

Юлія Романовська

***ВИВЧАЄМО СВІТ,
НАВЧАЄМОСЯ АНГЛІЙСЬКОЇ !***

Історія



Суспільство



Світ



**Посібник з англійської мови
для студентів, слухачів курсів, абітурієнтів**

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Рекомендовано Міністерством освіти України

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Посібник з англійської мови "Вивчаємо світ – навчаємося англійської!" має дві основні мети: ознайомити студентів вищих навчальних закладів, учнів старших класів середніх закладів освіти, слухачів курсів із захоплюючим матеріалом світової історії, проблемами розвитку суспільства взагалі та окремих регіонів і країн світу, а також – стимулювати використання англійської мови у тих, хто її вивчає, для здобуття цікавої інформації, спілкування, виразу думок і почуттів.

Призначений для студентів філологічних і гуманітарних спеціальностей, також буде корисним й студентам інших спеціальностей, учням старших класів шкіл з поглибленим вивченням англійської мови, загальноосвітніх шкіл, гімназій і ліцеїв, слухачам курсів і всім тим, хто вивчає англійську мову і набуває гуманітарних знань.

Рецензенти:

кафедра практики англійської мови Київського державного лінгвістичного університету;
доктор філологічних наук, професор **О.П.Воробйова** (КДЛУ);
доктор філологічних наук, професор **Г.Г.Почепцов** (ІМВ КНУ імені Тараса Шевченка);
доктор педагогічних наук, професор **Л.П.Вовк** (НПУ імені М.П. Драгоманова);
доктор педагогічних наук, професор **С.Ю.Ніколаєва** (КДЛУ).

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ПЕРЕДМОВА

Посібник "Вивчаємо світ – навчаємося англійської!" має дві основні мети. Перша – ознайомити студентів вищих навчальних закладів, учнів старших класів середніх закладів освіти, а також слухачів курсів із захоплюючим матеріалом світової історії, проблемами розвитку суспільства взагалі та окремих регіонів, країн світу. Друга – стимулювати використання англійської мови у тих, хто їй навчається, для здобуття цікавої інформації, спілкування, виразу думок і почуттів.

Зміст посібника, як обіцяє його назва, розширює світогляд того, хто вивчає англійську мову, а також поглиблює набуті ним раніше знання. Тематика посібника виходить за рамки традиційних країнознавчих питань, пов'язаних, як правило, з англомовними країнами.

Перша частина посібника – "History" – присвячена найважливішим історичним подіям, починаючи з Римської імперії та поширення Християнства. Висвітлюються події, героями яких були хрестоносці, лицари, солдати, селяни, священики та королі; особливості розвитку Ісламу, епохи Відродження та Реформації, Англійської громадянської війни, Французької революції, Індустріальної революції, історії Америки, Вікторіанської епохи, колоніальних часів, формування нових націй Європи, події Першої світової війни, революції 1917 року в Росії, Другої світової війни, конфлікти Близького Сходу, Холодної війни, колапсу Радянського Союзу та розвитку України в історичному аспекті. Ті, хто навчається англійської мови, матимуть можливість ознайомитися з історією у викладенні та трактуванні істориків Америки та Західної Європи, порівняти їх погляди з поглядами вітчизняних фахівців в галузі історії, подумати, поспорити і, як результат, ближче підійти до істини (спілкуючись, при цьому, англійською мовою!).

Друга частина посібника – "Society" – це екскурс у різноманітність політичних та урядових систем світу, історію зародження та розвитку торгівлі, монетарної та законодавчої систем, релігії, мови, письменності, медицини, театру, кінематографу, музики, образотворчого та прикладного мистецтва.

Третя частина – "Places" – знайомить тих, хто вивчає англійську мову, з особливостями країн і регіонів світу, а саме: з їх географічними характеристиками

– площею, населенням, ландшафтом; з економічним станом – розвитком сільського господарства, індустрії, виробництв; з наявністю природних ресурсів; з урядовою та державною системою; а також – з мовами, які використовуються, з релігіями, традиціями, спортивними та іншими захопленнями населення у цих країнах і регіонах.

Слід зауважити, що матеріал посібника відрізняється від традиційних опусів з історії або географії. Не претендуючи на науковість викладення матеріалу, посібник у доступній, зрозумілій і популярній формі знайомить тих, хто навчається англійської мови, з об'єктивними енциклопедичними фактами. В ньому не тільки подано цікаву, живу інформацію, але й зроблено спробу їх проаналізувати. Наприклад, чому існують багаті (або, як їх називають, розвинуті) та бідні країни? Які урядові системи є найбільш демократичними? Чому в деяких країнах не приділяється увага захисту навколишнього середовища? Як досягти балансу в торгівлі? Де беруться гроші для формування бюджету країни і на що вони витрачаються? Ці та багато інших питань з посібника сьогодні цікавлять кожного, хто навчається і живе в українському суспільстві. Отже, посібник намагається дати доступні відповіді на багато з них, розповісти про те, як поводяться люди різних країн, у що вони вірять, про їх філософії освіти та життя, інститути уряду й держави, відношення до релігії, культури, про їх погляди взагалі та їх мрії.

А зараз про те, на що інформація посібника не претендує. Посібник не ставить за мету схвалювати моделі історичного та суспільного розвитку окремих країн та народів світу, або критикувати інші. Хоча текстовий матеріал, безумовно, констатує очевидні сильні та слабкі сторони, головним його призначенням є опис та аналіз, а не оцінка.

Тепер до нашої другої мети. Якщо ви готові працювати з цим посібником, це означає, що ви вже добре потрудилися над англійською і значно продвинулися на шляху оволодіння самою популярною та корисною іноземною мовою. Але, наряд чи можна взагалі вживати термін "оволодіння", коли мається на увазі мова (і англійська мова зокрема). Оволодіти мовою повністю неможливо навіть тим, для кого вона є рідною. Вивчення англійської мови – це справа всього життя. З приблизно 2700 мов, якими сьогодні розмовляє світ, англійська мова, за оцінками спеціалістів, має найбільшу кількість слів – порядку одного мільйона (включаючи всі наукові та технічні терміни). Нові технології продовжують доповнювати словник мови, як у свій час це зробили атомний вік і вік комп'ютерів. Звичайно, людина може досить добре спілкуватися, використовуючи лише декілька тисяч слів, але чим більше ви знаєте, тим більше ви розумієте з того,

що слухаєте або читаєте. Ось чому до посібника включено систему вправ, які мають допомагати студенту читати з більшим розумінням, обговорювати матеріал, реагувати на дію, що висловлюється, засвоювати певний лексичний матеріал, звертати увагу на важливі риси писемної англійської мови.

Вдосконалюючи англійську, ви пізнаєте більше про найбільш поширену міжнародну мову, на якій сьогодні розмовляє понад мільярд людей. Десять для 350 мільйонів англійська мова є рідною. Інші володіють англійською як другою, або іноземною. Це найкорисніша мова у міжнародному спілкуванні. Англійська є мовою більше, ніж половини технічних і міжнародних журналів світу, з'їздів, симпозіумів і конференцій, це мова міжнародного бізнесу, спорту й туризму.

Вчитель зверне увагу на те, що прості, але не спрощені словник та структура речень роблять інформацію доступною для середнього та більш високого рівнів студентів.

Починається кожний розділ з узагальнення подій, що висвітлюються. Карти, графіки, діаграми, малюнки, хронометраж подій, підрозділи "Чи знаєте ви, що ... ?"

зацікавлюють читача і сприяють невимушеному засвоєнню матеріала. Студент підсвідомо опиняється у полоні корисної інформації, що веде його у світ пізнання. Всі розділи мають підзаголовки, що полегшує сприйняття змісту і надає можливість вчителю при необхідності ділити завдання з розділу на менші сегменти. Вправи побудовано таким чином, що вони сприяють розвитку широкого спектру мовних навичок.

Декілька слів про вправи (доречі, їх можна виконувати прямо в книжці; перше завдання кожної вправи є зразком). В них багато уваги приділяється розширенню лексичного запасу за рахунок вивчення частин слова, похідних слів, омонімів, синонімів, антонімів, інтернаціональних слів, термінів, ідіом тощо. Вправи стимулюють асоціативне мислення, бажання ставити запитання та відповідати на них, реагувати на зміст шляхом здійснення порівнянь і висловлення своїх власних поглядів, приймати участь у групових дискусіях. Вони забезпечують практику у визначенні основної ідеї, важливих супутніх (допоміжних) фактів, значення слова завдяки контексту тощо. Вправи на розвиток навичок розуміння прочитанного доповнюються вправами, які вчать учня письмово викладати свої думки. У відповідях на запитання "Чи знаєте ви, що ... ?" надаються важливі й цікаві факти, як серйозні (наприклад, коли й де вперше з'явилися банкноти), так і веселі (наприклад, скільки кожної хвилини в світі з'їдають гамбургерів) тощо.

Посібник "Вивчаємо світ – навчаємося англійської!" розрахований, в першу чергу, на студентів філологічних і гуманітарних спеціальностей, але він може бути корисним також студентам інших спеціальностей, учням старших класів шкіл з поглибленим вивченням англійської мови, загальноосвітніх шкіл, гімназій і ліцеїв, слухачам курсів і всім тим, хто вивчає англійську мову і набуває гуманітарних знань. Тому вік тих, хто навчається англійської мови за цим посібником, може бути різний.

Грунтовна гуманітарна освіта, знання іноземних мов і висока професійність – головні ознаки інтелігентності людини. Саме поглиблення як гуманітарних знань, так і навичок з практики англійської мови є головним завданням цього посібника.

Посібник "Вивчаємо світ – навчаємося англійської!" допоможе студентам краще зрозуміти світ і мову, без якої він не може розвиватися. Сподіваємося, що ви будете застосовувати цей посібник з великим задоволенням.

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Chapter I

HISTORY



UNIT 1. THE DARK AGES

The Roman Emperor Trajan died in AD 117. During his reign, the Empire was at its height; he ruled most of Europe, North Africa and the Middle East. Millions of people paid Roman taxes and obeyed Roman laws. Yet within 50 years, these citizens of the Empire were fighting for their lives. Rome was under attack.

INVADERS

German tribesmen were the first to try to conquer Rome. They attacked in AD 167. From then on, Roman emperors fought a losing battle to maintain Roman power against hordes of barbarian invaders from many different lands. The last emperor in Rome was deposed by one group of invaders - the Ostrogoths - in 476. By 546, the city was almost deserted, and grass grew in the Roman streets.

EUROPE IN CHAOS

As the Roman Empire grew weaker, it could no longer fight off attacks from barbarian invaders, who wanted to seize Roman riches. By AD 455, the old Roman lands in Europe were divided among many rival tribes.

THE END OF EMPIRE

To people living at the time, the collapse of Roman power seemed like the end of the world. Violence and uncertainty replaced strong Roman rule. Trade was disrupted and towns decayed, Roman roads and bridges crumbled, bandits lurked in the fields and forests. Even the mighty Roman army weakened as the soldiers guarding distant provinces deserted and went home. They realized they could not win against the powerful invaders.

DARK AND GLOOMY

Later historians call this period of lawlessness and disorder "the Dark Ages". In some ways this is a good description. The picture of the

5th -9th centuries is dark and confused. Without the careful records kept by Roman writers, it is almost impossible to discover exactly what happened. And, even though citizens of the Empire often complained about harsh Roman officials, they found that life was difficult and dangerous when government was removed. For many people, whose businesses and peaceful family life had been destroyed, prospects must have seemed very dark and gloomy indeed.

BRILLIANT ART

In other ways, the "Dark Ages" were not dark at all. They were a time of brilliant achievement in art, architecture and scholarship. Many beautiful weapons and carvings were produced by craftworkers for rich people to use and admire. Monks and nuns illustrated magnificent manuscripts. Scholars preserved ancient Roman texts and wrote prayers, plays and poems.

Eventually, strong new kingdoms emerged from the chaos and darkness of Europe, led by outstanding rulers like Emperor Charlemagne of France and Alfred, King of England.

THE SPREAD OF CHRISTIANITY

The first Christians faced cruel persecution, in Judaea (Israel) and in Rome. But after AD 312, Christianity was tolerated within the Roman Empire and in 392 it became the Empire's official religion. Fine new churches and monasteries were built, and rich patrons paid for magnificent carvings, crosses, books, manuscripts and vestments to furnish them. Missionary priests travelled across Europe, preaching and baptizing new converts. By AD

HISTORY

600, there were Christian believers in many lands. Only the Saxons, the Scandinavians, the Poles and the Russians held fast to their pagan beliefs.

RAIDERS FROM THE SEA

The Vikings were daring raiders, who lived in Norway, Denmark and Sweden. Between AD 800 and 1100, they terrorized the inhabitants of coastal towns and villages throughout Europe, searching for rich plunder to carry away. But not all Vikings were pirates. At home, they were farmers and fishermen, merchants and craftworkers. They were adventurous travellers, journeying eastwards overland through Russia, and sailing westwards across dangerous seas to settle in Iceland and Greenland, as well as in England, Ireland and France. Around AD 1000, Viking sailors crossed Atlantic, reaching Newfoundland. They were possibly the first Europeans to foot in America. In 1066, Norman soldiers, descendants of Vikings who settled in France, invaded England. Their leader, William, became king.

Vikings prided themselves on their bravery in battle. Tactics were simple - to kill as many men as possible. Most Vikings fought on foot, but rich men rode on horseback. Shock troops, known as berserkers, led the attack. They became fighting mad, through drink or drugs. They wore no armour ("berserk" means "bare shirt"), because they trusted the god Odin to keep them safe.

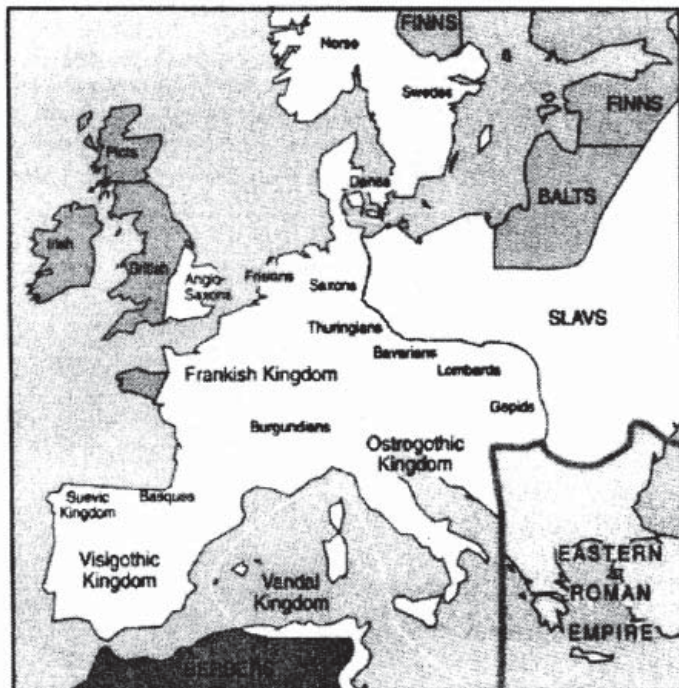
Viking raiders fought using swords, spears and sharp axes. They protected themselves with metal helmets and strong wooden shields.

The Vikings were skilful sailors, navigating the stormy North Atlantic with only the stars and seabirds to guide them. Viking ships were fast and light, designed to skim over the waves. They were powered by wind trapped in their large square sails, or by men rowing.

Though there are few written records to tell us about life in the Dark Ages, many objects from everyday life have survived to the present day. They together with jewellery, weapons and armour are like clues which modern historians can use to recreate a picture of the past.

INVASIONS AND MIGRATIONS (AD)

- 167 Germans invade Italy and Greece.
- 200 Visigoths and Ostrogoths move to Russia.
- 367 Picts and Scots invade England.
- 370 Huns invade Europe.
- 406 Vandals, Alans and Suevis invade Gaul (France).
- 410 Visigoths capture Rome. Settle in Spain and southern France.
- 421 Angles and Saxons invade Britain.
- 429 Vandals invade north Africa. Burgundians and Franks invade France and Italy.
- 451 Huns invade France, but retreat.
- 455 Vandals conquer Rome.



1. Read the text and write down international words:
battle, protect, _____

2. Find in the text and pronounce words of the same root:

- | | |
|---|--|
| <input type="radio"/> emperor – <i>empire</i> | <input type="radio"/> history – _____ |
| <input type="radio"/> Rome – _____ | <input type="radio"/> law – _____ |
| <input type="radio"/> govern – _____ | <input type="radio"/> order – _____ |
| <input type="radio"/> invade – _____ | <input type="radio"/> possible – _____ |
| <input type="radio"/> power – _____ | <input type="radio"/> busy – _____ |

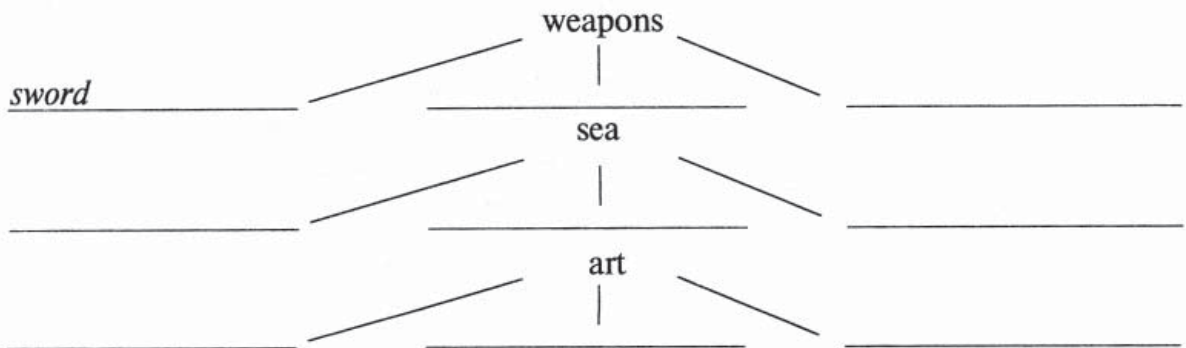
3. Put down words with the following affixes:

- | | |
|--|------------------------------------|
| <input type="radio"/> -ment: <i>government</i> | <input type="radio"/> -ful: _____ |
| <input type="radio"/> -er: _____ | <input type="radio"/> pre-: _____ |
| <input type="radio"/> -or: _____ | <input type="radio"/> de-: _____ |
| <input type="radio"/> re-: _____ | <input type="radio"/> -ture: _____ |
| <input type="radio"/> dis-: _____ | <input type="radio"/> -an: _____ |
| <input type="radio"/> en-: _____ | |

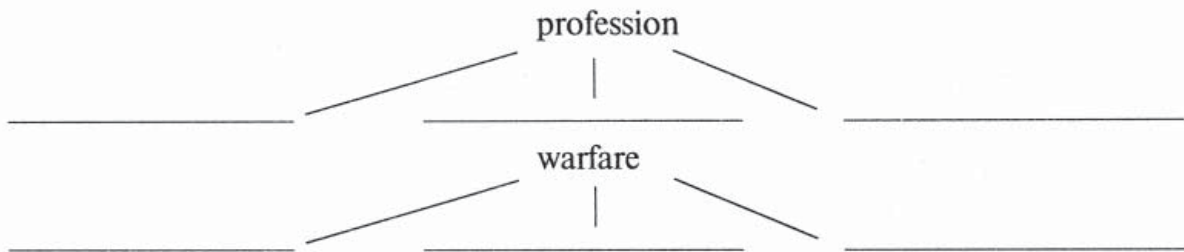
4. Choose synonyms and antonyms:

- | | | | |
|---|---|--|--|
| <i>synonyms:</i> | | <i>antonyms:</i> | |
| <input type="radio"/> arms – <i>weapons</i> | <input type="radio"/> to lose – <i>to win</i> | <input type="radio"/> friendly – _____ | |
| <input type="radio"/> to govern – _____ | <input type="radio"/> strong – _____ | <input type="radio"/> safe – _____ | |
| <input type="radio"/> strong – _____ | <input type="radio"/> to take place – _____ | <input type="radio"/> poor – _____ | |
| <input type="radio"/> to find out – _____ | <input type="radio"/> old – _____ | <input type="radio"/> to disappear – _____ | |

5. Write down words related to:



HISTORY



6. True or false?

1. German tribes were the first to try to conquer Rome.
2. Trajan died in AD 107.
3. Vikings illustrated magnificent manuscripts.
4. William became king.
5. Modern historians have no objects from the Dark Ages.

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7. Put questions to the underlined words:

1. German tribesmen were the first to try to conquer Rome.

Who was the first to try to conquer Rome?

2. Christianity became the Empire's official religion in 392.

3. Historians call this period of lawlessness and disorder the Dark Ages.

4. The Vikings were skilful sailors.

5. The Vikings lived in Norway, Denmark and Sweden.

8. Group discussion:

The Spread of Christianity.

UNIT 2. ISLAM

Around AD 610, an Arab merchant named Muhammad left the busy city of Mecca to spend time in the mountains nearby. He wanted peace and quiet, to think and to pray. While he was there, he had a vision, or perhaps a dream. Before long, Muhammad's vision began to change the world.

A MESSAGE FROM GOD

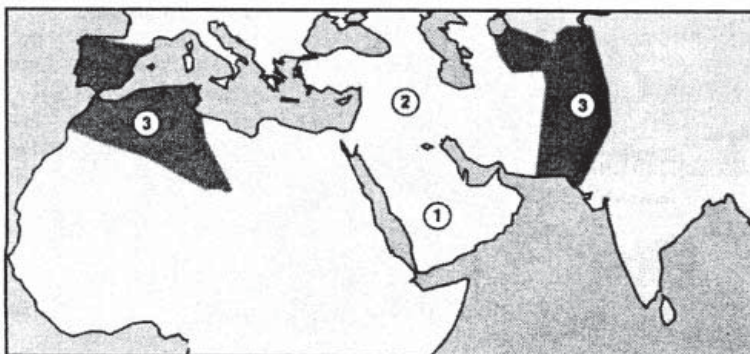
Muhammad returned home, and told his family that he had received a message from God, explaining how to live a good life, and how to worship in the best way. Muhammad believed it was his duty to share God's message with everyone else. So he became a preacher and teacher. Many people admired and respected him, others ignored him. In 622, Muhammad and the people who listened to his preaching were driven out of Mecca. They settled in the city of Medina, and established a new community there, trying to live in the way God's message told them. Shortly before he died, in 632, Muhammad was welcomed back into Mecca. Many citizens decided to listen to his preaching and become Muslims - that is, people who have submitted to God. They prayed regularly and met to listen to Muhammad recite God's message. These recitations were later written down in a book called the Qur'an. It guided - and still guides - the Muslim community in every aspect of their lives. Because of Muhammad's vision, a new religion had been born.

FAITH AND CIVILIZATION

The first Muslims often had to fight to defend their faith. The Muslims won many battles, and became powerful. They believed that God gave them victory, and this encouraged them to extend their conquests to the lands nearby. Soon, Muslims ruled a vast empire. Wherever Muslims governed, they introduced laws and social customs based on the Qur'an. Many Muslim rulers also encouraged learning and the arts. Over the centuries, a distinctive new civilization grew up in Muslim lands, combining local styles and traditions with the Islamic faith.

MUSLIM STYLE

The Alhambra (Red Fort) Palace, Granada, was built between 1238 and 1354 as a home for the Muslim rulers of southern Spain. The Alhambra was sumptuously decorated, with rooms planned around shady courtyards, with statues, patterned tiles and cool fountains.



- ① - Muhammad's time.
- ② - First Caliphs (AD 661).
- ③ - Umayyads Caliphs (AD 750).

HISTORY

SCIENCE AND TECHNOLOGY

Muslim scientists were famous throughout the medieval world. They were especially knowledgeable about astronomy, mathematics, chemistry, medicine and engineering. Muslim scholars made many important scientific discoveries.

WORLD OF ISLAM

After Muhammad's death in AD 632, the new faith of Islam spread rapidly, as Muslim rulers won control of a vast empire centred on Damascus and, later, Baghdad. Within 100 years, Muslim territory stretched from Spain to the borders of China.

1. Read the text and write down international words:

tradition, civilization, _____

2. Find in the text and pronounce words of the same root:

- | | | | |
|----------------------------------|---------------|---------------------------------|-------|
| <input type="radio"/> near — | <i>nearly</i> | <input type="radio"/> court — | _____ |
| <input type="radio"/> city — | _____ | <input type="radio"/> science — | _____ |
| <input type="radio"/> peaceful — | _____ | <input type="radio"/> know — | _____ |
| <input type="radio"/> courage — | _____ | <input type="radio"/> common — | _____ |
| <input type="radio"/> every — | _____ | <input type="radio"/> conquer — | _____ |

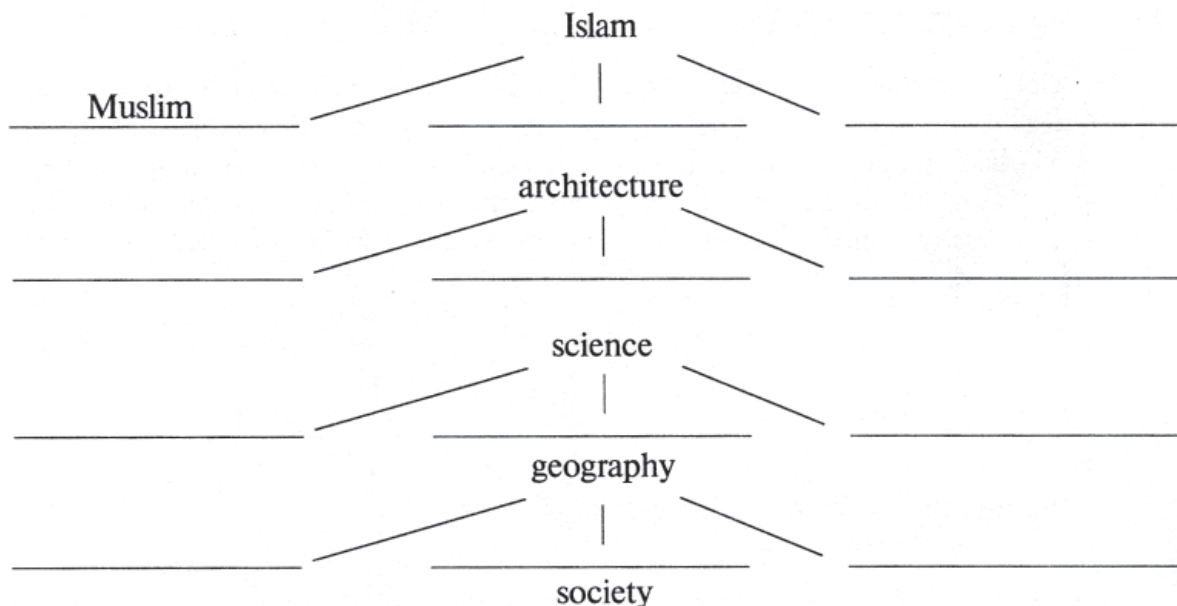
3. Put down words with the following affixes:

- | | |
|---|-----------------------------------|
| <input type="radio"/> -ous: <i>famous</i> | <input type="radio"/> re-: _____ |
| <input type="radio"/> -tion: _____ | <input type="radio"/> dis-: _____ |
| <input type="radio"/> -ly: _____ | <input type="radio"/> -ing: _____ |
| <input type="radio"/> -al: _____ | <input type="radio"/> -ity: _____ |
| <input type="radio"/> en-: _____ | <input type="radio"/> be-: _____ |
| <input type="radio"/> -sion: _____ | |

4. Choose synonyms and antonyms:

- | | |
|--|---|
| <i>synonyms:</i> | <i>antonyms:</i> |
| <input type="radio"/> view — <i>vision</i> | <input type="radio"/> unknown — <i>famous</i> |
| <input type="radio"/> custom — _____ | <input type="radio"/> to destroy — _____ |
| <input type="radio"/> invasion — _____ | <input type="radio"/> nowhere — _____ |
| <input type="radio"/> scientist — _____ | <input type="radio"/> slowly — _____ |
| <input type="radio"/> to protect — _____ | <input type="radio"/> to arrive — _____ |
| <input type="radio"/> to worship — _____ | <input type="radio"/> earlier — _____ |

5. Write down words related to:



6. True or false?

1. Muslim scientists were famous throughout the world.
2. Many citizens became Muslims.
3. The Alhambra Palace was built in 1382.
4. The new faith of Islam spread rapidly.
5. Muslim territory stretched from Spain to China.

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7. Put questions to the underlined words:

1. Muhammad was welcomed back into Mecca in 632.

When was Muhammad welcomed back into Mecca?

2. Muslim scientists were famous throughout the medieval world.
-

3. They made many important scientific discoveries.
-

4. The first Muslims often had to fight to defend their faith.
-

5. Within 100 years, Muslim territory stretched from Spain to the borders of China.
-

8. Group discussion:

Muhammad's Vision Changing the World.



THE CALL TO ARMS

In 1095, Pope Urban II preached a sermon calling on Christian soldiers throughout Europe to fight against the Muslim people who were living in the "Holy Land" (the countries of the Middle East where Jesus had lived). He feared that the Seljuks, a new Muslim power in Turkey and the lands nearby, would stop Christian pilgrims visiting the holy city of Jerusalem. His fears were probably exaggerated; Christians, Muslims and Jews had all lived fairly peacefully together there under Muslim rule since ad 638. The Pope also feared the Seljuks would soon attack the Christian inhabitants of the great Byzantine Empire.

A HOLY WAR?

Although Pope Urban II called for a "Holy War" he had political as well as religious reasons for encouraging people to fight. For the next 200 years, Christian soldiers launched a series of invasions - the Crusades - which were designed to replace the existing governments of the Holy Land with new, Christian rulers. Many sincere believers on both sides fought bravely, and were killed. Christian troops were finally expelled from the Holy Land in 1291, but the legacy of bitterness and suspicion between Christian and Muslim communities lasted for many centuries.

UNIT 3. THE CRUSADES

Between 1096 and 1291 thousands of European knights travelled on a series of expeditions to the Middle East to fight against the Muslim peoples who lived there. These expeditions were called Crusades.

TWO HEROES

Two of the greatest military commanders of the Crusades were King Richard I ("the Lionheart") of England and Salah ad-Din Yusuf ibn Ayyub (called "Saladin" in Europe). They led the opposing armies during the Third Crusade (1189-1192). Crusader troops had achieved surprising successes during the First Crusade, including the capture of Jerusalem. But the Second Crusade had been a disaster and, after 1187, Muslim troops loyal to Saladin again held Jerusalem. King Richard aimed to regain Jerusalem, but his campaign failed. Saladin kept control of the Holy Land. He also founded a new ruling dynasty in Syria and Egypt.

SIEGE WARFARE

Siege warfare was used by both Christian and Muslim armies to starve out well-defended cities or castles. The only hope for the besieged city or castle was for a relief force from their own side to raise the siege by forcing the besieging army to move away.

JOURNEY TO JERUSALEM

The journey to Jerusalem could take months or even years. Many travellers died on the way, in accidents or ambushes, or from disease. The first crusaders travelled overland, through Greece and Turkey. By the 13th century, crusaders preferred to travel by ship.

1. Read the text and write down international words:

Muslim, soldier, _____

2. Find in the text and pronounce words of the same root:

- | | | | |
|---------------------------------|-----------------|--------------------------------|-------|
| <input type="radio"/> Europe – | <i>European</i> | <input type="radio"/> gain – | _____ |
| <input type="radio"/> peace – | _____ | <input type="radio"/> war – | _____ |
| <input type="radio"/> believe – | _____ | <input type="radio"/> defend – | _____ |
| <input type="radio"/> final – | _____ | <input type="radio"/> travel – | _____ |
| <input type="radio"/> command – | _____ | <input type="radio"/> land – | _____ |

3. Put down words with the following affixes:

- | | | | |
|------------------------------|--------------|-----------------------------|-------|
| <input type="radio"/> ex- : | <i>expel</i> | <input type="radio"/> -est: | _____ |
| <input type="radio"/> -ion: | _____ | <input type="radio"/> -er: | _____ |
| <input type="radio"/> in- : | _____ | <input type="radio"/> be-: | _____ |
| <input type="radio"/> -ure: | _____ | <input type="radio"/> dis-: | _____ |
| <input type="radio"/> -ness: | _____ | <input type="radio"/> re-: | _____ |

4. Choose synonyms and antonyms:

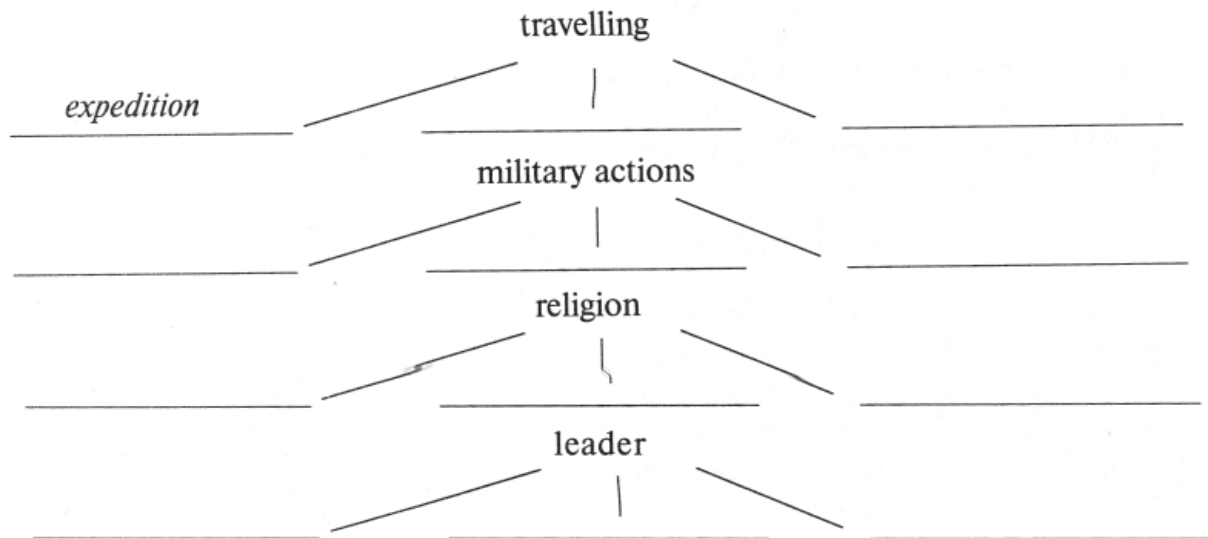
synonyms

antonyms

- | | | | |
|--------------------------------------|----------------|----------------------------------|----------------|
| <input type="radio"/> travelling – | <i>journey</i> | <input type="radio"/> to win – | <i>to fail</i> |
| <input type="radio"/> to establish – | _____ | <input type="radio"/> weakness – | _____ |
| <input type="radio"/> army – | _____ | <input type="radio"/> for – | _____ |
| <input type="radio"/> cause – | _____ | <input type="radio"/> failure – | _____ |
| <input type="radio"/> well-known – | _____ | <input type="radio"/> light – | _____ |
| <input type="radio"/> illness – | _____ | <input type="radio"/> civil – | _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. The journey to Jerusalem took 7 days.
2. He founded a ruling dynasty in Spain and Egypt.
3. These expeditions were called Christianity.
4. Crusaders preferred to travel by ship.
5. One of the military commanders was King Richard II.

| T | F |
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7. Put questions to the underlined words:

1. Saladin founded a new ruling dynasty in Syria and Egypt.
What did Saladin found in Syria and Egypt?
2. The journey to Jerusalem could take months or even years.

3. By the 13th century, crusaders preferred to travel by ships.

4. Many sincere believers on both sides fought bravely.

5. Thousands of European knights travelled to the middle East to fight against the Muslim peoples.

8. Group discussion:

A Holy War?

UNIT 4. NORMANS

1066 is one of the best-known dates in British history. That year, the last native-born king of England was killed fighting to defend his kingdom, and a Norman-French adventurer ruled in his place. Many people said that England would never be the same again.

THE BATTLE OF HASTINGS

On 14 October 1066, Duke William's Norman invaders faced an English army, led by King Harold. The English soldiers had marched over 350km, after fighting the Vikings in Yorkshire. Their shield wall held firm, but King Harold was killed and the Norman army routed the English. William was Conqueror.

THE CONQUEROR

Duke William of Normandy - known as "William the Conqueror" - was descended from Viking settlers who had set up a state in northern France. He was brave, intelligent and ambitious. He was one of three men who claimed the throne after the death of the English King Edward the Confessor early in 1066. He ruled England for over 20 years, until 1087. During that time, he managed to gain control of the whole kingdom (although the English were rebellious and resentful at first), established a system of government that lasted for many years.

William relied on Norman noblemen to help him govern England, but he did not want them to become too powerful. He decided to check up on how much land and livestock they had,

and the tax they ought to pay. In 1086, he sent out officials to compile a register recording this information. It still survives today (The Domesday book).

CONQUEST AND CONTINUITY

After the conquest, some things hardly changed at all. Ordinary men and women continued to work in the fields. Priests, monks and nuns continued to pray. Norman officials continued to collect taxes in the way the English kings had done. But there were important changes. Almost all the old English nobles were killed, and a new Norman aristocracy took their place. The old English language continued to be spoken, but with many new Norman words. New laws, designed to secure Norman rule, were made. And England became more closely involved in the politics of France and Europe.

The Normans built strong castles to defend their newly-won land. At first, these castles were made of wood - some were even shipped to England in sections, ready to be assembled. Later castles, were built of stone. The central mound, or «motte», was surrounded by a walled «bailey», or yard. Castles of this type were called motte and bailey castles.



HISTORY

1. Read the text and write down international words:

Norman, army, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--|-----------------------|--|
| <input type="radio"/> historian – <i>history</i> | | <input type="radio"/> aristocratic – _____ |
| <input type="radio"/> king – _____ | <input type="radio"/> | <input type="radio"/> officer – _____ |
| <input type="radio"/> invade – _____ | <input type="radio"/> | <input type="radio"/> settle – _____ |
| <input type="radio"/> stock – _____ | <input type="radio"/> | <input type="radio"/> security – _____ |
| <input type="radio"/> inform – _____ | <input type="radio"/> | |

3. Put down words with the following affixes:

- | | | |
|--|-----------------------|------------------------------------|
| <input type="radio"/> -dom: <i>kingdom</i> | | <input type="radio"/> -ful: _____ |
| <input type="radio"/> -er: _____ | <input type="radio"/> | <input type="radio"/> -tion: _____ |
| <input type="radio"/> sur-: _____ | <input type="radio"/> | <input type="radio"/> -ly: _____ |
| <input type="radio"/> -ous: _____ | <input type="radio"/> | <input type="radio"/> con-: _____ |
| <input type="radio"/> re-: _____ | <input type="radio"/> | <input type="radio"/> in-: _____ |
| <input type="radio"/> -ment: _____ | <input type="radio"/> | |

4. Choose synonyms and antonyms:

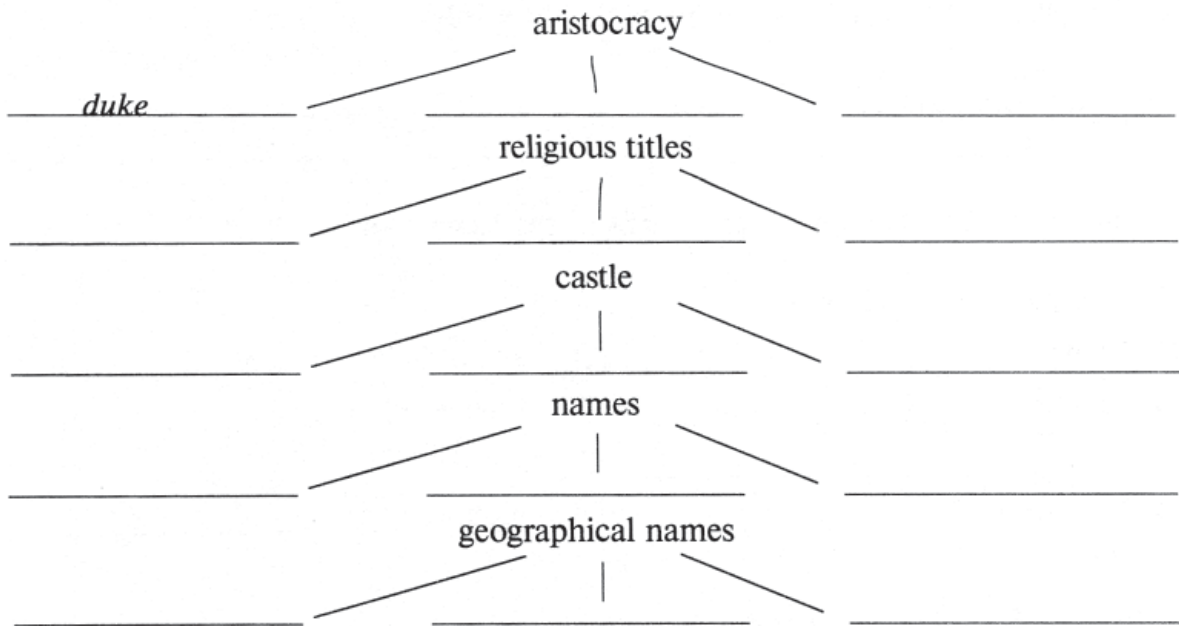
synonyms

- | | |
|--|--|
| <input type="radio"/> common – <i>ordinary</i> | |
| <input type="radio"/> to go on – _____ | |
| <input type="radio"/> famous – _____ | |
| <input type="radio"/> to defend – _____ | |
| <input type="radio"/> to guide – _____ | |
| <input type="radio"/> smart – _____ | |

antonyms

- | | |
|---|--|
| <input type="radio"/> poor – <i>wealthy</i> | |
| <input type="radio"/> life – _____ | |
| <input type="radio"/> to lose – _____ | |
| <input type="radio"/> to destroy – _____ | |
| <input type="radio"/> dangerous – _____ | |
| <input type="radio"/> weak – _____ | |

5. Write down words related to:



6. True or false?

1. After the conquest, some things hardly changed at all.
2. The English soldiers had marched over 360 km.
3. The Normans built palaces to defend their newly-won land.
4. William was the Conqueror.
5. Harold was the Conqueror.

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7. Put questions to the underlined words:

1. 1066 is one of the best-known dates in British history.

What date is one of the best-known in British history?

2. He ruled England for over 20 years.

3. England became more closely involved in the politics of France and Europe.

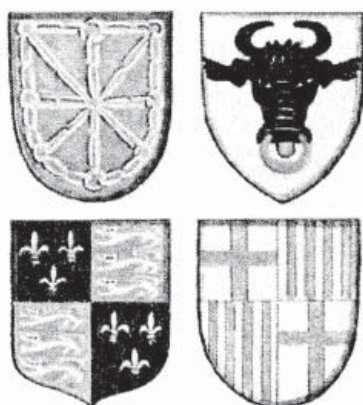
4. The Normans built strong castles to defend their newly-won land.

5. New laws, designed to secure Norman rules, were made.

8. Group discussion:

Conquest and Continuity.

UNIT 5. KNIGHTS



Who were the most important people in Europe at the time of the Norman Conquest? Kings, priests or peasants? Nobles or knights? Kings provided leadership, priests guided their people, and peasants grew food. Nobles helped to govern, and led armies into battle. But everyone depended on knights to defend their land. And the picture of a dashing knight on horseback, wearing splendid armour, is still one of our favourite images from medieval times.

A NOBLE CAREER

Knights originated as the armed followers of great noble families. When summoned by the king, nobles were meant to leave their estates and families and ride off to war, bringing all their knights with them. In that way, kings were sure of a well-trained fighting force. Knighthood was considered a great honour, usually restricted to the upper, wealthier, ranks of society. Knights were often the sons of nobles or of other knights, but a very brave soldier might be rewarded on the field of battle by being made a knight.

FIGHTING FOR MONEY

Over the centuries, the system of knighthood changed. Some nobles and knights preferred to pay money, rather than go to war. Kings used this to pay for professional (“mercenary”) soldiers, or to equip a national army of volunteers. Fighting for profit was hardly noble or heroic, and the Church taught that it was wrong. And, although medieval poets made knights the heroes of their “romances” - songs about love, bravery and death - it is perhaps not surprising that real-life knights could not always live up to their own glorious image.

LOVE AND WAR

To poets, painters and songwriters, including those living in the Middle Ages, knights were romantic figures. The ideal knight - or “the flower of chivalry” (a French word meaning “horseman”) - was meant to be bold and daring, but also good and gentle. He fought only to defend his lord, his lady-love, and the Church. Of course, reality was not like that. A few knights were noble, brave and kind, but others were just brutal fighting men.

THE HUNDRED YEARS' WAR 1337-1453

This war between England and France began when Edward III of England refused to submit to the French king, claiming to be rightful ruler of France instead. At first, the English conquered much land, but between 1360 and 1389 French troops won it back. There was peace from 1389 to 1414, then Henry V of England attacked again. He was successful, but died in 1422. Soon, French troops were inspired by Joan of Arc - a peasant who saw visions. By 1453, England had lost everything in France except Calais.

A DEADLY GAME

Knights took part in tournaments - mock battles designed to help them practise their fighting skills. Tournaments were also social occasions; ladies watched the competitions. Tournaments were exciting but dangerous; many men were killed as they fell from their horses, or were trampled underfoot.

