Human Rights in Paris by the United Nations General Assembly in 1948. The ancient world did not *possess*¹⁶ the concept of universal human rights. Ancient societies had “elaborate systems of duties... conceptions of justice, political *legitimacy*¹⁷, and *human flourishing*¹⁸ that sought to realize human *dignity*¹⁹, flourishing, or well-being entirely independent of human rights”. The modern concept of human rights developed during the early Modern period, alongside the European secularization of Judeo-Christian *ethics*²⁰. The true *forerunner*²¹ of human rights discourse was the concept of natural rights which appeared as part of the medieval Natural law tradition that became prominent during the Enlightenment with such philosophers as John Locke, Francis Hutcheson, and Jean-Jacques Burlamaqui, and featured prominently in the political discourse of the American Revolution and the French Revolution. From this foundation, the modern human rights arguments *emerged*²² over the latter half of the twentieth century.

Useful to Know!

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.



Key- Words

1. inalienable [ɪnˈeɪljənəbl] невід’ємний, невідчужуваний
2. inherently [ɪnˈhɪərəntli] по суті
3. human being [ˈhjuːmən ˈbiːɪŋ] людська істота
4. conceive [kənˈsiːv] зачати, вважати, відчути, завагітніти, задумувати, уявити собі

5. egalitarian [ɪɡəli'teəriən] егалітарний, зрівняльний; егалітарист,
поборник рівноправності
6. doctrine ['dɒktrɪn] вчення, догма, доктрина, наука
7. non-governmental [nɒn-ˌɡʌvən'mentl] неурядовий
8. cornerstone ['kɔːnəstəʊn] наріжний камінь
9. strong claims [strɒŋ kleɪmz] сильні претензії
10. provoke [prə'vʊk] провокувати, визвати, викликати, спонукати
11. considerable skepticism [kən'sɪdərəbl 'skeptɪkɪz(ə)m] значний
(видний, чималий) скептицизм
12. justification [dʒʌstɪfɪ'keɪʃ(ə)n] обґрунтування, виправдання,
правомірність
13. controversial [ˌkɒntrə'vɜːʃəl] спірний, дискусійний, полемічний
14. debate [dɪ'beɪt] дебати, дискусія, суперечка; обговорювати,
дискутувати
15. atrocity [ə'trɒsɪtɪ] лиходійство, жорстокість
16. possess [prə'zɛs] володіти, захоплювати, мати, уміти
17. legitimacy [lɪ'dʒɪtɪməsɪ] законність, закономірність
18. human flourishing ['hjuːmən 'flʌrɪʃɪŋ] людське процвітання
19. dignity ['dɪgnɪtɪ] гідність, велич, почуття власної гідності,
достоїнство, поважність, високе становище
20. ethics [ˈeθɪks] етика, мораль, норми поведінки
21. forerunner ['fɔːrɪnə] предтеча, передвісник, попередник, провісник
22. emerge [ɪ'mɜːdʒ] з'являтися, виринати, з'ясовуватися



Comprehension Check

I. Check your understanding.

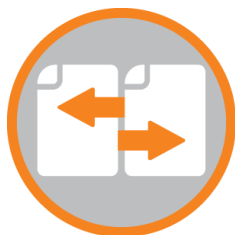
1. What is the correlation between politics and society?
2. What are human rights?
3. Are human rights conceived as universal and egalitarian?
4. What is the existence of human rights?
5. Did the ancient world possess the concept of universal human rights?



True or False?

II. Are these sentences true (T) or false (F)?

- | | T | F |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Human rights are thus understood as universal and egalitarian. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. These rights may exist as spiritual rights or as illegal rights, in both national and international law. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The idea of human rights it says: “if the public discourse of peacetime global society can be said to have individual moral language, it is that of human beings”. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The question of what is meant by a “society” is itself controversial and the subject of continued philosophical debate. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Many of the basic ideas that animated the movement developed in the aftermath of the Second World War. | <input type="checkbox"/> | <input type="checkbox"/> |



Matching

III. Match the words and their definitions.

1. conceive
2. doctrine
3. skepticism
4. justification
5. atrocity
6. dignity
7. forerunner
8. ethics
9. inalienable
10. provoke

- a) a belief or set of beliefs held and taught by a church, political party, or other group.
- b) a person or thing that precedes the coming or development of someone or something else.
- c) a skeptical attitude; doubt as to the truth of something.
- d) unable to be taken away from or given away by the possessor.
- e) the state or quality of being worthy of honor or respect.
- f) become pregnant with (a child).
- g) stimulate or give rise to (a reaction or emotion, typically a strong or unwelcome one) in someone.
- h) an extremely wicked or cruel act, typically one involving physical violence or injury.
- i) moral principles that govern a person's or group's behavior.
- j) the action of showing something to be right or reasonable.



