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АНГЛИЙСКИЙ ЯЗЫК

ЧТЕНИЕ И ПЕРЕВОД ТЕКСТОВ

*Учебно-методическое пособие
для студентов исторического факультета*

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Учебно-методическое пособие предназначено для студентов дневного отделения исторического факультета

Данное издание содержит тексты для чтения и перевода по специальности с системой упражнений, а также дополнительные тексты для самостоятельной работы студентов.

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ПРЕДИСЛОВИЕ

Данное издание предназначено для студентов исторического факультета высших учебных заведений дневной формы обучения.

Целью учебно-методического пособия является развитие навыков чтения и перевода аутентичных и адаптированных текстов, а также формирование навыков резюмирования прочитанного материала. Работа с лексическими единицами, обучение навыкам перевода – все подчинено выработке, активизации и развитию устной речи. Творческие упражнения позволяют подвести студентов к умению участвовать в беседах и дискуссиях, самостоятельно извлекать необходимую информацию из аутентичных источников.

Учебное издание состоит из трех частей, приложения, включающего тексты для дополнительного чтения и перевода, и глоссария (словаря исторических терминов). Учебно-методическое пособие включает в себя общеобразовательные, научно-популярные и научные тексты.

Тематика предложенных текстов соответствует общей направленности учебных курсов, изучаемых на данном факультете, и относится к истории древнего мира, средних веков, новой и новейшей истории.

Данное издание может быть использовано как на практических занятиях, так и для самостоятельной внеаудиторной работы студентов.

CHAPTER I

BALTIC INVASION?

I. Read and learn the following words.

- a counterpart – двойник, дубликат
- a national – соотечественник, подданный
- by far – значительно, гораздо
- covert agents – тайные агенты
- discreet – осмотрительный, благоразумный
- extensively – широко, пространно
- invasion – вторжение
- Knights of the cloak and dagger. – Рыцари плаща и кинжала.
- needless to say – излишне говорить
- priority – приоритет
- purportedly – намеренно
- Still waters run deep. – В тихом омуте черти водятся.
- surveillance – надзор, наблюдение
- to abolish – отменять, упразднить
- to counter – идти наперекор, противоречить

II. Match the words with their definitions.

*to evoke, priority, gainful, staff, a settlement,
to conduct, extensive, to entrust, community, cautious*

- a recently-built small village;
- which gives money; for which one is paid;
- the group of workers who carry on a job or do the work of one organization;
- the state, quality, position, or right or being first in position or earlier in time;
- to give the charge of;
- to produce or call up (a memory, a feeling or its expression);
- a group of people living together or united by shared interests;
- careful; paying attention;
- covering a large surface;
- to direct the course or a business, activity.

III. Read and translate the text.

Baltic Invasion?

For some reason, it is with a touch of irony that Russians talk about "our little but proud" Baltic neighbors, about their armed forces, their foreign policy, and their political demarches. Needless to say, any reference to intelligence operations conducted by Lithuanian, Latvian or Estonian government agencies against this country typically evoke a skeptical smile among the Russians.

Almost nothing is known to the public about the Baltic knights of the cloak and dagger. The following story about the Latvian special services sheds some light on the matter, suggesting that the skeptical smiles may be misplaced. As the saying goes, still waters run deep.

ON ALERT

It is known that there are three main special services in Latvia that perform intelligence and counterintelligence functions: the Bureau for the Protection of the Constitution (BPC), the Security Police (an Interior Ministry branch), and the Military Intelligence and Security Service (a Defense Ministry agency). There is also the Information Analysis Service, which answers directly to the prime minister and is not formally authorized to conduct intelligence operations at home or abroad.

The Security Police gives special priority to monitoring the activity of Latvian political and public organizations that uphold the interests of the country's "non-native" population. The SP has a diversified covert intelligence network among Russian speaking politicians and journalists. The SP main success story in recent times was its series of "prophylactic measures" that blocked mass protests by students against the abolition of secondary education courses in Russian (on September 1, 2004).

The agency also uses its covert agents to gather sensitive information about Russia's policy with respect to "the Russian speaking part of Latvia's political field." The SP is especially interested in any information circulating within the RF State Duma, the RF governmental commission for contacts with Russians living abroad, and the Russian Center for International Scientific and Cultural Cooperation (a Foreign Ministry agency). Yet it should be noted that the SP's main priority is political surveillance at home, not espionage abroad.

The Military Intelligence and Security Service provides counterintelligence support for Latvia's Defense Ministry and its Armed Forces, monitors the situation in the deployment areas of the "limited

military contingents" in Iraq and Afghanistan, and helps bring Georgian and Moldovan colleagues up to NATO standards.

Yet by far the most curious organization is the Bureau for the Protection of the Constitution (BPC), which is the major intelligence and counterintelligence agency. The BPC is linked to NATO and closely supervised by US and UK special services. The sheer fact that the BPC director is a former British national, Janis Kazocins, purportedly a retired brigadier general of Her Majesty's Armed Forces, speaks volumes about this organization. The BPC is NATO's outpost in Latvia, where only "politically trustworthy" individuals will find gainful employment.

The bulk of the staff is comprised of natives of provincial towns and settlements in the districts of Kurzeme and Vidzeme, which are considered to be the stronghold of Lettish nationalism.

The BPC's principal function is to counter Russia's interests in Latvia and gather intelligence information about Russia.

The BPC's Eastern Department, which deals with the Russian Federation and Belarus, has a staff of about 100, including members posing as employees of government agencies, public organizations, and private companies. The Eastern Department conducts both intelligence and counterintelligence operations.

HAND IN GLOVE

Aware of the BPC's weaknesses in conducting effective spying activities in Russia, the CIA and the MI6 entrusted Latvia, as a NATO member country, with gathering confidential, albeit not secret information, about the Russian economy. Priority is given to Russia's oil and gas transit policy, and the development of the banking sector. To that end, the BPC actively uses its agents at branch offices of Latvian and Scandinavian banks in Russia, as well as in Latvian oil and gas transportation companies, which have extensive contacts in the Russian oil and gas community.

It also uses BPC officers working under the cover of the Latvian Ministry of Foreign Affairs, in particular the Latvian Embassy in Moscow. Among other things, their US and UK mentors have entrusted them with gathering information about the situation in the Russian regions. Considering regular trips by Latvian Embassy delegations to the Russian provinces, BPC agents may have no difficulty with their mission.

As for the Latvian government, it is interested primarily in information about Russia's policy with respect to the Baltic nations and the development of Russian-US relations. Here, too, the BPC extensively uses its agents in the Russian public-political and business communities, while economic ties between our states also offer opportunities for espionage against Russia.

The BPC also has broad opportunities for recruiting Russian nationals in the interest of the CIA and MI6 as the flow of Russian tourists (including members of the political and business establishment) to Latvia is constantly growing. The BPC has a special bureau in Jurmala, a popular Latvian seaside resort situated only 20 km from Riga, to soften up Russian state and government officials, politicians and journalists vacationing and relaxing there.

Latvia's intelligence services are apparently more cautious and discreet than their Lithuanian or Estonian counterparts, but definitely not harmless.

The Moscow News

IV. Find antonyms to these words in the text:

a failure, to despise, abroad, present, to exclude, in the end, to work hard, careless, military.

V. Find synonyms to these words from the text:

to conduct, to honour, to supply, main, on pension, manager, a village, data, a firm, wide.

VI. Use in the sentences the words from ex II.

1. The students of our group are to ... lessons during their practice at school.
2. The best students were given ... in choosing the place of work.
3. The famous artist was warmly received by the ... of the museum.
4. During a travel to Minsk a group of pupils was ... to a young teacher.
5. One should be ... while crossing the street.

VII. Answer the questions.

1. What is known to the public about the Baltic knights of the cloak and dagger?
2. How many special services are there in Latvia that perform intelligence functions?
3. What districts are considered to be the stronghold of Lettish nationalism?
4. The BPC is linked to NATO and supervised by US and UK special services, isn't it?
5. Who is the B.P.C. director?

LIVING HISTORY

I. Read and learn the following words.

- accommodation and return fare – жилье и обратный проезд
- an islander – островитянин
- facilities – удобства
- sewage treatment system – система канализации
- special purpose camps – лагеря спецназначения
- to be deprived of – быть лишенным чего-либо
- to be fit for – быть годным для чего-либо
- to dwindle – уменьшаться, истощаться
- to earn one's life hood – зарабатывать на жизнь
- to flow out under the nose – уходить из-под носа
- to intertwine – сплетаться, переплетаться
- to make a living – зарабатывать на жизнь
- to perish – умирать, погибать, исчезать
- to vanish – исчезать
- transfiguration – преображение
- wide media coverage – широкое освещение в печати, по радио
- without a trace – бесследно

II. Match the words with their definitions.

*to intertwine, media, inhabitant, livelihood, heritage,
to deprive, to receive, to suppose, challenge, to perish*

- a person that lives in a particular place regularly or for a period of time;
- the way by which one earns enough to pay for what is necessary;
- to twist together or with something else;
- to die esp. in a terrible or sudden way;
- to take as likely; consider as true;
- to get something given or sent to one;
- the newspapers television and radio; mass media;
- to take away from;
- an invitation to compete in a fight;
- something which one receives by right from an older member of the family.

III. Read and translate the text.

Living History

A change in status and economic opportunity has brought misery to the Solovetsky Islands, "the pearl of Russia" located in the White Sea

Today, the Solovetsky Islands are largely forgotten bits of land at the ends of the earth. For those who do pay a visit to these parts usually go to see the 16th century Transfiguration Monastery. Other interesting sites include the Northern Special Purpose Camps, where "class enemies" and criminals were confined during the 1920s, the Sea Cadet School, and the Solovetsky Museum. The islands are a place where history and centuries-old cultural traditions intertwine.

Following a two-hour boat ride from Kemi (where, incidentally, the famous film *The Island* was shot) will get you to Bolshoi Solovetsky Island, the largest and best known among the Solovetsky Archipelago.

After Putin's 2001 visit to the islands, they gained wide media coverage, and became the target of a struggle amongst representatives of the state, church and army. But these remote islands are unlikely to become the site for a military base, for example, or a monastery, because they are home to so many. The archipelago's sole settlement is located here, and its 954 inhabitants earn their livelihood by serving tourists during the short season. Besides that, the people of Bolshoi Solovetsky Island attract little attention from visitors. The whole island is a picture of poverty and ignorance. When the last launch carries away the last tourists in late August, the island returns to its unobstructed ways. However, it seems that the Russian authorities have forgotten that Solovetsky Islands enjoy "the status of Russia's historical preserve and precious cultural heritage," and that people must make a living here.

In winter, the White Sea freezes and no vessel can set sail. Russian-built An-24 planes make trips between the islands and Arkhangelsk only twice a week - providing the weather is fit for flying, which rarely happens. Flights deliver products and frozen meat to the islands (Food is expensive: a kilo of cabbage costs 9 rubles in Arkhangelsk and 45 rubles on Solovetsky).

Nina Fyodorovna Postoyeva, an energetic elderly woman who heads the local Union of Veterans, recounted "All our woes are due to the fact that we live on islands. If we did not live on islands, everything would be fine as before." By "before" she means before the winter of 2006, when Bolshoi Solovetsky Island was deprived of its municipal status and was designated as "a settlement." This decision was made in Arkhangelsk, and seemed logical: district status for Solovetsky creates obligations that are

difficult to fulfill. It was therefore decided to simplify matters, making life easier for the authorities.

For the islanders, however, life has become harder. There is no longer an independent funding source, and only a small sum is provided from the federal budget. In 2005, the Solovetsky Islands received 43 million rubles; over the last two years, they received only seven million rubles a year from Primorsky Region, of which they are administratively connected. The islands are not supposed to receive money for construction, compensation for increased utility tariffs, emergency situations, and fire safety - it's as if they have no housing at all. People say that the local hospital's head doctor is about to quit because the hospital is to be turned into a dispensary; if this happens, any person needing serious treatment, or a medical certificate of any sort, will have to go to Arkhangelsk.

This presents the elderly islanders - who fought in World War II and spent long years working here in Russia's North, where climatic and working conditions are harsh - a great challenge. "There's a way out, though" says Nina Fyodorovna of the Union of Veterans. "There's a law that states if a veteran wants to go on a 'cultural holiday' in Arkhangelsk once a year, the government will pay for the accommodation and return fare. That's why when a babushka (old woman) goes for treatment in Arkhangelsk, she buys tickets to a museum and some other 'place of culture.' The tickets are proof that she has had a 'cultural holiday,' so she attaches them to her compensation application, which is given according to the letter of the law. So don't think that things are so bad here."

The settlement on Bolshoi Solovetsky Island have no bus service. Children must go to school on foot; in the winter, snowdrifts are sometimes over 2 meters high. This discourages some children from going to school.

Dmitry Lugovoi, head of the Solovetsky Administration, shrugs off these problems, saying it was not he who passed the decision to downgrade the status of the island. All he can do is maneuver between a rock and a hard place - the offended islanders and the governor of the Primorsky Region. "What can I do?" Lugovoi says in his own defense. "Formerly, we were allocated 50 percent of the region's income tax take. Now that we're merely a settlement, we get only 10 percent. That 50 percent used to form the backbone of our budget."

Moreover, the islanders receive no direct income from the tourist services they provide: all the big tourist firms operating are registered in Arkhangelsk, Moscow or St. Petersburg. Thus, tax money flows out to the big cities from under the noses of the islanders. These firms are not breaking the law: they engage in tourist activities on the islands for less than 100 days out of the year, which means they are not obliged to pay

anything to anybody. There are no violations, whether conspicuous or otherwise.

No wonder foreign tourists see - side by side with the majestic monastery and the museum with its wealth of exquisite exhibits - garbage heaps and dilapidated shack houses with broken, useless sewage pipes. That's why the inhabitants of Norwegian towns actually collect donations for the Solovetsky islanders. It seems that the Solovetskiye Islands are the disgrace, as opposed to the pride, of Russia.

The islanders seem to have been forgotten. Few people realize that thousands are lost in the White Sea archipelago, dubbed "the pearl of Russia and the rest of the world." So the question arises: who is capitalizing on the new settlement status of the Solovetsky Islands? This issue has yet to be sorted out.

FACT BOX

<p>The Solovetsky monuments began to be rehabilitated in the 1960s and the museum opened in 1967. The Solovetsky Monastery began renovation in 1990. Attempts to create a new form of Solovetsky authority in the form of a triumvirate (the administrations of the settlement on Bolshoi Solovetsky Island, of the museum, and of the monastery) ended in failure. The monastery is historically the legal owner, but it lacks the power to keep the archipelago in order since the fraternity of the monastery consists of 30 to 40 monks. The budget of the settlement on Bolshoi Solovetsky Island is 93 percent donations.</p>	<p>tourism get higher and higher incomes, while many others become beggars.</p>
<p>In the 1990s, the islands' population dropped by 50 percent. Prices in the stores are higher than those in Moscow's supermarkets. The islanders are divided between the rich and the poor as those working in the monastery and in</p>	<p>In 2006 the Solovetskye Islands were visited by 20,041 tourists; of these 17,987 were from Russia and 2,054 from other countries. The number of tourists grows by 10 percent every year, down from over 50 percent at the start of the current decade.</p>
	<p>The Solovetsky settlement lacks a sewage treatment system, and wastewater pours out somewhere near the monastery. There are no water treatment facilities either. Unlike past years, in 2006 the water in the Bay of Prosperity smelled of fecal waters. A complete reconstruction of the sewage treatment facilities will cost 50 million rubles. Neither the settlement nor the Primorsky Region administration can afford such a sum.</p>

"Few people realize that thousands are lost in the White Sea archipelago"

Whatever the answer, the islands must not be left to perish as a forgotten corner of the Primorsky Region. The federal rehabilitation program that the islanders badly need has been shelved for the last decade. The federal center must awake to the needs of the islanders, who have written letters of complaint to the authorities in Arkhangelsk and to President Putin himself. Their desperate letters, signed by half of the islanders, have been mysteriously lost, without a trace. Why bother the top leadership about some far-away islands?

Anyway, the problems of the Solovetsky Islands will soon resolve themselves, it seems: the islands will become increasingly deserted as their population dwindles and eventually-vanishes.

By Lyubov Korotetskaya

IV. Find antonyms to these words:

a continent, unknown, nearest, richness, often, easy, to send license, to get, a problem.

