

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В.О. СУХОМЛИНСЬКОГО**

Кафедра англійської мови і літератури

**НАВЧАЛЬНО-МЕТОДИЧНИЙ КОМПЛЕКС
НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
ТЕОРЕТИЧНИЙ КУРС ДРУГОЇ МОВИ
ОКР «магістр»**

Для спеціальності: _035.04 Філологія. Германські мови та літератури (переклад включно) ОП: Німецька мова та література
Факультет: іноземної філології

Автор:
доктор філософії в галузі освіти,
доцент кафедри англійської мови і літератури
Баркасі В.В.,

Затверджено на засіданні кафедри англійської мови і літератури
Протокол від «28» серпня 2017 року № 1

Затверджено на засіданні навчально-методичною комісією факультету
іноземної філології
Протокол від «30» серпня 2017 року № 1

Затверджено на засіданні навчально-методичною комісією університету
Протокол від « » серпня 2017 року № 11

Миколаїв 2017 –2018 навчальний рік

Зміст навчально-методичного комплексу

1. Титульна сторінка.
2. Зміст НМК.
3. Витяги з ОКХ, ОПП спеціальності.
4. Навчальна програма дисципліни.
5. Робоча програма навчальної дисципліни.
6. Тести
7. Методичні рекомендації та розробки до практичних занять.
8. Методичні матеріали, що забезпечують самостійну роботу студентів.
9. Конспект лекцій з дисципліни.
10. Інструктивно-методичні матеріали до практичних занять.

3. Витяги з ОКХ, ОПП спеціальності.

Мета курсу –забезпечити студентам фундаментальні знання про виникнення та розвиток культури англомовних країн світу. Основні завдання курсу:

- Ознайомити студентів з головними подіями історії Великобританії та США.
- Сформувати у студентів уявлення про корелятивні зв'язки у розвитку мовної та культурної систем.
- Розглянути тенденції розвитку англійської мови у глобальній лінгва франка.
- Ознайомити студентів з соціально-політичним устроєм та культурним життям англомовних країн.

4. Навчальна програма дисципліни.

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. О. СУХОМЛИНСЬКОГО
Кафедра англійської мови і літератури**

ЗАТВЕРДЖУЮ

Проректор із науково-педагогічної
роботи _____ Н. І. Василькова
31 серпня 2017 р.

**ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
ТЕОРЕТИЧНИЙ КУРС ДРУГОЇ МОВИ
ОКР «магістр»**

Галузь знань: 0203 Гуманітарні науки

Напрям підготовки: 035.04 Філологія. Німецька мова та літератури (переклад включно)
ОП: Німецька мова та література

Факультет: іноземної філології

2017 – 2018 навчальний рік

Програму розроблено та внесено: Миколаївський національний університет імені В. О. Сухомлинського

РОЗРОБНИКИ ПРОГРАМИ: доцент кафедри англійської мови і літератури, кандидат педагогічних наук Баркасі В.В.

Програму схвалено на засіданні кафедри англійської мови і літератури
Протокол від «28» серпня 2017 року № 1

Завідувач кафедри англійської мови і літератури _____ (Тузков С.О.)

Програму погоджено навчально-методичною комісією факультету іноземної філології

Протокол від «30» серпня 2017 року № 1
Голова навчально-методичної комісії _____ (Васіна І.В.)

Програму погоджено навчально-методичною комісією університету

Протокол від «» серпня 2017 року № 11
Голова навчально-методичної комісії університету _____ (Василькова Н. І.)

ВСТУП

Програма вивчення нормативної навчальної дисципліни “Теоретичний курс другої мови ” складена відповідно до освітньо-професійної програми підготовки напрямку: 035.04 Філологія. Німецька мова та літератури (переклад включно) ОП: Німецька мова та література

1. Предметом вивчення виступає інформативний матеріал стосовно культури та політичної системи англомовних країн.

Міждисциплінарні зв'язки: пов'язані із вивченням фонетики, граматики, лексикології, стилістики, зарубіжної літератури та історії англійської мови.

1. Мета та завдання навчальної дисципліни:

Метою курсу є оволодіння студентам фундаментальними знаннями про виникнення та розвиток англомовних країн світу.

практична: формувати у студентів вміння застосовувати знання про історію англомовних країн, культуру, політичний устрій тощо на практиці за допомогою комунікативої, лінгвістичної і соціокультурної компетенцій;

когнітивна: формувати у студентів когнітивну компетенцію у взаємозв'язку з іншими видами компетенцій;

емоційно-розвиваюча: формувати у студентів позитивне ставлення до оволодіння як мовою, так і культурою англомовних країн;

освітня: розвивати у студентів здатність до самооцінки і самовдосконалення, що допоможе їм успішно оволодіти курсом вищої освіти, що стане передумовою їх наступного професійного росту;

професійна: формувати у студентів професійну компетенцію шляхом ознайомлення їх з різними методами і прийомами навчання англійської мови на країнознавчому матеріалі за допомогою залучення до виконання професійно орієнтованих завдань спрямованих на розвиток іншомовних умінь;

виховна: виховувати і розвивати у студентів почуття самосвідомості; формувати вміння міжособистісного спілкування, необхідні для повноцінного функціонування як у навчальному середовищі, так і за його межами.

Основними завданнями вивчення дисципліни є:

- ознайомлення студентів з головними подіями історії Великобританії та США;
- формування у студентів уявлення про корелятивні зв'язки у розвитку мовної та культурної систем;
- ознайомлення з тенденціями розвитку англійської мови у глобальний лінгвафранк;
- ознайомлення студентів з соціально-політичним устроєм та культурним життям англомовних країн (Великобританії та США).

У результаті вивчення курсу студент оволодіває такими **компетентностями**:

I. Загальнопредметні: загальнокультурна, загально навчальна, полікультурна та комунікативна.

II. Фахові: історико-країнознавча, лінгвокраїнознавча, лінгвістична та етнокультурологічна.

На вивчення навчальної дисципліни відводиться 90 години/3 кредити ECTS.

2. Інформаційний обсяг навчальної дисципліни

Кредит 1. Країнознавство Великобританії.

Тема 1. Загальні відомості з історії Великобританії (Кельтське, Романське, Англо-Саксонське завоювання).

Тема 2. Загальні відомості з історії Великобританії (Норманське завоювання).

Кредит 2. Країнознавство Великобританії.

Тема 1. Головні віхи історії Великобританії.

Тема 2. Система правління Великобританії.

Кредит 3. Країнознавство Сполучених штатів Америки.

Тема 1. Загальні відомості з історії США.

Тема 2. Огляд американської географії.

Тема 3. Політична система США.

3. Рекомендована література

Базова

1. David McDowall “An Illustrated History of Britain.” Longman Group UK Limited, 1993. – 188 c.
2. “An Outline of American Geography”. – United States Information Agency, 1992. - 196 c.
3. “An Outline of American History.” – United States Information Agency, May 1994. – 266 c.
4. “An Outline of American Government.” – United States Information Agency, January 1990. – 124 c.
5. “An Outline of the U. S. Economy.” – Office of International Information Programs, US Department of State, 2001. – 152 c.
6. “The Declaration of Independence. The Constitution of the USA.” – United States Information Agency, 1992. – 44 c.
7. “USA Country Study.” – Луцьк, 1998. – 120 c.
8. “Celebrate! Holidays in the USA.” United States Information Agency, 1994. – 151 c.
9. “American Dance.” United States Information Agency, 1992. – 56 c.

10. "Portrait of the USA." United States Information Agency, September 1997. – 96 c.
- 11.J.J. Bell.“The History Of England.” Санкт-Петербург, “ПИТЕР”, 1996.– 224 с.
- 12.Timanovskaya N. “Sportlight on English-speaking Countries.” – Тула, «Автограф», 2000. – 384 с.
- 13.Бурова И.И. “The History of England. Absolute Monarchy.” - Санкт-Петербург, “ПИТЕР”, 1996. – 224 с.

Допоміжна

1. Bryn O'Callaghan “An Illustrated History of the USA”. - Longman Group UK Limited, 2000. – 144 c.
2. David McDowall “Britain In Close-Up”. – Pearson Education Limited, 2001. – 208 c.
1. Milada Broukal, Janet Milhomme. “More about the USA”. – Addison-Wesley Publishing Company, Inc., 1996. –156 c.
2. Thomas Kral. “Discover America”. – United States Information Agency, 1996. – 228 c.
3. Peter Bromhead. “Life in Modern Britain.” Longman Group UK Limited, 1992. – 200 c.
4. Peter Bromhead. “Life in Modern America.” Longman Group UK Limited, 1991. – 182.

Інформаційні ресурси

1. <http://www.countries.ru/index.cgi?pid=5> – сайт про країни світу.
- 2 .<http://www.geo2000.nm.ru/> – сайт «Географія країн світу».
- 3..http://www.votpusk.ru/america_n.asp – сайт «Туристський атлас світу».
- 4.<http://www.best-of-africa.ru/> - сайт «Країни та острови світу».
- 5.<http://www.krugosvet.ru/countries.htm> - сайт «Енциклопедія країн світу».
- 6.<http://geo.historic.ru/> сайт про країни світу (фізична карта, довідкові матеріали).
7. <http://maxpj.ru/> - сайт «Країнознавство» (все про країни світу).
8. <http://www.encyclopedia.ru/> - «Мир енциклопедий» - російськомовні енциклопедичні видання (енциклопедії, енциклопедичні словники, довідники).

Форма підсумкового контролю успішності навчання **здійснюється за поточними результатами успішності студентів**

Засоби діагностики успішності навчання

Засоби діагностики успішності навчання визначають стандартизовані методики, які призначені для кількісного та якісного оцінювання досягнутого особою рівня сформованості знань, умінь і навичок, професійних якостей. Діагностичне забезпечення рівня успішності навчання повинно здійснюватися на основі принципів системності, систематичності і послідовності, індивідуального підходу, єдності діагностики і корекції. Діагностичні заходи мають проводитись на всіх етапах підготовки студентів.

5. Робоча програма навчальної дисципліни.

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
МИКОЛАЇВСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ В. О. СУХОМЛИНСЬКОГО
Кафедра англійської мови і літератури

ЗАТВЕРДЖУЮ

Проректор із науково-педагогічної
роботи _____ Н. І. Василькова
31 серпня 2017 р.

РОБОЧА ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ
ТЕОРЕТИЧНИЙ КУРС ДРУГОЇ МОВИ

ОКР «магістр»

Галузь знань: 0203 Гуманітарні науки

Напрям підготовки: 035.04 Філологія. Германські мови та літератури (переклад включно)
ОП: Німецька мова та література
Факультет: іноземної філології

2017- 2018 навчальний рік

Робоча програма навчальної дисципліни «Теоретичний курс другої мови»
для студентів ОКР за напрямом підготовки 035.04 Філологія. Германські

мови та літератури (переклад включно) ОП: Німецька мова та література

Розробник: Баркасі В.В., доцент кафедри англійської мови та літератури, кандидат педагогічних наук, доцент _____ (Баркасі В.В.)

Робоча програма затверджена на засіданні кафедри англійської мови та літератури

Протокол № 1 від “28” серпня 2017 р.

Завідувач кафедри _____ (д.ф.н., доц. Тузков С.О.)

“28” серпня 2017 р.

1. Опис навчальної дисципліни

Найменування показників	Галузь знань, напрям підготовки, освітньо-	Характеристика навчальної дисципліни
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	кваліфікаційний рівень	денаа форма навчання
Кількість кредитів – 3	Галузь знань 0203Гуманітарні науки (шифр і назва) Напрям підготовки 035.04 Філологія. Германські мови та літератури (переклад включно) ОП: Німецька мова та література	Нормативна (за вибором)
Самостійна робота – 60 годин	Спеціальність (професійне спрямування): Німецька мова та література	Pік підготовки: 2-й Семестр 3-й Лекції
Загальна кількість годин – 90	Тижневих годин для dennої форми навчання: аудиторних – 2 самостійної роботи студента – 4	14 год. Практичні, семінарські 18 год. Лабораторні Самостійна робота 60 год. Вид контролю: екзамен

Примітка.

Співвідношення кількості годин аудиторних занять до самостійної і індивідуальної роботи становить: навчання – лекції – 14 годин, практичні – 16 години, самостійна робота - 60 годин (30%/70%).

Мета та завдання навчальної дисципліни

Метою курсу Метою курсу є оволодіння студентам фундаментальними знаннями про виникнення та розвиток англомовних країн світу.

практична: формувати у студентів вміння застосовувати знання про історію англомовних країн, культуру, політичний устрій тощо на практиці за допомогою комунікативої, лінгвістичної і соціокультурної компетенцій;

когнітивна: формувати у студентів когнітивну компетенцію у взаємозв'язку з іншими видами компетенцій;

емоційно-розвиваюча: формувати у студентів позитивне ставлення до оволодіння як мовою, так і культурою англомовних країн;

освітня: розвивати у студентів здатність до самооцінки і самовдосконалення, що допоможе їм успішно оволодіти курсом вищої освіти, що стане передумовою їх наступного професійного росту;

професійна: формувати у студентів професійну компетенцію шляхом ознайомлення їх з різними методами і прийомами навчання англійської мови на країнознавчому матеріалі за допомогою залучення до виконання професійно орієнтованих завдань спрямованих на розвиток іншомовних умінь;

виховна: виховувати і розвивати у студентів почуття самосвідомості; формувати вміння міжособистісного спілкування, необхідні для повноцінного функціонування як у навчальному середовищі, так і за його межами.

Завдання курсу:

- ознайомлення студентів з головними подіями історії Великобританії та США;
- формування у студентів уявлення про корелятивні зв'язки у розвитку мовної та культурної систем;
- ознайомлення з тенденціями розвитку англійської мови у глобальний лінгвафранка;
- ознайомлення студентів з соціально-політичним устроєм та культурним життям англомовних країн (Великобританії та США).

У результаті вивчення курсу студент оволодіває такими **компетентностями**:

I. Загальнопредметні: загальнокультурна, загально навчальна, полікультурна та комунікативна.

II. Фахові: історико-країнознавча, лінгвокраїнознавча, лінгвістична та етнокультурологічна.

2. Програма навчальної дисципліни

Кредит 1. Країнознавство Великобританії.

Тема 1. Загальні відомості з історії Великобританії (Кельтське, Романське, Англо-Саксонське завоювання).

Тема 2. Загальні відомості з історії Великобританії (Норманське завоювання).

Кредит 2. Країнознавство Великобританії.

Тема 1. Головні віхи історії Великобританії.

Тема 2. Система правління Великобританії.

Кредит 3. Країнознавство Сполучених штатів Америки.

Тема 1. Загальні відомості з історії США.

Тема 2. Огляд американської географії.

Тема 3. Політична система США.

3. Структура навчальної дисципліни

Назви кредитів і тем	Усього	у тому числі				
		л	п	лаб	інд	ср
Кредит 1. Країнознавство Великобританії						
Тема 1. Загальні відомості з історії Великобританії (Кельтське, Романське, Англо-Саксонське завоювання).	12	2	2			8

Тема 2. Загальні відомості з історії Великобританії (Норманське завоювання).	20	2	4			14
Усього:	32	4	4			22
Кредит 2. Країнознавство Великобританії.						
Тема 1. Головні віхи історії Великобританії.	12	2	2			8
Тема 2. Система правління Великобританії	12	2	2			8
Усього:	24	4	4			16
Кредит 3. Країнознавство Сполучених штатів Америки						
Тема 1. Загальні відомості з історії США.	23	4	4			15
Тема 3. Політична система США	11	2	2			7
Усього:	34	6	6			22
Усього годин	90	16	14			60

4. Теми практичних/семінарських занять

№ з/п	Назва теми	Кількість годин
	Кредит 1. Країнознавство Великобританії	
1	Тема 1. Внесок Вільгельм завойовник до розвитку британського суспільства	2
2	Тема 2. Столітня війна (1337-1453).	2
	Тема 3. Єлизаветинська епоха (1558-16030)	
	Усього:	4
	Кредит 2. Країнознавство Великобританії	
1	Тема 1. Олівер Кромвель – перший простолюдин в правлінні Англії.	2

2	<u>Тема 2.</u> Британія у 20 сторіччі	2
	Усього:	4
	Кредит 3. Країнознавство Сполучених штатів Америки	
6	<u>Тема 1.</u> Христофор Колумб	2
7	<u>Тема 2.</u> Корінні американці	2
9	<u>Тема 3.</u> Джордж Вашингтон	2
	Усього:	6
	Разом:	14

5. Самостійна робота

№ з/п	Назва теми	Кількість годин
	Кредит 1. Країнознавство Великобританії	
1	Презентація на тему «Історія Британського парламенту».	8
2	Есе «Війна троянд (1455-1485)».	7
3	Презентація на тему «Правління Генрі VIII – велична епоха Англії».	7
	Усього:	22
	Кредит 2. Країнознавство Великобританії	
1	Підготовка доповіді «Королева Анна – останній британський представник родини Стюартів.».	8
2	Есе «Вікторіанска епоха».	8
	Усього:	16
	Кредит 3. Країнознавство Сполучених штатів Америки	
1	Есе «Перші американські колонії»	7
2	Презентація на тему «The Mayflower»	8
3	Підготовка доповіді «The 9/11 Tragedy»	7
	Усього:	22
	Разом:	60

6. Індивідуальне навчально-дослідне завдання

- Підібрати аутентичну інформацію про видатного діяча Великої Британії та розробити до неї лексико-граматичні завдання.
- Підібрати аутентичну інформацію про видатного діяча США та розробити до неї лексико-граматичні завдання.

7. Методи навчання

- Аналіз теоретичного матеріалу
- Написання есе та докладу
- Опитування
- Дискусія

- Аналіз різноманітних англомовних текстів

8. Методи контролю

Поточний контроль знань студентів:

Об'єктами поточного контролю знань студента є:

- 1) систематичність та активність роботи на практичних заняттях (оцінці підлягає рівень знань, продемонстрований у відповідях і виступах на практичних заняттях; активність при обговорюванні питань, що винесені на практичні заняття);
- 2) виконання завдань для самостійного опрацювання. Самостійна робота є позаудиторною і призначена для самостійного ознайомлення студента з певними розділами курсу за рекомендованими викладачем матеріалами і підготовки до виконання індивідуальних завдань по курсу. Організація самостійної роботи студентів має здійснюватися з дотриманням індивідуального підходу. Індивідуалізація самостійної роботи сприяє самореалізації студента, розкриваючи в нього такі грані особистості, які допомагають професійному розвитку.

Основними видами самостійної роботи з друкованим матеріалом є:

- самостійне вивчення за підручником або іншими джерелами тем і розділів, визначених викладачем;
- попереднє ознайомлення з матеріалом наступного заняття з метою введення студентів у коло питань, що доведеться вивчати;
- аналіз, синтез, порівняння, ґрунтування явищ, фактів, закономірностей, викладених у друкованих джерелах інформації, з метою підготовлення відповідей на поставлені напередодні викладачем запитання та з метою закріплення здобутих знань;
- конспектування самостійно прочитаного;
- підготування доповідей, рефератів, рекомендацій та звітах.

- 3) виконання модульних (контрольних) завдань. Модульний контроль передбачає перевірку стану засвоєння визначеної системи елементів знань того чи іншого модуля, до якої включаються елементи знань з планового повторення попередніх модулів. Завдання для модульного контролю складаються з двох рівнів: репродуктивного і творчого. Завдання репродуктивного рівня складаються з двох частин: нові знання і елементи знань з повторення попередніх модулів. Сума балів за завдання репродуктивного рівня контролальної роботи становить 50%. Система рейтингових балів для різних видів контролю та порядок їх переведення до національної та європейської (ECTS) шкали представлена в таблиці.

- 4) **Підсумковий контроль знань студентів:** Підсумковий контроль знань студентів здійснюється з урахуванням накопичення балів за модуль та написання МКР.

9. Розподіл балів, які отримують студенти

	Макс. к-ть балів
Кредит № 1	
Разом (аудиторна робота):	45
Разом (самостійна робота):	55
Разом за кредит:	100
Кредит № 2	
Разом (аудиторна робота):	20
Разом (самостійна робота):	40
Контрольна робота	40
	Разом за кредит:
	100

Кредит № 3	
Разом (аудиторна робота):	18
Разом (самостійна робота):	42
Контрольна робота	40
Разом за кредит:	100
Разом за дисципліну:	300/3x60%
Екзамен	40

Шкала оцінювання: національна та ECTS

Оцінка ECTS	Сума балів	Оцінка за національною шкалою	
		екзамен	зalік
A	90 – 100	5 (відмінно)	зараховано
B	80-89	4 (добре)	
C	65-79		
D	55-64	3 (задовільно)	
E	50-54		
FX	35-49	2 (не задовільно)	не зараховано

10. Методичне забезпечення

1. Робоча програма.
2. Варіанти завдань до контрольних робіти з дисципліни «Країнознавство».
3. Навчальна та наукова література.
4. Методичні вказівки.
5. Конспект лекцій.

11. Рекомендована література Базова

14. David McDowall “An Illustrated History of Britain.” Longman Group UK Limited, 1993. – 188 c.
15. “An Outline of American Geography”. – United States Information Agency, 1992. - 196 c.
16. “An Outline of American History.” – United States Information Agency, May 1994. – 266 c.
17. “An Outline of American Government.” – United States Information Agency, January 1990. – 124 c.
18. “An Outline of the U. S. Economy.” – Office of International Information Programs, US Department of State, 2001. – 152 c.
19. “The Declaration of Independence. The Constitution of the USA.” – United States Information Agency, 1992. – 44 c.
20. “USA Country Study.” – Луцьк, 1998. – 120 c.
21. “Celebrate! Holidays in the USA.” United States Information Agency, 1994. – 151 c.

- 22.“American Dance.” United States Information Agency, 1992. – 56 с.
23. “Portrait of the USA.” United States Information Agency, September 1997. – 96 с.
- 24.J.J. Bell.“The History Of England.” Санкт-Петербург,“ПИТЕР”,1996.– 224 с.
- 25.Timanovskaya N. “Sportlight on English-speaking Countries.” – Тула, «Автограф», 2000. – 384 с.
- 26.Бурова И.И. “The History of England. Absolute Monarchy.” - Санкт-Петербург, “ПИТЕР”, 1996. – 224 с.

Допоміжна

1. Bryn O’Callaghan “An Illustrated History of the USA”. - Longman Group UK Limited, 2000. – 144 с.
2. David McDowall “Britain In Close-Up”. – Pearson Education Limited, 2001. – 208 с.
1. Milada Broukal, Janet Milhomme. “More about the USA”. – Addison-Wesley Publishing Company, Inc., 1996. –156 с.
2. Thomas Kral. “Discover America”. – United States Information Agency, 1996. – 228 с.
3. Peter Bromhead. “Life in Modern Britain.” Longman Group UK Limited, 1992. – 200 с.
4. Peter Bromhead. “Life in Modern America.” Longman Group UK Limited, 1991. – 182.

Інформаційні ресурси

1. <http://www.countries.ru/index.cgi?pid=5> – сайт про країни світу.
- 2 .<http://www.geo2000.nm.ru/> – сайт «Географія країн світу».
- 3..http://www.votpusk.ru/america_n.asp – сайт «Туристський атлас світу».
- 4.<http://www.best-of-africa.ru/> - сайт «Країни та острови світу».
- 5.<http://www.krugosvet.ru/countries.htm> - сайт «Енциклопедія країн світу».
- 6.<http://geo.historic.ru/> сайт про країни світу (фізична карта, довідкові матеріали).
7. <http://maxpj.ru/> - сайт «Країнознавство» (все про країни світу).
8. <http://www.encyclopedia.ru/> - «Мир енциклопедий» - російськомовні енциклопедичні видання (енциклопедії, енциклопедичні словники, довідники).

6. Тести (зразки)

Victoria’s death in coincided with the beginning of thein the power of the Empire.

- A) 1901; decline;
- Б) 1900; rising;
- В) 1902; prosperity;

Г) 1905; building

The rivalry between the great European powers with empires (France, Germany, Belgium, Austria and Hungary) led almost inevitably to the outbreak of in.....

- A) World War I; 1918;
- Б) World War II; 1939;
- В) World War II; 1941;
- Г) World War I; 1914

World War I, that ended in....in victory for the ...was the bloodiest war in history.

- A) 1922; Britain;
- Б) 1918; Allied Powers;
- В) 1914; France;
- Г) 1918; Russia

The Great Depression of theactually began with the collapse of the American financial markets (.....) in.....

- A) 1930; the Down Street crash; 1929;
- Б) 1930; the Wall Street crash; 1930;
- В) 1930; the Hall Street crash; 1929;
- Г) 1930; the Wall Street crash; 1929

The Declaration of Independence stated that men have a natural right to “.....and pursuit of Happiness”;

- A Life, Liberty
- Б Life, Family
- С Liberty, Love
- Д Love, Family

In May 1787 the delegates – among whom were George Washington, Benjamin Franklin and James Madison –

- A wrote the Proclamation.
- B organized a Party.
- C declared the War/
- D drafted a new Constitution.

America’s first two political parties were.....

- A the Conservatives and the Liberals.
- Б the Southerners and the Federalists.
- С the Democrats and the Liberals.
- Д the Federalists and the Democratic Republicans

Secretary of the Treasury of George Washington’s government,, set up a national bank.

- A James Madison

- B Jack London
- C Benjamin Franklin
- D Alexander Hamilton

Lincoln's two concerns were to keep the United States one country and.....
A to prevent new war.
B to rid the nation of slavery.
C to liberate Indians.
D to conquer Canada.

7. Методичні рекомендації та розробки до практичних занять.
Практичне заняття №1
**THE CONTRIBUTION OF WILLIAM, THE CONQUEROR
TO THE DEVELOPMENT OF THE BRITISH SOCIETY.**



William, the illegitimate son of the Duke of Normandy, spent his first six years with his mother and received the duchy of Normandy upon his father's death in 1035. A council consisting of noblemen and William's appointed guardians ruled Normandy but ducal authority became weaker under the Normans' violent nature and the province was wracked with assassination and revolt for twelve years. In 1047, William

reasserted himself in the eastern Norman regions and, with the aid of France's King Henry I, crushed the rebelling barons. He spent the next several years consolidating his strength on the continent through marriage, diplomacy, war and savage intimidation. By 1066, Normandy was in a position of virtual independence from William's feudal lord; Henry I of France and the disputed succession in England offered William an opportunity for invasion.

On October 14, the Normans defeated the English forces at the celebrated Battle of Hastings, in which Harold was slain. William then proceeded to London, crushing the resistance he encountered on the way. On Christmas Day 1066 Duke William of Normandy was acclaimed king in Westminster Abbey. It was an electrifying moment. Believing that inside the church something had gone horribly wrong, they set fire to the neighbouring houses.

The Normans had to live like an army of occupation, living, eating, and sleeping together in operational units. This is not to say that every single Englishman actively opposed the Normans. They meant that England received not just a new royal family but also a new ruling class, a new culture and language.

Since Normandy was a principality ruled by a duke who owed homage to the king of France this also meant that from now 'English' politics became part of French politics. But the French connection went deeper still. The Normans, being

Frenchmen, brought with them to England the French language and French culture. At this time it is the foreignness of English art that is most striking.

In ecclesiastical architecture, for example, the European terms ‘Romanesque’ and ‘Gothic’ describe the fashionable styles much better than ‘Norman’ and ‘Early English’.

Under his rule, the English learned Norman customs and the French language. The wealthy built castles, cathedrals, and monasteries in the French style. The people learned new skills from Norman weavers and other workers.

It was a French architect, William of Sens, who was called in to rebuild the choir of Canterbury Cathedral after the fire of 1174. Similarly Henry III’s Rebuilding of Westminster Abbey was heavily influenced by French models just as national language, a language spoken—and written—by anyone who wanted to consider himself civilized. Throughout most of the period a well-educated Englishman was trilingual. English would be his mother tongue; he would have some knowledge of Latin, and he would speak fluent French.

Almost everything that happened in late 11th-century England has been discussed in terms of the influence of the Norman Conquest. But the second half of the 11th century was a period of rapid development throughout Europe.

The arrival and conquest of William and the Normans radically altered the course of English history. Rather than attempt a wholesale replacement of Anglo-Saxon law, William united continental practices with native custom. By depriving Anglo-Saxon landowners of their rights, he introduced a brand of feudalism in England that strengthened the monarchy. William introduced feudalism into England. He confiscated the lands of English nobles and divided them among Norman nobles. In return for the lands, the nobles became William’s vassals. They promised to be loyal to the king and to provide him with soldiers. William maintained many English laws and government practices. Villages and manors were given a large degree of autonomy in local affairs in return for military service and monetary payments. The Anglo-Saxon office of sheriff was greatly enhanced: sheriffs arbitrated legal cases in the shire courts on behalf of the king, extracted tax payments and were generally responsible for keeping the peace. “The Doomsday Book” was authorized in 1085 as a survey of land ownership to estimate property and establish a tax base. Within the regions covered by the Doomsday survey, the dominance of the Norman king and his nobility are revealed: only two Anglo-Saxon barons that held lands before 1066 retained those lands twenty years later. All landowners were summoned to pay homage to William in 1086. William imported an Italian, Lanfranc, to take the position of Archbishop of Canterbury; Lanfranc reorganized the English Church, establishing separate Church courts to deal with infractions of Canon law. Although he began the invasion with papal support, William refused to let the church dictate policy within English and Norman borders.

He died as he had lived: an inveterate warrior. He died September 9, 1087 from complications of a wound he received in a siege on the town of Mantes.

“The Anglo-Saxon Chronicle” gave a favorable review of William’s twenty-one year reign, but added, “His anxiety for money is the only thing on which he can

deservedly be blamed; ...he would say and do some things and indeed almost anything ...where the hope of money allured him." He was certainly cruel by modern standards, and demanded a high toll from his subjects, but he laid the foundation for the economic and political success of England.

I. Answer the following questions:

1. When was William acclaimed king?
2. What happened in Westminster Abbey right after William was acclaimed king?
3. What did William's becoming king mean to Englishmen?
4. What relations did he introduce?
5. What new fashionable styles of architecture were there?
6. What was the second half of the 11th century characterized by?

II. Complete the following sentences:

1. William confiscated the lands of ... and divided them among...
2. William maintained.....
3. The Normans brought with them...
4. Under William's rule, the English learned...
5. A well-educated Englishman was supposed to...
6. ... was commissioned in 1085 as a survey of land ownership to assess property and establish a tax base.

III. Choose the correct variant:

1. William was the Duke of ...
 - a) Burgundy;
 - b) Champagne;
 - c) Normandy.
2. William introduced feudalism into...
 - a) Normandy;
 - b) England;
 - c) France.
3. In 1035 William...
 - a) attempted to gain Harold's support.
 - b) was crowned in Westminster Abbey.
 - c) received the duchy of Normandy upon his father's death.
4. William granted the land to...
 - a) the English nobility;
 - b) the Norman nobility;
 - c) the King of France.
5. Duke William of Normandy was acclaimed king in
 - a) Westminster Abbey;
 - b) White Hall;
 - c) the king's residence
6. The Normans caused the appearance of ... in England.
 - a) the French language and French culture;
 - b) the Italian language and Italian culture;

c) the Parisian language and Parisian culture.

IV. Search the text for the information about:

The Normans.

William of Sens.

Henry I.

The French language and French culture.

Anglo-Saxon barons.

The Doomsday Book.

V*. Prove that William, the Conqueror is regarded as one of the outstanding figures in western European history.

Практичне заняття №2

HUNDRED YEARS' WAR (1337-1453)

Hundred Years' War, given to the series of armed conflicts, broken by a number of truces and peace treaties, that were waged from 1337 to 1453 between the two great European powers at that time, England and France. An immediate pretext for war was the claim of the kings of England to the French throne. Edward III of England, a Plantagenet, claimed that he was the legal heir to the French throne through his mother, Isabella, sister to King Charles IV of France, who had died in 1328. The French, however, said that the crown could not descend through the female line and gave the throne to Philip VI, cousin to the deceased king. The origin of the dispute lay in the fact that successive kings of England, beginning with William I (the Conqueror), controlled large areas of France as feudal fiefs and thus posed a threat to the French monarchy. During the 12th and 13th centuries the kings of France attempted, with growing success, to reimpose their authority over those territories. Edward feared that the French monarch, who exercised much power over the feudal lords of France, would deprive him of the duchy of Guienne, which Edward held as a fief from Philip. There had been a few earlier crises, but on May 24, 1337, the date generally held to mark the beginning of the Hundred Years' War, Philip VI seized Guienne from the English. Edward's hostility toward Philip was intensified because France had helped Scotland in the wars waged by Edward and his father against the Scottish kings for the throne of Scotland. An important economic cause of the Hundred Years' War was the rivalry between England and France for the trade of Flanders.

In 1338 Edward III declared himself king of France and invaded France from the north. Neither side won any decisive victory on land, but the English fleet defeated that of the French off the city of Sluis in the Netherlands in 1340, and for many years thereafter the English controlled the English Channel. A three-year truce was signed between England and France in 1343, but in 1345 Edward again invaded France. On August 26, 1346, he led his army in a great victory over the French at the Battle of Crecy, and in 1347 Edward took the city of Calais after a siege. Another series of truces (1347-1355) was followed by the capture of Bordeaux in

1355 by Edward the Black Prince, son of Edward III. Using Bordeaux as a base, the English raided and plundered most of southern France. In September 1356 the English, led by the Black Prince, won their second great victory of the war, at Poitiers, in west-central France. In this battle they captured King John II of France, who had succeeded Philip VI in 1350. In 1360 the Peace of Bretigny ended this phase of the first period of the war. The terms of the treaty were generally favourable to England, which was left in possession of great areas of French territory. In 1369 Charles V of France, who had succeeded John II in 1364, renewed the war. In 1372 the Castilians, allied with France, destroyed an English fleet in the Bay of Biscay. The French forces, under the leadership of Bertrand Du Guesclin, avoided pitched battles with the English, harrying them and cutting off their supplies. England fought under several disadvantages. It lost the best English military leader with the death in 1376 of the Black Prince, and in 1377 Edward III himself died and was succeeded by his grandson, Richard II, who was a child. The English war effort was so weakened by the loss of strong leadership that the hit-and-run tactics of Du Guesclin won back for France most of the territory ceded to England by the Treaty of Bretigny. The actual fighting in this first period of the war ended in 1386, but a truce was not signed until 1396.