IV. Fill in the gaps with appropriate words from the suggestion box.

human being

period

arguments

content

claims

rights

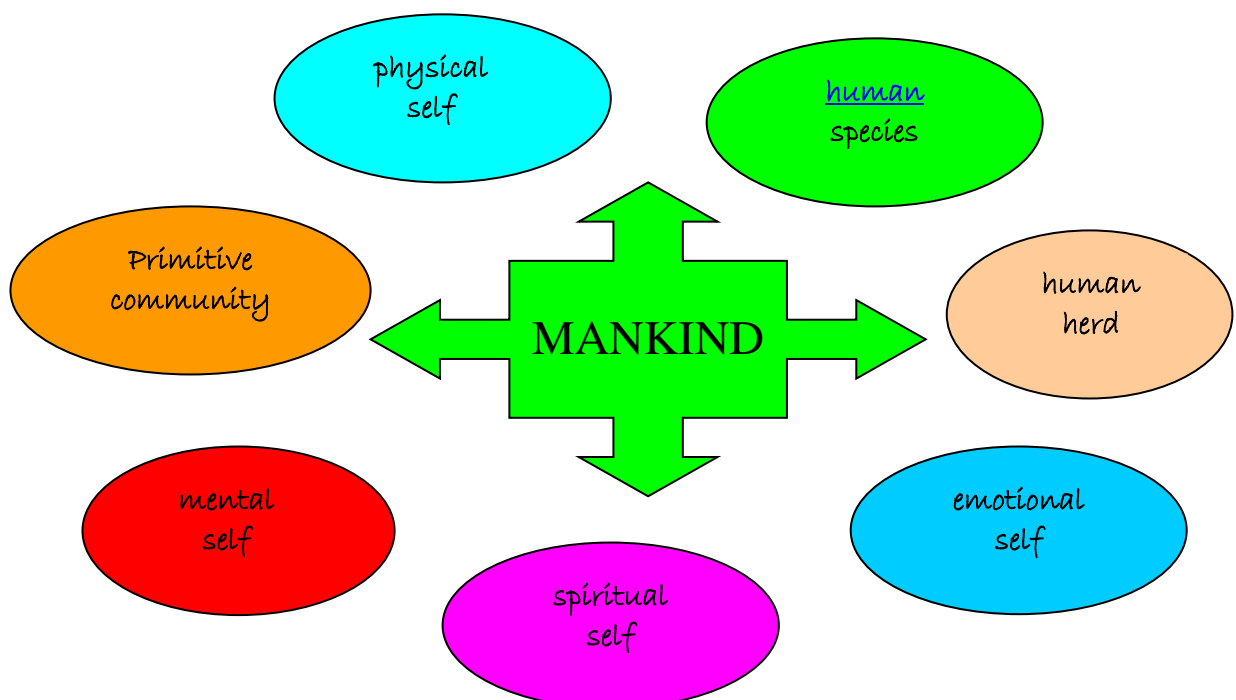
doctrine

secularization

skepticism

1. Human rights are commonly understood as inalienable fundamental ... to which a person is inherently entitled simply because she or he is a ...
2. The strong ... made by the ... of human rights continue to provoke considerable ... and debates about the ..., nature and justifications of human rights to this day.
3. The modern concept of human rights developed during the early Modern ..., alongside the European ... of Judeo-Christian ethics.
4. The modern human rights ... emerged over the latter half of the twentieth century.

V. What collocations are associated for you with “mankind”?



VI. Read the information about the classification of human rights.

Human rights can be classified and organized in a number of different ways. At an international level the most common categorization of human rights has been to split them into civil and political rights, and economic, social and cultural rights.

What else can you add to this classification? Pay attention to the information from the picture below. Can you give the general characteristics to human rights? What are they? What do they include?



VII. Find and circle the following words in the word find puzzle. Words can be vertical, horizontal, diagonal, forward or backward.

Bill of Rights word search:

Name _____

Bill of Rights Word Search

Find and circle the following words in the word find puzzle. Words can be vertical, horizontal, diagonal, forward or backward.

- Congress
- amendments
- Constitution
- Magna Carta
- jury
- liberties
- peace
- freedom
- process
- ratified
- religion
- rights
- trial
- unreasonable

R	Z	A	R	I	G	H	T	S	Y	R	U	J
A	R	M	D	E	U	D	V	O	R	C	F	R
T	P	E	A	C	E	S	P	Q	B	O	S	E
I	C	N	P	G	T	F	O	U	F	N	G	L
F	X	D	W	A	N	N	G	N	S	S	E	I
I	B	M	A	G	R	A	Z	R	E	T	R	G
E	C	E	H	N	M	S	C	E	I	I	G	I
D	O	N	G	R	E	S	S	A	T	T	N	O
E	N	T	J	U	Z	E	Y	S	R	U	U	N
I	G	S	H	T	Y	C	E	O	E	T	C	J
F	R	D	K	E	D	O	X	N	B	I	A	Q
I	E	X	O	F	B	R	A	A	I	O	F	W
T	S	W	E	R	S	P	C	B	L	N	X	K
A	S	B	C	T	R	I	A	L	E	Y	J	Z
R	H	N	D	I	F	R	E	E	D	O	M	L



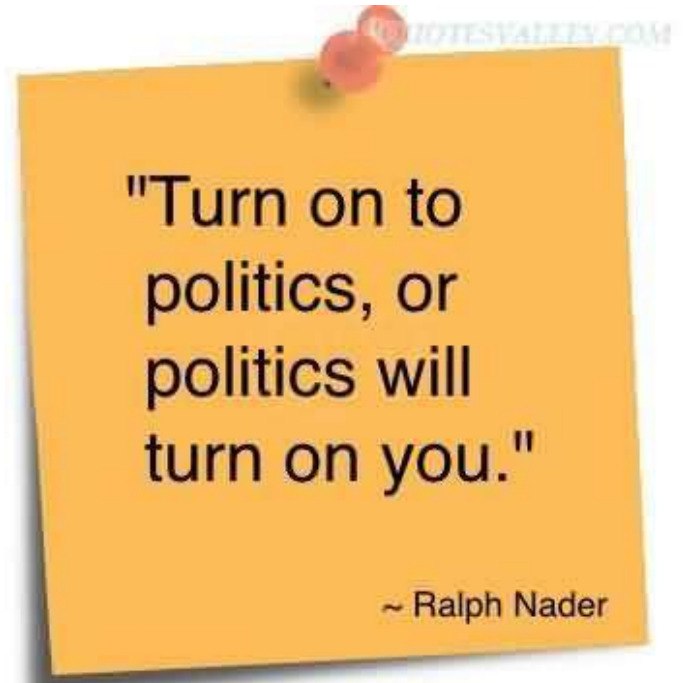
VIII. Complete the following sentences to support the main ideas of the text.