1. Read the text and write down international words:

govern, favourite, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|--------------|-------------------|
| <input type="radio"/> | leader – | <i>leadership</i> |
| <input type="radio"/> | horse – | _____ |
| <input type="radio"/> | favour – | _____ |
| <input type="radio"/> | follow – | _____ |
| <input type="radio"/> | knight – | _____ |
| <input type="radio"/> | award – | _____ |
| <input type="radio"/> | profession – | _____ |
| <input type="radio"/> | nation – | _____ |
| <input type="radio"/> | equipment – | _____ |
| <input type="radio"/> | real – | _____ |

3. Put down words with the following affixes:

- | | | |
|-----------------------|--------|-------------------|
| <input type="radio"/> | -ship: | <i>leadership</i> |
| <input type="radio"/> | -hood: | _____ |
| <input type="radio"/> | re-: | _____ |
| <input type="radio"/> | -ous: | _____ |
| <input type="radio"/> | -ant: | _____ |
| <input type="radio"/> | -er: | _____ |
| <input type="radio"/> | -ite: | _____ |
| <input type="radio"/> | -ly: | _____ |
| <input type="radio"/> | -al: | _____ |
| <input type="radio"/> | -ful: | _____ |

4. Choose synonyms and antonyms:

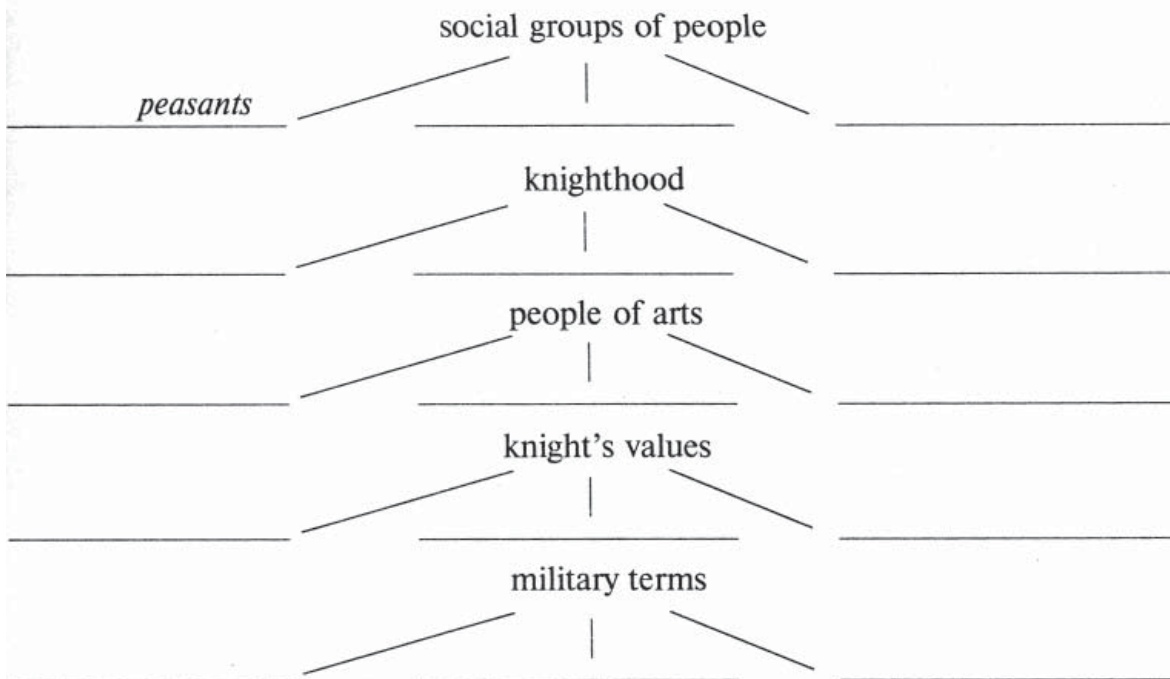
synonyms

antonyms

- | | | | |
|-----------------------|-----------------------|-----------------------|------------------------------|
| <input type="radio"/> | fight – <i>battle</i> | <input type="radio"/> | to accept – <i>to refuse</i> |
| <input type="radio"/> | kind – _____ | <input type="radio"/> | peace – _____ |
| <input type="radio"/> | wonderful – _____ | <input type="radio"/> | right – _____ |
| <input type="radio"/> | to deny – _____ | <input type="radio"/> | at last – _____ |
| <input type="radio"/> | income – _____ | <input type="radio"/> | volunteer – _____ |
| <input type="radio"/> | brave – _____ | <input type="radio"/> | lower – _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. Over the centuries, the system of knighthood did not change.
2. Henry V died in 1422.
3. Knights were the sons of nobles.
4. By 1453, England had lost everything in France except Calais.
5. Knights originated as the armed followers of great noble families.

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7. Put questions to the underlined words:

1. Everyone depended on knights to defend their land.

Why did everyone depend on knights?

2. Over the centuries, the system of knighthood changed.

3. By 1453, England had lost everything in France except Calais.

4. Knighthood was considered a great honour.

5. To poets, knights were romantic figures.

8. Group discussion:

Knighthood.



UNIT 6. THE MIDDLE AGES

Why “Middle” Ages? Historians, looking back, use the word to describe the years (roughly, AD 1100-1453) between the last Viking invasions and the end of the Byzantine Empire. After that, Europe was no longer united by a single faith or a shared culture.

PROSPERITY AND PLAGUE

At first, the “Middle” (or “medieval”) centuries saw rapid economic growth, as Europe recovered from centuries of raids. Farm profits rose and merchants grew rich through selling wool, cloth, and luxury goods imported from distant lands. Nobles built strong castles and stately manor houses. They enjoyed hunting, fine clothes, rich food and an extravagant “courtly” lifestyle. But this prosperity was threatened by a terrifying epidemic of incurable disease. Population growth and climatic change led to famines. Incompetent governments provoked peasant revolts - such as the riots that shook England and the Netherlands at the end of the 14th century. Weak kings struggled with powerful nobles; subjects resisted unjust laws. For over 100 years, England and France were at war.

A DIFFERENT WORLD?

The Middle Ages was also the time when the nations (and languages) of Europe began to take shape. Many modern government institutions, such as parliaments, originated in medieval times. Present-day towns and cities were first built then, along with churches, cathedrals, universities and hospitals. Strong kings made laws and collected taxes. In all these ways, the Middle Ages laid the foundations of modern Europe.

However, there were a great many differences between medieval times and today. There were far fewer people; even before the Black Death struck Europe in the mid-14th century, the total

population was perhaps only ten per cent of what it is now. Most people worked on the land, rather than in offices, factories and shops.

There were enormous contrasts in living standards between rich and poor people. Almost all the land was owned by a few rich families, who also helped to run governments and lead armies in war. There were few machines. Medieval craftworkers achieved astonishing results - from massive castles to delicate manuscript illustrations - using the very simplest tools. But even if technology was simple, ideas were not. Medieval scholars wrote complicated books about religion, philosophy and law - as well as composing poems and songs.

PRIESTS AND PEOPLE

In the Middle Ages, most people believed in God - or in magical and mysterious spirits who controlled the world. Modern, “scientific”, ways of thinking did not exist. In Britain and Europe, the Catholic Church was powerful. Priests taught that people should live good lives, and worship God. They encouraged people to give money to the Church, to show that they were sorry for their sins and to win life after death. Beautiful cathedrals - such as Canterbury Cathedral - were paid for in this way.

LIFE ON THE LAND

During the Middle Ages, most people lived in the countryside. They grew crops and raised animals for food. Men and women shared in this essential task, yet most villagers did not own the land on which they worked.

HISTORY

It belonged to the king, or to great lords. They let villagers farm small amounts, in return for working on their own estates. Some lords “owned” the villagers, too; they could not leave a lord’s estate without his permission.

THE BLACK DEATH

In the 14th century, Europe, Asia and the Middle East were devastated by bubonic plague. This was (and still is) a deadly disease, carried by fleas which live on rats. Victims die swiftly and suddenly. About one-third of the people in England died between 1348 and 1351. Many more perished in later outbreaks. Almost everyone knew somebody who had died. Medieval doctors did not understand how plague spread or how to cure it. To those people who had not caught it there was the fear that they might be next.

COURTLY CULTURE

Wealthy men and women in the Middle Ages were great patrons of the arts. Kings and queens entertained poets, painters and musicians at their courts. Sometimes medieval art had a religious purpose, but often it simply celebrated the delights of courtly life.

THRIVING TOWNS

In Italy and northern Europe, towns grew rich through the profits of trade. Craftworkers wove fine woollen cloth, and produced elegant glass, leatherwork, weapons and jewellery. Traders sold imported luxury goods.



1. Read the text and write down international words:

historian, viking _____

2. Find in the text and pronounce words of the same root:

- mystery — *mysterious*
- spiritual — _____
- science — _____
- country — _____
- village — _____
- permit — _____
- dead — _____
- sudden — _____
- cover — _____
- illustrate — _____

3. Put down words with the following affixes:

- ity: *prosperity*
- est: _____
- able: _____
- tion: _____
- de-: _____
- ly: _____
- en-: _____
- de-: _____
- ern: _____
- in-: _____
- con-: _____

4. Choose synonyms and antonyms:

synonyms

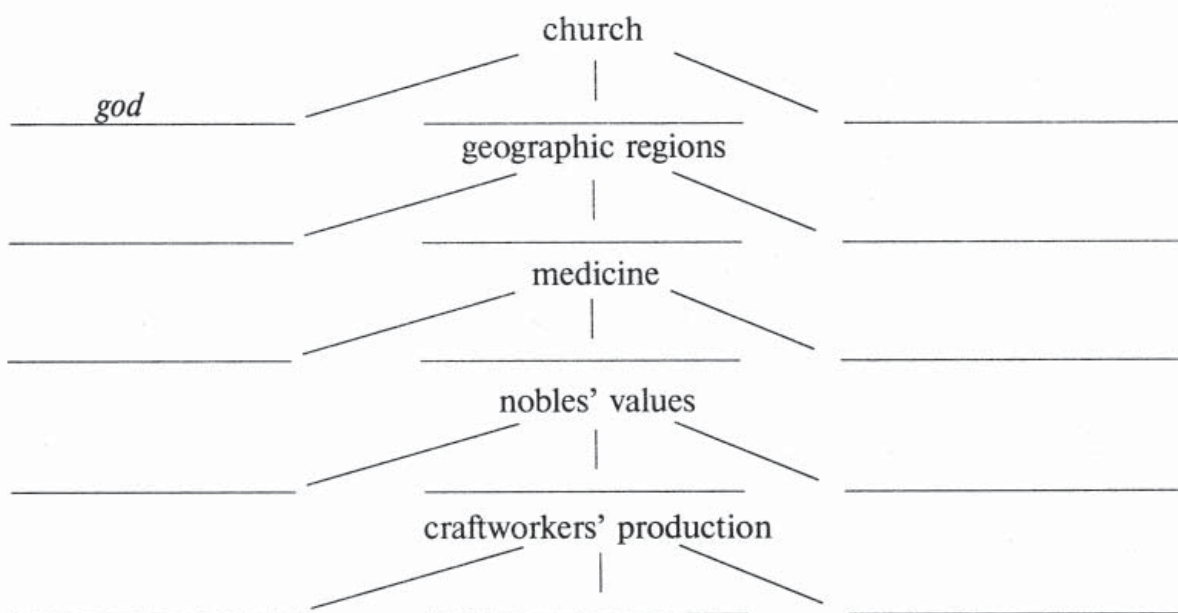
- to possess — *to own*
- fast — _____
- inhabitants — _____
- to fight — _____
- surprising — _____
- to demonstrate — _____

antonyms

- to teach — *to learn*
- city — _____
- fair — _____
- slowly — _____
- complicated — _____
- poverty — _____

HISTORY

5. Write down words related to:



6. True or false?

1. Wealthy men and women in the Middle Ages did not pay attention to the arts.
2. Traders bought imported luxury goods.
3. For over 10 years, England and France were at war.
4. Priests encouraged people to give money to the Church.
5. Medieval scholars wrote complicated books about religion.

| T | F |
|---|---|
| | V |
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7. Put questions to the underlined words:

1. There were enormous contrasts in living standards between rich and poor people.
What was different between rich and poor people?
2. During the Middle Ages, most people lived in the countryside.
3. Kings entertained poets, painters and musicians.
4. Traders sold imported luxury goods.
5. For over 100 years, England and France were at war.

8. Group discussion:

Contrasts of the Middle Ages.

UNIT 7. RENAISSANCE & REFORMATION

In the 200 years between AD 1350 and 1550, medieval Europe was transformed. Art, architecture, religion and philosophy all saw great changes. These were brought about by two great intellectual movements - the Renaissance (“re-birth”) and the Reformation.

THE GLORIOUS PAST

Great civilizations had flourished in Ancient Greece and Rome. By AD 1350, they had long since decayed, but evidence of their achievements still survived. In Italy and Greece, statues, temples and huge public buildings stood in many cities. Roman books had been preserved by monks in their libraries, and Greek scientific texts had been used by Muslim scholars in the Middle East to help with their own investigations. But these ancient remains were no longer valued. Statues and temples crumbled away, and books lay unread and forgotten. Since the coming of Christianity (around AD 300-600), Greek and Roman culture had been regarded as pagan, and wrong. A new, Christian civilization, equally splendid in its own way, had developed in medieval Europe.

THE RENAISSANCE BEGINS

By around 1300, scholars in Italy were eager for change. They began to investigate the ancient remains all around them, and were astonished and delighted by what they discovered. Artists, architects, poets and philosophers shared their enthusiasm, and began to incorporate subject-matter and techniques from ancient works into their own new designs. Ancient culture was “re-born” once more.

These new Renaissance creations were very different from existing medieval art. They aimed at celebrating the beauty and achievements of men and women, rather than praising God. Renaissance writers also preferred human, rather than holy, topics. In style, Renaissance artists and architects

copied Greek and Roman designs, rather than continuing medieval (or “Gothic”) traditions. They also looked closely at the world around them, and recorded it as accurately as they could in their works. They were helped by Renaissance scientists, and by new, printed scientific books.

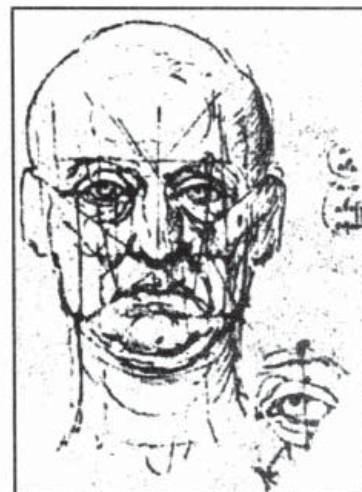
All these great achievements were possible only because rich men and women, at first in Italy, and then elsewhere in Europe, were willing to act as patrons and support artists and scholars.

LEADER OF RENAISSANCE ITALY

Lorenzo de Medici - known as “Lorenzo the Magnificent” - ruled the Italian city of Florence from 1469 to 1492. He asked leading artists, architects and sculptors to work for him, one of whom was Michelangelo. Other rich citizens followed his example, and Florence became known as “the cradle of the Renaissance”.

RENAISSANCE MAN

Leonardo da Vinci (1452-1519) is often described as a “Renaissance man”, skilled in



the sciences as well as the arts. He was an engineer, inventor, and student of medicine, animals and plants, as well as a painter of genius.

HISTORY

HUMANIST SCHOLAR

Erasmus of Rotterdam (1469-1536) was one of the most important Renaissance figures in northern Europe. He was famous for his Biblical scholarship, and his knowledge of Latin and Greek. He aimed to use his Renaissance learning to end religious quarrels. Like many Renaissance scholars, he worked as a tutor to noblemen and their sons. His ideas spread widely, because his books were among the first to be printed using the newly invented printing press.

GOD AND MAN

The huge project of the Sistine Chapel, Rome designed by the Italian artist Michelangelo Buonarroti (1475-1564), shows religious scenes, but also - in true Renaissance style - glorifies man.

THE REFORMATION

Renaissance discoveries gave a great boost to learning. New books, and new skills at reading Greek and Latin, led to criticism of many medieval texts, including Latin translations of the Bible itself. Like Renaissance scholars, many priests and monks were eager for change. They felt Church leaders were corrupt. They wanted to be able to discuss religious ideas freely, to worship in the way they chose, and to read the Bible in their own languages. These critics became known as "Protestants". They wanted to reform the Church from within, but soon their differences of opinion became so great that they left the Church entirely, and formed new congregations of their own.

WARS OF RELIGION

In the 16th century, European states were almost constantly at war. They fought for many reasons - jealousy, fear, greed and religion. Often, these motives were mixed together. In the Netherlands, Protestants wanted independence from Catholic Spain. England and Spain were enemies, too. They feared each other's power, and hated each other's religion. In 1588, a Spanish fleet - or Armada - was sent to invade England, but it was wrecked by storms at sea.

Tintern Abbey, on the borders of England and Wales, was closed - or "dissolved" - in 1537, along with all other English monasteries, after King Henry VIII's break with Rome. Monks fled abroad, or found other work. Monastery land was sold to raise money for the king.

FAITH AND FREEDOM

Martin Luther was born in 1483. He was a priest, a scholar and the leader of the Protestant movement in Germany. He aimed to reform the Church, to have the Bible translated from Latin and to worship in a new way.

THE REFORMATION IN ENGLAND

For centuries, English kings had wanted priests to obey English laws, but the popes - leaders of the Catholic Church in Rome - claimed that Church law was supreme. The final clash came in 1531 after Henry VIII of England demanded a divorce from his first wife, because she had not produced any sons. The pope refused, and so King Henry - who was, anyway, sympathetic to the Protestant reformers - declared himself head of the Church in England. New English Church leaders taught the Protestant faith.

1. Read the text and write down international words:

transform, architecture, _____

2. Find in the text and pronounce words of the same root:

- | | |
|-------------------------------------|-------------------|
| <input type="radio"/> philosopher – | <i>philosophy</i> |
| <input type="radio"/> intellect – | _____ |
| <input type="radio"/> move – | _____ |
| <input type="radio"/> reform – | _____ |
| <input type="radio"/> art – | _____ |
| <input type="radio"/> sculpture – | _____ |
| <input type="radio"/> invent – | _____ |
| <input type="radio"/> religion – | _____ |
| <input type="radio"/> glory – | _____ |
| <input type="radio"/> achieve – | _____ |
| <input type="radio"/> independent – | _____ |

3. Put down words with the following affixes:

- | | |
|-------------------------------|------------------|
| <input type="radio"/> trans-: | <i>transform</i> |
| <input type="radio"/> re-: | _____ |
| <input type="radio"/> -ment: | _____ |
| <input type="radio"/> un-: | _____ |
| <input type="radio"/> -ture: | _____ |
| <input type="radio"/> dis-: | _____ |
| <input type="radio"/> in-: | _____ |
| <input type="radio"/> -tion: | _____ |
| <input type="radio"/> -ly: | _____ |
| <input type="radio"/> -ant: | _____ |
| <input type="radio"/> -ship: | _____ |

4. Choose synonyms and antonyms:

synonyms

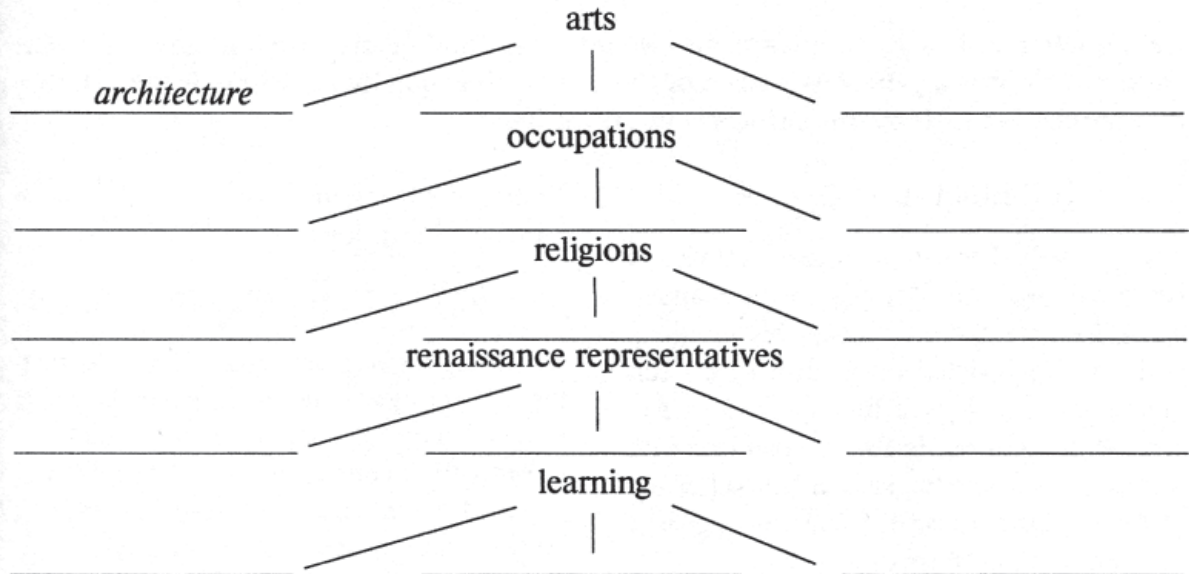
- | | | |
|-----------------------------------|-------------|-------|
| <input type="radio"/> final – | <i>last</i> | _____ |
| <input type="radio"/> to change – | _____ | _____ |
| <input type="radio"/> sponsor – | _____ | _____ |
| <input type="radio"/> always – | _____ | _____ |
| <input type="radio"/> reason – | _____ | _____ |
| <input type="radio"/> variation – | _____ | _____ |

antonyms

- | | | |
|------------------------------------|---------------|-------|
| <input type="radio"/> enemy – | <i>friend</i> | _____ |
| <input type="radio"/> to love – | _____ | _____ |
| <input type="radio"/> similarity – | _____ | _____ |
| <input type="radio"/> marriage – | _____ | _____ |
| <input type="radio"/> manuscript – | _____ | _____ |
| <input type="radio"/> to decay | _____ | _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. Lorenzo de Medici ruled from 1469-1492.
2. The Sistine chapel shows religious scenes.
3. In the 16th century European states were constantly at war.
4. English kings wanted priests to obey English laws.
5. A new Christian civilization was regarded as pagan.

| T | F |
|---|---|
| V | |
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| | |

7. Put questions to the underlined words:

1. Renaissance discoveries gave a great boost to learning.
What gave a great boost to learning? _____
2. In the 16th century European states were almost constantly at war.

3. New English Church leaders taught the Protestant faith.

4. Great civilizations had flourished in Ancient Greece and Rome.

5. His books were among the first to be printed using the newly invented printing press.

8. Group discussion:

Renaissance and Reformation.

UNIT 8. THE ENGLISH CIVIL WAR

King Charles I of England was an elegant man, fond of his wife and devoted to his children. He was a generous patron of the arts, with exquisite taste in painting, clothes and jewels. Yet in 1649, his subjects cut off his head.

THE BUILD-UP TO WAR

King Charles I was stubborn and sentimental. He quarrelled with Members of Parliament, trying to force them to accept his religious policies. He insisted on a form of church organization that gave bishops and priests considerable power. He also sympathized with Roman Catholics, in England and abroad. Many members of the House of Commons wanted a simpler, "Puritan" form of worship.

Charles also had favourites, whom he appointed to important government posts. And, when MPs refused to vote to give him money to pay for his government policies, Charles dismissed Parliament and ruled for 11 years on his own. During that time, England was peaceful and well run, on the whole, but there was discontent beneath the surface, especially over taxation.

Then, in 1639, the Scots invaded and in 1641, the Irish rebelled. Charles found he could not manage without Parliament. He needed money to pay for these wars. The MPs who came to London were highly critical of Charles' 11 years' rule. They drew up a long series of demands for reform, and executed his leading ministers. The nation was at war.

ROUNDHEADS AND CAVALIERS

The opposing sides in the war gave each other nicknames. Parliament's followers were called "Roundheads", because they wore plain clothes and had close cropped hair. Supporters of the king got their nickname, "Cavaliers", from the way they fought - on horseback, if they could afford it. "Cavalier" came from a French word, meaning "aristocratic horseman". It was not a compliment to be compared with the French.

Rather, it suggested that the Cavaliers were "foreign" and disloyal.

REVOLUTION AND REPUBLIC

Fighting lasted from 1642 to 1646. At first, the king's army was successful, but Parliament's troops, led by Sir Thomas Fairfax and Oliver Cromwell, eventually won. Charles was captured by the Scots and put in prison. In 1649 he was tried for treason, and beheaded. King Charles I was beheaded in public, in the centre of London, in 1649. Although Charles was unpopular, and his troops had lost the war, his execution caused an outcry - no king had ever been treated like this before. Vast crowds watched the execution. Some people fainted, while others saw him as a martyr, and rushed to touch his "holy" blood.

After this revolutionary event, Parliament invited Cromwell to become Lord Protector. He governed England as a republic until his death in 1658. In 1660, King Charles' son, Charles II was invited to be King. But his royal powers were limited: King and Parliament would rule together.

A SCIENTIFIC REVOLUTION

At the time of the English civil war there were revolutionary changes in Europe, as well. Scientists were formulating a whole new way of looking at the world, based on observation and measurement, rather than faith or belief.

Exploration brought European thinkers into contact with new peoples, animals and plants, and made them re-examine some of their old ideas. There was a sense of opportunity. Some historians call this scientific revolution the "beginning of our modern world".

HISTORY

TEA AND TULIPS

Travellers brought back many plants that were unknown in Europe, including tea from China, and potatoes, tomatoes and peppers from the "New World". All these were eagerly studied, often with the help of microscopes, which were developed at the end of the 16th century. Collectors paid vast sums for rarities - "tulip-mania" broke out, as gardeners competed to grow the biggest and best flowers from these new bulbs.

EUROPE EXPLORES THE WORLD

At the same time as European scientists were making great discoveries in their libraries and observatories, European travellers were setting out to explore the world. Many journeys were made by sea. Other travellers ventured overland. Everywhere, European adventurers were finding rich and fascinating civilizations. For example, elaborate cities such as Timbuktu,



capital of the Songhai empire in northern Africa, were built with mosques, libraries and comfortable homes, all designed to make best use of the local desert environment. Sadly, contact with Europeans often led to the destruction of these civilizations, through ignorance, disease and war.

HE WORLD TURNED UPSIDE DOWN

That is what many people feared, when they listened to radical preachers, who were allowed openly to criticize society and to put forward new ideas during the Commonwealth years in England. Many of these preachers - including some women - called for a return to a pure, simple lifestyle, based on what they read in the Bible. The "Levellers" asked rich people to share their goods with the poor, and demanded the abolition of kings, governments and priests. They wanted religious toleration, and freedom of speech for all people. The "Diggers" even set up a new ideal community, to put their beliefs into practice.

TRAVELLERS AND EXPLORERS

- 1487-88** Dias sails round Cape of Good Hope in southern Africa.
- 1497-99** Da Gama sails across Indian Ocean to India.
- 1492** Columbus crosses Atlantic.
- 1497** Cabot sights Newfoundland.
- 1498** Vespucci reaches the Amazon.
- 1514** Portuguese ships sail to China.
- 1519-22** Magellan and Elcano make the first voyage right round the world.
- 1534** Cartier explores the St Lawrence.
- 1610** Hudson explores Hudson Bay.
- 1616** Schouten rounds Cape Horn.
- 1642** Tasman sights Australia and New Zealand.
- 1728** Bering sails to Siberia.
- 1768-75** Cook explores Pacific; lands in Tahiti, Australia, New Zealand.

1. Read the text and write down international words:

elegant, patron, _____

2. Find in the text and pronounce words of the same root:

- | | |
|-------------------------------------|---------------|
| <input type="radio"/> politician - | <i>policy</i> |
| <input type="radio"/> organize - | _____ |
| <input type="radio"/> consider - | _____ |
| <input type="radio"/> especial - | _____ |
| <input type="radio"/> success - | _____ |
| <input type="radio"/> revolution - | _____ |
| <input type="radio"/> name - | _____ |
| <input type="radio"/> travel - | _____ |
| <input type="radio"/> adventure - | _____ |
| <input type="radio"/> exploration - | _____ |

3. Put down words with the following affixes:

- | | |
|------------------------------|--------------------|
| <input type="radio"/> -ment: | <i>measurement</i> |
| <input type="radio"/> -tion: | _____ |
| <input type="radio"/> dis-: | _____ |
| <input type="radio"/> un-: | _____ |
| <input type="radio"/> ex-: | _____ |
| <input type="radio"/> -er: | _____ |
| <input type="radio"/> en-: | _____ |
| <input type="radio"/> ad-: | _____ |
| <input type="radio"/> -ese: | _____ |
| <input type="radio"/> com-: | _____ |
| <input type="radio"/> be-: | _____ |

4. Choose synonyms and antonyms:

synonyms

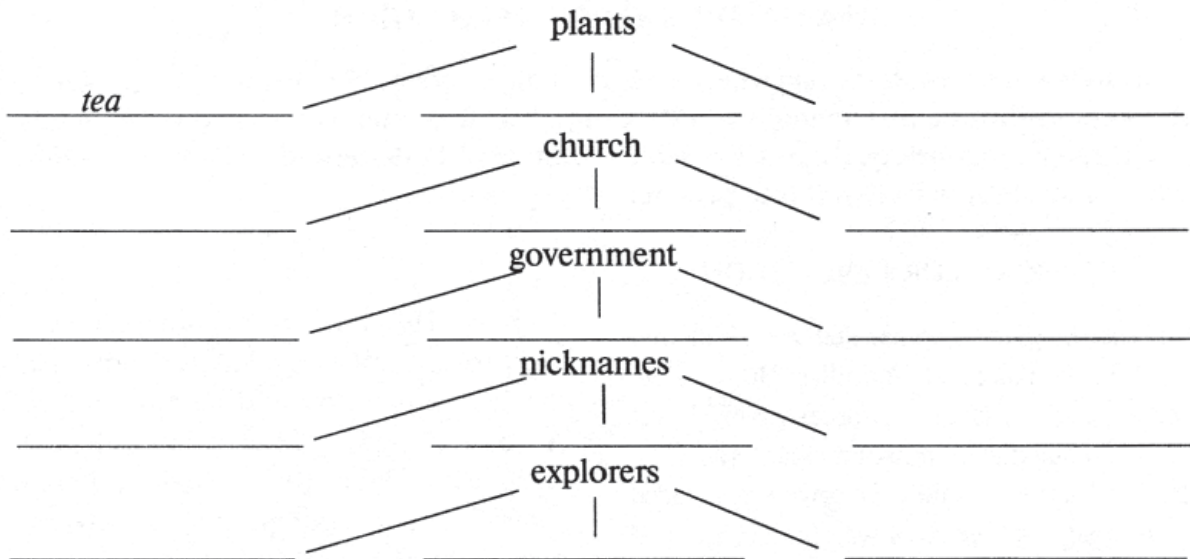
- | | |
|-------------------------------------|----------------|
| <input type="radio"/> freedom - | <i>liberty</i> |
| <input type="radio"/> danger - | _____ |
| <input type="radio"/> to change - | _____ |
| <input type="radio"/> cruel - | _____ |
| <input type="radio"/> false - | _____ |
| <input type="radio"/> aristocracy - | _____ |

antonyms

- | | |
|------------------------------------|-------------------|
| <input type="radio"/> nowhere - | <i>everywhere</i> |
| <input type="radio"/> dangerous - | _____ |
| <input type="radio"/> happiness - | _____ |
| <input type="radio"/> backward - | _____ |
| <input type="radio"/> slavery - | _____ |
| <input type="radio"/> to be born - | _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. Travellers brought back many plants that were unknown in Europe.
2. The «Diggers» set up a new ideal community.
3. In 1660, King Charles's Son, Edward II was invited to be King.
4. In 1639, the Normans invaded and in 1641, the Irish rebelled.
5. In 1728 Bering sailed to Spain.

| T | F |
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| V | |
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7. Put questions to the underlined words:

1. Charles dismissed Parliament and ruled for 11 years on his own.

How long did Charles rule on his own?

2. Parliament invited Cromwell to become Lord Protector.

3. In 1660 King Charles' son, Charles II was invited to be King.

4. King and Parliament ruled together.

5. Travellers brought back many plants that were unknown in Europe.

8. Group discussion:

A Scientific Revolution.

UNIT 9. THE FRENCH REVOLUTION

“Man is born free, but everywhere he is in chains.” Ideas like this were discussed by thinkers in Europe throughout the 18th century. It was interesting - and safe - to talk about reforming society. But the French Revolution of 1789 showed what might happen when radical ideas were put into practice.

REASONS FOR REVOLUTION

French kings and queens ruled over a glittering court in the palace of Versailles. But outside, there was distress and discontent. King Louis XVI had failed in his aim of making France the leading European nation. His government faced bankruptcy after years of war. In the cities and the country, people were starving. There was also a dangerous gap between royalty and ordinary people. When Queen Marie Antoinette heard that citizens had no bread, she joked, “Let them eat cake”. But to mothers of hungry children, the shortage of food was no laughing matter. King Louis asked the Church and the nobles for help. But, in return, they wanted to control the government. So Louis summoned an old French assembly - the Estates-General - which had not met for over 200 years. After six weeks of angry debate, one section of the Estates claimed to be the true National Assembly - *in other words, a new government.*

King Louis tried to dismiss the Assembly, but this provoked riots. The Assembly passed laws guaranteeing liberty, equality and freedom of speech to all citizens. A crowd of women marched to Versailles, and captured the royal family. The king was a prisoner. Soon he was executed; a new Republic was declared.

EMPEROR OF EUROPE

Napoleon Bonaparte was born in Corsica in 1769. He became a successful soldier. In 1799 he seized control of the French government, and in 1804 was crowned

emperor. He aimed to restore peace and prosperity after the Revolution. He reformed the law, education and administration. Abroad, he led armies against England, Austria, Prussia and Russia. By 1810, France controlled most of Europe. But Napoleon had over-reached himself. He tried to invade Russia, and his soldiers died in the bitter cold. In 1815 he was defeated by the English and Prussian armies at Waterloo. He was exiled from France, and died in 1821.

OFF WITH THEIR HEADS

The guillotine was designed by a Scottish doctor as a humane method of executing convicted criminals. During the French Revolution, it was used to exterminate “enemies of the state”.

THE “TERROR”

The Committee of Public Safety tried to reform the economy and the voting system. But its methods were brutal. All opponents were executed: 40,000 people died during its one-year “Reign of Terror”, including Robespierre and Danton in 1794.

Georges Danton (1759-1794) was a leader of the “Jacobins” (extremist revolutionary group) in the French Revolution.

Maximilien Robespierre (1758-1794) was a lawyer and member of the radical Committee of Public Safety which seized control of the Revolutionary government in 1793.

HISTORY

1. Read the text and write down international words:

discuss, interest _____

2. Find in the text and pronounce words of the same root:

- France - *French*
- practical - _____
- nationality - _____
- bankrupt - _____
- danger - _____
- royal - _____
- short - _____
- free - _____
- prison - _____
- educate - _____

3. Put down words with the following affixes:

- er: *thinker*
- ment: _____
- ty: _____
- ist: _____
- ful: _____
- re-: _____
- tion: _____
- dis-: _____
- ous: _____
- out-: _____

4. Choose synonyms and antonyms:

synonyms

- freedom - *liberty*
- danger - _____
- to change - _____
- cruel - _____
- false - _____
- aristocracy - _____

antonyms

- nowhere - *everywhere*
- dangerous - _____
- happiness - _____
- backward - _____
- slavery - _____
- to be born - _____

5. Write down words related to:



6. True or false:

1. «Man is born free but everywhere he is in chains».
2. King Louis tried to organize the Assembly.
3. Georges Danton was a leader of the «Jacobins».
4. Napoleon was exiled from France.
5. A crowd of women marched to Versailles, and captured the royal family.

| T | F |
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| V | |
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| | |

7. Put questions to the underlined words:

1. Man is born free.

Who is born free?

2. King Louis asked the Church and the nobles for help.

3. Louis summoned an old French assembly.

4. Napoleon Bonaparte was born in Corsica in 1769.

5. Maximilien Robespierre was a lawyer.

8. Group discussion:

The French Revolution.

HISTORY

UNIT 10. THE INDUSTRIAL REVOLUTION

In 1750, most people worked in the countryside. They lived in small village communities, raising crops and animals. By 1900, most people worked in towns. Even in the countryside, the traditional way of life was gone for ever.

REASONS FOR REVOLUTION

The French Revolution was not the only major change taking place in Europe at the end of the 18th century. A slower, but no less important revolution was transforming the way in which people worked. What caused this change?

Machines. All through the 18th century, engineers had been perfecting inventions designed to perform tasks that men and women had done before. One of the earliest industrial machines was the “flying shuttle”, made by John Kay in 1733. To begin with, it used hand-spun thread to weave cloth, but spinning machines – like the “spinning jenny” – were developed within 30 years.

The Human Cost. In some ways, these machines were a great advance; they were quicker, cheaper and more efficient than people could ever be. They helped British factory owners grow rich, producing more goods than overseas competitors who still relied on hand power. But their human costs were great. At first, they caused unemployment among people who had only traditional skills. Later, when workers moved to the factory towns, machines caused pollution, and the need to work long hours for low wages ruined many peoples’ lives.

TRAVEL BY TRAIN

The first passenger steam railway began to operate in 1825. Railway travel revolutionized life in Britain, Europe and America. Trains were

faster than canal boats and cheaper than horse-drawn coaches. They also carried heavy raw materials and manufactured goods. By the late 19th century, they were carrying regular passengers, or “commuters”, to work in towns, and on holiday excursions to seaside resorts.

INDUSTRIAL CITIES

Machines needed people to operate them, and these industrial workers needed homes. Large cities grew up in the new manufacturing areas, close to essential raw materials - coal, iron ore and water. At first, people flocked eagerly to the cities from the countryside, in hope of a better life and higher wages. But industrial towns were unhealthy places to live. Homes were badly built, dirty and crowded. Air and water were polluted. Food was stale, or mixed with dangerous additives. Factory hours were long, and accidents were common.

STEAM POWER

Rapid industrial growth became possible only after the invention of new machines such as a steam-powered beam engine. They provided enormous power to lift loads, pump out water, hammer tough materials or perform boring, repetitive tasks more quickly and easily than ever before. These new machines could also be used as precision tools - they were more accurate and (on the whole) more reliable than human craftworkers.

1. Read the text and write down international words:

industrial, revolution, _____

2. Find in the text and pronounce words of the same root:

- country - *countryside*
- common - _____
- tradition - _____
- revolution - _____
- sea - _____
- industry - _____
- eager - _____
- bad - _____
- invent - _____
- rely - _____

3. Put down words with the following affixes:

- able: *reliable*
- ly: _____
- al: _____
- un-: _____
- over-: _____
- ous: _____
- ize: _____
- ion: _____
- or: _____
- ed: _____

4. Choose synonyms and antonyms:

synonyms

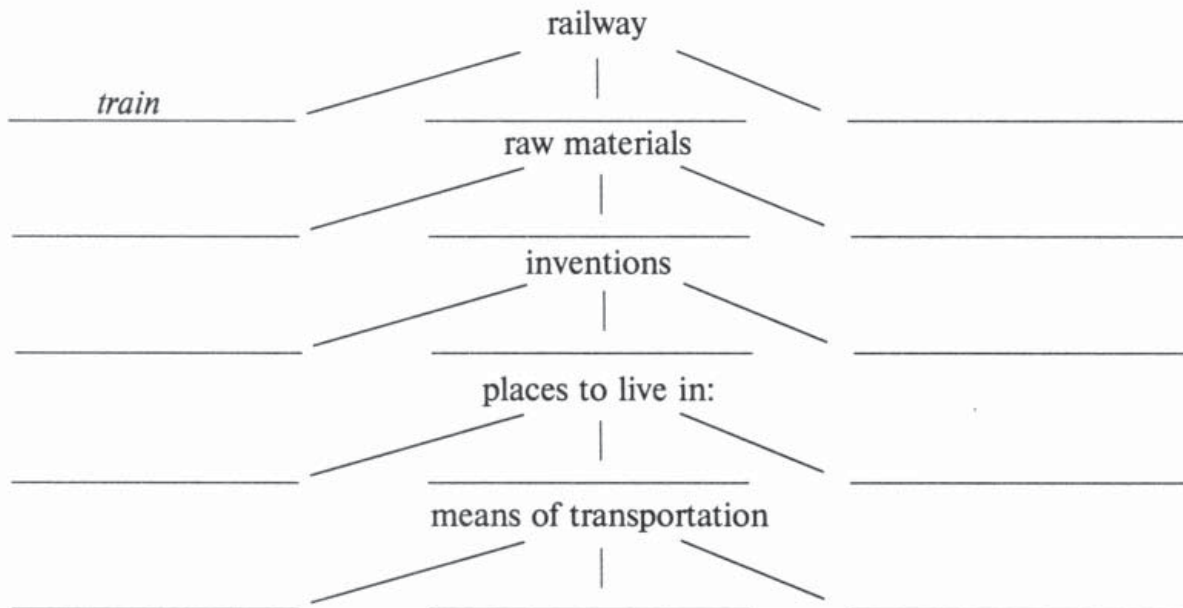
- channel - *canal*
- salary - _____
- sick - _____
- to assist - _____
- become - _____
- to destroy - _____

antonyms

- expensive - *cheap*
- countryside - _____
- lower - _____
- safe - _____
- rare - _____
- minor - _____

HISTORY

5. Write down words related to:



6. True or false?

1. Spinning machines were developed within 30 years.
2. In 1750 most people worked in the countryside.
3. The new machines were more accurate and more reliable.
4. The first steam railway began to operate in 1825.
5. At first, people did not want to move to the cities from the countryside.

| T | F |
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| | |
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| | |

7. Put questions to the underlined words:

1. The first passenger steam railway began to operate in 1829.
When did the first passenger steam railway begin to operate?
2. Railway travel revolutionized life in Britain, Europe and America.
3. Machines needed people to operate them.

4. Air and water were polluted.

5. Machines helped British factory owners grow rich.

8. Group discussion:

The Industrial Revolution.



UNIT 11. AMERICA

For over 200 years, European colonists fought for control of American territory and for independence. Sadly, while fighting for their own freedom, they also destroyed the ancient American civilizations that had flourished before they arrived.

NEW COMMUNITIES

The earliest colonists in America were undoubtedly brave and daring. They risked their lives out of a sense of greed or adventure, or because, like the Pilgrim Fathers, they wanted to build a new community based on their religious beliefs.

The first European colonies in America, in the late 16th century, were dismal failures. To this day, we do not know what happened to the colonists who settled in Roanoke in 1587. Successful colonization really started with Jamestown (British, founded 1607) and Quebec (French, founded 1608). By 1700, there were around 250,000 European settlers in North America, with numbers rising fast.

These settlers fought against one another, as European wars “spilled over” on to American soil. They also fought - and killed - many Native American people (whom they called Red Indians, because the men painted their faces with red and yellow earth for war, or on festival days). Europeans had guns and horses, and could easily drive the Native Americans from their ancient tribal lands.

THE REBEL THIRTEEN

By the mid-18th century, there were thirteen British colonies in North America. They joined with Britain to defeat the French, but then (as Britain saw it) turned on their natural rulers, and demanded the right to govern themselves.

The colonies particularly disliked having to pay English taxes, as they received no benefit from them, and had no say in how they were spent. Eventually they decided to declare an “economic war”. They stopped paying taxes and banned all British goods except tea. In 1775, American demonstrators clashed with British troops. This was real war.

The following year, 1776, the colonies signed a Declaration of Independence. Fighting continued until 1781, when the colonies won. America was free. In 1787, a new Constitution established a republican system of government, led by a president, Congress, and a supreme court. The former colonies joined together in a United States of America.

THE UNITED STATES CONSTITUTION, 1787 - LAWS FOR A NEW LAND

After Independence, the United States no longer paid British taxes, or obeyed British laws. American politicians drew up a Constitution - a list of principles designed to ensure a fair and democratic system of government. It still rules America today.

CIVIL WAR

The economies of northern and southern states in America developed differently. Northern states were farmed by free settlers; there were also rapidly growing industrial towns. Southern states depended on black

HISTORY

slave labour to work great estates. By the 1860s, northern politicians, led by President Abraham Lincoln, were determined to abolish slavery - it had no place in the "land of the free". After a bloody Civil War (1861-1865), in which a million men died, they finally succeeded.

THE AMERICAN WAY OF LIFE

The new republic grew rapidly. Millions of European settlers came seeking their fortunes and hoping to be free. Towns, trade, industry and farms all prospered. Education flourished. For many people, living standards were high. New states continued to join the Union, and a "pioneer" spirit encouraged inventions and discoveries. Great railway systems crossed America from coast to coast. But the problem of slavery still needed to be solved, and this led to a bitter and costly Civil War.

NATIVE AMERICANS

People had been living in America for over 10,000 years before the first European colonists arrived. Around 100 different tribes - or nations - of Native Americans were scattered across America's vast lands. They spoke many different languages and followed different ways of life - hunting, fishing, or farming - depending on local climate, plants and soils. But they all shared similar religious beliefs, including a profound respect for the environment and a wish to live in harmony with the natural world.

THE WILD WEST

United States' territory doubled in size in 1803, after the "Louisiana Purchase", when the American government purchased former colonies from France. Before long, millions of European settlers moved westwards, in search of farmland, gold and freedom. To them, the western territories seemed empty,

and ripe for exploitation. Land was cheap, and they set up townships, houses and farms.

But the "Wild West" was not "empty" land. Native Americans lived there, and they resented the settlers. There were bitter wars as the settlers clashed with local people. But the Native Americans had little hope of success. Many died from European diseases. Others were weakened by whisky, sold by European traders. Bows, arrows and old-fashioned guns (also sold by traders) were no match for new, fast-loading, deadly accurate weapons like the Colt 45 revolver.

SOUTH AMERICAN NATIONS

In 1494, at the Treaty of Tordesillas, Spain and Portugal agreed to divide the "New World" of Central and South America between them. These colonial overlords ruthlessly exploited their new possessions - and the people who lived there - in order to secure precious supplies of gold and silver, sugar and jewels.

The French Revolution of 1789 encouraged all downtrodden peoples to rebel. Between 1810 and 1831, led by freedom fighters like Simon Bolivar, who gave his name to the country of Bolivia, almost all Spanish and Portuguese colonies in South America achieved independence.

KEY DATES

- 1607** British colony of Virginia founded.
- 1619** First black slaves sold in Virginia.
- 1765-75** Growing tension between colonists and home government.
- 1775-83** War of Independence.
- 1787** United States Constitution.
- 1788** George Washington becomes first President.
- 1861-65** American Civil War.
- 1876** Native Americans win battle of Little Bighorn.
- 1890** Final defeat of Native Americans at battle of Wounded Knee.