V. Find synonyms to these words from the text:

to visit, for instance, to be founded, to take place, to carry out, cure building, taxes, to understand, to trouble.

VI. Use in the sentences the words from the text.

1. The ... of this island make their living by fishing.
2. Every day this actor ... a lot of letters.
3. Several villages ... during the terrible earthquake.
4. After his grandparents' death he received quite a good
5. By the verdict he was ... of all his property.

VII. Answer the questions.

1. How many inhabitants earn their livelihood by serving tourists?
2. Do the people of Bolshoi Solovetsky Island attract much attention from visitors?
3. Does the White Sea freeze in Winter?
4. Is there a bus service in the settlement on Bolshoi Solovetsky Island?
5. Do many people realize that thousands are lost in the white Sea archipelago?

CLEAN, GREEN MINSK

I. Read and learn the following words.

- advertising billboards – рекламные щиты
- allegedly – будто бы, якобы
- in shambles – в руинах, в беспорядке
- intimidate – запугивать
- noteworthy – заслуживающий внимания
- pedestrian – пешеход
- revival – возрождение
- semi-finished – полужакоченный
- to come to a halt – остановиться
- to step off the train – сойти с поезда
- to undergo renovation – подвергаться обновлению, восстановлению
- Trinity suburb – Троицкое предместье
- underground shopping center – подземный, торговый центр

II. Match the words with their definitions.

to complete, resemble, skyscraper, shambles, to erect, noteworthy, empty, to permit, decent, premises

- a house or other building with any surrounding land, considered as a particular piece of property;
- a place or scene of great disorder;
- to build or establish (a solid thing which was not there before);
- to look or be like;
- to allow, to make it possible;
- worthy of attention (esp. a thing or an event);
- a very tall city building;
- socially acceptable; not causing shame or shock to others;
- to make something whole or perfect;
- containing nothing.

III. Read and translate the text.

Clean, Green Minsk

If you expect, the capital of Belarus, a former Soviet republic which has not changed much since the days of the former empire, to be a grim and

ugly city with a somewhat dystopian look, you would be wrong. Minsk, especially in summer time, is an attractive and very clean city with a lot of greenery. Well, the center is, anyway.

Travellers arriving in the city on an overnight train from Moscow can see a couple of historic buildings almost as soon as they step off the train. The new train station building, which was completed just a few years ago, had stood semi-finished for years.

Legend has it that the two identical buildings on either side of Kirova Street (just across the street from the train station) were also built by order of a head of state. The buildings resemble Moscow's Stalin-era skyscrapers in style, if not in scale. Back in 1945, when travelling by train to Berlin to take part in the Potsdam conference, Joseph Stalin allegedly made a short stop in Minsk. Stepping off the train, he saw the city in shambles, almost completely destroyed during World War II. He ordered that two buildings be erected in front of the train station, which would look like a gate to the city to everyone arriving by train.

Today, it's impossible to know whether this anecdote is fact or merely legend. Nevertheless, the two buildings were constructed as part of a major project to rebuild the city, which gave it a completely new face in the late 1940s and early 1950s. Many of the buildings from that period are located in the area surrounding Minsk's central avenue, which begins just a five minute walk from the train station. Cross the street, go through the symbolic 'gate' on Kirova Street and turn left at the first crossing.

The main avenue has changed names several times over the last 15 years. In 1991 after the collapse of Communist rule and the proclamation of Belarus' independence, it was renamed from Leninsky to Frantsysk Skaryna, to commemorate the 16th century scholar who printed the first book in the Belorussian language. In 2005, however, it was again renamed as Independence Avenue.

Independence Square, where the avenue starts, is one of Europe's largest squares. It is surrounded by a number of noteworthy buildings, including huge 1930s government building, which now hosts the Belorussian parliament, and an early 20th century Catholic church, which during Soviet times was used as the House of Cinema and resumed services in the early 1990s. Beneath the square, the Belorussian capital's first underground shopping center "Stolitza" was built a couple of years ago. It's surprisingly empty most of the time, except on Saturdays when wedding parties come to the mall to take photographs, if the weather doesn't permit open air photography.

Along most of the length of the central avenue stand 1950s buildings, still in decent condition. Among them is the KGB building on the left,

which, although massive, is not exactly grim or intimidating. The GUM shopping center has largely preserved its Soviet-style look both inside and out; whilst the building of the National Bank opposite GUM features on the Belorussian 20-ruble banknote which is still in circulation.

Lenina Street, which crosses the avenue near GUM, features the recently built Evropeysky Hotel, which claims to be the city's first five star hotel. The building is said to be an exact replica of the early 20th century hotel which was located on the same site and was destroyed during World War II.

Walking further on Lenina Street, you arrive at the beginning of Victors' Avenue, a section largely symbolizing the relative prosperity of Belarus in late Soviet times and featuring several typical buildings of the period, such as the Sports Palace and the hotels Planeta, Yubileynaya and Belarus. Incidentally, until 2005, the prospect was named after Pyotr Masherov, Belarus's communist leader in the 1970s, who died in a mysterious car crash in 1980. His death prompted speculation of an assassination planned by the Kremlin, whose ageing residents of the time felt undesired competition from Belarus's energetic and successful head. Now, one of the nearby streets is named after Masherov.

In contrast to the 1970s architecture of the Victors' Avenue area, the 12th century Trinity Suburb, located right across the Svisloch River, looks much like Western Europe. The two- and three-story buildings are regularly repainted and house several touristy stores, cafes and restaurants.

Walking back towards Independence Avenue you pass a huge park, above which towers the 1930s constructivist building of the National Opera and Ballet Theater, which is currently undergoing major renovation. On the other side of the street, the Zhuravinka restaurant has been preserved since the 1970s and offers some atmosphere of the period. Zhuravinka is also a welcome spot for some Belorussian fare, given that most of the other restaurants in central Minsk have yielded their premises to McDonald's.

The stretch of the main avenue between the round building of the city circus, and Victory Square with its 40 meter high monument to the victory in World War II, offers a walker some nice scenery. On the right is the Svisloch embankment and Gorky Park, with a few 1950s-era buildings semi-hidden behind the foliage.

Overall, what strikes a visitor to the city is the relatively small number of advertising billboards, the clean streets and the discipline of the drivers: they always stop at zebra crossings to let pedestrians cross. Fortunately, the city doesn't reflect too much of the revival of Soviet-era practices in Belarus - a process that has been going on for more than ten years.

IV. Find antonyms in the text and write them down:

to go away, to get on the train completed, different, rebuilt, to destroy, partly, small, full, to begin.

V. Find synonyms to these words from the text:

a pair, hardly, several, destruction too, to look like, to participate, in ruins, a scientist, besides.

VI. Use in the sentences the words from the text.

1. The new train station building was ... just a few years ago.
2. After the war many cities were ... almost completely destroyed.
3. The building of our university was ... in 1970.
4. Independence square is surrounded by a number of ... buildings.
5. The two identical buildings on either side of Kirov street ... skyscrapers in style.
6. The construction of the capital's shopping center was ... a few years ago.

VII. Answer the questions.

1. What can travellers arriving in the city see as they step off the train?
2. When was Belarus' independence proclaimed?
3. The main avenue has changed its name several times over the last 10 years, hasn't it?
4. What building hosts the Belorussian parliament?
5. Who put the project of construction of the new train station building back on track?

NEW SEASON FOR RUSSIA AND THE WEST

I. Read and learn the following words.

- *burden* – ноша, бремя
- *commensurate* – соразмерный, пропорциональный
- *culprit* – виновник, преступник
- *hubbub* – гам, шум
- *imminent* – близкий, нависший, грозный
- *propriety* – правильность, уместность
- *relentless* – безжалостный, неумолимый
- *to become aware of* – узнавать
- *to compel* – вынуждать, заставлять
- *to concern* – касаться, относиться, интересоваться
- *to create a stir* – возбуждать общий интерес
- *to encroach* – вторгаться, покушаться
- *to kick up a fuss over* – поднять скандал
- *to refute* – опровергать
- *to scuttle* – затопить, разрушить
- *to take into account* – принимать в расчет

II. Match the words with their definitions.

burden, relentless, imminent, propriety, culprit, compel, concern, commensurate, acceptable, partnership

- the state of being a partner, esp. in business;
- to be about;
- equal in size, quality or length of time;
- a duty which is hard to do properly;
- without pity;
- the person guilty of a crime;
- rightness of social or moral behaviour between people of different positions;
- to make a person or thing do something by or as if by force;
- good enough to be received;
- which is going to happen very soon.

III. Read and translate the text.

New Season for Russia and the West

September by tradition marks the start of a new political year, and that, to a certain degree, also concerns international relations. One of the problems that Russia will have to take into the new, 2007/2008 political season is its relations with the West. The ongoing media campaign against Russia, which did not even take a summer break, shows that the burden of issues, claims and counter claims is still there.

While relentless criticism of Russia is, in a way, imminent (as global competition deepens and the West is becoming increasingly aware of its energy dependence, and so on), there are some things that are have moved beyond the bounds of common sense and propriety.

Take, for example, the reaction of Western media to the evident progress that has been made in the investigation of the murder of Anna Politkovskaya. Needless to say, far from everything is clear about the case yet, but there is no doubt that progress has been achieved and investigating agencies are doing all they can. Yet it turns out that this is not good enough for those in Europe and the United States who wanted quick results. That is hardly surprising: the media delivered their "verdict" the day after the killing, whereas an objective investigation of all circumstances of the case could easily refute the hasty but politically convenient conclusions drawn by the media. What now – apologize to Russia and its president?

In another instance, Russia's proposal of an alternative candidate for head of the International Monetary Fund (IMF) created a stir. It would seem that Russia is a full fledged member of this international organization – moreover, one that is meticulously paying its debt and fulfilling its obligations in good faith. But as soon as it attempted to exercise its natural right and propose a candidate for IMF managing director, that triggered such a reaction as though Moscow was encroaching on some economic fundamentals or was trying to impose on the West "its choice" for NATO secretary general. Such reaction not only fuels fears, in particular among the developing countries, that the West considers the IMF to be its own fief, but also demonstrates its real attitude toward Russia.

Finally, French President Sarkozy remarked, almost casually, that the Kosovo problem is "a European affair," and that both Russia and the United States should face up to that. As far as the US is concerned, the hint made by the French leader is quite appropriate, if not politically, at least geographically (although one may recall that America is not the least important member of the OSCE or NATO). Still, it is certainly impressive

how easily a newcomer to international politics wiped Russia off the map of the continent in one fell swoop.

The problem is that these developments, apparently not connected with one another, reflect some underlying trends in relations between Russia and the West. One of these trends is viewing Russia not as a subject but an object of international politics - one that is supposed to do the bidding of those who pretend to speak on behalf of all mankind. In this logic, Russia is considered "well behaved" only when it does their bidding. Needless to say, any declaration of Russia's own national interests gets an extremely hostile reception.

While the hubbub over the "Politkovskaya case" or the "Litvinenko case" (which the West lumps into one, since the culprit is purportedly the same) is on the conscience of those who are blowing them out of proportion, the line toward ignoring Russia in security matters cannot but trigger a commensurate response from it. Russia has recently taken a series of moves highlighting the problem of arms control and the need for putting in place appropriate legal mechanisms. Consider, e.g., the moratorium that the Russian president has announced on compliance with the Treaty on Conventional Armed Forces in Europe (CFE). However, instead of reacting in the accustomed "what is to be done with Russia?" way, Western politicians and media would be better advised to think about why Moscow is doing this. Why does it choose to dramatize international security and arms control issues in such a way? It is clear beyond all doubt that Russia is not interested in starting a new arms race: that would scuttle the social programs of the Russian government, which would be suicidal. But if Russia raises the problem, there must *be* a reason for that.

Russia is often told: "We are ready to discuss security issues – further-more, we are urging Russia to join our efforts to block the Iranian and North Korean military programs; there is also Iraq and Afghanistan; why then, in addition to this headache, are you bringing up the CFE Treaty, kicking up a fuss over the missile defense system, and so on and so forth?" This approach might be acceptable if, apart from those situations, there were no other security problems. But there are some extremely serious issues there, which our Western colleagues dismiss as insignificant. Arguments that missile defense systems do not threaten Russia's interests while the CFE Treaty is irrelevant since Europe is not faced with military threats ("after all, we are partners"), are just not serious enough: they could be taken into account if there was real partnership, the kind that exists, e.g., between the United States and Germany or France. They may argue that if Russia is so concerned by NATO's military-political activity in Europe or, say, in Central Asia, Moscow should meet the West half way, and then the problem would be resolved.

The only thing is that the logic should be exactly the reverse of that: first, partnership and rapprochement (on a reciprocal basis), and only then deployment of weapons and military activity (if that is necessary at all). It is another matter that we should not regard the situation as irreversible, as a dead end. Given that there is really no need for steps that compel Russia to react so strongly, sometimes overact to them, it would be important for the Western public, including the media, to understand the sheer pointlessness of such moves, which, among other things, come with a hefty price tag.

IV. Find antonyms in the text and write them down:

the end, approval, in general, to forget, with difficulty, friendly, to finish, to take apart civil, attack.

V. Find synonyms to these words from the text:

contest, assassination, to examine conditions, comfortable, example to perform, to discuss, to remember to join.

VI. Use in the sentences the words from ex. II.

1. The crime was considered in the court and the ... was taken to prison.
2. The passengers were ... to leave the railway station.
3. The article ... the events in the East.
4. The results of the experiment were quite
5. There is still ... of issues, claims and counter claims.
6. His work was given ... criticism.

VII. Answer the questions.

1. What does the ongoing media campaign against Russia show?
2. Is the hint made by the French leader quite appropriate?
3. Russia has recently taken a series of moves highlighting the problem of arms control hasn't it?
4. Does any declaration of Russia's own national interests get hostile reception?
5. What month marks the start of a new political year?

VIII. Translate and write down the 8th paragraph.

WHAT TO SEE ON SMOLENSK'S ROADS

I. Read and learn the following words.

- a novice – новичок
- a siege – осада
- deteriorating – ухудшающий
- devastation – разорение
- disaster – бедствие
- due to – благодаря
- glamorous – чарующий, обаятельный
- picturesque – живописный
- Resurrection church – Воскресенская церковь
- to be located on – располагаться, находиться
- to lack – нехватать, не хватать
- trade routes – торговые пути
- used to be called – ранее назывался

II. Match the words with their definitions.

to locate, to explore, to include, glorious, pilgrimage, ancient, artefact, devastate, picturesque, to transfer

- to examine carefully in order to learn more;
- a journey made to visit a place which has a particular interest;
- to fix or set in a certain place;
- anything made by man esp. something useful;
- worthy of great fame and honour;
- having existed since a very early time;
- to contain in addition to other parts;
- charming or interesting enough to be made into a picture;
- to move officially from one place, job, thing, to another;
- to destroy completely, make impossible to live in.

III. Read and translate the text.

What to See on Smolensk's Roads

Smolensk can prove too easy to get to. It is located right on the M1/E30 highway connecting Moscow and Europe, and at about 300 kilometers from Moscow, it is no great distance either. Despite the

devastation that came with countless wars between east and west, Smolensk and its surroundings have preserved magnificent sights that are an absolute must-see for anyone interested in Russia's true face. Here is a weekend route 'there and back' that is simple enough for even a novice in exploring Russia. It starts from the M1/E30 highway, and returns along the M9 road (also known as Novaya Riga).

KUBINKA

You surely can't miss the museum of armored vehicles here, about 40 minutes from Moscow: the entrance is decorated by a picturesque, Joseph Stalin-3 tank. The spot is actually the base of the army's best tank unit, but today there's much beyond barracks and soldiers here. The museum is a brilliant collection of tanks and armored cars, beginning with the First World War. Vehicles from the Second World War are the core exhibition, which includes the gigantic Maus tank, the last and desperate weapon of the Third Reich. There are also monstrous Soviet heavy tanks, the last of which were developed under Nikita Khrushchev when construction stopped. New items are added to the collection even now, though today the work of the restoration crew has unfortunately stopped under the order of the tank unit's commander. But there is still something to see in Kubinka - and if the museum is closed at the moment one can simply follow the route.

BORODINO

The name is maybe the most glorious one for any Russian, as here the battle between Napoleon and Russian troops under the command of Mikhail Kutuzov took place in 1812. The battle ended when the French army formally won the day; however Russia proved the long-term winners. Napoleon's troops lacked manpower and food for men and horses, as well as to Russia's remarkable dimensions and partisan activity. Today's Borodino is the place of pilgrimage and excursions; there are chapels and monuments devoted to those who died in the battle. On the first weekend of September a mass reconstruction will take place there, featuring amateur and professional historians wearing both uniforms of 1812. It is a sight to behold, especially if you bring the kids.