1. The doctrine of human rights in international practice, within international law, global and regional institutions, has been ...

2. The ancient world did not possess the concept of ...

3. Ancient societies had elaborate systems of ...

4. The true forerunner of human rights discourse was ...



IX. Fill in the missing letters in the following words.

Inalienable, egalitarian, cornerstone, conceive, controversial, atrocity, legitimacy, possess, dignity, emerge, ethics, debate.



X. Form the sentences using such words and word-combinations.

Inherently, human being, non-governmental, doctrine, strong claims, considerable skepticism, justification, provoke, human flourishing, forerunner.



XI. Give the English equivalents.

<i>Ukrainian</i>	<i>English</i>
a) наріжний камінь	
b) правомірність	
c) людська істота	
d) провокувати	
e) дискусійний	
f) лиходійство	
g) людське процвітання	
h) норми поведінки	

Pay Attention!

“In politics, If you want anything said, ask a man. If you want anything done, ask a woman.”

-- Margaret Thatcher

XII. Read the lyrics. Think over the idea of youth for human rights.

If U-N-I-T-E-D, the world would be a better place.
As ink pours from pen, pain pours from my heart
Knowing there's kids somewhere that actually
starve.
Take the time out, close your eyes and just picture
this;
No color, no hate, nemesis, or differences.
TV is filling me with scenes of negativity
But we can control it if we can cooperate willingly,
We came a long way, but we got so much further to
go.
Guns kill, but hatred destroys us the most.
And the problem could never be solved you see,
Human Rights, define the word — EQUALITY
If we don't respect and love each other, we're just
livin' a lie
Because UNITED starts with you and I
You feel me?

U-N-I-T-E-D

A better place this world would be
We're all in this game, can't you
see?
We're all a part of this family tree

We are born free and equal
Free to walk
And free to talk
Free to dance
Free to jump and free to prance.
Know what I'm sayin'?
Got to keep it together
No matter how bad the weather
It will be alright
Keep it tight
'cause we all got our freedom rights
Every day from the night
To the broad daylight
Don't discriminate
Learn to appreciate
So you don't hafta imitate
Don't be the one to hate
It's never too late
You got the right to life
Innocent 'til proven guilty
You can say what you like
You got the right to education
So don't throw it away
Know your human rights
'cause it could help you some day



XIII. Discuss the problems with your peers.

1. What human rights do you know?
2. What are the main human rights?



XIV. Sentence study

Translate the text-fragment.

У слов'янських мовах слово “право” вживається на позначення понять, котрі відображають різні соціальні явища. Явище, що виникає та існує незалежно від держави і має загальносоціальну природу, є загальносоціальним феноменом. Інше ж явище, поняття про яке також позначається цим терміном, – це наслідок виключно державної діяльності, втілення її волевиявлення. Зважаючи на це, необхідно розрізняти, відповідно,

право загальносоціальне і, так би мовити, спеціально-соціальне чи, умовно кажучи, юридичне.



Do you know that ...

XV. Read the text fragment to obtain and discuss the information.

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.



Reading up

Laugh

1

The presiding judge leans towards one of the other judges and says to him in his ear:

"This case must be held behind closed doors."

"Why?"

"Because from that door there's a cursed draught."

"I warn you," says the presiding judge solemnly, "that demonstrations of any kind are prohibited; therefore whoever shouts 'Long live! Hurrah!' or 'Down with!' will be sent outside.

The accused from his cage begins to shout: "Hurrah! Down with! Hurrah! Down with!"

Read the text and define the character of this text (scientific, popular science, or biographical) and say whether there is some new information for you.

What are Human Rights?

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.



Supplementary Reading

Read and discuss the texts.

Text 1

Universal and Inalienable Human Rights

The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasized in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilizations.

Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education , or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of

one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”



Open Discussion

1. What do you know about the Universal Declaration on Human Rights?
2. Why are human rights inalienable?
3. Are all human rights indivisible?
4. What is the non-discrimination?

Text 2

Laws of Social Development

The history of mankind is often presented in the form of a record of wars between nations and the exploits of individual monarchs, generals or statesmen. Sometimes the motives of these individuals are described in a purely personal way – their ambitions led them to conquer territory, or their moral or immoral outlook

caused them to adopt certain policies. Sometimes they are described as acting for the sake of the country's honor or prestige, or from some motive of religion.

Marxism is not satisfied with such an approach to history. In the first place, it considers that the real science of history must deal with the peoples. For example, it regards Cromwell, who led the English revolution of 1640, as important because he and his movement broke down the barriers of feudalism, and opened the way for the widespread development of capitalism in Britain. What matters is not the record of his battles and his religious outlooks and intrigues. But the study of Cromwell's place in the development of British production and distribution, the understanding of why, at that period and in Britain, the struggle developed against the feudal monarchy; the study of the changes actually brought about in that period –

these are important; they are the basis of a science of history. By using the knowledge derived from such a study (along with the study of other periods and of other peoples), it **is possible to** draw up general theories – laws of the development of society.

All men are by nature equal,
made all of the same earth by one Workman;
and however we deceive ourselves,
as dear unto God is the poor peasant
as the mighty prince.