The truce was intended to last 30 years. In 1414, however, Henry V, then king of England, during the civil war raging in France at the time, reasserted the claim of the English monarchy to the French throne. Henry V inaugurated this period of the war by invading France in 1415. The French, weakened by the conflict between the houses of Burgundy and Orleans for control of the regency that ruled the country for Charles VI, were defeated at Harfleur and then at the decisive Battle of Agincourt. Then, in alliance with the house of Burgundy, Henry V conquered all of France north of the Loire River, including Paris. On May 20, 1420, the Treaty of Troyes was signed, by which Charles VI recognized Henry V as his heir and also as regent of France; Charles VI also declared his son Charles, the dauphin (later Charles VII), to be illegitimate and repudiated him as his heir. The dauphin, however, refused to be bound by the treaty and continued to fight the English, who drove his forces across the Loire and then invaded the south of France.

In 1422 both Henry V and Charles VI died. On the death of his father, the dauphin proclaimed himself king of France, as Charles VII, but the English claimed the French throne for the infant Henry VI, king of England, whose affairs were being conducted by a regent, John of Lancaster. Charles VII was generally recognized as king of France south of the Loire River, and Henry VI as king of France north of the river. In the course of their invasion of the south of France, in 1428 the English laid siege to the last important stronghold of the French, the city of Orleans. The turning point of the entire Hundred Years' War came in 1429 when French forces under Joan of Arc raised the siege of Orleans, defeated the English at the Battle of Patay, drove them north, and had Charles crowned king at Reims. Charles VII made his position as king of France stronger by making a separate peace with the Burgundians (Peace of Arras, 1435), the allies of the English up to this time; the following year Charles took Paris from the English. From 1436 to 1449 no military action occurred. In 1449 the French

attacked the English in Normandy and in Guienne, regaining Normandy in 1450 and Guienne in 1451. Fighting finally ceased in 1453, by which time the English held only Calais and a small adjoining district; they retained these possessions until 1558. No formal treaty was ever signed to end the war.

The Hundred Years' War resulted in the loss of thousands of lives on both sides and also in great devastation of lands and destruction of property in France. It had important political and social results in France. It helped to establish a sense of nationalism; ended all English claims to French territory; and made possible the emergence of centralized governing institutions and an absolute monarchy.

Historians have long considered the Hundred Years' War a milestone in the development of national consciousness in Western Europe.

I. Answer the following questions:

1. Can you point out the years of Hundred Years' War?
2. What were the main causes of the outbreak of the war?
3. What date is considered to be the beginning of Hundred Years' War?
4. When was a three-year truce between England and France signed?
5. Who was nicknamed as Black Prince?
6. What was the outcome of the first period of war?
7. Who renewed the war?
8. When did the actual fighting of the first period of the war end?
9. Was a truce signed then?
10. Did Henry V invade France in 1415 successfully?
11. How did Charles VI's son, the dauphin, act after being declared illegitimate?
12. When did the turning point of the whole Hundred Years' War come?
13. When did the military action cease?
14. Was any treaty signed to end the war?
15. What were the results of the Hundred Years' War?

II. Complete the following sentences:

1. Edward III feared that the French monarch would...
2. Edward's enmity toward Philip was intensified because...
3. The first victory over the French was won at...
4. The second victory was won by...
5. The English war effort was weakened by...
6. In 1415 the French were decisively defeated at...
7. Henry V conquered all of France north of...
8. Charles VI declared his son...
9. In 1422 both Henry V and Charles VI...

10. After Charles VI's death the English claimed the French throne for...

11. Charles VII was generally acknowledged as..., and Henry VI –

III. Match the beginning of each sentence in the left-hand column with the endings in the right-hand column. Combine the sentences so that they make sense.

The successive kings of England, beginning with William I (the	king of France and invaded France from the north.
--	---

Conqueror)...	
Using Bordeaux as a base, the English...	invading France in 1415.
From 1436 to 1449...	recognized Henry V as his heir.
Edward III of England, a Plantagenet, claimed that...	making a separate peace with the Burgundians.
In 1338 Edward III declared himself...	he was the legal heir to the French throne.
Henry V began a new period of the war by...	the rivalry between England and France for the trade of Flanders.
Charles VII made his position as king of France stronger by...	no military action occurred.
An economic cause of the Hundred Years' War was...	was succeeded by his grandson, Richard II, who was a child.
In 1420 Charles VI...	raided and plundered most of southern France.
In 1377 Edward III died and...	controlled large areas of France and were a threat to the French monarchy.

IV. Choose the correct variant.

1. During the 12th and 13th centuries the kings of France attempted...
 - a) to invade Britain;
 - b) to reimpose their authority over those territories;
 - c) to surrender.
2. For many years ... controlled the English Channel.
 - a) the English;
 - b) the French;
 - c) the Spanish.
3. In 1347 Edward took the city of ... after a siege.
 - a) Agincourt;
 - b) Calais;
 - c) Orleans.
4. The terms of the treaty 'Peace of Bretigny' were generally favourable to...
 - a) France;
 - b) England;
 - c) Charles VII.
5. In 1372 the Castilians destroyed an English fleet in ...
 - a) the Bay of Bengal;
 - b) the Bay of Naples;
 - c) the Bay of Biscay.
6. In 1376 England lost its best military leader... nicknamed Black Prince.
 - a) Henry;
 - b) Charles;
 - c) Edward.
7. The truce after the first phases of the war was intended to last...

- a) 20 years;
 - b) 30 years;
 - c) 40 years.
8. On the death of his father the dauphin proclaimed himself king of France, ...
- a) Charles V;
 - b) Charles VI;
 - c) Charles VII.
9. In 1428 the English sieged the last important stronghold of the French...
- a) the city of Bretigny;
 - b) the city of Reims;
 - c) the city of Orleans.
10. Charles VII took Paris from the English in ...
- a) 1435;
 - b) 1436;
 - c) 1437.

- V. Divide the text into parts which describe the periods of the Hundred Years' War. Make up headings to each part.
- VI*. Write down the names of all the kings of both countries in chronological order and determine their roles in the Hundred Years' War.
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Практичне заняття №3

THE REIGN OF HENRY VIII – THE STUPENDOUS PAGE IN THE HISTORY OF GREAT BRITAIN.

Henry VIII (1491-1547), king of England (1509-1547), the image of the Renaissance king as immortalized by German artist Hans Holbein the Younger, who painted him hands on hips, legs astride, exuding confidence and power. Henry VIII had six wives, fought numerous wars in Europe, and even aspired to become Holy Roman Emperor in order to extend his control to Europe. He ruthlessly increased the power of royal government, using Parliament to sanction his actions. Henry ruled through powerful ministers who, like his six wives, were never safe in their positions. His greatest achievement was to initiate the Protestant Reformation in England. He rejected the authority of the pope and the Roman Catholic Church, confiscated church lands, and promoted religious reformers to power.

Born at Greenwich Palace in London on June 28, 1491, Henry was the second son of Henry VII and Elizabeth of York. Although a willful child, Henry proved a capable student and studied languages, philosophy, mathematics, astronomy, and writing and speaking under his first tutor, English poet and satirist John Skelton. He was an even more capable athlete and excelled at hunting and wrestling. Henry loved music and could play, sing, and dance. When he was 11, Henry's life was transformed by the death of his elder brother, Arthur. He was now heir to the throne and was made Prince of Wales in 1503, the year in which his mother and grandmother died. Henry now came decisively under the influence of his father, a

stern and greedy man who left his son a healthy treasury and a secure crown upon his death in 1509.

For the first time in generations an English king came to the throne without the threat of a rebellion against him. Henry VII's chief concerns had been to control the independence of the nobility and to enrich the crown. When Henry VIII became king, he set out on a different course—to expand England's power in Europe. He married his brother's widow, Catherine of Aragon, and entered into an alliance with King Ferdinand of Spain. Whereas his father had avoided war to save money, Henry and his allies were eager for confrontation. In 1513 Henry led a victorious campaign against the French; in retaliation the Scots declared war on England. Henry's forces repelled the Scots at the Battle of Flodden Field where the king of Scotland, James IV, was killed.

For the next decade, Henry VIII attempted to act as a mediator between France and Spain, playing the countries against each other in hopes of gaining power in Europe. Despite his earlier military victory, Henry's subsequent diplomatic efforts and military campaigns were fruitless. In 1520 he met with Francis I, king of France, at the Field of the Cloth of Gold in France. But no significant political decisions resulted from the meeting. Henry's wars emptied his treasury, and his efforts to raise taxes led to rioting among his subjects.

A few years after Henry took the throne, Cardinal Thomas Wolsey, a man as ambitious as the king, became the leader of Henry's government. Wolsey shouldered the burden of daily government, freeing the king from the work he least enjoyed. The cardinal was a capable administrator and diplomat and something of a social reformer.

To Henry's mind, the greatest failure of his reign was his inability to produce a male heir. This he blamed on his Spanish wife, Catherine, whose only child was the Princess Mary. Henry soon fell in love with Anne Boleyn, one of the great beauties of the age and a woman of strong will, shrewd political instincts, and Protestant religious beliefs. From 1527 Henry was looking for a way out of his marriage, arguing from biblical authority that the union with his brother's widow was invalid. Henry sent Wolsey to Rome to present the English case before the papacy, and when this failed Wolsey was forced from power. He was replaced with Sir Thomas More, whom Henry had made lord chancellor. Whatever the merits of the case, however, the divorce was a political impossibility. Catherine's nephew was Charles V, the Holy Roman Emperor and the most powerful ruler in Europe, and the pope would not take sides against Charles. Henry would have to find another way to accomplish his goal.

Beginning in 1529, Henry used Parliament to exert pressure on the pope. Claiming that they were correcting abuses, the Reformation Parliament, as it came to be called, voted to ban payments from English bishops to Rome and to end the independence of the English clergy. By these acts Henry gained the power to appoint his own bishops; he used it to appoint one of Anne Boleyn's friends, Thomas Cranmer, as archbishop of Canterbury.

When Anne became pregnant in 1532, the "King's Great Matter" could no longer await legal resolution. Thomas Cromwell, one of the king's advisers, led a circle of

powerful politicians associated with Anne in counseling Henry to break with Rome. In addition to the laws Parliament had already passed shifting religious authority to Henry, Parliament passed a law prohibiting appeals to the pope in matters of marriage. Such questions were now to be decided by the archbishop of Canterbury, Cranmer, who declared Henry's union with Catherine invalid. Henry officially married Anne and made her queen. In September, Anne gave birth to a girl, Princess Elizabeth.

Following the break with Rome, Henry and Cromwell undertook a reorganization of church and state. Henry was declared supreme head of the church in England, and all of the payments normally made to the pope now went to the crown. Parliament altered the succession to exclude Princess Mary in favour of the children of Anne Boleyn, in hopes a boy would eventually be born. It was treason to question either Henry's new title or the succession. The king accepted small changes in Catholic religious beliefs and practices. The Bible was translated into English, priests were allowed to marry, and the shrines of saints were destroyed. Henry's own religious beliefs remained Catholic, despite the growing number of people at court and in the nation who had adopted Protestant religious beliefs. He prevented the more fervent of these Protestants from making radical changes to religious doctrine by instituting the Six Articles of 1539. This document outlined the doctrines of the Church of England, all of which were Catholic in nature.

In 1534 Cromwell began a wholesale confiscation of the enormous wealth of the Catholic Church, estimated at three times that of the crown. A survey of the buildings, lands, and possessions of the English religious houses was completed in 1535, and thereafter Parliament began passing laws dissolving these Catholic groups, a process that was completed by 1540. The crown then took possession of all their property. To pay for his continued wars, Henry sold the former monastic lands to nobles and gentry, who thereby gained an interest in the success of Henry's reformation and became dependent upon the king.

The king's motives for dissolving the religious houses were mostly financial, and his motives for breaking with Rome were both political and personal; however, these actions fed into the widespread hostility against the Catholic Church that was becoming common throughout Europe. A growing number of Catholics were opposed to the activities of the papacy, the wealth of the clergy, and the corruption of the religious orders. They wanted these institutions to be reformed. English people who favoured these views supported Henry's reformation.

The Reformation in England was not accomplished without opposition. Throughout the 1530s and into the 1540s more than 300 people were executed for treason, most for rebelling against the new religious order. Among Henry's councilors, Sir Thomas More refused to recognize the king as supreme head of the church and was executed for his Catholicism, along with a number of bishops and prominent nobles. In 1536 a serious rebellion, known as the Pilgrimage of Grace, occurred in the northern counties. The rebellion combined economic grievances with an attachment to the institutions of the Catholic Church. It represented the most serious threat to Henry's reign, although it was ultimately quelled. In most parishes, however, there was a sullen acceptance of Protestant innovations.

Ultimate power, however, remained in the king's hands, and Henry used it to become involved in the series of matrimonial disasters for which he is famous. By 1536 Henry had tired of Anne Boleyn, and Cromwell joined with several councilors to turn the king decisively against her. In less than a month she was tried on trumped-up charges of adultery, executed, and replaced by Jane Seymour. Jane finally provided Henry with his male heir, the future Edward VI, although she died in childbirth. Henry's next three marriages occurred in rapid succession. The king married Anne of Cleves as part of Cromwell's plan for a Protestant union with German princes, but divorced her after only six months—Henry's displeasure with Cromwell over this match led to Cromwell's execution. Henry then married Catherine Howard, had her executed within a year, and finally settled down with Catherine Parr in 1543, the wife who survived him.

As Henry aged he became bitter and angry. One by one he had either killed his old councilors or driven them from royal service. In 1542 he again entered into continental warfare, joining Emperor Charles V in his war against France. That same year the Scots invaded England and were again defeated, this time at Solway Moss where their king, James V, received mortal wounds. James's death freed England from the threat of invasion for the next generation. The wars of Henry's old age were no more successful than those of his youth, and to pay for these wars Henry had to sell the richest of the monastic lands, raise taxes, and debase the coinage. His popularity diminished with his strength. He died on January 28, 1547, and was succeeded by his ten-year-old son, Edward VI.

Viewed by some as the embodiment of the warrior king who restored England's honour, by others as a tyrant who ruled by the chopping block, the life of Henry VIII has been a source of continuous fascination. Catholic writers pictured him as the devil, English Protestants credited him as the founder of their religion. His appetites became legendary, whether he was wrestling with Francis I, eating and drinking enormous meals, or marrying six women. After the civil wars of the preceding century that had weakened the monarchy, Henry VIII reestablished the power of the English crown. This was done largely through the work of his powerful ministers Wolsey and Cromwell. They made use of the new Privy Council (the former royal council) and Parliament, whose members included the aristocracy and gentry. As these groups were brought into government, their individual ability to challenge the king diminished. The confiscation of church wealth enabled Henry's heirs to rule without new revenues for the rest of the century. The dual defeat of the Scots made his kingdom safe from armed invasion while his strengthening of the navy made it safe from attacks by sea. Henry's break with Rome was a critical step in the development of English national identity. His vision of an English empire encouraged successive generations to look outward with the spirit of enterprise that eventually led to England's expansion overseas.

I. Supply answers to the following questions:

1. How did German artist Hans Holbein paint Henry VIII?
2. What was the greatest achievement of Henry VIII?
3. Where and when was Henry VIII born?

4. What skills did Henry have when he was a child?
5. What events did Henry's becoming Prince of Wales coincide with?
6. When did Henry become King of England?
7. When did the Scots declare war on England?
8. When did Henry VIII try to act as a mediator between France and Spain?
9. Who became the leader of Henry VIII's government?
10. Why were Henry VIII's attempts to divorce Catherine of Aragon fruitless?
11. What nickname and why did Henry VIII get in 1532?
12. What laws did Parliament pass after 1532?
13. What were the King's motives for dissolving the religious houses and for breaking with Rome?
14. What represented the most serious threat to Henry's reign in the 1540s?
15. Who finally provided Henry with the male heir?
16. Who was the heir to the throne after Henry VIII?
17. What opinions of Henry VIII exist? How do they differ?
18. Why did Catholic writers picture Henry VIII as the devil?
19. Who helped Henry VIII to reestablish the power of the English crown?
20. What promoted England's expansion overseas?

II. Match the beginning of each sentence in the left-hand column with the endings in the right-hand column. Combine the sentences so that they make sense.

In 1503...	...he proposed a different course—to expand England's power in Europe.
For the first time in generations an English king...	...took an interest in the success of Henry's reformation and became dependent upon the king.
Though his father had avoided war to save money...	...Henry joined Emperor Charles V in his war against France.
After the break with Rome...	...Henry used Parliament to put pressure upon the pope.
When he was 11...	...the king of Scotland, James IV, was killed.
As Henry grew older...	...freed England from the threat of invasion for the next generation.
When Henry VIII became king...	...Henry led a victorious campaign against the French.
In 1542...	...Henry and his allies were eager for confrontation.
So as to pay for his continued wars, Henry sold the former monastic lands to nobles and gentry, who...	...Henry's life changed after the death of his elder brother, Arthur.
After the civil wars of the	...came to the throne without the threat of a

preceding century that had weakened the monarchy...	rebellion against him.
The double defeat of the Scots...	...the king accepted small changes in Catholic religious beliefs and practices.
Henry's forces repelled the Scots at the Battle of Flodden Field where...	...Henry VIII refounded the power of the English crown.
James V's death...	...made his kingdom safe from armed invasion.
From 1529...	...he got bitter and angry.
In 1513...	...Henry was made Prince of Wales.

III. State whether the following statements are true or false. Correct the false ones.

1. Henry VIII aimed to become Holy Roman Emperor in order to extend his control to Europe.
2. Henry VIII ruled by himself all the period of his reign.
3. Henry was the only son of Henry VII and Victoria of York.
4. Having married Catherine of Aragon, Henry VIII entered into an alliance with King Ferdinand of France.
5. Henry's meeting with Francis I, king of France, in 1520 led to significant political decisions.
6. Henry's wars emptied his treasury, but he managed to raise taxes.
7. To Henry's mind, the greatest failure of his reign was his inability to rule without his ministers.
8. After the break with Rome, Henry's own religious beliefs remained Protestant, despite the growing number of people at court and in the nation who had adopted Catholic religious beliefs.
9. By introducing the Six Articles of 1539 Henry VIII prevented the more ardent Protestants from making radical changes to religious principles.
10. All English people supported Henry VIII's reformation.
11. By 1536 Henry VIII had been fed up with Anne Boleyn, and Cromwell attempted to set the king decisively against her.
12. Cromwell was executed because he didn't justify Henry's hopes.
13. Henry VIII's last wife who survived him was Anne of Cleves.
14. The wars of Henry's old age were more successful than those of his youth.
15. The break with Rome enabled Henry's heirs to rule without new revenues for the rest of the century.

IV. Choose the correct variant.

1. What did Henry VIII blame his Spanish wife, Catherine for?
 - a) adultery;
 - b) treason;
 - c) inability to produce a male heir.
1. Henry began looking for a way out of his marriage to Catherine of Aragon

in...

- a) 1526;
- b) 1527;
- c) 1528.

3. When Cardinal Thomas Wolsey didn't justify Henry's hopes, he was replaced with...

- a) Charles V;
- b) Sir Thomas More;
- c) Lorenzo Campeggio.

4. After Parliament passed a law prohibiting appeals to the pope in matters of marriage, such questions were to be decided by...

- a) Thomas Cranmer;
- b) Oliver Cromwell;
- c) Henry VIII.

5. In 1534 Cromwell began...

- a) a beneficial purchase of the enormous wealth of the Catholic Church;
- b) a beneficial estimation of the enormous wealth of the Catholic Church;
- c) a new continental war.

6. After the estimation of the English religious houses was completed, Parliament began passing laws...

- a) permitting their sale;
- b) dissolving the Catholic groups;
- c) protecting the Catholic groups.

7. Throughout the 1530s and into the 1540s more than 300 people were executed for...

- a) adultery;
- b) Protestantism;
- c) treason.

8. Who refused to acknowledge the king as supreme head of the church and was executed for his Catholicism?

- a) Oliver Cromwell;
- b) Charles V;
- c) Sir Thomas More.

9. A serious rebellion, known as the Pilgrimage of Grace, occurred in the northern countries in...

- a) 1535;
- b) 1536;
- c) 1537.

10. Anne Boleyn was executed for...

- a) trump-up charges of robbery;
- b) trump-up charges of adultery;
- c) trump-up charges of treason.

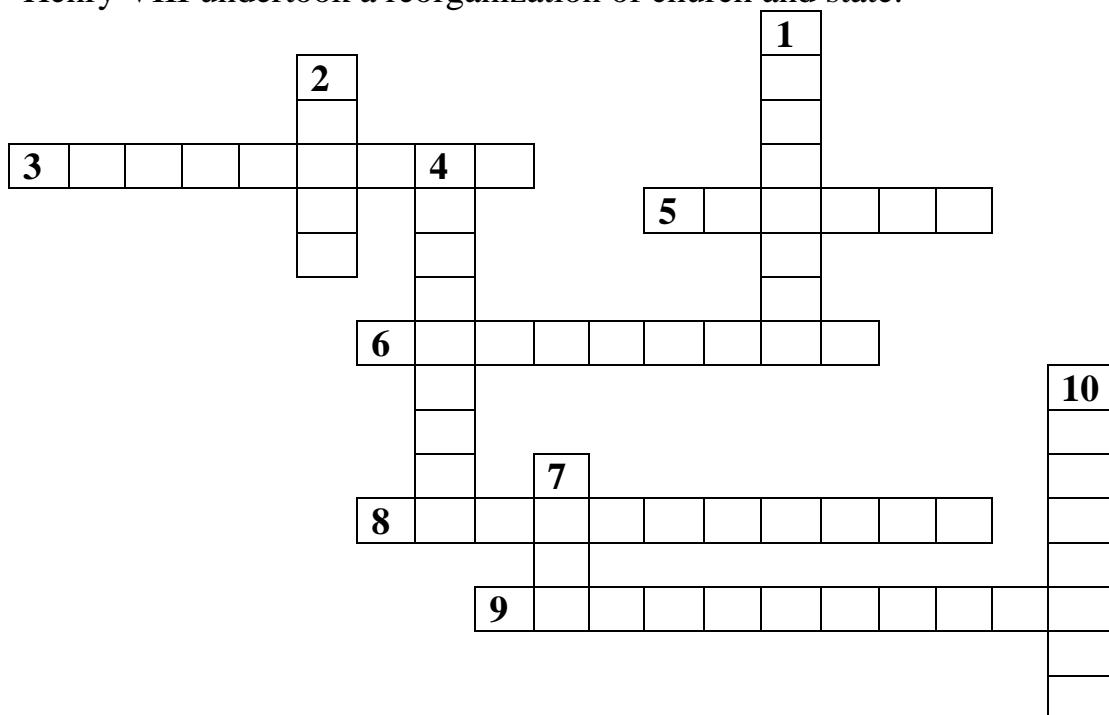
V. Search the text for the information about each of the following people and determine their roles in the life of Henry VIII:

- Hans Holbein the Younger;
- Cardinal Thomas Cranmer;
- Sir Thomas More;
- Charles V;
- Thomas Wolsey;
- James V;
- Francis I;
- King Ferdinand of Spain;
- Catherine of Aragon;
- Anne Boleyn;
- Catherine Parr;
- Henry VII;
- Elizabeth of York;
- Edward VI.

VI. Solve the crossword.

Across: 3. The place where Henry was born. 5. The name of Henry's elder brother. 6. The name of the Spanish king, with whom Henry VIII entered into an alliance against France. 8. The name of the great 16th-century religious revolution in the Christian church. 9. The name of the historical period during which Henry VIII reigned.

Down: 1. How old was Henry when he came to the throne? 2. What did Cromwell strengthen during Henry VIII's reign? 4. The name of Henry's first wife. 7. What did Henry VIII try to break in 1532 with? 10. The name of the person with whom Henry VIII undertook a reorganization of church and state.



VII*. Taking into consideration different achievements of Henry VIII prove that his reign was really the stupendous page in the history of Great Britain

Практичне заняття №4

OLIVER CROMWELL – THE FIRST COMMONER TO RULE ENGLAND.

Oliver Cromwell, an English soldier and statesman of outstanding gifts and a forceful character shaped by a devout Calvinist faith was lord protector of the republican Commonwealth of England, Scotland and Ireland from 1653 to 1658. One of the leading generals on the parliamentary side in the English Civil War against King Charles I, he helped to bring about the overthrow of the Stuart monarchy and as lord protector he raised his country status once more to that of a leading European power from the decline it had gone through since the death of Queen Elisabeth I. Cromwell was one of the most remarkable rulers in modern European history; for although a convinced Calvinist, he believed deeply in the value of religious toleration. At the same time his victories at home and abroad helped to enlarge and sustain a Puritan attitude of mind, both in Great Britain and in North America, that continued to influence political life and social life until recent times.

Cromwell was born at Huntington in England on April 25, 1599, the only son of Robert Cromwell and Elisabeth Steward. Oliver went to the local grammar school and then in 1616 for a year attended Sidney Sussex College, Cambridge. In August 1620 he married Elizabeth, daughter of Sir James Bourchier, a merchant in the City of London. By her he was to have five sons and four daughters.

Though in 1628 he had been elected a Member of Parliament for the borough of Huntingdon. King Charles I dissolved this Parliament on 1629 and did not call another for 11 years.

In the spring of 1640 Cromwell was elected Member of Parliament for the borough of Cambridge. In November 1640 Cromwell was again returned by Cambridge to what was to be known as the Lord Parliament, which sat until 1653, his public career began.

Cromwell had already become known in the Parliament of 1628-29 as a fiery and somewhat coarse Puritan, who had launched an attack on Charles I's bishops. He believed that an individual Christian could establish direct contact with God through prayer and that the principal duty of the clergy was to inspire the laity by preaching. He criticized the bishop in the House of Commons and was appointed a member of a committee to investigate other complaints against him. He advocated abolishing the institution of the episcopate and the banning of a set ritual as prescribed in *The Book of Common Prayer*. He believed that Christian

congregations ought to be allowed to choose their own ministers, who should serve them by preaching, and extemporaneous prayer. When in 1642 the King left London to raise an army, and events drifted civil war, Cromwell began to distinguish himself not merely as an outspoken Puritan but also as a practical man capable of organization and leadership. In July he obtained permission from the House of Commons to allow his constituency of Cambridge to form and arm companies for its defense, in August he himself rode to Cambridge to prevent the colleges from sending their plate to be melted down for the benefit of the King, and as soon as the war began he enlisted a troop of cavalry in his birthplace of Huntingdon.

After the British Isles were declared a republic and named the Commonwealth, Oliver Cromwell served as the first chairman of the Council of State, the executive body of a one-chamber Parliament, during the first three years following Charles I's execution, however, he was chiefly absorbed in campaigns the Royalists in Ireland and Scotland. He also had to suppress a rebellion, inspired by a group known as Levellers, an extremist Puritan party said to be aiming at a "levelling" between rich and poor in the Commonwealth army. As commander in chief and lord lieutenant, he waged a ruthless campaign against them. In May 1650 Cromwell led an army into Scotland, he defeated the Scots and this battle ended the civil wars. Cromwell now hoped for pacification, a political settlement, and social reform. He pressed through an "act of oblivion" (amnesty), but the army became more discontented with Parliament. And he came to the conclusion that Parliament must be dissolved and replaced, he called in his musketeers and on the April 20, 1653, expelled the members from the House.

When in December 1653, after a coup d'etat planned by Major General John Lambert and other officers, the majority of the Assembly of Saints (as the new Parliament was called) surrendered power into Cromwell's hands, he decided reluctantly that Providence had chosen him to rule. As commander in chief appointed by Parliament, he believed that he was the only legally constituted authority left. He therefore accepted an "Instrument of Government" drawn up by Lambert and his fellow officers by which he became lord protector, ruling the three nations of England, Scotland, and Ireland with the advice and help of a council of state and a Parliament, which had to be called every three years.

Before Cromwell summoned his first Protectorate Parliament on September 3, 1654, he and his Council of State passed more than 80 ordinances embodying a constructive domestic policy. His aim was to reform the law, to set up a Puritan Church, to permit toleration outside it, to promote education, and to decentralize administration. The resistance of lawyers somewhat dampened his enthusiasm for law reform, but he was able to appoint good judges both in England and Ireland. He was strongly opposed to severe punishment for minor crimes. During his Protectorate, committees known as Triers and Ejectors were set up to ensure that a high standard of conduct was maintained by clergy and schoolmasters. He concerned himself with education, was an excellent chancellor of Oxford University, founded a college at Durham, and saw to it that grammar schools flourished as they had never done before.

In 1654 Cromwell brought about a satisfactory conclusion to the Anglo-Dutch War, which, as a contest between fellow Puritans, he had always disliked. His Council of State was divided, but eventually he resolved to conclude an alliance with France against Spain. He sent an amphibious expedition to the Spanish West Indies, and in May 1655 Jamaica was conquered.

In politics Cromwell held no fixed views except that he was opposed to what he called arbitrary government. Before the execution of Charles I he contemplated the idea of placing one of Charles's sons upon the throne. Cromwell also resisted the abolition of the House of Lords. In 1647 he said that he was not "wedded and glued" to any particular form of government. After the Assembly of Saints failed, he summoned two elected parliaments (1654-55 and 1656-58), but he was never able to control them. His failure to do so has been attributed to "lack of that parliamentary management by the executive which, in correct dosage, is the essential nourishment of any sound parliamentary life". In between these two parliaments (1655-56) he sanctioned the government of the country by major generals of the Horse Militia who were made responsible for law and order in groups of countries. But he soon abandoned this experiment when it met with protests and returned to more normal methods of government. In the spring of 1657 he was tempted by an offer of the crown by a majority in Parliament on the ground that it fitted in better with existing institution and the English common law. In the end he refused to become king because he knew that it would offend his old republican officers. He ruled according to a form of government known as "the Petition and Advice". This in effect made him a constitutional monarch with a House of Lords whose members he was allowed to nominate as well as an elected House of Commons. But he found it equally difficult to govern either with or without parliament.

I. Answer the following questions:

1. What was Oliver Cromwell?
2. What year was he elected a Member of Parliament?
3. Was Oliver Cromwell the first chairman of the Council of State? After what events did it happen?
4. What did he do as a commander in chief?
5. What was the name of the Cromwell's Parliament?
6. What were his political views?
7. What members was he allowed to nominate?
8. Who were Levellers?
9. What did the domestic policy embodied in 1654 consist in?
10. Why did he refuse to become king?

II. Complete the following sentences:

1. Oliver Cromwell, an English soldier and...
2. Cromwell was born at...
3. He believed that he individual Christian could...
4. He believed that Christian congregations ought to be...
5. In May 1650 Cromwell
6. The resistance of lawyers somewhat dampened his...

7. In politics Cromwell held no...
8. Cromwell believed deeply in...
9. Cromwell's victories at home and abroad helped to...

III. Choose the correct variant.

1. Cromwell was born in:
 - a) England;
 - b) Scotland;
 - c) Spain.
2. How many years did not King Charles call for the Parliament?
 - a) 11 years
 - b) 12 years
 - c) 10 years
3. Why did the King leave London in 1642?
 - a) to raise the army;
 - b) to call for the Parliament;
 - c) to organize the army.
4. Cromwell acquired reputation as a...
 - a) military organizer;
 - b) a good organizer;
 - c) a fighting man.
5. Oliver Cromwell was an excellent chancellor of...
 - a) Cambridge University;
 - b) Oxford University;
 - c) Oxford and Cambridge Universities.
6. During 1653-1658 he was...
 - a) the King of the UK;
 - b) Lord Protector of the Commonwealth;
 - c) The Speaker of the House of Commons.
7. In 1653 Oliver Cromwell dissolved...
 - a) the House of Lords;
 - b) the Parliamentary Army;
 - c) the Long Parliament.
8. Oliver Cromwell was a strict...
 - a) Puritan;
 - b) Anglican;
 - c) Catholic.
9. Oliver Cromwell was strongly opposed to...
 - a) unemployment;
 - b) severe punishment for minor crimes;
 - c) severe punishment for disobedience.
10. Cromwell ruled according to a form of government known as...
 - a) Divide et Impera;
 - b) The Checks and Balances;
 - c) The Petition and Advice.

IV. Arrange the events in chronological order.

1. Dissolution of the Long Parliament.
2. Cromwell came to the conclusion that Parliament must be dissolved and replaced, he called his musketeers and expelled the members from the House of Commons.
3. Oliver Cromwell was elected the Member of the Parliament.
4. A crushing defeat of the radical Levellers.
5. Cromwell led an army into Scotland; he defeated the Scots and this battle ended the civil wars.

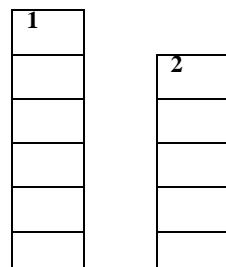
V. Speak about the autobiography of Oliver Cromwell using the given dates:

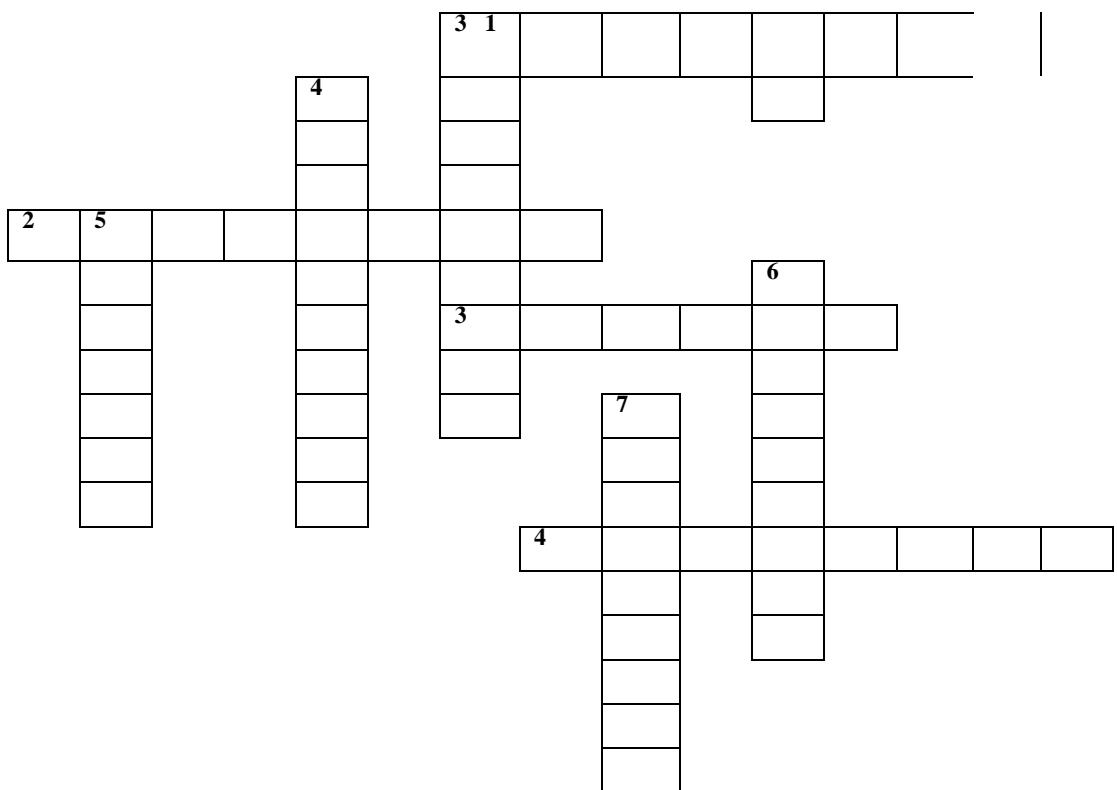
1599;
1616;
1620;
1628;
1629;
the spring of 1640;
November of 1640;
1653;
1628-29;
1642;
April 1653;
December 1653;
September 1654;
1655-56;
Spring 1657.