VYAZMA

This small town features many architectural monuments – despite the numerous wars and disasters it underwent. This is partly due to its key location on several active trade routes. One of the ancient kremlin towers can still be seen: The Spasskaya tower, the only artifact of the bygone fortress, looks serious and far from glamorous (compared to the Moscow

Kremlin, for example). Between the 15th and 17th centuries Vyazma was conquered several times by Polish troops, and retaken by Russians. The real peak of the town's power and glory was during the 18th century, when Vyazma became one of the most important hubs to transfer goods (wheat and rye among the most important) from the south districts of Russia to St. Petersburg. After three major wars devastated the town (1812, 1914 – 15, 1941 – 43), most ancient churches (there were 22 of them before the Napoleonic wars) were destroyed. Some still stand, including the John the Baptist monastery. Two of its churches are considered important artifacts of Russian baroque of late 17th century: Odigitria church with three cone domes, and Resurrection church, a more traditional one.

SMOLENSK AS IT IS

The town is among the oldest in Russia, and is mentioned in the oldest existing chronicles. This city, upon the river Dnepr that once served as an important trade route between Northern and Southern Europe, was a perfect spot for a protected base controlling the river. Its three hills were natural fortresses. In the early days of Smolensk the town was ruled not by a duke (knyaz), but by primitive democracy (veche). In those times the fortress of Smolensk was made of wood – nevertheless, walls and towers were strong enough to withstand major sieges. The stone kremlin that has been partly preserved until now was erected at the very end of 16th and beginning of the 17th century. The kremlin used to have 38 towers, 17 of which remain now. Most preserved towers and walls are located at the eastern part of the fortress. The kremlin served as a fortress even in 1812, when stone walls and towers were already somewhat archaic.

Among the most important things to see in Smolensk are its 10 old churches, including St. Peter & Paul (Petra I Pavla) beyond the Dnepr – built in 1146. Just consider the date of its construction: you'll see that some provincial towns can show Moscow a thing or two. Another old church, John the Baptist, was built in 1176 – there are not more than two dozens of such buildings in Russia. The third old cathedral, Michael the Arch-Angel, was built in 1180: it is a representation of Smolensk styling that had been formed by the time.

ESTATES NEAR GAGARIN

As you turn back to Moscow will be to turn left from Vyazma (follow the exit "Ржев" to Rzhev). Among picturesque surroundings, are some interesting old estates – though too few are in good condition. Torbeyevo is one such estate; it used to belong to Yakov Lobanov-Rostovsky, a rich and noble person of the 18th century and later a governor of Ukraine. The only thing that remains from that estate is a half-ruined

church of Ascension – built in 1793 in rather an off-beaten way (see photo). Five kilometers away stands Alexandrino, also the estate of Lobanov-Rostovsky. There, the main estate house still stands, though in poor condition. Unfortunately, the Smolensk regional authorities cannot support these buildings, so they are gradually deteriorating.

GAGARIN

This town used to be called Gzhatsk – an important hub for wheat and rye to be transferred to the north. Now named after Yuri Gagarin, the world's first cosmonaut. Here is where the museum of Gagarin can be found, as well as some old churches built in the second half of the 18th century.

IV. Find antonyms in the text and write them down:

important, exit, ugly, the first, professional, modern, to loose, to be governed, long ago, few in number.

V. Find synonyms to these words from the text:

in spite of, numerous, to come back, display, unluckily, at present a church, ideal, real, ancient.

VI. Use the words from ex. II in the sentences.

1. Smolensk ... at about 300 kilometers from Moscow.
2. Today the city is the place of
3. The country is famous for its ... victories in sea battles.
4. The castle was located in ... place near the lake.
5. Different kinds of transport were used ... goods to St. Petersburg.
6. This church is considered an important ... of Russian baroque of late 17th century.

VII. Answer the questions.

1. What route is simple enough in exploring Russia?
2. Is the museum a brilliant collection of tanks and armoured cars?
3. What name is the most glorious for any Russian?
4. What did Napoleon's troops lack?
5. Is today's Borodino the place of pilgrimage and excursions?
6. Vyazma was conquered several times by Polish troops wasn't it?

VIII. Translate and write down the text «Smolensk as it is».

CHAPTER II

THE SLAVONIC TRIBES IN THE 4th – 7th CENTURIES

I. Read and learn the following words.

➤ ancestor –	предок
➤ booty –	грабеж, добыча
➤ chief –	глава, руководитель, вождь
➤ nobility –	дворянство
➤ settlement –	поселение, колония
➤ to appear –	появляться
➤ to occupy –	завладевать, оккупировать
➤ to reach –	достигать
➤ tribe –	племя

II. Match the English proper names with their Russian equivalents:

the Baltic Sea	чешский
the Balkan Peninsula	сербы
the Black Sea	польский
the Eastern	Черное море
the Western	Балканский полуостров
the Southern	болгары
the Czech	поморский
the Polish	Балтийское море
the Pomore	восточный
the Bulgarians	хорваты
the Serbians	западный
the Croatians	южный

III. Read and translate the text.

THE SLAVONIC TRIBES IN THE 4th – 7th CENTURIES

Slavonic tribes had lived in Central and Eastern Europe, to the east of the Germanic tribes during many centuries. In the 6th century they occupied vast territories stretching from the river Labe (the Slavonic name for the Elbe) to the upper reaches of the Volga and the Don, and from the Baltic Sea to the Danube and the Black Sea.

Land cultivation had been the Slavs' main occupation from time immemorial. They also bred cattle, went hunting and gathered the honey of wild bees.

The Slavs lived in settlements surrounded with wooden stockades, earth banks and moats. In ancient times the Slavs lived in clans united into tribes.

As was the case with Germanic tribes, the Slavs' tribal communities were superceded by neighbours' communities. Then some of the community members grew rich and the best land fell into the hands of the elders and military chiefs. A Slavonic military chief was called a kniaz.

In wartime the princes and their troops seized most of the booty and grew rich. The frequent campaigns forced the ordinary members of the community to go away from their farms for many weeks at a time. As a result they grew poorer and poorer and eventually became destitute. Inside clans and tribes inequality appeared and grew more and more marked, rich nobility began to be formed.

By the 7th century the Slavonic tribes had divided up into three branches: the Eastern, Western and Southern Slavs. The Eastern Slavs lived to the east of the rivers Vistula and Dnestr. They were ancestors of three great fraternal peoples: the Russians, the Ukrainians and the Belarusians.

The Western Slavs – the Czech, Polish, Polab and Pomore tribes – settled in the basins of the rivers Labe, Odre (Oder) and Vistula.

Some of the Slavonic tribes settled in the Balkan Peninsula in the 7th century. They founded the Southern Slavonic nations: the Bulgarians, the Serbians and the Croatians.

IV. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to occupy	banks, moats, stockades,
to appear	troops, the Volga, the Don,
to reach	tribes, cities, territories,
to surround	clans, members, branches,
to divide	nations

V. Find synonyms to these words from the text:

places, villages, leader, forces, to possess, to shape.

VI. Complete the following sentences:

1. As was the case with Germanic tribes, the Slavs' tribal communities ...
2. The Slavs lived in settlements surrounded ...
3. They were ancestors of three great fraternal peoples ...
4. In wartime the princes and their troops ...
5. ... the Bulgarians, the Serbians and the Croatians.
6. ... was called a kniaz.

VII. Insert the missing prepositions or articles.

1. ... ancient times ... Slavs lived ... clans united ... tribes
2. ... Western Slavs – ... Czech, Polish, Polaband Pomore tribes – settled ... basins ... rivers Labe, Odre (Oder) and Vistula
3. Some ... Slavonic tribes settled ... Balkan Peninsula ... 7th century.
4. ... Slavonic military chief was called ... kniaz.
5. They founded ... Southern Slavonic nations: ... Bulgarians, ... Serbians and ... Croatians.

VIII. Answer the questions.

1. Where had Slavonic tribes lived?
2. What had been the Slavs' main occupation?
3. Who was a Slavonic military chief?
4. What was the relation inside clans and tribes?
5. How did the Southern Slavonic nations appear?

THE BYZANTINE

I. Read and learn the following words.

- Asia Minor – Малая Азия
- artisan – ремесленник, мастеровой
- craft – ремесло, искусство
- peasant – крестьянин
- to enable – давать право, возможность
- to flourish – быть в расцвете, пышно расти
- to impose – накладывать, облагать
- to wage – вести (войну)

II. Match the English proper names with their Russian equivalents:

Egypt	Константинополь
Syria	Греция
Roman Empire	Римская Империя
the Byzantine	Китай
Asia Minor	Сирия
Greece	Египет
China	Малая Азия
Constantinople	Византия

III. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to include	army, the Black sea,
to wage	crafts, countries, workshops,
to enable	wars, cities, emperor,
to flourish	taxes
to keep	

IV. Read and translate the text.

The Byzantine

The Byzantine Empire included many rich countries: Egypt, Syria, Asia Minor and Greece. There were fewer slaves there and more free peasants than in Western Roman Empire.

In Western Europe only ruins remained of the cities that had formerly flourished, but the Byzantine cities continued to grow and develop. The population of Constantinople, Alexandria and Antioch ran into hundreds of thousands. In the streets and market-places of these cities there were numerous shops and workshops.

Constantinople stood at the intersection of two important trade routes: the land route from Europe to Asia and the sea route from the Mediterranean to the Black Sea. Trade with Iran, India and China made the Byzantine merchants wealthy. They were well known in Western Europe.

The Byzantine emperor retained his power. Crafts and trade brought him a big income. He imposed high taxes upon peasants and artisans and high custom duties upon merchants. The emperor ruled the country with the help of his officials.

The Patriarch of Constantinople was the head of the Christian Church. Emperor gave the Church lands and it did not have to pay taxes.

There was much gold and silver in the emperor's treasury and this enabled him to keep a big army paying wages to the soldiers, and a powerful fleet. For a long time the Byzantine was able to defend its frontiers from the «barbarians» and even to wage wars of conquest.

V. Find synonyms to these words from the text:

to increase, science, significant, way, craftsman, to lead, to rate.

VI. Complete the following sentences:

1. In Western Europe only ruins ...
2. Constantinople stood at the intersection of two important trade routes ...
3. Emperor gave the Church ...
4. ... from Mediterranean to the Black Sea
5. ... to keep a big army paying wages to the Soldiers, and powerful fleet.

VII. Insert the missing prepositions or articles.

1. ... Western Europe only ruins remained cities that had formerly flourished, but ... Byzantine cities continued to grow and develop.

2. Constantinople stood at ... intersection ... two important trade routes: ... land route ... Europe ... Asia and ... sea route ... Mediterranean ... Black Sea.

3. There was much gold and silver ... emperor's treasury and this enabled him to keep ... big army paying wages ... the soldiers, and ... powerful fleet.

4. ... long time ... Byzantine was able to defend its frontiers ... barbarians and even to wage wars ... conquest.

VIII. Answer the questions.

1. What did the Byzantine Empire include?
2. What did you know about Constantinople?
3. Why did Emperor give the Church lands?
4. What was political situation in the Byzantine Empire?

THE FEUDAL SYSTEM IN WESTERN AND CENTRAL EUROPE

I. Read and learn the following words.

➤ hostile –	враждебный
➤ hobble –	дворянин
➤ to retain –	удерживать, сохранять
➤ slave –	раб
➤ serf –	крепостной
➤ implement –	орудия, инструменты
➤ step –	шаг
➤ efficiently –	продуктивно
➤ compulsion –	принуждение

II. Suggest the English equivalents for:

к 10 веку, господствующий класс, римские рабовладельцы, несвободный человек, крупный рогатый скот, хозяин, продать, купить или даже убить, по принуждению.

III. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to retain	classes, nobles,
to regard	lands, riches,
to work	the high dignitaries, tools,
to improve	slaves, implements
to include	

IV. Read and translate the text.

The Feudal System in Western and Central Europe

By the 10th century two hostile classes had been formed in the European countries: the feudal landowners and the serfs. The landowning class was formed from the nobles: the elders, military chiefs and their

warriors, and also from those Roman slave-holders who retained their land and riches. The class also included the high dignitaries of the Christian Church. The serf class was formed from free community members and from former slaves and colonists.

The serf was not a free man: he was in personal bondage to the feudal lord and was bound to the land. He had to work for the landowners. And yet the serfs were better off than the slaves had been.

The slave had neither land nor implements of labour, whereas the serf had his own farm, cattle and implements. The serf used the plot parcelled out to him by the landowner.

The slave worked only for his master. The serf worked not only for his lord but also on his own plot. He had to give the lord part of the harvest from his plot, but the rest remained for his own needs and for his family.

The slave was regarded as the property of his master, as his «speaking tool». The slave-holder could do anything he liked with the slave: sell, buy or even kill him. The feudal lord also had power over his serfs: he could sell and punish them, but the law forbade him to kill them.

The slaves often broke tools and cultivated the land very badly. The serf also worked in his master's fields under compulsion. But he had a different attitude to work on his own plot. The peasants took good care of their implements and improved them.

The serfs worked more efficiently than the slaves. Therefore feudalism was a step forward compared to the slave system.

V. Find synonyms to these words from the text:

to keep, tool, owner, house, earth, slavery, till.

VI. Complete the following sentences:

1. ... the elders, military chiefs and their warriors, and also from those Roman Slave-holders who retained their land and riches.
2. The serf was not a free man ...
3. The slave worked ...
4. ... sell buy or even kill him.
5. The peasants took good care of ...

VII. Insert the missing prepositions or articles.

1. 10th century two hostile classes had been formed European countries: ... feudal landowners and ... serfs.
2. ... serf was not ... free man he was ... personal bondage to ... feudal lord and was bond to ... land.
3. And yet ... serfs were better Slaves had been.
4. ... Slaves often broke tools and cultivated ... land very badly.
5. ... serfs worked wore efficiently than ... slaves.

VIII. Answer the questions.

1. What had been formed in the European countries by the 10th century?
2. What were the differences between slaves and serfs?
3. The slave worked only for his master, didn't he?
4. Could the feudal lord sell and buy his serfs?
5. Why did the serfs work more efficiently than the slaves?

A CENTURY OF PARADOX

I. Read and learn the following words.

- decline – упадок, ухудшение
- prosperity – процветание, благосостояние
- bourgeois – буржуазный
- to entail – налагать чем-либо
- branch – отрасль
- to squeeze – прижимать, сдвливать
- to storm – штурмовать, осаждать

II. Suggest the English equivalents for:

было время, общий упадок, рост торговли и промышленности, феодальные взаимоотношения, иностранная торговля, рейды пиратов, внутри городов, 20 шиллингов.

III. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to entail	a period, relations,
to storm	taxation, decline,
to appear	competitors, towns,
to squeeze	trade, system
to canalize	

IV. Read and translate the text.

A CENTURY OF PARADOX

The 15th Century was an age of violent contrasts. To some people it has appeared a period of general decline, of ruined towns and political chaos. For others the 15th Century was an age of violent contrasts. To some people it has have pointed to the real increase of prosperity of the mass of the people, to the growth of trade and industry and to the development of parliamentary institutions in the period from 1399 to 1450. While feudal relations and the feudal mode of production were decaying, bourgeois relations and the bourgeois mode of production were developing rapidly.

The decline of feudalism did not only affect the baronage and agriculture, it affected also the towns and gild organisations. The Black Death and the heavy taxation entailed by the Hundred Years' War dealt a heavy blow at the towns. An important exception to this decline of towns was the continued progress of London and a few great ports like Bristol. The most profitable branches of foreign trade became increasingly concentrated in the hands of the organisation known as the Merchant Adventurers, who were able to squeeze out competitors and to canalise trade into a few places. The growth, especially of London, became one of the reasons for the decline of lesser trade centres.

At that time the raids of pirates were more frequent as a result of the continued wars and many towns were stormed and burned by such raiders. Inside the towns the guilds were growing more exclusive and the apprenticeship system was ceasing to be a normal stage in the development of a craftsman and was being used to keep the guilds in the hands of a selected minority. Under Henry IV it became illegal for any but freeholders with twenty shillings a year to apprentice their children.