Plato

fiveminutevacations.com

Marxism approaches the study of history in order to trace the natural laws which run through all human history, and for this purpose it looks not at individuals but at peoples. And when it looks at peoples (after the stage of primitive society) it finds that there are different sects pulling one way and some another, not as individuals, but as classes.

What are these classes? In the simplest terms, they are sections of the people who get their living in the same way. In feudal society the monarch and the feudal lords got their living from some form of tribute (whether personal service or payment in kind) taken from their “serfs”, who actually produced things, mainly on the land. The feudal lords were a class, with interests as a class – they all wanted to get as much as possible out of the labor of their serfs; they all wanted to extend their land and the number of serfs working for them. On the other hand, the serfs were a class with their own class interests. They wanted to keep more of what they produced for themselves and their families, instead of handing it over to their lords; they wanted freedom to work for themselves; they wanted to do away with the harsh treatment they received at the hands of their lords who were also their lawmakers and their judges.



Open Discussion

1. In what form is the history of mankind often presented?
2. In what way are the motives of individual monarchs, generals and statesmen described?
3. What does history as a science envisage?
4. Who is Cromwell? What did he do for Britain?
5. Who were feudal lords? What were their interests?



Useful Tips

Tip 1: Stop Negative Self-Talk Do you find yourself saying or thinking negative things about learning English? Such as,

- “You will never learn English.”
- “Why do I always make mistakes? I am so stupid.”
- “I never know what to say. English is so hard.”

If you do say these things to yourself, then you do have negative self-talk about learning English. How do you fix negative self-talk?

- Recognize you are being negative.
- Rephrase or change your statement. State the negative in a different manner

Negative Self-Talk: “I will never learn English”. Positive Self-Talk: “English is difficult but I am going to keep trying. I am sure I will get it soon.” Being positive will help you learn English quicker.

Tip 2: Set goals- Know why you are learning English. What do you want to accomplish? Do you want to speak English fluently? Do you want to get a job speaking English? Are you going to travel to the United States? Do you need to know English for University? Do you want to learn English because all of your friends speak English? Think about why you are learning English and set some goals.

- How long will you study English?
- How will you study or learn English? • What specifically will you do to learn English?
- How will you know when you meet your goal?
- What will happen when you meet your goal?

One more tip: Try something new Have been trying to learn English the same way for the last year? Three years? Seven years or more? Try something new! Change is good for you. It will help you grow.

- Try listening to English podcast.
- Take an online English class.
- Listen to music in English.
- Watch TV or news in English.
- Watch YouTube English Lessons.
- Take a class from a different teacher.
- Do a language exchange online or in your city
- Find an English speaking friend (native or not).





Test Yourself

1. Constitutional republics (and their rule of law) are inherently unjust and instruments of class domination.

a) Agree b) Disagree c) No preference

2. Labour and capital should work together to plan the economy.

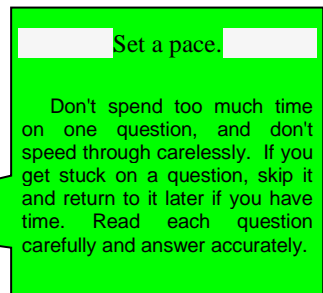
a) Agree b) Disagree c) No preference

3. Regardless of material outcome, the Soviet economic structure was more moral than America's.

a) Agree b) Disagree c) No preference

4. Nationalism is cool.

a) Agree b) Disagree c) No preference



5. When is International Human Rights Day?

a) 8 March b) 3 September c) 10 December

6. How many rights are there in the Universal Declaration of Human Rights?

a) 15 b) 30 c) 35

7. How many of these rights are directly protected under UK law?

a) 10 b) 15 c) 25

8. When did the death penalty become illegal in the UK under domestic law?

a) 1964 b) 1998 c) 2004

9. What proportion of cases taken to the European Court of Human Rights against the UK were admitted to the Court (i.e. not thrown out by the judges) last year?

- a) 2% b) 12% c) 28%

10. Which international law opened for signature on 3 June 2013?

- a) Arms Trade Treaty b) Banana Trade Treaty c) Candle Trade Treaty

11. Which of the following is absolutely prohibited under international law?

- a) Death penalty (execution) b) Slavery c) Selling guns

12. When did Amnesty International win the Nobel Peace Prize?

- a) 1975 b) 1977 c) 1979

13. In how many US states did same-sex marriage become immediately legal in June 2013?

- a) 13 b) 30 c) 50

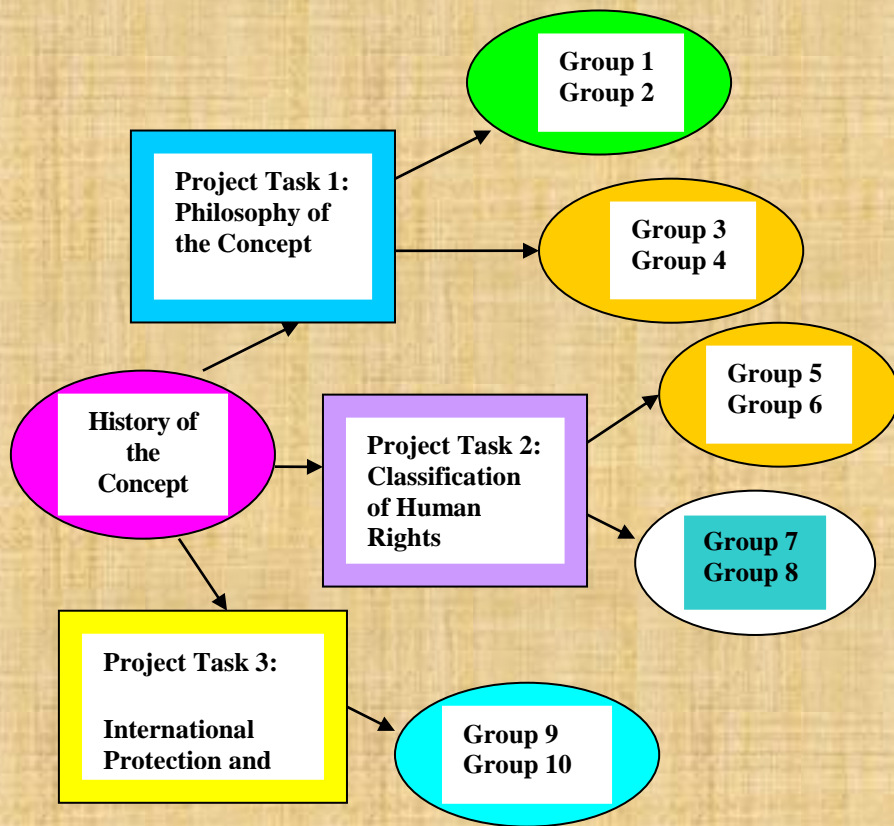
14. In which US state must a woman obtain written permission from her husband to wear false teeth?