1. Read the text and write down international words:

colonist, control

2. Find in the text and pronounce words of the same root:

- | | |
|---------------------------------------|----------------|
| <input type="radio"/> American – | <i>America</i> |
| <input type="radio"/> independent– | _____ |
| <input type="radio"/> to possess – | _____ |
| <input type="radio"/> environmental – | _____ |
| <input type="radio"/> discover – | _____ |
| <input type="radio"/> colony – | _____ |
| <input type="radio"/> south – | _____ |
| <input type="radio"/> republic – | _____ |
| <input type="radio"/> civil – | _____ |

3. Put down words with the following affixes:

- | | |
|------------------------------|------------------|
| <input type="radio"/> wards: | <i>westwards</i> |
| <input type="radio"/> -ern: | _____ |
| <input type="radio"/> -ship: | _____ |
| <input type="radio"/> dis-: | _____ |
| <input type="radio"/> -al: | _____ |
| <input type="radio"/> -dom: | _____ |
| <input type="radio"/> -ly: | _____ |
| <input type="radio"/> un-: | _____ |
| <input type="radio"/> de-: | _____ |
| <input type="radio"/> en-: | _____ |
| <input type="radio"/> -ion: | _____ |

4. Choose synonyms and antonyms:

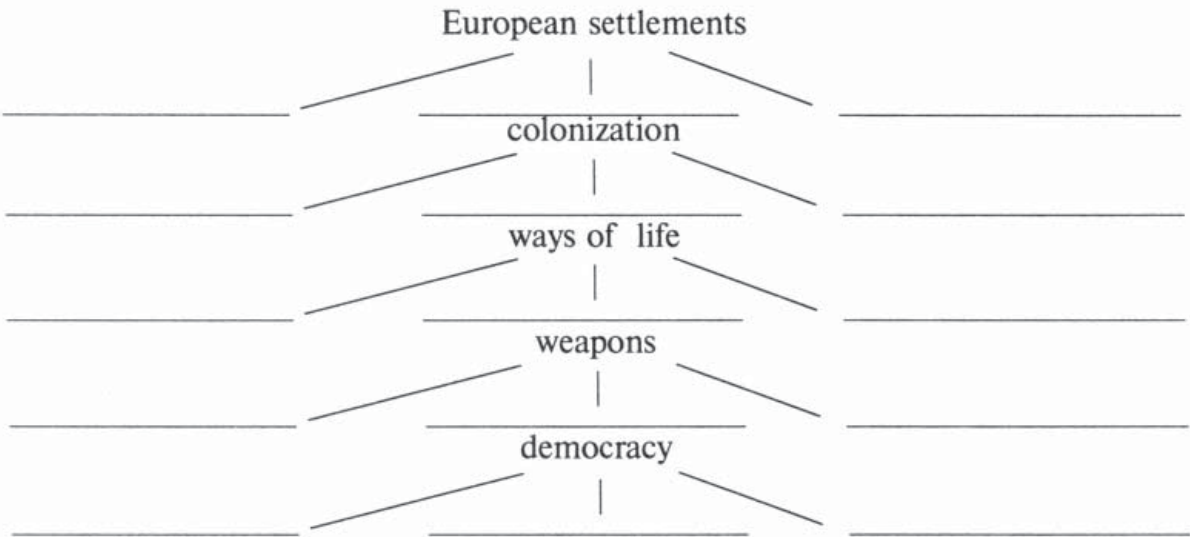
synonyms

antonyms

- | | | | |
|--------------------------------------|---------------|---------------------------------|----------------|
| <input type="radio"/> brave – | <i>daring</i> | <input type="radio"/> success – | <i>failure</i> |
| <input type="radio"/> to construct – | _____ | <input type="radio"/> cheap – | _____ |
| <input type="radio"/> valuable – | _____ | <input type="radio"/> similar – | _____ |
| <input type="radio"/> agreement – | _____ | <input type="radio"/> to sell – | _____ |
| <input type="radio"/> various – | _____ | <input type="radio"/> full – | _____ |
| <input type="radio"/> to prosper – | _____ | <input type="radio"/> to like – | _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. In 1492, Spain and Portugal agreed to divide the “New World”.
2. People had been living in America for over 1,000 years before the first European colonists arrived.
3. The economies of northern and southern states in America developed similarly.
4. The settlers did not fight against one another.
5. In 1619, the first white slaves were sold in Virginia.

| T | F |
|---|---|
| | V |
| | |
| | |
| | |
| | |
| | |

7. Put questions to the underlined words:

1. United States’ territory doubled in size in 1803.
When did United States’ territory double in size?
2. People had been living in America for over 10,000 years before the first European colonists arrived.
3. The economics of northern and southern states in America developed differently.
4. In 1776 the colonies signed a Declaration of Independence.
5. Great railway system crossed America from coast to coast.

8. Group discussion:

Native Americans.

UNIT 12. THE VICTORIAN AGE

Victoria was born in 1819. She became Queen of England in 1837, aged only 18. At a time when women were considered incapable of ruling, she became a symbol of Britain's dignity and (some would say) self-righteousness. She gave her name to an age.

HOW TO BE QUEEN?

Victoria faced problems when she became queen. Although she was leader of the nation, Parliament had the real power to make laws, raise taxes and declare war. All these decisions needed Victoria's approval, but if she opposed Parliament, she knew she would not stay queen for long. How could she stop herself being pushed out of politics?

Victoria solved her difficulties in a number of ways. She held discussions with senior ministers, and took advice from her husband, Prince Albert, an intelligent and sensible man. She also decided to rule by example. Her own behaviour revealed the moral standards she valued. She became a devoted wife, and was a caring mother. She worked hard, and had a strong sense of duty, but could be bossy, obstinate and proud.

After she was widowed, she retired from public life - and was severely criticized for doing so.

Victorian Britain was powerful and prosperous. People believed in hard work and progress. Scientists made great discoveries, technology raced ahead. Slowly, Parliament passed laws to improve conditions for working people and to provide education for all.

SHOP WINDOW FOR THE WORLD

In 1851, the "Great Exhibition" opened in London. It was planned by Prince Albert as a celebration of Victorian achievement. Albert

hoped it would improve standards of manufacture and display British skills to the world. There was also space for foreigners to show their own products. The exhibition hall was made of glass and iron. It was 563 metres long and 139 metres wide.

"CITIES OF LIGHT"

Paris and Vienna were the most elegant cities in Europe in 1880. Both saw major rebuilding programmes; there were wide new streets, lined with comfortable apartments and luxurious shops. There were parks and gardens, restaurants, ballrooms, theatres and concert halls. Vienna was famous for music and dancing, Paris for fashion and art.

WHAT ABOUT THE WORKERS?

Victorian prosperity was based on hard work by everyone involved in industry from the engineers, owners and managers who planned new factories, to the men, women and children who worked in them. But this work was not equally well rewarded, and conditions in factories could be terrible. Social reformers and trade union leaders campaigned for new laws to increase wages and to protect working people from injury and disease.

POWERFUL PRINT

Novelists and journalists with a social conscience also campaigned for reform. Popular books by Charles Dickens made people aware of the dark side of Victorian life.

HISTORY

1. Read the text and write down international words:

symbol, problem, _____

2. Find in the text and pronounce words of the same root:

- | | |
|-----------------------------------|------------------|
| <input type="radio"/> capable – | <i>incapable</i> |
| <input type="radio"/> lead – | _____ |
| <input type="radio"/> decide – | _____ |
| <input type="radio"/> prove – | _____ |
| <input type="radio"/> foreign – | _____ |
| <input type="radio"/> achieve – | _____ |
| <input type="radio"/> power – | _____ |
| <input type="radio"/> difficult – | _____ |
| <input type="radio"/> discuss – | _____ |
| <input type="radio"/> prosper – | _____ |

3. Put down words with the following affixes:

- | | |
|------------------------------|------------------|
| <input type="radio"/> in-: | <i>incapable</i> |
| <input type="radio"/> -ness: | _____ |
| <input type="radio"/> -al: | _____ |
| <input type="radio"/> -ly: | _____ |
| <input type="radio"/> -ful: | _____ |
| <input type="radio"/> -ous: | _____ |
| <input type="radio"/> im-: | _____ |
| <input type="radio"/> dis-: | _____ |
| <input type="radio"/> -er: | _____ |
| <input type="radio"/> -ion: | _____ |
| <input type="radio"/> re-: | _____ |

4. Choose synonyms and antonyms:

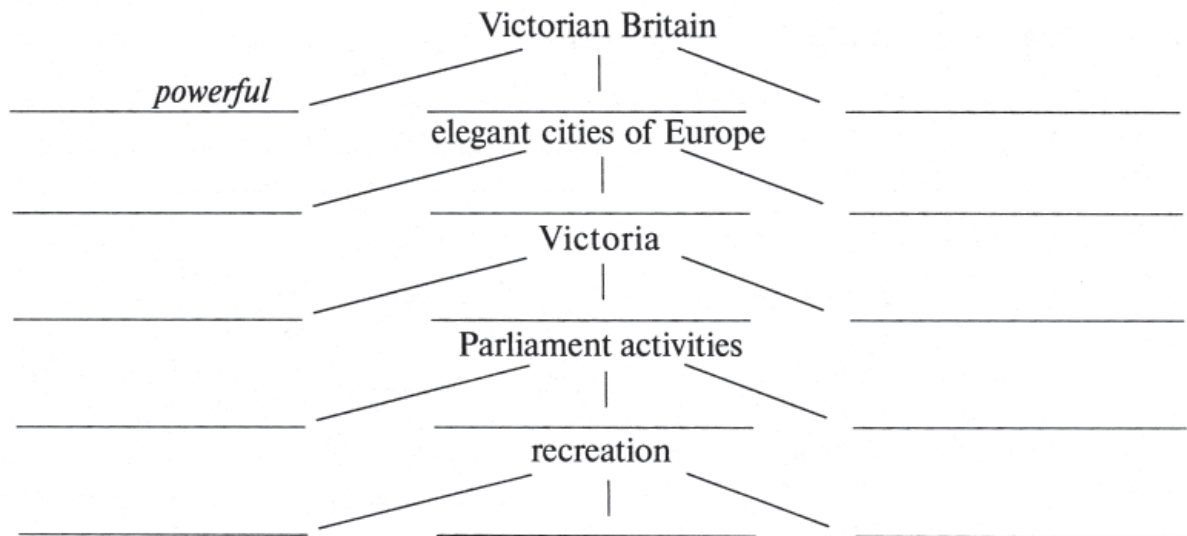
synonyms

- | | |
|--|---------------|
| <input type="radio"/> example – | <i>symbol</i> |
| <input type="radio"/> to increase – | _____ |
| <input type="radio"/> to show – | _____ |
| <input type="radio"/> responsibility – | _____ |
| <input type="radio"/> strong – | _____ |
| <input type="radio"/> vogue – | _____ |

antonyms

- | | |
|------------------------------------|--------------|
| <input type="radio"/> weakness – | <i>power</i> |
| <input type="radio"/> to lower – | _____ |
| <input type="radio"/> to support – | _____ |
| <input type="radio"/> junior – | _____ |
| <input type="radio"/> easy – | _____ |
| <input type="radio"/> careless – | _____ |

5. Write down words related to:



6. True or false?

1. Victorian Britain was powerful and prosperous.
2. Paris and Vienna were the most elegant cities in Europe in 1880.
3. In 1851, the "Great Exhibition" opened in London.
4. The exhibition hall was 563 metres long and 139 metres wide.
5. The exhibition hall was made of wood and stone.

| T | F |
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| | |

7. Put questions to the underlined words:

1. Victoria became Queen of England aged only 18.
How old was Victoria when she became Queen of England?
2. Victoria gave her name to an age.
3. Victoria solved her difficulties in a number of ways.
4. Parliament passed laws to improve conditions for working people and to provide education for all.
5. Paris and Vienna were the most elegant cities in Europe in 1880.

8. Group discussion:

The Victorian England.

UNIT 13. COLONIAL TIMES

In 1901, at the end of Queen Victoria's reign, the British Empire covered a large part of the world including Canada, Australia and New Zealand, India, Burma (now Myanmar), southern and western Africa, Malaya (now Malaysia) and many Pacific islands.

THE NEED FOR AN EMPIRE

This mighty empire grew for two reasons, neither of them political: the need to reach new markets, and the need to find new raw materials. During the 19th century, many countries (such as China and Japan) that had banned European merchants now welcomed them. The Industrial Revolution had given British traders many new goods to sell. This created wealth which could be invested in new machines. But machines needed raw materials, such as tin and rubber, that were found only overseas. Consumers at home had more money to spend on imported goods such as tea, ivory, diamonds and silk. For Britain to remain prosperous, it had to control these supplies. It had also to stop other European nations taking them for themselves.

Victorian values. The British Empire was established by a strong army and maintained by well-trained colonial staff. Queen Victoria's personal qualities were mirrored in the way the British treated their colonies. Politicians used the image of the queen to inspire devotion. And British administrators treated conquered nations like Victorian children - to be praised for obedient behaviour and punished when they were bad.

BRITISH INDIA

By 1757, British troops had defeated rival French colonists in India and had conquered Indian opponents in many states. Legally,

Mughal emperors still ruled, but they were powerless puppets in British hands. In 1857, after Indian soldiers mutinied, Britain dismissed the Mughals and made India part of its empire. Government, law, education, trade and the armed forces were all British-run. Even British styles shaped India. Bombay Railway Station is one of the examples.

CRUEL TRADE

European slave traders shipped about nine million slaves from the west coast of Africa to the Caribbean between 1648 and 1815. They were taken to work on sugar plantations. Some people thought that this "trade in human misery" was wrong, but others preferred to think about its profits. In 1791, slaves in Haiti rioted. This rebellion was put down, but the slaves' plight could no longer be ignored. Reformers in Europe campaigned against slavery and the slave trade. Britain banned slave trading in 1807; but slavery was not abolished in the British Empire until 1833. America finally abolished slavery on 14th April 1865.

ZULU WARS

The Zulus were a fierce and warlike tribe from southern Africa. Their armies, called impi, carried spears and shields. Their chief, Chaka, was killed in 1828, but the armies he had trained fought on against Dutch and British colonists in southern Africa. They were finally defeated in 1879.

1. Read the text and write down international words:

reason, political, _____

2. Find in the text and pronounce words of the same root:

- | | |
|---------------------------------------|-----------------|
| <input type="radio"/> south – | <i>southern</i> |
| <input type="radio"/> policy – | _____ |
| <input type="radio"/> west – | _____ |
| <input type="radio"/> industry – | _____ |
| <input type="radio"/> trade – | _____ |
| <input type="radio"/> investment – | _____ |
| <input type="radio"/> consumption – | _____ |
| <input type="radio"/> establishment – | _____ |
| <input type="radio"/> reform – | _____ |
| <input type="radio"/> slave – | _____ |

3. Put down words with the following affixes:

- | | |
|------------------------------|----------------|
| <input type="radio"/> in-: | <i>include</i> |
| <input type="radio"/> -ern: | _____ |
| <input type="radio"/> -er: | _____ |
| <input type="radio"/> over-: | _____ |
| <input type="radio"/> -ous: | _____ |
| <input type="radio"/> -al: | _____ |
| <input type="radio"/> -ion: | _____ |
| <input type="radio"/> ad-: | _____ |
| <input type="radio"/> -or: | _____ |
| <input type="radio"/> -less: | _____ |
| <input type="radio"/> dis-: | _____ |

4. Choose synonyms and antonyms:

synonyms

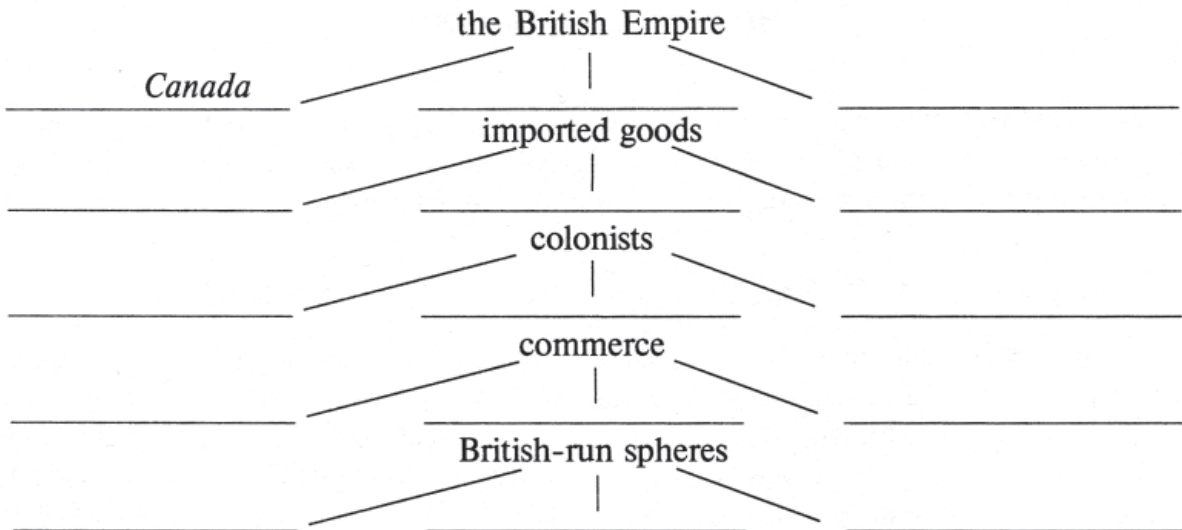
- | | |
|--------------------------------------|-------------------|
| <input type="radio"/> to ban – | <i>to abolish</i> |
| <input type="radio"/> strong – | _____ |
| <input type="radio"/> to establish – | _____ |
| <input type="radio"/> professional – | _____ |
| <input type="radio"/> troops – | _____ |
| <input type="radio"/> to send – | _____ |

antonyms

- | | |
|--|------------------|
| <input type="radio"/> to praise – | <i>to punish</i> |
| <input type="radio"/> weak – | _____ |
| <input type="radio"/> to pay attention – | _____ |
| <input type="radio"/> to win – | _____ |
| <input type="radio"/> merchant – | _____ |
| <input type="radio"/> poverty – | _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. The British Empire was not established by a strong army.
2. The Zulus were a kind and generous tribe.
3. Asian slave traders shipped slaves to the Caribbean.
4. British styles did not influence upon India.
5. The mighty empire grew for three reasons.

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7. Put questions to the underlined words:

1. European slave traders shipped about nine million slaves from the west coast of Africa to the Caribbean between 1648 and 1815.
How many slaves did European slave traders ship from the west coast of Africa to the Caribbean between 1648 and 1815?
2. America finally abolished slavery on 14th April 1865.
3. During the 19th century, many countries welcomed European merchants.
4. By 1757, British troops had defeated rival French colonists in India.
5. Reformers in Europe campaigned against slavery and the slave trade.

8. Group discussion:

Slave Trade.

UNIT 14. NEW NATIONS

What makes a nation? Is it a common language? A shared ethnic background? Centuries of history, or obedience to a single, national government? Is it the excitement of founding a new state, or a heroic determination to defend one's ancient land?

THE RISE OF NATIONALISM

Throughout the 19th century, nationalism was a powerful force in Europe. After the fall of Napoleon in 1815, the continent was divided between the great powers: Britain, France, Austria, Prussia and Russia, with Turkey in the east. The great powers ruled lands inhabited by many different peoples. Encouraged by nationalist leaders, European patriots began to seek independence from great power rule. In 1848, the "year of revolutions", there were revolts in Austria and Hungary, riots in Germany and a revolution in France. Britain, too, faced demands for freedom from its Irish subjects. None of these protest movements created new nations, although many were inspired by nationalist feelings, and they all threatened - if only briefly - government power.

Elsewhere, new nations were being formed in Europe. In Germany and Italy, politicians such as Bismarck and Cavour used a combination of military power and careful negotiation to unite separate political "fragments" into strong, independent new states. In other parts of the world, European settlers struggled to establish new nations in "unknown" lands. ("Unknown" only to them, since all of them were inhabited long before European settlers arrived.) They took European farm animals and equipment with them. They built houses and farms in European styles. They also copied European ways of government to help them rule their new lands.

INDEPENDENT ITALY

In 1849, the Austrian Prince Metternich scornfully described Italy as just "a geographical expression", and not a proper nation. It was divided into rival states, and most of these were ruled by Austria. There had been unsuccessful Italian riots against Austria in 1848, but after 1852, opposition to foreign rule was more carefully planned.

Count Cavour, chief minister of the state of Piedmont, led the campaign for independence. In 1858, he asked the French to help him. Rebels in many states demonstrated to show their support. Cavour was successful, but France claimed stretches of Italian territory as a "reward". Garibaldi was not prepared to accept this, and, in 1860, fought successfully against France. Most of Italy was now free from foreign control. It was united, too, under the rule of the Piedmontese or their allies. In 1861 Victor Emmanuel of Piedmont was crowned first king of independent Italy. Garibaldi's next aim was to free the city of Rome from foreign control.

THE IRON CHANCELLOR

For hundreds of years, Germany was divided into many small states. After the French Revolution, and again in 1848, there were calls for a united Germany. Nationalists hoped that this new Germany would be powerful and free, ruled by the people, not by dictatorial kings. Full German unity was created largely by one man, Otto von Bismarck (1815-1898), chief minister of the

HISTORY

north German state of Prussia. Bismarck wanted Prussia to be the leader of a strong, united Germany, and was prepared to use diplomacy and harsh tactics («blood and iron») to achieve this. Prussian troops won wars against Denmark, Austria and France. Germany finally became united in 1871. King Wilhelm I of Prussia was chosen as emperor (“Kaiser”), with Bismarck as his Chancellor. Bismarck introduced social welfare schemes, encouraged industry and strengthened the army. There was even a new parliament, elected by all the German people, but Bismarck could ignore it.

GIUSEPPE GARIBALDI

Garibaldi (1807-1882) was a dashing, romantic figure. He inspired great loyalty among his men, and admiration from nationalists throughout Europe. He began his career as a sailor, travelling to South America, where he commanded revolutionary armies. He returned to Italy in 1848 to fight for independence. In the north, he battled against the Austrians. Further south, he led Roman troops against French invaders. He was defeated both times, but vowed to continue. In 1860, Garibaldi again joined in the fight for Italian independence. With 1000 volunteers («red-shirts»), he conquered Sicily and Naples, recently claimed by France. He became a national hero, but also an embarrassment to Cavour, who now planned to use diplomacy, rather than banditry, to set the rest of Italy free.

A NEW LIFE “DOWN UNDER”

The first foreigners to make their homes in Australia were British convicts, transported to New South Wales. But soon, willing European settlers began to colonize Australia

and New Zealand. They were eager to set up sheep farms or to mine for gold, iron, coal and other valuable resources. Refrigerated ships carried vast amounts of meat and butter back to Europe. But settlers were often cruel and greedy. Local peoples were driven from their land, herded into reservations, or shot.

IRELAND’S SORROWS

In 1800, the British government passed the Act of Union, which made Ireland part of the United Kingdom. The Irish Parliament was abolished, and, until 1829, Roman Catholics were not allowed to be elected as British MPs. These actions provoked fierce opposition, as Irish campaigners demanded “Home Rule”. Protesters also resented the gap between rich “Anglo-Irish” landowners and poor peasant farmers. These tensions worsened after the potato famine. British laws kept corn prices high (to protect farmers). Irish people could not afford bread, and so when their potato crop was ruined by blight, they starved. In the great potato famine of 1845-1851, one million Irish people died. Ireland was unhappily divided along religious lines as well. In the north, the majority of people were Protestants; in the south, they were Roman Catholics.

AUSTRALIA AND NEW ZEALAND

- 1778** First British convicts arrive. They included a boy of 11, guilty only of stealing a ribbon; and a woman of 82, guilty only of lying in court.
- 1829** Britain claims Australia.
- 1840** Britain claims New Zealand.
- 1851** Gold discovered in Australia.
- 1860** Maori Wars (until 1871). New Zealand people fight to defend their land against settlers.
- 1879** Australia exports almost 150 million kilos of wool to Britain.

1. Read the text and write down international words:

ethnic, national, _____

2. Find in the text and pronounce words of the same root:

- | | |
|-----------------------------------|------------------|
| <input type="radio"/> obey – | <i>obedience</i> |
| <input type="radio"/> nation – | _____ |
| <input type="radio"/> excite – | _____ |
| <input type="radio"/> farm – | _____ |
| <input type="radio"/> major – | _____ |
| <input type="radio"/> value – | _____ |
| <input type="radio"/> embarrass – | _____ |
| <input type="radio"/> threat – | _____ |
| <input type="radio"/> equip – | _____ |
| <input type="radio"/> free – | _____ |

3. Put down words with the following affixes:

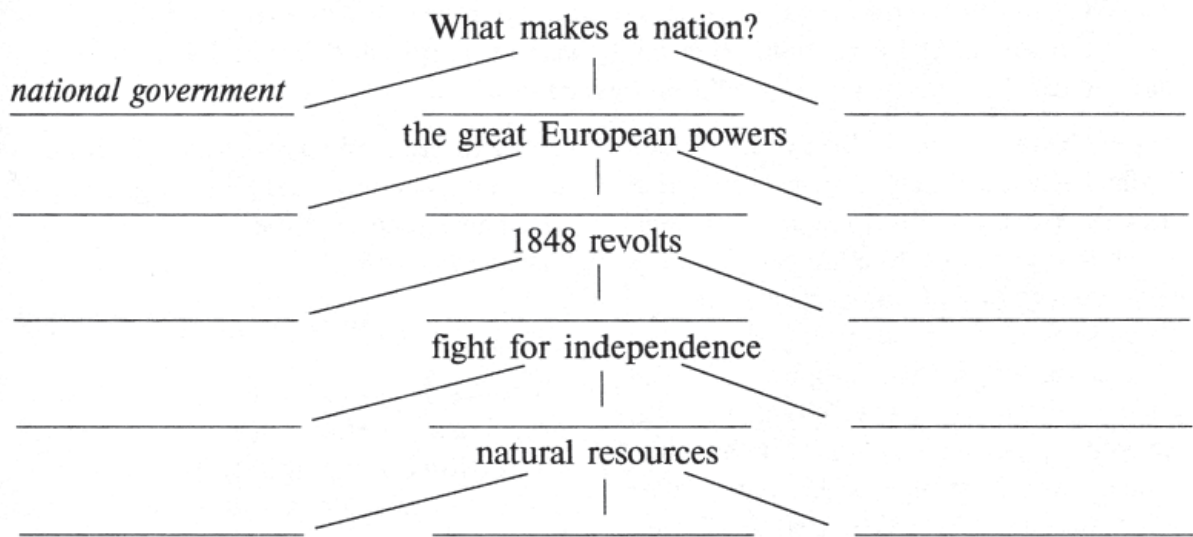
- | | |
|------------------------------|------------------|
| <input type="radio"/> -er: | <i>landowner</i> |
| <input type="radio"/> ex-: | _____ |
| <input type="radio"/> in-: | _____ |
| <input type="radio"/> -ize: | _____ |
| <input type="radio"/> re-: | _____ |
| <input type="radio"/> -able: | _____ |
| <input type="radio"/> -ly: | _____ |
| <input type="radio"/> -ist: | _____ |
| <input type="radio"/> -ism: | _____ |
| <input type="radio"/> -al: | _____ |
| <input type="radio"/> -ment: | _____ |

4. Choose synonyms and antonyms:

- | <i>synonyms</i> | | <i>antonyms</i> | |
|-------------------------------------|-----------------|-------------------------------------|----------------|
| <input type="radio"/> to create – | <i>to found</i> | <input type="radio"/> modern – | <i>ancient</i> |
| <input type="radio"/> unique – | _____ | <input type="radio"/> famous – | _____ |
| <input type="radio"/> power – | _____ | <input type="radio"/> weakness – | _____ |
| <input type="radio"/> to look for – | _____ | <input type="radio"/> slavery – | _____ |
| <input type="radio"/> natives – | _____ | <input type="radio"/> to separate – | _____ |
| <input type="radio"/> to fight – | _____ | <input type="radio"/> to depart – | _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. New nations were being formed in Europe.
2. In 1851, gold was discovered in Australia.
3. Garibaldi was not a romantic figure.
4. Roman Catholics were elected as British MPs.
5. The first foreigners in Australia were British convicts.

| T | F |
|---|---|
| V | |
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| | |
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| | |

7. Put questions to the underlined words:

1. Throughout the 19th century, nationalism was a powerful force in Europe.
When was nationalism a powerful force in Europe?
2. New nations were formed in Europe.
3. European settlers also copied European ways of government to help them rule their new lands.
4. Garibaldi began his career as a sailor.
5. In 1800, the British government passed Act of Union.

8. Group discussion:

Giuseppe Garibaldi.

UNIT 15. WORLD WAR I

On 28 June 1914, a middle-aged Austrian nobleman was shot at Sarajevo in Bosnia by a Bosnian Serb. At first glance, this might seem a tragic, but minor incident. But it sparked off the worst war the world had ever seen.

The nobleman was Archduke Franz Ferdinand, heir to the Austrian and Hungarian thrones. He was killed because Serbian extremists wanted to free the people living just north of Serbia from Austrian rule.

War broke out because other European nations joined in this complicated local dispute. They tried to solve, through fighting, the political problems in Europe at that time. France wanted revenge on Germany, after being defeated in 1870. Britain feared Germany as a commercial and colonial rival. Russia was also nervous of growing German power. By August 1914, Britain, France and Russia were fighting Austria-Hungary and Germany. Later, Turkey supported Germany, while Italy, Japan and America helped Britain and France. Everyone expected it would be a short war, but it lasted for four terrible years, involving over 65 million soldiers. New weapons, such as tanks, poison gas, submarines and light aircraft were used, but most of the fighting was concentrated in muddy trenches, dug along the "front line" separating Allied and German lands, which ran from the Channel coast to the Swiss frontier.

"NEVER AGAIN"

Millions of men died trying to push the front line forward a few hundred yards into enemy territory. Conditions were so bad that troops on both sides came close to mutiny. There were bloody battles in Russia and on the Turkish beaches at Gallipoli.

But it was stalemate; neither side could win. The end of the war came only after the Allies received troops from Canada and the USA, and after Germany's allies, Austria and

Turkey, were crushingly defeated. On hearing this news, demoralized civilians rioted in the German streets and the German Emperor gave up his throne.

TRENCH WARFARE

Armies on both sides fought in trenches - deep ditches dug to provide shelter for troops. Conditions were appalling; there was floodwater, mud, rats and dead bodies. Front-line trenches were targets for heavy gunfire; men climbed "over the top" to attack enemy troops. Over 8.5 million men died and 20 million were injured, mostly in trench warfare.

WOMEN AND WAR

Women played an important part at home, doing jobs that had previously been labelled "unfeminine", or reserved for men. They drove lorries, assembled guns and packed dangerous munitions - bullets, bombs and shells. Women also travelled to Belgium and France to nurse injured soldiers in army hospitals there.

KEY DATES

- 1914** Archduke Ferdinand murdered. War begins. Germany invades Belgium. Russia attacks Germany. Austria attacks Serbia.
- 1915** In east Europe, Germany crushes Russia. Britain fights Turkey. Italy joins Britain and France.
- 1916** Appalling slaughter in France.
- 1917** USA allies with Britain. Russian Revolution; truce with Germany. Britain fights Turkey in Mid East.
- 1918** Final German attack in west fails. Italy defeats Austria, France defeats Turkey. Armistice 11 November; war ends.

HISTORY

1. Read the text and write down international words:

Austrian, Serb, _____

2. Find in the text and pronounce words of the same root:

- | | |
|----------------------------------|-----------------|
| <input type="radio"/> Austria – | <i>Austrian</i> |
| <input type="radio"/> extreme – | _____ |
| <input type="radio"/> Serb – | _____ |
| <input type="radio"/> feminine – | _____ |
| <input type="radio"/> moral – | _____ |
| <input type="radio"/> policy – | _____ |
| <input type="radio"/> commerce – | _____ |
| <input type="radio"/> air – | _____ |
| <input type="radio"/> front – | _____ |
| <input type="radio"/> blood – | _____ |

3. Put down words with the following affixes:

- | | |
|-----------------------------|------------------|
| <input type="radio"/> -an: | <i>Hungarian</i> |
| <input type="radio"/> -ist: | _____ |
| <input type="radio"/> -al: | _____ |
| <input type="radio"/> -ous: | _____ |
| <input type="radio"/> sub-: | _____ |
| <input type="radio"/> -ly: | _____ |
| <input type="radio"/> for-: | _____ |
| <input type="radio"/> -ism: | _____ |
| <input type="radio"/> -ful: | _____ |
| <input type="radio"/> en-: | _____ |
| <input type="radio"/> in-: | _____ |

4. Choose synonyms and antonyms:

synonyms

- | | |
|-------------------------------------|------------------|
| <input type="radio"/> to kill – | <i>to murder</i> |
| <input type="radio"/> to liberate – | _____ |
| <input type="radio"/> to help – | _____ |
| <input type="radio"/> aim – | _____ |
| <input type="radio"/> deep ditch – | _____ |
| <input type="radio"/> masculine – | _____ |

antonyms

- | | |
|----------------------------------|----------------|
| <input type="radio"/> backward – | <i>forward</i> |
| <input type="radio"/> friend – | _____ |
| <input type="radio"/> safe – | _____ |
| <input type="radio"/> light – | _____ |
| <input type="radio"/> to lose – | _____ |
| <input type="radio"/> peace – | _____ |

5. Write down words related to:



6. True or false?

1. Women did not play an important part at home.
2. Armies on both sides fought in trenches.
3. Women travelled to Belgium to nurse injured soldiers.
4. Archduke Franz Ferdinand was a heir to the Austrian throne.
5. France wanted revenge on Germany.

| T | F |
|---|---|
| | V |
| | |
| | |
| | |
| | |

7. Put questions to the underlined words:

1. Armies on both sides fought in trenches.
Where did armies fight?
2. Women travelled to Belgium and France.
3. War broke out because other European nations joined in this complicated local dispute.
4. New weapons, such as tanks, poison gas, submarines and light aircraft were used.
5. Demoralized civilians rioted in the German streets.

8. Group discussion:

Women and World War 1.

HISTORY

UNIT 16. THE RUSSIAN REVOLUTION

“The people need peace; the people need bread; the people need land.” Lenin, the exiled communist leader, was cheered by the crowds when he made rousing speeches, voicing their demands, during the Russian Revolution of 1917.

THE ROAD TO REVOLUTION

The Russian people no longer supported the Tsar and his government and welcomed Lenin back from exile. In March 1917, workers in St Petersburg went on strike, and the army joined them. When the Tsar tried to restore order, he was arrested and decided to abdicate. Soon, he was a prisoner. For a while, the Tsar’s administration tried to rule, but it was taken over by members of the Soviet, or workers’ council, who formed a Provisional Government. Lenin joined them, together with a group of communist exiles known as the Bolsheviks. He demanded an end to Russia’s participation in World War I, and for nobles’ land to be given to the peasants. At first, people were cautious, but after the Provisional Government lost an important battle against the Germans and failed to supply enough food and fuel for the workers, they supported Lenin’s demands for revolutionary change.

The “October Revolution” (which began on 7 November by the modern calendar) brought sweeping reforms. Members of the Provisional Government were arrested, estates and private bank accounts were seized, factories were given to workers, and church property was taken away. Russia made peace with Germany.

Lenin was trying to build a new, communist society, but not everyone supported his aims. There were revolts by Cossacks and demands for independence from former provinces in the Tsar’s empire. “White” Russians, from Europe, remained loyal to the Tsar. Russia’s enemies - Japan and Poland - decided to attack. But Lenin survived.

In 1921, Lenin planned a “New Economic Policy”, and a communist state, the USSR, was formally declared in 1922. The Russian Revolutionaries had won.

“FATHER OF THE USSR”

Vladimir Ilyich Lenin (1870-1924), a lawyer by training, was leader of the Bolshevik (“majority”) communist group in the Russian Revolution of 1917. He became the first leader of the new Soviet state.

THE END OF THE TSARS

The elegant Winter Palace at St Petersburg was built for the Russian royal family in 1754-62 by the Italian architect Rastrelli. In 1917, it was bombarded from a ship by communist rebels, who saw it as a symbol of royal extravagance and a reminder of the huge gap between rich and poor Russians. The supporters of the Revolution hoped it would end this inequality, once and for all. After the Revolution Tsar Nicholas II (1868-1918), the last ruler of the Russian empire, and his family were all murdered by Bolshevik guards.

PEASANTS AND THE REVOLUTION

In 1861, Russian serfs (unfree peasants, almost slaves) had been set free. Government reforms aimed to improve peasant life, though most Russians remained poor. Socialist campaigners encouraged peasants to revolt. This happened in 1905 and again in 1917, when peasant soldiers rioted for food.

1. Read the text and write down international words:

Russian, revolution, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|------------------|----------------|
| <input type="radio"/> | Russia – | <i>Russian</i> |
| <input type="radio"/> | lead – | _____ |
| <input type="radio"/> | administrative – | _____ |
| <input type="radio"/> | part – | _____ |
| <input type="radio"/> | form – | _____ |
| <input type="radio"/> | commune – | _____ |
| <input type="radio"/> | architecture – | _____ |
| <input type="radio"/> | mind – | _____ |
| <input type="radio"/> | support – | _____ |
| <input type="radio"/> | equality – | _____ |

3. Put down words with the following affixes:

- | | | |
|-----------------------|-------|------------------|
| <input type="radio"/> | -ist: | <i>communist</i> |
| <input type="radio"/> | sup-: | _____ |
| <input type="radio"/> | in-: | _____ |
| <input type="radio"/> | -er: | _____ |
| <input type="radio"/> | re-: | _____ |
| <input type="radio"/> | -ly: | _____ |
| <input type="radio"/> | -an: | _____ |
| <input type="radio"/> | -ity: | _____ |
| <input type="radio"/> | im-: | _____ |
| <input type="radio"/> | en-: | _____ |
| <input type="radio"/> | -ion: | _____ |

4. Choose synonyms and antonyms:

- | <i>synonyms</i> | | <i>antonyms</i> | |
|-----------------------|--------------------------------|-----------------------|--------------------|
| <input type="radio"/> | to encourage – <i>to cheer</i> | <input type="radio"/> | rich – <i>poor</i> |
| <input type="radio"/> | to proclaim – _____ | <input type="radio"/> | friend – _____ |
| <input type="radio"/> | slave – _____ | <input type="radio"/> | small – _____ |
| <input type="radio"/> | requirement – _____ | <input type="radio"/> | to arrest – _____ |
| <input type="radio"/> | king – _____ | <input type="radio"/> | to win – _____ |
| <input type="radio"/> | goal – _____ | <input type="radio"/> | equality – _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. The Winter Palace was built by Rastrelli.
2. In 1861, Russian serfs were set free.
3. Tsar Nicholas I was the last ruler of Russia.
4. Russia made peace with Germany.
5. "White" Russians from Europe, remained loyal to the Tsar.

| T | F |
|---|---|
| V | |
| | |
| | |
| | |
| | |

7. Put questions to the underlined words:

1. In March 1917, workers in St. Petersburg went on strike.
What did workers in St. Petersburg do in March 1917?
2. Lenin demanded an end to Russia's participation in World War 1.
3. There were revolts by Cossacks and demands for independence from former provinces in the Tsar's empire.
4. "White" Russians, from Europe, remained loyal to the Tsar.
5. In 1861, Russian serfs were set free.

8. Group discussion:

The Russian Revolution of 1917.

UNIT 17. THE RISE OF FASCISM & WORLD WAR II

In 1918, people were calling World War I “the war to end all wars”. There must never again be slaughter on such a massive scale. A new League of Nations was set up in 1920, to work for peace. For a little while, hopes were high.

THE BUILD-UP TO WAR

America and the new USSR both refused to join the League of Nations, weakening it from the start. By the 1930s, people paid little attention to its demands. The peace settlements made at the end of World War I proved largely unworkable. They relied too much on American willingness to support anti-German states in Europe, and left unresolved certain areas of possible future conflict - such as who should rule the Sudetenland, between Germany and Czechoslovakia. America soon became involved in its own problems, including a catastrophic economic depression, and was unwilling to play a leading part in European affairs. The 1917 Revolution in Russia and the years of unrest that followed also threatened to “spill over” into Europe. There were strikes in Britain and Italy and communist-inspired revolts in Hungary and Spain. There was also a right-wing reaction to the “communist threat” in several countries; military regimes took control of Bulgaria, Poland, Yugoslavia and Greece.

A new, right-wing political theory, known as “Fascism”, became powerful. In Italy, Benito Mussolini set up a Fascist government in 1922. He passed strict laws, and used gangster-style violence to stay in power. In Spain, between 1936 and 1939, there was a bloody civil war between communists and fascists led by General Franco.

HITLER AND GERMANY

At the same time as the Fascists were gaining power in Italy and Spain, the German National Socialist (Nazi) Party, led by an Austrian soldier named Adolf Hitler, won considerable support in the 1932 parliamentary elections. Like many other countries, Germany faced an economic crisis. There were 6 million unemployed out of a total workforce of 10 million. German money was almost worthless, and people faced shortages of food. Rightly or wrongly, they believed Hitler’s Nazis offered the hope of better things. Hitler seized complete control of the German government in 1933. He quickly introduced a programme designed to reshape the German state. He blamed communists and Jews for Germany’s problems, and they were persecuted or sent to concentration camps. The Nazi Party controlled everything, and punished anyone who dared disobey it. In 1938, Hitler took control of Austria, then demanded the Sudetenland as well. In Munich, the British and French prime ministers tried to negotiate a peaceful settlement, but, six months later, Hitler invaded Czechoslovakia, and, soon afterwards, Poland. Other nations could no longer stand by and watch. Two days later, Britain and its allies declared war.

HISTORY

THE GREAT DEPRESSION

In October 1929, the New York stock market “crashed”; banks, businesses and private investors lost their money. This financial disaster led to economic depression. Farms and factories failed; people went hungry. By 1932, there were 13 million people out of work in the United States of America.

THE HOME FRONT

Life was hard for civilians in British towns during World War II. Food, clothes and petrol were rationed, lights were blacked out, public transport was slow and crowded. Much worse, there was the threat of night bombing. During the 1940 “Blitz” (an intense German air attack), important buildings were destroyed in London and in many other cities. Children were evacuated (sent away) to safe homes in the country; adults spent the nights underground in bomb shelters. But Churchill defiantly declared Britain would continue “business as usual”.

BEGINNING OF THE END

On “D-Day” (6 June 1944) Allied troops launched an invasion of German-occupied France. They sailed across the Channel, defeated the German defenders, and marched towards Paris. They reached the city and recaptured it on 25 August. The Germans had lost control of France, but fighting continued until 1945.

The war in the Far East was ended by the first ever use of nuclear weapons, dropped by American planes. United States scientists had worked secretly to develop them, at top speed. In August 1945, atomic bombs flattened the Japanese cities of Hiroshima and Nagasaki. Injuries to civilians, and damage to property, were far worse than anything seen before. Japan had no choice but to surrender; no one could hope to win unless they had these terrible new weapons themselves.

| | |
|-------------|--|
| 1939 | Germany invades Poland. |
| 1940 | Germany invades N.Europe. |
| 1941 | Germany invades Russia. Japan attacks US fleet in Hawaii. |
| 1942 | Japan captures British Empire lands in Far East; Germany defeated by British at El Alamein. |
| 1943 | Germany defeated by Russia at Stalingrad. American victories in the Pacific. Italy surrenders. |
| 1944 | Germans retreat from France. |
| 1945 | Allies invade Germany. |

1. Read the text and write down international words:

fascism, massive, _____

2. Find in the text and pronounce words of the same root:

- | | |
|-----------------------------------|---------------|
| <input type="radio"/> weak – | <i>weaken</i> |
| <input type="radio"/> attentive – | _____ |
| <input type="radio"/> settle – | _____ |
| <input type="radio"/> solve – | _____ |
| <input type="radio"/> pressure – | _____ |
| <input type="radio"/> will – | _____ |
| <input type="radio"/> consider – | _____ |
| <input type="radio"/> elect – | _____ |
| <input type="radio"/> invest – | _____ |
| <input type="radio"/> capture – | _____ |

3. Put down words with the following affixes:

- | | |
|------------------------------|-----------------|
| <input type="radio"/> -ly: | <i>secretly</i> |
| <input type="radio"/> -ese: | _____ |
| <input type="radio"/> -al: | _____ |
| <input type="radio"/> -ist: | _____ |
| <input type="radio"/> -able: | _____ |
| <input type="radio"/> -ion: | _____ |
| <input type="radio"/> un-: | _____ |
| <input type="radio"/> -less: | _____ |
| <input type="radio"/> -age: | _____ |
| <input type="radio"/> de-: | _____ |
| <input type="radio"/> re-: | _____ |

4. Choose synonyms and antonyms:

synonyms

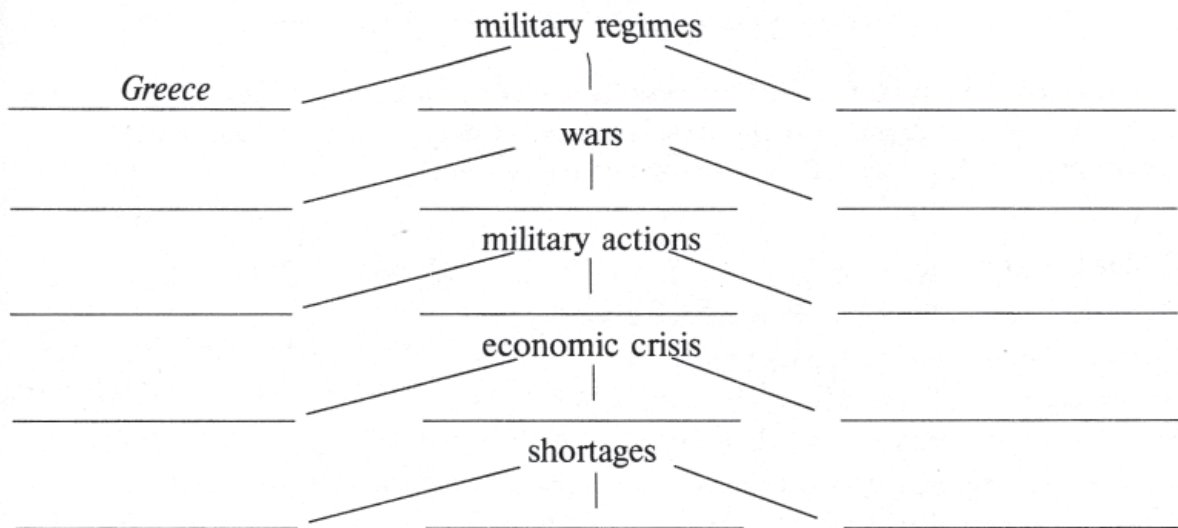
- | | |
|--------------------------------------|----------------|
| <input type="radio"/> huge – | <i>massive</i> |
| <input type="radio"/> revolt – | _____ |
| <input type="radio"/> to divide – | _____ |
| <input type="radio"/> to ruin – | _____ |
| <input type="radio"/> to send away – | _____ |
| <input type="radio"/> to capture – | _____ |

antonyms

- | | |
|---------------------------------------|-------------|
| <input type="radio"/> low – | <i>high</i> |
| <input type="radio"/> to strengthen – | _____ |
| <input type="radio"/> start – | _____ |
| <input type="radio"/> to precede – | _____ |
| <input type="radio"/> right-wing – | _____ |
| <input type="radio"/> rightly – | _____ |

HISTORY

5. Write down words related to:



6. True or false?

1. On "D-Day" Allied troops launched an invasion of German-occupied France.
2. In 1943 the Germans retreated from France.
3. By 1933, there were 13 million people out of work in the USA.
4. Churchill did not declare Britain would continue "business as usual".
5. A new League of Nations was set up in 1920.

| | T | F |
|----|---|---|
| 1. | V | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

7. Put questions to the underlined words:

1. America and the new USSR refused to join the League of Nations, weakening it from the start.
What countries refused to join the League of Nations, weakening it from the start?
2. Austrian soldier named Adolph Hitler, won considerable support in the 1932 parliamentary elections.
3. In October 1929, the New York stock market "crashed".
4. Banks, business and private investors lost their money.
5. Children were evacuated to safe homes in the country.