V. Find synonyms to these words from the text:

to grow, to tax, to destroy, organizations, to predominate, cause.

VI. Complete the following sentences:

1. The 15th Century was ...
2. ... the development of parliamentary institutions in the period from 1399 to 1450.
3. The Black Death ...
4. ... and a few great parts like Bristol.
5. At that time the raids of ...

VII. Insert the missing prepositions or articles.

1. ... 15th Century was ... age ... violent contrast.
2. While feudal relations and ... feudal mode ... production were decaying, bourgeois relations and ... bourgeois mode ... production were developing rapidly.
3. ... decline ... feudalism did not only affect ... baronage and agriculture it affected also ... towns and gild organizations.

4. ... that time ... raids ... pirates were more frequent as ... result ... the continued wars and many towns were stormed and burred ... such raiders.

VIII. Answer the questions.

1. What was the 15th century?
2. The Black Death and heavy taxation entailed by the Hundred Years' War dealt a heavy blow at the towns, didn't they?
3. What was the result of the continued wars?
4. What did you know about the apprenticeship system?

IX. Translate and write down the last two paragraphs.

THE AGE OF DISCOVERY

I. Read and learn the following words.

➤ to reject –	отвергать
➤ to voyage –	плавать на корабле
➤ considerable –	значительный
➤ to refuse –	отказываться
➤ to exterminate –	уничтожать
➤ to discover –	обнаружить, сделать открытие
➤ invention –	изобретение
➤ to settle –	поселиться

II. Match the English proper names with their Russian equivalents:



III. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to return	the archipelago
to furnish	Foscanelli,
to pass	period, fire,
to discover	Columbus, years,
to find	land

IV. Read and translate the text.

THE AGE OF DISCOVERY

When on 12th of October, 1492 Christopher Columbus, the son of a weaver from Genoa, stepped ashore on the island which he later named San Salvador, it was one of the great moments in world history. But back to the very start.

In 1476 the vessel in which Columbus served was voyaging to England. Off the Cape of St. Vincent a fleet of privateers suddenly attacked the ship; it took fire, and Columbus himself seized an oar and swam to land, afterwards making his appearance in Lisbon.

For the next few years he remained in Portugal, making and selling charts and voyaging to Madeira and the Guinea coast. It was during this period that he entered into a correspondence with Paolo Toscanelli, a well-known astronomer and mathematician of Florence. Toscanelli furnished him with a map of the world, which had been made shortly before, and with scientific evidence of the possibility to find a way to Cathay (China) by sailing west. Columbus applied to the King of Portugal for the necessary ships and equipment. (He could not get any financial backing in Italy.) The King openly refused to consider his scheme, but in the meantime sent out to the west a caravel which failed to find land in the direction indicated. Columbus left Portugal at the moment when attempts were being made to reach the Orient by the African route. Passing over into Spain, he made similar proposals to the Spanish sovereigns, Ferdinand and Isabella, and at the same time sent his brother to England to lay his case before Henry VII. But his idea seemed so strange that he was taken almost for a madman. Italy, England and Portugal rejected Columbus. Some years passed, and at last the Spanish court, being interested in shorter trade routes to India, agreed to render assistance to him.

Columbus departed from Palos with three small ships and sailed first to the Canary Islands. With letters of recommendation from the Spanish Government to the Grand Khan, he left the Canaries, pushing his way westward until he reached the aim. Five weeks later he landed upon an island of the Bahama group, and the exotic world of red-skinned natives, strange animals and fantastic nature opened to him and his men. However, his stay in the world of the unknown was short. In the spring of 1493, following the largest island of Cuba and Haiti, he returned with the news that he had found the archipelago long known to exist off the south-east coast of Asia.

For a long time the land discovered by Columbus had no special name. Finally it was decided to name it after Amerigo Vespucci, an explorer of the land and a navigator. Columbus, of course, was not the first to "discover" America. According to an Icelandic Saga and the latest investigation carried out by Anne Ingstad, a Norwegian archaeologist, it was the Norsemen, with Leif Ericson at the head, who had visited Labrador, Newfoundland and New England as early as the 10th - 11th centuries. The Norman settlement recently unearthed there is sufficient proof of that.

Now the 9th of October, Leif Ericson Day, is celebrated as a national holiday in the U.S.A. alongside Columbus Day which is observed on the 12th of October.

V. Find synonyms to these words from the text:

to achieve, land, way, purpose, to stay, to destroy.

VI. Complete the following sentences:

1. In 1476 the vessel in which Columbus served was
2. It was during this period that he entered ...
3. ... being interested in shorter trade routes to India, agreed to render assistance to him.
4. The Norman settlement

VII. Insert the missing prepositions or articles.

1. In 1476 the vessel in which Columbus
2. But back to the very start.
3. The King openly refused to consider his scheme, but in the meantime sent out to the west a caravel which failed to find land in the direction indicated.
4. Now the 9th of October, left Ericson Day is celebrated as a national holiday in the USA along side Columbus Day which is observed on the 12th of October.

VIII. Answer the questions

1. Where did Columbus come from?
2. Did Columbus believe that it was possible to find a way to the Indies, especially to China and Japan, by the western route?
3. Whom was the land discovered by Columbus named after?
4. Was Columbus the first to "discover" America?
5. What holiday is observed in the USA on the 9th of October?

THE AMERICAN WAR OF INDEPENDENCE

I. Read and learn the following words.

- oppression – притеснение, угнетение
- prominent – выдающийся, видный
- to disobey – не повиноваться, ослушаться
- decision – решение
- to defend – защищать
- to dissolve – растворять, распускать
- troops – войска

II. Match the English proper names with their Russian equivalents:

Philadelphia	Канада
Pennsylvania	Вирджиния
French-American Army	Филадельфия
Florida	Пенсильвания
Canada	Британское правительство
Virginia	Французско-Американская Армия
British Government	Флорида

III. Choose a suitable noun to go with these verbs and use the combinations in sentences of your own.

to disobey	leaders, Great Britain,
to defend	weapons, ammunition,
to unite	the efforts, a committee,
to dissolve	an army, government,
to collect	colonies
to organize	

IV. Read and translate the text.

THE AMERICAN WAR OF INDEPENDENCE

Opposed to what was perceived as British oppression colonial leaders held their first Continental Congress in 1774 in Philadelphia, Pennsylvania. Philadelphia was a large city in Colonial America at that time founded in 1682 by William Penn, a prominent statesman.

Among the delegates of the first Congress were men of great fame, such as George Washington and John Adams, the first and the second President of the USA. The leaders urged Americans to disobey Great Britain and boycott British trade.

The main decision of the first Continental Congress was to unite the efforts of all the colonies against Great Britain. Colonies began to organize militias and to collect and store weapons and ammunition. On April 19, 1775 the British soldiers confronted 70 colonial militiamen. Someone fired a shot, and the American War of Independence began. The Second Continental Congress, held in Philadelphia in May 1775 decided to organize an army to defend colonies. The Continental Army and navy were founded under the command of George Washington. The Congress named a committee of five to draw up the declaration of Independence. The work was actually done by Thomas Jefferson and on July 4, 1776 the Congress adopted the Declaration of Independence. The Declaration presented a public defence of American Revolution and explained the philosophy behind the revolution – that men have a natural right to life, liberty and the pursuit of happiness, that any government may be dissolved when it fails to protect the rights of the people.

At first the war went badly for the Americans. The British captured New York City in September 1776 and Philadelphia a year later. Although American troops generally fought well, with few provisions and little training, they might have lost the war if they had not received aid from the French Treasury and the powerful French navy. In 1781 8,000 British troops under Lord Cornwallis were surrounded at Yorktown, Virginia, by a French fleet and a combined French-American Army. Cornwallis surrendered, soon afterward the British Government asked for peace.

The Treaty of Paris, signed in September 1783, recognized the independence of the United States and granted the new nation all the territory north of Florida, south of Canada and east of the Mississippi River.

V. Find synonyms to these words from the text:

famous, to guard, army, to start, food, gather.

VI. Complete the following sentences:

1. Among the delegates of the first Congress were men of great fame ...

2. ... held in Philadelphia in May 1775 decided to organize an army to defend colonies.
3. At first the war
4. ... soon afterward the British Government as asked for peace.
5. ... south of Canada and east of the Mississippi River.

VII. Insert the missing prepositions or articles.

1. ... Second Continental Congress, held ... Philadelphia ... May 1775 decided to organize ... army to defend colonies.
2. ... British captured New York City ... September 1776 and Philadelphia ... year later.
3. ... 1781 8 000 British troops ... Lord Cornwallis were surrounded ... Yorktown, Virginia ... French fleet and ... combined French-American Army.

VIII. Answer the questions.

1. What did you know about Philadelphia?
2. What was the main decision of the first Continental Congress?
3. Who was the commander the Continental Army?
4. What was the result the American War of Independence?

IX. Translate and write down the 3rd paragraph.

CHAPTER III

ANCIENT NEAR EAST

I. Read and learn the following words.

- to maintain – поддерживать
- meeting point – место встречи
- principal – основной, ведущий
- remarkably – удивительно, необыкновенно
- to date from – датироваться
- to overwhelm – разбить
- to unify – объединять

II. Match the English proper names with their Russian equivalents:

the Babylonians	ассирийцы
the Hittites	иудеи
the Assyrians	мидяне
the Chaldeans	хетты
the Medes	халдеи
the Persians	финикийцы
the Sumerians	вавилоняне
the Akkadians	шумеры
the Phoenicians	аккадцы
the Hebrews	персы

III. Match the words with their definitions:

caste, civilization, delta, dependent, deposit, facilitate, irrigation, mercantile, navigable, overwhelm, pessimism

- a society that is well organized and developed, used especially about a particular society in a particular place or at a particular time;
- an area of low land where a river spreads into many smaller rivers near the sea;
- to defeat an army completely;
- one of the fixed social classes, which cannot be changed, into which people are born;

- the process of supplying land or crops with water;
- to leave a layer of a substance on the surface of something, especially gradually;
- a river, lake etc that deep and wide enough for ships to travel on;
- a tendency to believe that bad things will happen;
- needing someone or something in order to exist, be successful, be healthy etc;
- concerned with trade;
- to make it easier for a process or activity to happen.

IV. Read and translate the text.

Civilizations of the Ancient Near East

What historians call *civilization* arose some five to six thousand years ago out of small agricultural villages in the river valleys of the ancient Near East, first in Mesopotamia near the Tigris and Euphrates rivers and shortly thereafter in Egypt around the Nile. In the delta of the Tigris-Euphrates river system, the Sumerians organized into city-states, the principal one being Ur. About 2340 B.C. the Sumerians were overwhelmed by the Akkadians from the north, and over the next two thousand years this area, a meeting point between Asia, Africa, and Europe, experienced great instability as in their turn the Babylonians, Hittites, Assyrians, Chaldeans, Medes, and Persians gained dominance. Egyptian civilization developed toward the end of the fourth millennium B.C. and is usually dated from about 3000 B.C., when the upper and lower Nile areas were unified under one king. Although there were some periods of change, this was a remarkably stable civilization, lasting almost three thousand years.

In many aspects the Mesopotamian and Egyptian civilizations were similar. Both were dependent on rivers and the rich soil deposited by periodic floods; both had to develop and maintain organized systems of irrigation and flood control. Both eventually had powerful kings and a priestly caste. Both believed in all-powerful gods who played an active role in the world. But there were also important differences between these two civilizations. Mesopotamia was not as well protected geographically as Egypt and was thus more open to attack. Her rivers were not as navigable, nor were the floods as regular as the Nile's. Her culture and religion reflected a sense of instability and pessimism in comparison to the stability and optimism that characterized Egyptian civilization.

Between these two areas there arose a number of smaller and politically less significant states, the most important of which were the Phoenician and the Hebrew states. The Phoenicians, a mercantile people,

facilitated trade, established colonies, and spread Near Eastern culture. The Hebrews developed religious and ethical ideas that would be a foundation for both Christian and Islamic civilizations.

¹ An area in western Asia around the River Tigris and the River Euphrates in Iraq, where, in ancient times, the world's first cities were built and several important ancient civilizations developed.

² A river in southwest Asia, flowing through Turkey and Iraq.

³ A long river which flows from Turkey through Syria and Iraq into the Persian Gulf.

⁴ Also Ur of the Chaldeans, a city in ancient Mesopotamia (modern Iraq), which existed from about 3500 BC to about the sixth century BC. According to the Old Testament of the Bible, Abraham was born there.

V. Find antonyms in the text and write them down.

VI. Find synonyms to these words from the text:

commercial, main, to defeat, soon, polis, high-power, distinctions.

VII. Use in the sentences the words from ex. III.

1. His most ... political achievement was the abolition of the death penalty.
2. Norway's economy is heavily ... on natural resources.
3. As the river slows down, it ... a layer of soil.
4. They're dredging the harbor to keep it ...
5. In 1532 the Spaniards finally ... the armies of Peru.
6. Once humans had invented ..., they never lost it.

VIII. Answer the questions.

1. How should one define "civilization"?
2. Why did civilizations arise where and when they did?
3. What were the main characteristics of these ancient civilizations?
4. Through what processes did civilizations spread?
5. What were some of Egypt's main economic and social characteristics?
6. What was the significance of the pharaoh?

7. How did the Egyptians view death and the afterlife?
8. What was the relation between the Nile and religion?

IX. Translate the text into Russian. Write it down.

The Pyramids

In the 18th century many foreign visitors came to the Great Pyramid of Cheops in Egypt. They were scientists, historians, archeologists, explorers, and artists. One of the most famous visitors to the Great Pyramid was Napoleon Bonaparte. His military expedition to Egypt in 1798 was not only military but archeological as well. He took with him engineers, astronomers, artists and archeologists. They measured, explored and made drawings of Egyptian pyramids.

One day Napoleon decided to visit the Great Pyramid of Cheops himself. His guide led him deeper and deeper into the heart of the ancient burial place. At last they stood in the very centre of the King's Chamber. The guide began to explain what he knew about its history, but Napoleon silenced the man with a wave of his hand. 'I want to be left alone,' he said.

The guide left the chamber and Napoleon was alone in the warm, still, silent air. He spent the whole night there. When he came out, he looked pale and dazed.

'Are you all right, sir?' asked the guide. 'Have you seen anything strange?' The famous French general was silent for a while. Then he said: 'Never mention this matter again. Ever!'

Years later, when Napoleon was on his deathbed on the island of St. Helena, his friend Tomblie asked him if he had seen anything mysterious in the Great Pyramid. 'I have spoken to no one about that. Ever,' said Napoleon. 'But you are my best friend, Tomblie, and I will tell you. I will tell you what I saw that day!'

Tomblie leaned forward. 'Yes, my general? What did you see?' he asked. Napoleon stared at Tomblie, his eyes misted over as if he was looking into the past. Then he shook his head sadly. 'No. What's the use? No one would ever believe me.' And he sank back into dreamless sleep. Napoleon took his secret to the grave.

DID YOU KNOW?

- The Great Pyramid was built 4,500 years ago. It was originally 146.7 meters tall and remained the tallest building in the world until the 19th century.

- Cheops's mummy has never been found! When the King's Chamber was opened in 820 AD, the sarcophagus was empty. Nobody knows where the great pharaoh is buried.

- Many people have been fascinated by the Great Pyramid.

Alexander the Great, too, spent some time alone in the King's Chamber.

- Strange and wonderful things can happen inside the Great Pyramid. Many tourists have gone into shock or fainted when they reached the centre.

- The word 'pyramid' comes from the Greek word *pyramis* which means 'a wheat cake'. The Greeks thought that the pyramids looked like cakes.

ANCIENT GREECE

I. Read and learn the following words.

- apex – вершина, высшая точка
- city-state – город-государство
- decline – упадок
- dignity – достоинство, благородство
- mainland – материк
- prosperous – преуспевающий
- the Dorians – дорийцы
- the Minoans – минойцы
- the Mycenaean – микенцы
- to ally – вступить в союз, объединяться

II. Match the words with their definitions:

to ally, city-state, expansion, mainland, decline, emergence, extreme, apex, rival

- a decrease in the quality, quantity, or importance of something;
- an independent state that consists of a city and the surrounding country area, especially in the past;
- a person, group, or organization that you compete with in sport, business, a fight etc;
- the most successful part of something;
- when something begins to be known or noticed;
- the main area of land that forms a country, as compared to islands near it that are also part of that country;
- when something increases in size, range, amount etc;
- to help and support other people or countries, especially in a war or disagreement;
- a situation, quality etc which is as great as it can possibly be - used especially when talking about two opposites.