- a) Texas b) Vermont c) Massachusetts



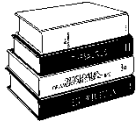
Project Work
Make your project.

Human Rights



Project Manager Skills

- Leading
- Communicating
- Organizing
- Negotiating
- Managing Conflict
- Motivating
- Supporting
- Team Building
- Planning
- Directing
- Problem Solving
- Coaching
- Delegating



Expanding Vocabulary

1.	religion	[rɪˈlɪdʒən]	релігія
2.	anathema	[əˈnæθɪmə]	анафема, відлучення від церкви
3.	source studies	[ˈstɹɔːdiz]	джерелознавство
4.	biographical	[ˌbaɪəʊˈgræfɪkəl]	біографічний
5.	statesman	[ˈsteɪtsmən]	державний діяч
6.	diplomat	[ˈdɪpləmət]	дипломат, дипломатична людина
7.	armistice	[ˈɑːmɪstɪs]	перемир'я, коротке перемир'я
8.	truce	[truːs]	кінець, перемир'я, перепоочинок
9.	annexation	[ˌæneɪkˈseɪʃ(ə)n]	анексія, приєднання
10.	anomie	[ˈænəʊmi]	аномія
11.	anonym	[ˈænənɪm]	анонім, анонімна книга, псевдонім
12.	troops	[truːps]	армія, військо, війська
13.	coalition	[ˌkəʊəˈlɪʃən]	коаліція
14.	antique	[ænˈtiːk]	античний
15.	protective structure	[prəˈtektɪv ˈstrʌktʃə]	захисна споруда
16.	certificate	[ˌsəˈtɪfɪkət]	свідоцтво
17.	state law	[lɔː]	державне право
18.	enactment	[ɪˈnæktmənt]	закон, прийняття закону, указ
19.	statute	[ˈstætjuːt]	законодавчий акт парламенту
20.	yard	[jɑːd]	аршин
21.	banknotes	[ˈbæŋknəʊts]	асигнації
22.	footing	[ˈfʊtɪŋ]	взаємовідносини, опора, міцне становище, фундамент
23.	pontiff	[ˈpɒntɪf]	архієрей, єпископ, папа римський
24.	liberal	[ˈlɪbərəl]	великодушний, ліберальний,

			вільнодумний,	передовий,
			гуманітарний	
25.	confidence	[ˈkɒnfɪdəns]	довіра	
26.	assurance	[əˈʃʊərəns]	гарантія	
27.	boundary	[ˈbaʊndrɪ]	межа, кордон; межовий	
28.	condemn	[kənˈdɛm]	засуджувати, конфіскувати, присуджувати	бракувати, прирікати,
29.	archbishop	[ˌɑːtʃˈbɪʃəp]	архієпископ	
30.	conspiracy	[kənˈspɪrəsi]	змова	
31.	juridical	[dʒʊəˈrɪdɪkəl]	судовий, юридичний	
32.	convention	[kənˈvɛnʃən]	договір, з'їзд, звичай, наїзд	конвенція,
33.	memoirs	[ˈmemwɑːz]	мемуари, спогади	
34.	aristocracy	[ˌærɪsˈtɒkrəsi]	аристократія	
35.	monuments	[ˈmɒnjumənts]	пам'ятки	

APPENDIX 1

Vocabulary for Discussions and Debates

To begin a speech

I'd like to begin with

Let's begin with

My first point is

The next point I'd like to make is

Moving right along

That brings us to

In conclusion

Not only

As you can see from these examples

First ... second ... third ...

Finally

Now that we have established

Keeping these points in mind

Now that we understand

My next example is

Likewise

In the same way

In a like manner

In addition to

Contrast that with

At the same time

Now let's consider

However

Furthermore

Points of information

Asking for points of information: Point of information!

On that point, ... !

Answering points of information: Yes, please!

No, thank you!

Declined!

I'll take you in a moment.

Interrupting a point of information: Thank you, I got the point!

Structuring a speech

As my previous speaker has pointed out

As my next speaker will explain

I'm going to present three arguments: first ... second ... third ...

I've just told you about ... Now I'm going to

Placing emphasis

This issue/problem cannot simply be shrugged off/dismissed/ignored

I'm convinced that

The information at hand amply demonstrates

Let me repeat the importance I attach to

It is vital/essential/important that we keep in mind

Let's stick to the fundamental question of

Agreement

In my opinion

The way I see it

If you want my honest opinion

According to

As far as I'm concerned

If you ask me

I agree with you 100 percent.