VI. Solve the crossword.

Across: 1. The name of the king who was strongly opposed by Cromwell. 2. One of the committees that was set up during Cromwell's Protectorate. 3. The place where Cromwell founded a college. 4. The form of government according to which Cromwell ruled was called "The ... & Advice".

Down: 1. An English soldier, statesman and Lord Protector of the republican commonwealth of England, Scotland and Ireland from 1653 to 1658. 2. One of the committees that was set up during Cromwell's Protectorate. 3. The college Cromwell entered in 1616. 4. The birthplace of Cromwell. 5. The island conquered by the English in May 1655. 6. Cromwell was a convinced ... 7. A group of extremist Puritans whose aim was to equalize the rich and poor in the Commonwealth Army.





VII*. Prove that Oliver Cromwell was one of the most remarkable rulers in modern European history.

Практичне заняття №5

BRITAIN IN THE XX CENTURY: THATCHERISM



Margaret Thatcher (Baroness Thatcher 1979-90) was the United Kingdom's first woman prime minister. She came to office in May 1979 and remained until her resignation in November 1990, making her the longest continually serving prime minister in 150 years.

Mrs. Thatcher is both admired and despised by many in her country: to some her radical economic policies reversed decades of decline and re-established Britain as a major economic power on the world stage; to others her harsh economic policies caused social friction and divided the nation.

Margaret Roberts was born on 13th October 1925 in the small town of Grantham in the north of England. Margaret's father, Alfred, was a self-educated man who had been forced to leave school at fourteen. He worked his way into the grocery business until he owned his own shop, above which the Roberts' family lived. Margaret's mother, Beatrice, a woman of little ambition, had been a seamstress.

Alfred and Beatrice gave birth to another daughter, Muriel, in 1929. The sisters were brought up in a serious, practical and religious environment.

Margaret was educated at Kesteven & Grantham Girls' School, before proceeding to Oxford University to read chemistry. In 1943 Margaret became the president of the Oxford University Conservative Association, the first women to hold the position.

After several unsuccessful attempts to become a member of parliament (MP), Margaret married Denis Thatcher, a wealthy businessman of the chemicals industry, in 1951. Two years later they gave birth to twins, Mark and Carol.

In 1959, Margaret Thatcher was elected member of parliament for Finchley, near London. Unusually, parliamentarians took favour to the bill proposed in her maiden speech in the House of Commons, 1960, which duly became legislation. Within just two years she had been appointed parliamentary secretary at the Ministry of Pensions. Following Edward Heath's election as prime minister in 1970, Margaret Thatcher was promoted into the cabinet as the Secretary of State for Education. She made some highly controversial moves, which quickly earned her the title of 'the most unpopular women in Britain'. She scrapped the entitlement of primary school children to free milk, giving way to the nickname 'Thatcher, Milk Snatcher'. Following Heath's election loss in 1974 due to a bitter dispute with the trade unions, Mrs. Thatcher was elected leader of the Conservative Party in February 1975. Together with Keith Joseph and John Hoskyns, she began the task of understanding what had gone wrong with the British economy, then in a dire state. She called for a reversal of socialism – less state intervention, less taxation, less public expenditure, more individual power and responsibility, more competition, more private ownership.

On 4th May 1979, before a dismal economic backdrop and bitter industrial relations, Margaret Thatcher won the general election and became Britain's first women prime minister, with a Conservative majority of 44 in the House of Commons.

Mrs. Thatcher's early years as prime minister were marked by a multitude of difficulties. The government's harsh monetary policy of high interest rates, required to steadily bring down the rampant inflation, was highly damaging to business and exacerbated a deep recession brought about by an international oil crisis in the summer of 1979. Unemployment soon passed three million, a figure unthinkable just a few years beforehand. This economic crisis sparked deep rivalry in the cabinet and triggered a number of high profile resignations.

In April 1982, Argentina launched an unexpected invasion of the neighbouring Falkland Islands, British territory for almost 150 years. After an unsuccessful diplomatic attempt to halt the invasion, Margaret Thatcher, determined to reclaim the islands, dispatched a Royal Navy task force. With a high risk of failure, the government's survival lay in the balance. Ten weeks later Argentina surrendered and Britain reclaimed the Falkland Islands. But the war was not without its difficulties. The sinking of the General Belgrano was perhaps the single most controversial act of the war, in which Margaret Thatcher gave the orders to sink an Argentinean submarine that was sailing away from the declared

exclusion zone. 368 sailors drowned. The British press gave their overwhelming support to the ‘Iron Lady’ during the war, though some suggest that she merely had domestic political motives behind the war.

With Mrs. Thatcher’s personal ratings soaring in the opinion polls, and with a divided Labour party in disarray, the Conservatives won the largest landslide election victory since 1945, with a parliamentary majority of 144.

During the 1984 Conservative Party Conference in October, the Irish Republican Army (IRA) planted and detonated a bomb in the Grand Hotel, Brighton, missing the prime minister only by feet. Five of Mrs. Thatcher’s colleagues were killed. The bomb had been retaliation for Mrs. Thatcher’s stance over the IRA Hunger Strikes of 1980-81. Convicted Irish terrorists being held in the Maze Prison, Northern Ireland had gone on hunger strike, refusing to end until their demands for ‘special status’ were met. Mrs. Thatcher regarded any such concession as surrender to terrorism and refused to grant the strikers their demands. After many weeks, Bobby Sands, the leader of the IRA in the prison, and nine other strikers, died.

Mrs. Thatcher entered office with one overriding objective: to reverse the socialism that she believed had done great harm to the British economy. Her monetarist program called for deregulation, tax cuts, greater use of supply side policies and a rigorous control of the money supply in order to keep inflation low. But she also entered office upon a dismal economic scene that would only get worse. Her policy of high interest rates hit business, prolonging a deep recession. Upon entering office, income tax was cut immediately and offset by a subsequent increase in VAT (Value Added Tax), representing an important shift from direct to indirect taxation. Under Mrs. Thatcher Britain was the pioneer in a global wave of privatization - that is the sale of state-owned industries. This program can claim significant economic success, removing large government subsidies that had previously kept such businesses afloat, and in some cases, but not all, improving their efficiency by the introduction of market forces.

Alongside privatization, trade union reform lay at the heart of the Thatcher economic plan. The unions were held responsible for Britain’s relative economic decline since 1945. A series of bold steps were phased in over the decade, gradually taking from the unions much of the power granted to them over the decades. Restrictions were placed on many forms of industrial action through the legalization of secondary picketing and the introduction of secret ballots.

The turning point in government-union relations came in 1984 with the beginning of the year-long miners’ strike. The strike was a response to the government’s decision to close a great number of mines across the country. The economic case for the pit closures was to make the industry more efficient and more competitive.

Determined that her third term in office should have a more purposeful drive than the second, Mrs. Thatcher pressed on with an increasingly radical agenda. The Community Charge - better known as the ‘Poll Tax’ - was an attempt to replace the old rates system. Towards the late 1980s questions arose about the future of Britain’s economic and political relationship with Europe and of the

case for Economic and Monetary Union. On this topic the government became deeply divided. Mrs. Thatcher rejected any form of political or economic integration with Europe, believing that it would pose a threat to the economic success her government had achieved in the previous decade. But her famous ‘Bruges Speech’ in 1988, in which she set out her vision of a family of independent, sovereign nation states, struck the wrong note with many colleagues.

In November 1990, following a high-profile resignation from Commons Leader Geoffrey Howe, former cabinet member Michael Heseltine stood against the prime minister in the Conservative Party leadership ballot. Only just surviving the first round, and persuaded that a second attempt would result in a humiliating defeat, Margaret Thatcher resigned on 22nd November 1990.

In 1992 Margaret Thatcher was made a Baroness and duly took her seat in the House of Lords. The following year, Lady Thatcher launched her autobiography, ‘The Downing Street Years’ (1993, Harper Collins), followed by an autobiography of her years before Prime Minister, ‘The Path to Power’ (1995). Although rumors of Margaret Thatcher’s intentions to remain a ‘back-seat driver’ in subsequent administrations have apparently not materialized, Lady Thatcher has remained a highly influential force in British politics. Her public support for William Hague (1997) and then Iain Duncan Smith (2001) in the Conservative Party leadership contests proved to be the deciding factor in the election outcomes. Her high-profile intervention in the Pinochet extradition case (1999) attracted considerable media coverage. Following a series of minor strokes in late 2001, Lady Thatcher was advised by her doctors to retire from public life. She was, however, persuaded to take part in a television interview late in 2002 in which the frail former prime minister recalled her life with husband Denis. In June 2003 Sir Denis Thatcher died, several months after a heart transplant.

In March 2002 her eagerly awaited book, ‘Statecraft: strategies for a changing world’ was published.

I. Answer the following questions:

1. What was the main purpose of Margaret Thatcher’s coming to Office?
 2. Were there any changes on Margaret Thatcher’s entering Office? If there were any what are they?
 3. What was Britain under Margaret Thatcher?
- 4. What was the reason of the strike in 1984?**
5. Why did Margaret Thatcher reject any form of political or economic integration with Europe?
 6. Express your opinion as for Margaret Thatcher’s policy.
 7. What points of her policy do you consider successful?

II. State whether the following statements are true or false. Correct the false ones.

1. Margaret Roberts was born on 13th November 1926.
2. Margaret Roberts had a sister, Muriel.
3. In 1943 Margaret became the president of the Cambridge University

Conservative Association.

4. Margaret married George Thatcher in 1951.
 5. In 1959 Margaret Thatcher was elected member of parliament for Finchley, near London.
 6. Mrs. Thatcher was elected leader of the Labour Party in 1975.
 7. Mrs. Thatcher was the first woman to become prime minister of Great Britain.
 8. The war (April 1982, Argentina launched an unexpected invasion of the neighbouring Falkland Islands, British territory) passed without difficulties.
 9. Margaret Thatcher's monetarist program called for deregulation.
- 10. "Bruges Speech" took place in 1988.**
11. Restrictions were not placed on many forms of industrial action.

12. "Poll Tax" was an attempt to replace the old rates system..

 13. The government's control of the money supply can claim less success.

III. Complete the following sentences:

1. Together with Keith Joseph ...
2. The British press gave ...
3. Margaret and Muriel were brought up in...
4. Margaret married Denis Thatcher after...
5. Edward Heath's election loss was caused by...
6. The year-long miners' strike was...
7. The restrictions of the power were placed on...
8. Ten weeks later Argentina surrendered...
9. In 1984 the Irish Republican Army (IRA)...

IV. Supply the information from the text corresponding to each date.

1925

1943

1970

1979

1982

1984

1988

1990

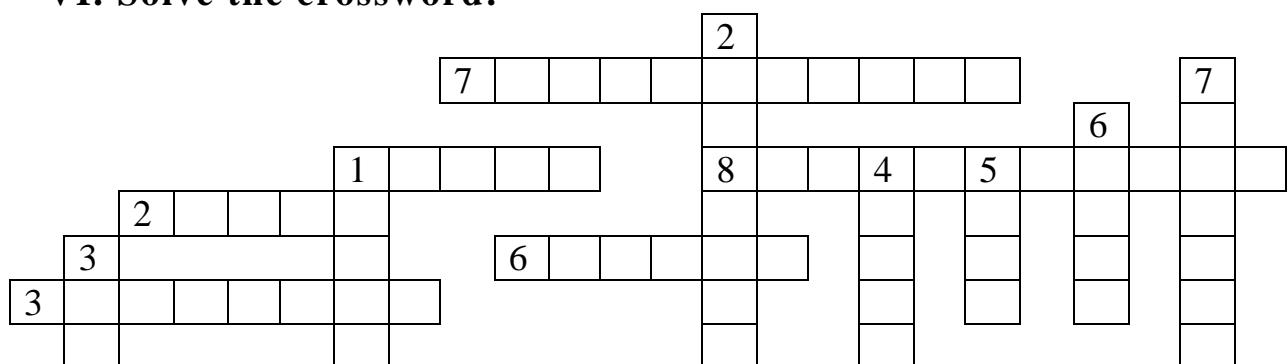
1992

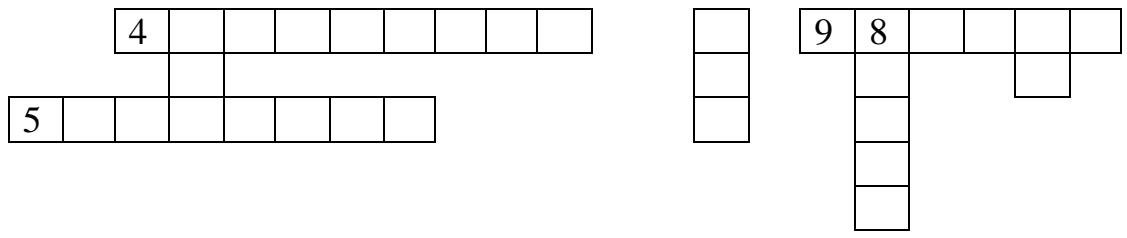
V. Choose the correct variant.

1. Margaret Roberts was born in the town of ...
 - a) London;
 - b) Edinburgh;
 - c) Grantham.
2. Margaret was educated at ...
 - a) a Voluntary school;
 - b) Kesteven & Grantham Girls' School;
 - c) a mixed school.

3. Mrs. Thatcher had been appointed parliamentary secretary at the Ministry of Pensions in...
- 1960;
 - 1961;
 - 1962.
4. The Thatchers gave birth to twins in...
- 1951;
 - 1952;
 - 1953.
5. Margaret became the president of...
- Oxford University;
 - Cambridge University;
 - the Oxford University Conservative Association.
6. Argentina began to invade the neighbouring Falkland Islands in ...
- 1982;
 - 1971;
 - 1981.
7. What did Margaret Thatcher want to reverse?
- Capitalism;
 - Socialism;
 - Communism.
8. Alongside privatisation, ... lay at the heart of Margaret Thatcher economic plan.
- Economic decline;
 - Industrial actions;
 - Trade union reform.
9. In November 1990 former cabinet member ... stood against the prime minister in the Conservative Party leadership ballot.
- Michael Heseltine;
 - Geoffrey Howe;
 - Arthur Scargill.
10. In 1992 Margaret Thatcher was made a ...
- Queen;
 - Baroness;
 - Prime Minister

VI. Solve the crossword:





Across:

1. The quality or fact of deserving well.
2. The second name of Margaret.
3. The mutual relation of husband and wife.
4. The head of the government in a republic.
5. Margaret's surname.
6. A university town in England.
7. A person who buys and sells.
8. An act of resigning a position.
9. Wise, sensible action, the art of government.

Down:

1. The name of the first woman prime minister.
2. One who governs, or opposes a government by violent means.
3. A rule or regulation made by authority or custom and recognized by people as having force.
4. The production of goods.
5. Margaret affirmed Britain's strong commitment to...
6. A body of people organized under one government.
7. The science and study of the principles of production, distribution and use of goods and health.
8. A group of people belonging to or appointed to a special class.

VII*. Retell the text using the plan:

- M. Thatcher's background.
- The beginning of her political career.
- Thatcher as the Prime Minister of the UK.
- Her main reforms.
- Your opinion of M. Thatcher as a politician.



Seminar N 1

Christopher Columbus

Christopher Columbus was born in Genoa (located in Italy today) in 1451 to Domenico Colombo, a middle class wool-weaver, and Susanna Fontanarossa. Though little is known about his childhood, it is apparent that he was well-educated

because he was able to speak several languages as an adult and had considerable knowledge of classical literature. In addition, he studied the works of [Ptolemy](#) and Marinus to name a few.

Columbus first took to the sea when he was 14 years old and this continued throughout his younger life. During the 1470s, he went on numerous trading trips that took him to the Aegean Sea, Northern Europe, and possibly Iceland. In 1479, he met his brother Bartolomeo, a mapmaker, in Lisbon. He later married Filipa Moniz Perestrello and in 1480, his son Diego was born.

The family stayed in Lisbon until 1485, when Columbus' wife Filipa died. From there, Columbus and Diego moved to Spain where he began trying to obtain a grant to explore western trade routes. He believed that because the earth was sphere, a ship could reach the Far East and set up trading routes in Asia by sailing west.

Columbus preferred dead reckoning over celestial navigation and was never comfortable with the astrolabe and other devices for navigating using the heavenly bodies. Above all, he was masterful in interpreting the signs of nature, such as the behavior of birds, the smell of the air, the color of the sky, the condition of the seas, the pressure he felt in his joints, the appearance of floating debris, and more. Successful navigators survived by “reading” nature in this way. Columbus was expert at this and could even predict hurricanes accurately.

Columbus was not the first European to reach the Americas—Vikings from Scandinavia had briefly settled on the North American coast, in what is now Newfoundland and Labrador, Canada, in the late 10th or early 11th century. However, Columbus’s explorations had a profound impact on the world. They led directly to the opening of the western hemisphere to European colonization; to large-scale exchanges of plants, animals, cultures, and ideas between the two worlds; and, on a darker note, to the deaths of millions of indigenous American peoples from war, forced labor, and disease.

For years, Columbus proposed his plans to the Portuguese and Spanish kings, but he was turned down each time. Finally, after the Moors were expelled from Spain in 1492, King Ferdinand and Queen Isabella reconsidered his requests. Columbus promised to bring back gold, spices, and silk from Asia, spread Christianity, and explore China. He then asked to be admiral of the seas and governor of discovered lands.

After receiving significant funding from the Spanish monarchs, Columbus set sail on August 3, 1492 with three ships, the Pinta, Nina, and Santa Maria, and 104 men. After a short stop at the Canary Islands to resupply and make minor repairs, the ships set out across the Atlantic. This voyage took five weeks - much longer than Columbus expected, as he thought the world was smaller than it is. During this time, many of the crew members contracted diseases and died, or died from hunger and thirst.

Finally, at 2 a.m. on October 12, 1492, Rodrigo de Triana, sighted land in area of the present-day Bahamas. When Columbus reached the land, he believed it was an Asian island and named it San Salvador. Because he did not find riches,

Columbus decided to continue sailing in search of China. Instead, he ended up visiting Cuba and Hispaniola.

The islanders were friendly and open to trade with the sailors. They traded anything for anything: balls of spun cotton, parrots, and spears for the sailors' glass beads, red caps, and trinkets. Called Tainos by the Spaniards, the islanders belonged to a larger language family called the Arawak. The Tainos showed neither fear nor knowledge of Spanish swords and cut themselves while examining the weapons. Most interesting to the explorers, however, was the fact that the islanders had small pieces of gold pierced in their noses. In addition, they told Columbus that the inhabitants of other islands wore gold bands around their arms and legs. They also described countless islands, all like theirs. The Spaniards, believing that they had arrived in the Indies, soon called all islanders "Indians."

On November 21, 1492, the Pinta and its crew left to explore on its own. Then on Christmas Day, Columbus' Santa Maria wrecked off the coast of Hispaniola. Because there was limited space on the lone Nina, Columbus had to leave about 40 men behind at a fort they named Navidad. Soon after, Columbus set sail for Spain, where he arrived on March 15, 1493, completing his first voyage west.

After the success of finding this new land, Columbus set sail west again on September 23, 1493 with 17 ships and 1,200 men. The purpose of this journey was to establish colonies in the name of Spain, check on the crew at Navidad, and continue his search for riches in what he still thought was the Far East.

On November 3, the crew members sighted land and found three more islands, Dominica, Guadeloupe, and Jamaica, which Columbus thought were islands off of Japan. Because there were still no riches there, they went on to Hispaniola, only to discover that the fort of Navidad had been destroyed and his crew killed after they mistreated the indigenous population.

At the site of the fort Columbus established the colony of Santo Domingo and after a battle in 1495, he conquered the entire island of Hispaniola. He then set sail for Spain in March 1496, and arrived in Cadiz on July 31.

Columbus's third voyage began on May 30, 1498 and took a more southern route than the previous two. Still looking for China, he found Trinidad and Tobago, Grenada, and Margarita, on July 31. He also reached the mainland of South America. On August 31, he returned to Hispaniola and found the colony of Santo Domingo there in shambles. After a government representative was sent to investigate the problems in 1500, Columbus was arrested and sent back to Spain. He arrived in October and was able to successfully defend himself against the charges of treating both the locals and Spaniards poorly.

Columbus' final voyage began on May 9, 1502 and he arrived in Hispaniola in June. Once there, he was forbidden from entering the colony so he continued to explore further. On July 4, he set sail again and later found Central America. In January 1503, he reached Panama and found a small amount of gold but was forced out of the area by those who lived there. After numerous problems and a year of waiting on Jamaica after his ships had problems, Columbus set sail for

Spain on November 7, 1504. When he arrived there, he settled with his son in Seville.

After Queen Isabella died on November 26, 1504, Columbus tried to regain his governorship of Hispaniola. In 1505, the king allowed him to petition but did nothing. In late 1505 Columbus became too ill to travel any more. He remained in the city of Valladolid until his death. On May 20, 1506, both of his sons, his brother Bartholomew, and his faithful friend Diego Mundez were at his side when the admiral murmured “Into the hands, O Lord, I commit my spirit” and passed away. His body was buried initially in Valladolid, but in 1509 his son Diego transferred the remains to the monastery of Las Cuevas in Sevilla. The current location of Columbus’s remains is still debated. They were moved to the Americas in the middle of the 16th century, first to Santo Domingo and then, in 1795, to Havana, Cuba. Then his remains supposedly traveled back to Spain in 1899 where, it is claimed, they are interred in the Cathedral of Sevilla.

Because of his discoveries, Columbus is often venerated in areas around the world, but notably in the Americas with his name on places (such as the District of Columbia) and the celebration of Columbus Day every year on the second Monday in October. Despite this fame however, Columbus was not the first to visit the Americas. His major contribution to geography is that he was the first to visit, settle, and stay in these new lands, effectively bringing a new area or the world into the forefront of the geographic thought of the time.

I. Answer the following questions:

1. Where and when was Christopher Columbus born?
2. What nationality was Columbus?
3. What do you know about his education?
4. When did Columbus first take to the sea?
5. Why and when did Columbus and Diego move to Spain?
6. What navigation devices did Columbus prefer?
7. Was Columbus the first one who traveled from Europe to America? Who had been the first one?
8. Why did Columbus’s explorations have a profound impact on the world? What was its darker note?
9. What did Columbus promise to Spanish monarchs?
10. When did he start for his first voyage? How many ships and men sailed?
11. How much time did Columbus’s first voyage to America take?
12. What particular land did Columbus reach?
13. How were the islanders with the sailors?
14. Why did the Spaniards call all islanders “Indians”?
15. Why did Columbus have to leave about 40 men behind at a fort they named Navidad?
16. What was the purpose of Columbus’s second journey?
17. What happened to the fort of Navidad and his people left there?
18. Why was Columbus arrested and sent back to Spain? What were the charges?
19. What did Columbus say on the deathbed? Whom did he tell that?

- 20 Where is his grave located?
- 21 What was the biggest Columbus's contribution to the geography?

II. Complete the following sentences:

1. Columbus first took to the sea...
2. Columbus married with...
3. From 1485 Columbus and Diego moved to...
4. Columbus was expert in...
5. Columbus's explorations led to the...
6. On August 3, 1492, Columbus...
7. When Columbus reached the land on October 12, 1492...
8. When Columbus visited Cuba and Hispaniola, the islanders were...
9. Columbus arrived on March 15, 1493 to ...
10. The purpose of the journey on September 23, 1493 was...
11. After a battle in 1495, Columbus...
12. Columbus's third voyage was...
13. Columbus' final voyage was...
14. On July 4, Columbus set sail and found...
15. After a year of waiting on Jamaica, Columbus set sail for...
16. Because of his discoveries, Columbus is...

III. State whether the following statements are true or false. Correct the false ones.

1. Christopher Columbus was born in Genoa (located in China today) in 1351 to Domenico Colombo, a pure class wool-weaver, and Anna Fontanarossa.
2. The family stayed in Lisbon until 1485, when Columbus' wife Lilli died.
3. He was masterful in interpreting the signs of nature, such as the behavior of birds, the smell of the air, the color of the sky, the condition of the seas.
4. Columbus was the first European to reach the Americas.
5. Columbus proposed his plans to the Portuguese and Spanish kings, but he was turned down each time.
6. Columbus set sail on April 3, 1492 with six ships, the Pinta, Nina, and Santa Maria, and 100 men.
7. Called Tainos by the Spaniards, the islanders belonged to a larger language family called the Arawak.
8. After the success of finding this new land, Columbus set sail west again on September 23, 1493 with 17 ships and 1,200 men.
9. On July 17, he set sail again and later found Northen America.
10. On May 20, 1506, both of his sons, his brother Bartholomew, and his faithful friend

Diego Mundez were at his side when the admiral murmured “Into thy hands, O Lord, I commit my spirit” and passed away.

IV. Choose the correct variant.

1 .Columbus first took to the sea when he was years old and this continued throughout his younger life.

- a) 20
- b) 14
- c) 15

2. Columbus and moved to Spain where he began trying to obtain a grant to explore western trade routes.

- a) Diego
- b) Oliver
- c) Daniel

3. Above all, he was masterful in interpreting the signs of nature, such as the , the smell of the air, , the condition of the seas, the pressure he felt in his joints, the appearance of floating debris, and more.

- a) behavior of animals, the color of the sky
- b) behavior of birds, the color of the sky
- c) behavior of birds, the color of the clouds

4. Columbus promised to bring back..... from Asia, spread Christianity, and explore China

- a) coal, spices and cotton
- b) gold, spices and silk
- c) gold, fruit and flax

5. After a short stop at the to resupply and make minor repairs, the ships set out across..... .

- a) Bahama Islands, the Atlantic
- b) Canary Islands, the Pacific
- c) Canary Islands, the Atlantic

6. When Columbus reached the land, he believed it was an and named it.....

- a) Asian island, San Salvador
- b) China island, San Jacson
- c) Itali island, San Valentine

7....., believing that they had arrived in the Indies, soon called all islanders “Indians.”

- a) The Spaniards

- b) The Italians
- c) The Portuguese

8. After the success of finding this new land, set sail west again on September 23, 1493 with

- a) Columbus, 18 ships and 2, 400 men.
- b) Columbus, 17 ships and 800 men.
- c) Columbus, 17 ships and 1,200 men

9. At the site of the fort Columbus established the colony of and after a , he conquered the entire island of

- a) Santo Domingo, battle in 1934, Hispaniola
- b) Santo Fernando, battle in 1495, Ispaniola
- c) Santo Domingo, battle in 1495, Hispaniola

10. After a government representative was sent to investigate , Columbus was arrested and sent back to

- a) the victories in 1500, Ukraine
- b) the problems in 1500, Spain
- c) the problems in 1450, Italy

11. In January 1503, he reached and found but was forced out of the area by those who lived there.

- a) Panama, a small amount of gold
- b) Panama, a lot of silver
- c) Prague, enough of gold

12. His major contribution to is that he was....., settle, and stay in these new lands.

- a) geography, the first to visit
- b) anthropology, the first to survived
- c) geography, the second to visit

V. Match each date in the left-hand column with the appropriate event in the right-hand column.

During the 1470s	Rodrigo de Triana, sighted land in area of the present-day Bahamas
October 12, 1492	the Pinta and its crew left to explore on its own
In 1505	Columbus set sail for Spain
on May 30, 1498	Columbus's third voyage

on September 23, 1493	the king allowed him to petition but did nothing
on March 15, 1493	After the success of finding new land, Columbus set sail west again with 17 ships and 1,200 men.
On November 21, 1492	he met his brother Bartolomeo, a mapmaker, in Lisbon
In 1479	he went on numerous trading trips that took him to the Aegean Sea, Northern Europe, and possibly Iceland
On August 31	Columbus' final voyage
on May 9, 1502	he returned to Hispaniola and found the colony of Santo Domingo there in shambles

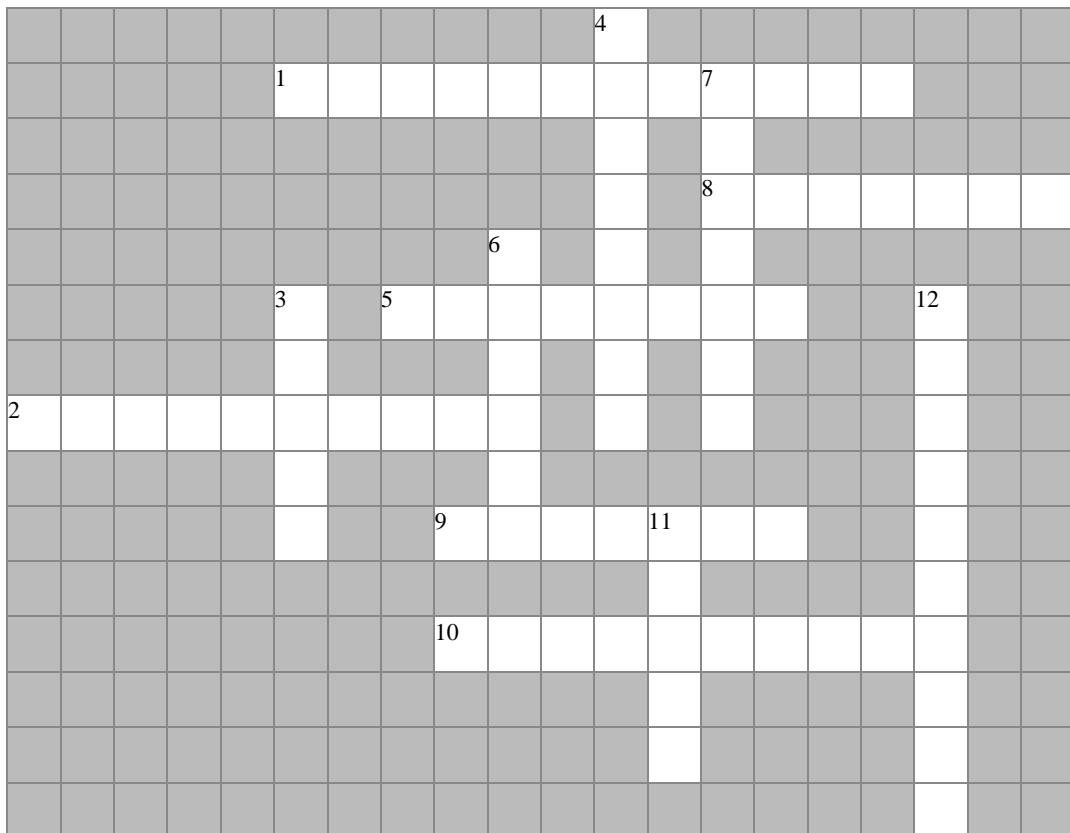
VI. Solve the crossword.

Across:

- What title did Columbus try to return himself after death of Queen Isabella?
- What island did Columbus conquer after the battle in 1495? 5. Who died on November 26, 1504? 8. Who were the first Europeans to reach America? 9. Where did Rodrigo de Triana first see the land, on October 12, 1492? 10. Who was met by Columbus in Lisbon in 1479?

Down:

- One of the three ships on which Columbus sailed from Spain August 3, 1492.
- How old was Columbus when he first went to sea? 6. What island did Columbus find a small amount of gold, in January 1503 on? 7. Where did Columbus settle with his son in 1504? 11. Who was expelled from Spain in 1492? 12. What city did Columbus remain until his death in?





VII. Divide the text into parts and make up a heading to each part.

VIII*. Prove that Columbus` voyages were really the stupendous page in the history of America.

Seminar N 2

The Mayflower

The Mayflower was the ship that in 1620 transported 102 English Pilgrims, including a core group of Separatists, to New England. Their story is one of travail and survival in a harsh New World environment.

Thomas Weston chartered her in the summer of 1620 to undertake the Pilgrim voyage. Weston was deeply involved in the Mayflower voyage due to his membership in the investor group Merchant Adventurers, and eventually came to Plymouth Colony himself.

The Mayflower embarked about sixty-five passengers in London about the middle of July 1620 and proceeded down the Thames into the English Channel and then on to Southampton Water, the rendezvous, where for seven days she awaited the coming of the Speedwell, bringing the Leyden church members, who had sailed from Delfshaven about the 22nd of the month.

About August 5, 1620 the two ships set sail for their destination. The unseaworthy Speedwell sprang a leak shortly after they put into Dartmouth for repairs. After the repairs, a new start was made. They were more than two hundred miles beyond Land's End at the southwestern tip of England when Speedwell sprang another leak. Since it was now early September, they had no choice but to abandon the Speedwell and make a determination on her passengers. This was a dire event, as the ship had wasted vital funds and was considered very important to the future success of their settlement in America. Soon after the Mayflower continued on her voyage to America, Speedwell was sold, refitted, and, according to Bradford, "made many voyages...to the great profit of her owners." Bradford later assumed that the Speedwell master Mr. Reynolds's "cunning and deceit" (in causing what may have been 'man-made' leaks in the ship) had been motivated by a fear of starving to death in America.

In addition to the 102 passengers, the officers and crew consisted of about 50 persons, bringing the total persons on board the Mayflower to about one hundred and fifty.

In early September, western gales begin to make the North Atlantic a dangerous place for sailing. The Mayflower's provisions, already quite low when departing Southampton, became much less by delays of more than of a month, and the passengers, having been aboard ship for all this time, were quite worn out by then and in no condition for a very taxing lengthy Atlantic journey cooped up in cramped spaces in a small ship. But on September 6, 1620, the Mayflower sailed from Plymouth with what Bradford called "a prosperous wind."

Aboard the Mayflower there were many stores that supplied the pilgrims with the essentials needed for their journey and future lives. Among these stores, they would have carried tools and weapons, including cannon, shot, and gunpowder; as well as some live animals, including dogs, sheep, goats, and poultry. Horses and cattle would come later. The Mayflower would also carry two boats: a long boat and a "shallop", a sort of twenty-one foot dinghy. She also carried twelve artillery pieces, as the Pilgrims feared they might need to defend themselves against the Spaniards, Frenchmen, or the Dutch, as well as the Natives.