8. Group discussion:

World War 2.

UNIT 18. THE MIDDLE EASTERN CONFLICT

The Middle East is often called the “cradle of civilization”. It was the home of some of the earliest, most magnificent empires. Its cities are holy places for three of the world’s great religions. Yet it has often been torn apart by war.

Much of the Middle East was part of Turkey’s Ottoman Empire 100 years ago. But the Empire collapsed after World War I, leaving Britain and France to carve up the region into countries. The borders they set often showed little regard for ethnic differences, and many peoples were thrown together in new nations like Iraq and Lebanon. This sowed the seeds for conflict.

Borders are still bitterly disputed. They are one reason why Iran and Iraq went to war in 1980. Disputes are fuelled by religion too, for Jews, Muslims and Christians live close together here. And because the Middle East has the world’s biggest oilfields, foreign powers, such as the USA and Britain, take a keen interest, further confusing the situation. Moreover, Israel and the USA have strong ethnic links.

Israel is at the centre of many disputes. Up until the 1920s, the Jewish people were scattered around the world. Then in the 1920s, the British encouraged Jews to make their home in Palestine. But Arabs felt the Jews were stealing their land. So, in 1948, the UN split Palestine between Arabs and Jews. The Jewish part became Israel. At once, Arab armies invaded Israel, but were defeated, and Israel took over all of Palestine.

Since then, Israel has been in constant conflict with its Arab neighbours, especially over Palestine. The Palestinian Arabs want a homeland of their own, and are fighting a struggle they call intifada to gain it.

ISLAMIC GOVERNMENT

Muslims can discover God’s laws - which govern public and private life - in the holy book known as the Qur’an. Muslim religious leaders have traditionally devoted years to studying the Qur’an. From a Muslim perspective, this makes them well qualified to rule.

ARAB-ISRAELI CONFLICT

Israeli soldiers found time to pray during the Six-Day War (1967), when Israel, backed by the USA, defeated Egypt, Jordan and Syria in six days. In 1979, Egypt recognized Israel’s right to exist, and Israel withdrew from some of the territory it had captured in the Six-Day War.

WAR IN THE GULF

In the 1980s, millions were killed in a war between Iran and Iraq. This was partly a religious war between Iran’s Shi’ite Muslims and Iraq’s Sunni Muslims, and partly about territory. The war ended in 1988, but in 1990 Iraq invaded Kuwait, a small but wealthy neighbour. A UN force led by the USA went to defend Kuwait and ensure vital oil supplies were not disrupted. Iraq was defeated in 1991, but not before thousands of Iraqis had died and Kuwait and Iraq lay in ruins.

HISTORY

1. Read the text and write down international words:

conflict, civilization, _____

2. Find in the text and pronounce words of the same root:

- | | |
|-----------------------------------|----------------|
| <input type="radio"/> east – | <i>eastern</i> |
| <input type="radio"/> civil – | _____ |
| <input type="radio"/> differ – | _____ |
| <input type="radio"/> bitter – | _____ |
| <input type="radio"/> special – | _____ |
| <input type="radio"/> cover – | _____ |
| <input type="radio"/> home – | _____ |
| <input type="radio"/> tradition – | _____ |
| <input type="radio"/> part – | _____ |
| <input type="radio"/> wealth – | _____ |

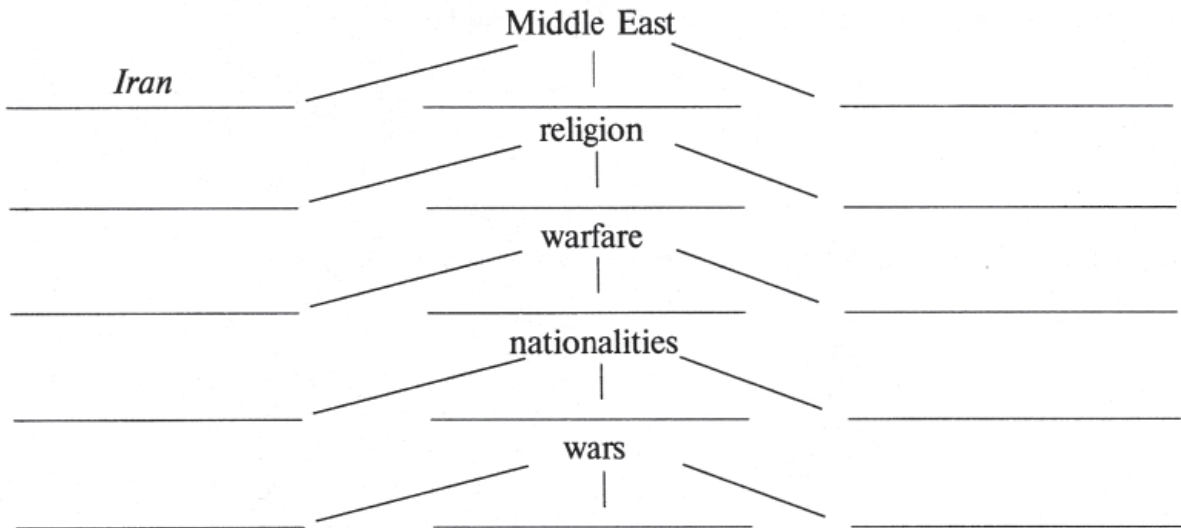
3. Put down words with the following affixes:

- | | |
|------------------------------|-------|
| <input type="radio"/> -ern: | _____ |
| <input type="radio"/> -ence: | _____ |
| <input type="radio"/> -ly: | _____ |
| <input type="radio"/> -ian: | _____ |
| <input type="radio"/> -ion: | _____ |
| <input type="radio"/> -ic: | _____ |
| <input type="radio"/> en-: | _____ |
| <input type="radio"/> -ish: | _____ |
| <input type="radio"/> re-: | _____ |
| <input type="radio"/> with-: | _____ |

4. Choose synonyms and antonyms:

- | <i>synonyms</i> | | <i>antonyms</i> | |
|---------------------------------------|----------------|------------------------------------|---------------|
| <input type="radio"/> to support – | <i>to back</i> | <input type="radio"/> fully – | <i>partly</i> |
| <input type="radio"/> connection – | _____ | <input type="radio"/> poor – | _____ |
| <input type="radio"/> to divide – | _____ | <input type="radio"/> to win – | _____ |
| <input type="radio"/> to stimulate – | _____ | <input type="radio"/> seldom – | _____ |
| <input type="radio"/> to conquer – | _____ | <input type="radio"/> peace – | _____ |
| <input type="radio"/> point of view – | _____ | <input type="radio"/> separately – | _____ |

5. Write down words related to:



6. True or false?

1. Israel is at the centre of many disputes.
2. A UN force went to defend Kuwait.
3. Israeli soldiers defeated Egypt, Jordan and Syria in seven days.
4. Much of the Middle East was part of Turkey's Ottoman Empire.
5. Borders are still bitterly disputed.

| T | F |
|---|---|
| V | |
| | |
| | |
| | |
| | |

7. Put questions to the underlined words:

1. The Middle East is often called the cradle of civilization.
What is Middle East often called?
2. Much of the Middle East was part of Turkey's Ottoman Empire 100 years ago.
3. Israel is at the centre of many disputes.
4. Israel has been in constant conflict with its Arab neighbours.
5. In the 1980s, millions were killed in a war between Iran and Iraq.

8. Group discussion:

Arab-Israeli Conflict.

UNIT 19. THE COLD WAR & COMMUNISM

During World War II, American and Russian troops were united in their determination to defeat Hitler. Yet within just a few years, the USA and the USSR were bitter opponents in a «cold war». Why did these former allies become enemies?

In 1945, the «big three» allied leaders - Winston Churchill of Britain, Franklin D. Roosevelt of the USA and Joseph Stalin of the USSR - met at Yalta, in Ukraine. Fighting had not yet ended, but they felt confident of victory. Now they needed to work out how their three countries could live side-by-side in a post-war world. This would not be easy. The allies held differing political views. Britain and the USA had capitalist economies. Both saw themselves as champions of the free world. The USSR was a communist society, where everything was organized and provided by the state. Criticism of state policies was not allowed. At Yalta, it was confirmed that Britain, France, the USA and the USSR would jointly occupy Germany, as had been agreed in 1944. The future of Germany itself was left for a later peace conference.

Unintentionally, these decisions led to trouble. The USA and the USSR stood “face-to-face”, as rival guardians of a divided Europe. There were quarrels over refugees, borders and, most important of all, the city of Berlin.

By 1948, the former allies were almost at war. But it was a “cold” war of words, not weapons. Only once or twice did a real war look likely - once, in 1962, when the USSR wanted to set up missile bases in Cuba. But the struggle was fought in all kinds of secret ways, often using spies and secret agents. The USA and the USSR also entered an “arms race” to build up nuclear bombs and missiles and keep one step ahead of their rival. The superpowers also found themselves fighting conventional (non-nuclear) wars in distant lands. As each side sought to win more power, they made global alliances, backing rival groups or supporting spies and rebels.

The cold war “thawed” after 1985, when Mikhail Gorbachev introduced reforms in the USSR and started a policy of cooperation

with the West. But its effects are still felt in many parts of the world.

REVOLUTIONARY CHINA

Mao Zedong (1893-1976) was leader of the Chinese Communist party and ruler of the Chinese state. He lived through a period of great change, from the Long March (1934-1935), when he led communist rebels to safety in the mountains, through the Japanese invasion to the “Cultural Revolution” (a brutal mass education movement 1965-1968). Mao’s “Thoughts” were published in a famous “Little Red Book” .

After Mao’s death, there was renewed contact with the western world, and steps taken towards freedom.

THE VIETNAM WAR

The war (1955-1975) was a tragic conflict between opposing local groups, backed by the superpowers. Many soldiers and civilians died, and the countryside was wrecked by chemical sprays and mines. Protesters in the USA called for an end to the war after horrific scenes appeared on TV.

| | |
|-------------|--|
| 1949 | NATO & COMECON (communist economic union) formed. |
| 1955 | Vietnam War begins. |
| 1955 | Warsaw Pact: defence treaty among communist nations. |
| 1960 | US spy plane shot down over Russia. |
| 1961 | Berlin Wall built. |
| 1962 | Russian missiles found in Cuba. |
| 1968 | Soviet troops invade Czechoslovakia. |
| 1985 | Gorbachev is Russian leader. |
| 1987 | USA-USSR ban some nuclear weapons. |
| 1989 | Berlin wall taken down. |

1. Read the text and write down international words:

communism, leader, _____

2. Find in the text and pronounce words of the same root:

- | | |
|--------------------------------------|--------------|
| <input type="radio"/> unity – | <i>unite</i> |
| <input type="radio"/> determine – | _____ |
| <input type="radio"/> tragedy – | _____ |
| <input type="radio"/> globe – | _____ |
| <input type="radio"/> China – | _____ |
| <input type="radio"/> power – | _____ |
| <input type="radio"/> culture – | _____ |
| <input type="radio"/> organization – | _____ |
| <input type="radio"/> decide – | _____ |
| <input type="radio"/> confidence – | _____ |

3. Put down words with the following affixes:

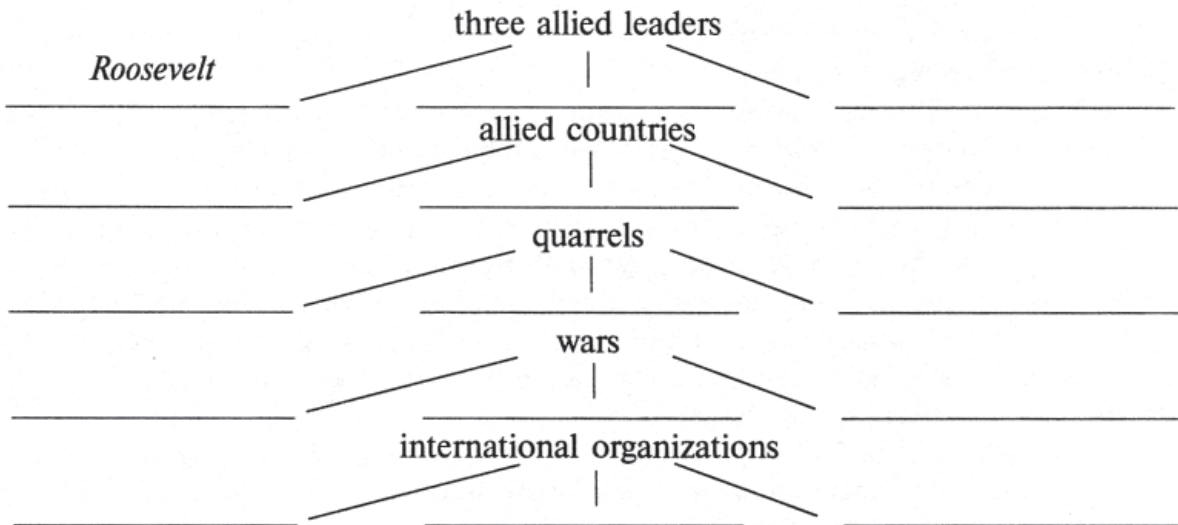
- | | |
|-------------------------------|---------------|
| <input type="radio"/> -er: | <i>former</i> |
| <input type="radio"/> -al: | _____ |
| <input type="radio"/> -ist: | _____ |
| <input type="radio"/> -ize: | _____ |
| <input type="radio"/> -ism: | _____ |
| <input type="radio"/> con-: | _____ |
| <input type="radio"/> -ly: | _____ |
| <input type="radio"/> un-: | _____ |
| <input type="radio"/> a-: | _____ |
| <input type="radio"/> super-: | _____ |
| <input type="radio"/> non-: | _____ |

4. Choose synonyms and antonyms:

- | <i>synonyms</i> | <i>antonyms</i> |
|--|--|
| <input type="radio"/> army – <i>troops</i> | <input type="radio"/> latter – <i>former</i> |
| <input type="radio"/> to overcome – | <input type="radio"/> rival – |
| <input type="radio"/> enemy – | <input type="radio"/> pre-war – |
| <input type="radio"/> unwillingly – | <input type="radio"/> to erect – |
| <input type="radio"/> power – | <input type="radio"/> difficult – |
| <input type="radio"/> culture – | <input type="radio"/> to forbid – |

HISTORY

5. Write down words related to:



6. True or false:

1. In China, after Mao's death there were no contacts with the western world.
2. The allies held similar political views.
3. The USSR was a capitalist society.
4. The USA and the USSR were opponents in a "cold war".
5. In 1989, Berlin wall was taken down.

| T | F |
|---|---|
| V | |
| | |
| | |
| | |
| | |

7. Put questions to the underlined words:

1. During World War 2, American and Russian troops were united in their determination to defeat Hitler.
Why were American and Russian troops united during World War 2?
2. In 1945, the "big three" allied leaders met at Yalta, in Ukraine.

3. Britain and the USA had capitalist economies.

4. The cold war "thawed" after 1985.

5. Many soldiers and civilians died during the Vietnam War.

8. Group discussion:

The Cold War.

UNIT 20. HISTORY OF UKRAINE

After its accession to the USSR in 1922, Ukraine had to delegate its external policy rights to the Union government.

In 1994, following the resolution of the Supreme Soviet of the USSR, the right to independent foreign relations was partially given back to the union republics, Ukraine was one of them. In 1945 Ukraine became a charter member of the UN organization.

Although fully relying on the centralized Union structures, owing to active participation of the republic in international organizations, the international legal capacity of the Ukrainian State was gradually gaining a firm position. From 1944 to 1990 Ukraine became a party to 156 international agreements, a member of 16 international organizations and was involved in the activities of nearly 60 permanent and temporary international bodies.

After proclaiming its independence 1991, Ukraine has confirmed its commitments to international agreements concluded previously. It has succeeded to the international rights and commitments of the former USSR, provided they do not contradict the Constitution of Ukraine and interests of the republic.

Ukraine proclaimed its intention to become a neutral state in future, taking no part in military blocs and adhering to three non-nuclear principles: not to accept, produce or acquire nuclear weapons.

The first identifiable groups to populate what is now Ukraine were Cimmerians, Scythians, Sarmatians, and Goths, among other nomadic peoples who arrived throughout the first millennium B. C. These people were well known to colonists and traders in the ancient world, including Greeks and Romans, who established trading outposts which eventually became city states. Slavic tribes occupied eastern Ukraine in the sixth century A. D. and established Kyiv. Situated on lucrative trade routes, Kyiv quickly prospered as the centre of a powerful state, Rus. In the 11th century, Kyivan Rus was, geographically, the largest state in Europe.

Conflict among the feudal lords led to decline in the 12th century. Kyiv was razed by Mongol raiders in the 12th century.

The territory was annexed by Poland and Lithuania in the 14th century, but during that time, the Ukrainian people began to conceive of themselves as a distinct people, a feeling which survived subsequent

partitioning by greater powers over the next centuries. In addition, Ukrainian peasants who fled the Polish effort to force them into servitude came to be known as Cossacks and earned a reputation for their fierce martial spirit.

In 1667, Ukraine was partitioned between Poland and Russia. In 1793, it was reunited as part of the Russian Empire.

The 19th century found the region largely agricultural, with a few cities and centres of trade and learning. The region was under the control of the Austrians in the west and the Russians in the east. Ukrainian writers and intellectuals were inspired to revive Ukrainian linguistic and cultural traditions and re-establish a Ukrainian nation-state.

When World War I and the Bolshevik revolution shattered the Russian empire, Ukrainians declared independent statehood. In 1917 and 1918, three separate Ukrainian republics declared independence. However, by 1921, the western part of the traditional territory had been incorporated into Poland,

HISTORY

and the larger, eastern part became part of the Soviet Union.

During the interwar years Soviet reaction was severe, particularly under Stalin, who imposed terror campaigns, which ravaged the intellectual class. He also created artificial famines as part of his forced collectivization policies, which killed millions of previously independent peasants and others throughout the country. Estimates of deaths from the 1932-33 famine alone range from 3 million to 7 million.

After the German invasion of Poland in 1939, the western regions of the former Ukrainian state were incorporated into the Soviet Union. The Germans invaded the

Soviet Union in 1941. Kyiv and other parts of the country were heavily damaged. Ukrainians soon resisted the Germans. The death of Stalin brought some relaxation of repression.

Little changed for Ukraine over the next decades. During periods of relative liberalization – as under Nikita Khrushchev from 1955 to 1964 – Ukrainian communists pursued national objectives. In the years of perestroika, under USSR President Mikhail Gorbachev, national goals were again advanced by Ukrainian officials.

Ukraine became an independent state on August 24, 1991, following the dissolution of the Soviet Union.

1. Read the text and write down international words:

group, populate, _____

2. Find in the text and pronounce words of the same root:

- | | | | |
|------------------------------------|-----------------|---------------------------------|-------|
| <input type="radio"/> population – | <i>populate</i> | <input type="radio"/> event – | _____ |
| <input type="radio"/> identify – | _____ | <input type="radio"/> part – | _____ |
| <input type="radio"/> colony – | _____ | <input type="radio"/> unity – | _____ |
| <input type="radio"/> trade – | _____ | <input type="radio"/> culture – | _____ |
| <input type="radio"/> geography – | _____ | <input type="radio"/> war – | _____ |

3. Put down words with the following affixes:

- | | |
|--|-----------------------------------|
| <input type="radio"/> -able: <i>identifiable</i> | <input type="radio"/> sub-: _____ |
| <input type="radio"/> -ist: _____ | <input type="radio"/> re-: _____ |
| <input type="radio"/> -er: _____ | <input type="radio"/> in-: _____ |
| <input type="radio"/> -ly: _____ | <input type="radio"/> -ern: _____ |
| <input type="radio"/> -ful: _____ | <input type="radio"/> -al: _____ |

4. Choose synonyms and antonyms:

synonyms

- to inhabit – *to populate*
- commerce –
- to invade –
- way –
- area –
- to include –

antonyms

- modern – *ancient*
- to decline –
- to separate –
- natural –
- repression –
- absolute –

5. Put questions to the underlined words:

1. The first identifiable groups to populate what is now Ukraine were Cimmerians, Scythians, Sarmatians, and Goths.
What were the first identifiable groups to populate what is now Ukraine?
2. Slavic tribes occupied eastern Ukraine in the sixth century A. D. and established Kyiv.

3. Ukrainians declared independent statehood.

4. In the 11th century, Kyivan Rus was, geographically, the largest state in Europe.

5. Ukraine became an independent state on August 24, 1991.

6. Group discussion:

History of Ukraine.

Chapter II

SOCIETY



UNIT 1. GOVERNMENT

For the last century or so, the world has been divided into countries, each ruled by a government. Governments vary from the harsh dictatorships of countries like Haiti to the liberal democracies of countries like Sweden, but they are all intended to control the way the country and its people run their affairs.

IDEAS OF GOVERNMENT

People have been governed by kings and others since the first days of civilization. But modern ideas of government date back to the 1600s when, for the first time, people began to question a king's right to rule, once thought to be god-given.

The English thinker Thomas Hobbes (1588-1679) argued that without government, peoples' lives would be "solitary, poor, nasty, brutish and short". Hobbes said they should agree to obey a king who could keep peace between them. He called this agreement a social contract.

Later thinkers like Rousseau (1712-78) argued that people should only obey laws if they helped make them. This is the basis of democracy, which means rule by the people. The idea of democracy originated in Ancient Greece, but it was only in the 1800s that countries like Britain began to slowly move towards it.

MODERN DEMOCRACIES

Today, democracy usually means an elected government made up of politicians voted into power every few years by all adults. Most democracies have a written set of laws called a constitution setting out how the government should be run. Britain does not have one.

Some democracies, like France, are republics. This means the head of state is not a king but an elected president. In the USA, the president is very much in charge. In other republics, however, the president is just a figurehead and the country is run by a chancellor or prime minister.

Britain, Spain and many other democratic countries are still monarchies - that is, they have a king or queen. But the monarch's powers are limited and the country is run by a government led by a prime minister. The government is made up from the party with most elected members.

Autocracies. In an autocracy, a single person or small group holds all the power. In Iran, Islamic religious leaders hold power; in others, it is the army. A dictator is someone whose word is law, like Hitler in Nazi Germany.

POLITICS

People who stand for election are called politicians. Left-wing politicians want to change things, perhaps to make government more democratic or to bring in socialist ideas. Right-wing politicians want to conserve or keep the system as it is, which is why they are called conservatives. Usually politicians with similar views join a group called a party. In most democratic countries, the party with the most votes forms the government.

Political systems. Most countries are capitalist, which means most things, including industries and businesses, are owned by small groups or individuals. In communist countries like China, all property is owned by the community, or rather, the government. Socialists believe government should ensure everyone has equal rights, a fair share of money, and good health, education and housing. Fascists believe in army discipline and that they and their country are superior to others.

KINGS, QUEENS AND EMPERORS

In the past, most societies were ruled by kings, queens or emperors. Often kings were said to have gods as ancestors, and so had the right to rule, like the Pharaohs of Ancient Egypt. In the Middle Ages, Christian kings and queens were thought of as the agents of God, which is why they were crowned in church. In later centuries, powerful kings such as Henry VIII of England and Louis XIV of France were said to rule by divine right. This idea only ended with the English Civil War and the French Revolution.

SYSTEMS OF GOVERNMENT

Every country has its own system but the government is usually split into three sections: the legislature, the executive and the judiciary. The legislature amends laws and makes new ones; the executive puts them into effect; and the judiciary makes sure they are applied fairly. In the UK, the legislature is Parliament, with its two houses: the important House of Commons made up of members (MPs) elected by the public, and the less important House of Lords made up of peers. The executive is the prime minister, cabinet and other cabinet ministers.

The government of the USA is divided into three arms: the President and the Executive; Congress (the legislature) and the Supreme Court (the judiciary). The Constitution of 1787 split them like this to prevent any part of government becoming too powerful. Each arm of government is provided with a range of checks and balances to keep the others under control. Although the President prepares laws, for instance, only Congress can make them legal. The President can also veto (prevent) Congress's laws unless two-thirds of Congress vote for them.

ELECTIONS

In democracies, governments are chosen by election. In a general election, all adults in the country can vote for candidates (politicians) who want to be elected. People usually vote by putting a mark next to a name on a list called a ballot sheet. Just who is elected depends on the system. In first-past-the-post systems like Britain's, only the candidate who receives the most votes in each constituency (area) is elected. So if a party loses by just a few votes in every area, it might get no candidates elected at all. With proportional representation, the number elected for each party depends on how many of the votes the party got across the whole country.

EXTREME GOVERNMENTS

Many countries have oppressive governments - governments that allow a few people to force their will on the rest of the country. They do this in a number of ways. Some use soldiers and tanks. Some use the power of money. Some use secret police and spies to stamp out opposition. Some use television and newspapers to fool people into thinking the "right" way. This is called propaganda. Most oppressive governments use a combination of all these tactics. Communist China is thought to have an oppressive government. So too are countries like Iraq.

1. Read the text and write down international words:

democracy, dictator, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|-------------|------------------|
| <input type="checkbox"/> | execute – | <i>executive</i> |
| <input type="checkbox"/> | to elect – | _____ |
| <input type="checkbox"/> | civil – | _____ |
| <input type="checkbox"/> | think – | _____ |
| <input type="checkbox"/> | policy – | _____ |
| <input type="checkbox"/> | wing – | _____ |
| <input type="checkbox"/> | democracy – | _____ |
| <input type="checkbox"/> | head – | _____ |
| <input type="checkbox"/> | busy – | _____ |
| <input type="checkbox"/> | proper – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|----------------|-------------------|
| <input type="checkbox"/> | goverment – | <i>government</i> |
| | parliament – | _____ |
| | monarchy – | _____ |
| | dictatorship – | _____ |
| <input type="checkbox"/> | oppresive – | _____ |
| | opposition – | _____ |
| | congress – | _____ |
| | business – | _____ |
| <input type="checkbox"/> | chancellor – | _____ |
| | powerfull – | _____ |
| | politician – | _____ |
| | balance – | _____ |
| <input type="checkbox"/> | liberal – | _____ |
| | obbey – | _____ |
| | figurehead – | _____ |
| | democrasy – | _____ |

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4. Write down not less than seven words, meaning a “state leader”:

king, dictator, _____

5. Complete the compound words:

- | | | |
|--------------------------|---------|-------------------|
| <input type="checkbox"/> | -head: | <i>figurehead</i> |
| <input type="checkbox"/> | -wing: | _____ |
| <input type="checkbox"/> | tele-: | _____ |
| <input type="checkbox"/> | -paper: | _____ |
| <input type="checkbox"/> | god-: | _____ |

6. Put questions to the underlined words:

1. People have been governed by kings since the first days of civilization.

Since when have people been governed by kings?

2. Democracy usually means an elected government.

3. Some democracies, like France, are republics.

4. The government is usually split into three sections.

5. The executive is the prime minister, cabinet and other cabinet ministers.

7. Group discussion:

Modern Democracies.

UNIT 2. TRADE & MONEY

Trade dominates our lives. You are making a trade every time you buy a can of drink or a packet of crisps - exchanging something you have (money) for something you want. But trade is also the way industries sell their products, shops sell their goods, countries earn their incomes, and much more besides.

ADAM SMITH

Many ideas on how the market works are based on a book called **The Wealth of Nations**, written in 1776 by Adam Smith (1723-1790). Smith argued that people are naturally selfish. This is a good thing, he said, because everyone looks for the kind of work best for them, and this benefits everyone. So if we ensure factories are free to make what they want and people to buy what they want, the “invisible hand” of the market place will bring wealth and the right goods to everyone.

THE MARKET

In most countries in the world, trade and money work through markets. By markets, economists don't just mean the stalls in the local street, they mean anywhere things are sold. A market could be just the people who buy cans of drink at your local shop, or it could be all the countries that might buy a particular kind of aircraft.

Supply and demand. Economists argue that market economies - that is all but Communist countries - work by supply and demand. In theory, factories, shops and so on make and supply things only if there is a demand for them - that is, people want them. More people want to buy sunglasses, for instance, if it is sunny than if it is raining. So demand varies. The sunglasses factories, on the other hand, will vary how many they make - the supply - according to how many they can sell. If they think they can sell a lot, they take on more workers and make more; if they think they can sell only a few, they lay off workers.

But they must charge the right price. If they charge too much, fewer people will want to buy sunglasses. And other factories which can make sunglasses cheaper might succeed in selling them instead. So prices and supply vary all the time according to whether or not people want things.

The theory is the same for anyone who works for a living. Someone who is in great demand can earn a high income; someone who is not, earns much less.

Limitations. Although it works in theory, the market idea often fails in practice. Factories, for instance, might not find enough workers to make more when demand rises. A fall in the market, on the other hand, can leave millions of people without a job. This may be all right for factories, but it is not for the people without a job. Similarly, if there is just one company supplying the market, it might keep prices higher than people can really afford simply because there is no-one to undercut it. This is called a monopoly.

So governments often “interfere” with the market. They might give extra money to factories to help them through times of low demand. They might stop people charging too much. Or they might set up an **Office of Fair Trading** to make sure monopolies work fairly.

GOVERNMENTS & ECONOMIES

In most countries, governments play an important role in trade. Just how much varies from country to country. In centrally planned economies, such as China's, the government owns most industries and decides what to make and sell. In a private-enterprise

economy, individuals and firms own industries and adjust how much they make according to the market. Economies such as those of Britain and the USA, however, are mixed. This means private firms make things and supply some services, while the government may run things such as trains and power stations. However, in the 1980s, several government-run services in Britain were privatized.

BALANCE OF TRADE

Countries trade with each other to earn money to buy food and things they can't make themselves. Some people favour free trade, which means there are no restrictions at all on what goods and services are traded. Others believe that control - such as imposing taxes on foreign goods - is needed to protect home industries from foreign rivals. Most countries use a mixture of both ideas.

Countries measure the success of their trade by their balance of payments. This is the difference between the amount they sell abroad (exports) and the amount they buy in (imports). Invisible earnings are payments for services such as banks and hotels. Visible earnings are for goods you can pack up, such as coal or radios.

Huge sums of money change hands on the world's financial markets, where people gamble by buying shares in the hope they will go up in value.

RAISING MONEY

If someone wants to start a business, they may get money to start by selling shares in the business. Anyone who buys a share partly owns the business and gets some of the profits. The value of shares goes up and down according to how well the business is expected to do. People buy and sell shares on the stock market in the hope that they may be able to sell them for more at a later date.

MONEY

Money is usually just discs of metal and pieces of paper - and yet you can buy all kinds of things with it. This is because money is basically a promise to pay. If you use money to buy something from someone, they can use this promise to buy something from someone else, and so on. In the past, people used anything as money, from stones, and shells to belts and furs. The important thing is that everyone agrees how much the money is worth when you exchange it for anything else.

The paper that banknotes are printed on is worthless; they are simply a promise to pay. Many banknotes have the words, "I promise to pay the bearer on demand...". When banknotes were first issued, the bank that issued them promised to swap them for gold. So, in theory, you could exchange the notes for gold. However, most governments will no longer give gold in exchange.

DID YOU KNOW?

The first coins were in use in Lydia, Turkey, over 2700 years ago.

The pound gets its name because the Anglo-Saxons used a pound (weight) of silver split into 240 coins as money. There were 240 pence in a pound until 1972.

Bank notes were first used by the Chinese in the 11th century.

Tariffs are taxes on imported goods.

In the European Community there will eventually be no tariffs on goods transferred between member countries.

1. Read the text and write down international words:

industry, product, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|-------------|-----------------|
| <input type="checkbox"/> | change – | <i>exchange</i> |
| <input type="checkbox"/> | come – | _____ |
| <input type="checkbox"/> | financial – | _____ |
| <input type="checkbox"/> | marketing – | _____ |
| <input type="checkbox"/> | limit – | _____ |
| <input type="checkbox"/> | variant – | _____ |
| <input type="checkbox"/> | private – | _____ |
| <input type="checkbox"/> | port – | _____ |
| <input type="checkbox"/> | base – | _____ |
| <input type="checkbox"/> | serve – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|------------|---------------|
| <input type="checkbox"/> | suply – | <i>supply</i> |
| | packet – | _____ |
| | factory – | _____ |
| | benefit – | _____ |
| <input type="checkbox"/> | makert – | _____ |
| | money – | _____ |
| | economy – | _____ |
| | country – | _____ |
| <input type="checkbox"/> | limit – | _____ |
| | demand – | _____ |
| | monopoly – | _____ |
| | mesuare – | _____ |
| <input type="checkbox"/> | charge – | _____ |
| | balance – | _____ |
| | bancnote – | _____ |
| | because – | _____ |

SOCIETY

4. Write down not less than ten words, connected with trade:

export, shop, _____

5. Complete the compound words:

- | | | |
|--------------------------|--------------|-----------------|
| <input type="checkbox"/> | every-: | <i>everyone</i> |
| <input type="checkbox"/> | -glasses: | _____ |
| <input type="checkbox"/> | government-: | _____ |
| <input type="checkbox"/> | private-: | _____ |
| <input type="checkbox"/> | -note: | _____ |
| <input type="checkbox"/> | now-: | _____ |

6. Put questions to the underlined words:

1. In most countries in the world, trade and money work through markets.

Where do trade and money work through markets?

2. The diagram shows where a government gets its money.

3. Demand varies.

4. Countries trade with each other to earn money to buy food and things they can't make themselves.

5. Money is usually discs of metal and pieces of paper.

7. Group discussion:

Role of Trade and Money.

UNIT 3. RICH & POOR COUNTRIES

The world is divided into rich and poor. In Europe, North America, Japan and Australia, there are many poor people, but most people live fairly comfortable lives. But in the rest of the world, including all of Africa and Latin America, most people are desperately poor, and many are starving to death.

NORTH AND SOUTH

Nearly all the richest countries of the world are in the northern hemisphere, so people talk of the North-South divide when they are talking about rich and poor. The North includes North America, Europe, Japan, and also Australia and New Zealand (which are actually in the southern hemisphere). The South is all the rest of the world.

Nearly everyone in the South is poor, but over one billion people, a fifth of the world's population, live in absolute poverty. It is hard to describe what "absolute poverty" means, but these people all live in desperate circumstances. They have no real homes. In cities, they sleep rough or crowd into dirty shacks with no water, no light or heat, and no drains. They never have enough to eat or drink. They suffer from disease. Children die young. In Zambia, for instance, children are 20 times more likely to die before the age of ten than in Germany. And all through their short lives - most people in Mali die before they are 50 - they are open to exploitation.

Some 450 million people are starving or badly nourished. Millions die every year from lack of food, or from disease brought on by lack of food in countries such as Ethiopia and Somalia.

INDUSTRIAL PROGRESS?

Many economists insist the North is rich because of its industries. So countries in the South have been encouraged to borrow money to develop industries of their own. But there are many other reasons for the poverty gap - not least the North's history of

exploiting and colonizing the South. So often the attempts to build industries have not lifted people out of poverty, but have done the reverse. In countries like Brazil and Mexico, people have moved to swelling cities like Sao Paulo and Mexico City only to live in even more misery than poor country people. And the drive to industrialize quickly means factories are often dangerous to work in and pollute the environment terribly.

Sadly, the South borrowed so much money to pay for these new industries that the poor countries are actually repaying more in interest than they receive in aid.

THE DEBT PROBLEM

In the 1970s, countries in the North encouraged those in the South to borrow money to build and develop new industries. Paying just the interest on these loans is now costing the South a huge amount of money. On average, poor countries pay 17% interest per year. Indeed, the South is now paying the North \$50 billion more in interest payments than the North is giving the South in aid. Africa's debt is more than the continent's entire annual income.

INCOME PER PERSON

The widening gap between rich and poor is visible in all too many ways, but economists often look at it in terms of GNP per person - that is, what a person would get if the country's entire income was divided equally among the whole population. People in America earn nearly \$21,700 each, while the people of Mali earn under \$270. If you added up all the GNPs of the world, you would find that the North, with less than a quarter of the

people, takes over three-quarters of the money, while the South, with over three-quarters of the people, takes less than a quarter of the money.

FAMINE

In 1990, 100 million people were starving all around the world, but especially in countries in the Horn of Africa - Ethiopia, Somalia and Sudan - and in Bangladesh. Many things have been blamed for this. In Ethiopia, for instance, years of drought and war had a devastating effect on food production. Yet even in these countries, farmland is often devoted not to growing food for home consumption but crops for export to the richer countries of the world. Even when food is available, many people cannot afford to buy it.

SOLUTIONS?

Many attempts to "develop" the South have actually only made the problems worse. Large-scale projects such as big dams and power stations bring the Northern sponsors much prestige but can land countries in the South in debt, and also create

other problems. The huge Aswan Dam in Egypt, for instance, upset the flood patterns of the River Nile that poor farmers relied on to keep their soil fertile.

Drying landscape with dying trees and animals scratching in the dust have become increasingly common in North Africa. Many experts feel the Sahara desert is gradually getting bigger. Either way drought spells disaster.

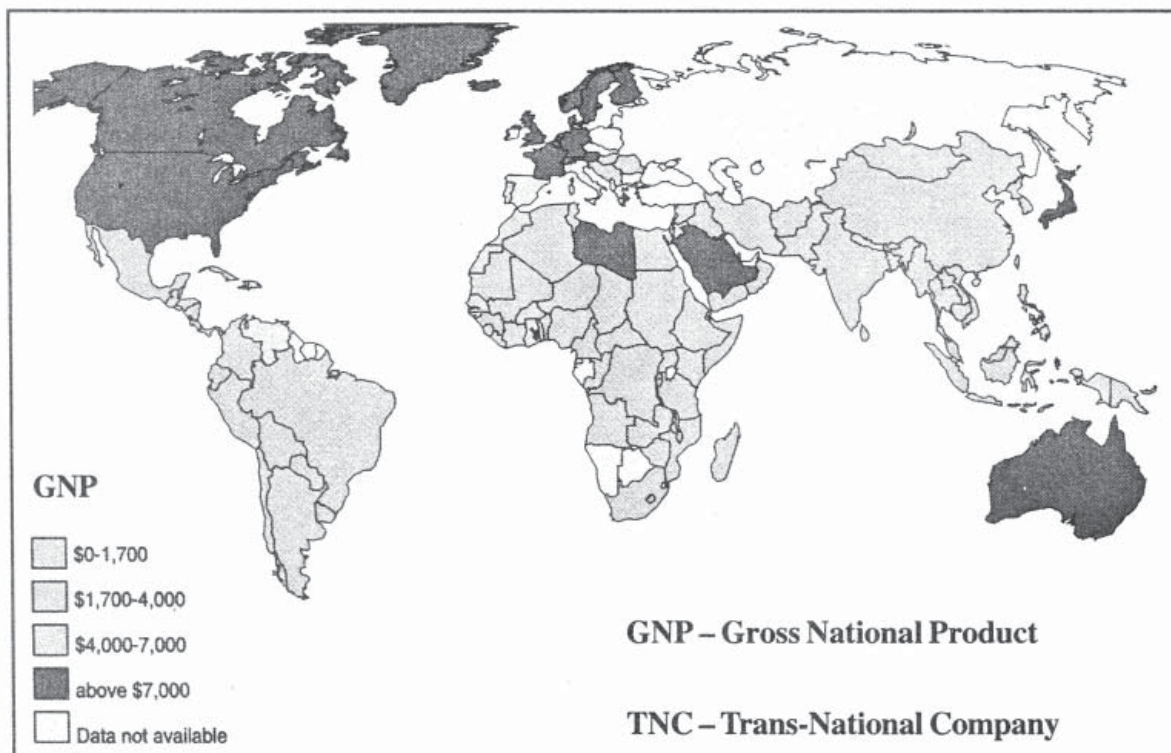
In dry countries, water is vital for growing crops. Here water from an oasis is used for crop irrigation.

DID YOU KNOW?

14 million children in the South die of malnutrition every year; 4.6 million children die of diarrhoea each year; 2 billion people never have enough water to drink; 3 billion people earn less than \$500 a year.

The North consumes 80% of world energy, 85% of chemicals, 90% of cars, 25 times as much water, and 200 times as much energy per person.

500 big companies (TNCs) control 70% of world trade and take 30% of its income.



1. Read the text and write down international words:

problem, interest, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|---------------|--------------------|
| <input type="checkbox"/> | desperate – | <i>desperately</i> |
| <input type="checkbox"/> | comfort – | _____ |
| <input type="checkbox"/> | interesting – | _____ |
| <input type="checkbox"/> | north – | _____ |
| <input type="checkbox"/> | popular – | _____ |
| <input type="checkbox"/> | exploit – | _____ |
| <input type="checkbox"/> | product – | _____ |
| <input type="checkbox"/> | colony – | _____ |
| <input type="checkbox"/> | industry – | _____ |
| <input type="checkbox"/> | pay – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|------------|-------------|
| <input type="checkbox"/> | detb – | <i>debt</i> |
| | food – | _____ |
| | poor – | _____ |
| | gold – | _____ |
| <input type="checkbox"/> | suffer – | _____ |
| | anual – | _____ |
| | issue – | _____ |
| | gold – | _____ |
| <input type="checkbox"/> | vitel – | _____ |
| | poverty – | _____ |
| | blame – | _____ |
| | power – | _____ |
| <input type="checkbox"/> | mizery – | _____ |
| | industry – | _____ |
| | billion – | _____ |
| | supply – | _____ |

SOCIETY

4. Write down not less than ten geographical terms:

North, Europe, _____

5 Complete the compound words:

| | | |
|--------------------------|-------------|-----------------------|
| <input type="checkbox"/> | three-: | <i>three-quarters</i> |
| <input type="checkbox"/> | -sphere: | _____ |
| <input type="checkbox"/> | farm-: | _____ |
| <input type="checkbox"/> | -nutrition: | _____ |
| <input type="checkbox"/> | -scape: | _____ |
| <input type="checkbox"/> | large-: | _____ |

6. Put questions to the underlined words:

1. Nearly all the richest countries of the world are in the northern hemisphere.

Where are nearly all the richest countries situated?

2. Many economists insist the North is rich because of its industries.

3. The widening gap between rich and poor is visible in many ways.

4. Farmland is often devoted not to growing food for home consumption.

5. Large-scale projects create other problems.

7. Group discussion:

Is Country You Live in Rich or Poor?

UNIT 4. LAW

Every society tends to have rules and regulations to help people live together and to keep them in order. In every country in the world nowadays, these rules are written down as laws decided by the government or by religious leaders.

SCHOOLS OF LAW

In English-speaking countries, many laws have their roots in common law. This is a group of laws passed down from medieval times, based on customs common everywhere rather than just locally. But these laws were often so unjust that in the 15th century the English chancellor issued the first of many decrees to restore equity or fairness.

In most European countries, however, the law has its roots in the system of laws created by the Ancient Romans. So these countries are said to have Roman law systems.

In socialist countries, the legal system was based on the ideas of Karl Marx and Lenin. In many Muslim countries, laws are based on the Qur'an.

CRIMINAL AND CIVIL LAW

The laws of most countries today are split into two kinds: criminal law and civil law.

Criminal law is directed against crimes like murder, theft and rape. Just what a crime is varies from country to country, but it is basically an act that either injures someone or someone's property, or offends the government. While the aim of civil law is to settle disputes, criminal law is designed to punish people for crimes.

Typically, anyone accused of a crime is taken to court to be tried. It is usually the government law agencies rather than individuals which bring them to court. This is called prosecution. In court, the law agencies who brought them to court try to prove they committed the crime. If the proof is not strong enough, they are set free

(acquitted); if they are found guilty, the judge or magistrate passes sentence (decides the punishment).

Civil law is about settling disputes between individuals, such as arguments over contracts (agreements) and injury while at work (called tort disputes). People who lose a civil law case are usually ordered to pay compensation.

THE TRIAL

In common-law countries, trials are adversarial. This means that there are lawyers on each side, who try to persuade the judge that they are right. The lawyer who is most persuasive wins the case. More serious crimes are tried by a jury, a group of 12 or so ordinary people who decide whether the accused is guilty. Then the judge passes sentence.

In Roman-law countries, trials are inquisitorial. Here the judge asks all the questions to get at the truth before coming to a decision.

PUNISHMENT

The way in which anyone convicted of a crime is punished varies according to the severity of the crime. In the past, even those only guilty of minor theft could be hanged, and hangings were popular spectacles. For the last 200 years or so, a prison sentence has been usual for all crimes except murder, and there are now millions of people in prison around the world. Capital punishment (the death penalty) for murder is still retained in certain states of the USA, but it is rare now in Europe, where people convicted of murder are usually sent to prison.

IN COURT

People have long wondered how best to find out the true facts about whether the accused person is guilty. In the Middle Ages, people were often tried by ordeal - perhaps by burning, drowning or in a battle. The idea was that if they were innocent, God would save them. Now, in jury trials, lawyers argue it out with the aid of witnesses and evidence, one speaking for the accused (or the defendant) and the other speaking against (the prosecution). In theory, the burden of proof lies with the prosecution - that is, it is up to the prosecution to prove the defendant is guilty. The defence lawyer does not need to show that his or her client, the defendant, is innocent, only that the prosecution's case (argument) is weak. At the end of the trial, the jury decides if the prosecution's case has been proved beyond reasonable doubt.

APPEALS

If a person feels wrongly convicted of a crime, or that the sentence was too harsh, the law in many countries allows an appeal for the case to be heard again. But the principle that no-one should be placed in double jeopardy (twice accused of the same crime) means the prosecution cannot usually appeal against an acquittal. The appeal system varies from country to country. In England, appeals in criminal cases go from the Magistrates' Court to the Crown Court, then to the Court of Appeal and finally to the House of Lords. In the USA, appeals in cases of federal (nationwide) law go from district courts to appeals courts and then to the Supreme Court.

INTERNATIONAL LAW

The 166 countries of the United Nations have agreed a code of international laws to control how they behave to each other. Disputes may be settled by the 15 judges of the International Court of Justice in The Hague in the Netherlands.