III. Read and translate the text.

The Emergence of Greek Civilization

Although Western civilization was born in the ancient Near East, we can more easily recognize our own roots in Greek civilization. Before reaching its apex during the fifth and fourth centuries B.C., Greek

civilization had a long developmental history. Two related civilizations preceded the Greeks: the Minoans, who developed a sophisticated maritime civilization based on the island of Crete during the third and second millennia, and the Mycenaean, a prosperous militaristic people who rose to prominence on the Greek mainland during the second millennium. Both of these Bronze Age peoples fell before the invading Dorians between 1200 and 1000 B.C. After three centuries of cultural decline, the Greeks emerged and entered into a period of vigorous growth. Commerce expanded and the Greeks colonized lands from the Black Sea to the western Mediterranean. At the same time the city-states entered into a period of political evolution and cultural development.

Two city-states in particular became prominent toward the end of this period: Sparta and Athens. Each represents an extreme of developments other city-states would also experience. The Spartans developed a tightly organized, militaristic, land-based state, dominating the Peloponnesian Peninsula. Athens developed a relatively open, democratic, maritime state, dominating Attica and supporting commercial and cultural expansion. During the first decades of the fifth century B.C., these rivals managed to ally in face of the greater Persian threat; thereafter, they were competitors in struggles that involved most of the Greek world.

Classical and Hellenistic Greece

During the fifth and fourth centuries B.C. Greek civilization reached its apex. Historians have been fascinated with this period of Greek history for several reasons. First, Classical Greece is considered the most direct foundation of Western civilization, more so than the civilizations of the ancient Near East that preceded it. Second, many Greeks took a rationalistic and naturalistic approach to almost all fundamental questions; thus they developed scientific explanations for the world around them and applied reason to questions of politics, ethics, history, and philosophy. Third, the Greeks explored and experienced the range of human emotions, above all in their literature and in the triumphant and tragic wars they fought. Fourth, they produced stunning, aesthetic creations, particularly in their sculpture, architecture, and drama. Fifth, Greeks strongly believed in the dignity and power of human beings and in balance and control as a human ideal. Sixth, the Greeks experienced and experimented with a large variety of political forms. In short, we often recognize ourselves and our own concerns when we study Classical Greece.

IV. Find synonyms to these words from the text:

competitor, problems, advanced, top, very active, very beautiful, thriving, importance, polis, very successful, basic, decay, very interested.

V. Use in the sentences the words from ex. II.

1. In fact, the truth lies between the two ...
2. Some of the northern cities ... themselves with the emperor.
3. The rapid ... of cities can cause social and economic problems.
4. Terrorist attacks both in Northern Ireland and on the ...
5. The ... of Japan as a world leader surprised the USA.
6. The king was at the ... of society.
7. This gives the company a competitive advantage over its ...

VI. Work in groups. Discuss the following problems. Use additional information if necessary.

1. Considering historical, geographic, and cultural factors, in what ways did the Greeks differ from the earlier civilizations of the ancient Near East? How would you explain some of these differences?

2. How do we explain the end of the Bronze Age civilizations of the Mycenaeans and Minoans and the decline into the succeeding "Dark Age"? Take into account all the interpretations ranging from invasions to geological catastrophes (use ex. VII).

3. What is the historical significance of the Homeric epics? What historical information about Mycenaean times and the Dark Ages do the Homeric epics provide? What was their significance for the Greeks and for Greek culture in general?

4. What was the nature of the polis? Greeks perceived the polis as the appropriate political and geographical context for the good life, as well as the center of social, economic, religious, and cultural life. How should it be ruled? How strong was the obligation to one's own polis compared to an allegiance to the Greek world as a whole? What was the proper balance between the individual and the state? To explore these questions, it is useful to look at divisions between rival polises of different political and social forms, as exemplified by the Peloponnesian War. It is also helpful to examine Greek ideas about the political nature of humans and in particular Greek ideas about democracy – one of the many forms of government experimented with by the Greeks. What do you think were the advantages and disadvantages for the Greeks of being organized into such relatively small, independent units?

5. Historians have traditionally been impressed by the "modernity" of Greek thought. This is particularly the case with the scientific and rationalistic nature of Greek thought and the Greek tendency to generalize and abstract their ideas without resort to religious or supernatural assumptions. What was the nature of scientific thought for the Greeks? How did they apply such thought to medicine, history, and politics? What methodological differences were within this rationalistic thought? In what ways did they tend to abstract and generalize their ideas? What was the role of irrational thought and belief in the supernatural among large portions of Greek society?

6. We usually think of the Greeks, and especially the Athenians, as being balanced, democratic, just, individualistic, rational, naturalistic, liberal, and open. Their great fault, supposedly, was in their tragic inability to unify politically: thus the fratricidal tragedy of the Peloponnesian War, the decline of the fourth century, the conquest of the Macedonians, the shift of a center of gravity away from the polis to the eastern Hellenistic kingdoms, and the end of the Classical Age. How true is this perception? To address this question it is necessary to examine a number of isolated questions: What were Greek ideals during the Classical Age, particularly in Athens, the epitome of Greek culture at its height? What was the position of women in Greek society? What was the significance of slavery for Greece? How democratic were the Greeks, and how did their greatest thinkers evaluate this democracy? How can the "decline" of the fourth century be explained, and indeed should it be considered a "decline" or simply a change?

VII. Additional reading.

Atlantis and Minoan Crete: An Archaeological Nexus

The highly developed Bronze Age civilizations of the Minoans and Mycenaeans seem to have collapsed suddenly between the thirteenth and twelfth centuries B.C. Indeed, the collapse was so complete that few records remain. This has forced historians and archaeologists to offer rather speculative interpretations for the fall. Some of these interpretations are evaluated in the following selection by Jerome Pollitt, an archaeologist and art historian from Yale University.

Consider: Weaknesses in the volcanic-eruption and climatic-change hypotheses; Pollitt's reasons for supporting the invasion hypothesis.

If the destruction of Greece's Bronze Age civilization did result from a great natural catastrophe, how precisely did it happen? Can a calamity even of the presumed dimensions of the Thera eruption really bring an entire civilization to an end? The human species has a way of pulling itself together in spite of the most incredible calamities, as the inhabitants of Hiroshima and the earthquake-torn belts of Turkey and Iran attest. Is it possible that the modern enthusiasm for the apocalypse of Atlantis is more a reflection of our own nuclear anxieties than it is a respect for historical truth?

In any case there are reasons for being cautious about the Atlantis theory. As I have said, the date of the Thera eruption cannot really be pinned down. It could have happened around 1400 B.C. or 1200 B.C., but it also could have happened in 2500 B.C. or even in 900 B.C. The fact that the Minoan remains on Thera are covered with ash is not conclusive. Thera has volcanic eruptions an average of every 50 years. There have been many eruptions since the Greek Bronze Age, some of major proportions. The position of the Minoan remains within the successive deposits of volcanic debris on the island, if it can be determined, has not been made clear by the excavation reports. Moreover, we do not know at what speed the caldera of Thera formed. The extent of the shock waves and the presumed infertility of the soil are only hypotheses.

And if we associate the presumed Thera disaster with the end of *both* Minoan and Mycenaean civilization, we must take into account the increasingly abundant evidence which demonstrates that the Mycenaean world did not collapse all at once. It is true that around 1200 B.C. there are signs of trouble in the Mycenaean world. Emergency fortifications and water supplies are built at Mycenae, Tiryns, and Athens (fortifications are built for protection from people, not volcanoes). Pylos, it is true, was destroyed by fire around 1200 B.C., but whatever the storm was, most Mycenaean centers seem to have weathered it. In Athens, civilization never came to an abrupt break. Mycenae and Tiryns seem to die of attrition around 1100 B.C., but in the century between 1200 B.C. and 1100 B.C. there is no single, great calamity. In fact, at times there are some signs reviving prosperity.

This slow decline of Mycenaean civilization has recently led the distinguished American archaeologist, Rhys Carpenter, to propose yet another natural calamity as the cause of the decline of Bronze Age civilization in Greece. In a brilliant little book entitled *Discontinuity in Greek Civilization*, Carpenter suggests that the cause was not a great explosion but rather a prolonged drought extending from about 1200 to 900 B.C. He conjectures that a worldwide climatic change at this time caused the cyclonic storms that normally bring rain to Greece throughout all seasons except summer to shift northward, so that instead of the three dry months

which Greece now experiences there were eight such months. In the wake of this change came famine, disease, and depopulation. He suggests that the Dorians and the Herakleidai, who in Greek literary tradition displaced the Mycenaeans, came not as conquerors but as nomads or as refugees returning to a nearly deserted land.

Carpenter's enthralling book, however, cannot really prove its case. Meteorologists who have commented on it note that the mechanics of climatic change are not as simple and predictable as he makes them out to be. Moreover, analyses of samples of ancient pollen from Greece, although scarce at the moment, do not substantiate Carpenter's hypothetical drought.

So, at this point in history our knowledge of what really happened at the end of the Greek Bronze Age is very much up in the air. I would like to compound the confusion by adding an observation of my own. To the archaeologist who looks beyond the confines of the Aegean toward other parts of the Mediterranean and Europe, it is clear that the period between 1250 B.C. and 1100 B.C. was an era of great turmoil and instability everywhere. In Asia Minor the once mighty Hittite Empire began to crumble. There are mayor destruction levels in Syria, Palestine, and on Cyprus. Egypt, during the reign of Ramses III in the early 12th century, suffered attacks foreign hordes known collectively as the "Peoples of the Sea".

Historians of the Creek Bronze Age more often look east rather than west, because it is from the east that the elements of so-called "higher" civilization emanated at this time. Yet Italy, at the end of the Bronze Age, has perhaps much to tell us about what happened in Greece. Around 1200 B.C. connections with the Aegean are shattered and here many sites are abandoned. In Sicily, the survivors of the Bronze Age Castelluccio and Thapsos cultures seem to flee up into the hills. On the Aeolian Islands, where a series of trading stations that seems to have passed on obsidian and metals to the Aegean has flourished for 2,000 years or more, civilization is all but annihilated.

In all these areas – Aegean, East, and West – there seems to be one consistent element that accompanies the turmoil and sets its stamp on it. This is the rite of cremation burial with certain types of swords, pins, and ornaments accompanying the cremation. The aggregate of this rite and these implements, suddenly and in so many places at roughly the same time, must reflect more than just a coincidental change of custom. And the place where this combination of cremation, flange-hilted swords, and safety pins makes its earliest appearance is in the Urn-field cultures of the Balkans and central Europe.

The idea that the Bronze Age civilization of Greece might have been destroyed by an invasion from the north has been out of fashion for some time because, in the form in which it was originally proposed, it was

simplistic and did not fit the archaeological evidence. But perhaps it is due for a comeback in an altered form. The picture of piratical groups of footloose Urn-fielders from central Europe, in concert perhaps with other disaffected elements of the Mediterranean population, attacking Egypt, driving the inhabitants of Crete and south Italy into the hills, sacking Pylos (causing the building of emergency fortifications in other Mycenaean cities), and starting a general chain reaction of piracy, civil strife, and economic dislocation throughout the Mediterranean, is not beyond the evidence.

The process may have resembled the invasion of the Roman Empire by semibarbarian northerners from the third to the fifth centuries A.D. This was also a gradual process. There is no single archaeological stratum to mark where "the invaders" replaced the "established culture." But in several centuries a great and long-standing civilization passed from the scene. If we did not know what really happened from ancient historians, what calamities and disasters would we not hypothesize for the fall of the Roman Empire? In the end, I wonder if the fall of Mycenaean Greece might not turn out to be the result not of strange and unexpected natural forces, but rather of strange and unexpected people.

ANCIENT ROME

I. Read and learn the following words.

- accomplishment – достижение
- to acknowledge – признавать
- aqueduct – акведук
- by then – к тому времени
- maturity – зрелость
- prosperity – процветание, преуспевание
- relative – относительный
- to retain – сохранять
- superiority – превосходство
- turmoil – беспорядок, смятение
- sect – секта

II. Give Russian equivalents to these proper nouns:

the Romans, the Etruscans, the Mediterranean basin, Augustus.

III. Explain what these terms mean.

The lower and middle classes, the ruling elites.

IV. Match the words with their definitions:

accomplishment, aqueduct, basin, elite, maturity, prosperity, stunning, to facilitate, turmoil, vigour

- an area of land that is lower at the centre than at the edges, especially one from which water runs down into a river;
- a state of confusion, excitement, or anxiety;
- a group of people who have a lot of power and influence because they have money, knowledge, or special skills;
- the time or state when someone or something is fully grown or developed;
- very impressive;
- something successful or impressive that is achieved after a lot of effort and hard work;
- to make it easier for a process or activity to happen;
- a structure like a bridge, that carries water across a river or valley;
- when people have money and everything that is needed for a good life;
- physical or mental energy and determination.

V. Read and translate the text.

The Rise of Rome

Roman civilization arose during the middle of the first millennium B.C. After the Romans gained independence from the ruling Etruscans in 509 B.C., they slowly established control over the Italian peninsula, the western Mediterranean, the whole Mediterranean basin, and large parts of Europe. Although Rome retained her republican form of government until the first century B.C., here was considerable political turmoil and struggle, often reflecting tensions between the lower and middle classes and the ruling elites. Eventually, the republic was unable to support these and other tensions. After a century of "slow revolution" Augustus took command in 27 B.C., making Rome an empire in all but name. By the time the Republic was transformed into the Empire, the combination of Roman political control and Greek culture provided considerable unity to the Mediterranean basin. This Greco-Roman civilization enjoyed full maturity following the triumph of Augustus.

The Republic's most stunning accomplishments were military, political, and administrative. Rome was in the long run consistently successful in her wars, each time extending her rule. One reason for this success was her ability to develop political, administrative, and legal policies to manage newly won territories – something at which the Greeks were much less successful. During the late Republic and particularly during the Empire, these accomplishments were facilitated and symbolized by great architectural achievements – the roads, aqueducts, public facilities, and monuments that helped hold Roman lands together. Culturally, the Romans borrowed freely from the Greeks, acknowledging Greek superiority but nevertheless adding their own style to what they borrowed.

The Roman Empire and the Rise of Christianity

With control in the hands of Augustus by 27 B.C., the Augustan Age began. A variety of reforms transformed the Republic into the Empire. Rome entered a period of expansion, prosperity, cultural vigour, and relative political stability that would last until the end of the second century. This was particularly so under the long rule of Augustus (27 B.C.¹ – A.D.² 14) and the five "good emperors" (A.D. 96 – 180).

During this same period Christianity arose. Initially, it seemed only one of many religious sects and was perceived as a version of Judaism. But through the missionary work of Paul and the internal organization of the Church, Christianity spread and became institutionalized. During the fourth century it was recognized as the state religion within the Roman Empire.

By then enormous difficulties had been experienced within the Empire. Economic, political, and military problems were so great in the third century that the Empire shrank and nearly collapsed. A revival under the strong leadership of Diocletian and Constantine during the late third and early fourth centuries proved only temporary. By the end of the fourth century, the Empire was split into a Western and an Eastern half. The West was increasingly rural, subject to invasion, and generally in decline; the East evolved into the long-lasting Byzantine Empire. By the end of the fifth century, a unified, effective Western Empire was little more than a memory.

¹ before Christ – used after a date to show that it was before the birth of Christ.

² Anno Domini – used to show that a date is a particular number of years after the birth of Christ.

VI. Find synonyms to these words from the text:

to keep, big, achievement, long-term, to admit, confusion, fight, to convert, change, victory, huge.

VII. Work in groups. Discuss the following problems. Use additional information if necessary.

1. What was the structure of the Roman state? What was the nature of Roman society during the Republic? Take into account the life and education of the aristocracy, the importance of Roman religious practices, the position of women, the use of slaves, and the place of Greek culture in Roman life.
2. In what ways did Greeks, Greek culture, and Greek history affect Roman civilization?
3. Describe the similarities and differences between Greek and Roman civilizations. What were some of the main strengths and weaknesses of each?
4. Why was Christianity so appealing, particularly to Roman women? What explains the success of this religious movement? How did Christianity relate to Roman civilization? How did Christian ideology relate to Classical philosophy?
5. What are the reasons for the decline and fall of Rome? Distinguish the Western from the Eastern Roman Empires during the decline and fall. What about the rise of new civilizations in lands once controlled by Rome?