Some families traveled together and others left family members behind. Two of the passengers were pregnant women: Susanna White, and Mary Allerton. Elizabeth Hopkins gave birth en route; her baby was appropriately named Oceanus. A second baby was born during the winter of 1620-1621, when the company wintered aboard ship in Provincetown Harbor. One child died during the voyage, and there was one stillbirth during the construction of the colony. Many of the passengers were Pilgrims fleeing persistent religious persecution, but some were hired hands, servants, or farmers recruited by London merchants, all originally destined for Virginia.

Four of this group of passengers were small children given into the care of Mayflower pilgrims. The Virginia Company began the transportation of children in 1618. The children were orphans, foundlings or involuntary child labor. At that time, children were routinely rounded up from the streets of London or taken from poor families receiving church relief to be used as laborers in the colonies. Three of the four children died in the first winter in the New World, but the survivor, Richard More, lived to be approximately 81, dying in Salem, probably in 1695 or 1696.

The passengers mostly slept and lived in the low-ceilinged great cabins. These cabins were thin-walled and extremely cramped. The cabin area was 25 feet by 15 at its largest, and on the main deck, which was 75 by 20 at the most. Below decks, any person over five feet tall would be unable to stand up straight. The maximum possible space for each person would have been slightly less than the size of a standard single bed.

The Mayflower passengers were the earliest permanent European settlers in New England. During their time, they were referred to as the "First Comers". They lived in the perilous times of what was called "The Ancient Beginnings" of the New World adventure.

Passengers would pass the time by reading by candlelight or playing cards and games. Meals on board were cooked by the firebox, which was an iron tray with sand in it on which a fire was built. This was risky because it was kept in the

waist of the ship. Passengers made their own meals from rations that were issued daily and food was cooked for a group at a time.

Upon arrival late in the year, the harsh climate and scarcity of fresh food caused many deaths. Living in these extremely close and crowded quarters, several passengers experienced scurvy, a disease caused by a lack of the essential nutrient vitamin C. There was no way to store fruits or vegetables without their becoming rotten, so many passengers did not receive enough nutrients in their diets. Passengers with scurvy experienced symptoms such as rotten teeth, which would fall out; bleeding gums, and stinking breath.

Passengers consumed large amounts of alcohol, specifically beer. Beer was thought to be safer than water because the Pilgrims were accustomed to unsafe drinking water. Beer was thought to be part of a healthy, well-balanced diet.

William Mullins took 126 pairs of shoes and 13 pairs of boots. These clothes included: oiled leather and canvas suits, stuff gowns and leather and stuff breeches, shirts, jerkins, doublets, neck cloths, hats and caps, hose, stockings, belts, piece goods, and haberdasheries.

No cattle or beasts of draft or burden were brought on the journey, but there were pigs, goats, and poultry. Some passengers brought family pets such as cats and birds. Peter Browne took his large bitch mastiff and John Goodman brought along his spaniel.

On November 9, 1620, they sighted land, which was present-day Cape Cod. After several days of trying to sail south to their planned destination of the Colony of Virginia where they had already obtained permission from the Company of Merchant Adventurers to settle, strong winter seas forced them to return to the harbor at Cape Cod hook, well north of the intended area, where they anchored on November, 11.

To establish legal order the settlers wrote and signed the Mayflower Compact after the ship dropped anchor at the tip of Cape Cod on November, 11, in what is now Provincetown Harbor. The Mayflower Compact was signed that day.

On Monday, November 27, an exploring expedition was launched to search for a settlement site under the direction of Christopher Jones. As master of the Mayflower, Jones was not required to assist in the search, but he apparently thought it in his best interest to assist the search expedition. There were thirty-four persons in an open shallop – twenty-four passengers and ten sailors. They were obviously not prepared for the bitter winter weather, the Mayflower passengers not being used to the winter weather much colder than back home. Due to the bad weather encountered on the expedition, they were forced to spend the night ashore ill-clad in below freezing temperatures with wet shoes and stockings that became frozen. “Some of our people that are dead,” Bradford wrote ”took the original of their death here.”

The settlers explored the snow-covered area and discovered an empty native village. The curious settlers dug up some artificially made mounds, some of which stored corn, while others were burial sites. As they moved down the coast to what is now Eastham, they explored the area of Cape Cod for several weeks, looting and stealing native stores as they went.

Also there was found more of their corn and of their beans of various colors; the corn and beans they brought away, purposing to give them full satisfaction when they should meet with any of them as, about some six months afterward they did, to their good content.

During the winter, the passengers remained on board the Mayflower, suffering an outbreak of a contagious disease described as a mixture of scurvy, pneumonia and tuberculosis. When it ended, there were only 53 passengers, just over half, still alive. Likewise, half of the crew died as well. In the spring, they built huts ashore, and on March 21, 1621, the surviving passengers disembarked from the Mayflower.

Due to the fear of Indian attack, in late February 1621, the settlers decided to mount “our great ordnances” on the hill overlooking the settlement. Christopher Jones supervised the transportation of the “great guns” – about six iron cannons that ranged between four and eight feet in length and weighed almost half a ton. This action made what was no more than a ramshackle village almost into a well-defended fortress.

Jones had originally planned to return to England as soon as the Pilgrims found a settlement site. But after his crew members began to be ravaged by the same diseases that were felling the Pilgrims, he realized he had to remain in Plymouth Harbor “till he saw his men began to recover.”

On April 5, 1621 the Mayflower, her empty hold ballasted with stones from the Plymouth Harbor shore, set sail for England. The Mayflower made excellent time on her voyage back to England. She arrived at the home port of Rotherhithe in London on May 6, 1621 – less than half the time it had taken her to sail to America.

Jones died after coming back from a voyage to France on March 5, 1622, at about age 52. It is suggested that his journey to the New World may have taken its toll on him. For the next two years, the Mayflower lay at her berth in Rotherhithe, not far from the grave of Captain Jones at St. Mary’s church there.

The Pilgrim ship Mayflower has a famous place in American history as a symbol of early European colonization of the future United States.

The main record for the voyage of the Mayflower and the disposition of the Plymouth Colony comes from the letters and journal of William Bradford, who was a guiding force and later the governor of the colony.

I Answer the questions:

- 1) Whom did the Mayflower transport? Where to? When was it?
- 2) Why did the Mayflower with about sixty-five passengers aboard spend seven days in Southampton Water?
- 3) How many ships set sail for America? What were they?
- 4) What happened to Speedwell? Why was it a dire event?
- 5) How many persons were there on board the Mayflower?
- 6) Why was there less than necessary provision aboard the ship?
- 7) What did the stores aboard the Mayflower supply the pilgrims with?
- 8) What else was there aboard the Mayflower?

- 9) Who travelled aboard the Mayflower?
- 10) Were there any children? Who were they?
- 11) Did all the children survive?
- 12) What were the living conditions aboard?
- 13) How were the Mayflower passengers referred to?
- 14) How did the passengers pass the time?
- 15) How did they cook meals? Why was it risky?
- 16) What caused many deaths?
- 17) What caused different diseases?
- 18) Why did the passengers consume large amounts of alcohol, specifically beer?
- 19) What animals did the passengers take aboard?
- 20) When did the passengers of the Mayflower sight land? Where was it?
- 21) What was their planned destination? What prevented them from reaching it?
- 22) Why did the settlers write and sign the Mayflower Compact?
- 23) Why was an exploring expedition launched?
- 24) Who was the head of the exploring expedition?
- 25) What did the settlers discover?
- 26) Where did the passengers remain during the winter?
- 27) How many passengers and members of the crew survive?
- 28) When did the surviving passengers disembark from the Mayflower?
- 29) How and why did the settlers turn the village into a well-defended fortress?
- 30) When did the Mayflower set sail for England?

II Complete the following sentences:

- 1) Thomas Weston
- 2) About August 5, 1620
- 3) In addition to the 102 passengers.....
- 4) Many of the passengers were.....
- 5) The Mayflower passengers were
- 6) William Mullins.....

- 7) On November 9, 1620,.....
- 8) On Monday, November 27,.....
- 9) The settlers explored.....
- 10) On April 5, 1621.....
- 11) Jones died.....
- 12) The Pilgrim ship Mayflower.....
- 13) The main record.....

III State whether the following statements are true or false. Correct the false ones.

- 1) The Mayflower embarked about thirty-five passengers in London about the middle of May, 1620 and proceeded down the Thames into the English Channel

- 2) Soon after the Mayflower continued on her voyage to America, Speedwell was sold, refitted, and, according to Bradford, “made many voyages...to the great profit of her owners.”
- 3) Master Mr. Reynolds’s “cunning and deceit” (in causing what may have been ‘man-made’ leaks in the ship) had been motivated by a fear of Indian tribes.
- 4) Among these stores, they would have carried some live animals, including dogs, sheep, goats, and poultry, horses and cattle.
- 5) The ship also carried twelve artillery pieces, as the Pilgrims feared they might need to defend themselves against the Italians, Frenchmen, or the Russians, as well as the Natives.
- 6) Two of the passengers were pregnant women.
- 7) Three of the four children died in the first winter in the New World
- 8) The Mayflower passengers were not the earliest permanent European settlers in New England.
- 9) Indians forced the Mayflower to return to the harbor at Cape Cod hook, well north of the intended area, where they anchored on November, 11.
- 10) There were thirty-four persons in an open shallop – twenty-four passengers and ten sailors.
- 11) The Mayflower passengers being used to the winter weather much colder than back home.
- 12) When it ended, there were only 27 passengers, just over half, still alive.
- 13) Jones had originally planned to return to England as soon as the Pilgrims found a settlement site.

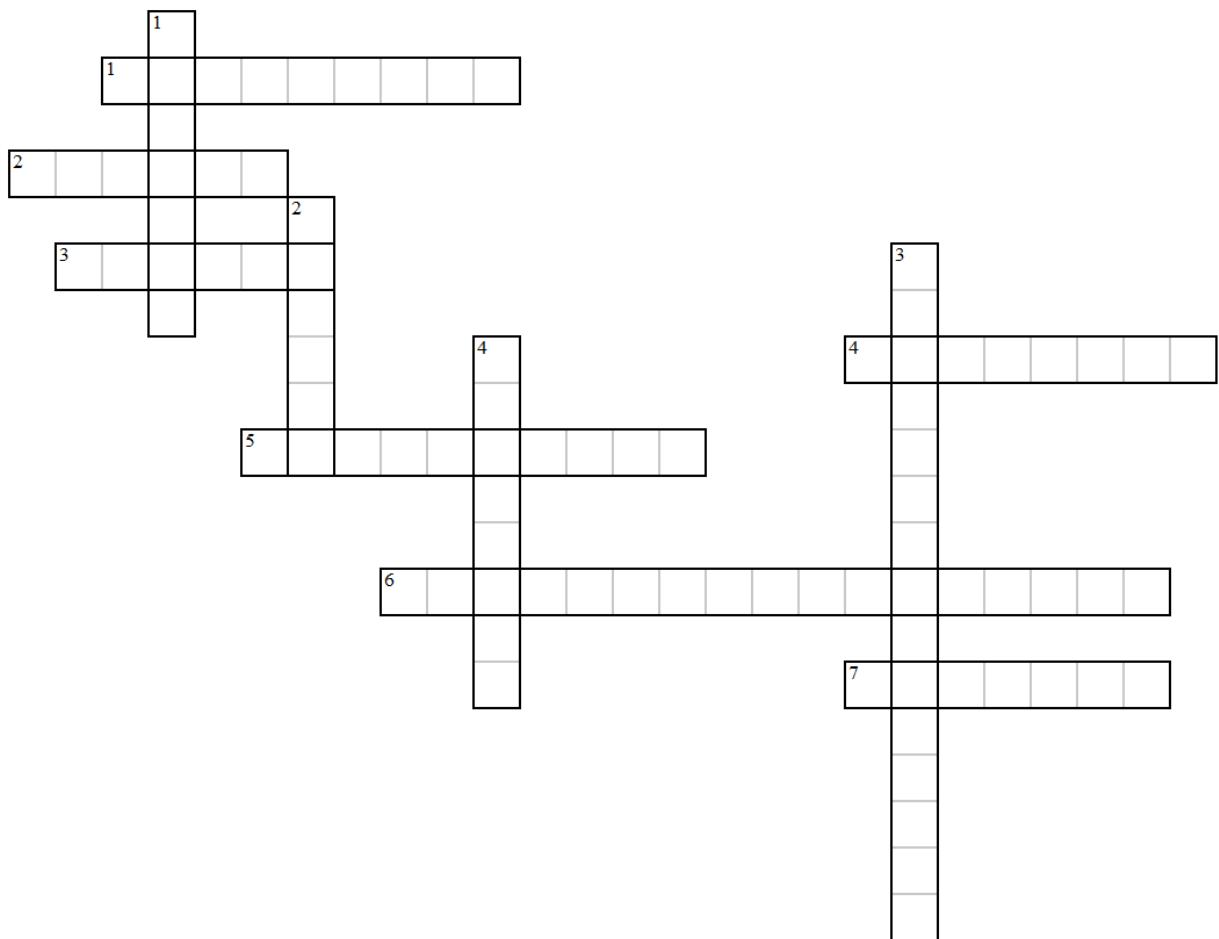
IV Solve the crossword:

Across:

1. English merchant ship, on which the British, who founded one of the first British settlement in North America, in 1620, crossed the Atlantic Ocean.
2. A country in the North
3. An important part of the ship.
4. On September 6, 1620, the Mayflower sailed from.....
5. During the winter, the passengers remained on board the Mayflower, suffering an outbreak of a contagious disease.....+1 as a mixture of scurvy, pneumonia and tuberculosis.
6. Captain/Governor of Mayflower ship.
7. The name of pregnant woman.

Down:

1. What was the birthplace of Mayflower master Christopher Jones about 1570?
2. Jones died after coming back from a voyage to ...
3. The person, who took 126 pairs of shoes and 13 pairs of boots.
4. In 1618 the Virginia Company began the transportation of



V*. Tell about your voyage aboard the Mayflower as if you are William Mullins, Richard More or Captain Jones

Seminar N3

The history of slavery in the USA.

Historians normally date the start of slavery in the North American colonies to 1619. That year, a Dutch ship carrying African slaves docked at Point Comfort, which served as Jamestown's checkpoint for ships wanting to trade with the colonists. The crew of the Dutch ship was starving, and as John Rolfe noted in a letter to the Virginia Company's treasurer Edwin Sandys, the Dutch traded 20 African slaves for food and supplies. In fact, African slaves may have been present in England's North American colonies earlier than 1619, but Rolfe's letter is the earliest hard evidence of the presence of slaves.

The English settlers who established the Jamestown colony in 1607 did not bring with them any slaves. As they struggled to make a foothold in the new world, however, they began to rely on the help of indentured servants. These were white English who contracted to work under specific conditions for a set number of years

in exchange for their passage to America. As labor shortages and the costs of indentured servants increased, the English turned increasingly to slavery, eventually transporting tens of thousands of Africans to the New World each year. The economies of the colonies soon depended on slave labor.

In 1641, Massachusetts became the first colony to legally recognize slavery. Other states, such as Virginia, followed.

The first generation of Africans in the New World tended to be remarkably cosmopolitan. Few of the first generation came directly from Africa. Instead, they arrived from the West Indies and other areas of European settlement. These "Atlantic Creoles" were often multilingual and had Spanish or Portuguese names. They experienced a period of relative racial tolerance and flexibility that lasted until the 1660s. A surprising number of Africans were allowed to own land or even purchase their freedom. But in 1662, Virginia decided all children born in the colony to a slave mother would be enslaved. Slavery was not only a life-long condition; now it could be passed, from generation to generation.

English suppliers responded to the increasing demand for slaves. In 1672, England officially got into the slave trade as the King of England chartered the Royal African Company, encouraging it to expand the British slave trade. In 1698, the English Parliament ruled that any British subject could trade in slaves.

The massive European demand for slaves and the introduction of firearms radically transformed West African society. A growing number of Africans were enslaved for petty debts or minor criminal or religious offenses or following unprovoked raids on unprotected villages. An increasing number of religious wars broke out with the goal of capturing slaves. European weapons made it easier to capture slaves. Some African societies like Benin in southern Nigeria refused to sell slaves. Others, like Dahomey, appear to have specialized in enslavement.

After capture, the captives were bound together at the neck and marched barefoot hundreds of miles to the Atlantic coast. African captives typically suffered death rates of 20 % or more while being marched overland. For every 100 slaves who reached the New World, another 40 had died in Africa or during the Middle Passage.

The "Middle Passage" was the journey of slave trading ships from the west coast of Africa where the slaves were obtained, across the Atlantic, where they were sold. The Middle Passage usually took more than seven weeks. During the voyage, the enslaved Africans were usually fed only once or twice a day and brought on deck for limited times. The death rate on these slave ships was very high, reaching 25% in the seventeenth and early eighteenth centuries and remaining around 10% in the nineteenth century as a result of malnutrition and such diseases as dysentery, measles, scurvy, and smallpox.

In the 17th and 18th centuries three distinctive systems of slavery emerged in the American colonies. In Maryland and Virginia, slavery was widely used in raising tobacco and corn and worked under the "gang" system. In the South Carolina and Georgia low country, slaves raised rice and indigo, worked under the "task" system, and were able to reconstitute African social patterns and maintain a separate Gullah dialect. In the North, slavery was concentrated on Long Island and in southern

Rhode Island and New Jersey, where most slaves were engaged in farming and stock raising for the West Indies or were household servants for the urban elite. .

Slavery became a highly profitable system for white plantation owners in the colonial South. As rice boomed, land owners found the need to import more African slaves to clear the swamps where the rice was grown and to cultivate the crop. By 1710, scarcely 15 years after rice came to Carolina, Africans began to out-number Europeans in South Carolina, and slaves began to rebel overtly and violently, as well as covertly. The European settlers, fearing the increasing numbers of blacks, passed law restricting the rights of Africans to meet, travel, earn money, and read.

Georgia, the last free colony, legalized slavery in 1750. That meant slavery was now legal in each of the thirteen British colonies that would soon become the United States.

In 1793, a young Yankee schoolteacher named Eli Whitney invented the cotton gin. The invention of the cotton gin caused a revolution in the production of cotton in the southern United States, and had an enormous impact on the institution of slavery in this country. After the invention of the cotton gin growing and cultivating cotton became a lucrative and less labor-intensive cash crop. This, in turn, led to an increase in the number of slaves and slaveholders, and to the growth of a cotton-based agricultural economy in the South.

The slaves did not always merely accept their fate. Enslaved African Americans resisted slavery in a variety of active and passive ways. "Day-to-day resistance" was the most common form of opposition to slavery. Breaking tools, feigning illness, staging slowdowns, and committing acts of arson and sabotage--all were forms of resistance and expression of slaves' alienation from their masters.

Running away was another form of resistance. Most slaves ran away relatively short distances and were not trying to permanently escape from slavery. Fugitive slaves tried to form runaway communities known as "maroon colonies." Located in swamps, mountains, or frontier regions, some of these communities resisted capture for several decades.

Slave revolts were most likely when slaves outnumbered whites, when masters were absent, during periods of economic distress, and when there was a split within the ruling elite. They were also most common when large numbers of native-born Africans had been brought into an area at one time.

After the American Revolution (1775-83), many colonists (particularly in the North, where slavery was relatively unimportant to the economy) began to link the oppression of black slaves to their own oppression by the British, and to call for slavery's abolition

All throughout the early part of the 1800s, many people in the north more and more opposed slavery. The desire to abolish slavery became known as the abolition movement which became stronger and stronger, especially in New York, Massachusetts and New England. In the 1830s to the 1860s, a movement to abolish slavery in America gained strength in the northern United States, led by free blacks such as Frederick Douglass and white supporters such as William Lloyd Garrison, founder of the radical newspaper The Liberator, and Harriet Beecher Stowe, who published the bestselling antislavery novel "Uncle Tom's Cabin" (1852).

Free blacks and other antislavery northerners had begun helping fugitive slaves escape from southern plantations to the North via a loose network of safe houses as early as the 1780s. This practice, known as the Underground Railroad, gained real momentum in the 1830s and although estimates vary widely, it may have helped anywhere from 40,000 to 100,000 slaves reach freedom. The success of the Underground Railroad helped spread abolitionist feelings in the North; it also undoubtedly increased sectional tensions, convincing pro-slavery southerners of their northern countrymen's determination to defeat the institution that sustained them.

When the former colonies met to draft a new Constitution in 1787, they clashed over the issue of slavery. Congress outlawed further importation of African and Caribbean slaves in 1808, but the interstate slave trade continued to flourish as slaves from the Mid-Atlantic states were sold into the deep south to work the cotton fields. In an effort to maintain the balance of free and slave states, the Missouri Compromise of 1820 banned slavery north of the southern boundary of Missouri.

In 1854 the Kansas-Nebraska Act essentially repealed the Missouri Compromise, opening up the slavery issue to popular vote. The result of this was widespread efforts to affect the vote by fraud and/or violence. After this, there was little chance that anything short of war would stop the institution of slavery. The abolitionist John Brown's raid at Harper's Ferry, Virginia, in 1859 aroused sectional tensions even further: Executed for his crimes, Brown was hailed as a martyred hero by northern abolitionists and a vile murderer in the South.

Slavery in the United States was essentially ended by the Civil War - a vast and destructive war with far-reaching consequences between the U.S. government (supported by the non-slave holding northern and western states) and a confederacy of rebellious southern states (which fought to preserve slavery).

In the midst of the war, in 1863, Lincoln issued the Emancipation Proclamation, freeing slaves in the Confederate States (though not those in the Union). At war's end, the 13th Amendment to the Constitution finally abolished slavery in the United States.

During the Reconstruction period (1865-77) former slaves received the rights of citizenship and the "equal protection" of the Constitution in the 14th Amendment (1868) and the right to vote in the 15th (1870). Reconstruction's end saw an anti-Black backlash and the rise of organized terror by the enemies of African Americans. In 1865, the Ku Klux Klan (*a violent, anti-Black organization*) was formed to force Blacks to give up their new rights (e.g. voting) and live in a state of fear, oppression and submission. The Klan worked with corrupt public officials and for decades was very successful in certain places in reversing Black post slavery gains.

After reconstruction and even for decades after World War I African Americans experienced a period of great discrimination and hardship. During this time southern states passed laws that prohibited Blacks from voting and instituted segregation in all areas of life.

Between 1900 and 1920 many African Americans moved from the south to northern cities, a population movement called "The Great Migration". Not only did they move to the north, they moved especially to the cities.

Several hundred thousand Blacks served in the World War I (1914-1917). After coming home from the war, they were bitterly disappointed to find out that despite having fought and died for the country they were still subject to the racism and discrimination they faced before they left. The World War II led to a demand for integration in the military forces and finally in July, 1948 President Truman issued an executive order officially integrating the military services. The war also produced benefits like the G.I. Bill which helped pay for soldiers (including Blacks) to go to college and other benefits helped ex-soldiers buy homes. After the war the pace of integration and Black progress quickened.

The civil rights period (1954 to the 1970s) started as a movement for integration and became a total liberation and identity movement. Using non-violent techniques, Martin Luther King, its most important leader, led the civil rights movement in the south and though later martyred, he became the major figure in the struggle for equality all over the world. In the 1960s the US Congress passed the voting and civil rights acts and other legislation which insured Black civil rights. Assumptions of inferiority were challenged and for the first time in American history it became illegal (at least publicly) to discriminate against Blacks.

Since the Civil Rights Movement, African-Americans have improved their social-economic standing significantly and in recent decades the African-American middle class has grown rapidly. The problem with discrimination still has a very strong effect on lives of black Americans in the society. Many black people face problems like chronic poverty, marital stress, out-of-wedlock births, health problems, low educational attainment, and high crime rates. In various interviews on the internet, black Americans still say that racial discrimination is a problem in the American society.

The story of African Americans has involved much difficulty and struggle but yet much overcoming, endurance and accomplishment. Africans and their descendants have helped to build America in many ways: work, culture, inventions, military service, social reforms, politics, art, music, sports and cooking are a few examples. Their many contributions - though never adequately recognized or given credit - made America successful, rich and powerful.

I. Answer the following questions:

1. What year is considered to be the starting point in the history of slavery in the USA?
2. Why did the English turn to slavery?
3. What was the first colony to legalize slavery?
4. What happened in 1662?
5. What happened to Africans after they were captured?
6. What was the "Middle Passage"?
7. What systems of slavery existed in the American colonies?

8. Who invented the cotton gin? When was it? How did the cotton gin affect the institution of slavery?
9. How did slaves resist slavery?
10. Why was slavery more important in the South than in the North?
11. What was "the abolition movement"?
12. What happened to the slaves after the American Civil War 1861-1865?
13. What happened to African Americans after reconstruction ended?
14. What changes took place after World War I and World War II?
15. What was the period of 1954 to the 1970s? How did it change the life of Afro-Americans?
16. How do African-Americans live today?
17. How have Africans and their descendants helped to build America?

II. Complete the following sentences:

1. Slavery in the British colonies in North America dates to.....
2. A growing number of Africans were enslaved for.....
3. By 1710, scarcely 15 years after rice came to Carolina.....
4. The European settlers, fearing the increasing numbers of blacks, passed law.....
5. The invention of the cotton gin caused....
6. Anti-slavery movement was led by
7. Fugitive slaves tried to form
- 8. After reconstruction**
- 9. After coming home from the World War I**
- 10. In the 1960s**

III State whether the following statements are true or false. Correct the false ones.

1. Initially, English colonists relied on white slaves, but by the late seventeenth century,
the lack of labor force made them to contract with indentured Africans.
2. The first generation of Africans in the New World experienced a period of racial discrimination and segregation that lasted until the 1660s.
3. In 1662 Nevada institutionalized hereditary slavery--children born of slave mothers would
automatically be slaves, too.
4. Especially in the colonial period, fugitive slaves tried to form runaway communities known as "maroon colonies."
5. After the American Revolution (1775-83), many colonists (particularly in the South, (where slavery was relatively unimportant to the economy) began to call for slavery's abolition.
6. Slavery in the United States was essentially ended by the World War I - vast and destructive war with far-reaching consequences between the U.S. government and a confederacy of rebellious northern states (which fought to preserve slavery).

7. In 1865, the Ku Klux Klan was formed to protect Blacks from the breach of their new rights and help them to get equal cultural and living standards.
8. In July, 1864 President Lincoln issued an executive order officially integrating the military services.
9. Discrimination does not exist in any area today and the standard of living exceeds that of the white population.
10. Their many contributions - though never adequately recognized or given credit - made America successful and powerful.

IV. Choose the correct variant:

1. In 1641...became the first colony to legally recognize slavery.
 - a) Virginia
 - b) Massachusetts
 - c) South Carolina
2. Virginia recognizes slavery as legal institution, passed on from mother to child in...
 - a) 1772
 - b) 1665
 - c) 1662
3. For every 100 slaves who reached the New World, another 40 had died in Africa or during the...
 - a) Middle Passage
 - b) first working days
 - c) Continental transition
4. The cotton gin was invented in..... by.....
 - a) 1793, Eli Whitney
 - b) 1799, John Rolfe
 - c) 1863, Nat Turner
5. The most common form of opposition to slavery was.....
 - a) running away
 - b) "Day-to-day resistance"
 - c) revolts
6. The desire to abolish slavery became known as the
 - a) revolutionary movement
 - b) abolition movement
 - c) civil-rights movement
7. Free blacks and other antislavery northerners had begun helping fugitive slaves escape from southern plantations to the North via a loose network of safe houses as early as the 1780s. This practice was known as.....
 - a) Underground Railroad
 - b) War of Liberation

c) Liberating Mission

8. The....., adopted late in 1865, officially abolished slavery
a) 1st Article
b) 13th Amendment
c) Anti-slavery Act
9. In 1865 a violent, anti-Black organization was formed to force Blacks to give up their new rights. It was named.....
a) Ku Klux Klan
b) New Black Panthers
c) Skinheads
10. Between 1900 and 1920 many African Americans moved from the south to northern cities, a population movement called.....
a) "The Chain Migration"
b) "The Impelled Migration"
c) "The Great Migration"

- 11.....led the civil rights movement in the south and became the major figure in the struggle for equality all over the world
a) Martin Luther King
b) Frederick Douglass
c) Abraham Lincoln

V. Solve the crossword.

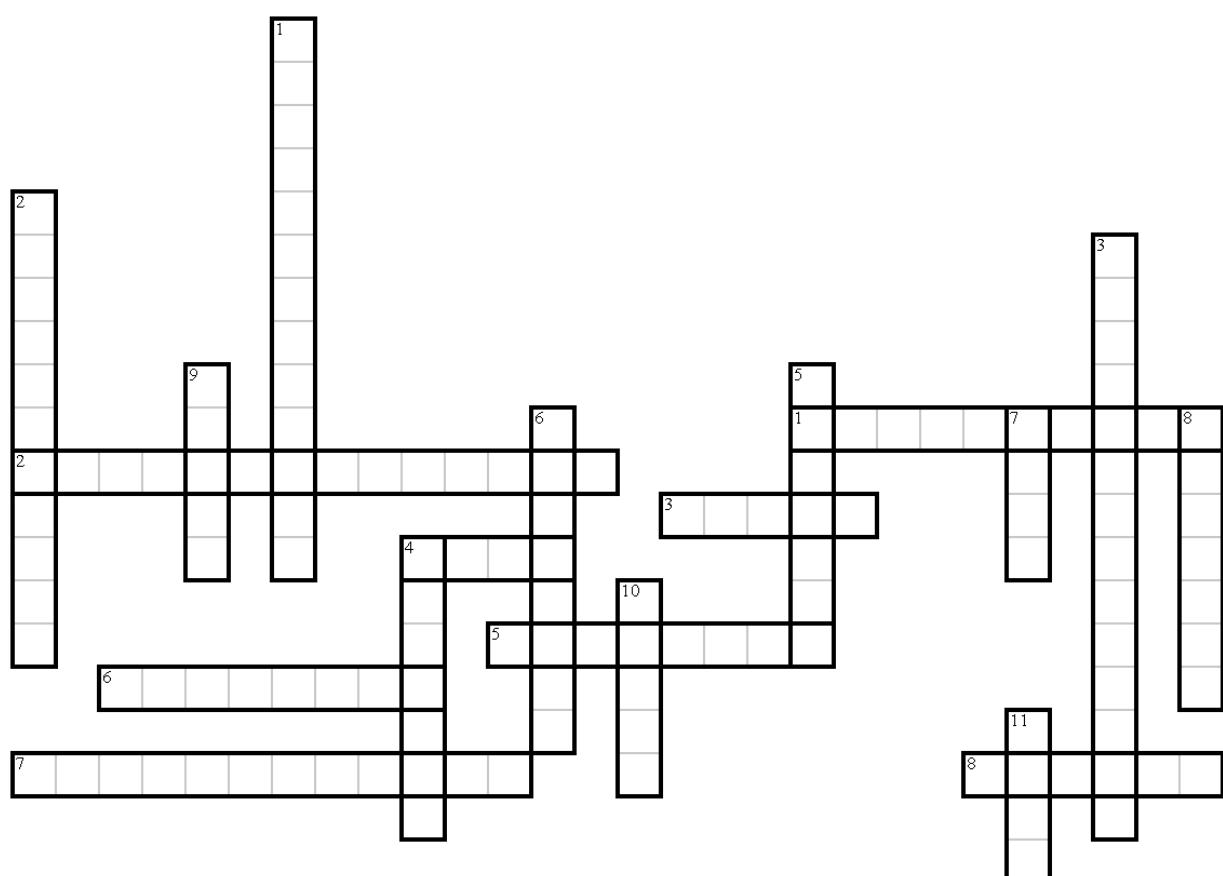
Across:

1. Servant who agreed to work without pay for a certain period of time in exchange for passage to America was known as
2. The period after the civil war in the United States when the southern states were reorganized and reintegrated into the union.
3. The first slave ship that came to America in 1619 was.....
4. The system which was adopted by slaveholders who owned large plantations. Under this system enslaved people were organized into work gangs that labored from sunup to sundown.
5. A prominent American abolitionist, journalist and social reformer, editor of radical abolitionist newspaper "the liberator", and one of the founders of the American anti-slavery society.
6. A plantation supervisor who, watched over and directed the work of others.
7. A person, who supports the end of slavery.
8. A runaway or fugitive slave.

Down:

1. The first colony which legalized slavery.

2. A group of people wanted to end slavery.
3. Treating someone unfairly because of his or her race, religion, or sex.
4. The last free colony which legalized slavery.
5. A president which was elected in 1861, during the time of slavery.
6. An abolitionist, who was regarded as the most famous African American of his time because of his efforts in the fight against slavery; one of the leaders of abolition movement.
7. A system of slave labor under which a slave had to complete a specific assignment each day. After they finished, their time was their own. It was used primarily on rice plantations.
8. A kingdom in Africa built on the effectiveness of firearms, prospered enormously because of slave trade and the economy relied on capturing and selling slaves.
9. West African kingdom (in what is now Nigeria) whose strong kings sharply limited engagement with the slave trade.
10. Abolitionist who was hanged after leading an unsuccessful raid at Harper's Ferry, Virginia in 1859
11. The distinctly American type of music with a basis in African American folk traditions.



VI. Match the beginning of each sentence in the left - hand column with the endings in the right-hand column. Combine sentence so that they make sense.

1.The English settlers who established the Jamestown colony	a) moved from the south to northern cities
2.The Kansas-Nebraska Act essentially repealed the Missouri Compromise	b) difficulty and struggle but yet much overcoming, endurance and accomplishment.
3.In the 17th and 18th centuries three distinctive systems	c) Benin in southern Nigeria refused to sell slaves
4.After reconstruction and even for decades after World War I	d) in 1662
5.The civil rights period	e) or white plantation owners in the colonial South.
6. Slavery in the United States was essentially	f) opening up the slavery issue to popular vote.
7. In 1641	g) Massachusetts became the first colony to legally recognize slavery.
8.The English Parliament ruled that any British subject could trade in es	h)Amendment to the Constitution finally abolished slavery in the United States
9.Slavery became a highly profitable system	i) of slavery emerged in the American colonies
10.Georgia, the last free colony	j) ended by the Civil War
11.The first generation of Africans in the New World	k) did not bring with them any slaves.
12.At war's end, the 13th	l) in 1698
13.Virginia decided all children born in the colony to a slave mother would be enslaved	m) legalized slavery in 1750
14.Some African societies like	n) tended to be remarkably cosmopolitan.
15.Between 1900 and 1920 many African Americans	o) started as a movement for integration and became a total liberation and identity movement.
16.The story of African Americans has involved much	p) African Americans experienced a period of great discrimination and hardship.