EARLY LAWS

The earliest known written laws were created in Mesopotamia by King Ur-Nammu in about 2100 BC. They provided compensation for injuries and punishments for runaway slaves and witches. Much more detailed was the code of King Hammurabi of Babylon recorded in 1758 BC on a stone column found in Susa. They covered everything from punishments for crimes such as murder and theft to debt settlements, marriage contracts, taxes and the price of goods.

Tribal law. In many societies, there is no written law. Everyone knows that they should not commit certain deeds. In case of disputes, or if a punishment is needed, a decision may be made by a leader, or a group of elders (older people).

DID YOU KNOW?

Under Hammurabi's laws, a child who hit his father would lose the hand that struck.

In England in 1600, many criminals chose to be slowly pressed to death with heavy stones rather than admit guilt - for if they did, their family lost all their property.

In medieval Europe, some criminals were hung, drawn and quartered - that is, hung by the neck, disembowelled while still alive, beheaded and cut into four pieces.

1. Read the text and write down international words:

religion, leader, _____

2. Find in the text and pronounce words of the same root:

- | | | | |
|--------------------------|------------|-------------------|-------|
| <input type="checkbox"/> | regular – | <i>regulation</i> | _____ |
| <input type="checkbox"/> | now – | | _____ |
| <input type="checkbox"/> | punish – | | _____ |
| <input type="checkbox"/> | prisoner – | | _____ |
| <input type="checkbox"/> | murder – | | _____ |
| <input type="checkbox"/> | local – | | _____ |
| <input type="checkbox"/> | criminal – | | _____ |
| <input type="checkbox"/> | law – | | _____ |
| <input type="checkbox"/> | defend – | | _____ |
| <input type="checkbox"/> | tribe – | | _____ |

3. Correct the misspelled words:

- | | | | |
|--------------------------|--------------|-------------------|-------|
| <input type="checkbox"/> | panishment – | <i>punishment</i> | _____ |
| | regulation – | | _____ |
| | murder – | | _____ |
| | penalty – | | _____ |
| <input type="checkbox"/> | lawer – | | _____ |
| | court – | | _____ |
| | theory – | | _____ |
| | triel – | | _____ |
| <input type="checkbox"/> | accuse – | | _____ |
| | appeal – | | _____ |
| | lawe – | | _____ |
| | doubt – | | _____ |
| <input type="checkbox"/> | property – | | _____ |
| | ligal – | | _____ |
| | local – | | _____ |
| | rule – | | _____ |

SOCIETY

4. Write down not less than ten juridical terms:

punishment, regulation, _____

5. Complete the compound words:

| | | |
|--------------------------|-------------------|-----------------|
| <input type="checkbox"/> | <i>now-:</i> | <i>nowadays</i> |
| <input type="checkbox"/> | <i>-speaking:</i> | _____ |
| <input type="checkbox"/> | <i>-where:</i> | _____ |
| <input type="checkbox"/> | <i>-law:</i> | _____ |
| <input type="checkbox"/> | <i>nation-:</i> | _____ |
| <input type="checkbox"/> | <i>medi-:</i> | _____ |

6. Put questions to the underlined words:

1. Every society has rules and regulations to help people live together.

What rules and regulations does every society have?

2. The laws of most countries are split into two kinds: criminal law and civil law.

3. The earliest known written laws were created in about 2100 BC.

4. The 166 countries of the United Nations have agreed a code of international laws.

5. In English-speaking countries, many laws have their roots in common law.

7. Group discussion.

What is the Difference Between Criminal Law and Civil Law?

UNIT 5. RELIGION

Throughout world history religious beliefs have formed an important part of many people's lives, often to the extent of governing them completely. Today, there are scores of religions around the world, each with its own set of beliefs and values, from Christianity to Taoism.

EARLY RELIGIONS

Most major religions are devoted to a single God or a few gods, but it was not always so. Many early humans may have been animists, who believe there is a spirit or god in everything, from animals to rocks. Even today tribal societies in all parts of the world are often animists. They may believe that certain plants, animals or stones are especially important to the safety and happiness of the tribe. These things are called totems. They may also believe certain things are to be avoided at all costs. These are taboos.

Ancient civilizations like the Egyptians and Greeks had much more organized religious beliefs. They were polytheistic. This means that, like animists, they had many gods but the gods were all part of the same story. The Egyptians, for instance, had 2000 gods, but all the major gods were related to Ra, the sun god and creator. The major Greek gods were all associated with Zeus and Mount Olympus. There were also temples devoted to their worship and trained priests who alone knew their secrets. Religion was an important part of the social order.

RELIGIONS TODAY

Today many of the world's major religions, such as Christianity and Islam, are monotheistic - that is, they believe there is just one God. Hindus, however, worship many gods. In China, Confucianists base their lives on the teachings of Confucius, believing society is only happy and calm if people follow the Will of Heaven. Taoists believe there is a mystical power behind all events, and every person has their own

special path. In Japan, Shintoists find strength and wealth by worshipping Kami (holy energy).

RELIGIOUS STRIFE

Over the centuries, many people have been persecuted for their religion. Early Christians such as St Sebastian were martyred (killed for their beliefs), while during the Reformation, Protestants and Catholics slaughtered and tortured each other - most notoriously on St Bartholomew's Day, 1572, when the French Protestant Huguenots were massacred.

Religion has also been at the heart of many bitter conflicts throughout history, including the Crusades and the Troubles in Ulster.

BUDDHISM

Buddhism is the religion of 300 million people in S E Asia. It is based on the teachings of Prince Siddhartha Gautama, the Buddha, who lived in N E India from 563 to 483 BC. The Buddha was deeply saddened by people's suffering. After long meditation, he came to believe suffering came from desire and from too strong personal attachments. To be free of pain, we must rid ourselves of desire and reach a state of peace called Nirvana by following the eightfold path: perfect understanding, perfect aims, speech, action, way of life, effort, thinking and meditation. Buddhists believe that after death we are all reborn in a new body. But the course of our lives depends on our Karma - the way we behaved in both this and our previous lives.

ISLAM

Islam is one of the world's largest religions with an estimated 1100-1300 million believers.

It was founded in Arabia in the 7th century by the Prophet Muhammad, who Muslims believe was the greatest and the last of the prophets sent by God (**Allah** in Arabic). The word Islam means submission, and Muslims believe they must obey God totally and base their lives on the five pillars set out in the holy book, the **Qur'an**. These are: the profession of faith, prayer, payment of a welfare tax, fasting and pilgrimage to the holy city of Mecca in Arabia.

A mosque is a holy place of gathering and worship. Mosques have a hollow in the wall (mihrab) and a small platform (mimbar) both facing the direction of Mecca. Before entering the mosque, worshippers cleanse themselves and take off their shoes. At prayer time they kneel with their heads touching the floor and facing the mihrab.

JUDAISM

Jews were the first to believe in a single god, Yahweh, 4000 years ago. God made an agreement with their ancestor, Abraham, that he would be their god and they would be his people if they obeyed his 613 laws and spread his word. Generations later, God rescued the Jews from slavery and gave his laws to their leader, Moses. These laws are written in the **Torah** (the holy book) and they guide Jews in all aspects of life and prayer. Jews look forward to the coming of the Messiah (God's anointed one), who, they believe, will bring an age of peace and security.

The Star of David is one of the holy symbols of Judaism. King David (1012-972 BC) was a Jewish national hero. Amongst his many great feats, he is said to have written the holy verses, the Psalms.

CHRISTIANITY

Christianity is probably the world's biggest religion with more than 1500 million followers all over the world. Christians

believe the Messiah was Jesus Christ, a Jew who lived in the Holy Land (Israel) 2000 years ago. Christ, they believe, was the Son of God. When he was crucified to death (nailed to a wooden cross) by his enemies, he rose from the dead to join God in heaven. Christ died, they say, to atone for our sins. After his death, his followers spread his teachings far and wide. There are now three main branches of Christianity: Roman Catholics whose leader is the Pope in Rome; Protestants; and the Eastern Orthodox Church.

HINDUISM

Hinduism is one of the world's oldest religions, founded 5000 years ago. It is also one of the most complex. Hindus worship many different gods, but they all believe in **dharma**, which is the right way to live. Like Buddhists, they also believe we all have past lives. If our lives were good, we are born again in a higher state; if they were bad, we are born as animals or insects. By following the dharma we may reach the perfect state of **Moksha** and so never need to be born again.

DID YOU KNOW?

There are over 11 million Jews living outside Israel and 3.5 million living in Israel.

The Hindu holy text, the Mahabharata is, with 200,000 verses, the longest poem ever written.

Islam forbids Muslims to portray plants or animals, so they decorate things with geometric and other shapes.

William Tyndale was burned in 1535 for translating the Bible into plain English.

Jains of India will not take any form of life. They don't eat meat or fish and most will not eat eggs. Jain priests sweep paths to avoid stepping on insects.

Three million Muslims visit the holy city of Mecca in Arabia every year on a pilgrimage.

1. Read the text and write down international words:

history, part, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|-------------|------------------|
| <input type="checkbox"/> | religion – | <i>religious</i> |
| <input type="checkbox"/> | meditate – | _____ |
| <input type="checkbox"/> | safe – | _____ |
| <input type="checkbox"/> | happy – | _____ |
| <input type="checkbox"/> | mission – | _____ |
| <input type="checkbox"/> | secure – | _____ |
| <input type="checkbox"/> | Christian – | _____ |
| <input type="checkbox"/> | suffer – | _____ |
| <input type="checkbox"/> | attach – | _____ |
| <input type="checkbox"/> | stand – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|---------------|----------------|
| <input type="checkbox"/> | beleive – | <i>believe</i> |
| | personal – | _____ |
| | Buddhism – | _____ |
| | meditation – | _____ |
| <input type="checkbox"/> | society – | _____ |
| | riligion – | _____ |
| | avoid – | _____ |
| | creator – | _____ |
| <input type="checkbox"/> | obbei – | _____ |
| | holy – | _____ |
| | pray – | _____ |
| | rescue – | _____ |
| <input type="checkbox"/> | Reformation – | _____ |
| | Catholic – | _____ |
| | Protestant – | _____ |
| | Cristianity – | _____ |

SOCIETY

4. Write down not less than ten religious terms:

Protestant, Christianity, _____

5. Complete the compound words:

- | | | | |
|--------------------------|------------|----------------|-------|
| <input type="checkbox"/> | -ever: | <i>however</i> | _____ |
| <input type="checkbox"/> | -theistic: | | _____ |
| <input type="checkbox"/> | through-: | | _____ |
| <input type="checkbox"/> | every-: | | _____ |
| <input type="checkbox"/> | -fold: | | _____ |

6. Put questions to the underlined words:

1. Most religions are devoted to a single God.

What are most religions devoted to?

2. Ancient civilizations had much more organized religious beliefs.

3. Over the centuries many people have been persecuted for their religion.

4. Christianity is probably the world's biggest religion.

5. A mosque is a holy place.

7. Group discussion:

Religions Today.

UNIT 6. LANGUAGES

There are over 5000 languages spoken in the world, each with its own words, sounds and grammar. Some, like English, are spoken by many millions of people all around the world. Others, like Trumai in Venezuela, are spoken by less than 100.

FIRST WORDS

Some people say the first words were grunts of love between people. Some say they were imitations of animal sounds. But there is no real way of knowing. Nor is there any way of telling when people first began to speak. A close study of the skulls of early hominids suggests that Australopithecus, who appeared around 4 million years ago, could not speak. Like apes, this hominid did not have a throat able to make the sounds of speech.

However, Neanderthal man, who appeared around 70,000 years ago, could probably make a few recognizable sounds. Scientists generally agree that people first learned to speak 50-30,000 years ago. But it may be that people could communicate by signs and in other ways a long time before this. They did not learn to write until about 5000 years ago.

FAMILIES OF LANGUAGES

In the 1700s, philologists (language historians) began to compare languages. They already knew that French, Spanish, Italian and other languages from the area once occupied by the Roman Empire are all descended from Latin, the language of the Romans. Their studies showed that there were striking similarities between these languages and many other languages throughout Europe and Asia, including Sanskrit, the oldest language of India.

They concluded that all these Indo-European languages were descended from a single language, which they called Proto-Indo-European. This is now thought to have been spoken by a group of semi-nomadic people called the Kurgans who lived in

southern Russia 6000 years ago. They then worked out a complete family tree to show how it evolved. Latin, Greek, Sanskrit are all daughters of Proto-Indo-European; French and other Romance languages are all daughters of Latin.

World languages. Most of the world's languages are grouped into families like Indo-European, although linguists often disagree about how they should be grouped.

Indo-European includes nearly all of the languages spoken in Europe. The Basque tongue of north east Spain is an exception, unrelated to any other known language. Gaelic and English, French and German, Russian and Bulgarian, Hindi and Bengali, and many others are all Indo-European.

In southern India, people speak Dravidian languages such as Telugu and Tamil. In China and Tibet, billions of people speak the many hundreds of Sino-Tibetan languages, including Chinese, Burmese and Tibetan. Africa is the home of more languages than any other continent - about 1300 altogether, spoken by 400 million people. 1000 of them belong to the Niger-Congo family, including 500 Bantu languages like Swahili, spoken in Kenya, and Zulu in South Africa. In the Americas, Indian languages belong to many different families.

NEW WORDS

New words are being adopted all the time. Some are just new ways of using old words; young black New Yorkers shortened definitive to def to coin their own word for something good. Some new words are made up to describe a new invention. The word laser, for instance, comes from the initials of Light Amplification

by Stimulated Emission of Radiation. Many scientific and technical words are based on Latin and Greek words - television is simply vision, with the Greek word tele, meaning far.

New words often come from foreign languages. In the early 1600s, English gained many new words as explorers ventured overseas. **Cafe** was once only French for **coffee**; now it is also English for a cheap place to eat out. In 1977, the French were so worried about how many English words were being used in France that the government banned them from official documents.

GRAMMAR

Every language has its own set of rules or **grammar** about the way words are used and in what order. Language is broken into sentences or phrases. A sentence normally has a subject -that is, the thing the sentence is about - and a verb, describing what the subject does. It may also have an object, the thing affected. In the sentence, "**The girl kissed the boy**". **The girl** is the subject (S), **kissed** is the verb (V) and **the boy** is the object (O). In 75% of the world's languages, the normal order is SVO (French, English) or SOV (Japanese). In Welsh and others, the verb comes first. In English, too, the order may be changed to create a particular effect. A poet, for instance, might say: "Strange fits of passion have I known" (OSV), rather than "I have known strange fits of passion" (SVO).

CHANGING SOUNDS

Philologists long ago noticed similarities between words in many different languages that could not be simply coincidence. Notice, for instance, the similarities of the words for father, mother and brother for languages as far apart as Irish and Sanskrit. In the early 1800s, Jacob Grimm 1785-1863), now best known for his fairy tales realized that the

words always differed in exactly the same way. The words **father** and **fish** in English are **pater** and **piscis** in Latin. In other words, the «p» in the Latin words becomes a softer «f» in English. Similarly, **pater**, **mater** and **tres** in Latin become **father**, **mother** and **three** in English with the «t» softening to a «th». Grimm found nine sound shifts altogether, showing how languages evolved.

Some very common words, like bread, have their origins in the language spoken by Anglo-Saxons.

| | | |
|----------------|----------------|-----------------|
| <i>English</i> | <i>Irish</i> | <i>German</i> |
| <i>father</i> | <i>athair</i> | <i>Vater</i> |
| <i>mother</i> | <i>mathair</i> | <i>Mutter</i> |
| <i>Greek</i> | <i>Latin</i> | <i>Sanskrit</i> |
| <i>pater</i> | <i>pater</i> | <i>pitar</i> |
| <i>mater</i> | <i>mater</i> | <i>mata</i> |

Works in Latin. The beautiful Book of Kells was made by Irish monks in the 8th century. Like most books of the time it is in Latin. Indeed, until well into the 1600s, scholars and church people always wrote in Latin, not their native language. The formal grammar of Latin has influenced written English.

Water in English does not come from the Latin for water, which is aqua, but from the German -Wasser. Oddly, the Gaelic for water, **uisge**, does. **Whisky** is an English way of saying **uisge beatha**, meaning "water of life".

DID YOU KNOW?

More than 2 billion people speak an Indo-European language.

More than 1 billion speak Chinese.

350 million speak English as their first language.

Over 600 languages are spoken in New Guinea alone.

Taxation once meant fault finding.

Villain once meant farm labourer.

Cheat once meant rent collector.

Pretty once meant ingenious.

Banshee comes from Irish Gaelic.

Kiosk comes from Turkish.

Tomato came from Nuahtl (an American Indian language).

Yen is Chinese for desire.

1. Read the text and write down international words:

grammar, coffee, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|-------------|----------------|
| <input type="checkbox"/> | short – | <i>shorten</i> |
| <input type="checkbox"/> | definite – | _____ |
| <input type="checkbox"/> | invent – | _____ |
| <input type="checkbox"/> | science – | _____ |
| <input type="checkbox"/> | imitate – | _____ |
| <input type="checkbox"/> | recognize – | _____ |
| <input type="checkbox"/> | commune – | _____ |
| <input type="checkbox"/> | similar – | _____ |
| <input type="checkbox"/> | mean – | _____ |
| <input type="checkbox"/> | relate – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|------------|-----------------|
| <input type="checkbox"/> | languge – | <i>language</i> |
| | sentence – | _____ |
| | word – | _____ |
| | speak – | _____ |
| <input type="checkbox"/> | language – | _____ |
| | instance – | _____ |
| | speech – | _____ |
| | gramar – | _____ |
| <input type="checkbox"/> | meening – | _____ |
| | rule – | _____ |
| | sound – | _____ |
| | phrase – | _____ |
| <input type="checkbox"/> | describe – | _____ |
| | initial – | _____ |
| | official – | _____ |
| | writen – | _____ |

SOCIETY

4. Write down not less than ten linguistic terms:

word, language, _____

5. Complete the compound words:

- | | | |
|--------------------------|------------|-------------------|
| <input type="checkbox"/> | -out: | <i>throughout</i> |
| <input type="checkbox"/> | how-: | _____ |
| <input type="checkbox"/> | philo-: | _____ |
| <input type="checkbox"/> | -European: | _____ |
| <input type="checkbox"/> | -vision: | _____ |
| <input type="checkbox"/> | Australo-: | _____ |

6. Put questions to the underlined words:

1. There are over 5000 languages spoken in the world.

How many languages are there in the world?

2. In 1700s, philologists began to compare languages.

3. All Indo-European languages were descended from a single language.

4. Every language has its own set of rules.

5. The formal grammar of Latin has influenced written English.

7. Group discussion:

Is It Necessary to Know Foreign Languages?

UNIT 7. WRITING

From a request for a pint of milk to a history of the world, writing is a simple and effective way of communicating with people you can't talk to. It is also an ideal way to keep a permanent record, whether for legal purposes or just as a reminder.

EARLY WRITING

Writing did not begin in any one place, but in the Middle East, in China and in Central America independently. No one knows quite why people started to write, but the first written symbols were probably used by rulers to show their power, and by city officials to record and label food and other items. In Central America, for instance, writing was used only for royal monuments.

Scribes and clerks. Even after writing systems were developed, very few people knew how to read and write. Usually, only a few specially trained **scribes** had the skill. In Mesopotamia in the Middle East, just a few boys were taught to write.

In Ancient Egypt, too, only scribes and a few officials could write. Some worked for the king recording things to be taxed. Others hired their services to anyone who wanted a letter read or written. Scribes learned to write on slates. But once trained, they wrote letters in ink on rolls of paper made by cutting the pith of papyrus reeds into thin strips and *squeezing it together*. They also *jotted down* notes on pieces of broken pottery called **ostraca**.

Parchment and manuscripts. In the Dark Ages, monasteries kept the art of writing and reading alive. From AD 100 on, monks wrote

on **parchment**, paper made from untanned animal skins, like sheep or calf. Skins were soaked, scraped and stretched, then rubbed with chalk and pumice. Parchment was often leaved together into a **codex**.

Since writing and reading was a rare skill, monks put a lot of effort into the **manuscripts** (writings), and many are beautifully **illuminated** (illustrated) with decorations and pictures.

The age of print. With the coming of printed books in the 1400s more people learned to read and write. But for a time, lords still paid clerks to write letters - not just official letters but love letters too. By 1800, about 60% men and 45% women could read and write a little - that is, they could sign their names. Today, most people in Europe and America are taught to read and write at school and adult literacy rates are high. In countries like Cuba and Tanzania, intensive literacy campaigns teach many more people to read and write.

CUNEIFORM

One of the earliest systems of writing is called cuneiform. It was used in Sumer, Babylon, Assyria and other areas in the Middle East between 3100 and 75 BC. Cuneiform used groups of marks that looked like tiny wedges. These marks were made by

pressing a reed pen on to damp clay tablets. At first the groups were simplified pictures. But as cuneiform developed, the groups were used to show the sounds of words or even **syllables** (parts of words).

PICTURES AND SOUNDS

People made records with clay tokens shaped to represent different things over 10,000 years ago. But the oldest known writing is marks on clay tablets from the Sumerian city of Uruk dating from around 3500 BC. They record land sales, business deals and tax details.

Today writing uses letters to show the different sounds in a word. But the earliest writing used pictures (**pictographic**) or symbols (**ideographic**) to show things directly. The sea, for instance, might be shown by wavy lines and a man by a stick man. Some Egyptian hieroglyphs are picture writing.

Later on, however, people began to use symbols to show different words (not different objects). This is called **logographic** writing. Chinese **characters** work like this. The problem is that you need a different symbol for each word. So there are nearly 50,000 different characters in Chinese.

Chinese writing changed gradually over thousands of years from pictures of objects to shapes representing words or the sound of words.

Ideograms use symbols to show things.

Phonograms use symbols to show the sound of a word, like **rebus writing** sometimes used in puzzles today.

ALPHABETS

Today, most writing uses alphabets. Words are made up from letters, each representing a sound. English is written in letters from the Roman alphabet. Like the Greek, Cyrillic (Russian), Hebrew and Arabic alphabets, it is descended from the earliest-known alphabet, invented in Syria some 3500 years ago. The Syrian alphabet was developed first by the Phoenicians, then the Ancient Greeks about 1000 BC and later the Etruscans of Ancient Italy who gave it to the Romans.

ANCIENT EGYPT

The writing of ancient Egypt is called **hieroglyphic**, and it is found in many of the temples and pyramids that still stand today. This system of writing is a very complicated one which uses over seven hundred different signs.

At first, every object was represented by its own picture, called a **pictogram**. As the writing developed, the pictograms came to represent words or sounds. Groups of these sounds, called phonograms, were used to build up new words.

1. Read the text and write down international words:

effective, communicate, _____

2. Find in the text and pronounce words of the same root:

- | | | | |
|--------------------------|------------|-----------------|-------|
| <input type="checkbox"/> | mind – | <i>reminder</i> | _____ |
| <input type="checkbox"/> | form – | | _____ |
| <input type="checkbox"/> | depend – | | _____ |
| <input type="checkbox"/> | China – | | _____ |
| <input type="checkbox"/> | decorate – | | _____ |
| <input type="checkbox"/> | beauty – | | _____ |
| <input type="checkbox"/> | differ – | | _____ |
| <input type="checkbox"/> | script – | | _____ |
| <input type="checkbox"/> | serve – | | _____ |
| <input type="checkbox"/> | paper – | | _____ |

3. Correct the misspelled words:

- | | | | |
|--------------------------|--------------|-----------------|-------|
| <input type="checkbox"/> | alfabet – | <i>alphabet</i> | _____ |
| | tablet – | | _____ |
| | group – | | _____ |
| | teach – | | _____ |
| <input type="checkbox"/> | comunicate – | | _____ |
| | picture – | | _____ |
| | symbol – | | _____ |
| | manuscript – | | _____ |
| <input type="checkbox"/> | literecy – | | _____ |
| | object – | | _____ |
| | subject – | | _____ |
| | develop – | | _____ |
| <input type="checkbox"/> | sign – | | _____ |
| | caracter – | | _____ |
| | represent – | | _____ |
| | decorate – | | _____ |

SOCIETY

4. Write down not less than ten terms reflecting the process of writing:

symbol, manuscript, _____

5. Complete the compound words:

- | | | |
|--------------------------|-----------|-----------|
| <input type="checkbox"/> | phono-: | phonogram |
| <input type="checkbox"/> | picto-: | _____ |
| <input type="checkbox"/> | -script: | _____ |
| <input type="checkbox"/> | -graphic: | _____ |
| <input type="checkbox"/> | -gram: | _____ |
| <input type="checkbox"/> | -form: | _____ |

6. Put questions to the underlined words:

1. Writing did not begin in any one place.

What did not begin in any one place?

2. One of the earliest systems of writing is called cuneiform.

3. Today writing uses letters to show the different sounds in a word.

4. Groups of these sounds, called phonograms, were used to build up new forms.

5. With the coming of printed books in the 1400s more people learned to read and write.

7. Group discussion:

History of Writing.

UNIT 8. MEDICINE

Until the beginning of this century, most people died before the age of 50. Rapid developments in modern medicine have conquered many diseases and disorders. Now, people in developed countries expect to live an active life until they are over 70, but in the Third World, lack of health care is still a major problem.

Medicine is the science and art of healing, dedicated to saving lives and relieving suffering.

A person becomes ill when a part of their body does not function properly. They may have been injured, caught an infectious disease, or have inherited a weakness or defect in their genes. There are also psychiatric disorders of the mind.

The human body is a wonderful machine capable of building and repairing itself, provided it has a good supply of fresh air, water and food. But if an illness is serious, a person may need medical aid to help them get better.

Medical care begins with the diagnosis or identification of a disease or injury, followed by treatment to cure it.

PREVENTIVE MEDICINE

Modern medicine also concentrates on the prevention of disease, with worldwide programmes for immunization and health education.

Genetic engineering is being used to try and eliminate inherited disorders such as haemophilia.

DIAGNOSIS

Doctors diagnose, or identify, an ailment that is not immediately obvious by first studying the patient's case history, a report that tells them about the person's previous state of health and what problems they might expect. Next they make a physical

examination of the patient's body to try and locate the position and state of an injury or infection. If necessary, they arrange for special medical tests to be carried out, such as X-rays, or blood, urine or tissue analysis. Scanning techniques are used to investigate internal disorders such as tumours.

TREATMENT

Doctors may prescribe drugs to help the body fight infection and repair damaged tissues. Drugs are made from natural substances such as plants, or synthetically from chemicals, and are classified according to their effect on the body. There are drugs to fight bacteria, prevent infectious diseases, affect the heart and the bloodstream, or affect the nervous system and so on.

If the best treatment involves surgery, the patient will go into hospital to have the damaged or diseased parts removed or repaired. Transplant surgery is now available, in which entire organs can be replaced. Laser surgery uses an intense beam of light to cut or repair tissue. With micro-surgery even the tiniest nerve endings can be reconnected. Nuclear medicine, which uses radioactive materials, is used in both diagnosis and treatment. Radiotherapy is often used to treat cancer. While patients are in a critical condition they are given intensive care, where the combined use of drugs, life-support machines and accurate monitoring systems may enable them to start a good recovery.

EARLY SURGERY

For thousands of years people have known about the healing properties of certain plants, but primitive surgery lost more lives than it saved. Until the 16th century, knowledge of human anatomy was inaccurate and there was a high risk of infection. The shock to the system during surgery could be fatal, until the introduction of pain-killing anaesthetics in the 1840s. Risks were further reduced when antiseptic surgery techniques were introduced by Lister in the 1860s.

HOSPITALS

Modern hospitals have areas to deal with each type of treatment. Accidents and emergencies are treated by the Casualty Department, which sends them to a ward or to the X-ray Department or the operating theatre, if necessary. The general wards are for patients undergoing treatment or recovering from an operation. In an intensive care unit the condition of critically ill patients is monitored by machines. The X-ray and scanning departments are used for diagnosis and treatment. The physiotherapy unit is specially equipped for patients to exercise injured or weakened limbs and muscles.

ALTERNATIVE MEDICINE

Some forms of alternative medicine are based on ancient practices, such as acupuncture, which developed in ancient China. Amazingly, it can reduce pain by

sticking needles into critical points on the body.

Acupuncture charts show the various places on the body where needles should be inserted to relieve the relevant disorder.

Many primitive peoples relied on their local witch doctor or medicine man to cure them with herbal potions or secret magic powers. Some herbal medicines are still used.

In homeopathy, an illness is treated with small quantities of the drug that would induce the same illness in a healthy person.

In osteopathy the bones and muscles are manipulated to remove pain, which is often caused by lesions.

SCANNING TECHNIQUES

X-ray diagnosis has been revolutionized by the CAT (computerized axial tomography) scanner. The scanner moves around the patient producing a detailed picture of a cross-section of any part of the body. A close series of scans can be used to build up a 3D image showing the extent of a tumour, for example, as it shows both bone and soft tissue clearly. The NMR scanner works by nuclear magnetic resonance, using radio waves and powerful magnets. It can be used for examining brain tissue.

The PET (positron emission tomography) scanner picks up signals from a radioactive substance injected into the patient. It can be used to study the behaviour of cells in different parts of the body while they are in action.

1. Read the text and write down international words:

medicine, modern, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|----------------|--------------------|
| <input type="checkbox"/> | develop – | <i>development</i> |
| <input type="checkbox"/> | act – | _____ |
| <input type="checkbox"/> | order – | _____ |
| <input type="checkbox"/> | wonder – | _____ |
| <input type="checkbox"/> | identificate – | _____ |
| <input type="checkbox"/> | treat – | _____ |
| <input type="checkbox"/> | prevent – | _____ |
| <input type="checkbox"/> | examine – | _____ |
| <input type="checkbox"/> | synthetical – | _____ |
| <input type="checkbox"/> | surgeon – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|-------------|-----------------|
| <input type="checkbox"/> | weekness – | <i>weakness</i> |
| | disorder – | _____ |
| | illness – | _____ |
| | health – | _____ |
| <input type="checkbox"/> | drags – | _____ |
| | physical – | _____ |
| | prescribe – | _____ |
| | infection – | _____ |
| <input type="checkbox"/> | disease – | _____ |
| | healling – | _____ |
| | surgery – | _____ |
| | medicine – | _____ |
| <input type="checkbox"/> | care – | _____ |
| | recovery – | _____ |
| | condition – | _____ |
| | analisis – | _____ |

SOCIETY

4. Write down not less than ten medical terms:

disease, patient, _____

5. Complete the compound words:

- | | | |
|--------------------------|-----------|------------------|
| <input type="checkbox"/> | -wide: | <i>worldwide</i> |
| <input type="checkbox"/> | blood-: | _____ |
| <input type="checkbox"/> | haemo-: | _____ |
| <input type="checkbox"/> | -killing: | _____ |
| <input type="checkbox"/> | micro-: | _____ |
| <input type="checkbox"/> | radio-: | _____ |
| <input type="checkbox"/> | phiso-: | _____ |

6. Put questions to the underlined words:

1. Medicine is the science and art of healing.

What is medicine?

2. Medical care begins with the diagnosis of a disease.

3. For thousand of years people have known about the healing properties of certain plants.

4. Some forms of alternative medicine are based on ancient practices.

5. Many primitive peoples relied on their local witch doctor.

7. Group discussion:

What Kinds of Treatment Do You Prefer?

UNIT 9. THEATRE AND FILM

Theatre is one of the oldest forms of entertainment; cinema is one of the newest. But they both usually depend on telling a story or demonstrating a theme using actors. With theatre, each performance is live and different, but cinema can create spectacular special effects.

THEATRE

Plays were staged in ancient Greece over 2500 years ago. These early dramas were often religious and staged in churches. In the Middle Ages, for instance, mystery plays told Bible stories in a dramatic and colourful way.

In England and Spain, the first real theatres were built in the age of William Shakespeare (1564-1616) who wrote such famous plays as **Hamlet** and **Romeo and Juliet**. These theatres, though, were open-air; it was not until the late 1600s that theatres were roofed.

Many early plays were about heroes and kings and were set in exotic locations. But in the last 100 years, playwrights have written more about ordinary characters and situations. In the 1960s, many plays were kitchen sink dramas, showing life in very ordinary homes.

Stage and lights. Today, banks of lights help the actors create the right atmosphere. Lights called **floods** give an overall light; **spotlights** and **profiles** focus on a particular spot; **fresnels** and **parcans** give something in between. Lights can be made any colour with a filter or **gel** in front of the lens.

The stage in older theatres is often set behind a large frame called the **proscenium arch**, and curtains or **tabs** open to reveal it at the start of the play. In many modern theatres, the stage is surrounded by the audience on three sides (**thrust stage**) or all four (**in-the-round**).

THE AGE OF SHAKESPEARE

It was in the 1570s that the first real theatres appeared. In England, there were **wooden-**

Os like the Globe Theatre in London. These were round wooden buildings with the stage and an audience pit in the centre, open to the sky. Here noisy and enthusiastic crowds watched professional actors perform the dramatic new plays of playwrights like Shakespeare, Christopher Marlowe (1564-1593) and Ben Jonson (1572-1637).

In Spain, people crammed into open courtyard theatres called **corrales**. This time is called the "golden age" of Spanish drama, for thousands of wonderful plays were written and performed. One of the most famous writers was Lope de Vega (1562-1635) who wrote plays such as **El Peno del Hortelano (The Dog in a Manger)**.

CLASSICAL THEATRE

In the days of Ancient Greece and Rome, thousands of people went to see dramas in huge open-air theatres like the one in Athens. Actors usually wore huge masks. They performed not only comedies, but also tragedies with terrible deeds and strong emotions. The first great writer of tragedies was Aeschylus (525-456 BC), who is famous for his three plays about the hero Orestes. Equally powerful are the dramas of Sophocles (497-405 bc) and Euripides (485-406 bc). Sophocles' play **Oedipus Rex** is about a king who unwittingly kills his own father and marries his mother. Euripides' **Medea** is the tragedy of a woman who kills her own children.

CINEMA

Frenchman Louis le Prince made the first moving pictures in Washington Heights, New York in 1885-7, and the first cinema was built in Georgia, USA, in 1895. By 1912, thousands of people in the USA were paying a nickel (5 cents) to see films in the **nickelodeons**, as cinemas were called. Many of the early films were made in Hollywood, California, because good weather was needed for filming. Hollywood has remained the centre of the American film industry ever since.

Early films were in black-and-white only, and were silent. A piano or organ in the cinema provided music to go with the film, and the actor's words appeared in writing on the screen. The first talkies, movies in which actors spoke, came with **The Jazz Singer** in 1927. Colour arrived soon after, though it was rarely used until the 1950s, when the Eastman-color process superseded Technicolor. In the 1970s, the invention of high-quality all round sound systems made films like **Star Wars** incredibly dramatic by giving audiences the impression they were in the middle of a battle.

SPECIAL EFFECTS

Film-makers have always used tricks to show things they could not film for real, such as a ship sinking. One technique is the **travelling matte**, used to make Superman fly. First, actors are filmed against a blue background to make a **matte**, that "travels" across the screen. The matte masks off where the actors were while the real background is filmed. Background and actor shots are then merged. Now, film-makers can produce spectacular effects using computers. Computer screen techniques merge

computer-driven models, actors and real scenes together so smoothly it is impossible to tell which is which.

EARLY MOVIE STARS

There have been movie stars as long as there have been movies. In the days of the silents in the 1920s, the most famous stars were comics such as Buster Keaton and Charlie Chaplin. Chaplin endeared himself to millions with his shabby tramp character with a bowler hat and walking stick. Beautiful women like Mary Pickford and Carole Lombard gave Hollywood and movies an aura of glamour which they have never lost. But many silent movie stars failed to make the transition to talkies.

Perhaps the most famous of all stars was Marilyn Monroe (1926-1962). Her sad death of an overdose in 1962 has made her a symbol of the way the movie industry can exploit youth and beauty ruthlessly.

One of the first talkies stars was German actress Marlene Dietrich who made her name in the film *Blue Angel* (1930).

DID YOU KNOW?

Lope de Vega may have written over 1800 plays - 60 times as many as Shakespeare.

Theatre was banned in England from 1642 until 1660 because the Puritans in the government thought it immoral.

The 1991 film Terminator 2: Judgement Day, starring Arnold Schwarzenegger, was estimated to have cost \$104 million to make.

The gaffer places and rigs the lights.

The key grip looks after props (things like furniture and so on).

1. Read the text and write down international words:

theatre, film, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|------------|------------------|
| <input type="checkbox"/> | colour – | <i>colourful</i> |
| <input type="checkbox"/> | drama – | _____ |
| <input type="checkbox"/> | locate – | _____ |
| <input type="checkbox"/> | musical – | _____ |
| <input type="checkbox"/> | possible – | _____ |
| <input type="checkbox"/> | wood – | _____ |
| <input type="checkbox"/> | wonder – | _____ |
| <input type="checkbox"/> | pure – | _____ |
| <input type="checkbox"/> | moral – | _____ |
| <input type="checkbox"/> | act – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|--------------|----------------|
| <input type="checkbox"/> | thiatre – | <i>theatre</i> |
| | stage – | _____ |
| | actor – | _____ |
| | story – | _____ |
| <input type="checkbox"/> | audiience – | _____ |
| | moovie – | _____ |
| | crowd – | _____ |
| | perform – | _____ |
| <input type="checkbox"/> | playwrite – | _____ |
| | tragedy – | _____ |
| | hero – | _____ |
| | atmosphere – | _____ |
| <input type="checkbox"/> | famous – | _____ |
| | picture – | _____ |
| | sinema – | _____ |
| | dramatic – | _____ |

SOCIETY

4. Write down not less than ten words connected with theatre and cinema:

play, screen, _____

5. Complete the compound words:

- | | | |
|--------------------------|-------------|-----------------|
| <input type="checkbox"/> | open-: | <i>open-air</i> |
| <input type="checkbox"/> | -wright: | _____ |
| <input type="checkbox"/> | film-: | _____ |
| <input type="checkbox"/> | -yard: | _____ |
| <input type="checkbox"/> | -super-: | _____ |
| <input type="checkbox"/> | techni-: | _____ |
| <input type="checkbox"/> | black-and-: | _____ |

6. Put questions to the underlined words:

1. In the Middle Ages, mystery plays told Bible stories in a dramatic way.

When did mystery plays tell Bible stories?

2. Film-makers have always used tricks to show things they could not film.

3. The most famous of all stars was Marilyn Monroe.

4. Lope de Vega may have written over 1800 plays.

5. One of the first talkies stars was German actress Marlene Dietrich.

7. Group discussion:

Why Do We Go to the Cinema / Theatre?

UNIT 10. FINE ART

People have painted pictures and created shapes for pleasure and inspiration since prehistoric times, and every civilization and culture has its own style of painting and sculpture.

WESTERN ART

When people in Europe and America talk of fine art, they are usually talking of paintings and sculptures made in Europe and America over the last 700 years. Of course, many beautiful paintings and sculptures have been made elsewhere but they are not part of the same tradition.

Medieval painting. In the Middle Ages, artists painted mainly on wood panels for churches, or directly on church walls, and their paintings show scenes from the life of Christ and the saints. They are clear and full of rich colours, but to us look a little flat, cartoon-like and unnatural. But around 1300, the Italian artist Giotto (1267-1337) began to paint figures and landscapes in a much more natural, lifelike style and others followed suit. For the first time, people seemed to have a definite shape beneath their loose clothes.

The Renaissance was one of the greatest periods in the history of art, especially in Italy. The artists of the Renaissance were fascinated by the pure, beautifully proportioned art of Ancient Greece and Rome, and also by the world around them.

In Masaccio's (1401-28) paintings, figures seem to be drawn from life for the first time. Artists such as Piero della Francesca (1420-92) and Leon Alberti (1404-72) showed how to use **perspective**, the way lines converge in the distance. Leonardo da Vinci (1452-1519) studied human anatomy to make his figures more realistic. The Renaissance reached its height in the early 16th century when Michelangelo (1475-1564), Raphael (1483-1520) and the architect Bramante (1444-1514) were working in Rome.

The 1600s. Towards the end of the 16th century, artists began to abandon the classical purity of the Renaissance and adopt a more dramatic, energetic style. Rubens (1577-1640) and Velasquez (1599-1660) painted ordinary people rather than heroes and saints, and in Holland, artists like Vermeer (1632-75) painted peaceful indoor scenes in perfect detail.

Portraits and landscapes. In the 1700s rich people began to order pictures to decorate their houses like Boucher's (1703-70) flowery interiors and Gainsborough's (1727-88) portraits. In the early 1800s, many artists reacted against the ugliness and scale of the Industrial Revolution by painting passionate romantic dramas - Gericault (1791-1824) and Delacroix (1798-1863) - and moody landscapes - Constable (1776-1837) and Turner (1775-1851). By the 1850s, artists such as Courbet (1819-77) preferred a cooler, more realistic approach and more down-to-earth subjects.

CAVE ART

The world's oldest works of art date back some 30,000 years to the Stone Age. There are many small stone sculptures of fat women called Venus figurines dating from over 20,000 years ago. There are also many ancient paintings in the caves of southern France and northern Spain. The earliest of these dates back nearly 30,000 years. Those at the most famous sites - Lascaux in France and Altamira in Spain - were painted between 15,000 and 10,000 years ago.

These remarkable paintings were painted with a stick and paints ground from coloured earths and clays, such as iron oxide and

yellow ochre, giving mostly browns and reds. They usually show deer, bison, horses, wild cattle, mammoths, woolly rhinoceroses and various other animals. Only occasionally do the cave artists paint humans and other subjects.

CLASSICAL IDEALS

The **classical** art of Ancient Greece and Rome has had a deep and lasting influence on western art. In the Renaissance in particular, artists like Alberti and Donatello went to Rome to study the ancient ruins and statues and copy the clear, calm and elegant style of the classical artists. Michelangelo's figures for the ceiling of the Sistine Chapel have some of the grandeur of classical heroes.

PAINTS

Paintings are done with oil or acrylic paints, watercolours or as frescos on wet plaster. Early Renaissance painters mixed pigments with egg white (**tempera**), later they mixed them with linseed oil (**oils**).

Pigments. The paints in the artist's palette get their colour from pigments. Up until the 1800s, pigments were made from naturally occurring minerals and plants. Since 1856, pigments have been made from synthetic dyes.

THE IMPRESSIONISTS

In the 1870s, a group of French artists called the Impressionists painted some of the most popular of all pictures. Their bright, softly coloured landscapes and scenes from French life were an attempt to get away from the studied detail of most paintings and

capture the spontaneous, indistinct way we really see the world, which is why they are called Impressionists. The most famous are Monet (1840-1926), Renoir (1841-1919), and Degas (1834-1917).

SCULPTURE

One of the most famous early sculptors was Donatello (1386-1466) whose lithe statue of David was the first life-size bronze of the Renaissance. Michelangelo also made a statue of David, only his is much more muscular and carved from marble like many of his great sculptures. Perhaps the most famous sculptor since the Renaissance is the Frenchman Auguste Rodin (1840-1917) whose statues such as **The Thinker** and **The Kiss** seem to be almost frozen from life.

Before the 20th century, sculptors concentrated mostly on making realistic statues of people and animals. Now most sculptors make abstract or semi-abstract sculptures such as Henry Moore's (1898-1986) smooth, organic figures with holes in them.

POP ART

In the 1960s young artists like David Hockney (1937-) and Andy Warhol (1926-87) felt abstract art was irrelevant to modern life and tried to develop a popular style, called Pop Art.

Few major modern artists paint realistic scenes; most paint abstracts. Cubists like Picasso (1881-1973) broke up scenes into different shapes. With artists such as Kandinsky (1866-1944) colour and form were more important than the subject.

1. Read the text and write down international words:

culture, style, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|--------------|-----------------|
| <input type="checkbox"/> | paint – | <i>painting</i> |
| <input type="checkbox"/> | remark – | _____ |
| <input type="checkbox"/> | occasion – | _____ |
| <input type="checkbox"/> | natural – | _____ |
| <input type="checkbox"/> | portion – | _____ |
| <input type="checkbox"/> | high – | _____ |
| <input type="checkbox"/> | class – | _____ |
| <input type="checkbox"/> | energy – | _____ |
| <input type="checkbox"/> | passion – | _____ |
| <input type="checkbox"/> | impression – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|-------------|------------------|
| <input type="checkbox"/> | clasical – | <i>classical</i> |
| | saint – | _____ |
| | follow – | _____ |
| | artist – | _____ |
| <input type="checkbox"/> | ansient – | _____ |
| | abstract – | _____ |
| | perfect – | _____ |
| | natural – | _____ |
| <input type="checkbox"/> | muscular – | _____ |
| | sculpcher – | _____ |
| | realistic – | _____ |
| | smooth – | _____ |
| <input type="checkbox"/> | popular – | _____ |
| | famous – | _____ |
| | panting – | _____ |
| | statue – | _____ |

SOCIETY

4. Write down not less than ten words connected with Fine Art:

portrait, palette, _____

5. Complete the compound words:

- | | | |
|--------------------------|----------|------------------|
| <input type="checkbox"/> | else-: | <i>elsewhere</i> |
| <input type="checkbox"/> | land-: | _____ |
| <input type="checkbox"/> | -like: | _____ |
| <input type="checkbox"/> | -earth: | _____ |
| <input type="checkbox"/> | -colour: | _____ |
| <input type="checkbox"/> | -size: | _____ |

6. Put questions to the underlined words:

- The Renaissance was one of the greatest periods in the history of art.
What was the Renaissance?
- The world's oldest works of art date back some 30,000 years to the Stone Age.

- Few major modern artists paint realistic scenes.

- One of the most famous early sculptors was Donatello.

- The paints in the artist's palette get their colour from pigments.

7. Group discussion:

Do You Like Fine Art?

UNIT 11. MUSIC

There is rock music and rap music, classical and choral, jazz and jive, swing and salsa and many other kinds of music, but all music is basically sounds organized into notes and rhythms.

CLASSICAL AND ORCHESTRAL MUSIC

The roots of classical and orchestral music lie in medieval monasteries where monks sang chants called **plainsong** that echoed hauntingly off the stone walls. In the 1100s, monks began to build up the sound by singing a second then later a third tune at the same time. This is called **polyphony**, meaning many sounds. In Reims in France, Machaut (1300-77) wrote rhythmic music in this form. Most **polyphonic** music was **vocal** (for singing) and composers like Palestrina (1525-94) and Monteverdi (1567-1643) wrote wonderful vocal **masses** (for church services) and **madrigals** (to entertain lords and ladies). In the 1500s, people began to play polyphonic music on instruments such as **viols** (a kind of violin) and lutes - especially for the popular new dances like the **pavan** and **galliarde**. Then, as musicians became more skilled, composers like Monteverdi began to write brilliantly expressive music for solo voices and chorus.