THE MIDDLE AGES

I. Read and learn the following words.

- artisan – ремесленник
- assertive – самоуверенный
- Charlemagne – Карл Великий
- clearing of land – расчистка земли
- contractual – договорной
- crusade – крестовый поход
- decline – упадок
- ecclesiastical – церковный
- to exemplify – приводить пример, служить примером
- fragmentation – раздробленность
- legacy – наследие, наследство
- pinnacle – вершина
- self-sufficient – самодостаточный
- St. Thomas Aquinas – святой Фома Аквинский
- threefold – тройной
- to come to fruition – осуществлять
- to disintegrate – раздроблять
- to disrupt – разрушать
- to settle – селиться
- unprecedented – беспрецедентный, беспримерный

II. Match the words with their definitions:

a)

*Barbarian, threefold, disrupt,
manorial, to disintegrate, legacy*

- to become weaker or less united and be gradually destroyed;
- someone from a different tribe or land, who people believe to be wild and not civilized;
- to prevent something from continuing in its usual way by causing problems;
- three times as much or as many;
- something that happens or exists as a result of things that happened at an earlier time;
- relating to a manor;

b)

*long-range, to exemplify, to venture,
urban, crusades, the Holy Land*

- to go somewhere that could be dangerous;
- eight wars led by Christian European kings in the 11th, 12th, and 13th centuries to get control of Palestine from the Saracens or Muslims;
- the parts of the Middle East where most of the events mentioned in the Bible happened;
- relating to a time that continues far into the future;
- relating to towns and cities;
- to be a very typical example of something;

c)

*artisan, the Franciscans, guild, pinnacle,
scholasticism, ecclesiastical, to thrive*

- the most successful, powerful, exciting etc part of something;
- a Christian religious group begun by St Francis of Assisi in 1209, whose members live a holy life according to strict rules;
- someone who does skilled work, making things with their hands;
- to become very successful;
- an organization of people who do the same job or have the same interests;
- relating to the Christian church or its priests;
- a way of studying thought, especially religious thought, based on things written in ancient times;

d)

*waning, papacy, Schism,
disintegration, clergy*

- if something such as power, influence, or a feeling wanes, it becomes gradually less strong or less important;
- the separation of a group into two groups, caused by a disagreement about its aims and beliefs, especially in the Christian church;
- the position and authority of the Pope;
- the process of becoming weaker or less united and be gradually destroyed;

- the official leaders of religious activities in organized religions, such as priests, rabbis, and mullahs.

III. Read and translate the texts.

The Early Middle Ages

By the end of the fifth century, the Roman Empire had disintegrated in the West. In a series of invasions, various "Barbarian" peoples (mainly Germanic tribes) swept into Western Europe. Established patterns of life were disrupted and lines of communication were broken. There were great movements of population as invaders settled and were in turn threatened by new invaders. The civilization of the Early Middle Ages that formed in the West between the sixth and eleventh centuries reflected the threefold legacy of the fifth and sixth centuries: Germanic customs and institutions, Roman culture and institutions, and Christian belief and institutions.

Early medieval institutions drew from this legacy and slowly took form. The Christian Church, supported by a growing bureaucracy, numerous monasteries, and vast land holdings, became increasingly powerful. Medieval monarchies formed during this period but were generally weak. Local officials usually exercised political authority more effectively than monarchs. Europeans gradually established feudal relations among themselves based on personal contractual obligations for military service or exchange of land. An almost self-sufficient manorial economic and social system spread throughout many areas. In comparison to the preceding era, there was a broad cultural decline.

During the eighth and ninth centuries there was a temporary revival, especially under the rule of the Carolingian King Charlemagne, who conquered vast territories, centralized his own authority, and encouraged cultural activities. But not long after his death, fragmentation set in and Western Europe was again beset by invasions.

The High Middle Ages: The Eleventh and Twelfth Centuries

During the eleventh and twelfth centuries Western Europe gained new dynamism. The population increased and would continue to do so into the thirteenth century. This was accompanied by an internal expansion, involving increased clearing and farming of land, and an external expansion, with Europeans settling in new lands to the east and venturing on crusades to the Holy Land. Commerce revived, including long-range trade facilitated by newly won control over parts of the Mediterranean formerly dominated by Islam and Byzantium. Towns and cities grew, accompanied by corresponding social and political changes as urban groups gained power and prestige. Within the Catholic Church, reforms were instituted, such as those initiated by the monasteries. The papacy became

more assertive, claiming greater powers and challenging monarchs for authority. In a variety of ways there was a broad cultural revival, perhaps most clearly exemplified by the establishment of new institutions of learning that would develop into universities by the early thirteenth century. Through these and other developments, a more stable civilization was being formed that we can recognize as European.

The Crusades and the East

Part of the dynamism of the High Middle Ages was manifested in the crusades. These crusades were officially initiated by the Church in an effort to spread Christianity, principally at the expense of Islam. The earliest crusades, which were the most successful, contributed to the long-term reconquest of Spain by Christian forces and the establishment of Christian control in the Holy Land for much of the twelfth century. The crusades increased contact between Western Europeans and the other two inheritors of the Roman world, Islam and Byzantium. At this time Byzantium was beginning a long period of decline that would culminate with the fall of Constantinople in 1453. Islam was no longer the expansive power she had once been, but she remained a formidable opponent with considerable resources.

The High Middle Ages: The Thirteenth Century

The pinnacle of the High Middle Ages, the thirteenth century was a period in which the dynamic trends already under way during the two preceding centuries came to fruition. Within the Church new reforming orders such as the Franciscans and Dominicans were founded and the papacy made even more unprecedented claims to power. With these claims the papacy continued to come into conflict with monarchs who had themselves gained in stature and power in certain areas, particularly England and France. Commerce continued to thrive, but by this time merchants, artisans, and even cities were organizing their own institutions, such as guilds and leagues, reflecting their growing power and permanency. The culture of the Middle Ages flourished during this century. Magnificent Gothic cathedrals, some started in the twelfth century, rose throughout Europe. Universities expanded, becoming important centers of learning as well as recruiting grounds for members of the growing state and ecclesiastical bureaucracies. Medieval scholasticism dominated the period intellectually and received its finest statement in the work of St. Thomas Aquinas.

The Late Middle Ages

The fourteenth century and the first half of the fifteenth saw decline, disruption, and disintegration. This period, usually referred to as the Late

Middle Ages, has been described in terms such as "the decline of the Middle Ages" and "the waning of the Middle Ages." Certain developments support these descriptions. Demographically, the population increase of the High Middle Ages was over by the end of the thirteenth century. During the following century population decreased significantly, due in great part to poor harvests, disease, and war. Geographically, European expansion temporarily ended. Religiously, the Church faced a series of problems: the papacy suffered from increasing conflict with powerful European monarchs; heretical movements spread; the Church itself became divided during the Great Schism; and the papacy was threatened by a revolt of its own high clergy in the Conciliar Movement. Economically, wages and prices varied greatly as did the availability of labor and goods; this disrupted relations among various social groups. Politically, almost unending conflict led to an unusually intense period of wars, the most serious of which was the Hundred Years' War between England and France.

IV. Find synonyms to these words from the text:

craftsman, to show, traditions, heritage, huge, disintegration, self-confident, to get control, to spur, demanding.

V. Give written translation of the parts concerning the High Middle Ages.

VI. Work in groups. Discuss the following problems. Use additional information if necessary.

1. When did the transition from Classical to Medieval times occur, and what was its nature? Is this transition best viewed as occurring with the fall of Rome in the late fifth century or two centuries later with the rise of Islam?
2. How exactly should feudalism be defined? What sorts of relationships between people were characteristic of feudalism? What purposes did feudalism serve?
3. What was the relationship between Church and state? How did the papacy justify its claims over secular authority? How did the Church react to the challenges presented by the growing urban centers? How did the Church control its clergy, who had such concrete contact with all classes in traditional society?

4. How was serfdom experienced and viewed? How did people of different classes relate to each other? How were women viewed? In what ways was the psychic life of individuals related to the physical and social environment of the Middle Ages?
5. How did the papacy justify the crusades? How does this justification compare with other factors motivating Europeans to join these crusades? What do the crusades reveal about medieval society?
6. How was the Church threatened by heresy? How did it deal with heresy? What were some of the consequences of the Inquisition in southern France?
7. What were the social and psychological consequences of the plague? How was the plague related to religious views of Europeans? (use ex. VII)
8. What were the reactions of the Byzantines to the crusades and to the Europeans? How did Muslims view Western Europeans and their customs? How did Europeans relate to Byzantines and Muslims? Of what significance to the balance of power among these three civilizations were the crusades?
9. What were some of Byzantium's main accomplishments? What was the importance of Byzantium for the West, for Islam, and for Russia? What was the significance of the final fall of Constantinople in the fifteenth century?

VII. Additional reading.

A Psychological Perspective of the Black Death

Huizinga was one of the few and earliest historians to view the Black Death from a psychological perspective. But his analysis came in a period in which psychology was still in its infancy. Since then, considerable work has been done by psychologists, and in recent decades historians have been challenged to apply psychological insights to history. In 1957, William L. Langer, then president of the American Historical Association, issued such a challenge to historians in his presidential address to the annual convention. In the following selection from that address, Langer suggests how modern psychology might be used to interpret the Black Death and related developments.

Consider: How a psychologist might explain various behaviors related to the Black Death; how *The Triumph of Death* fits with this interpretation.

The Black Death was worse than anything experienced prior to that time and was, in all probability, the greatest single disaster that has ever befallen European mankind. In most localities a third or even a half of the population was lost within the space of a few months, and it is important to remember that the great visitation of 1348 – 1349 was only the beginning of a period of pandemic disease with a continuing frightful drain of population.

At news of the approach of the disease a haunting terror seizes the population, in the Middle Ages leading on the one hand to great upsurges of repentance in the form of flagellant processions and on the other to a mad search for scapegoats, eventuating in large-scale pogroms of the Jews. The most striking feature of such visitations has always been the precipitate flight from the cities, in which not only the wealthier classes but also town officials, professors and teachers, clergy, and even physicians took part. The majority of the population, taking the disaster as an expression of God's wrath, devoted itself to penitential exercises, to merciful occupations, and to such good works as the repair of churches and the founding of religious houses. On the other hand, the horror and confusion in many places brought general demoralization and social break-down. Criminal elements were quick to take over, looting the deserted houses and even murdering the sick in order to rob them of their jewels. Many, despairing of the goodness and mercy of God, gave themselves over to riotous living, resolved, as Thucydides says, "to get out of life the pleasures which could be had speedily and which would satisfy their lusts, regarding their bodies and their wealth alike as transitory." Drunkenness and sexual immorality were the order of the day. "In one house," reported an observer of the London plague of 1665, "you might hear them roaring under the pangs of death, in the next tipling, whoring and belching out blasphemies against God".

The age was marked, as all admit, by a mood of misery, depression, and anxiety, and by a general sense of impending doom. Numerous writers in widely varying fields have commented on the morbid preoccupation with death, the macabre interest in tombs, the gruesome predilection for the human corpse. Among painters the favorite themes were Christ's passion, the terrors of the Last Judgment, and the tortures of Hell, all depicted with ruthless realism and with an almost loving devotion to each repulsive detail. Altogether characteristic was the immense popularity of the Dance of Death woodcuts and murals, with appropriate verses, which appeared soon after the Black Death and which, it is agreed, expressed the sense of the immediacy of death and the dread of dying unshriven. Throughout the fifteenth and sixteenth centuries these pitilessly naturalistic pictures ensured man's constant realization of his imminent fate.

The origins of the Dance of Death theme have been generally traced

to the Black Death and subsequent epidemics, culminating in the terror brought on by the outbreak of syphilis at the end of the fifteenth century. Is it unreasonable, then, to suppose that many of the other phenomena I have mentioned might be explained, at least in part, in the same way? We all recognize the late Middle Ages as a period of popular religious excitement or overexcitement, of pilgrimages and penitential processions, of mass preaching, of veneration of relics and adoration saints, of lay piety and popular mysticism. It was apparently also a period of unusual immorality and shockingly loose living, which we must take as the continuation of the "devil-may-care" attitude of one part the population. This the psychologists explain as the repression of unbearable feelings by accentuating the value of a diametrically opposed set of feelings and then behaving as though the latter were the real feelings. But the most striking feature of the age was an exceptionally strong sense of guilt and a truly dreadful fear of retribution, seeking expression in a passionate longing for effective intercession and in a craving for direct, personal experience of the Deity, as well as in a corresponding dissatisfaction with the Church and with the mechanization of the means salvation as reflected, for example, in the traffic in indulgences.

These attitudes, along with the great interest in astrology, the increased resort to magic, and the startling spread of witchcraft and Satanism in the fifteenth century were, according to the precepts of modern psychology, normal reactions to the sufferings to which mankind in that period was subjected.

THE RENAISSANCE AND THE REFORMATION

I. Read and learn the following words.

- artistic creations – произведения искусства
- background – предпосылка
- baptism – крещение
- brutal – зверский, жестокий
- celibacy – целибат, обет безбрачия
- Eucharist – причастие
- indulgence – индульгенция
- layman – мирянин
- to nail – прибивать
- nun – монахиня
- outburst – вспышка, взрыв
- repentant – кающийся
- sacrament – таинство
- secular – светский
- sermon – проповедь
- sole – единственный, исключительный
- to connect – связывать
- to declare – объявлять, заявлять
- to encompass – включать в себя; зд. отражать
- to preserve – сохранять
- turning point – поворотный момент, кризис, перелом
- to usher – возвестить, проводить
- vow – клятва

II. Match the words with their definitions:

to declare, bull, repentant, indulgence, to interpret,
to nail, turning point, sermon, layman, brutal,
to preserve, to usher, to doubt, to encompass

- to include a wide range of ideas, subjects, etc;
- to cause something new to start, or to be at the start of something new;
- the time when an important change starts, especially one that improves the situation;
- a talk given as part of a Christian church service, usually on a religious or moral subject;

- a promise of freedom from punishment by God, sold by priests in the Middle Ages;
- sorry for something wrong that you have done;
- to fasten something to something else with nails;
- someone who is not a priest but is a member of a church;
- very cruel and violent;
- to state officially and publicly that a particular situation exists or that something is true;
- to save something or someone from being harmed or destroyed;
- to think that something may not be true or that it is unlikely;
- to explain the meaning of something;
- an official statement from the Pope.

III. Read and translate the texts.

The Renaissance

Although in many ways a period of decline and disintegration, the Late Middle Ages also witnessed an extraordinary outburst of cultural and intellectual creativity known as the Renaissance. The Renaissance started in the fourteenth century in the cities of northern Italy, where scholars and social elite became more interested in the literature and ideas of ancient Greece and Rome. As interest in Classical civilization grew, so did a tendency to reject many of the ideas and practices of medieval civilization. While remaining deeply religious, people of the Renaissance concerned themselves more with the secular, physical world than medieval people did. The term that best encompasses the meaning of the Renaissance is *humanism*: a new concern with people as powerful, creative individuals in a dynamic secular world. All this was reflected in the literature, art, and societies of northern Italian cities from the fourteenth century through the beginning of the sixteenth century, when invasions and other problems led to a decline of the Renaissance in Italy.

In Northern Europe the Renaissance started during the fifteenth century and lasted through most of the sixteenth century. This Renaissance was heavily influenced by the earlier Italian Renaissance; indeed, it was common for people to travel south across the Alps and return north with the ideas and styles they were exposed to in northern Italy. Nevertheless, the Northern Renaissance had some roots and characteristics that distinguished it from the Italian Renaissance. Above all, it was more integrated with Christian concerns. For example, more emphasis was placed on learning Classical languages to improve translations of the Bible, studying Classical

literature for its relation to Christian ideals and life, and producing artistic creations with predominantly religious themes.

The Reformation

Introduction

One of the greatest of all revolutions was the 16th-century religious revolt known as the Reformation. This stormy, often brutal, conflict separated the Christians of Western Europe into Protestants and Catholics. So far-reaching were the results of the separation that the Reformation has been called a turning point in history. It ushered in the Modern Age because, once the people's religious unity was destroyed, they began to think in terms of their own regional interests. From the diversity of those interests arose new political, social, and economic problems and beliefs.

Background of the Revolt

At the start of the 16th century, the Christians of Western Europe were Roman Catholics. The Catholic Church was rich and powerful and had preserved Europe's classical culture. However, despite General Councils called to impose reforms, disputes had grown up within the church.