VII*. Find out some interesting facts about slavery in the USA.

Seminar N 4

George Washington



George Washington, also called Father of His Country was born on February 22, 1732 in Westmoreland county, Virginia. He was an American general and commander in chief of the colonial armies in the [American Revolution](#) (1775–83) and subsequently first president of the United States (1789–97).

Washington's father, Augustine Washington, had gone to school in England, tasted seafaring life, and then settled down to manage his growing Virginia estates. His mother was Mary Ball, whom Augustine, a widower, had married early the previous year. Little is known of George Washington's early childhood, spent largely on the Ferry Farm on the Rappahannock River, opposite Fredericksburg, Virginia. [Mason L. Weems](#)'s stories of the hatchet and cherry tree and of young Washington's repugnance to fighting are apocryphal efforts to fill a manifest gap. He attended school irregularly from his 7th to his 15th year, first with the local church sexton and later with a schoolmaster named Williams. He was fairly well trained in practical mathematics—gauging and such trigonometry as was useful in surveying. He studied geography, possibly had a little Latin, and certainly read some of *The Spectator* and other English classics.

In the year 1749, aided by Lord Fairfax, Washington received an appointment as official surveyor of Culpeper county, and for more than two years he was kept almost constantly busy. Surveying not only in Culpeper but also in Frederick and Augusta counties, he made journeys far beyond the Tidewater region into the western wilderness. Coupled with Lawrence's ventures in land, it also gave him an interest in western development that endured throughout his life. In 1752 Lord Fairfax determined to take up his final residence in the Shenandoah Valley and settled there in a log hunting lodge, which he called Greenway Court after a Kentish manor of his family's. There Washington was sometimes entertained and had access to a small library that Fairfax had begun accumulating at Oxford.

The years 1751–52 marked a turning point in Washington's life, for they placed him in control of Mount Vernon. Lawrence, the elder brother, stricken by tuberculosis, went to Barbados in 1751 for his health, taking George along. From this sole journey beyond the present borders of the United States, Washington returned with the light scars of an attack of smallpox. In July of the next year, Lawrence died, making George executor and residuary heir of his estate should his daughter, Sarah, die without issue. She died within two months. Washington at age 20 became head of one of the best Virginia estates. His greatest pride in later days was to be regarded as the first farmer of the land.

Washington started his military career as an aide in one of Virginia's four districts. The Governor of Virginia sent him on a mission with dispatches warning

the French at Fort Le Boeuf against taking more British land in the greater Ohio Valley. When Washington returned with the expected negative answer, he was named Lieutenant Colonel. As a twenty-two-year-old, Washington won acknowledgement in the French and Indian War (1754-63). By the time he was 23, Washington had become a full colonel and was appointed Commander and Chief of the Virginia Militia. He became known for his written accounts of military situations from recruiting to desertion.

In 1758, Washington returned to Virginia where he renovated Mount Vernon and married a widow with two children. His marriage to Martha Dandridge Custis was a fruitful and happy union. From 1759-1774, he served in the Virginia House of Burgesses. It was during this time that the colonies started to have serious problems with England. Washington became a delegate to the Continental Congress of 1774-75, where he functioned as a peacemaker and politician. By June of 1775, Washington was the unanimous choice for Commander in Chief of the Continental Army.

For the next 20 years the main background of Washington's life was the work and society of Mount Vernon. He gave assiduous attention to the rotation of crops, fertilization of the soil, and the management of livestock. He had to manage the 18 slaves that came with the estate and others he bought later; by 1760 he had paid taxes on 49 slaves—though he strongly disapproved of the institution and hoped for some mode of abolishing it. At the time of his death, more than 300 slaves were housed in the quarters on his property. In his will, he bequeathed the slaves in his possession to his wife and ordered that upon her death they be set free, declaring also that the young, the aged, and the infirm among them "shall be comfortably clothed & fed by my heirs." Still, this accounted for only about half the slaves on his property. The other half, owned by his wife, were entailed to the Custis estate, so that on her death they were destined to pass to her heirs. However, she freed all the slaves in 1800 after his death.

During the Revolutionary War, performed honorably, known especially for his perseverance. After his famous crossing of the Delaware River, he surprised the British in Trenton and forced them out of Trenton. He then led another successful attack against the British in Princeton, New Jersey. Washington's victories encouraged 8,000 men to join the Continental Army. Even though his army grew in size, Howe defeated Washington at Brandywine Creek and again at Germantown. These reversals forced Washington to retreat to Valley Forge, where his army spent a long, hard winter.

During the difficult winter, the Continental Congress grew tired of Washington's constant requests for supplies. Because of this, he reached out to France for troops and supplies. In the spring of 1778 good news came; France decided to send money, troops, and a fleet. With the support of the French, Washington's mainly untrained and untested forces eventually went on to defeat the British. He led his forces to victory at the Battle of Yorktown, Virginia. This was the decisive battle of the American Revolution. Lord Cornwallis surrendered on October 19, 1781.

After the American Revolution, an armed revolt in Massachusetts made it apparent that a stronger government was needed. The Constitutional Convention was held to deal with the problem. Washington was chosen president of the convention and he played an important role in getting the Constitution ratified.

After the Constitution was ratified, Washington unanimously won the presidential election and took the oath of office in New York on April 30, 1789. At the time he was elected President, there were no established political parties in the United States. During Washington's first term, the White House was built, but he was the only President who never lived there. A two party political system was created because of a disagreement between Washington and Thomas Jefferson regarding the support of France during the French and English War.

Washington was unanimously reelected in 1793. During his first term he had appointed Alexander Hamilton as Secretary of Treasury. During his second term, Hamilton sponsored a tax on Whiskey. Irate grain farmers, who considered the tax an attack upon their liberty, revolted in what was called the Whiskey Rebellion. Washington called out 15,000 members of a nearby militia and quickly put the rebellion down. He successfully met the first real test of the federal government's rights and powers.

After serving eight years as President of the United States, Washington grew tired of political battles. He declined to run for a third term. He chose to retire to his beloved Mount Vernon. Historically Washington is a much-loved figure. Eulogizing Washington after his death on December 14, 1799, Richard Henry Lee of Virginia praised him as "First in war, first in peace, and first in the hearts of his countrymen."

I. Answer the following questions:

- 1) When and where was George Washington born?
- 2) Where did George Washington spend his childhood?
- 3) What subjects did he study?
- 4) What is a Greenway Court and who created it?
- 5) Who was stricken by tuberculosis? Did he or she recover?
- 6) At what age did G. Washington become a full colonel?
- 7) What happened in 1758 in Virginia?
- 8) Who was freed after President's death?
- 9) When did France decide to send money, troops, and a fleet to help the US?
- 10) What was the decisive battle of the American Revolution?
- 11) Who was the Secretary of Treasury in G. Washington's Government??
- 12) What do you know about Whiskey Rebellion?
- 13) How many terms did G. Washington serve as a president?
- 14) How many children did G. Washington have?

II. Complete the following sentences:

1. George Washington, also called.....
2. He attended school

3. Lawrence, the elder brother
4. Washington at age 20.....
5. As a twenty-two-year-old.....
6. Washington became a delegate.....
7. Then, more than 300 slaves.....
8. With the support of the French.....
9. During Washington's first term.....
10. After serving eight years.....

III. Choose the correct variant:

1. Where and when was George Washington born?

- A January, 12, 1735 in Westmoreland county, Virginia;
B February, 22, 1732 in Westmoreland county, Virginia;
C December, 14, 1799 in United States.

2. At what age was G. Washington appointed colonel, Commander and Chief of the Virginia Militia?

- A 21;
B 27;
C 23.

3. George Washington married to....

- A Margaret of Anjou;
B Elizabeth of York;
C Martha Dandridge Custis.

4. When did his wife, Martha, free all the slaves?

- A 1799;
B 1806;
C 1800.

5. These reversals forced Washington to retreat to ...

- A Valley Forge;
B Germantown;
C New Jersey.

6. When was G.Washington elected president?

- A 15 May 1790;
B 23 April 1789;
C 30 April 1789.

7. A two party political system was created because of a disagreement between ...

- A Washington and Thomas Jefferson;

B Washington and Lord Fairfax;
C Washington and Alexander Hamilton.

8. Washington was unanimously reelected in...

- A 1796;
B 1793;
C 1794.

9. The date of G. Washington's death is.....

- A 14 December 1799;
B 22 February 1732;
C 22 December 1799.

IV Be ready to say, who or what these people are:

1.		Augustine	Washington
2.		Thomas	Jefferson
3.			Lawrence
4.		Lord	Cornwallis
5.	Martha	Dandridge	Custis
6.		Alexander	Hamilton
7.		Mary	Ball

V. State whether the following statements are true or false. Correct the false ones.

- 1) George Washington is called Father of his Country .
- 2) Washington's father, Augustine Washington, had gone to school in Italia.
- 3) George Washington attended school irregularly from his 8th to his 15th year.
- 4) In the year 1746, aided by Lord Fairfax, Washington received an appointment as official surveyor of Culpeper county.
- 5) The years 1751–52 marked a turning point in Washington's life.
- 6) Washington at age 20 became head of one of the best Universities.
- 7) As a twenty-two-year-old, Washington won acknowledgement in the French and Indian War (1754-63).
- 8) In 1788, Washington returned to Virginia where he renovated Mount Vernon and married a widow with two children.
- 9) By June of 1775, Washington was the unanimous choice for Commander in Chief of the Continental Army.
- 10) After his famous crossing of the Thames River, he surprised the British in Trenton and forced them out of Trenton.
- 11) With the support of the Germany, Washington's mainly untrained and untested forces eventually went on to defeat the British.

- 12) After the French Revolution, an armed revolt in Massachusetts made it apparent that a stronger government was needed.
- 13) After the Constitution was ratified, Washington unanimously won the presidential election and took the oath of office in Virginia on April 30, 1789.
- 14) After serving 11 years as President of the United States, Washington grew tired of political battles.
- 15) Historically Washington is a much-loved figure.

VI. Match the beginning of each sentence in the left-hand column with the endings in the right-hand column. Combine the sentences so that they make sense.

Mary Ball.....	.....it also gave him an interest in western development that endured throughout his life
George Washington was.....	.....revolted in what was called the Whiskey Rebellion
He led his forces to....	.....the slaves in his possession to his wife and ordered that upon her death they be set free
The other half, owned by his wife, were entailed to....	.....American general and commander in chief of the colonial armies in the American Revolution and subsequently first president of the United States
Irate grain farmers, who considered the tax an attack upon their liberty,.....	.....had access to a small library that Fairfax had begun accumulating at Oxford
In 1758.....	..... was George Washington's mother
Coupled with Lawrence's ventures in land.....	.....victory at the Battle of Yorktown, Virginia
In his will, he bequeathed.....	.....Howe defeated Washington at Brandywine Creek and again at Germantown
There Washington was sometimes entertained and.....	.....he renovated Mount Vernon and married a widow with two children
Even though his army grew in size,.....	....the Custis estate, so that on her death they were destined to pass to her heirs

VI. Solve the crossword

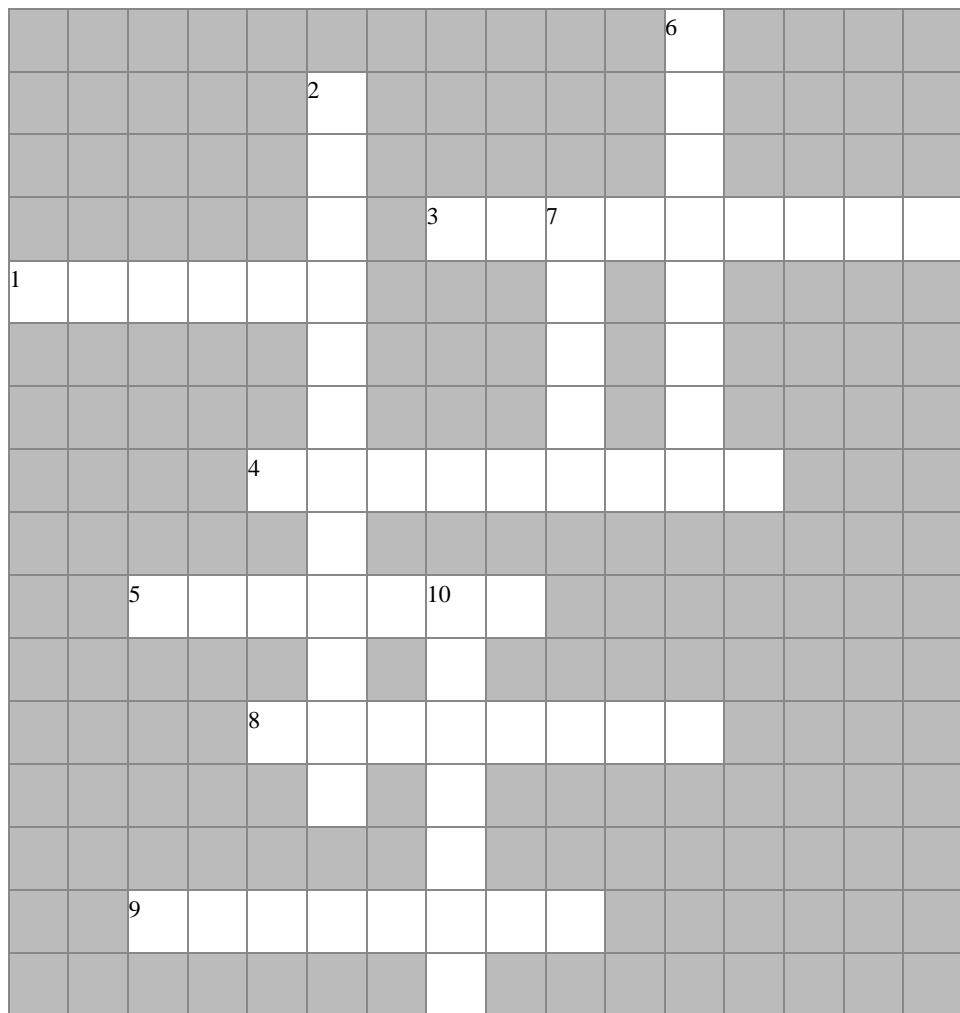
Across

1. State where George Washington was born.
3. What illness forced Lawrense to go to Barbados?
4. Who was the elder brother of the future president of the United States George Washington

5. At twenty-three, George was promoted ...
8. G. Washington won the election and became...
9. What was the last name of the Secretary of the Treasury?

Down

2. What is the name of the George Washington's father?
6. Whom did the United States clash with in 1774?
7. What country helped Americans to win in the American Revolution?
10. How many years was George Washington the President?



VIII*. Prove that G. Washington really was Father of His Country.

Seminar N 5

Barack Obama



44th President of the United States

Barack Hussein Obama II is the 44th and current President of the United States. He is the first African American to hold the office. Born in Honolulu, Hawaii, Obama is a graduate of Columbia University and Harvard Law School, where he was president of the *Harvard Law Review*.

Obama was born on August 4, 1961, at Kapi'olani Maternity & Gynecological Hospital (now Kapi'olani Medical Center for Women and Children) in Honolulu, Hawaii, and is the first President to have been born in Hawaii. His mother, Stanley Ann Dunham, was born in Wichita, Kansas, and was of mostly English ancestry. She died in 1995 in Hawaii following treatment for ovarian cancer and uterine cancer. His father, Barack Obama, Sr., was from Kenya. He died in an automobile accident in 1982.

In 1971, Obama returned to Honolulu to live with his maternal grandparents, Madelyn and Stanley Dunham, and with the aid of a scholarship attended Punahoa School, a private college preparatory school, from fifth grade until his graduation from high school in 1979.

Following high school, Obama moved to Los Angeles in 1979 to attend Occidental College. In February 1981, he made his first public speech, calling for Occidental to divest from South Africa in response to its policy of apartheid.

Two years after graduating, Obama was hired in Chicago as director of the Developing Communities Project (DCP), a church-based community organization originally comprising eight Catholic parishes in Roseland, West Pullman, and Riverdale on Chicago's South Side. Obama also worked as a consultant and instructor for the Gamaliel Foundation, a community organizing institute. In late 1988, Obama entered Harvard Law School. After graduating with a J.D. *magna cum laude* from Harvard in 1991, he returned to Chicago. Obama's election as the first black president of the *Harvard Law Review* gained national media attention and led to a publishing contract and advance for a book about race relations, which evolved into a personal memoir. The manuscript was published in mid-1995 as *Dreams from My Father*.

Obama was elected to the Illinois Senate in 1996, succeeding State Senator Alice Palmer as Senator from Illinois's 13th District. Once elected, Obama gained bipartisan support for legislation that reformed ethics and health care laws. He sponsored a law that increased tax credits for low-income workers, negotiated welfare reform, and promoted increased subsidies for childcare. In 2001, as co-chairman of the bipartisan Joint Committee on Administrative Rules, Obama supported Republican Governor Ryan's payday loan regulations and predatory mortgage lending regulations aimed at averting home foreclosures.

Obama was reelected to the Illinois Senate in 1998, defeating Republican Yesse Yehudah in the general election, and was reelected again in 2002. In 2000, he lost a Democratic primary race for Illinois's 1st congressional district in the United States House of Representatives to four-term incumbent Bobby Rush by a margin of two to one. In January 2003, Obama became chairman of the Illinois Senate's Health and Human Services Committee when Democrats, after a decade in the minority, regained a majority. During his 2004 general election campaign for U.S. Senate, police representatives credited Obama for his active engagement with police organizations in enacting death penalty reforms. Obama resigned from the Illinois Senate in November 2004 following his election to the U.S. Senate.

Obama was an early opponent of the George W. Bush administration's 2003 invasion of Iraq. On October 2, 2002, the day President Bush and Congress agreed on the joint resolution authorizing the Iraq War, Obama addressed the first high-profile Chicago anti-Iraq War rally, and spoke out against the war. He addressed another anti-war rally in March 2003 and told the crowd that "it's not too late" to stop the war.

In January 2007, Obama and Senator Feingold introduced a corporate jet provision to the Honest Leadership and Open Government Act, which was signed into law in September 2007. Obama also introduced Deceptive Practices and Voter Intimidation Prevention Act, a bill to criminalize deceptive practices in federal elections, and the Iraq War De-Escalation Act of 2007, neither of which was signed into law. Obama also sponsored a Senate amendment to the State Children's Health Insurance Program, providing one year of job protection for family members caring for soldiers with combat-related injuries.

In the March 2004 primary election, Obama won in an unexpected landslide, which overnight made him a rising star within the national Democratic Party. Obama's expected opponent in the general election, Republican primary winner Jack Ryan, withdrew from the race in June 2004. In the November 2004 general election, Obama won with 70 percent of the vote.

He began his presidential campaign in 2007, and in 2008, after a close primary campaign against Hillary Rodham Clinton, he won sufficient delegates in the Democratic party primaries to receive the presidential nomination. He then defeated Republican nominee John McCain in the general election, and was inaugurated as president on January 20, 2009. Nine months later, Obama was named the 2009 Nobel Peace Prize laureate.

In foreign policy, Obama ended U.S. military involvement in the Iraq War, increased troop levels in Afghanistan, signed the New START arms control treaty with Russia, ordered U.S. military involvement in Libya, and ordered the military operation that resulted in the death of Osama bin Laden.

Obama sponsored legislation that would have required nuclear plant owners to notify state and local authorities of radioactive leaks, but the bill failed to pass in the full Senate after being heavily modified in committee. Regarding tort reform, Obama voted for the Class Action Fairness Act of 2005 and the FISA Amendments Act of 2008.

Obama called for Congress to pass legislation reforming health care in the

United States, a key campaign promise and a top legislative goal. He proposed an expansion of health insurance coverage to cover the uninsured, to cap premium increases, and to allow people to retain their coverage when they leave or change jobs. His proposal was to spend \$900 billion over 10 years and include a government insurance plan.

On April 4, 2011, Obama announced his re-election campaign for 2012. At the Democratic National Convention in Charlotte, North Carolina, former President Bill Clinton formally nominated Obama and Joe Biden as the Democratic Party candidates for president and vice president in the general election, in which their main opponents were Republicans Mitt Romney, the former governor of Massachusetts, and Representative Paul Ryan of Wisconsin. President Obama's 2011 State of the Union Address focused on themes of education and innovation, stressing the importance of innovation economics to make the United States more competitive globally.

On May 9, 2012, shortly after the official launch of his campaign for re-election as president, Obama said his views had evolved, and he publicly affirmed his personal support for the legalization of same-sex marriage, becoming the first sitting U.S. president to do so.

Obama cosponsored the Secure America and Orderly Immigration Act. He introduced two initiatives that bore his name: Lugar–Obama, which expanded the Nunn–Lugar cooperative threat reduction concept to conventional weapons; and the Federal Funding Accountability and Transparency Act of 2006.

On November 6, 2012, Obama won 332 electoral votes, exceeding the 270 required for him to be re-elected as president. With 51% of the popular vote, Obama became the first Democratic president since Franklin D. Roosevelt to twice win the majority of the popular vote.

On January 16, 2013, one month after the Sandy Hook Elementary School shooting, President Obama signed 23 executive orders and outlined a series of sweeping proposals regarding gun control. He urged Congress to reintroduce an expired ban on "military-style" assault weapons, especially unlicensed dealers who buy arms for criminals and approving the appointment of the head of the federal Bureau of Alcohol, Tobacco, Firearms and Explosives for the first time since 2006.

In June 1989, Obama met Michelle Robinson when he was employed as a summer associate at the Chicago law firm of Sidley Austin. They began dating later that summer, became engaged in 1991, and were married on October 3, 1992. The couple's first daughter, Malia Ann, was born on July 4, 1998, followed by a second daughter, Natasha ("Sasha"), on June 10, 2001. The Obama daughters attended the private University of Chicago Laboratory Schools. When they moved to Washington, D.C., in January 2009, the girls started at the private Sidwell Friends School. The Obamas have a Portuguese Water Dog named Bo, a gift from Senator Ted Kennedy.

Obama tried to quit smoking several times, sometimes using nicotine replacement therapy, and, in early 2010, Michelle Obama said that he had successfully quit smoking.

Obama is a Christian whose religious views developed in his adult life. He

wrote in *The Audacity of Hope* that he "was not raised in a religious household". He described his mother, raised by non-religious parents. He described his father as a "confirmed atheist" by the time his parents met, and his stepfather as "a man who saw religion as not particularly useful."

I Answer the questions:

- 1) When and where was Obama born?
- 2) What happened to Obama's parents?
- 3) Who were Obama's maternal grandparents?
- 4) What school did Obama enter in late 1988?
- 5) Whom did Obama succeed when he was elected to the Illinois Senate in 1996?
- 6) What did Obama sponsor?
- 7) What did Obama and Senator Feingold do in January 2007?
- 8) When did Obama win the unexpected landslide?
- 9) What happened in 2007-08?
- 10) When was Obama inaugurated as president?
- 11) What did he publicly affirm and do as the first U.S. president?
- 12) How many electoral votes did Obama win on November 6, 2012?
- 13) What did Obama do on January 16, 2013 one month after the Sandy Hook Elementary School shooting?
- 14) What did he urge Congress to reintroduce?
- 15) When did Obama meet his wife?
- 16) Does Obama have any children?
- 17) What religions did his family have?

II Say if these statements are true or false. Correct if necessary.

1. Barack Hussein Obama II is the 41st and current President of the United States.
2. Obama was born on August 4, 1961, at Kapi'olani Maternity & Gynecological Hospital.
3. In February 1971, he made his first public speech, calling for Occidental to divest from South Africa in response to its policy of apartheid.
4. In late 1988, Obama entered Harvard Law School.
5. Obama's election as the first black president of the Harvard Law Review gained national media attention and led to a publishing contract and advance for a book about race relations, which evolved into a personal memoir.
6. Obama was elected to the Illinois Senate in 1990, succeeding State Senator Alice Palmer as Senator from Illinois's 13th District.
7. Obama was reelected to the Illinois Senate in 1998, defeating Republican Yesse Yehudah in the general election, and was reelected again in 2002.
8. He addressed another anti-war rally in February 2000 and told the crowd that "it's not too late" to stop the war.
9. Obama's expected opponent in the general election, Republican primary winner Michelle Obama, withdrew from the race in June 2004.
10. In the March 2007 general election, Obama won with 70 percent of the vote.
11. Nine months later, Obama was named the 2009 Nobel Peace Prize laureate.

12. Obama called for Congress to pass legislation reforming health care in the United States, a key campaign promise and a top legislative goal.
13. His proposal was to spend \$9.0000 billion over 10 years and include a government insurance plan.
14. Obama cosponsored the Secure America and Orderly Immigration Act.
15. Obama tried to quit smoking several times, sometimes using nicotine replacement therapy, and, in early 2010, Mitt Romney said that he had successfully quit smoking.

III. Complete the following sentences:

1. Barack Hussein Obama II is.....
2. Obama was born onatin..... and is the first President to have been born in Hawaii.
3. Following high school, Obama moved to.....
4. Two years after graduating, Obama was hired in Chicago as director of the....., a church-based community organization originally comprising eight Catholic parishes in...
5. Obama's election as the first black president of the.....gained national media attention and led to which evolved into a personal memoir.
6. The manuscript was published in mid-1995 as.....
7. Obama was an early opponent of the.....
8. Obama was named the.....
9. Obama is a.....whose religious views developed in his adult life.
10. In June 1989, Obama met.....
11. At theformer President Bill Clinton formally nominated Obama and Joe Biden as the Democratic Party candidates for
12. On January 16, 2013, President Obama.....

IV. Match each date in the left-hand column with the appropriate event in the right-hand column.

On August 4, 1961	Obama entered Harvard Law School.
In February 1981	Obama won in an unexpected landslide, which overnight made him a rising star within the national Democratic Party
In 1988	Obama was born.
In mid - 1995	The manuscript <i>“Dreams from My Father”</i> was published.
In the March 2004	He made his first public speech, calling for Occidental to divest from South Africa in response to its policy of apartheid.

In the November 2004	Obama won with 70 percent of the vote.
In May 2012	President Obama signed 23 executive orders and outlined a series of sweeping proposals regarding gun control.
On January 16, 2013	He became the first sitting U.S. president to publicly support allowing same-sex couples to legally marry.

V Choose the correct variant.

- 1) Barack Hussein Obama II is the ... and current President of the United States.
 - a) 44th
 - b) 43rd
 - c) 42nd

- 2) Obama is a graduate of ... University.
 - a) Oxford
 - b) Cambridge
 - c) Columbia

- 3) What was the reason of the death of Obama's mother?
 - a) AIDS
 - b) Ovarian cancer and uterine cancer
 - c) Liver cancer

- 4) When did B. Obama make his first public speech?
 - a) 1990
 - b) 1981
 - c) 2000

- 5) What was the reason of the publishing of the manuscript in mid-1995?
 - a) Obama did not become the president of the Harvard Law Review
 - b) Obama's election as the first black president of the Harvard Law Review
 - c) Obama lost his job after graduating from the Harvard Law Review

- 6) Obama was elected to the ... Senate in 1996
 - a) Ohio
 - b) Hawaii
 - c) Illinois

- 7) What did Obama think about the George W. Bush administration's 2003 invasion of Iraq?

- a) He was an early opponent
 - b) He provided all support
 - c) He was indifferent to this

8) Obama also sponsored a Senate amendment to the State ... Insurance Program.

 - a) Presidents' Health
 - b) Minority Health
 - c) Children's Health

9) What were the results of the general election in November 2004?

 - a) Obama won with 70 percent of the vote
 - b) Obama won with 80 percent of the vote
 - c) Obama won with 85 percent of the vote

10) When was Obama inaugurated as president of the USA?

 - a) March 12, 2009
 - b) January 20, 2009
 - c) January 12, 2008

11) What did Obama do in his foreign policy?

 - a) He started U.S. military involvement in the Iraq War
 - b) He continued U.S. military involvement in the Iraq War
 - c) He ended U.S. military involvement in the Iraq War

12) On April 4, 2011, Obama ...

 - a) announced his re-election campaign for 2012
 - b) gave up his presidential place
 - c) became vice president

13) What did Obama say about same-sex marriage on May 9, 2012?

 - a) He publicly forbade it
 - b) He publicly affirmed his personal support for the legalization
 - c) He told, he doesn't care

14) When did Obama sign 23 executive orders and outlined a series of sweeping proposals regarding gun control?

 - a) On January 2013
 - b) On February 2013
 - c) On March 2013

15) When did Obama's religious views develop?

 - a) In childhood
 - b) In teenager period
 - c) in adult life

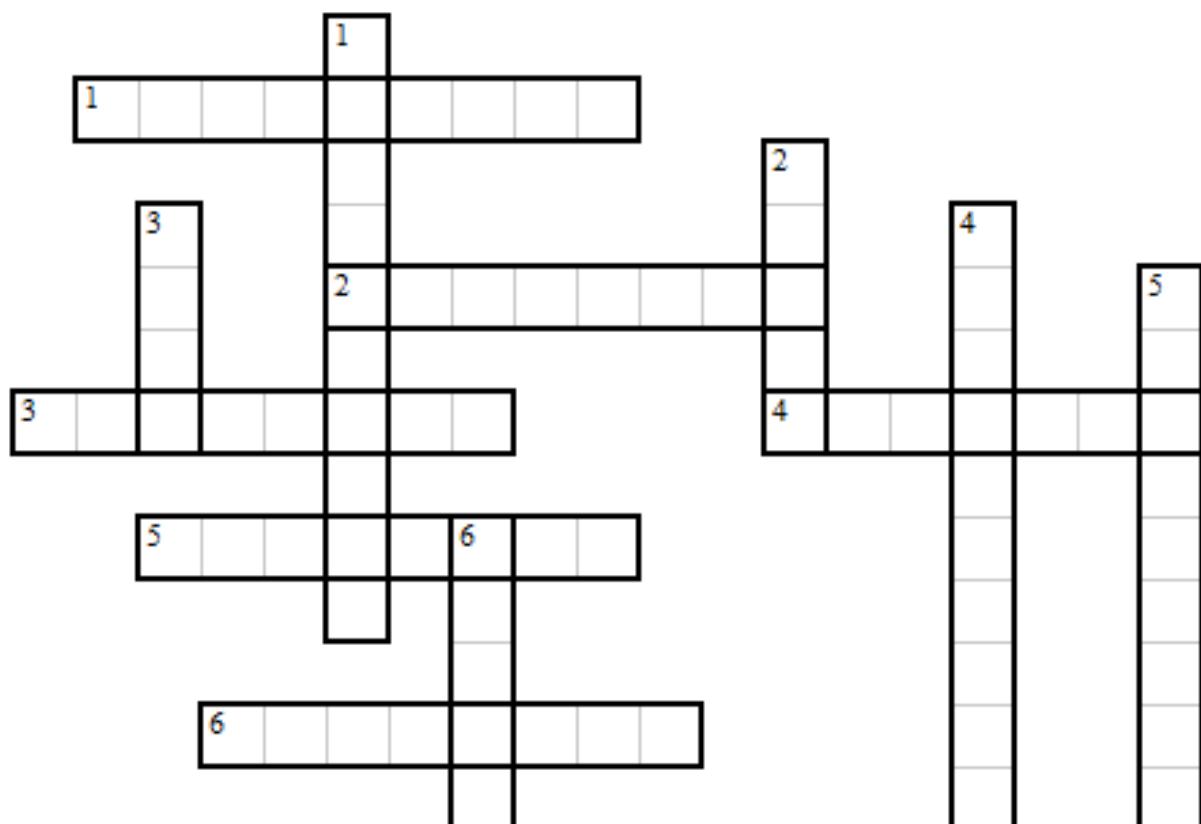
VI Find the correct words for the crossword

Across:

1. After whom did Obama become the first Democratic president?
2. Position, that Obama took In January 2003.
3. Obama defeated this man in the election to the Illinois Senate in 1998.)
4. He is the first ... American to hold the office.
5. Obama was elected to the Senate of this state in 1996.
6. Obama is a graduate of ... University.

Down:

1. Obama was made a rising star of this party in March, 2004 primary election.
2. Barack Obama's father was from this country.
3. Obama was an early opponent of his administration (2003 invasion of Iraq).
4. Obama's religious views.
5. Barack Obama was born in this city.
6. The 44th and current President of the United States.



VII*. Speak about Barack Obama's political activity.

8. Методичні матеріали, що забезпечують самостійну роботу студентів.

Методичні рекомендації та розробки викладача.

Поради з планування та організації часу,
необхідного для вивчення навчальної дисципліни

Самостійна робота студента є основним засобом оволодіння навчальним матеріалом у час, вільний від обов'язкових навчальних занять. Зміст самостійної роботи при вивчені дисципліни «Лінгвокраїнознавство основної іноземної мови» визначається навчальною програмою дисципліни, завданнями та вказівками викладача, даними методичними вказівками.

Кількість годин для самостійного вивчення дисципліни складає 70% від загального навантаження, тому саме самостійна робота студентів є основним засобом оволодіння навчальним матеріалом дисципліни у час, вільний від аудиторних занять. Головною метою самостійної роботи є закріплення, розширення та поглиблення набутих у процесі аудиторної роботи знань, вмінь та навичок, а також самостійне вивчення і засвоєння нового матеріалу під керівництвом викладача, але без його безпосередньої участі.

Забезпечується самостійна робота студента системою навчально-методичних засобів, передбачених для вивчення дисципліни: підручники, навчальні та методичні посібники, конспект лекцій викладача, методичні вказівки для виконання практичних занять тощо.

Самостійна робота студентів під час вивчення навчальної дисципліни «Лінгвокраїнознавство основної іноземної мови» включає такі форми:

- опрацювання теоретичних основ прослуханого лекційного матеріалу;
- вивчення окремих тем і питань, які передбачені для самостійного опрацювання;
- підготовка до практичних занять;
- систематизація вивченого матеріалу дисципліни перед контрольними роботами;
- підготовка рефератів, доповідей за програмою дисципліни.

Оцінювання результатів проводиться за такими критеріями:

“відмінно” (5 – А) відповідає виявленню всебічного системного і глибокого знання програмного матеріалу; засвоєння основної та додаткової літератури; чітке володіння понятійним апаратом, методами, методиками та інструментами, передбаченими програмою дисципліни; вміння використовувати їх для вирішення як типових, так і нетипових практичних ситуацій; виявлення творчих здібностей в розумінні, викладі і використанні навчально-програмного матеріалу;

“добре” (4 – В, С) відповідає виявленню знань основного програмного матеріалу; засвоєння інформації в основному з лекційного курсу; володіння необхідними методами, методиками та інструментами, передбаченими програмою; вміння використовувати їх для вирішення типових ситуацій, допускаючи незначні помилки;

“задовільно” (3 – D, Е) відповідає виявленню значних прогалин в знаннях основного програмного матеріалу; володіння окремими поняттями,

методиками та інструментами, допускаючи при їх використанні принципові помилки;

“незадовільно” (2 – F, FX) відповідає відсутності знань програмного матеріалу навіть в лекційному обсязі, не володіння методами, методиками та інструментами, передбаченими програмою.