Baroque and classical. In the 1600s, composers began to write in **harmony** - that is, based on **chords** (groups of notes that sound right together) rather than parallel tunes. And for the new groups of professional musicians, they wrote elaborate instrumental pieces called **sonatas** and **concertos** - none finer than those of German composer JS Bach (1685-1750). In the 1700s, the groups grew into orchestras and the music became ever more structured, with each piece following a set formula. Symphonies, which were really sonatas for orchestra, almost always began

with a fast section, had a slow middle and a fast end. Mozart (1756-91) used these rigid classical structures to create some of the most beautiful orchestral music ever written.

Romantic and modern. Classical music was elegant and refined, but in the early 1800s, Beethoven (1770-1827) began to write moody, passionate pieces on a grand scale. Beethoven's fluid **Romantic** music paved the way for the dazzling piano music of Chopin and Liszt. Some romantic composers such as the Russian Tchaikovsky (1840-93) were inspired partly by the folk music of their own countries.

Early this century, composers such as Stravinsky ((1882-1971) and Bartok (1881-1945) began to appreciate how **dissonance** (notes that clash) can create a dramatic, exciting sound.

MUSICAL NOTATION

When writing down music, musicians use musical notation. This shows every aspect of the music, so that another musician can play the piece perfectly by simply reading it. The notes are written in order on two staves, each with five ruled lines. The lower staff (the bass clef) is for low notes; the upper (the treble clef) for high notes.

The pitch of each note is shown by its position on the staff. Its length is shown in a simple code. A whole note lasting four beats (a semibreve) is a white dot; a half note lasting two beats (minim) is a white dot with a tail; a quarter note lasting one beat (crotchet) is a black dot with a tail; an eighth note (quaver) has a flag on the tail; and so on. The tune is

split into short periods called bars. For an even rhythm there must always be the same number of beats in a bar.

Music is written in a key, shown by symbols at the beginning of each stave. The key system is based on sequences of notes called major or minor scales.

INSTRUMENTS

Traditional instruments are of four main kinds: **brass**, woodwind, string and percussion. In brass instruments (trombone, trumpet, French horn, tuba) the sound is made by the vibration of the player's lips against the mouthpiece. Different notes are made by changing the shape of the mouth, blowing hard or soft and by altering the length of the tube with press button valves. **Woodwind** instruments (clarinet, oboe) have a reed in the mouthpiece to set up the vibrations. In **string** instruments (violin, cello) the sound is the vibration of a string as the bow is drawn across it. Notes are varied by pressing a finger on the string to alter its length.

ROCK AND RAP

Today's chart music and dance rhythms have their roots in the music of Black Americans - especially in the jazz and blues (sad, rhythmic songs) played in the saloon bars of New Orleans in the late 1800s. In the 1950, Black guitar groups played frantic **rock'n'roll**. When taken up by Whites like Buddy Holly and Elvis Presley, it became the focus of many teenager's lives. In the 1960s, the simple pace of **rock'n'roll** matured into the varied rock of groups like the Beatles. But by the 1990s, popular music was led once again by the energetic dance beats like **rap**

and **house** that emerged from Black neighbourhoods in the 1980s.

Miles Davis (1926-92) was a great jazz trumpeter. He played **bebop** in the 1940s, and later became famous for his jazz-rock fusions.

THE ORCHESTRA

There are various kinds of orchestra ranging from small string orchestras to huge symphony orchestras with 90 or more players. The first orchestras appeared in the 17th century and were small often haphazard groups, held together by the harpsichord or organ. By the time of Mozart, the harpsichord and organ had gone and the orchestra had a standard form with 40 or so players grouped into strings, woodwind, brass and percussion. Throughout the 19th century, the orchestra got bigger and bigger, and composers like Richard Strauss wrote grand pieces demanding huge brass sections. Recently, exotic percussion and electric synthesizers have been added to the sound.

KEYBOARDS

Keyboard instruments have been popular for over 400 years because they can play chords of up to ten notes simultaneously. Harpsichords dominated music in the 1600s and 1700s, and in the 1800s and 1900s composers like Chopin (1810-49) and Rachmaninov (1873-1943) wrote for the loud and increasingly popular grand piano. Now modern and extremely versatile electronic keyboards and synthesizers are featured in all kinds of music.

1. Read the text and write down international words:

music, jazz, _____

2. Find in the text and pronounce words of the same root:

- | | | |
|--------------------------|----------------|-----------------|
| <input type="checkbox"/> | music – | <i>musician</i> |
| <input type="checkbox"/> | perfect – | _____ |
| <input type="checkbox"/> | orchestra – | _____ |
| <input type="checkbox"/> | polyphony – | _____ |
| <input type="checkbox"/> | rhythm – | _____ |
| <input type="checkbox"/> | compose – | _____ |
| <input type="checkbox"/> | express – | _____ |
| <input type="checkbox"/> | instrumental – | _____ |
| <input type="checkbox"/> | tradition – | _____ |
| <input type="checkbox"/> | vibrate – | _____ |

3. Correct the misspelled words:

- | | | |
|--------------------------|--------------|--------------|
| <input type="checkbox"/> | string – | _____ |
| | violin – | _____ |
| | peetch – | <i>pitch</i> |
| | brass – | _____ |
| <input type="checkbox"/> | rhythm – | _____ |
| | polyphonic – | _____ |
| | musician – | _____ |
| | instrumant – | _____ |
| <input type="checkbox"/> | symfony – | _____ |
| | voice – | _____ |
| | stave – | _____ |
| | major – | _____ |
| <input type="checkbox"/> | guitar – | _____ |
| | orkestra – | _____ |
| | player – | _____ |
| | cello – | _____ |

SOCIETY

4. Write down not less than ten musical terms:

orchestra, musician, _____

5. Complete the compound words:

| | | |
|--------------------------|-----------|-----------------|
| <input type="checkbox"/> | wood-: | <i>woodwind</i> |
| <input type="checkbox"/> | -piece: | _____ |
| <input type="checkbox"/> | rock'n'-: | _____ |
| <input type="checkbox"/> | teen-: | _____ |
| <input type="checkbox"/> | -chord: | _____ |
| <input type="checkbox"/> | key-: | _____ |
| <input type="checkbox"/> | grand-: | _____ |

6. Put questions to the underlined words:

1. The roots of classical and orchestral music lie in medieval monasteries.

Where do the roots of classical and orchestral music lie?

2. The pitch of each note is shown by its position on the stave.

3. The key system is based on sequences of notes called major or minor scales.

4. There are various kinds of orchestra ranging from small string orchestras to huge symphony orchestras.

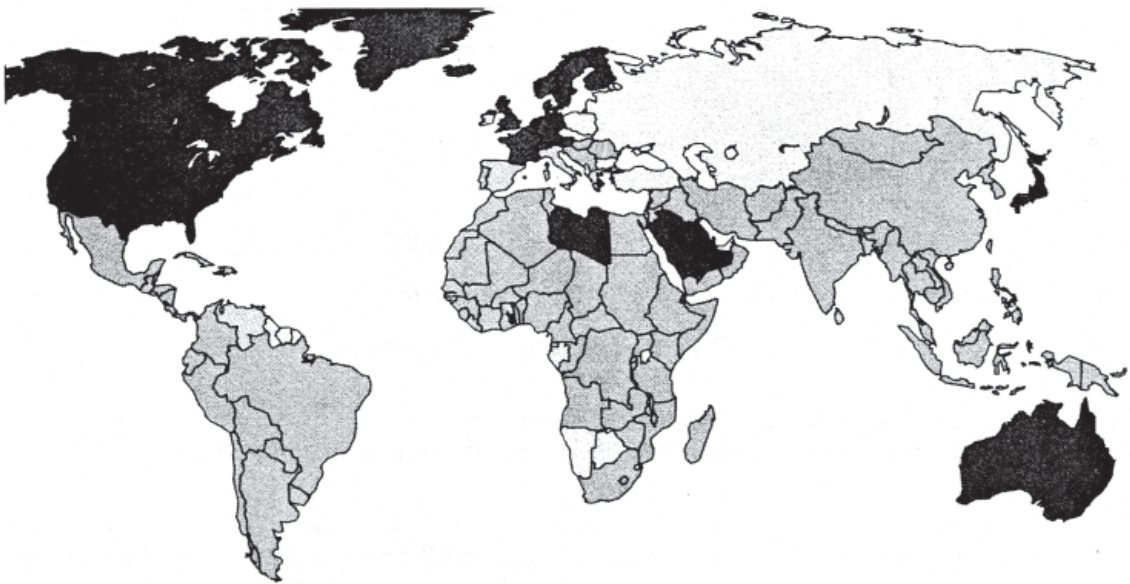
5. Notes are varied by pressing a finger on the string to alter its length.

7. Group discussion:

What Kind of Music Do You Prefer?

Chapter III

PLACES





UNIT 1. THE BRITISH ISLES

There are over 4000 islands in the British Isles, and over 20,000 kilometres of coastline, but there are just two main islands, Great Britain and Ireland, and two nations, the United Kingdom and the Republic of Ireland.

THE UNITED KINGDOM

The United Kingdom is really four countries - England, Scotland, Wales and Northern Ireland.

Of the four, England is the biggest and most densely populated - a lush country of rolling hills and rich farmland. The south east, with its grassy ridges and broad valleys is especially heavily populated and intensively farmed. Dairy farming is predominant in the west and south west. In the north, many people live in big industrial cities. But there are less densely populated uplands here too.

Wales is a land of hills and sheep farms, except for the south where industry is important and coal was once mined in great quantity. Scotland is mainly wild moors and valleys, and most people live in the central lowlands around Glasgow and Edinburgh. A third of Northern Ireland's people live in Belfast. The rest are scattered through its hills and valleys, or around Lough Neagh, the UK's biggest lake.

The people. Many English people are descended from the Angles, Saxons and Normans who invaded in the Middle Ages. Many Scots, Irish, and Welsh are descended from Celts who lived in Britain before the early Middle Ages. But over the centuries, many peoples have come here, creating a rich mix of cultures and nationalities. This century, immigrants have come from Europe, Asia and the Caribbean.

After the empire. In the 1800s, Britain was rich and powerful. It was at the forefront of the Industrial Revolution, ruling a vast overseas empire stretching around the world and including India, Australia and Canada. This century, however, the empire has gradually broken up, replaced by a voluntary Commonwealth of Nations, and the country's economic might has declined.

After World War II, a Labour government nationalized many industries (brought them under government control), introduced a welfare state to help the needy, and created the world's first free national health service. This did not solve the country's economic problems, however. Some thought the nationalized industries, such as coal mining and iron and steel, were large and inefficient too.

Recent years. In 1979, a Conservative government led by Margaret Thatcher was elected. It privatized many nationalized industries, altered the welfare state and tried to improve the economy by reducing inflation. Yet despite extra money from North Sea oil, unemployment rose sharply, manufacturing industry slumped and social problems became acute.

Meanwhile, the UK had joined the European Community. By the time the Conservatives were re-elected for the fourth time in 1992, the country's relationship with Europe had become a crucial issue.

THE REPUBLIC OF IRELAND

Rain makes Ireland's grass so green that it is known as the "emerald isle". But the country's past is far from jewel-like. From 1172 it was under English domination and most Irish were desperately poor. In the 1840s millions died when the potato crop failed; millions more emigrated to the USA. England partitioned Ireland in 1920, taking six counties of the province of Ulster into the UK. In 1922, after a bitter war of independence, the Irish Free State was born. The Republic of Ireland (Eire) emerged in 1948. Since then, Eire has become more prosperous, but it remains largely rural and many young people still leave to find work in England. Joining the EC in 1973, though, seems to have brought considerable benefits to the country.

NORTHERN IRELAND

While most people in Eire are Roman Catholics, the majority in Northern Ireland are Protestant, descended from Scots settlers who came here in the 17th century. This is partly why, when Eire became independent in 1922, Ulster stayed part of the UK. In the 1960s, protests by the Catholic minority against discrimination led to violent bombing and murder campaigns by both sides. In 1969, British troops were sent in to try to restore peace. In 1972, the UK government imposed direct rule from Westminster.

LONDON

Along with Tokyo and New York, London is one of the world's big three financial and commercial centres, and trade all over the world stands or falls by money deals in the City - the "square mile" at the heart of London's financial business. It is also a major cultural centre, with more theatres and galleries than any other city, and millions of tourists come each year to see its historic buildings, such as the Tower of London, St Paul's Cathedral and Buckingham

Palace. In the 1800s, it was for a long time the world's biggest city. Since then, many other cities have overtaken it, and its population is actually dwindling slowly as people move out into the suburbs.

ABOUT THE BRITISH ISLES

Area: 314,329 sq km
Population: UK 55,514,000;
Republic of Ireland 3,503,000
Highest point: Ben Nevis, 1343 m
Longest river: Shannon, 370 km

COUNTRIES

UK (England, Wales, Scotland and province of Northern Ireland), Republic of Ireland.

ECONOMY

Farming: Intensive, mechanized farming supplies two thirds of Britain's food needs. Livestock rearing is important in the west and Ireland.

Natural resources: But for oil in the North Sea and coal, Britain has few resources and has to rely heavily on trade.

Industry: The UK is not the manufacturer it once was, though making cars and lorries is still important. More than half the labour force now works in service industries -especially since 1980.

GOVERNMENT

The UK has a monarch, but the country is run by a government formed from the party which has a majority in the House of Commons. The leader of this party is the Prime Minister. The Republic of Ireland has a president with little power. The country is run by the Taoiseach (Prime Minister) and Cabinet nominated by the Dail (House).

LANGUAGES

Most people speak English. In Ireland, Scotland and Wales many people speak Irish, Scots Gaelic and Welsh respectively.

RELIGION

Anglican Protestants are in the majority in the UK, Roman Catholics in Ireland. There are other religions too, including Islam, Hinduism and Judaism.

SPORT

Football, rugby and cricket are popular.

PLACES

DID YOU KNOW?

The British flag, often called the Union Jack, is a combination of the old flags of England, Ireland and Scotland.

Britain is the world's eighth biggest island - Greenland is the biggest.

The amount of steel used in North Sea oil platforms would build over 200 Eiffel Towers.

Great Britain got its name long ago, not because the country was great, but because it is bigger than Lesser Britain (Brittany in France).

There are more Welsh speakers in Patagonia, Argentina than in Wales.

Lloyd's insurance organization was founded in a London coffee house in about 1688.

1. Write down geographical terms:

coastline, island, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|----------------------|
| <input type="radio"/> | <i>the</i> | <i>British Isles</i> |
| <input type="radio"/> | _____ | Republic of Ireland |
| <input type="radio"/> | _____ | United Kingdom |
| <input type="radio"/> | _____ | Northern Ireland |
| <input type="radio"/> | _____ | Scotland |
| <input type="radio"/> | _____ | Great Britain |
| <input type="radio"/> | _____ | Caribbean |
| <input type="radio"/> | _____ | North Sea |
| <input type="radio"/> | _____ | England |
| <input type="radio"/> | _____ | Wales |

3. Match:

- | | | |
|-----------------------|-------------------|---------------------|
| <input type="radio"/> | <i>River</i> | Prime Minister |
| <input type="radio"/> | Area | Republic of Ireland |
| <input type="radio"/> | Language | 314,329 sq. km. |
| <input type="radio"/> | Country | <i>Shannon</i> |
| <input type="radio"/> | Religion | London |
| <input type="radio"/> | Sport | Welsh |
| <input type="radio"/> | Capital | Tower of London |
| <input type="radio"/> | Historic building | Islam |
| <input type="radio"/> | British flag | Cricket |
| <input type="radio"/> | Leader | Union Jack |

4. Find in the text and pronounce words of the same root:

- | | | | |
|-----------------------|-------------|----------------|-------|
| <input type="radio"/> | king – | <i>kingdom</i> | |
| <input type="radio"/> | dominant – | | _____ |
| <input type="radio"/> | nation – | | _____ |
| <input type="radio"/> | gradual – | | _____ |
| <input type="radio"/> | economy – | | _____ |
| <input type="radio"/> | relation – | | _____ |
| <input type="radio"/> | elect – | | _____ |
| <input type="radio"/> | desperate – | | _____ |
| <input type="radio"/> | prosper – | | _____ |
| <input type="radio"/> | consider – | | _____ |
| <input type="radio"/> | finance – | | _____ |

5. Answer the following questions on paper or in class discussion:

1. How many countries are included in the United Kingdom?
2. Which part of the United Kingdom is the most densely populated?
3. What was done after World War 2 by a Labour government?
4. When did the Republic of Ireland emerge?
5. What historic buildings do you know in London?

6. Put questions to the underlined words:

1. Dairy farming is predominant in the west and south west.
Where is dairy farming predominant?
2. In 1972, the UK government imposed direct rule from Westminster.

3. Many Scots, Irish, and Welsh are descended from Celts who lived in Britain before the early Middle Ages.

4. In 1969, British troops were sent in to try to restore peace.

5. A third of Northern Ireland's people live in Belfast.

7. Group discussion:

The United Kingdom.

PLACES



THE LAND

Sweden and Norway are often known as Scandinavia. In the west, it is rugged and mountainous. The icecaps and glaciers that glisten on the high plateaus are tiny remnants of the vast sheets of ice and glaciers that once covered northern Europe - gouging deep inlets called fjords ("fee-ords") out of the Norwegian coast and leaving Sweden and Finland with thousands of lakes. Towns are few, and most people live along the coast earning a living by fishing, or they work in forestry.

Southern Sweden and Denmark are much gentler landscapes with rich farmland on the sands and gravels deposited by the ice. Farming in Denmark is intense and highly mechanized.

THE PEOPLE

Fifty years ago, these countries were relatively poor. But the people now enjoy one of the highest standards of living in the world. They have made the most of their resources - hydroelectric (water) power, timber and iron ore - with high-quality manufacturing. Sweden is famous for precision machine parts and cars such as Volvo. Denmark exports fine food all over Europe.

These countries are well-known for their enlightened attitudes and generous welfare systems. Norway and Sweden, for instance, gave women the vote well over 100 years ago, long before most other European countries. They also award the annual Nobel Prizes for sciences, literature and peace.

UNIT 2. NORTHERN EUROPE

Sweden, Norway, Denmark and Finland are among the most northerly inhabited countries in the world. The far north is well within the Arctic Circle and, though the sun shines here at midnight in summer, winters are dark all day long.

THE LAPPS

The Lapps of the far north of Norway, Sweden and Finland are traditional hunters, fishermen and herdsmen. There are about 40,000 of them and they have their own language and way of life. Many are reindeer herders who live in reindeer skin tents and follow their animals from winter grazing grounds on the northern forest fringes to summer pastures high on the fells of Lapland. The herds were badly affected by the nuclear accident at Chernobyl in 1986, and many Lapps have now abandoned their reindeer to live in modern towns.

ABOUT NORTHERN EUROPE

Area: 1,154,261 sq km

Population: 22,963,000

Highest point: Glittertind, Norway, 2472 m

Longest river: Glomma, Norway, 598 km

COUNTRIES

Denmark, Finland, Norway, Sweden.

ECONOMY

Farming: Except in Denmark only a small area can be farmed. Denmark's modern farms produce dairy products and bacon.

Natural resources: Norway, Sweden and Finland have huge timber industries and use hydroelectric power. Sweden has iron ore, Norway oil and North Sea fishing.

Industry: Industry is well-developed, in Sweden especially, where industries based on its iron ore are important. Norway is one of world's leading shipping countries.

GOVERNMENT

All but Finland are monarchies, run by elected governments. Finland is a republic.

LANGUAGES

Each country has its own language: all but Finnish are closely related.

DID YOU KNOW?

Finland has over 60,000 lakes.

Sweden's socialist prime minister Olof Palme was murdered in 1986.

Homes in Stockholm are heated by water used for cooling at power stations.

One third of Denmark is small islands - 482 of them.

Sweden spends 60% of its GDP on welfare and other public services, more than any other country.

The people of Ornskodsvik in Sweden compete to eat rotten herrings.

1. Write down geographical terms:

northern, mountainous, _____

2. Put down the if necessary:

- | | | |
|-----------------------|-------|---------------|
| <input type="radio"/> | _____ | Sweden |
| <input type="radio"/> | _____ | Arctic Circle |
| <input type="radio"/> | _____ | Finland |
| <input type="radio"/> | _____ | Lapland |
| <input type="radio"/> | _____ | Lapps |
| <input type="radio"/> | _____ | Denmark |
| <input type="radio"/> | _____ | Volvo |
| <input type="radio"/> | _____ | Far North |
| <input type="radio"/> | _____ | Norway |
| <input type="radio"/> | _____ | Stockholm |

3. Match:

- | | | |
|-----------------------|--------------|----------------------------------|
| <input type="radio"/> | <i>Nobel</i> | Circle |
| <input type="radio"/> | Arctic | Norway |
| <input type="radio"/> | Car | Sweden capital |
| <input type="radio"/> | Country | Prize |
| <input type="radio"/> | Stockholm | 22,963,00 |
| <input type="radio"/> | Population | Natural resources |
| <input type="radio"/> | Oil | Volvo |
| <input type="radio"/> | Finland | Republic |
| <input type="radio"/> | Scandinavia | Fiord |
| <input type="radio"/> | Deep inlet | Sweden, Norway, Finland, Denmark |

PLACES

4. Find in the text and pronounce words of the same root:

- | | | | |
|-----------------------|-------------|---------------|-------|
| <input type="radio"/> | ice – | <i>icecap</i> | |
| <input type="radio"/> | forest – | | _____ |
| <input type="radio"/> | relative – | | _____ |
| <input type="radio"/> | electric – | | _____ |
| <input type="radio"/> | tradition – | | _____ |
| <input type="radio"/> | hunt – | | _____ |
| <input type="radio"/> | man – | | _____ |
| <input type="radio"/> | Finland – | | _____ |
| <input type="radio"/> | develop – | | _____ |
| <input type="radio"/> | precise – | | _____ |
| <input type="radio"/> | light – | | _____ |

5. Answer the following questions on paper or in class discussion:

1. Is Finland a monarchy or a republic?
2. What do the people of Ornskodsвик in Sweden compete in?
3. What are the landscapes of Southern Sweden and Denmark?
4. What is Sweden famous for?
5. What are homes in Stockholm heated by?

6. Put questions to the underlined words:

1. The Lapps of the far north of Norway are hunters, fishermen and herdsmen.
What are the Lapps of the far north of Norway?
2. Norway and Sweden gave women the vote over 100 years ago.
3. Denmark exports fine food all over Europe.
4. Sweden and Norway are often known as Scandinavia.
5. Finland has over 60,000 lakes.

7. Group discussion:

Northern Europe Welfare System.



UNIT 3. GERMANY, AUSTRIA & SWITZERLAND

The German-speaking countries in the centre of Europe - Germany, Austria and Switzerland - stretch from the high Alpine mountains in the south to the shores of the Baltic and North Sea. They are among the world's richest countries.

GERMANY

Much of north Germany is flat, with heath and marsh as well as rich farmland. The south is mostly thickly wooded hills and mountains, such as the Black Forest and the Harz Mountains, climbing to the high peaks of the Alps. Down from the Alps flow two great rivers, the Danube and the Rhine. The Rhine is a vital transport link, and much of Germany's industry is focused on it, especially around its tributary, the Ruhr. Today, though, new industry is moving to attractive cities in the south, like Stuttgart.

Divided and united. When World War II ended in 1945, Germany lay in ruins and was divided in two.

East Germany came under the control of the Soviet Union as a communist country; while **West Germany** and half the old capital - Berlin (inside East Germany) - became a federal republic. The two halves of Berlin were separated by a huge concrete wall from 1961 until 1989.

West Germany staged a remarkable recovery. Indeed, its economy boomed so much its people were soon among the richest in the world. Germany became famous for its technology and quality products, such as BMW cars, and it is a key country in the European Community.

Yet when the Berlin Wall was taken down in 1989, the German "economic miracle" was beginning to falter. East and West Germany

were reunited as one country in 1990, and a few Germans began to worry that the cost of reunification - and in particular the levels of unemployment in former East Germany - might end their prosperity. All the same, Germany is still a very rich country.

ABOUT GERMANY

Area: 356,840 sq km

Population: 78,500,000

Highest point: Zugspitze, 2963 m

Longest river: Danube, 2859 km

ECONOMY

Farming: Farming employs only 1 % of the workforce, yet provides two-thirds of Germany's food, especially in meat, dairy products, wheat, sugar beet and wine.

Natural resources: Germany has valuable forests and coal reserves, but imports most of its energy as oil and gas.

Industry: Germany is the world's third biggest manufacturing nation, behind only the USA and Japan.

GOVERNMENT

Germany is a federal republic, which means the various regions, or Lander, such as Bavaria, have considerable power. There are two government houses - the Bundesrat elected nationwide by proportional representation and the Bundestag consisting of representatives of the Lander. The head of government is the Chancellor.

PLACES

SWITZERLAND & AUSTRIA

Switzerland and Austria are beautiful, mountainous countries, with peaks in Switzerland rising over 4000m. Both are also wealthy, especially Switzerland, which has grown rich from banking and making small, valuable things like watches. Yet they are very

different. Switzerland has always been strictly neutral in wars, which is why many peace conferences are held in Geneva. It also has many French, Italian and Romansch speaking people, as well as Germans. Austria is all that remains of a once-huge empire.

1. Write down geographical terms:

mountain, shore, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|----------------|
| <input type="radio"/> | <i>the</i> | Soviet Union |
| <input type="radio"/> | _____ | Alps |
| <input type="radio"/> | _____ | Germany |
| <input type="radio"/> | _____ | Austria |
| <input type="radio"/> | _____ | Danube |
| <input type="radio"/> | _____ | Rhine |
| <input type="radio"/> | _____ | West Germany |
| <input type="radio"/> | _____ | Berlin |
| <input type="radio"/> | _____ | USA |
| <input type="radio"/> | _____ | Harz Mountains |

3. Cross out:

- | | | | |
|--------------------------------------|----------------------------------|---|---------------------------------|
| <input type="radio"/> Switzerland | <input type="radio"/> Austria | <input checked="" type="radio"/> Berlin | <input type="radio"/> Germany |
| <input type="radio"/> The Baltic Sea | <input type="radio"/> The Danube | <input type="radio"/> The Rhine | <input type="radio"/> The Volga |
| <input type="radio"/> Coal | <input type="radio"/> Oil | <input type="radio"/> Gas | <input type="radio"/> Food |
| <input type="radio"/> Gas | <input type="radio"/> Wheat | <input type="radio"/> Meat | <input type="radio"/> Wine |
| <input type="radio"/> Wall | <input type="radio"/> Mountain | <input type="radio"/> Shore | <input type="radio"/> Peak |
-

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------------------|-------------------|-------|
| <input type="radio"/> special – | <i>especially</i> | |
| <input type="radio"/> popular – | | _____ |
| <input type="radio"/> produce – | | _____ |
| <input type="radio"/> value – | | _____ |
| <input type="radio"/> consider – | | _____ |
| <input type="radio"/> represent – | | _____ |
| <input type="radio"/> thick – | | _____ |
| <input type="radio"/> attract – | | _____ |
| <input type="radio"/> remark – | | _____ |
| <input type="radio"/> employ – | | _____ |

5. Answer the following questions on paper or in class discussion:

1. Why are many peace conferences held in Switzerland?
2. What are the greatest rivers in Germany?
3. When were East and West Germany reunited as one country?
4. Why did Germany become famous?
5. What means “to be a federal republic”?

6. Put questions to the underlined words:

1. Austria is all that remains of a once huge empire.
What is Austria?
2. When World War 2 ended in 1945, Germany lay in ruins and was divided in two.

3. Germany is still a very rich country.

4. Today, new industry is moving to attractive cities in the south, like Stuttgart.

- 5) The head of government is the Chancellor.

7. Group discussion:

East and West Germany.

PLACES



FRANCE

France is a rural country with small towns, villages and old farmhouses scattered through the countryside. Industry is concentrated in a few big cities like Paris, Lyon, Lille and Marseilles. In the centre are the rugged hills and volcanic pinnacles of the Massif Central, with the Mediterranean coast to the south, where grapes, fruit and vegetables are grown in the warm sun. The low, rolling countryside of the north and west is cooler, and here the main crops are cereals and sugar beet. The highest mountains are the Alps in the south east and the Pyrenees along the Spanish border.

France has recovered from the trauma of German occupation in World War II to become a driving force in the European Community. Modernization of industry has made it the world's fourth largest industrial power after the USA, Japan and Germany.

THE LOW COUNTRIES

Belgium, the Netherlands and Luxembourg are small but densely populated, with ancient market towns and big industrial cities and ports such as Rotterdam, one of the world's largest and most modern. But for the hills of the Ardennes in southern Belgium, most of the region is low-lying, especially in the Netherlands where banks called **dykes** play a vital role in protecting the land from flooding.

UNIT 4. FRANCE & THE LOW COUNTRIES

Stretching from the rugged Atlantic coast of Brittany to the Cote d'Azur on the Mediterranean, France is Europe's biggest country after Russia. The Low Countries - Belgium, the Netherlands and Luxembourg - are among its smallest.

ABOUT FRANCE & LOW COUNTRIES

Area: 616,429 sq km

Population: 80,415,400

Highest point: Mt Blanc, 4807 m

Longest river: Rhine 1320 km

ECONOMY

Farming: France is Europe's biggest food producer after Russia. The Netherlands is intensively farmed, with dairy farming on the polder lands and flowers near the coast.

Natural resources: France and Belgium have natural resources, including coal and iron ore. The Netherlands relies on trade.

Industry: French industries include textiles, chemicals, steel, aircraft and car-making.

GOVERNMENT

France is a republic headed by a president. Belgium and the Netherlands have kings, Luxembourg a Grand Duke.

RELIGION

France and Belgium are mainly Catholic; the Dutch are half Catholic, half Protestant.

LANGUAGE

Dutch in the Netherlands; Flemish and French in Belgium; French in France.

THE EUROPEAN COMMUNITY

Western European countries are joined politically and economically in the European Community (EC). Originally there were 6 members - France, West Germany, Italy and the Low Countries. Now there are 12, including Portugal, the UK, Ireland, Spain,

Denmark and Greece, and more may join. The EC want to create a single "market" with nothing to stop trade and people moving between member countries.

The polders (drained land) of the Netherlands are famous for tulips.

Belgium has been a centre for weaving and lace-making since the Middle Ages.

The French are known for their love of fine food, and French farmers make many wonderful cheeses.

DID YOU KNOW?

The Eiffel Tower in Paris, built in 1889 entirely of iron girders, is 300m high.

Rotterdam handles over 1 million tons of cargo every day.

Italy produces 28% of the world's wine, more than France (25%).

Amsterdam has 80km of canals.

The EC is administered by the European Commission, based in Brussels.

The European Court of Justice in Luxembourg hears disputes on EC laws.

The European Parliament is based in Strasbourg in France.

1. Write down geographical terms:

coast, rural, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|---------------|
| <input type="radio"/> | _____ | Belgium |
| <input type="radio"/> | _____ | Netherlands |
| <input type="radio"/> | _____ | Paris |
| <input type="radio"/> | _____ | Mediterranean |
| <input type="radio"/> | _____ | Low Countries |
| <input type="radio"/> | _____ | France |
| <input type="radio"/> | _____ | Luxembourg |
| <input type="radio"/> | _____ | U. K. |
| <input type="radio"/> | _____ | Eiffel Tower |
| <input type="radio"/> | _____ | Europe |

3. Cross out:

| | | | |
|------------|----------|----------|------------------|
| Amsterdam | Paris | Lyon | Italy |
| President | King | Rhine | Grand Duke |
| Spanish | Alps | Ardennes | Pyrenees |
| Hill | Grapes | Fruit | Vegetables |
| Cargo | Textiles | Aircraft | Car-making |
| Protestant | Tulip | Catholic | Muslim |
| French | Dutch | Flemish | Belgium |

PLACES

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|-------------|---------------|
| <input type="radio"/> | European – | <i>Europe</i> |
| <input type="radio"/> | farm – | _____ |
| <input type="radio"/> | country – | _____ |
| <input type="radio"/> | Spain – | _____ |
| <input type="radio"/> | modernize – | _____ |
| <input type="radio"/> | industry – | _____ |
| <input type="radio"/> | popular – | _____ |
| <input type="radio"/> | wonder – | _____ |
| <input type="radio"/> | intensive – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What natural resources do France and Belgium have?
2. What industries does France have?
3. What do Portugal's main exports include?
4. Where is French industry concentrated?
5. What are the highest mountains in France?

6. Put questions to the underlined words:

1. The European Parliament is based in Strasbourg in France.

2. French industries include textiles, chemicals, steel and car-making.

3. France is a republic headed by a president.

4. France is Europe's biggest food producer after Russia.

5. Western European countries are joined politically and economically in the European Community (EC).

7. Group discussion:

The European Community.



UNIT 5. SPAIN, PORTUGAL & ITALY

Spain, Portugal and Italy are three of the great nations of southern Europe, famous for their long and distinguished histories, their architecture and their wines. The climate ranges from the icy mountainous areas of northern Italy to the semi-arid interior region of Spain.

THE IBERIAN PENINSULA

Spain and Portugal are two separate, independent nations occupying the Iberian Peninsula, a large outcrop of land in southwestern Europe. To the northeast the mountain range of the Pyrenees separates them from the rest of Europe. On the western coast lies the Atlantic ocean, while the calmer waters of the Mediterranean warm the eastern shores.

Spain is one of Europe's largest wine-producing areas and also one of the most mountainous. Most of its land area consists of the Meseta, a high plateau dotted with mountains. Each year millions of tourists visit the country.

Spain is divided into 17 political regions, each with its own Parliament. When the 1992 Summer Olympics were held in Barcelona in the northeast Catalan area, many local songs and dances of Catalonia were performed at the magnificent opening ceremony.

Portugal is one of the oldest nations in Europe but also now one of the poorest. Its history as an independent country goes back to the 12th century. In the 15th and 16th centuries, Portuguese explorers led many of Europe's voyages of discovery. Portugal's main exports include clothing, textiles, paper and wine.

ITALY

Italy is also a mountainous land, but it has rich farming soil in the north. It has much more industry than either Spain or Portugal. In the northern "industrial triangle", bounded by Turin, Milan and Livorno, there is much heavy industry, including car-manufacturing. Southern Italy is much poorer.

ABOUT ITALY

Area: 301,245 sq km

Population: 57,838,000

ECONOMY

Farming: Fruits, cereals, grapes and beef.

Industries: Clothing, food and wine, engineering, car-making, chemicals, tourism.

ABOUT SPAIN

Area; 504,750 sq km

Population: 38,479,000 economy

Farming: Citrus fruits, olives, grapes

Industries: Engineering, textiles, wine-making, tourism

ABOUT PORTUGAL

Area; 91,630 sq km

Population: 10,525,000

ECONOMY

Farming: Grapes, tomatoes, pigs

Industries: Textiles, food, paper and wine

GOVERNMENTS

Italy and Portugal are republics with elected presidents. Spain is a democracy with a parliament and a monarch.

PLACES

DID YOU KNOW?

The **volcanoes** of Etna and Vesuvius in Italy are still active and sometimes erupt.

The **state of Vatican City** in Rome is the smallest state in the world to receive the ambassadors of other nations. It is the home of the Pope, who is the head of the state.

Two of Spain's provinces lie about 1300km to the south west of mainland

Spain. These are the Canary Islands off the coast of Africa. They did not get their name from the bird, but from the Latin word *canis* (dog), after the dogs which once infested the islands.

Venice is built on 117 islands off the coast of Italy. More than 150 canals twist among the islands. Venice contains some of the most beautiful buildings in Italy.

1. Write down geographical terms:

climate, region, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|-------------------|
| <input type="radio"/> | <i>the</i> | Meseta |
| <input type="radio"/> | _____ | Iberian Peninsula |
| <input type="radio"/> | _____ | Pyrenees |
| <input type="radio"/> | _____ | Spain |
| <input type="radio"/> | _____ | Catalonia |
| <input type="radio"/> | _____ | Atlantic Ocean |
| <input type="radio"/> | _____ | Portugal |
| <input type="radio"/> | _____ | Milan |
| <input type="radio"/> | _____ | Barcelona |
| <input type="radio"/> | _____ | Canary Islands |

3. Cross out:

| | | | |
|-----------|---------|-----------|------------------|
| Rome | Milan | Venece | Paris |
| Europe | Spain | Portugal | Italy |
| Food | Folder | Paper | Wine |
| President | Monarch | Pope | Ambassador |
| Republic | Land | Democracy | Parliament |
| Range | Cheese | Coast | Area |

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|-------------|--------------------|
| <input type="radio"/> | mountain – | <i>mountainous</i> |
| <input type="radio"/> | architect – | _____ |
| <input type="radio"/> | crop – | _____ |
| <input type="radio"/> | Portugal – | _____ |
| <input type="radio"/> | embassy – | _____ |
| <input type="radio"/> | land – | _____ |
| <input type="radio"/> | beauty – | _____ |
| <input type="radio"/> | build – | _____ |
| <input type="radio"/> | dependent – | _____ |
| <input type="radio"/> | historian – | _____ |

5. Answer the following questions on paper or in class discussion:

1. Where are Spain and Portugal situated?
2. What are the main Portugal's exports?
3. What industries are situated in the northern "industrial triangle"?
4. How many political regions are included in Spain?
5. Where were the 1992 summer Olympics held?

6. Put questions to the underlined words:

1. The state of Vatiican City in Rome is the smallest state in the world.
What is the smallest state in the world?
2. Portugal is one of the oldest nations in Europe but also now one of poorest.

3. Italy has rich farming soil in the north.

4. Italy has much more industry than either Spain or Portugal.

5. Venice is built on 117 islands off the coast of Italy.

7. Group discussion:

Italy.



THE LAND

Eastern Europe stretches from the Baltic in the north to the Aegean Sea and Adriatic Sea in the south and the Black Sea in the east.

Eastern Europe is a land of thickly wooded mountains and vast, open plains. Running through the centre are the beautiful Carpathian mountains and the Transylvanian Alps of Romania, said to be home of the legendary Count Dracula.

On the Polish side of the mountains lies the North European plain, with wide heaths and marshes near the coast and fertile land further south around Warsaw and Lodz. On the poor heathland soils, farmers grow oats, rye and potatoes; on the richer soils, wheat, barley and sugar beet.

Between the southern arms of the mountains are three broad and fertile basins centring on the Czechoslovakian city of Prague, on Budapest in Hungary and on Bucharest in Romania. Here, winters are cold but summers are warm, and farmers grow maize, sunflowers and tobacco. On south-facing slopes, there are vineyards and orchards. The great river Danube winds across the wide Hungarian and Romanian plains, cutting through the Transylvanian Alps between these two plains in a deep gorge called the Iron Gates. Ships using the Danube bypass the Iron Gates' dangerous rapids through the Sif Canal.

UNIT 6. SOUTHERN & EASTERN EUROPE

Until the end of the 1980s, almost all southern and eastern Europe, from Poland to Albania, formed part of the communist world. The collapse of communist rule is bringing dramatic changes to every country.

Southern Europe, often called the Balkans, is rugged and mountainous. Mt Musala in Bulgaria towers to 2925m; Mt Olympus in Greece is only 8m shorter. Because the rock is often porous limestone, the scant summer rainfall sinks into the ground rapidly, leaving much of the mountains arid and fit only for grazing sheep and goats.

Many southern Europeans live near the sea - along the jagged and broken Adriatic and Greek coasts, and on the thousands of islands that are dotted throughout the Aegean Sea. The weather is warm here, and each summer brings millions of tourists, drawn by the sun, the beautiful scenery and beaches and the ruins of Ancient Greece.

THE PEOPLE

Southern and eastern Europe contains a rich mixture of peoples. But they have been torn this way and that so often by the surrounding powerful countries that individual cultures are often hard to identify.

At the turn of the century, nearly all the area was under the domination of four great Empires: the Ottoman Turks, the German empire of Prussia, the Austrian empire, and the Russian empire. When these broke up after World War I, Poland, Czechoslovakia, Hungary and other nations briefly enjoyed independence before they were occupied first by Germany and then by the Soviet Union at the end of World War II. Afterwards, most eastern European countries were run by communist governments under the control of

the Soviet Union and remained so until 1989-1990, when revolutions forced out the communists.

The communist era left a turmoil of political and economic problems which may take decades to sort out. First of all, there is the problem of where to draw boundaries. Under communism, Czechia and Slovakia were united as Czechoslovakia, but they agreed to split up in 1992. Similarly, Croatia, Slovenia and Bosnia-Herzegovina are trying to break away from Yugoslavia. Sorting out this problem has already caused many bitter conflicts.

Secondly, heavy industries had been built up under the communists in countries like Poland and Czechoslovakia to supply the Soviet Union. With the collapse of the communists, these industries have no one to supply. They also cause a great deal of pollution. Krakow in Poland is thought to be the dirtiest city in Europe, and the dirty air here makes windows black in a day.

People in the east of Europe are generally very poor compared to people in the west, and the new democratic governments of countries like Czechoslovakia and Hungary are hoping to join the European Community to benefit from its wealth. But not everyone is keen to let them join.

ABOUT SOUTHERN & EASTERN EUROPE

Area: 1,307,795 sq km
Population: 133,309,000
Highest point: Musala, Bulgaria 2925 m
Longest river: Danube, 2859 km

COUNTRIES

Croatia, Slovenia, Bosnia, Yugoslavia, Albania, Czechoslovakia, Hungary, Bulgaria, Greece, Romania, Poland.

ECONOMY

Farming: Many people still work on the land, especially in Bulgaria and Albania, growing cereals and sugar beet. Southern countries grow grapes and olives.

Natural resources: Most countries have coal reserves, especially Poland, but few other mineral resources - except chromium ore in Albania and copper in Poland.

Industry: Poland, Czechoslovakia, Hungary and Romania are heavily industrialized, with the emphasis on making heavy machines, cars and chemicals.

GOVERNMENT

Most of these countries were recently under communist rule; now only Albania is. Most now have democratic governments. But the changeover has uncovered national differences inside countries united under the communists, such as Yugoslavia.

LANGUAGES

In most countries, people speak their own Slavic or German language. Hungarians speak Magyar. Greeks speak Greek and Romanians speak a language like Latin. But there are many different languages spoken throughout the region, especially in Yugoslavia.

RELIGION

In Greece, Bulgaria and Romania, most people belong to Orthodox Churches. Many people in Bosnia, Albania and Bulgaria are Muslim. Elsewhere most people are Roman Catholic.

SOLIDARITY AND LECH WALESZA

When Poland's communist government imposed high price rises in 1981, Gdansk shipyard workers led by Lech Walesa protested. The protest movement spread like wildfire, gaining 10 million members and the name Solidarity. Polish leader Wojciech Jaruzelski banned Solidarity and had Walesa arrested. But Solidarity had the support of the West and the economy was in a mess. Solidarity carried on protesting, and in 1989 Jaruzelski was forced to lift the ban. In the elections that year, Solidarity swept to victory, and the communist party was dissolved in 1990. Solidarity failed to solve the country's economic problems and in 1990 Walesa stood for election as president and was voted in.

PLACES

INDEPENDENT GREECE

In 1820, Greece had been languishing under the rule of the Ottoman Turks for nearly 400 years, and the glories of Ancient Athens were long past. That year, however, the people of Greece began a hard war to gain independence. The struggle caught the imagination of people all over Europe, including the romantic poet Lord Byron, who came to fight for the Greeks. When British and French fleets sunk the Turkish sultan's fleet at Navarino Bay in 1827, the sultan was forced to grant Greece independence. In 1981, Greece joined the European Community.

DID YOU KNOW?

Lech Walesa, leader of Solidarity, was the first union leader to win the Nobel Peace Prize.

Nicolae Ceausescu, dictator of Romania from 1967 till his death in 1989, planned to wipe out every Romanian village to increase farmland.

There are over 270,000 Romanies in Bulgaria.

Bulgarian is written in the Cyrillic (Russian) alphabet; Greek is written in the Greek alphabet.

Budapest has Europe's largest bus factory. Until 100 years ago, Budapest was two towns, Buda and Pest, separated by the Danube river.

1. Write down geographical terms:

southern, land, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|------------|
| <input type="radio"/> | _____ | Greece |
| <input type="radio"/> | _____ | Greeks |
| <input type="radio"/> | _____ | Poland |
| <input type="radio"/> | _____ | Baltic |
| <input type="radio"/> | _____ | Warsaw |
| <input type="radio"/> | _____ | Iron Gates |
| <input type="radio"/> | _____ | Sip Canal |
| <input type="radio"/> | _____ | Hungary |
| <input type="radio"/> | _____ | Slovakia |
| <input type="radio"/> | _____ | Black Sea |

3. Match:

- | | | |
|-----------------------|---------------|-------------|
| <input type="radio"/> | Sugar | Poland |
| <input type="radio"/> | Cyrillic | Alphabet |
| <input type="radio"/> | River | Bulgaria |
| <input type="radio"/> | Adriatic | Beet |
| <input type="radio"/> | Ancient | Coast |
| <input type="radio"/> | Bus factory | Empire |
| <input type="radio"/> | Language | Greece |
| <input type="radio"/> | Country | Budapest |
| <input type="radio"/> | Warsaw | Danube |
| <input type="radio"/> | Ottoman Turks | Slavic |

4. Find in the text and pronounce words of the same root:

- | | |
|-----------------------------------|---------------|
| <input type="radio"/> Pole — | <i>Poland</i> |
| <input type="radio"/> drama — | _____ |
| <input type="radio"/> east — | _____ |
| <input type="radio"/> land — | _____ |
| <input type="radio"/> flower — | _____ |
| <input type="radio"/> yard — | _____ |
| <input type="radio"/> danger — | _____ |
| <input type="radio"/> mix — | _____ |
| <input type="radio"/> second — | _____ |
| <input type="radio"/> democracy — | _____ |

5. Answer the following questions on paper or in class discussion:

1. Are all countries of Southern and Eastern Europe under communist rule?
2. What are the main mountains in Eastern Europe?
3. What is Southern Europe usually called?
4. What problem has caused many conflicts in Yugoslavia?
5. Where do many southern Europeans live?

6. Put questions to the underlined words:

1. Ships bypass the Iron Gates through the Sip Canal.
What do ships bypass through the Sip Canal?
2. Southern and eastern Europe contains a rich mixture of peoples.

3. On south-facing slopes, there are vineyards and orchards.

4. At the turn of the century, nearly all the area was under the domination of four great Empires.

5. The protest movement spread like wild fire, gaining 10 million members and the name Solidarity.

7. Group discussion:

Eastern Europe.