Some members of the church criticized its administration and began to doubt some of its teachings. For example, the church insisted that it alone had the authority to interpret the meaning of the Bible for the people. As early as the 14th century, John Wycliffe, an English priest and teacher at Oxford University, declared that people had the right to read the Bible and interpret it for themselves. Despite protests by the church, followers of Wycliffe translated the Bible from Latin into English in 1382 and carried copies throughout the countryside. Wycliffe's ideas spread into Bohemia, where Jan Hus preached them in powerful sermons. The work of Wycliffe and Hus greatly influenced a Saxon monk named Martin Luther.

Luther Sparks Revolt in Germany

Luther became the leader of the Reformation in Germany. For some years he had protested that some of the clergy were selling indulgences (temporal pardons of sins) without making clear that the people who bought them had to be sincerely repentant for their sins. Luther believed that people are saved by their faith alone, not by the works they do. He especially attacked the monk Johann Tetzel for deceiving the people. In 1517 the angry Luther wrote a list of 95 theses against indulgences and is traditionally said to have nailed them to the door of the church in Wittenberg.

Luther developed new ideas opposed to the church. He rejected the authority of the pope and – like Wycliffe and Hus before him – set up the Bible as the sole source of Christian truth. He denied that priests had any power that laymen did not have. He declared that the vows taken by monks and nuns were not binding and that monasteries should be abolished. He rejected the celibacy of the clergy. Of the seven sacraments Luther kept only two – baptism and the Lord's Supper (Eucharist).

The Reformation Spreads

When Pope Leo X condemned Luther's teachings in a bull, or papal decree, Luther subsequently burned the document and a copy of the church's canon law. Charles V, the Holy Roman emperor, ordered him to recant in 1521. Luther declared he would not do so until he was “convinced by the testimony of the Scriptures.”

Reformers were active in many countries. Erasmus of Rotterdam, the great Dutch forerunner of Luther, spurred the study of the early church through his printed editions of the Greek New Testament and writings of the church fathers. Lefèvre d'Étaples of France and Huldrych Zwingli of Switzerland held views similar to Luther's. In England John Colet worked for reform within the church. John Calvin made Geneva the world center of the Presbyterian and Reformed churches.

Other Reasons for the Reformation

The Reformation was partly an outgrowth of the Renaissance. The uneasy political situation in Europe also helped to extend the religious revolt because many local rulers wanted their independence from the emperor Charles V. Finally, many tradesmen and peasants were seeking more rights from rulers and landlords and resented the church because they believed that it favored their oppressors. Throughout Western Europe there was unrest.

Luther's challenge of old religious doctrines and traditions became a rallying point for these forces of discontent and provided a motive for breaking established ties. Widely different groups – from princes to peasants – hailed him as their own special leader. Gradually, however, they all saw that he was not working for any special group, and so by 1530 many of his followers had drifted away from him. By that time, however, the Reformation had spread beyond the control even of Luther.

The Catholic Counter-Reformation

Catholic church authorities underestimated the extent of the Reformation at first, considering it just another dissension or schism. Soon, however, they saw the movement spreading from one country to another.

The church took action. From 1545 to 1563 the Council of Trent issued decrees to correct abuses and to reaffirm ancient doctrines and traditions. The most vigorous program was set up by the Society of Jesus, commonly called the Jesuits. This order was started in 1534 by Ignatius of Loyola, a Spanish nobleman and soldier who had become a monk. The Jesuit order was sanctioned by the pope in 1540.

A succession of able popes during the latter half of the 16th century followed the policy set in the Counter-Reformation. Their conscientious administrations removed much of the incentive to revolt.

By the close of the 16th century the Roman Catholic Church had regained the faith of the people in half of the lands it had lost to Protestantism. Europe was then divided between the two forms of Christianity along almost the same lines that exist today.

IV. Find synonyms to these words from the texts:

oath, cloistress, to encourage, the Bible, study, trend, decay, to differentiate, violent, to state, variety, in spite of, to question.

V. Use in the sentences the words from ex. II.

1. The study ... the social, political, and economic aspects of the situation.
2. The discovery of oil ... in an era of employment and prosperity.
3. Meeting her was the ... in my life.
4. The vicar gave a ... on charity.
5. It is the sign of a ... spirit.
6. Her sincerity made me ... my own version of events.
7. Freud attempted to ... the meaning of dreams.

VI. Translate and write down the text « The Renaissance».

VII. Work in groups. Discuss the following problems. Use additional information if necessary.

1. What was literary humanism?
2. How was the development of humanism reflected in educational changes such as the new emphasis on the liberal arts?
3. In what ways did Renaissance art differ from medieval art? How are some of the main elements of the Renaissance reflected in the art of the period?
4. How did political theory mirror characteristics of the Renaissance?

5. How did important figures of the Italian Renaissance view the Middle Ages? How sharp was the break, if any, with the Middle Ages?
6. Let's talk about the causes of Reformation. Clearly, there was a combination of social, religious, political, and economic causes, but which predominated? What were some of the connections among these causes?
7. What moved Luther to reject Catholicism and develop new doctrines?
8. In what ways were Catholic organizations such as the Jesuits and Carmelites able to attract members and play such an important role in the Counter Reformation?
9. What was the appeal of Lutheranism and Calvinism? How closely related were Calvinism and Lutheranism? Why did Lutheranism lose some of its dynamic force while Calvinism spread? How were both Lutheranism and Calvinism related to Catholicism on the one hand and to other Protestant sects on the other?

SUPPLEMENTARY READING

TUTANKHAMEN

Tutankhamen (ruled 1361 – 1352 BC) was only about 18 years old when he died, and as a pharaoh of Egypt he had no great claim to fame. Tutankhamen (originally Tutankhaten) owes his place in history mostly to the discovery of his tomb – completely intact and not violated by grave robbers – in 1922. The remarkable artifacts from the tomb, including the beautiful golden mask, are on display at the Egyptian Museum in Cairo.

Relatively little is known about Tutankhamen's life. Some historians and archaeologists believed that he was the child of the equally mysterious Ikhnaton, a pharaoh who introduced one of the world's first monotheistic religions to the Egyptians. Others speculated that Tutankhamen was Ikhnaton's half brother, and the son of Amenhotep III, an earlier 18th-dynasty king, and his wife Tiy. Tutankhamen became king after the death of Ikhnaton in 1362 BC. He married Ikhnaton's third daughter to solidify his claim to the throne. During most of his rule he resided at ancient Memphis, near present-day Cairo. The religious reforms of Ikhnaton were reversed, though there was no persecution of followers of Aten, Ikhnaton's god. During a war with the Hittite people, Tutankhamen suddenly died, leaving no heirs.

He was buried in the Valley of the Tombs of the Kings in southern Egypt north of Luxor. All tombs were meant to be secret, but of the 60 known tombs in the valley, only that of Tutankhamen was not discovered and its treasures stolen. It was not discovered earlier in part because his name, along with that of other pharaohs of his dynasty, was removed from the royal lists during the 19th dynasty. In the 20th dynasty, when the tomb of Ramses VI was carved immediately above his, rubble covered his burial place. The burial chamber was not entered until found in 1922 by British Egyptologist Howard Carter after several years of searching.

In 1997 a team of French archaeologists discovered the tomb of Tutankhamen's wet nurse. The tomb contained a relief of Tutankhamen as an infant, seated in the lap of a woman. Hieroglyphics identified the woman as Maya, a wet nurse who «fed the body of a god». The archaeologists expressed excitement over this discovery because the wet nurse's tomb could reveal information about Tutankhamen's lineage and origins.

MACHIAVELLI

The term Machiavellian refers to someone who is unscrupulous, cunning, cynical, and unprincipled. The adjective would have dismayed Niccolò Machiavelli (1469 – 1527), from whose name it is derived. He was one of the brightest lights of the Italian Renaissance, a writer of powerful, influential, and thoughtful prose who was devoted to truth and to the freedom of Florence, the city he loved. He has been so misunderstood because the motives and language of his chief works – «The Prince» and «Discourses on Livy», both published in 1513 – have been seriously misinterpreted. Machiavelli had a tragic sense of human wickedness and despaired of seeing virtue triumph. This pessimism often led him to express himself more bluntly than he might otherwise have done. He was, above all, a realist when it came to understanding human nature. His reflections on mankind and its past made him a founder of the philosophy of history.

Machiavelli was born in Florence on May 3, 1469. Because of his family's poverty he received most of his education at home. In 1498 he was given a government position in the city and remained in its service for 13 years.

Frequently he was used as a roving ambassador, trying to protect the interests of Florence from being sacrificed to the warring parties of Europe: France, the Holy Roman Empire, and the Roman Catholic Church. One of his most vital contributions to the welfare of Florence was persuading the city to raise its own militia instead of using a mercenary, or hired, army. He was vindicated when his militia helped conquer Pisa in 1509.

When Giuliano de' Medici became ruler of Florence in 1512, Machiavelli lost his post. He went to live on his property outside the city and spent the time writing his two masterpieces as well as a comedy. Cardinal Giulio de' Medici, later Pope Clement VII, came to govern Florence in 1520, and the writer was restored to government service. In honor of his patron, Lorenzo Strozzi, he wrote «On the Art of War» (1521), a treatise that laid the foundations of modern military tactics. When the Medici were cast off in 1527, Machiavelli was again turned out of office because he had served a Medici. He died on June 21, 1527.

CORTEZ

The Spanish soldier Cortez (1485 – 1547) is known as the conqueror of Mexico. He was born in the small town of Medellin in southwestern Spain.

When Cortez was about 18, he sailed for the island of Hispaniola, then the Spanish headquarters in the West Indies. He was a soldier and a

farmer before he sailed under Diego Velásquez to help conquer Cuba in 1511. Velásquez became the governor, and Cortez was elected *alcalde* (mayor-judge) of Santiago.

When Juan de Grijalva in 1518 reported his discovery of Mexico, Velásquez picked Cortez to establish a colony there. Velásquez soon suspected Cortez of ambitions beyond his orders and canceled the expedition. Cortez, however, assembled men and equipment and set sail. He rounded the peninsula at Yucatán and touched Mexico on the coast of what is now the state of Tabasco. During a battle with Indians there he took many captives, including a young Aztec princess to whom he gave the Spanish name Marina. She became his interpreter, adviser, and lover.

Cortez continued up the coast. On April 21, 1519, he landed near the site of Veracruz. There, to prevent all thought of retreat, he burned his ships. Leaving a small force on the coast, Cortez led the remainder into the interior. The Tlaxcalans attacked – 300 Indians to every Spaniard. After three battles, the Indians became allies of the Spaniards.

On November 8, 1519, Cortez reached Tenochtitlán (now Mexico City) and was graciously received by Montezuma, the Aztec emperor. Soon after Cortez established headquarters in the capital he learned the Aztecs had plundered Veracruz. Swiftly he seized Montezuma and forced him to surrender the attackers. Then he had them executed.

Meanwhile Velásquez had sent 1,400 soldiers to arrest Cortez and bring him back to Cuba. Cortez defeated this army and enlisted most of the survivors under his banner. He returned to the Aztec capital.

The leader of the garrison there had slaughtered 600 Mexican nobles. As Cortez and his men reached the heart of the city, they were attacked by thousands of Aztec warriors. Montezuma was brought out to pacify his people, but they stoned him, and later he died of his wounds. Cortez' army was surrounded and apparently doomed, but he and three others managed to get to the chieftain of the Aztecs and killed him, seizing his banner. Dismayed by this apparent «miracle», the Aztecs withdrew. With fewer than 500 of his men left alive, Cortez in July 1520 made his way back to his Tlaxcalan allies.

Cortez besieged Tenochtitlán again, from ships, the following May. On August 13, 1521, Guatemoc, the new Aztec emperor, surrendered. This was the end of the great empire of the Aztecs.

Cortez spent the next seven years establishing peace among the Indians of Mexico and developing mines and farmlands. In 1528 he went home and was received with great honor by Charles V; but he had no skill for court politics. When he returned to Mexico he went merely as a military commander. He explored Lower California from 1534 to 1535 and served against the pirates of Algiers in 1541. The same year he led an expedition against the Mayas of Yucatán. He died near Seville on December 2, 1547.

HENRY VIII

Henry VIII (born 1491, ruled 1509 – 1547) was the second son of Henry VII and Elizabeth of York and one of England's strongest and least popular monarchs. He was born at Greenwich on June 28, 1491. The first English ruler to be educated under the influence of the Renaissance, he was a gifted scholar, linguist, composer, and musician. As a youth he was gay and handsome, skilled in all manner of athletic games, but in later life he became coarse and fat. When his elder brother, Arthur, died (1502), he became heir apparent. He succeeded his father on the throne in 1509, and soon thereafter he married Arthur's young widow, Catherine of Aragon.

During the first 20 years of his reign he left the shaping of policies largely in the hands of his great counselor, Cardinal Wolsey. By 1527 Henry had made up his mind to get rid of his wife. The only one of Catherine's six children who survived infancy was a sickly girl, the Princess Mary, and it was doubtful whether a woman could succeed to the English throne. Then too, Henry had fallen in love with a lady of the court, Anne Boleyn.

When the pope Clement VII would not annul his marriage, Henry turned against Wolsey, deprived him of his office of chancellor, and had him arrested on a charge of treason. He then obtained a divorce through Thomas Cranmer, whom he had made archbishop of Canterbury, and it was soon announced that he had married Anne Boleyn.

The pope was thus defied. All ties that bound the English church to Rome were broken. Appeals to the pope's court were forbidden, all payments to Rome were stopped, and the pope's authority in England was abolished. In 1534 the Act of Supremacy declared Henry himself to be Supreme Head of the Church of England, and anyone who denied this title was guilty of an act of treason. Some changes were also made in the church services, the Bible was translated into English, and printed copies were placed in the churches. The monasteries throughout England were dissolved and their vast lands and goods turned over to the king, who in turn granted those estates to noblemen who would support his policies. In the northern part of the kingdom the people rose in rebellion in behalf of the monks, but the Pilgrimage of Grace, as it was called, was put down.

Although Henry reformed the government of the church, he refused to allow any changes to be made in its doctrines. Before his divorce he had opposed the teachings of Martin Luther in a book that had gained for him from the pope the title Defender of the Faith – a title the monarch of England still bears. After the separation from Rome he persecuted with equal severity the Catholics who adhered to the government of Rome and the Protestants who rejected its doctrines.

Henry was married six times. Anne Boleyn bore the king one child, who became Elizabeth I. Henry soon tired of Anne and had her put to death. A few days later he married a third wife, Jane Seymour. She died in a little more than a year, after having given birth to the future Edward VI.

A marriage was then contracted with a German princess, Anne of Cleves, whom the king had been led to believe to be very beautiful. When he saw her he discovered that he had been tricked, and he promptly divorced this wife and beheaded Thomas Cromwell, the minister who had arranged the marriage. Henry's fifth wife, Catherine Howard, was sent to the block for misconduct. In 1543 he married his sixth wife, the tactful Catherine Parr. Catherine, who survived Henry, lived to marry her fourth husband.

During Henry's reign the union of England and Wales was completed (1536), Ireland was made a kingdom (1541), and Henry became king of Ireland. His wars with Scotland and France remained indecisive in spite of some shallow victories. Although he himself opposed the Reformation, his creation of a national church marked the real beginning of the English Reformation. He died on January 28, 1547, and was buried in St. George's Chapel in Windsor Castle.

GALILEO

Modern physics owes its beginning to Galileo (1564–1642), who was the first astronomer to use a telescope. By discovering four satellites of the planet Jupiter, he gave visual evidence that supported the Copernican theory. Galileo thus helped disprove much of the medieval thinking in science.

Galileo Galilei, who is generally known only by his first name, was born in Pisa, Italy. His family belonged to the nobility but was not rich. His father sent him to study medicine at the local university. Galileo, however, soon turned to a career in science.

In 1583 Galileo discovered the law of the pendulum by watching a chandelier swing in the cathedral at Pisa. He timed it with his pulse and found that, whether it swung in a wide or a narrow arc, it always took the same time to complete an oscillation. He thus gave society the first reliable means of keeping time.

A lecture on geometry kindled his interest in mathematics, and he got his father's consent to change his studies. Lack of money forced him to leave school in 1585, and he became a lecturer at the Academy of Florence. The next year he attracted attention with discoveries in hydrostatics. His work in dynamics won him an appointment as lecturer on mathematics at the University of Pisa in 1589.