Практичні та індивідуальні завдання з дисципліни виконуються студентами протягом семестру згідно програми курсу з метою закріплення теоретичних знань. Викладачем, який веде практичні заняття, здійснюється поточний контроль виконання практичних та індивідуальних завдань шляхом перевірки наявності виконаних завдань та індивідуальної співбесіди із студентом по кожному завданню. Кожне завдання оцінюється окремо у відповідності із встановленими критеріями оцінки.

Одним з видів самостійної роботи для студентів під час вивчення дисципліни є виконання індивідуальних завдань. Завдання оформлюються в окремому зошиті або на стандартних аркушах паперу, скріплених у папку. Вимоги до оформлення – аналогічні вимогам до оформлення реферату. Кожне завдання повинно мати назгу, відповідні пояснення. Завдання подаються в систематизованому, охайному вигляді. Самостійна робота студента над засвоєнням навчального матеріалу може виконуватися у бібліотеці вищого навчального закладу або в домашніх умовах.

Опис послідовності дій студента під час засвоєння змісту навчальної дисципліни

З самого початку вивчення дисципліни студент повинен бути ознайомлений як з програмою дисципліни і формами організації навчання, так і зі структурою, змістом та обсягом кожного з її навчальних модулів, а також з усіма видами контролю та оцінювання навчальної роботи.

Вивчення студентом навчальної дисципліни відбувається шляхом послідовного і ґрунтовного опрацювання матеріалу навчальних кредитів.

Рекомендації щодо використання матеріалів НМК

Рекомендації щодо роботи з літературою

При опрацюванні матеріалу потрібно дотримуватись таких правил:

- зосередитися на тому, що читаєш;
- виділити головну думку автора;
- виділити основні питання тексту від другорядних;
- зрозуміти думку автора чітко і ясно, що допоможе виробити власну думку;
- уявити ясно те, що читаєш.

У процесі роботи над темою тлумачення незнайомих слів і спеціальних термінів слід знаходити у фаховій літературі, словниках.

Після прочитання тексту необхідно:

- усвідомити зв'язок між теоретичними положеннями і практикою.
- закріпити прочитане у свідомості.

- пов'язати нові знання з попередніми у даній галузі.
- перейти до заключного етапу засвоєння і опрацювання – записам.

Записи необхідно починати з назви теми та посібника, прізвища автора, року видання та назви видавництва. Якщо це журнал, то рік і номер видання, заголовок статті. Після чого скласти план, тобто короткий перелік основних питань тексту в логічній послідовності теми.

Складання плану, або тез логічно закінченого за змістом уривка тексту, сприяє кращому його розумінню. План може бути простий або розгорнутий, тобто більш поглиблений, особливо при опрацюванні додаткової літератури за даною темою. Записи необхідно вести розбірливо і чітко. Вони можуть бути короткі або розгорнуті залежно від рівня знань студента, багатства його літературної і професійної лексики, навичок самостійної роботи з книгою.

Для зручності користування записами необхідно залишати поля для заміток і вільні рядки для доповнень. Записи не повинні бути одноманітними. В них необхідно виділяти важливі місця, головні слова, які акцентуються різним шрифтом або різним кольором шрифтів, підкреслюванням, замітками на полях, рамками, стовпчиками тощо. Записи можуть бути у вигляді конспекту, простих або розгорнутих тез, цитат, виписок, систематизованих таблиць, графіків, діаграм, схем.

Після вивчення літературних джерел доцільно детально ознайомитися з нормативними документами, які регламентують певне питання методики.

Поради з підготовки до поточного та підсумкового контролю

Контрольні заходи включають поточний і підсумковий контроль знань студентів. Поточний контроль є органічною частиною навчального процесу і проводиться під час лекцій та практичних занять.

Форми поточного контролю:

- усна співбесіда за матеріалами розглянутої теми на початку практичного заняття з оцінкою відповідей студентів;
- письмове фронтальне опитування студентів на початку чи в кінці практичного заняття.
- перевірка домашніх завдань;
- тестова перевірка знань студентів;
- інші форми.

Теми самостійної роботи входять укредит, який контролюються після закінчення логічно завершеної частини лекцій та інших видів занять з дисципліни та їх результати враховуються при виставленні підсумкової оцінки.

Методичні рекомендації щодо організації самостійної роботи студентів

- 1) Підготовка до практичних занять вимагає самостійного поглиблого вивчення теоретичних питань, аналізу і синтезу навчально-методичних

матеріалів з підготовкою виступу (презентації) на практичних заняттях підготовлених матеріалів з викладом теоретичних положень та ілюстрацією прикладів;

- 2) Поглиблene вивчення теми передбачає індивідуальне дослідження актуальних проблем методики навчання іноземної мови з вивченням наукових джерел і викладом в формі доповіді / реферату (рекомендується в якості альтернативної форми підсумкового контролю);
- 3) Практичні завдання вимагають попередньої самостійної підготовки студентів, аналізу фрагментів уроків на різних ступенях навчання з подальшим обговоренням на практичних заняттях;
- 4) Самостійна підготовка фрагментів уроків або плану-конспекту урока передбачає творчий пошук, аналіз теоретичної літератури і шкільних підручників.

Завдання для самостійної роботи

Самостійна робота №1

THE HISTORY OF THE BRITISH PARLIAMENT

Parliament is one of the oldest and most honoured parts of the British government. Its name, from the French word parler (“to talk”), was given to meetings of the English king’s council in the mid-13th century. Its immediate predecessor was the king’s feudal council, the Curia Regis, and before that the Anglo-Saxon witan or witenagemot. It was a device resorted to by the medieval kings to help them in running their governments and reflected the idea that the king should consult with his subjects.

In the 13th century, several elements combined to influence the development of Parliament: the need, stated in the Magna Carta (1215), for taxes to have the consent of the taxed; the custom of summoning to the royal council not just barons but elected representatives of towns and counties; the convenience of dealing with petitions at enlarged meetings of the king’s council; and the genius of men such as King Edward I who saw how Parliament could be used to their advantage.

At first, Parliament was not an institution but an event. During the quarrel between King Henry III and his barons, the Oxford Parliament (1258) forced Henry to establish a permanent baronial council, which took control of certain key appointments. The barons’ leader, Simon de Montfort, summoned representatives of towns to Parliament for the first time in 1265. De Montfort was killed at the battle of Evesham in 1265, but his innovation of summoning the commons to attend parliaments was repeated in later years and soon became standard. Thus it is from him that the modern idea of a representative parliament derives. The so-called Model Parliament of Edward I (1295) contained all the elements of a mature Parliament: bishops and abbots, peers, two knights from each shire, and two representatives from each town.

In the 14th century, Parliament split into two houses. Under King Edward II it was accepted that there should be no taxation without parliamentary consent, still a

fundamental principle today. The 14th century also saw the use of ‘impeachment’, as a result of which the House of Commons as a body could accuse officials who had abused their authority and put them on trial before the Lords.

Growth continued under the Lancastrian kings and in the 15th century the Commons gained equal law-making powers with the Lords, under King Henry V. But then the growth fell off, only to begin again in Henry VIII’s Reformation Parliament (1529-1536). Commons especially gained experience and confidence under Henry and his successors, but was generally subservient to the Crown.

The 16th century saw the legal union of Wales – which had long been subject to the English crown – with England under King Henry VIII (1536). Henry’s reign also saw the Church of England break away from the Roman Catholic Church. The ‘Gunpowder Plot’ of 1605 may have been contrived when it became clear that the new King, James I, intended to do nothing to ease the plight of Catholics in the country. The Queen today remains the Supreme Governor of the Church of England and, as the sovereign, must by law be a member of that church.

In the 17th century tensions increased between parliament and monarch, so that in 1641 the King and Parliament could not agree on the control of troops for repression of the Irish Rebellion. Civil War broke the following year, leading to the execution of Charles I in January 1649. Following the restoration of the Monarchy in 1660, the role of parliament was increased by the events of 1688-89 (the Glorious Revolution) and the passage of the Bill of Rights, which established the authority of Parliament over the King, and to fix in law the principle of freedom of speech in parliamentary debates.

The union of England and Scotland in 1707 brought 16 Scottish peers and 45 representatives into Parliament. That with Ireland in 1800 brought in 32 more peers, 4 of whom were bishops from the church in Ireland, and 100 more representatives, although most withdrew when the Irish Free State was created in 1922.

In the 19th century the House of Commons became democratic. The Great Reform Bill of 1832 gave the vote to the middle class for the first time. Acts in 1867 and 1884 enfranchised workingmen, and another in 1885 created equal electoral districts. The legislative primacy of the House of Commons over the Lords was confirmed in the 20th century by the passing of the Parliament Act of 1911. Women aged 30 got the vote in 1918, those aged 21 in 1928. In 1969 the voting age for everyone was reduced to 18. Britain’s legislature, sometimes called the Mother of Parliaments, has been the model for legislative assemblies in many other countries.

I. Answer the following questions:

1. What is considered to be the predecessor of the British parliament?
2. What influenced the development of parliament in the 13th century?
3. Who was the founder of the idea of a representative parliament?
4. What modern fundamental principle was accepted in the 14th century during King Edward II’s reign?
5. What was King Henry VIII’s reign noted for?
6. What relations did Parliament and Monarch have in the 17th century?

7. What did the passage of the Bill of Rights establish?
8. When was Northern Ireland separated from Ireland and the Irish Free State created?
9. What did Reform Acts in the 18th and 19th centuries consist in?
10. Why is Britain's legislature sometimes called the Mother of Parliaments?

II. Match the beginning of each sentence in the left-hand column with the endings in the right-hand column. Combine the sentences so that they make sense.

The Oxford Parliament...	... it became clear that King James I did nothing to ease the position of the Catholics in the country.
The Model Parliament of Edward I contained...	... the Union with Scotland and the first Parliament of Great Britain.
In the 14 th century the House of Commons could accuse officials who...	...established a permanent baronial council.
The 'Gunpowder Plot' was devised when...	... the vote to the middle class for the first time.
In 1641 the King and Parliament could not agree on...	...bishops and abbots, peers, two knights from each shire, and two representatives from each town.
1707 brought...	...the control of troops for repression of the Irish Rebellion.
The Great Reform Bill of 1832 gave...	...had misused their authority and put them on trial before the Lords.

III. Choose the correct variant.

1. In the 14th century Parliament was divided into...
 - a) two houses;
 - b) three houses;
 - c) four houses.
2. The Commons got equal powers with the Lords under King ...
 - b) Henry IV;
 - c) Henry V;
 - d) Henry VI.
3. The Queen today remains ...
 - b) the Archbishop of the Church of England;
 - c) the Supreme Governor of the Church of England;
 - d) the Supreme Governor of the country.
4. Civil War in 1642 led to ...
 - b) the end of tensions between Parliament and Monarch.
 - c) the Glorious Revolution.

- d) the execution of King Charles I.
- 5 The name ‘Parliament’ is derived from the French word meaning ...
- to sit.
 - to talk.
 - to work.
- 6 At first, Parliament was ...
- a holiday;
 - an institution;
 - an event.
- 7 The domination of the House of Commons over the House of Lords was strengthened in the 20th century by ...
- the passing of a series of Reform Acts.
 - the Royal Assent of the Monarch.
 - the passing of the Parliament Act of 1911.

IV. Make up a chronological table of the events that took place in the course of development of the British Parliament.

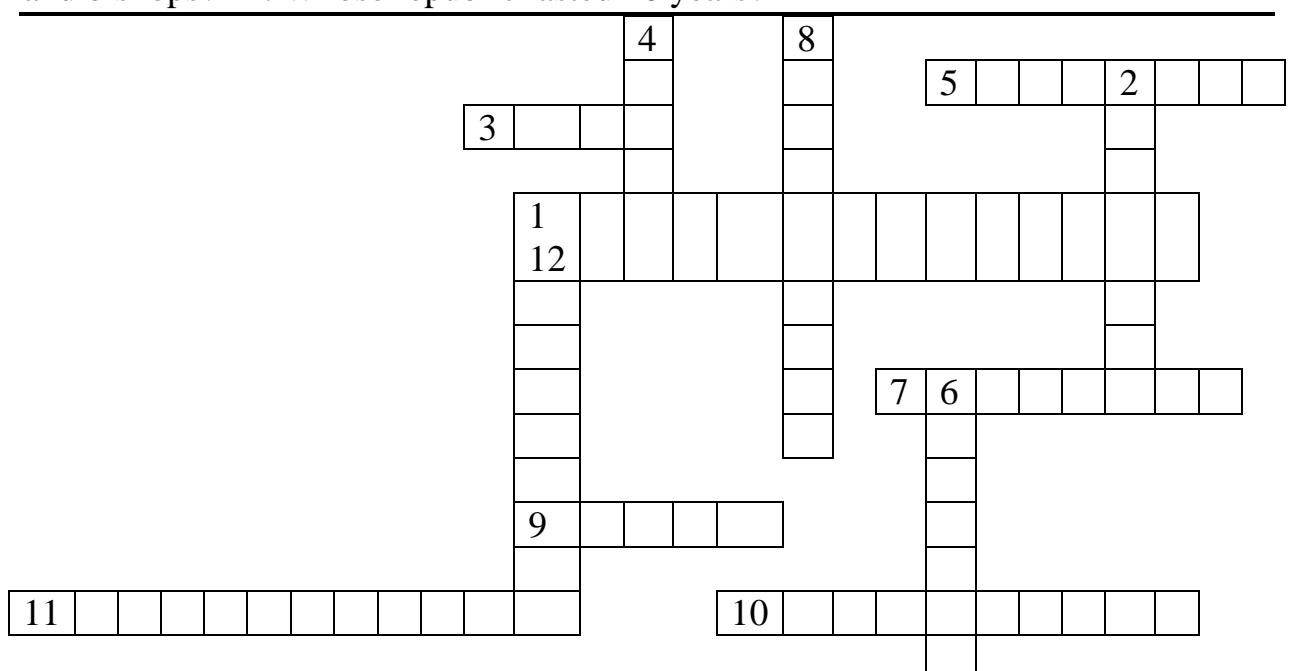
V. Solve the crossword.

Across:

- What type of monarchy is the UK?
- What is the symbol of authority of the House of Commons?
- What does the Lord Chancellor preside over debates from?
- What is the common name for life peers?
- Members of which House don't get salaries?
- What can the Lords add to the bill proposed by the Commons?
- How are the intervals for holidays in the work of the Parliament called?

Down:

- Who calls to order during debates in the House of Commons?
- Who isn't allowed to enter the House of Commons?
- Who suggested using the woolsack as the seat for the Lord Chancellor?
- What is the common name for the archbishops and bishops?
- Whose republic lasted 10 years?



VI* Imagine that you are a teacher of History at a British school. What interesting facts about the foundation and the development of the British Parliament through 14th–20th centuries can you impart to your pupils? Make use of additional sources of information.

Самостійна робота №2

THE WARS OF ROSES (1455-1485)



The Wars of Roses is the name commonly applied to a series of civil wars that arose out of a dynastic struggle between two main branches of the English royal house, the House of York and the House of Lancaster. The emblem of the House of York was the white rose. Although tradition has it that the red rose was the badge of Lancaster, that is probably not true.

The first king in the Lancastrian line was Henry IV, who had deposed his corrupt and tyrannical cousin, Richard II, and assumed the throne.

Medieval notions of hereditary rights and the divine right of kings were such that Henry IV's right to the throne he had gained by usurpation was never entirely accepted, and his reign was troubled by civil unrest and a seemingly endless series of uprisings. His son, Henry V, directed his nobles' hostile energies outward by declaring war on France. His spectacular triumph over a vastly superior French force at the Battle of Agincourt (1415) made him a national hero. As one of the terms of the peace treaty he married the French king's daughter, Princess Katherine, thus giving himself and his heirs a place in the French succession. Henry V was a soldier at heart, and he was soon off to fight again. He died rather suddenly in 1422. After his death the country was subject to the long and factious minority of Henry VI. A marriage was arranged for him with Margaret of Anjou, the fifteen-year-old daughter of the Duke of Anjou. Forceful and ambitious, young Margaret had no trouble controlling her easily led husband. Margaret and her favourites at court comprised a faction that arranged everything to increase their own wealth and power.

Henry, who inherited from his maternal grandfather a tendency toward insanity, lapsed into a state of catatonia in 1453. This provided an opening for a powerful faction led by Richard Neville, Earl of Warwick (called the "kingmaker") to make Richard, Duke of York, Protector of the Realm. Ironically, Richard of York had a better hereditary claim to the throne than Henry VI did, because York was descended from the second son of King Edward III, while Henry was descended from John of Gaunt, Edward's third son, whose line had gained the throne by

means of Henry IV's deposing of Richard II. York's personality was also far better suited to kingship than was Henry's.

The first military action of the Wars of Roses was the battle of Saint Alban's (22 May 1455), which resulted in a decisive victory for the Duke of York. York's innocent intentions at this point are shown by the fact that although he had the king in his power, he made no effort to depose him, or even to impose demands on him. Instead, he apologized for having raised arms against his sovereign and presented a list of grievances. They established an uneasy truce that lasted for four years.

Civil war resumed in 1459. Both sides won victories and suffered defeats, but the Earl of Warwick decisively defeated the Lancastrian forces at Northampton (1460). In a dramatic gesture before the assembled lords, York attempted to claim the throne by marching up to it and laying his hand possessively on it. He was repulsed by the shocked silence that greeted this gesture. Realizing he would lose support if he attempted to depose Henry, York settled for being named Henry's heir. Margaret, of course, refused to accept this compromise, which effectively disinherited her son, Edward.

Gathering her forces, Margaret continued her struggle against York. In 1461, the Lancastrian army surprised York and killed him at Wakefield. Warwick was also defeated at this time, at the second battle of Saint Alban's.

York's own son Edward, already at eighteen a charismatic military leader, defeated the Lancastrians at Mortimer's Cross (1461), and reached London before Margaret's forces could get there. He assumed the throne as Edward IV in March of 1461. His armies pursued Margaret and completely defeated her forces at Towton, though Henry, Margaret, and their son Edward escaped to Scotland.

Edward then reigned peacefully until his death (1483). His twelve-year-old son Edward succeeded him as Edward V, but his uncle, Edward IV's youngest brother Richard, Duke of Gloucester, usurped the throne as Richard III. Even the Yorkist supporters were outraged at Richard's bold move, especially as the boy king Edward and his younger brother Richard were imprisoned in the Tower and died mysteriously there.

The alienated nobles threw their support behind Henry Tudor, the claimant from the House of Lancaster. With their air and that of the French, his forces defeated Richard's army at the Battle of Bosworth Field (1485). Richard himself was killed in a bold but futile charge against the rebels, and Henry Tudor then assumed the throne as King Henry VII, the first king in the Tudor dynasty. Thus did the Wars of Roses end at last. After decades of bloody civil war, the English people were grateful for the peace and prosperity they experienced under Henry VII, who reigned until his death from tuberculosis in 1509.

The Wars of Rose broke the feudal power of the nobles and effectively marked the end of the Middle Ages in England. Many of the ruling nobles had been slain during the wars, and their estates were confiscated by the Crown.

Lawlessness had torn England since the beginning of the Hundred Years' War. It grew even worse during the Wars of Roses. Not enough able leaders remained to maintain law and order. It was said that "few would venture alone into the country by day and fewer still into the towns by night." The people longed for a strong

government that would bring peace and prosperity. Henry VII seized the opportunity to reestablish the royal power and to launch policies that marked the beginning of modern England.)

I. Answer the following questions:

1. Between what Houses did the war break out?
2. What made Henry V a national hero?
3. What provided an opening for a powerful faction to make Richard Protector of the Realm?
4. What was the first military action of the war?
5. How did Edward IV assume the throne?
6. When did the second battle of the St Albans take place?
7. What was Henry V's wife's name?
8. Where and why did Margaret, Henry and their son Edward flee?
9. Which House won the victory in the Wars of Roses?
10. How did Henry VII die?

II. Complete the following sentences:

1. The first king in the Lancastrian line was...
2. Henry VI inherited...
3. York's innocent intentions are proved by the fact that...
4. York tried to claim the throne by...
5. Margaret refused to...
6. York's own son, Edward was
7. After the war the English people were...
8. The Wars of Roses broke...
9. Henry VII took the advantage of reestablishing ... and of launching policies that...

III. Match each date in the left-hand column with the appropriate event in the right-hand column.

1461	Henry V suddenly died.
March 1461	Henry lapsed into a state of catatonia.
1459	The first battle of the Wars of Roses.
1485	The second battle of Saint Alban's.
1460	Edward IV assumed the throne.
1509	Henry V became a national hero.
May 1455	Civil War resumed.
1422	Henry Tudor's forces defeated Richard's army at the Battle of Bosworth Field.
1453	Henry VII died.
1415	The Earl of Warwick defeated his forces at Northampton.

IV. Who are they?

1. Henry IV	a. Henry V's wife
2. Richard II	b. Edward's twelve-year-old son
3. Henry V	c. Henry IV's cousin
4. Princess Katherine	d. Edward IV's youngest brother
5. Duke of York.	e. Henry VI's wife
6. Edward V	f. the first king in the Lancastrian line
7. Edward IV	g. Henry IV's son.
8. Richard, duke of Gloucester	h. Protector of the Realm
9. Margaret	i. Edward V's uncle
10. Henry VII	j. the first king in the Tudor dynasty

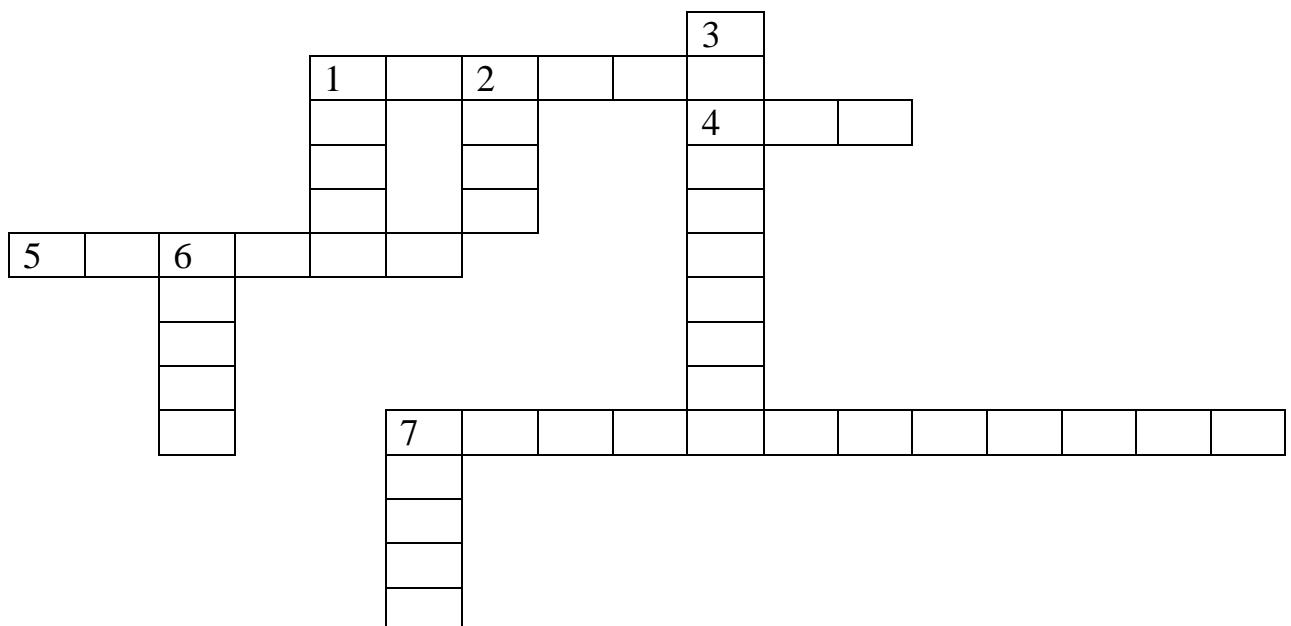
V. Solve the crossword

Across:

1. King's place in the palace. 4. What colour was the rose of the House of Lancaster? 5. Henry and Margaret's son. 7. The cause of Henry VII's death.

Down:

1. Where were Edward and his younger brother imprisoned? 2. What emblem did both Houses have? 3. What kind of claim did Richard of York have to the throne? 6. What colour was the rose of the House of York? 7. What dynasty won in the Wars of Roses?



THE ELIZABETHAN AGE (1558-1603) – A TIME OF GREAT PROSPERITY AND ACHIEVEMENT



Queen Elizabeth I is declared Britain's greatest-ever monarch after a unique opinion poll organized to mark the reigning monarch's Golden Jubilee. She narrowly beat the current Queen.

Elizabeth I - the last Tudor monarch - was born at Greenwich on 7 September 1533, the daughter of Henry VIII and his second wife, Anne Boleyn. Her early life was full of uncertainties, and her chances of succeeding to the throne seemed very slight once her half-brother Edward was born in 1537. She was then third in line behind her Roman Catholic half-sister, Princess Mary. Roman Catholics, indeed, always considered her illegitimate and she only narrowly escaped execution in the wake of a failed rebellion against Queen Mary in 1554.

Elizabeth succeeded to the throne on her half-sister's death in November 1558. She was very well educated (fluent in six languages), and had inherited intelligence, determination and shrewdness from both parents. Her reign is generally considered one of the most glorious in English history. The Queen herself was often called 'Gloriana', 'Good Queen Bess' and 'The Virgin Queen'. During her reign a secure Church of England was established. Its doctrines were laid down in the 39 Articles of 1563, a compromise between Roman Catholicism and Protestantism. Elizabeth herself refused to 'make windows into men's souls ... there is only one Jesus Christ and all the rest is a dispute over trifles'; she asked for outward uniformity. Most of her subjects accepted the compromise as the basis of their faith, and her church settlement probably saved England from religious wars like those which France suffered in the second half of the 16th century.

Although autocratic and capricious, Elizabeth had astute political judgment and chose her ministers well; these included Burghley (Secretary of State), Hatton (Lord Chancellor) and Walsingham (in charge of intelligence and also a Secretary of State). Overall, Elizabeth's administration consisted of some 600 officials administering the great offices of state, and a similar number dealing with the Crown lands (which funded the administrative costs). Social and economic regulation and law and order remained in the hands of the sheriffs at local level, supported by unpaid justices of the peace.

Elizabeth's reign also saw many brave voyages of discovery, including those of Francis Drake, Walter Raleigh and Humphrey Gilbert, particularly to the Americas. These expeditions prepared England for an age of colonization and trade expansion, which Elizabeth herself recognized by establishing the East India Company in 1600.

The arts flourished during Elizabeth's reign. Country houses such as Longleat and Hardwick Hall were built, miniature painting reached its high point, theatres

thrived - the Queen attended the first performance of Shakespeare's 'A Midsummer Night's Dream'. Literature bloomed through the works of Spenser, Marlowe and Shakespeare. Elizabeth's religious compromise laid many fears to rest. Fashion and education came to the fore because of Elizabeth's penchant for knowledge, courtly behavior and extravagant dress.

However, Elizabeth's reign was one of considerable danger and difficulty for many, with threats of invasion from Spain through Ireland, and from France through Scotland. Much of northern England was in rebellion in 1569-70. A papal bull of 1570 specifically released Elizabeth's subjects from their allegiance, and she passed harsh laws against Roman Catholics after plots against her life were discovered. One such plot involved Mary, Queen of Scots, who had fled to England in 1568 after her second husband's murder and her subsequent marriage to a man believed to have been involved in his murder. As a likely successor to Elizabeth, Mary spent 19 years as Elizabeth's prisoner because Mary was the focus for rebellion and possible assassination plots, such as the Babington Plot of 1586. Mary was also a temptation for potential invaders such as Philip II. Despite Elizabeth's reluctance to take drastic action, on the insistence of Parliament and her advisers, Mary was tried, found guilty and executed in 1587.

In 1588, aided by bad weather, the English navy scored a great victory over the Spanish invasion fleet of around 130 ships - the 'Armada'. The Armada was intended to overthrow the Queen and re-establish Roman Catholicism by conquest, as Philip II believed he had a claim to the English throne through his marriage to Mary.

During Elizabeth's long reign, the nation also suffered from high prices and severe economic depression, especially in the countryside, during the 1590s. The war against Spain was not very successful after the Armada had been beaten and, together with other campaigns, it was very costly. Though she kept a tight rein on government expenditure, Elizabeth left large debts to her successor. Although Elizabeth freely used her power to veto legislation, she avoided confrontation and did not attempt to define Parliament's constitutional position and rights.

Elizabeth chose never to marry. If she had chosen a foreign prince, he would have drawn England into foreign policies for his own advantages (as in her sister Mary's marriage to Philip of Spain); marrying a fellow countryman could have drawn the Queen into factional infighting. Elizabeth used her marriage prospects as a political tool in foreign and domestic policies. However, the 'Virgin Queen' was presented as a selfless woman who sacrificed personal happiness for the good of the nation, to which she was, in essence, 'married'. Late in her reign, she addressed Parliament in the so-called 'Golden Speech' of 1601 when she told MPs: 'There is no jewel, be it of never so high a price, which I set before this jewel; I mean your love.' She seems to have been very popular with the vast majority of her subjects.

Overall, Elizabeth's always shrewd and decisive leadership brought successes during a period of great danger both at home and abroad. Elizabeth, the last of the Tudors, died at seventy years of age at Richmond Palace on 24 March 1603, having become a legend in her lifetime. The date of her accession was a national holiday for two hundred years.

The image of Elizabeth's reign is one of triumph and success. Investing in expensive clothes and jewellery (to look the part, like all contemporary sovereigns), she cultivated this image by touring the country in regional visits known as 'progresses', often riding on horseback rather than by carriage. Elizabeth made at least 25 progresses during her reign. Good Queen Bess maintained a regal air until the day she died; a quote, from a letter by Paul Hentzen, reveals the aging queen's regal nature: "Next came the Queen in the sixty-fifth year of her age, as we were told, very majestic; her face oblong, fair, but wrinkled; her eyes small yet black and pleasant; her nose a little hooked; her lips narrow... she had in her ear two pearls, with very rich drops... her air was stately; her manner of speaking mild and obliging." This regal figure surely had her faults, but the last Tudor excelled at rising to challenges and emerging victorious.

I. Supply answers to the following questions:

1. How old was Elizabeth when she became the Queen?
2. How long did Elizabeth rule over England?
3. What was Elizabeth's attitude to religion?
4. What did Roman Catholics think about Elizabeth I?
5. Was Elizabeth a master of political science?
6. What names were used by people to call Elizabeth I?
7. What was the image of Elizabeth's reign?
8. Was Elizabeth's reign a period of triumph and successes only?
9. What did people suffer from?
10. What was the reason for Elizabeth's choice never to marry?

II. Guess what it is.

1. The female ruler of an independent state, usually inheriting the position by right of birth.
2. Ideas or statements that are intended as publicity for a particular cause, esp. a political one, and are often exaggerated or false.
3. A series of rulers all belonging to the same family.
4. Peace and harmony between people; absence of quarrelling.
5. A law or a series of laws.
6. A member of any part of the Christian Church that separated from the Church of Rome in the 16th century, or of their branches which formed later.
7. A principle taught by a body of believers or of adherents to a philosophy, a school, or the like.

III. State whether the following statements are true or false. Correct the false ones.

1. Elizabeth was born at Greenwich on 7 October 1533.
2. Her 10-year reign is considered one of the most glorious in English history.
3. There was no compromise between Roman Catholicism and Protestantism.
4. During Elizabeth's reign miniature painting was in a low level of development.
5. Social and economic regulation and law and order remained in the hands of the Queen.

6. Elizabeth was the daughter of Henry VIII and his second wife, Anne Boleyn.
7. The Queen attended the first performance of Christopher Marlowe's "A Midsummer Night's Dream".
8. Queen Elizabeth I knew 2 languages: Spanish and French.
9. The Queen was often called the 'Iron Queen'.
10. Elizabeth preferred riding on horseback to going by carriage.

IV. Match each date in the left-hand column with the appropriate event in the right-hand column.

1568	Elizabeth ascended her throne.
1558	Elizabeth established the East India Company.
1587	Much of northern England was in rebellion.
1569-70	After her second husband's murder Mary, Queen of Scots fled to England.
1603	Despite Elizabeth's unwillingness to take drastic measures on the insistence of Parliament and her advisors, Mary was tried and found guilty and executed.
1600	Elizabeth addressed Parliament in her "Golden Speech".
1601	Elizabeth I died.

V. Choose the right variant:

1. Elizabeth's full name was...
 - b) Boleyn;
 - c) Tudor;
 - d) Aragon.
2. The Queen was...
 - b) well-educated;
 - c) ignorant;
 - d) not educated but determined.
3. During Elizabeth's reign a secure ... was established.
 - b) parliament;
 - c) church;
 - d) police.
4. Lord Chancellor was ...
 - b) Burghley;
 - c) Walsingham;
 - d) Hatton.
5. Elizabeth's administration included...
 - b) 600 officials administering the great offices of state;
 - c) 600 officials of state and similar number dealing with the Crown lands;
 - d) some offices dealing with the Crown lands.
6. The expeditions of ... prepared England for an age of colonization and trade expansion.
 - b) Ferdinand Magellan, Barth Heinrich and Leif Eriksson;
 - c) Walter Ralegh, Francis Drake and Humphrey Gilbert;

- d) Ronald Firbank, Marco Polo, James Cook.
7. During Elizabeth's reign ... prospered.
- b) cinemas;
 - c) architecture;
 - d) theatres.
8. The English Navy won a great victory over the Spanish fleet in...
- b) 1587;
 - c) 1588;
 - d) 1589.
9. The nation suffered from...
- b) unemployment;
 - c) high prices;
 - d) plague.
10. ... was a national holiday for 200 years.
- a) The date of Elizabeth's birth;
 - b) The date when Elizabeth addressed Parliament with "Golden Speech";
 - c) The date of Elizabeth's accession.

VI*. Prove that Elizabethan age was one of the most glorious in English history.