I couldn't agree with you more.

That's so true.

That's for sure.

Tell me about it!

You're absolutely right.

Absolutely.

That's exactly how I feel.

I'm afraid I agree with her.

No doubt about it.
Me neither.
I suppose so / I guess so.
You have a point there.
I was just going to say that.
To reach an agreement
To compromise
To find a compromise
Reach a consensus

Asking for an opinion

What's your idea?
What are your thoughts on all of this?
How do you feel about that?
Do you have anything to say about this?
What do you think?
Do you agree?
Wouldn't you say?

Strongly agreeing

You're perfectly right
I quite agree with
I cannot but agree/I couldn't agree more
I accept the idea/proposal/suggestion without reservation
This idea deserves our endorsement/support/backing
Precisely
Exactly
I am firmly/entirely/fully/completely/wholeheartedly in agreement with

Mildly agreeing

You may be right there
That's true, I suppose
I'm rather inclined to agree with your idea/suggestion/proposal
I basically agree, but
I agree in principle, but

I agree up to a point, but
By and large I would accept your idea, but
With certain reservations, I would support your
You may be right in saying that, but

Proposing an agreement

A fair/balanced compromise would be
It seems we have established common ground in so far as
I hope we can reach agreement along the following lines
I think that you may share my opinion/view/belief that
Can I take it that we all agree on

Resisting agreement

For a variety of reasons
I find it difficult to agree to/accept your proposal
I'm afraid your proposal leaves a great deal to be desired
To my regret I can see no way of accepting these proposals as they stand
The proposal falls far short of what is required
There is no basis for an agreement

Conceding

I must admit that your arguments have convinced me
I must concede the merits of your case
There's quite a bit of merit in what you say
I'm persuaded by your arguments/points
You have convinced me that
In order not to stand in the way of agreement

Mild disagreement

That's not really how I see it
I don't think so.
I don't really agree
I can't really go along with you there
I think you're mistaken
I'm afraid I can't agree with you there

I don't quite share your view
I would hardly go so far as to say
I'm not totally convinced by your argument
I beg to differ.
I really must take issue with you on this point/here
I'm afraid I disagree.
That's not always true.
That's not always the case.

Strong disagreement

No way.
I'm sorry, that's out of the question
I totally disagree.
Not necessarily.
I believe it would be a mistake to
I'd say the exact opposite.
I think you're wrong
Nothing I have heard so far has convinced/persuaded me that
I'm, afraid I (totally) have to disagree with you
I'm sorry I don't agree at all
I simply can't agree to this
Under no circumstances could I agree to
Of course not
I'm decidedly/entirely/wholeheartedly against/opposed to this idea
No, I'm not so sure about that.

Rebutting arguments

Let's take a look at what the other side has said
First I'd like to examine the last speaker's arguments

Raising doubt

It is all very well to say ..., but ...
I can't help feeling that
The idea/proposal has some shortcomings/deficiencies/flaws
It is open to question whether

There is room for doubt whether
I'm sceptical/doubtful about

Countering opposing arguments

I don't think it's a valid argument to say that
I think it may be going too far to say that
In spite of/Despite, I still feel/maintain that
I'm glad you brought this up, but

Providing additional information

Please allow me to add a word about
Perhaps I should be more specific
Without going too much into detail, I should perhaps mention
I think it would be helpful to add/ point out

Hedging

I take your point, but
I understand what you're saying, but
I see/know what you mean, but
I hear where you're coming from on this, but
This interesting issue could perhaps be taken up later
I feel a decision at this stage would be premature
We should not act in haste on such a key matter
I believe the whole issue needs to be looked at more carefully

Checking understanding

Are you saying that
Are you suggesting that
Are you implying that
If I understand you correctly
If I follow you

Interrupting

If I might add something
Can I throw my two cents in?

Sorry to interrupt, but

Sorry, go ahead.

Can I come in here?

I'm terribly sorry to interrupt you, but

Forgive me for interrupting, but

I don't want to interrupt, but

If I might just say a word about

Could I come in at this point?

If I can just stop you for a moment

Before you go any further, may I point out/indicate/explain

Can I add something here?

Is it okay if I jump in for a second?

Sorry, you were saying

You didn't let me finish.

Handling an interruption

Perhaps we could return to your point later

If you could bear with me for a moment, I shall deal with that point a little later

I take your point and shall be dealing with that in a moment

With your permission I would like to finish what I was saying

With all due respect I should like to finish the point I was making

If you would allow me to continue/finish?

Referring back

As we are saying earlier

To go back to what I was just saying

To go back to what I was saying earlier

As I said/mentioned earlier/before

If I may just return/go back/revert briefly to what I was saying

Introducing new elements

I should now like to turn briefly to the question/problem of

At this point I would like to raise the subject of

There are some additional matters/questions which must be considered here

Another thought that occurs to me is
I now realize that I should have mentioned/referred to/said a few words
about

I think we need to deal with other issues first

Summing up an argument

We had a useful exchange of views, the main points of which may be
summarized as follows

If I might just go over the main points made?

To sum up/recapitulate, one can say that

All the proposed solutions boil down to

The most persuasive/compelling argument made today is

Concluding

As can be seen

Generally speaking

In the final analysis

All things considered

As shown above

In the long run

Given these points

As has been noted

In a word

For the most part

After all

In summary

In short

In brief

In essence

To summarize

Overall

Ordinarily

Usually

In any event

In either case

All in all

Obviously

Ultimately

Definitely

We're running out of time so we're going to have to stop here

To go over what's been said

I've listened to both sides of the argument

I think I can sum it up

Unless anyone has anything else to add, I think that's it

I think the following general conclusion may be drawn from the discussion

To round off a speech

And that's why this motion must stand/fall!