PLACES



UNIT 7. THE FORMER SOVIET UNION

Until 1991, the whole of Northern Asia and the far eastern part of Europe was a single country, the Soviet Union, stretching almost 9000km from the Baltic to the Bering seas. Now it has split into 15 separate republics, of which the largest, the Russian Federation or Russia, is still by far the biggest country in the world.

ABOUT THE FORMER SOVIET UNION

Area: 22,402,200 sq km

Population: 286,700,000

Highest point: Formerly Communism Peak in the Pamir range, Tajikistan, 7495 m

Longest river: Yenisey-Angara, 5550 km

COUNTRIES

Armenia, Moldova, Estonia, Latvia, Lithuania, Georgia, Azerbaijan, Tajikistan, Kyrgyzstan, Belarus, Uzbekistan, Ukraine, Kazakhstan, Russia, Turkmenistan

ECONOMY

Farming: This varies greatly from the mountainous Arctic regions of the north to the sub-tropical Black Sea climate in the south.

Main crops: apples, barley, cotton, dairy products, maize, potatoes, rye, sugar beet, wheat, wool.

Livestock: reindeer, horses, cattle, sheep, pigs.

Natural resources: There are great deposits of oil, natural gas, coal, asbestos, manganese, silver, tin and zinc.

Industry: Steel-making, oil refining, timber, chemicals and cotton manufacturing.

GOVERNMENT

Until 1991, power in the Union of Soviet Socialist Republics (USSR) was in the hands of the Communist Party, which ran the national government in the capital, Moscow. The 15 republics of the USSR each had their own local governments which were also communist controlled. Then, in December 1991, the USSR was dissolved and the republics became independent countries. Some of these nations have joined in a loose alliance known as the Commonwealth of Independent States, which has no central governing body.

LANGUAGES

More than 80 languages are spoken among the nations of the former Soviet Union, and some 70 dialects. Russian is the most common language, spoken by about 52% of the population.

THE LAND

The countries of the former Soviet Union vary greatly in their climate and landforms. To the north, bordering on the Arctic, there is the great, cold treeless plain, known as the tundra. For much of the year the land here is frozen over. A little farther south the tundra slowly gives way to the taiga, millions of square kilometres of conifer forests. Farther south still are the steppes, the great grazing grasslands of central Asia. Around the Black Sea, a favourite holiday

spot, the climate is sub-tropical and all sorts of fruit may be grown. At the extreme southern end of the region there are mountain ranges. The former Soviet Union is bounded by a number of countries.

In the west, it shares boundaries with Finland, Norway, Poland, Czechia, Slovakia, Romania, Turkey and Iran. To the south are Afghanistan, Mongolia, China and North Korea.

THE PEOPLE

The people of the 15 countries have always been fiercely independent. Even before the break-up of the Soviet Union, they had been demanding their independence. Each country has its own language and traditions, but the main types of language spoken are Slavonic, Turkic, Armenian, Uralic and Georgian. It is estimated that more than 260 million people speak one of the Slavonic dialects.

Religion was discouraged in the former Soviet Union, but all the world's major faiths were practiced within its boundaries.

COMMUNICATIONS

In such a vast and difficult area, communications have always been a problem. For hundreds of years, merchants tried to solve *the problem of moving the vast wealth of northern Asia to markets in the west and east.* One of the first trade routes was the old Silk Road from China to Europe. Today the city of Tashkent in Uzbekistan, on the site of the old Silk Road, is a modern city with over two million inhabitants and is the centre of the area's cotton industry.

Another attempt to open up the region was the construction of the trans-Siberian railway, covering a distance of 9298km on an eight-day journey from Moscor to the Pacific coast. Before the break-up of the Soviet Union, a great pipeline from Siberia to Europe was constructed to pump the huge supplies of oil found in the region to markets in the west.

Nevertheless, for a region enormously wealthy in oil, grain and natural gas, the problem of transporting these items to markets overseas remains a difficult one for the farmers, miners and engineers.

WILDLIFE

The northern part of the region abounds in animals trapped and hunted for their fur,

including sable, ermine, bear, fox and beaver. There are also herds of reindeer. Further south, lakes and seas abound in fish and shellfish, such as salmon, sturgeon, herring, carp and crabs.

RUSSIA

The country of Russia, stretches from the Arctic Ocean to sub-tropical regions in the south. It has the longest Arctic coastline in the world. It also extends into Europe in the west and as far as the Pacific coast to the east. It covers an area of 17,078,005 sq km and has a population of 148 million. Its iron, steel and engineering industries are the most productive of all the former states of the USSR, yet in its northern regions reindeer rearing is a major commercial activity. *Russia has the largest deposits of oil in the former Soviet Union and Europe as well as huge timber-producing forests.* The Volga, a great navigable river, flows through it to the Caspian Sea.

GEORGIA

Georgia probably has the most pleasant climate of all the countries of the former Soviet Union and is a popular tourist area. It borders the Black Sea with its continental climate and shares a boundary with Turkey. There are many holiday resorts along the coast of the Black Sea. However, the country has suffered from some ethnic conflict in recent years. The country has large deposits of manganese and coal and houses a number of oil refineries.

END OF THE SOVIET UNION

When the break-up of the Soviet Union was announced in 1991, the leaders of the two most powerful countries, President Boris Yeltsin of Russia and President Leonid Kravchuk of Ukraine, issued a statement

PLACES

which said: "The USSR, as a subject of international law and a geopolitical reality, ceases to exist." The idea was that the 15 countries should become completely responsible for their own futures. Unfortunately, it was not so simple, for the Soviet system had ensured that everything from the army to the telephone system was interlinked. Unravelling such problems will take many years. Disputes over who owns what are already bitter.

DID YOU KNOW?

The former Soviet Union contains the world's largest and deepest lakes.

The Caspian Sea, located between Georgia, Turkmenistan and Kazakhstan, is a salt-water lake of 371,000 sq km.

Lake Baykal in Russia is more than 1,600m deep. It contains 20% of the Earth's supply of fresh water. More than 300 rivers flow into Lake Baykal, but only one flows out of it.

Parts of Siberia in Russia are among the world's coldest places. There have been temperatures of almost -68°C recorded here.

1. Write down geographical terms:

landform, kilometre, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|--------------------|
| <input type="radio"/> | <i>the</i> | Soviet Union |
| <input type="radio"/> | _____ | Bering Sea |
| <input type="radio"/> | _____ | Russian Federation |
| <input type="radio"/> | _____ | Northern Asia |
| <input type="radio"/> | _____ | China |
| <input type="radio"/> | _____ | Yenisey |
| <input type="radio"/> | _____ | Arctic Ocean |
| <input type="radio"/> | _____ | Caspian Sea |
| <input type="radio"/> | _____ | Lake Baykal |
| <input type="radio"/> | _____ | Volga |

3. Match:

- | | | |
|-----------------------|------------------------------|-----------------------|
| <input type="radio"/> | Sable | Fish |
| <input type="radio"/> | <i>Trans-Siberian</i> | Route |
| <input type="radio"/> | Salmon | Deposit |
| <input type="radio"/> | Law | Baykal |
| <input type="radio"/> | Oil | Cotton |
| <input type="radio"/> | Climate | <i>Railway</i> |
| <input type="radio"/> | Lake | Animal |
| <input type="radio"/> | Trade | 17,078,005 sq. km. |
| <input type="radio"/> | Industry | Pleasant |
| <input type="radio"/> | Area | International |

4. Find in the text and pronounce words of the same root:

- | | |
|-------------------------------------|-------------------|
| <input type="radio"/> federal – | <i>federation</i> |
| <input type="radio"/> former – | _____ |
| <input type="radio"/> chemistry – | _____ |
| <input type="radio"/> form – | _____ |
| <input type="radio"/> grass – | _____ |
| <input type="radio"/> tropical – | _____ |
| <input type="radio"/> Georgia – | _____ |
| <input type="radio"/> courage – | _____ |
| <input type="radio"/> communicate – | _____ |
| <input type="radio"/> enormous – | _____ |

5. Answer the following questions on paper or in class discussion:

1. Who had the power in the USSR until 1991?
2. How many languages and dialects are spoken among the nations of the former Soviet Union?
3. What is a geographical position of Georgia?
4. When was the break-up of the Soviet Union announced?
5. How many rivers flow out of Lake Baykal?

6. Put questions to the underlined words:

1. Russian is the most common language, spoken by about 52% of the former USSR population.
What is the most common language of the former USSR?
2. Each country has its own language and tradition.

3. The people of the 15 countries have always been fiercely independent.

4. Russia has the longest Arctic coastline in the world.

5. The former Soviet Union contains the world's largest and deepest lakes.

7. Group discussion:

End oof the Soviet Union.



GEOGRAPHY

Ukraine's area is 233,088 square miles (603,700 sq. km.). It's slightly larger than France. Ukraine is mainly a vast plain with no natural boundaries except the Carpathian Mountains in the southwest and the Black Sea in the south. The Dniro River with its many tributaries unifies central Ukraine economically, connecting the Baltic Sea and the Mediterranean Sea. The mouth of the Danube River provides an outlet for Ukrainian trade with the Balkans, Austria, and Germany.

Ukraine has a complex geology with a rich variety of scenery and impressive contrasts in topography. Central and southern Ukraine is primarily steppe (prairie), with fertile black soil exceptionally well-suited for grain farming. In the east there is the industrial heartland containing large reserves of mineral deposits known as the Greater Donbas or Donetsk Basin.

Northern and western Ukraine are hilly, forested areas with many picturesque mountain resorts. Enhancing the topography of Ukraine are two mountain ranges, the Carpathian on its western border where winter sports are very popular; and the Crimean range, which divides the Crimean peninsula, creating a semitropical area on its southernmost tip. The Crimea is a favourite destination not only for Ukrainian tourists, but also for citizens of other states of the former Soviet Union, as well as the eastern and the western Europe.

UNIT 8. UKRAINE

CLIMATE

The climate in Ukraine is similar to the wheat-producing regions of Canada and is characterized by abundant precipitation and cloudy skies, especially in fall and winter. The mean temperature in summer is 67° F (19°C) and in winter 21° F (-6° C). Although the summer tend to be short, the temperature can rise into the 90's making it uncomfortable, since most buildings have no central cooling systems. The winters are long and cold, with cloudy skies a norm.

POPULATION

The population of Ukraine is approximately 52 million, of which 73% is Ukrainian and 22% Russian. The remaining population is made up of many minorities, the largest of which is Jewish (1.35%), followed by Byelorussians, Moldovans, Poles, Armenians, Greeks, Bulgarians, and others. Ukrainian population is only 64% urban.

STATE AND POLITICAL SYSTEM

The President of Ukraine is its chief executive. He is elected by universal, direct, secret ballot for a term of 5 years and not more than for two successive terms.

The Supreme Rada, the highest legislative body of state power is single-chamber parliament. The parliament provides seats for 450 deputies elected for 4 years.

The Presidium of the Supreme Rada of Ukraine consists of the Head, his two deputies and heads of the 24 permanent commissions that encompass practically all spheres of state, economic, social and cultural life of the country. The Supreme Rada deputies represent the majority of political parties, social organizations

and movements. They are involved in work in registered deputies' groups (fractions) created on political, professional and other common bases.

Deputies of the Supreme Rada of Ukraine take part in the work of the Parliament Assembly of the European Council (PAEC). Members of the Ukrainian Parliament are regular participants of the PAEC sittings devoted to political, legal, human rights issues, problems on relations with state – non-members of the EC.

Ukraine's Cabinet of Ministers exercises executive power.

Rural, village, town, district and region Radas (councils) are bodies of local government – a representative of the administration on the district and region levels. This is also a case for the cities of Kyiv and Sevastopol.

ADMINISTRATIVE DIVISION

Ukraine incorporates a territorial autonomy (The Republic of Crimea) and 24 administrative regions. Cities of Kyiv and Sevastopol are answerable to the administration of the republic.

ARTS, SCIENCE AND EDUCATION

Ukrainians have made a spirited effort to preserve their cultural traditions and customs. There are several outdoor museum villages displaying buildings, crafts, and living conditions of the last century. Folk dancing and music festivals are often held with traditional, regional music and costumes.

The theatre scene is lively. Performances are usually in Ukrainian or Russian. The Kyiv Opera House is home to a very good opera company and a ballet company of considerable talent and expansive repertoire. Government subsidies make opera and theatre tickets inexpensive.

The Kyiv Philharmonic concert hall, a 19th century church with a fine organ, and the opera have a scheduled programme of concerts.

Ukrainian contemporary art includes painting and sculpture in a wide range of experimental and traditional styles. Icons and

folk art are displayed in museums, and contemporary versions are skillfully done and can be purchased in galleries and shops. There are several art museums with collections of Ukrainian and European art. There are house museums in Kyiv as well as a museum of history of Kyiv. The Ukrainian National House, uses its exhibition space to display numerous small exhibits of current Ukrainian art. In addition, there are museums with good collections of archeology, geology, botany, zoology, and aerospace.

Educational policy favours the study of science and technology. At present, education is compulsory for ages 7-16. University-level education is open to anyone who can pass the admission test.

Kyiv is rich in universities and institutes of higher learning. Chief among the universities are National Taras Shevchenko, National M. P. Drahomanov Pedagogical, Mohylo Academy etc. Among the new facilities is American-style Wisconsin International University – Ukraine (at National M. P. Drahomanov Pedagogical University) majoring in Business Administration with courses taught both in Ukrainian and English.

KYIV – THE CAPITAL OF UKRAINE

Kyiv, the capital of Ukraine, has a population of nearly 3 million inhabitants and covers over 43 km. from east to west and 42 km. from north to south. Approximately 85% of the Ukrainian population are Orthodox Christians; 10% are Catholics of Byzantine rite; 3% are protestants (mainly Baptists); 1.3.% are of the Jewish faith. Kyiv has much to offer in the cultural and architectural arenas with its wide tree-lined boulevards and historical buildings reflecting various styles and periods of the ancient Kyivan-Rus Empire.

Kyiv is a major industrial centre that includes companies specializing in electronics, engine-ring, aviation, food and chemical production, etc. Kyiv's economic development has been enriched by its advantageous location along the Dnipro River, which links Kyiv to the Black Sea.

PLACES

1. Read the text and write down international words:

geography, area, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|----------------------|
| <input type="radio"/> | <i>the</i> | Dniro River |
| <input type="radio"/> | _____ | France |
| <input type="radio"/> | _____ | Ukraine |
| <input type="radio"/> | _____ | President of Ukraine |
| <input type="radio"/> | _____ | Ukrainian Parliament |
| <input type="radio"/> | _____ | Greeks |
| <input type="radio"/> | _____ | Verkhovna Rada |
| <input type="radio"/> | _____ | Carpathian Mountains |
| <input type="radio"/> | _____ | Kyiv |
| <input type="radio"/> | _____ | Black Sea |

3. Cross out:

| | | | |
|-----------|---------|-----------|-------------------|
| Moldovans | Poles | Armenians | Greece |
| Austria | Germany | Europe | Ukraine |
| Donbas | Kyiv | Donetsk | Sevastopol |
| Baltic | Black | Crimea | Mediterranean |
| Universal | Direct | Secret | Cloudy |

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|---------------|----------------|
| <input type="radio"/> | prime – | <i>primary</i> |
| <input type="radio"/> | industry – | _____ |
| <input type="radio"/> | independent – | _____ |
| <input type="radio"/> | approximate – | _____ |
| <input type="radio"/> | tropical – | _____ |
| <input type="radio"/> | centre – | _____ |
| <input type="radio"/> | geography – | _____ |
| <input type="radio"/> | south – | _____ |
| <input type="radio"/> | minor – | _____ |
| <input type="radio"/> | organize – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What is Ukraine's area?
2. What does the Dniro River unify?
3. What is Ukraine's geology?
4. What are the highest executive and legislative powers of Ukraine?
5. What is Ukraine's administrative division?

6. Put questions to the underlined words:

1. The Crimea is a favourite destination for tourism.

What is a favourite destination for tourism in Ukraine?

2. The population of Ukraine is approximately 52 million.
-

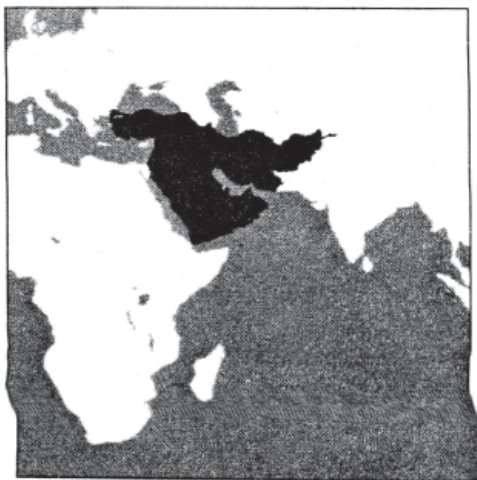
3. Ukraine achieved independence on December 1, 1991.
-

4. The Supreme Rada is a single-chamber parliament.
-

5. Ukraine's Cabinet of Ministers exercises executive power.
-

7. Group discussion:

Ukraine.



THE LAND

Much of the Middle East is hot, dry, rocky desert where people are few and far between. Indeed, vast areas, like the Rub' al Khali or "Empty Quarter" in southern Arabia are completely uninhabited. There are high mountains, too, such as the Asir mountains of Saudi Arabia and Yemen by the Red Sea and the plateaus of Turkey and Iran, where winters can be bitterly cold. But there is also a crescent of fertile land running westwards through Iraq by the Tigris and Euphrates rivers and south into Lebanon and Israel. It is in this crescent that the ruins of the world's oldest cities are found.

IRAN

Iran has a history dating back thousands of years. Until 1935, it was known as Persia and the last Shah (emperor) of Persia was overthrown only in 1979 by a popular revolution, led by Muslim leader Ayatollah Ruhollah Khomeini.

The revolution was provoked not only by the Shah's oppressive rule but also by his westernization of the country, which many Muslims felt violated Islamic law. When Khomeini came to power, he halted the westernization of Iran and declared a republic based upon fundamental Islamic principles. Iran's relationship with the western powers deteriorated. Soon after, long-standing territorial disputes over the Shatt al Arab

UNIT 9. THE MIDDLE EAST

It was in the Middle East, over 10,000 years ago, that people first learned to farm and later built the first cities. Persian, Byzantine and Islamic empires dominated the area in their time, but until the recent discovery of oil much of it was very poor.

region spurred Iraq to invade, starting an eight-year war that cost both sides dearly. In 1989, Khomeini died, the country elected its first president, and attitudes to the West began to soften.

The 1979 revolution reversed the rapid industrialization of Iran under the Shah - paid for by the country's huge oil reserves. Oil continues to play a large part in the country's fortunes, but people are now looking more to small-scale farming, manufacturing, trading and making Persian carpets, rather than heavy industry.

ISRAEL

Despite its brief history and lack of natural resources, Israel is one of the most developed countries in the Middle East - thanks to foreign aid (mainly from the USA) and its own people's determination. Israel was set up by the UN in 1948 to provide a permanent home for the Jews, and since then the country has thrived economically. Irrigation and soil conservation has helped the country produce most of its own food, and industry makes chemicals and machines for export. But Israel's will to succeed has brought it into constant and bitter contact with its Arab neighbours, especially over the Palestinian refugees living in the West Bank area invaded by Israel in 1967.

THE ARAB STATES

Oil has turned many Arab countries into some of the richest in the world. The people of the United Arab Emirates, Bahrain and Kuwait have a higher income per head than anyone but Americans.

Wealth from oil sales is being used to develop new airports, roads, factories, schools and hospitals, as well as provide a luxurious lifestyle for a powerful few. Desalination plants have also been built in many places to improve the water supply by taking the salt out of sea water. Many people from Europe and neighbouring Asian countries are here to work on these projects and the foreign influence has had a noticeable effect on lifestyles.

All the Arab states have regular contact with the western nations through business and through the oil trade organization OPEC. All the same, most Arabs are committed Muslims and retain their traditions. Arab businessmen often attend meetings in traditional flowing robes and women are still expected to hide themselves in the Islamic way.

ABOUT THE MIDDLE EAST

Area: 6,180,746 sq km
Population: 176,535,000
Highest point: Demavend, Iran, 5601m
Longest river: Euphrates, 2815km

COUNTRIES

Bahrain, Lebanon, Qatar, Kuwait, Israel, United Arab Emirates, Jordan, Syria, Oman, Iraq, Yemen, Turkey, Iran, Saudi Arabia.

ECONOMY

Farming: Where land can be irrigated, dates, fruit, cotton, lentils and cereals are grown. Israel is famous for Jaffa oranges. Oman grows trees for frankincense.

Natural resources: Oil reserves are huge. Israel is famous for cut diamonds, Lebanon for other gems.

Industry: Only Israel has much industry that is not entirely oil-based, though Syria, Turkey,

Iraq and Iran are well on the way to being industrialized.

GOVERNMENT

Many of the Arab countries of the Middle East - that is, all but Israel - are dominated by Islamic traditions, and ruled by kings or emirs, sultans and sheikhs who have absolute power. Yemen is a socialist republic. Turkey is also a republic, but it has often been run by army generals. Iraq is also a republic, ruled by President Saddam Hussein. Israel is a western-style republic.

LANGUAGES

Arabic is spoken in all the Islamic countries, except for Iran, where Farsi (Persian) is spoken, and Turkey, where they speak Turkish. In Israel, Jews speak Hebrew.

RELIGION

Islam is the dominant religion throughout the Arab world. Lebanon has many Christians; Israel is mostly Jewish.

SPORT

Sport is not popular but football is played.

THE DEAD SEA

The Dead Sea on the Israel-Jordan border is the lowest point on Earth, 396m below the level of the Red Sea. It is also the world's saltiest sea. Although regularly replenished with fresh water by the River Jordan, it steadily evaporates in the hot sun, leaving the water incredibly salty. The saltiness not only kills all life, which is why it is called the Dead Sea, but also makes the water so dense it is almost impossible to sink - people float so easily they can lie on their backs in the water reading a newspaper or drinking tea!

JERUSALEM'S SACRED SITES

Jerusalem is not only one of the oldest cities in the world, dating back at least 6000 years; it also contains sites sacred to Christians,

PLACES

Muslims and Jews. In 1967, the Israelis occupied the city, removed the barriers set up by the Arabs between the Arab and Israeli halves of the city and made it their capital. It has long been a source of conflict. A trouble spot is the Temple Mount, holy to both Muslims and Jews. One side is the Wailing Wall, the most holy Jewish site; on top is the Al Aqsa mosque on the spot where Muhammad ascended into heaven. Some radical Jews wish to replace the mosque with a Jewish temple.

DID YOU KNOW?

Muhammad turned to pray first to Jerusalem, not Mecca, in reverence to Abraham. But when Jews refused to accept Muhammad's claim that Abraham was a Muslim, he faced Mecca instead, where Abraham built the Kaaba shrine, the holiest place in Islam.

The oil wells of Kuwait produced 1,150,000 barrels of oil per day before the invasion by Iraq.

Jericho in Palestine is the world's oldest town - at least 10,000 years old.

The Suez Canal, linking the Mediterranean and Red Seas, was first opened in 1869. It is 162km long.

1. Write down geographical terms:

Middle East, Persian, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|--------------------|
| <input type="radio"/> | <i>the</i> | <i>Middle East</i> |
| <input type="radio"/> | _____ | Tigris |
| <input type="radio"/> | _____ | Israel |
| <input type="radio"/> | _____ | Dead Sea |
| <input type="radio"/> | _____ | Euphrates |
| <input type="radio"/> | _____ | Persia |
| <input type="radio"/> | _____ | Saudi Arabia |
| <input type="radio"/> | _____ | Lebanon |
| <input type="radio"/> | _____ | River Jordan |
| <input type="radio"/> | _____ | Temple Mount |

3. Cross out:

| | | | |
|-------------|---------|-----------|-------------------|
| hot | dry | rocky | desert |
| Tigris | Arabia | Euphrates | River Jordan |
| Middle East | Red Sea | Dead Sea | Black Sea |
| Lebanon | Israel | Muslim | Yemen |
| Jerusalem | Islam | Rome | New York |

4. Find in the text and pronounce words of the same root:

- | | |
|------------------------------------|----------------|
| <input type="radio"/> Islam – | <i>Islamic</i> |
| <input type="radio"/> Arab – | _____ |
| <input type="radio"/> Turkish – | _____ |
| <input type="radio"/> industry – | _____ |
| <input type="radio"/> determine – | _____ |
| <input type="radio"/> come – | _____ |
| <input type="radio"/> luxury – | _____ |
| <input type="radio"/> style – | _____ |
| <input type="radio"/> busy – | _____ |
| <input type="radio"/> irrigation – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What is the landscape of the Middle East?
2. What was the result of Iran revolution?
3. When was Israel set up by the UN?
4. What is the world's saltiest sea?
5. What sacred sites does Jerusalem contain?

6. Put questions to the underlined words:

1. Arabic is spoken in all the Islamic countries.
Where is Arabic spoken?
2. Until 1935, Iran was known as Persia.

3. Irrigation and soil conservation have helped Israel produce most of its own food.

4. Oil has turned many Arab countries into some of the richest in the world.

5. The Dead Sea is the world's saltiest sea.

7. Group discussion:

Jerusalem.



THE LAND

The rugged Rocky Mountains stretch nearly 5000km down the west of North America from Alaska to Mexico. In the wetter north, there are thickly forested slopes and snowy peaks climbing to over 6000m. Much of the dry south is scorching desert with salt flats and deep canyons.

Beyond the Rockies, a vast plain stretches east for thousands of kilometres to the Appalachian Mountains and north to the old hard rocks of the Canadian Shield. In the drier west of this plain is the grassland of the Great Plains, where millions of cattle and sheep graze on ranches. In the heart lie the flat prairies, where wheat grows in fields stretching as far as the eye can see. Further south is the cotton belt, either side of the great Mississippi river. And in the middle of the continent are the five Great Lakes - Superior, Michigan, Huron, Erie and Ontario, among the largest lakes in the world.

East of the Appalachians is the Atlantic coastal plain, where Europeans first settled. This area is still very densely populated and includes the huge city of New York, with a population of over 17 million.

THE PEOPLE

Long before the first Europeans arrived, North America was the home of Indians, or native Americans, as they are now called.

UNIT 10. NORTH AMERICA

The United States of America is the richest and most powerful nation in the world. Nearly 250 million people live here, and it covers a vast area of North America, from the freezing wastes of Alaska to the hot and steamy Everglades (marshes) of Florida. Canada is even bigger. In fact, it is the second largest country in the world, but it has a population of just 26 million.

There were once hundreds of different Indian tribes, each with their own customs and way of life, from the Pawnee, who lived in domed earth huts, to the Cheyenne, who lived in tall tents called tepees and hunted buffalo. But from 1620 on, more and more people came from Europe to settle here and pushed further westwards, wiping out the Indians as they went. Now most remaining Indians live in special reservations in the south west and in the mountains.

At first, European settlers came mainly from Britain, which is why most North Americans speak English - except in parts of Canada, where French is spoken. But from 1840 on, immigrants began to arrive from all over Europe. Immigration is now restricted, although poor people from Latin America often cross the United States border illegally.

Racial tension. The mixture of cultures and nationalities earned the USA the name "Melting Pot", but the mix is far from easy and the country is beset by racial tensions, especially in cities such as Los Angeles, New York and Chicago, where there are many poor people of different races. The wealth and prejudices of many white people, for instance, excites the anger of the black descendants of Africans brought there as slaves, and also of poor Hispanics (people from Latin America), Puerto Ricans and others.

Lifestyles vary greatly across the continent, from the traditional life of the Inuits of northern Canada, who live by hunting and fishing, to the hustle and bustle of New York,

where life goes on 24 hours a day. The small towns of middle America are known for their conservative views; the warm coast of California attracts the young and rich.

THE WEALTH OF AMERICA

With a wealth of natural resources and a large, energetic population, the USA has dominated the world economy since the end of World War II. For a while, in the 1950s and 1960s, the USA cornered more than 25% of the world market in manufactured goods, and Americans earned more money, ate more food, used more energy and drove more cars than anyone else in the world.

Now, the American economy has lost ground to countries such as Japan, Germany and Korea, and the country sustains its high standard of living partly by borrowing money on a massive scale. It also has to import huge amounts of energy, mainly in the form of oil, to keep its millions of motor cars on the road.

The government and business people worry about the state of the economy, what to do about rising imports from Japan and how to keep Americans rich. Others worry about the effects of America's debt on the rest of the world and about the drain its huge consumption of food, energy and other resources places on our planet.

ABOUT NORTH AMERICA

Area: 19,285,515 sq km

Population: 275,509,873

Highest point: Mt McKinley, Alaska, 6914m

Longes river: Mississippi-Missouri, 6020km

COUNTRIES

United States of America, Canada.

ECONOMY

Farming: More than 25% of the USA is pasture, and huge numbers of beef cattle are raised. Agriculture is heavily mechanized and produces surpluses for export. Main crops are maize, wheat, soya beans, cotton.

Natural resources: The USA has rich natural resources and is self-sufficient in all

but oil, chemicals and newsprint. It is the world's second largest timber producer.

Industry: The USA manufactures just about everything, in huge quantities, from iron and steel to computers. Cars remain very important.

GOVERNMENT

The USA is the world's oldest democratic republic and is governed by a president, two Houses of Congress and the Judiciary, in accordance with the Constitution of 1788. Canada has been independent from Britain since 1931. Its government, like Britain's, is led by a prime minister, whose party has a majority in the Commons, one of two houses of parliament. The PM is "appointed" by the British monarch.

LANGUAGES

Numerous languages are spoken in the USA, but English is predominant, as it is in Canada, but for French-speaking Quebec.

RELIGION

Most North Americans are Christians, belonging to one of many different churches.

SPORT

Sports are very popular in North America and the three big sports are baseball, basketball and American football.

THE STATES

The USA is not a single country like Brazil or Canada, but a federation or group of 50 separate states, such as Texas and Alaska, each represented by a star on the country's flag, known as the "Stars and Stripes". Originally there were just 13 states on the Atlantic coast, but as Americans spread westwards during the 19th century, new states were added. All but two of the states are grouped together between the Atlantic and Pacific oceans. The other two are Alaska, on the far northwest tip of North America, and Hawaii - a group of islands in the Pacific. Alaska is the largest state. Hawaii is the youngest, joining only in 1959.

PLACES

NEW YORK

New York is North America's largest city, with a population of over 17 million. Its spectacular skyline of skyscrapers is among the most famous in the world. The first skyscraper was the Flatiron building, built in 1902. Other big skyscrapers include the Empire State Building (381m tall), for 40 years the tallest building in the world, and the even taller twin-tower World Trade Center (415m tall). The city was founded in 1624 as New Amsterdam by Dutchman Peter Minuit, who bought the island now called Manhattan from the Indians for cloth, beads and trinkets worth just \$24. Minuit thought he was buying 89 sq km of land; in fact it was only 57 sq km, but proved to be a bargain. The English seized New Amsterdam and renamed it New York in 1664.

DID YOU KNOW?

Four cities were rivals to be Canada's capital in 1858 - Quebec, Montreal, Kingston and Toronto. But Queen Victoria chose Ottawa, then 4 years old. The border between the USA and Canada is the longest in the world, stretching over 6000km.

The world's tallest building is the Sears Tower in Chicago, 443m tall.

Americans eat 45,000 burgers every minute.

Over 1 million litres of water pour over the Niagara Falls every second.

Totem poles had sacred meaning for the Indians - the original inhabitants of North America.

Inuits have lived in the frozen north of Canada since the 13th century, hunting for seals, fish and caribou (a kind of moose).

The Grand Canyon in Arizona is 450km long, up to 20km wide and 1615m deep. The Colorado River runs along the bottom.

Houston, Texas is one of the fastest-growing cities in the USA, and home to the US space agency NASA's Johnson Space Center.

1. Write down geographical terms:

canyon, rock, _____

2. Put down the if necessary:

- | | | |
|-----------------------|------------|-----------------|
| <input type="radio"/> | <i>the</i> | Rocky Mountains |
| <input type="radio"/> | _____ | Canada |
| <input type="radio"/> | _____ | Great Lakes |
| <input type="radio"/> | _____ | Canadian Shield |
| <input type="radio"/> | _____ | Los-Angeles |
| <input type="radio"/> | _____ | USA |
| <input type="radio"/> | _____ | Niagara Falls |
| <input type="radio"/> | _____ | Grand Canyon |
| <input type="radio"/> | _____ | Colorado River |
| <input type="radio"/> | _____ | New York |

3. Match:

- | | |
|-----------------------------------|---------------|
| <input type="radio"/> Deep | Soya beans |
| <input type="radio"/> Great | Graze |
| <input type="radio"/> Sheep | Plains |
| <input type="radio"/> Skyscraper | Tribes |
| <input type="radio"/> Lakes | Great |
| <input type="radio"/> Indian | Canyon |
| <input type="radio"/> Area | Populated |
| <input type="radio"/> Slaves | Church |
| <input type="radio"/> Crop | African |
| <input type="radio"/> Religion | New York |

4. Find in the text and pronounce words of the same root:

- | | |
|-------------------------------------|--------------|
| <input type="radio"/> <i>rock</i> – | <i>rocky</i> |
| <input type="radio"/> metre – | _____ |
| <input type="radio"/> coast – | _____ |
| <input type="radio"/> dense – | _____ |
| <input type="radio"/> population – | _____ |
| <input type="radio"/> America – | _____ |
| <input type="radio"/> race – | _____ |
| <input type="radio"/> tense – | _____ |
| <input type="radio"/> nation – | _____ |
| <input type="radio"/> energy – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What is the population of Canada?
2. What are the main crops in the USA?
3. Is there any racial tension in the USA?
4. Where did first European settlers come from?
5. What is the world's tallest building in the USA?

6. Put questions to the underlined words:

1. The warm coast of California attracts the young and rich.
Whom does the warm coast of California attract?
2. New York is North America's largest city, with a population of over 17 million.

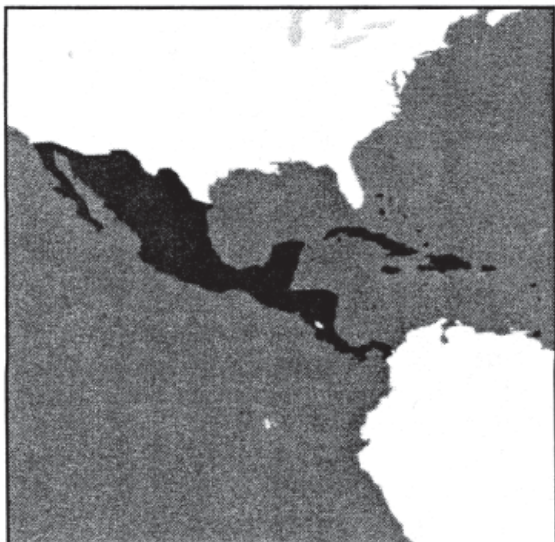
3. Americans eat 45,000 burgers every minute.

4. Over 1 million litres of water pour over the Niagara Falls every second.

5. The first skyscraper was the Flatiron building, built in 1902.

7. Group discussion:

The USA.



CENTRAL AMERICA

Central America is a land of sea and mountains. The peaks of the Sierra Madre stretch from Mexico to Honduras, towering in places to over 5500m. Yet the sea is rarely far away. High up, the climate is cool, but down near the coast there are steamy, tropical jungles, and the marshes of the Caribbean coast, including the aptly named Mosquito Coast, are especially hot and sticky. Most people live on the cooler Pacific slopes, or in Mexico and Costa Rica, in the high mesetas (tablelands) between the mountains, growing coffee, cotton and bananas on the steep hillsides.

Natural disasters are frequent in Central America. Hurricanes batter the Caribbean coast each summer. Barely a year goes by without a major earthquake. And Mexico contains the world's biggest active volcanoes, including Popocatepetl (5452m), Ixtaccihuatl (5286m) and Citlaltepetl (5699m).

The people. It was here that Columbus landed on his historic voyages in the 1490s, and the Spanish began to settle soon after. Yet the Maya and other early civilizations had flourished here for thousands of years. The coming of the Spanish decimated the native peoples living here. In 1519, there were 25 million Indians in Mexico alone; by 1600 there were just one

UNIT 11. CENTRAL AMERICA & THE CARIBBEAN

Central America is the narrow strip of land that joins North America to South America. In Panama, where the Panama Canal links the Caribbean Sea to the Pacific Ocean, it is just 85km wide. Stretching away westwards in a great arc 4000 km long are the hundreds of tropical islands of the Caribbean.

million. Those that survived lived in semi-slavery. There are still many native peoples in Central America, especially in Guatemala, but the majority of people are mestizos, descended from both native peoples and Spaniards.

Poverty. The people of Central America are among the world's poorest. Most work the land, growing food for themselves or labouring on the coffee plantations. Despite land reform in Nicaragua and Mexico, much of the land still belongs to a rich few. Much is also devoted to "cash crops" - crops that can be sold abroad like coffee and sugar - rather than food.

In the 1970s, Mexico began to exploit its oil and gas resources, and Mexican peasants flocked to the cities to find work in the new industries. Mexico City, in particular, grew so fast that it is now the largest city in the world, with a population of 19 million. Many poor Mexicans and other Central Americans try to sneak past the border patrols into the USA to find a better living there.

Nearly all the countries in Central America have been torn apart by revolution and civil war at some time - Mexico, Honduras and Costa Rica earlier this century and Nicaragua until 1990. Fighting ended in El Salvador in 1992, but still goes on in Panama. Belize alone has been relatively peaceful.

THE CARIBBEAN ISLANDS

The islands dotted through the blue waters of the Caribbean are often called the West Indies or Antilles. Some are just rocky outcrops. Some are large and varied, with high mountains and rolling hills. The biggest are Cuba, Jamaica and Hispaniola. Hispaniola is split into two countries: Haiti and the Dominican Republic.

Hurricanes are a constant hazard on these islands. Bad storms, such as Hurricane David in 1980, bring devastation with their ferocious winds and the terrible floods that often follow.

The people. Just as in Central America, native peoples such as Arawaks and Caribs once lived in the Caribbean. But most died soon after the arrival of Europeans, from disease, physical abuse and despair. The Caribbean people of today are mostly descended from black Africans, brought by Europeans in the 17th and 18th centuries as slaves to work on the sugar plantations. As a result, most people speak English or French, or a local version of these languages.

Although the people of the Caribbean were actually freed from slavery over a century ago, most were left with very little and remain poor. Even today, many work on large sugar and coffee plantations for low wages.

More than half the Caribbean people work on the land. Some work on the plantations and farm their own plot as well, to provide food for their families. Only on a few islands, such as Puerto Rico, there is much industry. In recent years, the tourists who come for the warm weather and clear seas have helped bring in extra money.

ABOUT CENTRAL AMERICA AND THE CARIBBEAN

Area: Central America 2,471,984 sq km
Population: Central America 106,569,000
Highest point: Citlaltepetl, Mexico, 5699m
Longest river: Rio Grande, 3034km

COUNTRIES

Central America: El Salvador, Belize, Costa Rica, Panama, Guatemala, Honduras, Nicaragua, Mexico.

Caribbean: includes Barbados, Antigua & Barbuda, Dominica, Martinique, Trinidad & Tobago, Puerto Rico, Jamaica, the Bahamas, Grenada, Haiti, Dominican Republic, Cuba.

ECONOMY

Farming: Coffee, cotton, bananas, and, in the Caribbean, sugar cane for export. People grow maize and wheat for food.

Natural resources: Only Mexico and Trinidad have oil and gas. Mexico is the world's leading silver miner.

Industry: Mexico has growing chemical, motor and textile industries.

GOVERNMENT

All countries but Cuba have governments elected by popular vote. The USA invaded Panama in 1989, Grenada in 1983 and helps keep right-wing governments in power. US backing for Contra rebels in Nicaragua undermined the socialist Sandinista regime, aiding its defeat in the 1990 elections.

LANGUAGES

Some people speak native languages, but 90% of Central Americans speak Spanish. English is common in the Caribbean.

RELIGION

The major religion is Christianity (Roman Catholic), though there are Protestants too. Many Jamaicans are Rastafarians.

SPORT

Soccer is popular in Central America, cricket on the islands of the Caribbean.

JAMAICAN MUSIC

Music has always been important to the poor black people of Kingston, Jamaica. In the 1960s, they began to develop their own styles, partly based on American soul. First there was **ska** and **rock steady**, promoted by the Trojan record label and played by groups like Toots and the Maytals. Then from the late 1960s on, there was reggae with its strong, springy deep bass rhythm and hypnotic vocals. Reggae songs were often highly political or about the Rastafarian religion. The most famous reggae group was Bob Marley and the Wailers.

PLACES

CUBA

In the late 1800s Cuba was a Spanish colony inhabited by Spanish immigrants and freed African slaves. It gained its independence in 1903, but for the next 50 years most Cubans lived in poverty under a series of corrupt dictatorships, ending with that of Fulgencio Batista. Batista was overthrown by a revolution led by Fidel Castro in 1959.

Castro seized all American property, promised Cubans freedom and made Cuba a communist country. He survived a US-backed attempt to invade the island at the Bay of Pigs in 1961, and, helped by massive Soviet aid in the 1960s and 70s, gave Cuba a good education and health service. He also

sent Cuban troops abroad to support revolutions in Latin America and Africa, notably Angola. But his dictatorial control is not liked by all Cubans.

DID YOU KNOW?

Teotihuacan, near Mexico City, with its vast pyramids, is one of the best preserved of all ancient cities. At its height in AD 300, 100,000 lived here.

Paracutin, a 300m volcano of ash in Mexico, grew from nothing in a year.

Haiti is the poorest country in the world.

Mexico owes over 100 billion dollars - over half its entire gross domestic product.

The Mexican population quadrupled between 1940 and 1990.

The people of Martinique and Guadeloupe vote in French elections.

1. Write down geographical terms:

hill, island, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|--------------------|
| <input type="radio"/> | _____ | Mexico |
| <input type="radio"/> | _____ | Bahamas |
| <input type="radio"/> | _____ | Caribbean |
| <input type="radio"/> | _____ | Panama |
| <input type="radio"/> | _____ | Haiti |
| <input type="radio"/> | _____ | Costa Rica |
| <input type="radio"/> | _____ | Panama Canal |
| <input type="radio"/> | _____ | West Indies |
| <input type="radio"/> | _____ | Central America |
| <input type="radio"/> | _____ | Dominican Republic |

3. Cross out:

| | | | |
|-----------|------------|----------------------|-------------|
| Christian | Protestant | Caribbean | Rastafarian |
| Barbados | Jamaica | Dominica | Texas |
| Coffee | Colony | Immigrant | Slave |
| Cotton | Maize | Wheat | Oil |
| Oil | Money | Gas | Silver |

4. Find in the text and pronounce words of the same root:

- centre – *central*
- west – _____
- hill – _____
- earth – _____
- history – _____
- civil – _____
- major – _____
- peace – _____
- freedom – _____
- Jamaica – _____

5. Answer the following questions on paper or in class discussion:

1. What do “cash crops” mean?
2. What are the biggest Caribbean Islands?
3. Where do the Caribbean people work?
4. What has happened to the native Caribbean peoples?
5. What happened to Batista in 1959?

6. Put questions to the underlined words:

1. Natural disasters are frequent in Central America.
Where are natural disasters frequent?
2. The coming of the Spanish decimated the native peoples.

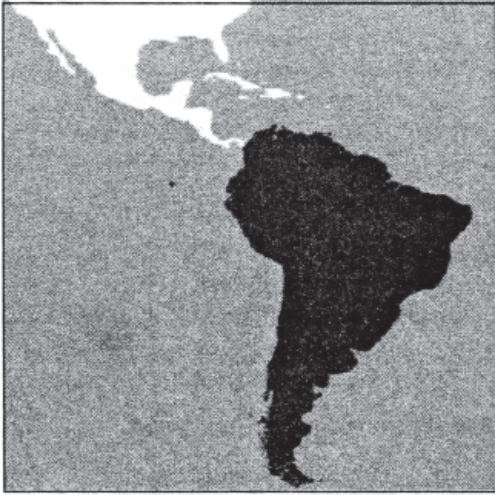
3. Hurricanes are a constant hazard on the islands.

4. Reggae songs were often highly political or about the Rastafarian religion.

5. The peaks of the Sierra Madre stretch from Mexico to Honduras, towering in places to over 5500 m.

7. Group discussion:

The Caribbean Islands.



UNIT 12. SOUTH AMERICA

South America is the fourth largest continent. Its northern shores are washed by the warm tropical waters of the Caribbean Sea, while its southern tip, Cape Horn, reaches within less than 1000km of the Antarctic Circle. There are twelve independent nations on the continent, many of them very poor. The largest, Brazil, occupies nearly half of the land.

THE ANDES AND THE AMAZON

South America is dominated by two huge natural features. All down the west are the lofty Andes mountains, making Ecuador, Peru and Bolivia among the world's highest countries. No capital city is higher than La Paz in Bolivia at 3600m. Flowing east to the Atlantic through the rainforests of Brazil, is the mighty Amazon river. The Amazon carries more water than any other river and is 20km wide in places.

South of the Amazon lies the high Brazilian Plateau, where most Brazilians live. Further south in Argentina, cattle are reared on grassy plains called pampas. Further south still, sheep graze on the dry, windswept tablelands of Patagonia. Sandwiched between the Andes and the Pacific is Chile, over 4200km long, yet nowhere wider than 430km.

THE PEOPLE

Before its conquest by the Spanish and Portuguese in the 16th century, South America was home to many native peoples. Millions died after the Europeans arrived - some killed by their conquerors, some by European diseases to which they had no resistance and some from cruel treatment. Many who survived married the Spanish settlers who came to seek their fortune. Their descendants are called mestizos. Between 1518 and 1850, seven million African slaves were brought here and between 1850 and 1930 12 million more Europeans arrived.

Today there is a mixture of many different races in South America, especially in large cities. Even so, there are native villages in the Andes that are racially pure, and in the Amazon there are still native tribes that have had little contact with the world outside.

A POOR CONTINENT

South America has the fastest growing population in the world, and most people are poor. In the country, much of the land is in vast estates called latifundia owned by a rich few. So millions of people are moving to fast-growing cities like Sao Paulo. But there is often no work or even homes for them here, and thousands sleep rough or live in favelas (shanty towns) in houses made from scrap. Industry is growing in some South American countries, especially Brazil, and these may create wealth in time. But growth is slow because many governments owe so much money to banks in America, Europe and Japan that they cannot afford to pay for new developments.