Самостійна робота №4

QUEEN ANNE – THE LAST BRITISH SOVEREIGN OF THE HOUSE OF STUART



Encarta Encyclopedia, Corbis

Anne (1665-1714), queen of Great Britain and Ireland (1702-14), the last British sovereign of the house of Stuart. Anne Stuart was an unlikely person to become queen of England. She was born on February 6, 1665 to the Duke and Duchess of York and was their second daughter out of three children. Shortly before her birth, her uncle, King Charles II, had married and seemed destined to have a large family after fathering several illegitimate children.

But he had no more children. As Anne grew older

she was tormented by numerous health problems, but she survived to adulthood. She only received a limited education, yet Anne would reign during a critically important period in her nation's history. During her reign she would oversee two major events in English history, one domestic and one foreign. The first being the Act of Union that united England and Scotland. The second was a major international war, the War of Spanish Succession. Best remembered as the last of the Stuart dynasty Anne had no heirs. The events of her reign paved the way for Britain to become an international world power.

Although born into royalty, her education was similar to that of other aristocratic girls: languages and music. Her knowledge of history was limited and she received no instruction in civil law or military matters that most male monarchs were expected to have. She was also a sickly child, and may have suffered from the blood disease porphyria, as well as having poor vision and a serious case of smallpox at the age of twelve. Poor health would torment Anne her entire life, probably contributing to her many miscarriages.

Anne grew up in an atmosphere of controversy. Her father James, the Duke of York, and both her mother and later her stepmother were Roman Catholic. They would have preferred to raise Anne and Mary (their only children to survive early childhood) as Catholics. Nevertheless, prominent Protestants, such as Henry Compton, later bishop of London, took their side and ensured the girls would not only be required to attend Protestant services but that they also receive Protestant religious instruction.

Anne's life dramatically changed when the Lord Treasurer and Earl of Danby, in an attempt to strengthen his influence with King Charles II, proposed the marriage of Anne's sister, Mary, to William of Orange. Their father, the Duke of York, had wanted to wed Mary to the heir of the French throne, a Catholic. Danby persuaded the King to allow the marriage to William, a rabid anti-Catholic, thus straining the close relationship between Anne and Mary. Once the marriage had taken place, William interfered in Anne's life by arranging a marriage to the Prince of Hanover. This time the Duke of York got the king to oppose the marriage, although Anne did not realize this, and therefore felt that she had been denied by the Prince.

Anne eventually married Prince George of Denmark in 1683. This was an arrangement Anne's father negotiated in secret with sponsorship by King Louis XIV of France, who hoped for an Anglo-Danish alliance against William of Orange and the Dutch. No such alliance would ever materialize.

When King Charles II died, Anne's father became king. His Catholicism and his desire to rule without Parliament's input caused Parliament to call on William of Orange and Mary to take the throne. When this occurred Anne supported it and opposed her father. Her husband did not affect Anne's position, as he remained politically weak and inactive, suffering from a drinking problem. His influence in matters of state would remain small throughout their marriage. The relationship he had with Anne was a close one and she loved him deeply, however, their marriage was saddened by Anne's twelve miscarriages and the fact that none of their other five children reached adulthood. Although her father converted to Roman Catholicism in 1672, Anne remained Protestant and gave her tacit consent to James's overthrow by the anti-Roman Catholic Glorious Revolution of 1688, which brought her sister Mary and Mary's husband, William of Orange, to the throne.

After Mary died, followed by William, in 1702, they had no heirs and the throne then passed to Anne. The only challenge to the throne was her half brother James, a Catholic. Since the English, having suffered under the Catholic rule of earlier Stuarts, they wanted a Protestant monarch. Thus Anne ascended to the throne, as the last Stuart monarch, and was the first married queen to rule

England alone. Becoming Queen Anne restored to favour John Churchill, who had been disgraced by her predecessor, making him duke of Marlborough and captain-general of the army. Marlborough won a series of victories over the French in the War of the Spanish Succession (1701-14, known in America as Queen Anne's War), and he and his wife, Sarah, had great influence over the queen in the early years of her reign.

The end of Anne's friendship with Sarah signalled a change in political influences as well. Although Anne had always been a strong Tory throughout her reign she had vigorously supported the War of Spanish Succession, a Whig war. Sarah Churchill was a Whig and her husband John, though a Tory, was the leading English general in the conflict. Because of the Churchill's influence, Anne had always been inclined to support the war, which was the most important event in foreign affairs during Anne's reign. However, when Abigail Masham a Tory replaced Sarah as Anne's close friend it signaled a shift in the politics of the government too, particularly in regards to the war of Spanish Succession. Some historians believe Anne manipulated her ministers to enact the policies she wanted while others see her as a monarch manipulated by her ministers. Whatever the case when the Tories came into power they negotiated an end to the war.

Domestically much also happened of great significance during Anne's reign. The Settlement Act of 1701 was the first important piece of legislation of Anne's reign. It stated that if Anne died without children the throne would pass to the German Hanovers. This angered Scotland where the Stuart dynasty had originated. The Scots threatened to bring back James, Anne's Catholic half brother and pretender to the throne, to rule. To head off a revolt and unite support for the crown Anne pushed for the Act of Union which would unite England and Scotland. The Act of Union was finally accepted in 1707. Also significant in domestic politics is that Queen Anne became the last British monarch to veto an act of Parliament.

In the last couple years of her life Anne became very ill. She was often bedridden and attended to by doctors. These doctors used many techniques to try to cure Anne including bleeding her and applying hot irons. These crude medicinal techniques probably did more harm than good. Anne died in London on August 1, 1714, and, having no surviving children, was succeeded by her German cousin, George, elector of Hannover, as King George I of Great Britain.

I. Supply answers to the following questions:

1. To what royal family did Anne belong?
2. What kind of education did she get?
3. What two major events in the English history did Ann oversee?
4. Did Anne have any heirs?
5. What was the main problem in her life? Why did she have many miscarriages?
6. Was Anne's family Catholic or Protestant?
7. Why did the marriage of her sister Mary dramatically change Anne's life?
8. Who did she eventually marry?
9. When did her father become king?
10. What happened to Anne after her sister's death?
11. What did the Settlement Act of 1701 state?

II. State whether the following statements are true or false. Correct the false ones.

1. Anne Stuart was the best candidacy to become Queen of England.
2. Anne Stuart is best remembered as the last of the Stuart dynasty, and she never married.
3. Anne was a very unhealthy child, and may have suffered from tuberculosis, as well as having poor hearing.
4. Anne grew up in an atmosphere of calmness and peace.
5. Her father James, the Duke of York, and both her mother and later her stepmother were Protestants. They preferred to raise Anne and Mary as Protestants.
6. Anne's life dramatically changed when the Lord Treasurer and earl of Danby, in an attempt to strengthen the influence with King Charles II, proposed the marriage of Anne to William of Orange.
7. Finally Anne married William of Orange.
8. When King Charles II died, Anne's father became king. His Catholicism and his desire to rule without Parliament's contribution caused Parliament to call on his daughter Anne and her husband to take the throne.
9. After Mary died in 1714, they had no heirs and the throne then passed to Anne.

10. The important fact in domestic affairs is that Queen Anne became the first British monarch to veto an Act of Parliament.

III. Match each date in the left-hand column with the appropriate event in the right-hand column.

1701	Anne's sister, Mary, died and the throne then passed to Anne.
1701-1714	The Settlement Act stating that if Anne died without children the throne would pass to the German Hanovers.
1688	Anne Stuart was born.
1702-1714	The War of the Spanish succession took place. In America it is known as Queen Anne's War.
1707	The years of Queen Anne's reign.
February 6, 1665	The Act of Union, which would unite England and Scotland, was finally accepted.
1702	The anti-Roman Catholic Glorious Revolution took place.

IV. Complete the following sentences:

1. Anne Stuart was born on February 6, 1665 to the Duke and Duchess of York and was their...
2. As Anne grew older she was ..., but she survived to adulthood.
3. During her reign Anne oversaw two major events ...
4. The events of Anne's reign helped Britain to...
5. Although born into royalty, Anne's education was...
6. ...tormented Anne her entire life, probably contributing to her many...
7. After Mary died, followed by ..., they had no heirs and the throne then passed

to ... The only challenge to the throne was...

8. The ... was the first important piece of legislation of Anne's reign. It stated that...
9. To repulse a revolt and unite support for the crown Anne insisted on passing ... which united....
10. In the last years of her life Anne became.... She was often attended to by.... These... used many techniques to try to ... Anne including

V. Choose the right variant:

1. Anne Stuart was born...
 - a) July 31st, 1714;
 - b) February 6, 1701;
 - c) February 6, 1665.
2. Anne was...
 - a) the only child of the Duke and Duchess of York;
 - b) the second daughter out of three children;
 - c) the third daughter out of three children.
3. Anne received...
 - a) a full education;
 - b) a limited education;
 - c) an elementary education.
4. ... won a series of victories over the French in the War of the Spanish Succession.
 - a) Duke of York;
 - b) Duke of Marlborough;
 - c) Duke of Hatton.
5. Although born into the royal family, her education was similar to that of other aristocratic girls...
 - a) Languages and music;
 - b) Literature and drawing;
 - c) Sciences and maths.
6. Anne's father converted to... in 1672.
 - a) Protestantism;
 - b) Buddhism;
 - c) Roman Catholicism.
7. Anne's father, the Duke of York, and both her mother and later her stepmother were...
 - a) Buddhists;
 - b) Protestants;
 - c) Roman Catholics.
8. Anne's life dramatically changed when...
 - a) the Lord Treasurer and Earl of Danby proposed the marriage of Anne's sister, Mary, to William of Orange;
 - b) Anne was married to Prince George of Denmark;
 - c) Anne's father died.
9. ... was the first significant legislative action of Anne's during her reign.

- a) the Act of Union;
 - b) the Act of Parliament;
 - c) the Settlement Act of 1701.
10. The reason for Anne's death was...
- a) the old age;
 - b) murder;
 - c) long-lasting illness.

VI*. Divide the text into parts and make up a heading to each part. Be ready to speak on Queen Ann's life and activity.

Самостійна робота №5

THE VICTORIAN AGE (1837-1901)



Queen Victoria (1819-1901) was the queen of the United Kingdom of Great Britain and Ireland (1837-1901) and empress of India (1876-1901). Her reign was the longest of any monarch in British history and came to be known as the Victorian era.

Queen Victoria was the official head of state not only of the United Kingdom but also of the growing worldwide British Empire, which included Canada, Australia, India, New Zealand, and large parts of Africa. As the personal embodiment of her kingdom, Victoria was eager to ensure that her country was held in high esteem throughout the world as an

economically and militarily powerful state and as a model of civilization. Victoria brought to the British monarchy such 19th-century ideals as a devoted family life, earnestness, public and private respectability, and obedience to the law. During the later years of her reign, the monarchy attained a high degree of popularity among most of its subjects.

Queen Victoria was born Alexandrina Victoria on May 24, 1819, in Kensington Palace, London. Her parents were Victoria Mary Louisa, daughter of the duke of the German principality of Saxe-Coburg-Saalfeld, and Edward Augustus, duke of Kent and Strathern, the fourth son of King George III of Great Britain. When Victoria was eight months old, her father died. Victoria's mother raised her in Kensington Palace with the help of German governesses, private English tutors, and Victoria's uncle, Prince Leopold (who in 1831 became King Leopold I of Belgium). Victoria learned to speak and write French and German as readily as English. She also studied history, geography, and the Bible. She was taught how to play the piano and learned how to paint, a hobby that she enjoyed into her 60s. Because Victoria's uncle, King William IV, had no legitimate children, Victoria

became heir apparent to the British crown upon his accession in 1830. On June 20, 1837, with the death of William IV, she became queen at the age of 18.

Immediately after becoming queen, Victoria began regular meetings with William Lamb, 2nd Viscount Melbourne, the British prime minister at the time. The two grew very close, and Melbourne taught Victoria how the British government worked on a day-to-day basis.

Victoria was very fond of Melbourne, and because he was the leader of the Whig Party (which later became the Liberal Party), Victoria began publicly to support the Whigs rather than the opposition party, the Tories (later the Conservative Party). The Whigs were sympathetic to freedom of speech and of the press and favoured greater religious liberty for those people who did not belong to the official Church of England. The Tories were more concerned with maintaining the country's established institutions and with making no further legal concessions to religious minorities.

The young queen hoped that the Whigs would continue to keep a majority of seats in the House of Commons (the lower house of the British Parliament) so that Melbourne could remain prime minister. When it appeared in 1839 that he might have to give up the post, the queen successfully used her influence to keep him. In the so-called Bedchamber Crisis, she refused to allow Tory leader Sir Robert Peel to change the ladies-in-waiting of her court, all of whom were Whig sympathizers. Peel then felt unable to form a government, and Melbourne continued as prime minister for two more years. A general election in 1841 resulted in a majority of Tory party members in the House of Commons, however, and Victoria was compelled to accept Peel as prime minister.

In 1839 Victoria fell in love with her first cousin, Prince Albert, of the small German principality of Saxe-Coburg-Gotha. They were married in February 1840, and Albert soon developed a keen interest in the government of his new country. Albert was an unusually studious and serious young man, and he served as his wife's private secretary. He was an active patron of the arts and sciences, and he was the prime organizer of the Great Exhibition of 1851, the first true world's fair, which was held in the Crystal Palace in London's Hyde Park. Albert also favoured the expansion of education, and he served as chancellor of the University of Cambridge. He became a great champion of the strengthening and modernizing of Britain's armed forces. Though Albert was respected by most of his new countrymen, he was not loved; many resented him because he was a foreigner, and his heavy German accent did not help.

The royal couple took a sympathetic interest in the efforts of Sir Robert Peel in 1846 to abolish the Corn Laws (acts of Parliament that protected landlords and farmers against foreign competition) and to lead Britain toward international free trade, but in the process he divided his Conservative Party. During the 1850s, with the two-party tradition in temporary disarray, the influence of the monarchy on the formation of ministries reached a 19th-century highpoint. In 1851 royal initiative led to the dismissal of the popular Henry John Temple, 3rd Viscount Palmerston, from his post as foreign secretary. He had failed too often to consult the queen before sending dispatches to British diplomats abroad.

Although Victoria and Albert were initially unhappy with the manner in which their country drifted into the Crimean War (1853-1856) against Russia, they became enthusiastic supporters of the conflict once fighting had begun, and in 1855 Victoria appointed Palmerston as wartime prime minister. The queen personally instituted the Victoria Cross as the highest British award for wartime valour.

Queen Victoria never truly recovered from Albert's death in December 1861 at the age of 42. For almost a decade she remained in strict mourning. She rarely set foot in London, and she avoided most public occasions, including the state opening of Parliament. She made an exception, however, for the unveiling of statues dedicated to Prince Albert and, after a few years, for attendance at army reviews.

Behind the scenes, she continued to correspond with and talk to her ministers, and she took comfort in the company of her favourite servant, a Scottish Highlander named John Brown. By the late 1860s, the queen's absence from the public stage caused her popularity to decline, and there was talk of replacing the monarchy with a republic. In the course of the later 1870s and the 1880s, she gradually returned to the public arena, and her popularity rose once more.

Although in her youth she had been known as the "Queen of the Whigs," in the course of the later 1860s and 1870s she came to prefer Benjamin Disraeli, the leader of the Conservative Party, to William Ewart Gladstone, the leader of the Liberal Party. Disraeli impressed Victoria as being more concerned with Britain's international prestige and with the strengthening of its empire. She strongly supported Disraeli's government from 1874 to 1880. In 1876, when Parliament made her empress of India, she showed her gratitude to Disraeli by opening Parliament in person and by creating him earl of Beaconsfield.

When Disraeli's government was defeated in the general election of 1880, Victoria made little secret of her disappointment in being compelled to name Gladstone prime minister for a second time. Gladstone impressed her as too much a popular demagogue and too ready to tamper with the kingdom's institutions. When in 1866 he proposed home rule (domestic self-government) for Ireland, the queen felt that he was undermining the British Empire. Despite Victoria's dislike, Gladstone continued to treat the queen with courteous respect.

During the last 15 years of her reign, the Conservatives dominated Britain's government most of the time under prime minister Robert Arthur Talbot Gascoyne-Cecil, 3rd Marquess of Salisbury. Victoria was sympathetic to Salisbury's views on foreign affairs and the empire. She strongly supported her government's involvement in the Boer War (1899-1902) in South Africa; even though the anxieties of the struggle and the criticism that Britain received from other European powers took their toll on the queen.

During the years after Albert's death, the queen remained concerned with her ever-growing family. All nine of her children married, and eight of them had children of their own. Some of Victoria's children and grandchildren eventually married the heirs to thrones of Spain, Russia, Sweden, Norway, and Romania.

Because of her many descendants, Victoria became known as the “Grandmother of Europe.”

The most important of these marriages occurred when Victoria’s eldest child, also named Victoria, was married at age 17 to Crown Prince Frederick, the heir to the kingdom of Prussia (and, as of 1871, the German Empire). Victoria and Albert had hoped that the marriage would strengthen the bonds of Anglo-German understanding and would help transform Prussia into a constitutional monarchy like that of Britain. In the long run their hopes were disappointed as Frederick’s son (and the queen’s oldest grandchild) went on, as Emperor William II of Germany, to lead the anti-British coalition during World War I (1914-1918).

By the 1880s Victoria had again become the popular symbol of dutiful public service. She appeared in public more often. Excerpts from her private journals that she published in 1868 and 1884 helped to humanize her in the eyes of her subjects. Her personal identification with late-19th-century empire building and the sheer length of her reign also enhanced her popularity. In 1887 her Golden Jubilee, the 50th anniversary of her accession to the throne, was celebrated with great enthusiasm. The Diamond Jubilee of 1897 brought representatives of all the different parts of the British Empire to London and led to the first meeting of the prime ministers of Britain’s colonies; it was then that Victoria’s popularity reached its peak. Four years later, after a reign of 63 years, she died on January 22, 1901, in Osborne House.

The length of Queen Victoria’s reign gave an impression of continuity to what was actually a period of dynamic change as Britain grew to become a powerful industrialized trading nation. The queen sympathized with some of these changes—such as the camera, the railroad, and the use of anesthetics in childbirth. She felt doubtful about others, however, such as giving the vote to many more people, establishing tax-supported schools, and allowing women into professions such as medicine. During her reign, the popularity of the British monarchy underwent both ups and downs but ultimately increased. Victoria was important because she brought morality, good manners, and a devotion to hard work to her role as constitutional monarch. She took pride in her role as formal head of the world’s largest multiracial and multireligious empire, and her honesty, patriotism, and devotion to family life made the queen an appropriate symbol of the Victorian era.

I. Answer the following questions:

1. What name do people use nowadays to call Victoria’s reign?
2. What ideals did Victoria bring to the British monarchy?
3. Who were Victoria’s parents?
4. What was Victoria’s hobby she enjoyed up to the age of 60?
5. Who did Victoria meet regularly after becoming Queen? And what did this person teach her?
6. What changes took place in the monarchy by the late 1860s? And what caused those changes?
7. Why did Victoria become known as the “Grandmother of Europe”?
8. Why was Victoria disappointed by the marriage of her eldest child to Prince

Frederick?

9. What increased Queen's popularity in the late 19th century?
10. Make the conclusion on the changes that occurred during Queen Victoria's reign.

II. State whether the following statements are true or false. Correct the false ones.

1. Victoria was eager to expand the borders of the country.
2. Viscount Melbourne was the leader of the Labour Party.
3. The young Queen hoped that Melbourne would give up his post.
4. Prince Albert began to get keenly interested in the government of his new country.
5. Albert was loved by the British people.
6. After Albert's death, Victoria took interest in the company of her favourite servant.
7. In 1876 Parliament made Victoria empress of India.
8. During the years after Albert's death, the Queen remained concerned with the public service.
9. The Diamond Jubilee of 1897 led to the first meeting of the prime ministers of Britain's colonies.
- 10. Her honesty, patriotism, and devotion to family life made the queen an appropriate symbol of the Victorian era.**

III. Complete the following sentences:

1. Victoria was taught...
2. The Whigs were sympathetic to...
3. The Tories were concerned with...
4. The Queen refused to allow the Tory leader ... to ...
5. Albert was ... and he ...
6. Victoria never truly recovered from...
7. Victoria was impressed by Benjamin Disraeli because...
8. Ewart Gladstone impressed Victoria as...
9. Victoria expected the marriage of her eldest daughter to Prince Frederick to ...
- 10. Victoria was important because...**

IV. Supply the dates corresponding to the following events:

1. Queen Victoria was born.
2. Victoria became Queen.
3. Viscount Melbourne might have to give up the post.
4. Victoria had to accept Sir Robert Peel as prime minister.
5. Victoria and Albert wanted to abolish the Corn Laws.
6. Henry John Temple was dismissed from his post as foreign secretary on the royal initiative.
- 7. Victoria appointed Palmerston as wartime prime minister (during the Crimean War).**

8. The Queen's popularity rose and she returned to the public arena.
9. Victoria became the popular symbol of dutiful public service.
10. Victoria's private journals were published. They helped to ennoble her in the eyes of her subjects.

V. Choose the correct variant.

1. Victoria's reign was...
 - a) the longest;
 - b) the shortest;
 - c) as long as Queen Anne's.
2. Victoria was the official head of state of...
 - a) Great Britain;
 - b) the United Kingdom;
 - c) the British Empire.
3. Victoria became Queen when she was...
 - a) 17;
 - b) 18;
 - c) 19.
4. In 1839 Victoria fell in love with...
 - a) Sir Robert Peel;
 - b) Prince Albert;
 - c) William Lamb.
5. Albert served as the Chancellor of the...
 - a) University of Yale;
 - b) University of Oxford;
 - c) University of Cambridge.
6. The Queen introduced ... as the highest British award
 - a) the Victorian Star;
 - b) the Victorian Cross;
 - c) the Victorian Award.
7. During the last 15 years of Victoria's reign ... dominated the British government.
 - a) the Republicans;
 - b) the Conservatives;
 - c) the Liberals.
8. The name of Victoria's eldest daughter was:
 - a) Anne;
 - b) Elizabeth;
 - c) Victoria.
9. In 1887 Victoria celebrated her ... of her accession to the throne
 - a) Diamond Jubilee;
 - b) Golden Jubilee;
 - c) Silver Jubilee.
10. Queen Victoria reigned for:
 - a) 61 years;

- b) 62 years;
 c) 63 years.

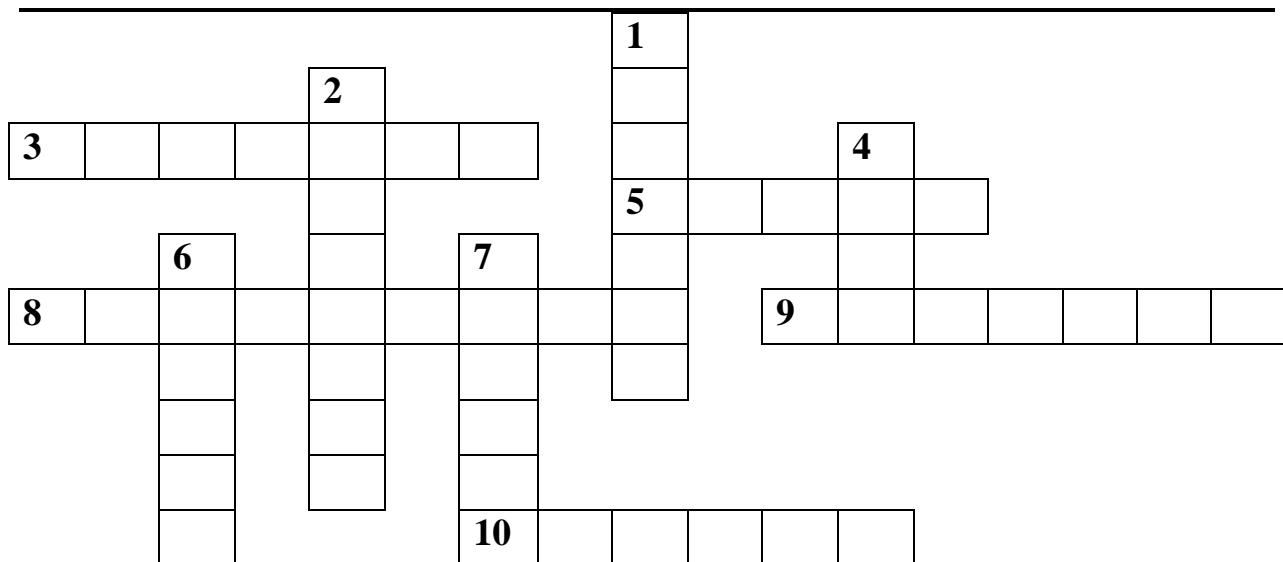
VI. Solve the crossword.

Across:

3. Upon whose death did Victoria ascend the throne? 5. What country was Victoria named empress of in 1878? 8. What was the name of Prime Minister Victoria worked with? 9. Name the mother country of the Prince Victoria married to. 10. What was the name of Victoria's father?

Down:

1. What event made Victoria go out of her seclusion? 2. Her reign was the longest in the English history. 4. How many children did Victoria have? 6. What was the name of Victoria's husband? 7. Victoria was the first English monarch to visit this country since the coronation of Henry VI. What country is it?



VII*. Search the text for the information about each person mentioned below. Determine their roles in the development of the country during the Victorian era.

- Prince Leopold.
- Prince Albert.
- Benjamin Disraeli.
- Sir Robert Peel.
- Henry John Temple.
- Ewart Gladstone.
- Robert Arthur Talbot Gascoyne-Cecil

Самостійна робота № 6

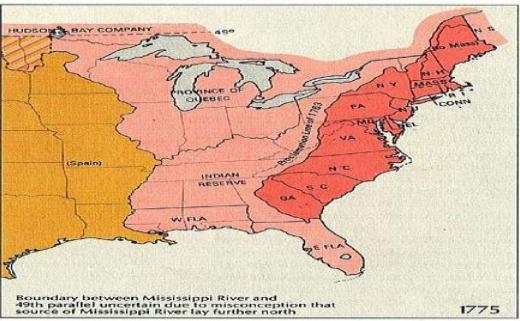
The first Britain colonies on American territory

Christopher Columbus' discovery of the Americas in the late 15th century sparked a race to acquire the new-found land among European empires. Among the first to explore and lay claim to North American land were Britain, Spain and France. After several failures to set up a permanent settlement, Spain was the first to set up a permanent colony - in Florida. Soon, the Dutch, the French and the British followed suit. Britain, France and Spain had conquered much of the North American landmass by the 18th century; Britain held much of the Eastern Seaboard.

The formation of the 13 British Colonies started with the colonization of Jamestown in Virginia in 1607. The Colonies were divided into three areas – the northern New England Colonies, the Middle Colonies and the Southern Colonies.

The first permanent British settlement in America, known as Jamestown, the colony of Virginia was founded by the London Company under the reign of James I (1566-1625). It was founded with the motivation of expansion of the British Empire and to spread Christian faith. It was named Virginia in honor of Queen Elizabeth, the Virgin Queen. In 1624 it was created as a royal colony (subject to the governing authority of the granting Royalty) that included all early Jamestown settlers. It also witnessed the formation of its first representative assembly, the House of Burgesses.

Formerly known as Plymouth colony, Massachusetts was founded in 1620 by Puritans who came aboard the ship Mayflower in order to seek refuge in the New World. Of the 102 passengers on the Mayflower, there were 41 Christian Puritan Separatists known as the Leiden group. They were called Pilgrims by the other passengers. They were seeking a new life of religious freedom after being exiled by the Church of England. The Massachusetts Bay Colony (Province of Massachusetts) included not only the modern-day state of Massachusetts, but New Hampshire and Maine as well.



The colony of New Hampshire was founded in 1623, by two groups of settlers, sent by Captain John Mason, to create a fishing colony near the mouth of the Piscataqua River. The colony was under Massachusetts jurisdiction, but was treated as a separate colony. It was named after John Mason's home County of Hampshire, England. Mason never set foot in the colony he helped establish; he died before his planned move to New Hampshire. In 1638, John Wheelwright, exiled from Boston, founded a settlement called Exeter in New Hampshire. The settlers of New Hampshire created a draft called Exeter Compact, modeled on the successful Mayflower Compact. It became a Royal colony in 1679.

In 1632, Charles I granted the charter to Lord Baltimore, Baron of Baltimore, to establish a new settlement in the New World. Accordingly, Maryland was founded in 1634. Lord Baltimore along with his sons moved to Maryland and profited from the vast stretches of tobacco grown there. It was his ardent wish to create a

separate settlement for Roman Catholics, who were persecuted in Protestant England. Maryland later, came to be known as a 'Catholic haven'. Maryland provided religious freedom for different sects of Christianity, after the Act of Toleration was passed in 1649.

Connecticut was already a permanent Dutch settlement when Clergyman Thomas Hooker and his followers arrived in Hartford from Massachusetts in 1636, seeking more wealth and religious freedom. The English settlers waged a war with Pequot Indians (1636 – 1637) to establish supremacy. In 1939, the draft of the 'Fundamental Orders' was enacted to govern the Connecticut colony and it became a royal colony under John Winthrop Jr. in 1662.

English settlers were scattered all over Rhode Island, but it was still not established as one colony. Providence was bought by Roger Williams from the Narragansett Indians in 1636. He was exiled from Salem for seeking separation of religious and political functioning of the state. Anne Hutchinson was also driven away from Massachusetts Bay, for supporting Williams' cause. She formed the settlement of Portsmouth. They were united as the colony of Rhode Island after receiving a royal Charter of Rhode Island and Providence Plantations in 1663. As it was founded on the separation of church and state, it gave complete and absolute right to religious freedom. It was a fiercely independent colony, and it was here that the idea of revolution and freedom was born; Rhode Island was the first colony to defy British rule.

Delaware was founded by Peter Stuyvesant in 1655, as the Dutch defeated the Swedish settlers and gained control of the colony. The English won Delaware from the Dutch nine years later. It was awarded to William Penn, but Delaware became independent in 1701, and elected its own assembly in 1704. Delaware was founded as a proprietary colony.

In 1653, King Charles II issued a royal charter to eight Virginia colonists to settle the North Carolina region to provide a buffer for the southern frontier. All previously settled Southern Colonies were included in North Carolina. However, there were many internal problems as North Carolina was a proprietary colony. To solve those problems, in 1712, the colony was split in two – North and South Carolina. They became royal colonies under the charter issued by King George II in 1720, although it took Britain nine more years to buy out seven out of eight Lords Proprietors, the proprietors of South Carolina, and bring it under direct rule of the crown.

New Jersey was originally known as New Netherland. Lord Berkeley and Sir George Carteret received a proprietary grant of the land between the Hudson and the Delaware River from the Duke of York in 1664. The colony was named New Jersey to honor Sir George Carteret, governor of the Isle of Jersey. They made an enormous profit from the sale of land to settlers, as they promised them representation in government and freedom of religion. The Society of Friends, Quakers bought grants for both East and West Jersey. However, the purchase was liquidated when New Jersey was made a royal colony in 1702.

The Dutch West India Company had settled in New York area as early as 1614. A Walloon explorer known as Peter Minuit had bought the island of

Manhattan from local tribes. It was known as New Amsterdam and was a self governing state, until it was lost to King Charles II. It was given to his brother, the Duke of York and renamed New York in his honor. New York was converted into a proprietary colony, until in 1685, when it became a royal colony. It was in this colony that the Albany Congress was formed, to help unite the colonies against the British rule.

Pennsylvania was already settled by Swedish, Dutch and English settlers in the Delaware River region. William Penn, a member of the Quakers was granted the land of Pennsylvania by King Charles II, as compensation to Penn's late father. Penn saw this as an opportunity to create a colony that allowed for freedom of religion for his fellow Quakers.

King George wanted to create a new colony between South Carolina and Florida, to stall the Spanish and French expansion. In 1732, he granted Georgia's proprietorship to an English General James Edward Oglethorpe, to establish a new colony. Oglethorpe led his first group of settlers to Savannah, Georgia. Originally, Oglethorpe had established Georgia as a no-slavery colony, but in 1752, after it became a royal colony, it was known to have most number of slaves working in the plantations.

I. Answer the following questions:

- 1) What did the formation of the 13 British Colonies start with?
- 2) What countries were among the first ones to explore and lay claim to North American land?
- 3) What areas were the colonies divided into?
- 4) What was the motivation for the formation of Virginia colony?
- 5) When was Massachusetts colony founded? Whom by?
- 6) What was Hampshire named after?
- 7) When and where was the Act of Toleration passed? What did it provide?
- 8) Whose permanent settlement was Connecticut when the English settlers arrived?
- 9) Which colony was the first to defy British rule?
- 10) What kind of colony was Delaware founded as?
- 11) Why did King Charles II issue a royal charter to eight Virginia colonists to settle the North Carolina region in 1653?
- 12) How was New Jersey originally known?
- 13) Why was New Jersey named this way?
- 14) Whom did Peter Minuit buy the island of Manhattan from? What name did it get?
- 15) What is the origin of the name **New York**?
- 16) What kind of colony did General James Edward Oglethorpe want Georgia to be? Did it happen?

II. Complete the following sentences:

1. Spain was the first to.....
2. The formation of the 13 British Colonies started.....
3. The first permanent British settlement in America.....
4. Formerly known as Plymouth colony, Massachusetts.....
5. The colony of New Hampshire.....
6. Lord Baltimore along with his sons.....
7. Maryland later,
8. Connecticut was already.....
9. Anne Hutchinson.....
10. The English won.....
11. However, there were many internal problems as North Carolina was a proprietary colony. To
12. They (Lord Berkeley and Sir George Carteret) made.....
13. The Dutch
14. Penn saw this as
15. King George wanted.....

III Choose the correct variant:

1. Christopher Columbus's discovery in the late 15th century sparked a race to acquire the new-found land among European empires. It was...
 - a) India
 - b) Africa
 - c) America
 - d) Australia
2. Which countries had conquered much of the North American landmass by the 18th century?
 - a) Britain, France and Spain
 - b) France, Britain and German
 - c) Britain, Italy and France
 - d) Britain, Spain and Italy
3. What areas were Colonies divided into?
 - a) the Northern New England Colonies, the Middle Colonies and the Southern Colonies.
 - b) the Southern New England Colonies, the Northern Colonies and the Southern Colonies
 - c) the Northern New England Colonies, the Middle Colonies and the Middle Southern Colonies
 - d) the Northern New Spain Colonies, the Middle Colonies and the Southern Colonies
4. Whose honor was Virginia state named in?

- a) Queen Elizabeth II
- b) James I
- c) Queen Elizabeth
- d) Captain John Mason

5. In 1632, Charles I granted the charter to Lord Baltimore, Baron of Baltimore, to establish a new settlement in the New World. Accordingly, Maryland was founded in.....