For all these reasons, this motion must stand/fall!

For the reasons given

APPENDIX 2

Public Speaking Phrases

A further objection to	But I will not dwell on
Again, can we doubt	But if you look seriously at facts
Again, we have abundant	But is it in truth so easy to
instances	But it is fitting I should say
All experience evinces that	But lest it should still be argued
All that I have been stating	that
All that is quite true.	But now some other things are to
All this is unnatural because	be noted
All this, I know well enough	But now, I repeat,
All we do know is that	But somehow all is changed!
Am I mistaken in this?	But the question for us is
And I sometimes imagine that	But to go still further
And I wish also to say that	But waiving this assumption
And now we are told	But we dwell too long
And the same is true of	But we have faith that
And, again, it is to be presumed	But what is the motive?
that	But what then?
And, finally, have not these	But, it may be urged, if
And, further, all that I have said	Can there be a better illustration
As far as my experience goes	than
As for me, I say	Can you doubt it?
As it were	Certainly, I did not know
At first it does seem as	Compare now the case of
At this very moment, there are	Do not entertain so weak an
At times we hear it said.	imagination
Be it so.	Do not misunderstand me.
Be true to your own sense of right.	Do not tell me that
Bear in mind that	Do you dream that
Believe me, it is quite impossible	Does anybody believe that
for	Even apart from the vital question
But all is not done.	of
But I digress.	Everybody has to say that
But I do not desire to obtrude a	First permit me to observe

For instance, there surely is
For my part, I can say that I desire
For the sake of clearness
For this simple reason
For what?
Fortunately I am not obliged
From time to time
Further still
Happily for us
Have we any right to such a
He can not do it.
Hence it continually happens
Hence it is that
Hence, I repeat, it is
Hence, too, it has often, been said
Here I have to speak of
Here I wish I could stop.
Here it will be objected to me
Here let me meet one other
question
Here observe that
Here we take our stand.
Here, in passing, let us notice
History is replete with
How are we to explain this
I acknowledge the force of
I admire the indignation which
I admit it.
I allude to
I am advised that already
I am aware that
I am distinctly maintaining
I am expecting to hear next
I am going to suggest
I am in sympathy with

I am justified in regarding
I am led to make one remark
I am mainly concerned with
I am naturally led on to speak of
I am not arguing the
I am not ashamed to acknowledge
I am not complaining of
I am not denying that
I am not disposed to deny
I am not going to attempt to
I am not here to defend the
I am not justifying the
I am not quite sure that
I am not speaking of exceptions.
I am obliged to mention
I am perfectly astounded at
I am perfectly confident that
I am perfectly indifferent
concerning
I am persuaded that
I am quite certain that
I am sure you will allow me
I am sure you will do me the
justice
I am sure, at least, that
I am told that the reason
I am well aware that
I am willing to admit that
I appeal to you on behalf of
I ask how you are going to
I ask your attention to this point.
I ask, then, as concerns the
I assume that
I beg not to be interrupted here
I beg respectfully to differ from

I beg to assure you
I believe I speak the sentiment of
I believe in it as firmly as
I believe that
I can not believe it.
I can not, therefore, agree with
I can scarcely conceive anything
I come now to observe
I conclude that it was
I confess I can not help agreeing
with
I confess my notions are
I confess truly
I dare say
I differ very much from
I do not absolutely assert
I do not believe that
I do not forget that
I do not mean to say
I do not want to argue the question
of
I do not wish you to suppose that
I entirely agree upon this point.
I fear I only need refer to
I firmly believe that
I grant that there are
I grant, of course, that
I have a right to think that
I have already said, and I repeat it
I have always argued that
I have another objection to
I have appealed to the testimony
I have indicted
I have listened with pleasure to
I have never been able to

understand
I have never fancied that
I have no doubt that it is
I have only to add that
I have read of the
I have said that
I have so high a respect for
I have spoken of
I have the confident hope that
I hope I have now made it clear
that
I know it is not uncommon for
I know that there is a difference of
I know that this will sound strange
I know well the sentiments of
I may as well reply
I may be told that
I may say further that
I may take it for granted
I merely indicate
I often wonder
I only wish to recognize
I personally doubt whether it
I plainly and positively state
I point you to
I really can not think it necessary
to
I recollect that
I rejoice at the change that
I reply with confidence that
I said just now
I see no objection to
I see no reason to doubt
I shall ask you one question
I shall attempt to show

I shall content myself with asking
I shall go still farther.
I shall sum up what has been said.
I shall, then, merely sum up
I share the conviction of
I should hold myself obliged to
I submit whether it
I think I am right in saying
I think I can demonstrate that
I think it impossible that
I think it our duty
I think that this is a great mistake.
I think these facts show that
I think we should be willing to
I think, on the contrary, that
I trust it will not be considered
ungenerous
I turn now to another reason why
I undertake to say
I use the word advisedly.
I venture to say
I venture to think
I want to know whether
I was astonished to learn
I was forcibly struck with one
remark
I was very much struck with
I will allow more than this readily.
I will call to mind this
I will not attempt to note the
I will not enter into details
I will not go into the evidence of
I will not pause to point out
I will not stop to inquire whether
I wish to observe that