THE TROPICAL RAINFOREST

The Amazon forests are being cut for wood and burned to make way for farms, roads and mines at the alarming rate of 260 sq km a day. In the 1980s alone, nearly half Brazil's rainforest was destroyed. As a result, the last forest-dwelling Indian tribes are threatened with extinction, along with countless species of plants and animals, and the Earth's atmosphere may suffer irreparable damage.

ABOUT SOUTH AMERICA

Area: 17,611,000 sq km
Population: 283,519,000
Highest point: Aconcagua, Argentina, 6960m
Longest river: Amazon, 6515km

COUNTRIES

From smallest to largest: French Guiana, Surinam, Uruguay, Guyana, Paraguay, Ecuador, Chile, Venezuela, Bolivia, Colombia, Peru, Argentina and Brazil.

ECONOMY

Farming: Only 5% of the land is used for growing crops, chief among which are maize, wheat and rice. Brazil and Colombia are the world's leading coffee exporters.

Natural resources: South America has great mineral wealth - much still unexplored. Venezuela is rich in oil. Chile is the world's largest copper producer after the USA.

Industry: Industry is beginning to develop, especially in Brazil, which is the world's fifth largest car maker.

GOVERNMENT

Much of South America was freed from Spanish rule by Simon Bolivar in the 1820s. Since then many countries have been ruled by harsh military dictators - overthrown every so often by revolution - such as Pinochet in Chile. Most countries are now moving towards democracy.

LANGUAGES

Most South Americans speak the languages of the European conquerors: Portuguese in Brazil and Spanish elsewhere. Ten million still speak a native language; half of them Quechua, the language of the Inca empire.

RELIGION

Most non-native peoples are Roman Catholics, but native peoples have their own beliefs.

SPORTS

Football is popular in the cities.

PERONISM

From 1946 to 1955, Argentina was ruled by President Juan Peron. Peron and his young wife Eva were popular with the poor, industrialists and churchmen. To push through his ideal of a strong, rich Argentina - called Peronism - he gave himself dictatorial

powers and crushed all opposition. But the economy did not prosper, and when Eva died in 1952, his support dwindled. In 1955, he was driven out by a military coup. Peronism was still popular, though, and in 1973, Peron came back as president - only to die a year later. His third wife, Isabel, took over, but was thrown out by the military in 1976.

THE FALKLANDS

The Falklands are islands off the coast of Argentina, known as the Malvinas by Argentinians. They have been ruled by Britain since 1833, and the 2000 islanders speak English. But Argentinians say they belong to Argentina. After a long series of talks, Argentinian troops seized the islands' capital Port Stanley on 3 April 1982. The British launched an all-out attack by sea and air and, after two months of war in which many soldiers from both sides died, recaptured the islands on 14 June. Now 4000 British troops are stationed on the islands to guard against further invasion.

DID YOU KNOW?

Tutunendo, Colombia, with an average yearly rainfall of 1177cm, is the rainiest place in the world.

The driest place in the world is the Atacama desert in Chile. Average yearly rainfall: 0.00mm.

The highest waterfall in the world is Angel Falls in Venezuela, 979m high.

Ecuador is so called because it is crossed by the equator (in Spanish: ecuador).

The trade in illegal drugs (chiefly cocaine) in Bolivia and Colombia is so large that it is thought to earn more money than all legal trade.

Through the Amazon's mouth flows a fifth of all the world's river water.

The statue of Christ the Redeemer, high on Mount Corcovado, overlooks Rio de Janeiro, a major port of Brazil.

The Uru, an ancient Indian people, live on floating mats of dried reeds on Lake Titicaca, high in the Andes between Bolivia and Peru.

A tributary of the Amazon wends its way through the Brazilian rainforest, which is the largest tropical rainforest in the world.

PLACES

1. Write down geographical terms:

rainforest, plant, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|---------------|
| <input type="radio"/> | <i>the</i> | Amazon |
| <input type="radio"/> | _____ | South America |
| <input type="radio"/> | _____ | Cape Horn |
| <input type="radio"/> | _____ | Pacific |
| <input type="radio"/> | _____ | Brazil |
| <input type="radio"/> | _____ | Falklands |
| <input type="radio"/> | _____ | Colombia |
| <input type="radio"/> | _____ | Andes |
| <input type="radio"/> | _____ | Chile |
| <input type="radio"/> | _____ | Malvinas |

3. Match:

- | | | |
|-----------------------|-------------------------|------------------------|
| <input type="radio"/> | <i>Falklands</i> | Portuguese |
| <input type="radio"/> | Brazil | Sports |
| <input type="radio"/> | Pampa | <i>Malvinas</i> |
| <input type="radio"/> | Tropical | Cocaine |
| <input type="radio"/> | Football | Dictator |
| <input type="radio"/> | Drugs | Empire |
| <input type="radio"/> | Military | Equator |
| <input type="radio"/> | Inca | Rainforest |
| <input type="radio"/> | Ecuador | Grassy plain |
| <input type="radio"/> | Bank | Money |

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|-----------|----------------|
| <input type="radio"/> | nature — | <i>natural</i> |
| <input type="radio"/> | where — | _____ |
| <input type="radio"/> | conquer — | _____ |
| <input type="radio"/> | resist — | _____ |
| <input type="radio"/> | treat — | _____ |
| <input type="radio"/> | descend — | _____ |
| <input type="radio"/> | grow — | _____ |
| <input type="radio"/> | develop — | _____ |
| <input type="radio"/> | threat — | _____ |
| <input type="radio"/> | count — | _____ |

5. Answer the following questions on paper or in class discussion:

1. What countries are the world's leading coffee exporters?
2. What languages do people speak in South America?
3. What are the two huge natural features in South America?
4. Are there many native people in South America now?
5. What happened between 1518 and 1850 to African slaves?

6. Put questions to the underlined words:

1. In the 1980s alone, nearly half Brazil's rainforest was destroyed.

What part of Brasil's rainforest was destroyed in the 1980s?

2. In 1955, Peron was driven out by a military coup.
-

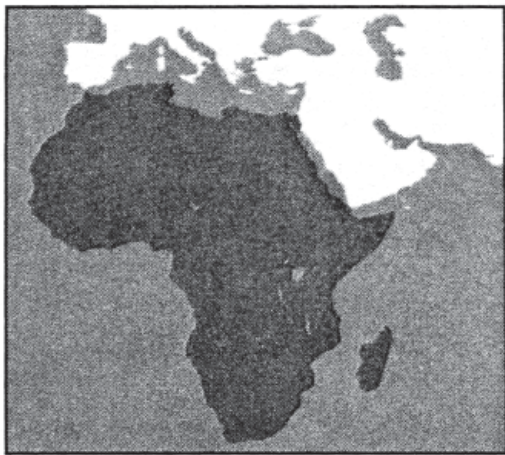
3. Now 4000 British troops are stationed on the Falklands to guard against further invasion.
-

4. The driest place in the world is the Atacama desert in Chile.
-

5. Through the Amazon's mouth flows a fifth of all the world's river water.
-

7. Group discussion:

South America.



THE LAND

Most of Africa is an immense plateau, punctuated here and there by mountain ranges, such as the Ruwenzori, in Uganda. In the east, the plateau is broken by the Great Rift Valley, which runs all the way from the Red Sea down into Malawi and contains such vast lakes as Rudolf and Tanganyika.

Along the tropics lie two great deserts: the Kalahari in the south and the vast Sahara in the north, stretching 5500km from the Atlantic to the Red Sea. But along the Equator in west and central Africa, there are dense green tropical forests. Much of the rest of Africa is savanna grassland and bush country roamed by elephants, antelopes, lions, giraffes, zebras and many other creatures.

Where people live. Much of the land is so hot and dry, and the soil so thin, that in many places Africans have always led a nomadic or semi-nomadic lifestyle. Some continually move from place to place with their herds, looking for fresh pastures. Others clear the land of trees and grow crops for a few years, then leave the land to recover. This is called shifting cultivation. Only in the north, along the Nile valley and in the fertile coastal strip, is the land more permanently settled.

More than 70 per cent of Africa's population is rural and many Africans live just as they have for thousands of years, in tiny hut villages, often with less than 50 inhabitants. But over the past

UNIT 13. AFRICA

Africa is the world's second largest continent, stretching 8000km from the Mediterranean in the north to the Cape of Good Hope in the south. It is also the warmest, for the Equator runs right through the middle, and temperatures in the Sahara desert are the highest on Earth.

30 years or so, as more and more land has been taken up for cash crops, millions of Africans have headed for growing cities, such as Cairo in Egypt and Abidjan in Ivory Coast.

THE PEOPLE

Africa has been inhabited by humans far longer than anywhere else in the world, and many remarkable cultures and civilizations have come and gone, including that of Ancient Egypt, Mali and Zimbabwe. Today in Africa, there is an enormous variety of cultures and races. In the north, countries such as Algeria, Morocco and Egypt are mainly Arabic. South of the Sahara, most people are black Africans, but there are 800 or more different ethnic groups, each with its own unique culture and lifestyle.

Unfortunately, when the colonial powers of Europe carved Africa into nations, they largely ignored these differences. All over the continent, national boundaries cut right across tribal lands - separating peoples and leaving many small groups isolated in countries dominated by different, maybe hostile tribes. This is one reason why so many African countries have been ravaged by bloody civil wars, or fallen into the hands of dictators, such as Emperor Bokassa of the Central African Republic and Idi Amin of Uganda.

POVERTY AND FAMINE

Africa contains the most desperately poor people in the world. The GNP of the USA

for every person is nearly \$20,000; Chad's is \$163, Malawi's is \$160, and Ethiopia's is just \$120. Even in countries that earn a good deal, like South Africa, many live in dire poverty, crowded into ramshackle huts with no furniture, no power and ragged clothes.

Worse still, millions of Africans are now starving to death; many more are suffering malnutrition. Since 1980, the effects of war and overuse of land have been made worse by a series of droughts. People in Ethiopia, Sudan, Somalia and Mozambique, in particular, have suffered terrible famines. Thousands of African men, women and children are dying of hunger even as you read this.

ABOUT AFRICA

Area: 30,335,000 sq km
Population: 650,000,000
Highest point: Kilimanjaro, Tanzania, 5895m
Longest river: Nile, 6695km

COUNTRIES

With population over 7 million: Algeria, Angola, Burkina Faso, Cameroon, Egypt, Ethiopia, Ghana, Ivory Coast, Kenya, Madagascar, Malawi, Mali, Morocco, Mozambique, Niger, Nigeria, Rwanda, Senegal, Somalia, South Africa, Sudan, Tanzania, Tunisia, Uganda, Zaire, Zambia, Zimbabwe. There are also 26 smaller countries.

ECONOMY

Farming: Most Africans grow food for themselves - cassava, yams and bananas in the wetter areas, corn in drier areas. But more and more land is now used for cash crops for export, including cocoa, oil-palm, bananas, groundnuts, coffee and rubber.

Natural resources: South Africa has huge deposits of copper, diamonds and gold. Oil has made Libya and west African countries such as Nigeria rich by African standards.

Industry: Industry is developed barely anywhere but South Africa and Egypt.

GOVERNMENT

Colonial rule left Africa in chaos. Many countries have unstable European-style governments torn by tensions between tribal

groups or dominated by a powerful few. Many west African countries, such as Niger and Burkina Faso, are under military governments. Countries like Egypt, Congo and Angola are socialist republics.

LANGUAGES

1300 languages are spoken in Africa - more than in any other continent.

RELIGION

Many Africans hold to traditional beliefs. North Africa is mainly Muslim. Christianity is common south of the Sahara.

THE SAHARA

The Sahara desert is vast, covering an area larger than the entire United States of America. It gets less than 100mm of rain each year, and shade temperatures often reach a scorching 50°C during the day, only to fall almost to freezing at night. Over 70% of the desert is coarse gravel; only 15% is rolling sand dunes. But the desert is far from lifeless; it provides a home for two million people - some are wandering herders, but most are farmers living on oases, where they grow date palms and other crops.

MOZAMBIQUE

Few people in Africa can have suffered more than the inhabitants of Mozambique. For 470 years, the country was a colony of Portugal. White prazeros snatched all the land, keeping the people in slavery. When the Portuguese were finally thrown out in 1975, the country became a socialist republic. At once, a guerrilla group called Renamo began waging a terror campaign against the socialists that has killed and maimed many innocent people. People lived in constant fear, their children were abducted and 5 million were forced from their homes. Even while a series of droughts plagued the country, Renamo destroyed crops and food aid. Renamo's campaign of terror may now be at an end, but many thousands of people are still dying of hunger.

PLACES

DID YOU KNOW?

Africa's largest lake, covering almost 70,000 sq km, is Lake Victoria.

7.7 million litres of water flow every second over the Victoria Falls on the Zambia-Zimbabwe border.

Zimbabwe is named after the ruined ancient stone city of Great Zimbabwe that flourished there 500 years ago.

The summit of Mount Kilimanjaro is always covered in snow.

The world's oldest university was founded in Fez in Morocco in AD 859.

Millions of Africans live in small villages. People exchange the food they have grown for clothing and other things.

The Tuareg are among the few people who can stand the blazing sun of the Sahara desert. They are wanderers who live in tents and herd camels and goats.

Sorghum is a kind of corn grown widely in the drier areas around the edges of the forests. It is used to make bread.

Gold is South Africa's main export. Some black South Africans travel huge distances each day to work in the Transvaal mines.

The Masai are tall, slender nomadic herders from Kenya. They paint themselves with red ochre and wear elaborate brass collars and bracelets and bead necklaces.

1. Write down geographical terms:

mountain range, plateau, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|--------------------------|
| <input type="radio"/> | _____ | Uganda |
| <input type="radio"/> | _____ | Cape of Good Hope |
| <input type="radio"/> | _____ | Ivory Coast |
| <input type="radio"/> | _____ | Egypt |
| <input type="radio"/> | _____ | Lake Victoria |
| <input type="radio"/> | _____ | Great Riff Valley |
| <input type="radio"/> | _____ | Masai |
| <input type="radio"/> | _____ | Central African Republic |
| <input type="radio"/> | _____ | Africa |
| <input type="radio"/> | _____ | Sahara |

3. Match:

- | | | |
|-----------------------|--------------|----------------|
| <input type="radio"/> | Ivory | Victoria Falls |
| <input type="radio"/> | Desert | Lifestyle |
| <input type="radio"/> | Nomadic | Sahara |
| <input type="radio"/> | Oil | Palm |
| <input type="radio"/> | Water | Dune |
| <input type="radio"/> | Food | Coast |
| <input type="radio"/> | Savanna | Bracelet |
| <input type="radio"/> | Sand | Yams |
| <input type="radio"/> | Neckless | Kilimanjaro |
| <input type="radio"/> | Mount | Grassland |

4. Find in the text and pronounce words of the same root:

- tropical – *tropics*
- nomadic – _____
- cultivate – _____
- permanent – _____
- Africa – _____
- colony – _____
- blood – _____
- isolation – _____
- nutrition – _____
- slave – _____

5. Answer the following questions on paper or in class discussion:

1. Where are two great deserts of Africa situated?
2. What does shifting cultivation mean?
3. What countries are mainly Arabic?
4. What country was a colony of Portugal?
5. What is "Renamo"?

6. Put questions to the underlined words:

1. White prazeros snatched all the land, keeping the people of Mozambique in slavery.
Who snatched all the land of Mozambique?
2. Africa contains the most desperately poor people in the world.

3. Today in Africa, there is an enormous variety of cultures and races.

4. More and more land is now used for cash crops for export, including cocoa, oil-palm, bananas, groundnuts, coffee and rubber.

5. Millions of Africans are suffering malnutrition.

7. Group discussion:

Africans.



UNIT 14. INDIA

Separated from the rest of Asia by the towering peaks of the Himalayas, the Indian sub-continent - including India, Pakistan and Bangladesh - is one of the most heavily populated regions in the world, with a civilization dating back 5000 years.

THE LAND

The northern wall of India is the Himalayas, the highest mountains in the world, where rich Indians often escape from the summer heat. To the south are the fertile plains around the Indus and Ganges rivers, heavily farmed and densely populated. India's biggest cities are here, including Delhi and Calcutta. Further south is the scrub and thorn of the Deccan, a vast upland with hills either side called the Ghats.

Much of India is hot; summers average 30°C in places. Monsoon rains bring welcome water, and irrigation helps to grow crops in quite dry areas. But drought is common, and because the rain tends to come at once, so are floods, especially in low-lying Bangladesh.

THE PEOPLE

After 45 years of independence, India is still living with the effects of British rule. English is, with Hindi, the official language; government and business run much as they did under the British. Even new cars are often old British designs. More worryingly, there is still tension over the way independence created two countries, India and East and West Pakistan, from a huge range of peoples with little in common. East Pakistan split from the West to form Bangladesh in 1971. The

Sikhs' fight to split from India led to the murder of India's Prime Minister, Indira Gandhi, in 1984. Yet even though many Indians are poor, India can grow enough food to feed itself, and industry is developing steadily.

ABOUT INDIA

Area: 4,235,204 sq km
Population: 1,082,264,000
Highest point: K2, Pakistan, 8611m
Longest river: Indus, 3180km

COUNTRIES

Sri Lanka, Bangladesh, Pakistan, India.

ECONOMY

Farming: Two-thirds of the population grow their own food, mainly rice and wheat; cash crops include sugar cane, tea, cotton, oilseed and jute.

Natural resources: India's coal reserves give energy for industry. It also has diamonds, aluminium, copper and iron ore.

Industry: India is the 10th biggest industrial nation. Textiles are important, but the emphasis is now on heavy industry, including iron and steel, vehicles and machine tools and pharmaceuticals.

GOVERNMENT

India is the world's largest democracy, but for many years, until Rajiv Gandhi was assassinated in 1991, the Gandhi family had a stranglehold on power. In 1971, East Pakistan broke away from West Pakistan to become Bangladesh. Pakistan is a democracy, too, but the army has often had a high degree of

control, especially under General Zia, who was killed in 1988.

LANGUAGES

Well over 30 languages and 1500 dialects are spoken. Hindi and English are the main languages in India, Punjabi and Urdu in Pakistan, and Bengali in Bangladesh.

RELIGION

Many religions are practised, but India is 83% Hindu; Pakistan and Bangladesh are mostly Muslim. Sri Lanka is mainly Buddhist.

SPORT

Cricket is immensely popular.

THE GANDHIS

Mahatma Gandhi campaigned for India's independence. From 1966 to 1977 Indira Gandhi (no relation of Mahatma) was prime minister, and again from 1980 to 1984. After she was killed in 1984, her son Rajiv became prime minister. He too was murdered in 1991.

DID YOU KNOW?

Elephants are highly regarded by most Indians, but they have long been used for work such as lifting logs.

The River Ganges is thought holy by the Hindus and there are especially holy places along its length.

1. Write down geographical terms:

plain, flood, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|------------|------------|
| <input type="radio"/> | <i>the</i> | Himalayas |
| <input type="radio"/> | _____ | Pakistan |
| <input type="radio"/> | _____ | Delhi |
| <input type="radio"/> | _____ | Indus |
| <input type="radio"/> | _____ | Hindi |
| <input type="radio"/> | _____ | Bangladesh |
| <input type="radio"/> | _____ | Sri Lanka |
| <input type="radio"/> | _____ | Calcutta |
| <input type="radio"/> | _____ | Ganges |
| <input type="radio"/> | _____ | Hindus |

3. Cross out:

| | | | |
|-----------|--------------------|--------|-----------|
| Aluminium | Diamond | Copper | Iron |
| India | Asia | Africa | Europe |
| Ganges | Indus | Amazon | Delhi |
| Rice | Wheat | Steel | Cotton |
| Muslim | Buddhist | Dutch | Hindu |
| Delhi | Calcutta | China | Amsterdam |

PLACES

4. Find in the text and pronounce words of the same root:

- | | |
|------------------------------------|----------------|
| <input type="radio"/> heavy – | <i>heavily</i> |
| <input type="radio"/> land – | _____ |
| <input type="radio"/> sign – | _____ |
| <input type="radio"/> India – | _____ |
| <input type="radio"/> steady – | _____ |
| <input type="radio"/> immense – | _____ |
| <input type="radio"/> low – | _____ |
| <input type="radio"/> democratic – | _____ |
| <input type="radio"/> relate – | _____ |
| <input type="radio"/> long – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What are the natural resources of India?
2. What do Indian farmers grow?
3. How many languages are spoken in India?
4. What religions are practised in India?
5. What kind of sport is popular in India?

6. Put questions to the underlined words:

1. India's coal reserves give energy for industry.

What gives energy for industry in India?

2. Much of India is hot.

3. Even new cars in India are often old British designs.

4. Mahatma Gandhi campaigned for India's independence.

5. East Pakistan split from the West to form Bangladesh in 1971.

7. Group discussion:

The Effects of British Rule.

UNIT 15. SOUTH EAST ASIA

Warm and damp, South East Asia is a fertile part of the world where Hindu and Buddhist kings once built giant temples in the forests. Today some countries are thriving on new industry while others try to live with the scars of some of the most terrible wars of recent history.

THE LAND

South East Asia is a land of mountains, islands and wide plains. The climate is warm, and monsoons bring rain from June to October. Mountains thick with forest range from Myanmar (Burma), through Laos, Thailand and Vietnam. In between are fertile plains and deltas where most people live - around the Irrawaddy river in Myanmar, the Chao Phraya in Thailand and the Mekong in Cambodia and Vietnam. South lies the peninsula of Malaysia, stretching out into the South China Sea, and the 3700 volcanic islands of Indonesia beyond. Much of Indonesia is tropical rainforest, but the plains in between are densely populated.

THE PEOPLE

South East Asia has a long history and a wide mix of people. Most people in the north are poor and live by growing rice, especially in Laos, Myanmar and Vietnam, or, in Malaysia and Myanmar, by tapping trees for rubber. In the south, Singapore and Indonesia especially, manufacturing industry has developed under the leadership of Singapore's Lee Kuan Yew and now Goh Chok Teng, and Indonesia's Suharto.

ABOUT SOUTH EAST ASIA

Area: 4,188,259 sq km
Population: 713,025,000
Highest point: Hkakado Razi, Myanmar (formerly Burma), 5881m
Longest river: Mekong, 4425km

COUNTRIES

Singapore, Cambodia, Laos, Vietnam, Malaysia, Myanmar (formerly Burma), Indonesia, Philippines.

ECONOMY

Farming: Over three-quarters of the population grows rice to eat themselves.

Natural resources: Malaysia relies heavily on its rubber, tin and oil resources. Indonesia has rich but barely developed sources of oil, gas, tin, nickel and copper.

Industry: Industry is growing rapidly in Indonesia, Malaysia and Singapore, but elsewhere it is barely developed.

GOVERNMENT

Both Laos and Vietnam are one-party communist states, though officially their governments are elected by popular vote. Myanmar is a socialist republic. Thailand has a king and a popularly elected government like Britain. Malaysia's king is elected, but power is in the hands of an elite few. Singapore is under the rule of Lee Kuan Yew's People's Action Party. Indonesia is ruled by the right-wing dictatorship of General Suharto. In Cambodia, the opposing parties in the civil war are trying to rule together.

LANGUAGES

Thai is the main language in Thailand, Vietnamese in Vietnam, Khmer in Cambodia, Burmese in Myanmar. But there are many others spoken, including over 250 languages in Indonesia.

RELIGION

Cambodia, Vietnam, Thailand and Myanmar are mainly Buddhist; Indonesia, and Malaysia are mainly Muslim.

THE KILLING FIELDS

Laos, Vietnam and Cambodia were once French colonies, and the end of French rule in the 1950s led to years of suffering and war - nowhere more so than in Cambodia. Here, the military regime supported by the USA was toppled in 1975, after a bloody struggle,

PLACES

by the Khmer Rouge guerrillas. At once, victorious leader Pol Pot forced 2 million Cambodians into the country and slaughtered them in the fields. Pol Pot was himself overthrown by the Vietnamese in 1978, but is now part of the joint government set up by the western powers in 1991.

DID YOU KNOW?

The walls of the 12th century temple of Angkor Wat, in the ancient capital of the Khmer empire in Cambodia, are over 1.5 km long.

Thailand's capital is called Bangkok by foreigners, but its real name has over 17 words, beginning "Krungthep", which is why it is known as Krung Thep.

Thousands of Vietnamese risk their lives in flimsy boats to find a better life elsewhere. If they land in Hong Kong, these boat people will be sent back.

In Indonesia, the construction of hillside terraces ensures every inch of land is used for rice cultivation.

The traditional dances of SE Asia are graceful and precise - every gesture and movement has a particular meaning.

1. Write down geographical terms:

forest range, peninsula, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|-----------------|
| <input type="radio"/> | _____ | Vietnam |
| <input type="radio"/> | _____ | Mekong |
| <input type="radio"/> | _____ | Malaysia |
| <input type="radio"/> | _____ | Khmer Empire |
| <input type="radio"/> | _____ | Chao Phraya |
| <input type="radio"/> | _____ | Indonesia |
| <input type="radio"/> | _____ | Laos |
| <input type="radio"/> | _____ | Irrawaddy |
| <input type="radio"/> | _____ | South China Sea |
| <input type="radio"/> | _____ | Singapore |

3. Cross out:

| | | | |
|----------|----------|----------|-----------------|
| Laos | Vietnam | Cambodia | Asia |
| Mountain | Temple | Island | Plain |
| Climate | World | Rain | Monsoon |
| Tin | Nickel | Rice | Copper |
| Rubber | Republic | Colony | State |

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|--------------|-----------------|
| <input type="radio"/> | industrial – | <i>industry</i> |
| <input type="radio"/> | recently – | _____ |
| <input type="radio"/> | Vietnamese – | _____ |
| <input type="radio"/> | leader – | _____ |
| <input type="radio"/> | nature – | _____ |
| <input type="radio"/> | party – | _____ |
| <input type="radio"/> | tradition – | _____ |
| <input type="radio"/> | construct – | _____ |
| <input type="radio"/> | move – | _____ |
| <input type="radio"/> | foreign – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What is the largest river in South East Asia?
2. What is the main language in Thailand, Vietnam and Cambodia?
3. What religion prevails in South East Asia?
4. What is the climate in South East Asia?
5. How many languages are spoken in this region?

6. Put questions to the underlined words:

1. South East Asia has a long history and a wide mix of people.
What part of Asia has a long history and a wide mix of people?
2. Malaysia relies heavily on its rubber, tin and oil resources.

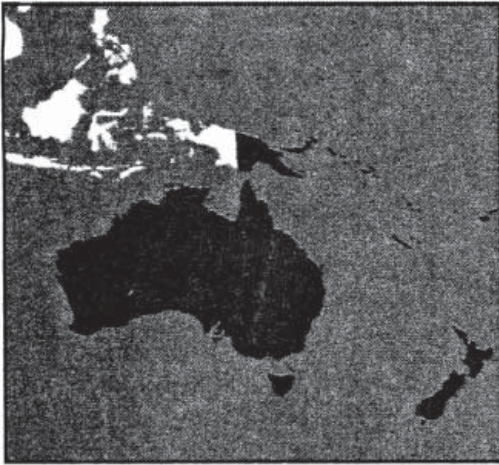
3. Indonesia is ruled by the right-wing dictatorship of general Suharto.

4. Over three-quarters of the population grows rice to eat themselves.

5. Power is in the hands of an elite few.

7. Group discussion:

South East Asia People.



AUSTRALIA

Australia is the world's smallest continent but its sixth largest country. Much of the country is dry and thinly populated. Most people live in the moist south east, in New South Wales and Victoria, where the biggest cities (Sydney and Melbourne) are. They also live along the east coast in Queensland and around Perth in the extreme south west. But much of the rest of Australia is virtually uninhabited.

In the east, the Great Dividing Range divides the relatively damp coastal plain from the much drier outback, where millions of sheep and cattle are grazed on vast ranches called stations. Beyond the outback lies the vast desert heart of the continent, stretching almost all the way to the west coast.

The people. Hunters called Aborigines have lived in Australia for 40,000 years. When the British arrived in the late 1700s, they were driven from their homes into the dry interior. Troubles brought by the British - disease, massacre and the loss of their hunting grounds - have left the Aborigines few in number and dispirited. Most live in the southern cities, where many cope with prejudice and poverty by drinking heavily.

Few of the original British and Irish settlers wanted to go to Australia. Most were people convicted of minor crimes and shipped out in terrible conditions on sailing ships called transports. But the discovery of gold and

UNIT 16. AUSTRALASIA & THE SOUTH PACIFIC

Australasia and the South Pacific, sometimes known as Oceania, is a collection of more than 10,000 islands dotted through the Pacific Ocean, the world's biggest ocean. They stretch almost a third of the way round the world, 14,000km from Western Australia to Easter Island.

silver in the 19th century, and the prospect of a clean and healthy life in Australia's warm environment, gradually attracted more and more white immigrants.

Now Australia is a wealthy country with its own character and lifestyle, familiar with many people in Europe through soap operas like *Neighbours*. There is an emphasis on outdoor pursuits, such as surfing, tennis and barbecues, but Australia also has a reputation for making good films. Some people are worried, though, that Australia's prosperity may suffer as a result of competition from Japan.

NEW ZEALAND

New Zealand is a green, mountainous country, divided into two islands. It was first settled by Maoris less than 1000 years ago. The British arrived in the mid-1800s and began to fell the forests to create large ranches, for cattle on the north island and sheep on the south. Exports of lamb, wool and dairy products have kept the country's small, young population fairly prosperous.

PACIFIC ISLANDS

The Pacific islands are often divided into three, according to the kind of people who live there:

Melanesia in the west; Micronesia in the north; and Polynesia in the east. Most islands remain under the control of powerful nations such as the USA, France, the UK and Australia.

ABOUT AUSTRALASIA & THE SOUTH PACIFIC

Area: 8,510,000 sq km; Australia, 7,682,300 sq km;

New Zealand, 265,150 sq km;

Papua New Guinea (PNG), 462,840 sq km

Population: 26,000,000; Australia, 17,086,197; New Zealand, 3,390,000; PNG, 3,699,000

Highest point: Mt Wilhelm, PNG, 4509m

Longest river: Murray-Darling, 3750km

COUNTRIES

Nauru, Tuvalu, Tonga, Kiribati, Western Samoa, Vanuatu, Fiji, Solomon Islands and many other island groups. New Zealand, PNG and Australia.

ECONOMY

Farming: Millions of sheep are raised for wool in Australia. New Zealand is the world's largest exporter of lamb and dairy produce, and the second largest exporter of wool. The Pacific Islands rely heavily on coconuts.

Natural resources: Australia has extensive mineral resources, including iron, silver and aluminium. PNG has big copper and gold mines on the island of Bougainville.

Industry: Industry is only really developed in Australia.

GOVERNMENT

Australia, New Zealand, PNG and the Solomon Islands were once British colonies. They now have their own parliaments and are effectively independent, but the British queen is queen here too, and is represented in each country by a Governor General who appoints the Prime Minister. Tonga and Western Samoa have their own king and parliament. Fiji and Vanuatu are republics.

LANGUAGES AND RELIGION

English is widely spoken everywhere, but many Pacific Islanders, the Aborigines of Australia and the Maoris of New Zealand have their own languages. The same is true of religion. The English church dominates, but there are many native religions.

THE GREAT BARRIER REEF

The Great Barrier Reef is one of the world's most extraordinary natural features. It is a maze of 2500 coral reefs covering an area of 207,000 sq km and stretching for 2000km along Australia's north east coast. The corals themselves are beautiful and multi-coloured and they are home to a fabulous variety of tropical fish. There are important marine biological research stations on Heron Island and Lizard Island, and the reef is visited by thousands of divers. The reef is now officially protected, but the pressure of visitors is causing problems.

BOUGAINVILLE GOLD

The island of Bougainville, in PNG, has rich copper and gold deposits. When the natives agreed in 1967 to let their land be mined, they were told it would make them rich. But the giant Panguna mine ruined the island and destroyed hunting grounds, yet the natives got barely one per cent of the profits, for most went to CRA Ltd of Australia. The natives' Bougainville Revolutionary Army (BRA) began a bombing campaign against CRA in 1988 and the mine was forced to close. The BRA demanded independence from PNG. A ceasefire was agreed in 1991.

COCONUTS

The coconut has become crucial to the economy of many Pacific Islands, especially the Solomon Islands, Vanuatu and Fiji, and is often the main export. Seedling coconut palms are planted in rows on large plantations and harvested after 7-12 years. They provide more than food and drink. Soap, margarine and make-up is made from coconut oil, and the fibres of the husk are used for mats, ropes and brushes.

PLACES

DID YOU KNOW?

There are 20 sheep and three cattle to every human in New Zealand.

Over half of all New Zealanders are under 30 years old.

Aborigines believe they have animal, plant and human ancestors who created the world in the "Dreamtime".

Bikini is not only the name of a two-piece swimsuit, but also a Pacific atoll where nuclear bombs were tested.

Broken Hill in New South Wales, Australia, is the site of the world's biggest silver mine.

Papua New Guinea has many thousands of native tribes, living their own lives in the tropical forests in the mountains, as they have done for 50,000 years. More than 700 different languages are spoken on PNG - a quarter of all the world's languages - although most people also speak Motu or a kind of English called "Pidgin".

The Sydney Opera House with the Harbour Bridge in the background is a famous Australian landmark.

Ayers Rock, in the heart of Australia, is a massive sandstone formation popular with tourists - and is also sacred to the Aborigines.

Australia exports more wool than any other country in the world.

1. Write down geographical terms:

island, west, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|--------------------|
| <input type="radio"/> | _____ | New Zealand |
| <input type="radio"/> | _____ | Sydney Opera House |
| <input type="radio"/> | _____ | Bikini |
| <input type="radio"/> | _____ | Pacific Islands |
| <input type="radio"/> | _____ | Great Barrier Reef |
| <input type="radio"/> | _____ | Western Samoa |
| <input type="radio"/> | _____ | Lizard Island |
| <input type="radio"/> | _____ | Fiji |
| <input type="radio"/> | _____ | Micronesia |
| <input type="radio"/> | _____ | Solomon |

3. Match:

- | | | |
|-----------------------|---------------------------|-----------------------|
| <input type="radio"/> | <i>Australasia</i> | Islands |
| <input type="radio"/> | Sheep | Aborigines |
| <input type="radio"/> | Natives | Silver |
| <input type="radio"/> | Gold | Sheep |
| <input type="radio"/> | Surfing | <i>Oceania</i> |
| <input type="radio"/> | Wool | Tennis |
| <input type="radio"/> | Coconut | Palm |
| <input type="radio"/> | Pidgin | Coral |
| <input type="radio"/> | Solomon | Cattle |
| <input type="radio"/> | Reef | Motu |

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|---------------|--------------------|
| <input type="radio"/> | Australia – | <i>Australasia</i> |
| <input type="radio"/> | ocean – | _____ |
| <input type="radio"/> | collect – | _____ |
| <input type="radio"/> | queen – | _____ |
| <input type="radio"/> | spirit – | _____ |
| <input type="radio"/> | health – | _____ |
| <input type="radio"/> | gradual – | _____ |
| <input type="radio"/> | immigration – | _____ |
| <input type="radio"/> | prosperity – | _____ |
| <input type="radio"/> | compete – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What is the world's smallest continent?
2. How long have aborigines lived in Australia?
3. What is New Zealand's landscape?
4. Why are the Pacific islands divided into three?
5. Why has the coconut become crucial to the economy of Pacific Islands?

6. Put questions to the underlined words:

1. One half of all New Zealanders are under 30 years old.
How many New Zealanders are under 30?
2. Australia exports more wool than any other country of the world.

3. The corals are home to a fabulous variety of tropical fish.

4. Much of Australia is dry and thinly populated.

5. The discovery of gold and silver attracted more and more white immigrants to Australia.

7. Group discussion:

Australia.



MOUNTAINS AND CITIES

Japan is a very mountainous country, with steep, forested slopes, fast-flowing rivers and several volcanoes, including the famous and beautiful Mount Fuji. Most Japanese people are crowded onto the narrow plains beside the seashore and along the river valleys. Indeed nine out of ten Japanese people live in cities. Tokyo is the fourth largest city in the world, and the pace of life here is frantic. Over 40 million people live in Tokyo and its suburbs and there is so little space that most people live in very small flats.

SHOGUNS AND SAMURAI

From 1254 to 1868, Japan was effectively ruled not by the emperor, but by strong military leaders called shoguns. Each shogun was served by a powerful brotherhood of warriors called samurai. The samurai had a very strict code of honour, called the Bushido ("the way of the warrior"). If they were dishonoured, samurai were expected to commit hara-kiri (suicide) - usually by falling on to their long, curved steel swords.

JAPAN TODAY

Japan was defeated in World War II and two of its major cities, Hiroshima and Nagasaki, were destroyed by American atomic bombs. Since then, however, the country has become rich. The Japanese are

UNIT 17. JAPAN

Japan is made up of four large islands - Hokkaido, Honshu, Shikoku and Kyushu - and nearly 4000 small ones. 75 per cent of Japanese people live on Honshu, the largest island, but the most densely populated island is Kyushu, which is linked to Honshu by railway tunnels.

hard workers, exporting a great many products and Japan is now the world's largest economy, recently overtaking even the USA. Japanese cities are very modern, with most homes full of all kinds of electronic gadgets. But the Japanese are also proud of their traditional culture and religion.

ABOUT JAPAN

Area: 377,801 sq km
Population: 123,612,000
Capital: Tokyo
Population: 11,680,000
Highest point: Mt Fuji, 3776m

ECONOMY

Farming: Only 15% of the land is good for growing crops. The main crop is rice.

Fishing: The Japanese fishing industry is one of the largest in the world.

Natural resources: Japan has few resources and relies on imports of oil and iron ore.

Industry: Japan is famous for its electronic goods, such as personal stereos. It also makes a lot of steel, half the world's ships and more cars than any other country in the world.

GOVERNMENT

For centuries, Japan was ruled by an emperor. But in 1946 it became a democracy. There is still an emperor, but the country is run by a parliament.

RELIGION

Most Japanese are Shintoists or Buddhists, but Confucianism is a strong influence.

LANGUAGE

Japanese.

COMPANY WORKERS

Japanese workers tend to work for the same company all their lives. Workers often take holidays together, exercise together and may even sing the company song every day. Managers are so proud of their business that they often spend many evenings working. However, the pressures such a regime of hard work can bring are too much for some people, and Japan has a high suicide rate.

DID YOU KNOW?

The Seikan railway tunnel linking Honshu to Hokkaido is the longest in the world (54km).
The Bullet Train gets from Tokyo to Fukuoka (1176km) in under 6 hours. Buildings in Tokyo are knocked down to make way for new ones every 6 years or so.
Japanese children do 5 hours of homework a day at the age of 7.
The Japanese writing system uses over 3000 characters.
Tokyo streets are among the most polluted in the world, and traffic policemen must wear masks.

1. Write down geographical terms:

slope, volcano, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|---------------|
| <input type="radio"/> | _____ | Nagasaki |
| <input type="radio"/> | _____ | Tokyo |
| <input type="radio"/> | _____ | Bullet Train |
| <input type="radio"/> | _____ | Japanese |
| <input type="radio"/> | _____ | World War 2 |
| <input type="radio"/> | _____ | Japan |
| <input type="radio"/> | _____ | Seikan tunnel |
| <input type="radio"/> | _____ | Shikoku |
| <input type="radio"/> | _____ | Hokkaido |
| <input type="radio"/> | _____ | Mount Fuji |

3. Cross out:

| | | | |
|-----------|----------|----------|---------------------|
| manager | business | company | religion |
| Beijing | Fuji | Tokyo | Bangkok |
| Hiroshima | London | Nagasaki | Kyoto |
| Shintoist | Buddhist | Japan | Muslim |
| iron | ship | car | train |

PLACES

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|--------------|-----------------|
| <input type="radio"/> | population – | <i>populate</i> |
| <input type="radio"/> | Japan – | _____ |
| <input type="radio"/> | way – | _____ |
| <input type="radio"/> | fast – | _____ |
| <input type="radio"/> | effect – | _____ |
| <input type="radio"/> | lead – | _____ |
| <input type="radio"/> | brother – | _____ |
| <input type="radio"/> | honour – | _____ |
| <input type="radio"/> | recent – | _____ |
| <input type="radio"/> | person – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What is the population of Tokyo?
2. What is the main crop in Japan?
3. Are Japanese people fond of fish?
4. How many characters does the Japanese writing system use?
5. What is Japan famous for?

6. Put questions to the underlined words:

1. Japan has few resources and relies on imports of oil and iron ore.
What imports does Japan rely on?
2. Tokyo streets are among the most polluted in the world.

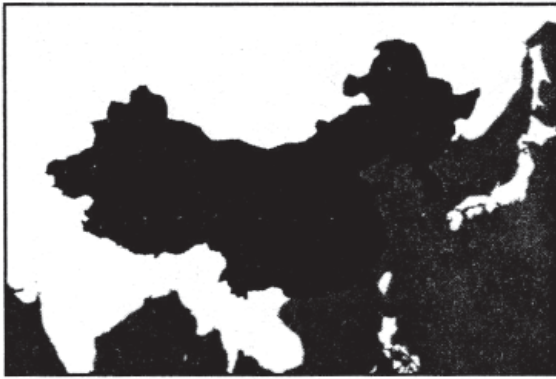
3. Nine out of ten Japanese people live in cities.

4. Japanese workers tend to work for the same company all their lives.

5. Over 40 million people live in Tokyo.

7. Group discussion:

Japan Today.



UNIT 18. CHINA

With more than 1000 million (one billion) citizens, the People's Republic of China is the most populous country on Earth. One out of every five people alive today is Chinese. China is also the third largest country in the world.

AN OLD FARMING COUNTRY

China is a huge and varied country, ranging from the lofty Himalayan mountains in the west - the world's highest - to the vast empty Gobi desert in the north and the green plains of the east by the Yellow and Yangtze rivers, where most people live. Chinese cities date back over 3500 years and cities today, such as Beijing* and Shanghai, are among the world's largest. Yet four out of five Chinese still live in the countryside, many growing rice in flooded fields called paddies.

CHINESE MEDICINE

Although China has adopted modern surgical and drug treatments from the West, it has its own tradition of medicine dating back thousands of years. Chinese chemists sell a wide range of herbal and other natural remedies. Many people are helped by acupuncture, an ancient healing and pain-relieving system, involving sticking thin needles into the skin in any of some 800 specific points.

COMMUNIST CHINA

Until this century, China was ruled by emperors, and the country had changed little for 3000 years. But in 1911, the last emperor was forced from the throne. In 1949, after a long struggle, the communists came to power, led by Mao Zedong. Now people in the country live and work on huge farming communes and people in cities work in big factories. Life for the Chinese has improved greatly under

communism; disease is much rarer, nearly all can read and write, and China is now a major industrial power. But there is little freedom. Many Chinese are in jail for their political beliefs, and calls for more democracy are crushed - as they were in Beijing's Tiananmen Square in 1989, when many students and workers were killed.

ABOUT CHINA

Area: 9,597,000 sq km
Population: 1,250,000,000
Capital: Beijing (Peking)
Longest river: Yangtze, 6380km
Highest mountain: Everest, 8848m

ECONOMY

Farming: 800 million Chinese are involved in farming, growing rice, wheat, corn, kaoliang (a cereal like sorghum), sweet potatoes, tea and much more besides. Pigs and poultry are common.

Fishing: The Chinese catch a great deal of freshwater fish in the big rivers of the east.

Natural resources: China has huge coal reserves, is a major oil producer and has vast potential for hydroelectricity. It also has large sources of metal ores.

Industry: China's industry is mostly heavy, but more bicycles are made in China than all the rest of the world.

GOVERNMENT

China is one of the world's few remaining communist countries and is under the control of Deng Xiaoping and the party leaders.

RELIGION

Before Communism, most Chinese practised a mixture of Confucianism, Taoism and Buddhism.

PLACES

1. Write down geographical terms:

desert, field, _____

2. Put down *the* if necessary:

- | | | |
|-----------------------|-------|----------------------------|
| <input type="radio"/> | _____ | Beijing |
| <input type="radio"/> | _____ | Shanghai |
| <input type="radio"/> | _____ | People's Republic of China |
| <input type="radio"/> | _____ | Everest |
| <input type="radio"/> | _____ | Chinese |
| <input type="radio"/> | _____ | Earth |
| <input type="radio"/> | _____ | Yellow River |
| <input type="radio"/> | _____ | Gobi |
| <input type="radio"/> | _____ | Himalayan |
| <input type="radio"/> | _____ | Yangtze |

3. Cross out:

| | | | |
|----------|------------|-------------------|--------------|
| Rice | Wheat | Silver | Corn |
| Taoism | Communism | Buddhism | Confucianism |
| Mountain | Plain | Desert | Industry |
| Tea | Coal | Oil | Ore |
| Healing | Freshwater | Treatment | Acupuncture |

4. Find in the text and pronounce words of the same root:

- | | | |
|-----------------------|--------------|----------------|
| <input type="radio"/> | China – | <i>Chinese</i> |
| <input type="radio"/> | country – | _____ |
| <input type="radio"/> | treat – | _____ |
| <input type="radio"/> | relieve – | _____ |
| <input type="radio"/> | lead – | _____ |
| <input type="radio"/> | nature – | _____ |
| <input type="radio"/> | resource – | _____ |
| <input type="radio"/> | commune – | _____ |
| <input type="radio"/> | population – | _____ |
| <input type="radio"/> | electric – | _____ |
| <input type="radio"/> | variant – | _____ |

5. Answer the following questions on paper or in class discussion:

1. What country is the third largest in the world?
2. What is the capital of China?
3. What crops do Chinese farmers grow?
4. What are the natural resources of China?
5. What happened to many Chinese for their political beliefs?

6. Put questions to the underlined words:

1. In 1911 the last emperor of China was forced from the throne.
When was the last emperor of China forced from the throne?
2. There is a little freedom in China.

3. China has large sources of metal ores.

4. Four out of five Chinese still live in the countryside.

5. China is the third largest country in the world.

7. Group discussion:

Chinese Medicine.

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Україна, Київ-54, вул. Тургенєвська, № 8/14 (корпус гуманітарних факультетів НПУ ім. М. П. Драгоманова), 2-й поверх, кімн. 2-5, 2-6.

**Телефон/факс: 216-06-66
Телефон: 274-19-16, 216-79-74.**

e-mail: wiiu@wiiu.kiev.ua
WEB: www.wiiu.kiev.ua

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Тел.: 274-19-16

Тел/факс: 216-06-66
e-mail: wiiu@wiiu.kiev.ua
WEB: www.wiiu.kiev.ua

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