He soon made enemies with his arguments against what he considered mistakes in the science of the day. According to a popular story, he dropped weights from the leaning tower of Pisa to prove his views concerning falling bodies. His writings, however, do not mention such an experiment. In any case, resentment against his views drove him out of Pisa in 1591.

In 1592 the University of Padua offered Galileo a professorship in mathematics. About 1609, after word from Holland of Hans Lippershey's newly invented telescope reached him, he built his own version of the instrument. He developed magnifying power until on Jan. 7, 1610, he saw four satellites of Jupiter. He also saw the mountains and craters on the moon and found the Milky Way to be a dense collection of stars. Galileo moved to Florence in September 1610 and was a philosopher and mathematician there for many years. In 1609 Johannes Kepler published his laws of planetary motion based upon the Copernican theory. Galileo supported this view strongly. In 1616 he received a formal warning that the theory was contrary to the teachings of the church. Nevertheless, he again supported the Copernican view in a dialogue, «The Great Systems of the Universe».

During his last eight years Galileo lived near Florence under house arrest for having «held and taught» Copernican doctrine. He became blind in 1637 but continued to work until his death on January 8, 1642. Nearly 342 years later, Galileo was pardoned by Pope John Paul II and the Roman Catholic Church finally accepted his teachings.

Galileo's contributions to mechanics include the law of falling bodies, the fact that the path of a projectile is a parabola, the demonstration of the laws of equilibrium, and the principle of flotation. He devised a simple thermometer and inspired a pupil, Evangelista Torricelli, to invent the barometer. His great contribution to scientific thinking was the principle of inertia. Before his time everyone followed Aristotle's theory that when an object moved, something had to act continuously to keep it moving. Galileo countered this with the theory that if a body is moving freely, something must happen to stop it or to make it change direction.

RICHELIEU

Armand-Jean du Plessis, duke of Richelieu (1585 – 1642), was a cardinal of the Roman Catholic Church. He was also chief minister of state to Louis XIII from 1624 to 1642. During this period he made France the foremost power in Europe. He was frail and sickly, but in his red cardinal's robes he appeared distinguished and commanding. By the force of his will – he was called the «iron cardinal» – he overawed all, including the king

himself. He showed no mercy to his enemies but was loyal to his king and country.

Richelieu was born in Paris to a poor but noble family on September 9, 1585. He was educated for the church and became a bishop at the age of 21. His eloquence attracted the notice of the queen regent, Marie de' Médicis. She invited him to court, and in 1622 she secured for him the office of cardinal after her son Louis XIII had come of age. Richelieu became the king's chief adviser in 1624. Louis was more interested in hunting and music than in affairs of state. Although the king disliked Richelieu, he recognized his ability and allowed him to exercise almost unlimited power.

When Richelieu became adviser to Louis, he promised the king «to employ all my efforts and all the authority which it might please you to give me, to ruin the Huguenot party, to lay low the pride of the nobility, and to raise your renown among foreign nations to the point at which it ought to be». He fulfilled his pledge.

In 1627 a military force under the command of Richelieu besieged the town of La Rochelle, chief fortress of the Huguenots. He built a barrier nearly a mile (1.6 kilometers) long to deprive them of access to the sea. After a year of defiance, the starving city surrendered to him. This defeat ended the political power of the Huguenots, but Richelieu let them keep freedom of worship and civil rights.

To humble the nobles was more difficult, but the ruins of many castles throughout France show how methodically and ruthlessly Richelieu struck at the nobles' power. He ordered the destruction or dismantling of every fortified place not needed for national defense. He also appointed royal officers to oversee the governors of the provinces and to bring them under the control of the king.

The opportunity to carry out his third plan came when religious and political wars broke out in Germany. Although a staunch Roman Catholic, Richelieu used the war to make France a great power by aiding the German Protestants in their struggle against Spain and the Holy Roman emperor. At first he gave financial aid to the Protestant leader Gustavus Adolphus of Sweden. Later he plunged France into the conflict. At the conclusion of peace in 1648, France was the foremost power in Europe. It added to its domains the territory of Alsace, later to become one of the «lost provinces» restored by World War I.

Richelieu did not live to see the conclusion of the Thirty Years' War. At his death in Paris on December 4, 1642, he was the most hated man in the country. Humiliated nobles and tax-burdened peasants lighted bonfires to celebrate their release from his tyrannical control. The French people today, however, esteem him as one of the greatest of their leaders.

Richelieu also made a place for himself in the literary annals of France. He fostered the great writers of his day and in 1635 established the famous French Academy.

OLIVER CROMWELL

The chief leader of the Puritan Revolution in England was Oliver Cromwell (1599 – 1658), a soldier and statesman. He joined with the Puritans to preserve Protestantism and the law against the tyranny of King Charles I. Cromwell was made lord protector of the Commonwealth of England, Scotland, and Ireland in December 1653 and held that office until his death five years later.

Oliver Cromwell was born on April 25, 1599, at Huntingdon, in eastern England. His father was a well-to-do farmer. When Oliver was 17 he entered nearby Cambridge University, but he had only a short time for study because his father died the next year. Young Cromwell at once returned home to farm the lands he had inherited. He married Elizabeth Bourchier, the daughter of a wealthy London merchant, in 1620.

When he was 29, Cromwell was elected to Parliament. King Charles dismissed this Parliament the next year and for 11 years ruled as a despot without calling Parliament at all. Finally in 1640 he was forced to call it again. Cromwell was once more a member of this Parliament. He immediately became important to the Puritan cause because of his strong religious beliefs and the vigor with which he defended civil and religious liberties against the king.

The people, particularly the Puritans, were gradually aroused to seek the overthrow of the king's unchecked rule. Early in 1642, when civil war was in sight, Cromwell returned to his home and set about raising, equipping, and training a «troop of horse» (meaning cavalry soldiers). His men were full of religious fervor, each soldier carrying a Bible as an important part of his equipment.

Cromwell would not allow Roman Catholics in his army, but he accepted devout God-fearing believers from all the Protestant churches. For the time in which he lived, this was considered religious tolerance. His commitment to the Puritan cause colored his whole career as soldier and statesman.

The quality of Cromwell's troop of horse was first proved at Marston Moor, near York, in July 1644. Prince Rupert, the most dashing of the royalist leaders, drove the right wing of the Parliamentarians before him, but Cromwell's forces on the left restored the balance and won the battle. After the battle, Prince Rupert gave the name «Ironsides» to Cromwell.

As the civil war dragged on, Cromwell became more and more prominent. He even led a movement for remaking the parliamentary army as a whole on the model of his own Ironsides. He again won an important and decisive victory over the king's forces at the battle of Naseby in June 1645. King Charles, left almost defenseless, gave himself up early in the following year to the Scots, who had been cooperating with the English to overthrow despotism. Because Charles was a Scot, he thought he could come to some agreement with them. The Scots, however, turned Charles over to the English.

England was now ruled by the army and its great leader and by that part of the Parliament of 1640 that was loyal to the Puritan ideals. This remnant, the «sitting» members of Parliament, was jokingly called the «Rump». Both the Rump and the army came to feel that Charles was so untrustworthy and autocratic that he must be eliminated. Cromwell was finally won over to this belief, and the king was tried and beheaded in 1649.

The Rump thereupon proclaimed the whole of the British Isles a republic under the name of the Commonwealth. The Scots, however, now wanted Stuart rule, and crowned Charles II, the young son of Charles I. The Irish, who were largely Roman Catholic, also resisted Parliament's authority.

Cromwell, now commander in chief of the army, brought the Scots to submission at the battle of Dunbar in 1650 and again the next year at Worcester, when the Scots were led by Charles II. He had crushed the Irish in a campaign that climaxed in the storming of Drogheda in 1649.

Cromwell dismissed the Rump in 1653 when it fell out with the army. Not long after, he became the head of the Commonwealth under the title of lord protector. For the next five years he ruled the British Isles. Toleration was granted to all Protestants. The Jews, who had been legally banned from the country for more than 300 years, were allowed in England again and permitted to carry on their worship privately. The navy was made more powerful, and the government gained great respect abroad.

Cromwell's rule was not a long one. He died peacefully in his bed on September 3, 1658. The office of protector passed for a few months to his son Richard.

Much that Cromwell fought for was swept away in 1660 when the Stuart rule was resumed by Charles II; yet the protector's work was not altogether in vain. As the British developed more liberal views in both church and state, the example of Cromwell and his protectorate was not forgotten by them.

LOUIS XIV

Louis XIV (born 1638, ruled 1643 – 1715) inherited this power from his father and carried it further. He was styled the Grand Monarch, and his brilliant court at Versailles became the model and the despair of other less rich and powerful princes, who accepted his theory of absolute monarchy (*L'état c'est moi*, "I am the state"). Until 1661 the government was largely in the hands of the wily Italian Cardinal Mazarin. At the cardinal's death Louis declared that he would be his own prime minister.

A passion for fame and the desire to increase French territory in Europe were the leading motives of Louis XIV. He neglected the opportunities to gain an empire in America and India and involved France in wars that ruined the country financially and paved the way for the outbreak of the French Revolution.

His first war, fought from 1667 to 1668, was an attempt to enforce flimsy claims to part of the Spanish Netherlands (Belgium). His second (1672 – 1678) was directed against «their High Mightinesses», the States-General of Holland, who had blocked his objective in the first contest. In spite of the great military power of France, the Dutch admiral De Ruyter twice defeated the fleets of the French and their English allies, and Louis XIV failed ingloriously in his attempt to conquer Holland. The third war (1689 – 1697) also was directed chiefly against Holland. The German province of the Palatinate was terribly wasted, but the Peace of Ryswick brought only slight gains for France. Louis's last and greatest effort was the War of the Spanish Succession (1701 – 1713). In this conflict the English duke of Marlborough was the principal leader of the opposing European coalition. The right to seat his grandson Philip V on the throne of Spain was small compensation for the thousands of lives and the millions in treasure that the French king wasted in the struggle.

Millions more were spent by Louis in building the beautiful palace at Versailles, near Paris, and in maintaining his brilliant court. There, etiquette became the «real constitution of France». It required seven persons, some of them the highest princes of the realm, to put the king's shirt on him at his getting up in the morning. This extravagance of the court meant a heavy burden of taxation for the common people, who were thereby reduced to a misery so great that they eventually rose up in rebellion and drove the Bourbons from the throne.

Louis XIV had the distinction of ruling longer than any other European king: it was 72 years from the time when he ascended the throne, as a child of less than 5, until his death in 1715. The Grand Monarch, who had outlived both his son and his son's son, was succeeded by his 5-year-old great-grandson, Louis XV, the last son of the duke of Burgundy.

GLOSSARY

A

abolish – отменять, упразднить
access – доступ
accomplishment – достижение
acknowledge – признавать
Algiers – Алжир
allegedly – будто бы, якобы
ally – вступать в союз, объединяться
ambassador – посол, посланник
ancestor – предок
annul – аннулировать, отменять
apex – вершина, высшая точка
aqueduct – акведук
artisan – ремесленник
artistic creations – произведения искусства
assertive – самоуверенный

B

background – предпосылка
banner – знамя, флаг
baptism – крещение
be deprived of – быть лишенным чего-либо
be fit for – быть годным для чего-либо
be located on – располагаться, находиться
become aware of – узнавать
behead – отрубить голову, обезглавить
besiege – осаждать
brutal – зверский, жестокий
burden – ноша, бремя
by far – значительно, гораздо
by then – к тому времени

C

campaign – кампания, поход
captive – пленный, пленник
cavalry – кавалерия, конница

celibacy – целибат, обет безбрачия
chancellor – канцлер
Charlemagne – Карл Великий
chieftain – вождь, военачальник
city-state – город-государство
clearing of land – расчистка земли
clergy – духовенство
come to a halt – остановиться
come to fruition – осуществлять
commensurate – соразмерный, пропорциональный
commerce – торговля
Commonwealth of England – Английская республика
compel – вынуждать, заставлять
compulsion – принуждение
concern – касаться, относиться, интересоваться
contractual – договорной
counter – идти наперекор, противоречить
counterpart – двойник, дубликат
covert agents – тайные агенты
craft – ремесло
create a stir – возбуждать общий интерес
crusade – крестовый поход
culprit – виновник, преступник

D

date from – датироваться
declare – объявлять, заявлять
decline – упадок
defeat – поражение, разгром
defend – защищать
defense/defence – защита, оборона
defy – бросить вызов
deprive – лишить, отнять
deteriorating – ухудшающий
devastation – разорение
dignity – достоинство, благородство
direct – направлять
disaster – бедствие
discovery – открытие
discreet – осмотнительный, благоразумный
disintegrate – раздроблять

disobey – не повиноваться, слушаться
disrupt – разрушать
Dorians – дорийцы
due to – благодаря
dwindle – уменьшаться, истощаться
dynasty – династия

E

earn one's life hood – зарабатывать на жизнь
ecclesiastical – церковный
enable – давать право, возможность
encompass – включать в себя; зд. отражать
encroach – вторгаться, покушаться
Eucharist – причастие
execute – казнить
exemplify – приводить пример, служить примером
extensively – широко, пространно

F

facilities – удобства
flourish – быть в расцвете
flow out under the nose – уходить из-под носа
fortified – укрепленный
fortress – крепость
fragmentation – раздробленность

G

garrison – гарнизон
glamorous – чарующий, обаятельный

H

half brother – единоутробный брат, сводный брат
heir – наследник
hubbub – гам, шум

I

imminent – близкий, нависший, грозящий
indulgence – индульгенция
intertwine – сплетаться, переплетаться
intimidate – запугивать
invader – захватчик, завоеватель
invasion – вторжение
islander – островитянин

K

kick up a fuss over – поднять скандал

L

lack – нехватать, не хватать
landlord – землевладелец
layman – мирянин
legacy – наследие, наследство

M

mainland – материк
maintain – поддерживать
make a living – зарабатывать на жизнь
maturity – зрелость
meeting point – место встречи
Minoans – минойцы
monotheistic – монотеистический
Mycenaeans – микенцы

N

nail – прибывать
needless to say – излишне говорить
noteworthy – заслуживающий внимания
nun – монахиня

O

oppression – притеснение, угнетение
outbreak – вспышка, начало
outburst – вспышка, взрыв
outlive – пережить
overthrow – свергнуть
overwhelm – разбить

P

peasant – крестьянин
perish – умирать, погибать, исчезать
persecution – преследование
picturesque – живописный
pinnacle – вершина
preserve – сохранять
principal – основной, ведущий
priority – приоритет
prominent – выдающийся, видный
propriety – правильность, уместность
prosperity – процветание, преуспевание
prosperous – преуспевающий
purportedly – намеренно

R

realm – королевство, государство
refute – опровергать
relative – относительный
relentless – безжалостный, неумолимый
remarkably – удивительно, необыкновенно
remnant – пережиток
repentant – кающийся
resist – сопротивляться
resume – возобновлять
Resurrection church – Воскресенская церковь
retain – удерживать, сохранять
revival – возрождение

S

sacrament – таинство
schism – раскол
scuttle – затопить, разрушить
sect – секта
secular – светский
seize – захватить, завладеть
self-sufficient – самодостаточный
semi-finished – полузаконченный
serf – крепостной
sermon – проповедь
settle – селиться
sewage treatment system – система канализации
siege – осада
slave – раб
sole – единственный, исключительный
solidify – упрочить, укрепить
special purpose camps – лагеря спецназначения
St. Thomas Aquinas – святой Фома Аквинский
statesman – государственный деятель
step off the train – сойти с поезда
stone – забросать камнями
storming – штурм
superiority – превосходство
surrender – сдаться, капитулировать
surveillance – надзор, наблюдение

T

take into account – принимать в расчет
threefold – тройной
trade routes – торговые пути
transfiguration – преображение
treason – государственная измена
Trinity suburb – Троицкое предместье
troops – войска
turmoil – беспорядок, смятение
turning point – поворотный момент, кризис, перелом

U

undergo renovation – подвергаться обновлению, восстановлению
underground shopping center – подземный, торговый центр
unify – объединять
unlimited – неограниченный
unprecedented – беспрецедентный, беспремерный
used to be called – ранее назывался
usher – возвестить, проводить

V

vanish – исчезать
vow – клятва

W

wage – вести (войну)
wet nurse – кормилица
wide media coverage – широкое освещение в печати, по радио
without a trace – бесследно

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