I wish to say something about
I would not, indeed, say a word to
extenuate
If I hesitate, it is because
If I know anything of
If it is further asked why
If such is the fact, then
If we find that
If we resign ourselves to facts
If you want to find out what
If you wish the most conclusive
proof
In a broader and a larger sense
In any case
In fact there is no reason for
In fact, it is
In order to carry out
In proof of this drift toward
In such cases
In support of this claim
In support of what I have been
saying
In the first place there is
In this connection
In this point of view, doubtless
In this respect they are
In this situation, let us
In view of these facts, I say
In what I have to say
Is it rationally conceivable that
Is it true that
Is there any reason for
It certainly follows
It has been maintained that
It has been shown that

It has sometimes been remarked
that
It is a common observation that
It is a curious fact that
It is a very serious matter.
It is apparent that
It is certain that
It is certainly not sufficient to say
It is certainly true
It is difficult to conceive that
It is due
It is historically certain that
It is more difficult to
It is not a good thing to see
It is not a wise thing to
It is not alleged
It is not chiefly, however,
It is not for me here to recall
It is not long since I had occasion
It is not my purpose to discuss
It is not necessary that I define
It is not proposed to
It is not surprising that
It is not to be denied that
It is not told traditionally
It is not true that
It is not wonderful that
It is not, however,
It is observable enough
It is of little consequence
It is of very little importance what
It is quite true that
It is related of
It is singular that
It is the most extraordinary thing

that
It is to my mind a
It is true, indeed, that
It is well known that
It is well that we clearly apprehend
It is wholly unnecessary
It is worthy of remark
It looks to me to be
It may be a matter of doubt
It may be admitted that
It may be shown that
It may be suggested that
It may be supposed that
It may not be improper for me to
suggest
It must be confessed that
It remains for us to consider
It remains to be shown that
It seems now to be generally
admitted
It should be remembered
It will be easy to cite
It will be observed also that
It will be well to recall
It will not surely be objected
It would be no less impracticable
to
It would do no good to repeat
It would seem that
Just here we touch the vital point
Let it be for an instant supposed
Let it be once understood that
Let it be repeated
Let me add that
Let me here again refer to

Let me illustrate
Let me instance in one thing only
Let me tell you
Let the truth be said outright
Let these instances suffice
Let us bear in mind that
Let us consider that
Let us say frankly
Let us see whether
Let us suppose all these
Let us take, first of all,
Look at the difference.
Make no mistake.
Moreover, I am sure,
Much has been said of late about
My answer is, that
My belief is that
My idea of it is
My own opinion is
Nevertheless, we must admit
Next I give you the opinion of
Next I observe that
No matter what
No objection can be brought
against the
No one realizes this more
No one will question
No one will, with justice, say
No one would take the pains to
challenge the
No wonder, then, that
Nobody really doubts that
Not quite so.
Not so here.
Nothing is more certain than

Nothing less.
Now apply this to
Now do you observe what follows
from
Now for one moment let us
Now I have done.
Now I want to ask whether
Now it begins to be apparent
Now it is evident
Now let us observe what
Now let us turn to
Now perhaps you will ask me
Now we are naturally brought on
Now we come to the question
Now, after what I have said,
Now, I proceed to examine
Now, lastly, let us suppose
Now, on the other hand, could
On the contrary
On the one hand
On the other hand, let me
On the other hand, you will see
On the whole I observe
Our position is that
Our position is unquestionable.
Perhaps the reason of this may be
Perhaps, sir, I am mistaken in
Permit me to remind you
Please remember that if
Pursuing the subject
Since you have suffered me to
So again in this day
So far is clear, but
So, in like manner
Strange to say

Strictly speaking, it is not
Such is steadfastly my opinion that
Such is the truth.
Supposing, for instance,
Surely, then,
Surely, this is good and clear
reasoning.
Take the instance of
Take, again, the case of
That is quite obvious.
That we might have done.
The conclusion is irresistible.
The contempt that is cast
The fact is substantially true.
The fact, is that there is not
The more I consider this question
The point I wish to bring out
The problem that presents itself is
The question at issue is primarily
The question is not
The question presented is
The substance of all this is
The time is short.
The whole point of these
observations is
Then, finally,
Then, I repeat,
There is a cynicism which
There is a word which I wish to say
There is another reason why
There is no evidence that
There is no good reason why
There is no mistaking the fact
There is no parallel to
There is no sufficient reason for

There is one other point connected
with
There is one other point to which
There is something suggestive in
This being the case, you will see
This brings me to a point on which
This does not mean
This is a great mistake.
This is clearly perceived by
This is especially true of
This is essentially a question of
This is manifestly true
This is very different from
This leads me to the question
Thus, you see
To avoid all possibility of being
To be sure
To my mind,
To my own mind, certainly, it is
To pass from that I notice
To show this in fact
To sum up, then
To this end we must
To this there can be but one
answer.
To this, likewise, it may be added
Unless I am wholly wrong
We all remember
We are all aware that
We are here to discuss
We are now able to determine
We are told that
We can not leave unchallenged the
We deny it.
We have an instance in

We have no right to say
We know they will not
We laugh to scorn the idea
We look around us
We may have an overpowering
sense of
We may rest assured that
We must not propose in
We often speak of
We ought, first of all, to note
We should pause to consider
We will not examine the proof of
We, in our turn, must
What can be more intelligible than
What do we understand by
What do you say to
What has become of it?
What is the answer to all this?
What is this but an
acknowledgment of
What is your opinion?
What then remains?
What we do say is
When all has been said, there

remains
Who finds fault with these things?
Why do we speak of
Why should an argument be
required to prove that
Why should it be necessary to
confirm
Will you tell me how
With possibly a single exception
Yet, strange to say,
You can not assert that
You can not say that
You do not pretend that
You have the authority of
You know as well as I do
You may object that
You may point, if you will, to
You may say truly
You may search the history of
You must remember
You tell me that
You will say that

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