- a) 1639
- b) 1632
- c) 1940
- d) 1634

6. Who formed the settlement of Portsmouth?

- a) Roger Williams
- b) William Penn
- c) Anne Hutchinson
- d) Peter Minuit

7. Which state was originally known as New Netherland?

- a) New Jersey
- b) New York
- c) California
- d) New Hampshire

8. New York was renamed in honor of...

- a) King Charles II
- b) Queen Elizabeth
- c) the Duke of York
- d) William Penn

9. King George wanted to create a new colony between South Carolina and Florida. He created...

- a) Pennsylvania
- b) Georgia
- c) Alabama
- d) North Carolina

10. Pennsylvania was already settled by...

- a) Swedish, Dutch and English
- b) English, French and Dutch
- c) Swedish, English and Spanish
- d) Spanish, Dutch and Spanish

IV State whether the following statements are true or false. Correct the false ones.

1. After several failures to set up a permanent settlement, Italy was the first to set up a permanent colony - in Louisiana.
2. The Colonies were divided into three areas - the northern New England Colonies, the Middle Colonies and the Southern Colonies.
3. The colony of New Hampshire was founded in 1623, by two groups of settlers, sent by Captain John Mason, to create a fishing colony near the mouth of the Piscataqua River.
4. The settlers of New Hampshire created a draft called Exeter Extended, modeled on the successful Mayflower Extended that became a Royal colony in 1687.
5. Lord Berkeley along with his daughters moved to Maryland and profited from the vast stretches of cotton grown there.
6. In 1639, the draft of the 'Fundamental Orders' was enacted to govern the Connecticut colony and it became a royal colony under John Winthrop Jr. in 1662.
7. Roger Williams was exiled from Salem for seeking of gold.
8. Delaware was founded by Peter Stuyvesant in 1655, as the Dutch defeated the Swedish settlers and gained control of the colony.
9. William Penn, a member of the Quakers was granted the land of Pennsylvania by King Charles II, as compensation owed to Penn's late father.
10. In 1725, King Charles granted Georgia's proprietorship to an English General James Edward Oglethorpe, to defy British rule.

V Match the beginning of each sentence in the left-hand column with the endings in

the right-hand column. Combine the sentences so that they make sense.

The colony was named...	a royal colony in 1702
A Walloon explorer known as...	nine years later
The Colonies were divided into three areas...	the 18th century
Christopher Columbus's discovery of the Americas in the late...	as compensation owed to Penn's late father
In 1653, King Charles II issued...	Jamestown in Virginia in 1607
Accordingly, Maryland was founded...	New Jersey to honor Sir George Carteret

In 1732...	was treated as a separate colony.
It was founded with the motivation of expansion of...	Peter Minuit had bought the island of Manhattan from local tribes
However, the purchase was liquidated when New Jersey was made...	a royal charter to eight Virginia colonists to settle the North Carolina region to provide a buffer for the southern frontier
Britain, France and Spain had conquered much of the North American landmass by...	15th century sparked a race to acquire the new-found land among European empires
The colony was under Massachusetts jurisdiction, but...	he granted Georgia's proprietorship to an English General James Edward Oglethorpe, to establish a new colony
Delaware was founded...	in 1634
The formation of the 13 British Colonies started with the colonization of...	the northern New England Colonies, the Middle Colonies and the Southern Colonies
William Penn, a member of the Quakers was granted the land of Pennsylvania by King Charles II....	the British Empire and to spread Christian faith.
The English won Delaware from the Dutch...	as a proprietary colony.

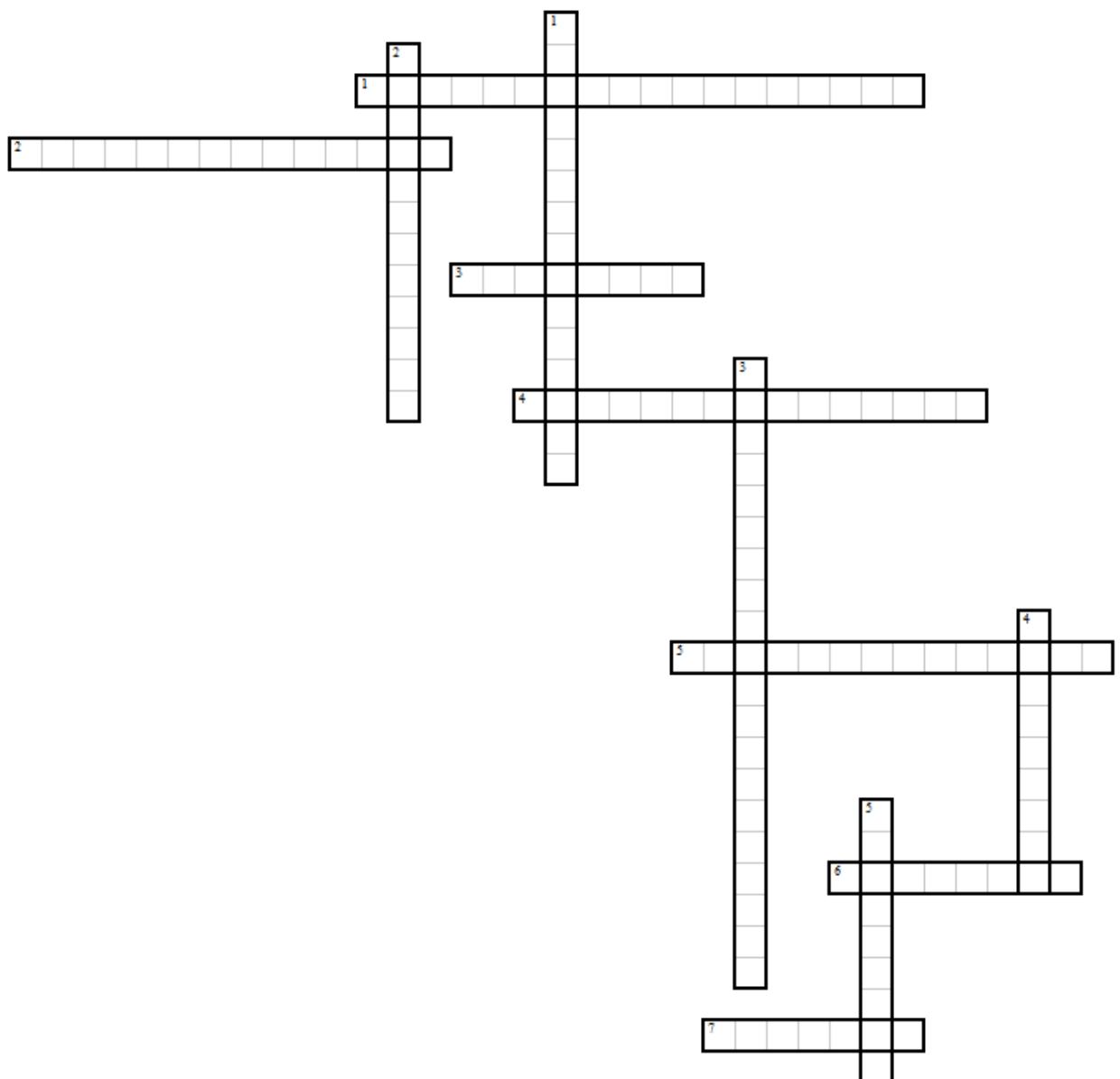
VI. Solve the crossword.

Across:

1. The draft, which was enacted to govern the Connecticut.
2. A separate settlement for Roman Catholics, who were persecuted in Protestant England.
3. Pilgrims, who came aboard the ship Mayflower in order to seek refuge in the New World in 1620.
4. Original name of New Jersey.
5. A draft, which was modeled on the successful Mayflower Compact.
6. The state, which was founded in 1634.
7. The colony of Virginia was founded by the London Company under the reign of...

Down:

1. It was named Virginia in honor of...
2. King Charles II's brother. New York was renamed in his honor.
3. He discovered America in 15th century.
4. The first permanent British settlement in America.
5. King, who lost New Amsterdam.



VII*. Speak on the formation of one of the first 13 British Colonies in America. Use additional material

Самостійна робота № 7

Native Americans

Based on anthropological and genetic evidence, scientists generally agree that most Native Americans descend from people who migrated from Siberia across the Bering Strait, at least 12,000 years ago.

One result of these successive waves of migration is that large groups of Native Americans with similar languages and perhaps physical characteristics as well, moved into various geographic areas of North, and then later, Central and South America.

While many Native American groups retained a nomadic or semi-nomadic lifestyle through the time of European occupation of the New World, in some regions, especially in the Mississippi River valley of the United States, they built advanced civilizations with monumental architecture and large-scale organization into cities and states.

Etowah (Mississippi) idols from about 950 AD left

It was not acceptable to American immigrants in the 18th and 19th centuries that the people they regarded as "savages" had built civilizations and by policy, most archaeological remains were destroyed and records obliterated.



The European colonization of the Americas forever changed the lives and cultures of the Native Americans. In the 15th to 19th centuries, their populations were ravaged, by the results of displacement, disease, and in many cases by warfare with European groups and enslavement by them. The first Native American group encountered by Columbus, the 250,000 *Arawaks*, was violently enslaved. Only 500 survived by the year 1550 and the group was extinct before 1650.

In the 15th century Spaniards and other Europeans brought horses to the Americas. Some of these animals escaped and began to breed and increase their numbers in the wild. Ironically, the horse had originally evolved in the Americas, but the last American horses, died out at the end of the last ice age. The re-introduction of the horse had a profound impact on Native American culture in the Great Plains of North America. This new mode of travel made it possible for some tribes to greatly expand their territories, exchange goods with neighboring tribes, and more easily capture game.

Europeans also brought diseases against which the Native Americans had no immunity. Ailments such as chicken pox and measles, though common and rarely fatal among Europeans, often proved fatal to Native Americans. More dangerous diseases such as smallpox were especially deadly to Native American populations. It is difficult to estimate the percentage of the total Native American population killed by these diseases, since waves of disease oftentimes preceded European exploration, sometimes destroying entire villages. Some historians estimate that up to 80 % of some Native populations may have died due to European diseases.

In recent years it has become popular to assert that Native Americans learned scalping from Europeans, historical evidence suggesting that scalping by Native Americans had not necessarily been practiced before contact with Europeans. The first admitted case of white men scalping by Native Americans took place in New Hampshire colony on February 20, 1725.

In the 19th century, the Westward expansion of the United States incrementally expelled large numbers of Native Americans from vast areas of their territory,

either by forcing them into marginal lands farther and farther west, or by outright massacres. Under President Andrew Jackson, Congress passed the Indian Removal Act of 1830, which forced the Five Civilized Tribes from the east onto western reservations, primarily to take their land for settlement. The forced migration was marked by great hardship and many deaths. Its route is known as *the Trail of Tears*.

Conflicts generally known at the time as "Indian Wars" broke out between U.S. forces and many different tribes. Authorities entered numerous treaties during this period, but later broke almost all of them. Well-known battles include the atypical Native American victory at the Battle of Little Bighorn in 1876, and the massacre of Native Americans at Wounded Knee in 1890, when the US Cavalry attempted to exterminate the *Sioux* Nation and killed all the men, women and children they could find. On January 31, 1876 the United States government ordered all surviving Native Americans to move into reservations or reserves.

Probably the most famous leader of the Native Americans was Geronimo, born Goyathlay ("He Who Yawns"), (1829 - 1909).

He was leader of the *Chiricahua Apache* who fought long against the encroachment of settlers of European descent on tribal lands. He became famous



for his daring exploits and numerous escapes from capture. His forces became the last major force of independent Indian warriors who refused to acknowledge the United States Government in the American West. This came to an end in 1886, when Geronimo surrendered to US Army General Miles at Skeleton Canyon, Arizona. He was a prisoner initially, but later a celebrity.

Geronimo in about 1870 *right*

In the late nineteenth century reformers in efforts to civilize Indians adapted the practice of educating native children in Indian Boarding Schools. These schools, which were primarily run by Christians proved traumatic to Indian children, who were forbidden to speak their native languages, taught Christianity instead of their native religions (both in violation of the U.S. Constitution), and in numerous other ways forced to abandon their Indian identity and adopt European-American culture. There are also many documented cases of sexual, physical and mental abuses occurring at these schools.

Military defeat, cultural pressure, confinement on reservations, forced cultural assimilation, outlawing of native languages and culture, forced sterilizations, termination policies of the 1950s, and 1960s, and slavery have had negative effects on Native Americans' mental and ultimately physical health. Contemporary health problems include poverty, alcoholism, heart disease and diabetes.

As recently as the 1960s, Native Americans were being jailed for teaching their traditional beliefs. As recently as the 1970s, the Bureau of Indian Affairs was still actively pursuing a policy of "assimilation" the goal of which was to eliminate the reservations and steer Indians into mainstream U.S. culture. Even their lands are perhaps no longer safe; as of 2004, there were still claims of theft of Native American land for the coal and uranium it contains.

According to 2003 United States Census Bureau estimates, a little over one third of the 2,786,652 Native Americans in the United States live in three states: California with 413,382, Arizona with 294,137 and Oklahoma with 279,559. As of 2000, the largest tribes surviving in the U.S. by population were *Cherokee, Navajo, Choctaw, Sioux, Chippewa, Apache, Blackfoot, Iroquois and Pueblo*.

I. Answer the following questions:

1. Who do most Native Americans descend from according to the scientists?
2. Where did Native Americans build advanced civilizations with monumental architecture and large-scale organization into cities and states?
3. Why were most archaeological remains destroyed and records obliterated?
4. What changed the lives and cultures of the Native Americans?
5. What was the first Native American group encountered by Columbus?
6. When did Spaniards and other Europeans bring horses to the Americas?
7. What kind of impact did the re-introduction of the horse have on Native American culture in the Great Plains of North America?
8. Europeans also brought diseases against which the Native Americans had no immunity, didn't they?
9. Where and when did the first admitted case of white men scalping by Native Americans take place?
10. When did the Congress under President Andrew Jackson pass the Indian Removal Act?
11. What route is known as *the Trail of Tears*?
12. What did the term "Indian Wars" mean?
13. What were the results of the Battle of Little Bighorn in 1876?
14. What did the United States government order all surviving Native Americans to do on January 31, 1876?
15. Who was probably the most famous leader of the Native Americans?
16. What was the attitude towards Native Americans in the US?
17. What are the largest tribes surviving in the U.S. by population?

II. Complete the following sentences:

1. The first Native American group encountered by Columbus.....
2. Ironically, the horse had originally evolved in the Americas, but the last American horses.....
3. Ailments such as chicken pox and measles, though common and rarely fatal among Europeans.....
4. Some historians estimate that up to 80 % of some Native populations may have died due to.....

5. In recent years it has become popular to assert that Native Americans.....
6. Under President Andrew Jackson, Congress passed the Indian Removal Act of 1830.....
7. On January 31, 1876 the United States government ordered.....
8. In the late nineteenth century reformers in efforts to civilize Indians adapted
9. As recently as the 1970s, the Bureau of Indian Affairs was still actively pursuing a policy of "assimilation" the goal of which was to.....
10. As of 2000, the largest tribes surviving in the U.S. by population were.....

III. Choose the correct variant:

1. In the valley of what river did Native American groups build advanced civilizations with monumental architecture and large-scale organization into cities and states?
 - a) Mississippi River
 - b) Nile River
 - c) Isabela River
2. What colonization forever changed the lives and cultures of the Native Americans?
 - a) Australian colonization
 - b) European colonization
 - c) English colonization
3. What animals were brought to the Americas in the 15th century?
 - a) Monkeys
 - b) Horses
 - c) Beatles
4. How many percent of native populations may have died due to European diseases?
 - a) about 30%
 - b) about 70%
 - c) about 80%
5. Under what president did Congress pass the Indian Removal Act of 1830, which forced the Five Civilized Tribes from the east onto western reservations, primarily to take their land for settlement?
 - a) Andrew Jackson
 - b) Bill Clinton
 - c) Franklin D. Roosevelt
6. Why did Trail of Tears have such name?
 - a) The forced migration was marked by great hardship and many deaths.
 - b) The road was wet from the rain

- c) There was a lot of dewon the trail in the morning
7. Who was the most famous leader of the Native Americans?
- a) Newton
 - b) Nelson
 - c) Geronimo
8. What contemporary health problem did Native Americans have besides poverty, heart disease and diabetes?
- a) cancer
 - b) alcoholism
 - c) mental illness
9. What religion did school for Native Americans teach in 1960s?
- a) Buddhism
 - b) Islam
 - c) Christianity

IV. State whether the following statements are true or false. Correct the false ones.

- 1. Most Native Americans descend from people who migrated from Siberia across the Bering Strait.
- 2. The re-introduction of the cows had a profound impact on Native American culture in the Great Plains of South America.
- 3. Europeans also brought diseases against which the Native Americans had a strong immunity.
- 4. Some historians estimate that up to 50 % of some Native populations may have died due to Asian diseases.
- 5. The first Native American group encountered by Columbus, the 250,000 Arawaks, was violently enslaved.
- 6. The first admitted case of black men scalping Native Americans took place in Philadelphia colony on February 20, 1625.
- 7. Under President Andrew Jackson, Congress passed the Indian Removal Act of 1835, which forced the Five Civilized Tribes from the east onto western reservations, primarily to take their land for settlement.
- 8. Probably the most famous leader of the Native Americans was Philip, born Goyathlay.
- 9. During "Indian Wars" authorities entered numerous treaties during this period, almost all of them later became very successful.
- 10. On May 31, 1876 the United States president ordered all surviving Native Americans to move into reservations or reserves.

V. Match each date in the left-hand column with the appropriate event in the right-hand column.

in the 18 th and 19 th centuries	Spaniards and other Europeans brought horses to the Americas.
in the 15th to 19th centuries	the Westward expansion of the United States incrementally expelled large numbers of Native Americans from vast areas of their territory...
in the 15th century	Under President Andrew Jackson, Congress passed the Indian Removal Act.
on February 20, 1725	the massacre of Native Americans at Wounded Knee.
in the 19th century	Probably the most famous leader of the Native Americans was Geronimo, born Goyathlay.
in 1830	populations were ravaged, by the results of displacement, disease, and in many cases by warfare with European groups and enslavement by them.
in 1876	Geronimo surrendered to US Army General Miles at Skeleton Canyon, Arizona.
in 1890	United States Census Bureau estimates, a little over one third of the 2,786,652 Native Americans in the United States live in three states: California with 413,382, Arizona with 294,137 and Oklahoma with 279,559. As of 2000, the largest tribes surviving in the U.S. by population were <i>Cherokee</i> , <i>Navajo</i> , <i>Choctaw</i> , <i>Sioux</i> , <i>Chippewa</i> , <i>Apache</i> , <i>Blackfoot</i> , <i>Iroquois</i> and <i>Pueblo</i> .
on January 31, 1876	the people they regarded as "savages" had built civilizations and by policy, most archaeological remains were destroyed and records obliterated.
in 1829 – 1909	battles include the atypical Native American victory at the Battle of Little Bighorn.
in 1886	The first admitted case of white men scalping by Native Americans took place in New Hampshire colony.
in 2003	the United States government ordered all surviving Native Americans to move into reservations or reserves.

VI. Match the beginning of each sentence in the left-hand column with the endings in the right-hand column. Combine the sentences so that they make sense.

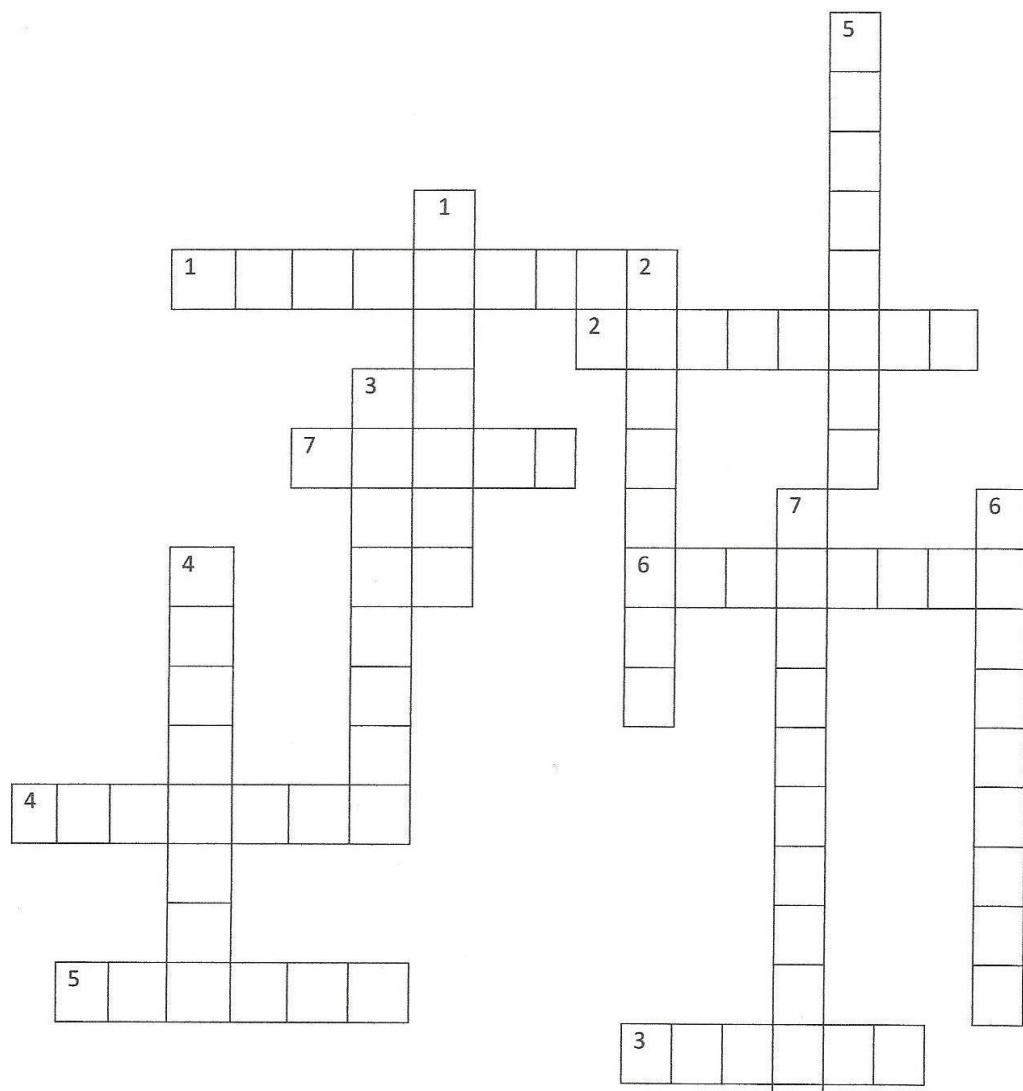
1. It was not acceptable to American immigrants in the 18 th and 19 th centuries that the people they regarded	fatal among Europeans, often proved fatal to Native Americans.
2. Conflicts generally known at the time as "Indian Wars"	civilize Indians adapted the practice of educating native children in Indian Boarding Schools.
3. This new mode of travel made it possible for some tribes	poverty, alcoholism, heart disease and diabetes.
4. In the late nineteenth century reformers in efforts to	as "savages" had built civilizations and by policy, most archaeological remains were destroyed and records obliterated.
5. Under President Andrew Jackson, Congress passed the Indian Removal Act of 1830	broke out between U.S. forces and many different tribes.
6. As recently as the 1970s, the Bureau of Indian Affairs was still actively pursuing a policy of "assimilation"	oftentimes preceded European exploration, sometimes destroying entire villages.
7. Ailments such as chicken pox and measles, though common and rarely	against the encroachment of settlers of European descent on tribal lands.
8. He was leader of the <i>Chiricahua Apache</i> who fought long	to greatly expand their territories, exchange goods with neighboring tribes, and more easily capture game.
9. Contemporary health problems include	" the goal of which was to eliminate the reservations and steer Indians into mainstream U.S. culture.
10. American population killed by these diseases, since waves of disease	which forced the Five Civilized Tribes from the east onto western reservations, primarily to take their land for settlement.

Down

1. What place did the majority of Native Americans migrate from?
2. What was the name of the most dangerous diseases?
3. Who was the first Native American group encountered by?
4. What was the name of expansion of the United States in the 19th century?
5. Who was the most famous leader of the Native Americans?
6. What did Indian Boarding Schools prove to Indian children?
7. What is the English for “ассимиляция”?

Across

1. Complete the word combination – Native ...
2. Name the quality or condition of being immune.
3. What languages were Indian children forbidden to speak?
4. What was the name of the first Native American group encountered by Columbus?
5. What was the name of President Jackson?
6. Who was Geronimo initially?
7. What animal did Spaniards and other Europeans bring to the Americas?



VIII*. Imagine that you are a teacher of History at a British school. What interesting facts about Native Americans can you impart to your pupils? Make use of additional sources of information.

Самостійна робота № 8

The Ku Klux Klan

At the end of the [American Civil War](#) radical members of Congress attempted to destroy the white power structure of the Rebel states. The [Freeman's Bureau](#) was established by Congress on 3rd March, 1865. The bureau was designed to protect the interests of former slaves.

This included helping them to find new employment and to improve educational and health facilities. In the year that followed the bureau spent \$17,000,000 establishing 4,000 schools, 100 hospitals and providing homes and food for former slaves.

Attempts by Congress to extend the powers of the Freemen's Bureau was vetoed by President [Andrew Johnson](#) in February, 1866. In April 1866, Johnson also vetoed the Civil Rights Bill that was designed to protect freed slaves from Southern [Black Codes](#) (laws that placed severe restrictions on freed slaves such as prohibiting their right to vote, forbidding them to sit on juries, limiting their right to testify against white men, carrying weapons in public places and working in certain occupations).

The election of 1866 increased the number of [Radical Republicans](#) in Congress. The following year Congress passed the first [Reconstruction Act](#). The South was now divided into five military districts, each under a major general. New elections were to be held in each state with freed male slaves being allowed to vote. The act also included an amendment that offered readmission to the Southern states after they had ratified the [Fourteenth Amendment](#) and guaranteed adult male suffrage. Johnson immediately vetoed the bill but Congress re-passed the bill the same day.

The first branch of the Ku Klux Klan was established in Pulaski, Tennessee, in May, 1866. A year later a general organization of local Klans was established in Nashville in April, 1867. Most of the leaders were former members of the [Confederate Army](#) and the first Grand Wizard was [Nathan Forrest](#), an

outstanding general during the [American Civil War](#). During the next two years Klansmen wearing masks, white cardboard hats and draped in white sheets, tortured and killed black Americans and sympathetic whites. [Immigrants](#), who they blamed for the election of [Radical Republicans](#), were also targets of their hatred. Between 1868 and 1870 the Ku Klux Klan played an important role in restoring white rule in North Carolina, Tennessee and Georgia.

At first the main objective of white supremacy organizations such as the Ku Klux Klan, the White Brotherhood, the Men of Justice, the Constitutional Union Guards and the Knights of the White Camellia was to stop black people from voting. After white governments had been established in the South the Ku Klux Klan continued to undermine the power of blacks. Successful black businessmen were attacked and any attempt to form black protection groups such as [trade unions](#) was quickly dealt with.

[Radical Republicans](#) in Congress such as [Benjamin Butler](#) urged President [Ulysses S. Grant](#) to take action against the Ku Klux Klan. In 1870 he instigated an investigation into the organization and the following year a Grand Jury reported that: "There has existed since 1868, in many counties of the state, an organization known as the Ku Klux Klan, or Invisible Empire of the South, which embraces in its membership a large proportion of the white population of every profession and class. The Klan has a constitution and bylaws, which provides, among other things, that each member shall furnish himself with a pistol, a Ku Klux gown and a signal instrument. The operations of the Klan are executed in the night and are invariably directed against members of the Republican Party. The Klan is inflicting summary vengeance on the colored citizens of these citizens by breaking into their houses at the dead of night, dragging them from their beds, torturing them in the most inhuman manner, and in many instances murdering."

Congress passed the Ku Klux Act and it became law on 20th April, 1871. This gave the president the power to intervene in troubled states with the authority to suspend the writ of habeas corpus in countries where disturbances occurred. However, because its objective of white supremacy in the South had been achieved, the organization practically disappeared.

The Ku Klux Klan was reformed in 1915 by William J. Simmons, a preacher influenced by Thomas Dixon's book, [The Ku Klux Klan](#) (1905) and the film of the book, [Birth of a Nation](#), directed by [D.W. Griffith](#).

The [National Association for the Advancement of Coloured People](#) (NAACP) became the main opponent of the Ku Klux Klan. To show that the members of the organization would not be intimidated, it held its 1920 annual conference in Atlanta, considered at the time to be one of the most active Ku Klux Klan areas in America.

After the [First World War](#) the Ku Klux Klan also became extremely hostile to [Jews](#), Catholics, socialists, [communists](#) and anybody they identified as foreigners.

In November 1922 [Hiram W. Evans](#) became the Klan's Imperial Wizard. Under his leadership the organization grew rapidly and in the 1920s Klansmen were elected to positions of political power. This included state officials in Texas,

Oklahoma, Indiana, Oregon and Maine. By 1925 membership reached 4,000,000. Even on the rare occasions they were arrested for serious crimes, Klansmen were unlikely to be convicted by local Southern juries.

After the conviction of the Klan leader, David C. Stephenson, for second-degree murder, and evidence of corruption by other members such as the governor of Indiana and the mayor of Indianapolis, membership fell to around 30,000. This trend continued during the [Great Depression](#) and the [Second World War](#) and in 1944 the organization was disbanded.

In the 1950s the emergence of the [Civil Rights Movement](#) resulted in a revival in Ku Klux Klan organizations. The most important of these was the White Knights of the Ku Klux Klan led by Robert Shelton. In the Deep South considerable pressure was put on blacks by Klansmen not to vote. An example of this was the state of Mississippi. By 1960, 42% of the population were black but only 2% were registered to vote. Lynching was still employed as a method of terrorizing the local black population.

On Sunday, 15th September, 1963, a white man was seen getting out of a white and turquoise Chevrolet car and placing a box under the steps of the Sixteenth Street Baptist Church. Soon afterwards, at 10.22 a.m., the bomb exploded killing Denise McNair (11), Addie Mae Collins (14), Carole Robertson (14) and Cynthia Wesley (14). The four girls had been attending Sunday school classes at the church. Twenty-three other people were also hurt by the blast.

A witness identified Robert Chambliss, a member of the Ku Klux Klan, as the man who placed the bomb under the steps of the [Sixteenth Street Baptist Church](#). He was arrested and charged with murder and possessing a box of 122 sticks of dynamite without a permit. On 8th October, 1963, Chambliss was found not guilty of murder and received a hundred-dollar fine and a six-month jail sentence for having the dynamite.

In 1964 the NAACP, the [Congress of Racial Equality](#) (CORE) and the [Student Nonviolent Coordinating Committee](#) (SNCC) organized its [Freedom Summer](#) campaign. Its main objective was to try and end the political disenfranchisement of African Americans in the Deep South. Volunteers from the three organizations decided to concentrate its efforts in Mississippi. The three organizations established 30 [Freedom Schools](#) in towns throughout Mississippi. Volunteers taught in the schools and the curriculum now included black history, the philosophy of the [civil rights movement](#). During the summer of 1964 over 3,000 students attended these schools and the experiment provided a model for future educational programs such as Head Start.

[Freedom Schools](#) were often targets of white mobs. So also were the homes of local African Americans involved in the campaign. That summer 30 black homes and 37 black churches were firebombed. Over 80 volunteers were beaten by white mobs or racist police officers and three men, [James Chaney](#), [Andrew Goodman](#) and [Michael Schwerner](#), were murdered by the Ku Klux Klan on 21st June, 1964. These deaths created nation-wide publicity for the campaign.

The [Sixteenth Street Baptist Church Bombing](#) was unsolved until Bill Baxley was elected attorney general of Alabama. He requested the original [Federal](#)

[Bureau of Investigation](#) files on the case and discovered that the organization had accumulated a great deal of evidence against Chambliss that had not been used in the original trial. In November, 1977 Chambliss was tried once again for the Sixteenth Street Baptist Church bombing. Now aged 73, Chambliss was found guilty and sentenced to life imprisonment.

In 1981 the trial of Josephus Anderson, an African American charged with the murder of a white policeman, took place in Mobile. At the end of the case the jury was unable to reach a verdict. This upset members of the local Ku Klux Klan who believed that the reason for this was that some members of the jury were African Americans. At a meeting held after the trial, Bennie Hays, the second-highest ranking official in the Klan in Alabama said: "If a black man can get away with killing a white man, we ought to be able to get away with killing a black man."

On Saturday 21st March, 1981, Bennie Hays's son, Henry Hays, and James Knowles, decided they would get revenge for the failure of the courts to convict the man for killing a policeman. They travelled around Mobile in their car until they found nineteen year old [Michael Donald](#) walking home. After forcing him into the car Donald was taken into the next county where he was [lynched](#).

A brief investigation took place and eventually the local police claimed that Donald had been murdered as a result of a disagreement over a drugs deal. Donald's mother, Beulah Mae Donald, who knew that her son was not involved with drugs, was determined to obtain justice. She contacted [Jessie Jackson](#) who came to Mobile and led a protest march about the failed police investigation.

Thomas Figures, the assistant United States attorney in Mobile, managed to persuade the [Federal Bureau of Investigation](#) (FBI) to look into the case. James Bodman was sent to Mobile and it did not take him long to persuade James Knowles to confess to the killing of Michael Donald.

In June 1983, Knowles was found guilty of violating Donald's civil rights and was sentenced to life imprisonment. Six months later, when Henry Hays was tried for murder, Knowles appeared as chief prosecution witness. Hays was found guilty and sentenced to death.

With the support of [Morris Dees](#) and [Joseph J. Levin](#) at the [Southern Poverty Law Centre](#) (SPLC), Beulah Mae Donald decided that she would use this case to try and destroy the Ku Klux Klan in Alabama. Her civil suit against the United Klans of America took place in February 1987. The all-white jury found the Klan responsible for the [lynching](#) of [Michael Donald](#) and ordered it to pay 7 million dollars. This resulted the Klan having to hand over all its assets including its national headquarters in Tuscaloosa.

After a long-drawn out legal struggle, Henry Hayes was executed on 6th June, 1997. It was the first time a white man had been executed for a crime against an African American since 1913.

On 17th May, 2000, the [FBI](#) announced that the [Sixteenth Street Baptist Church Bombing](#) had been carried out by the Ku Klux Klan splinter group, the Cahaba Boys. It was claimed that four men, Robert Chambliss, Herman Cash, Thomas Blanton and Bobby Cherry had been responsible for the crime. Cash was

dead but Blanton and Cherry were arrested. In May 2002 the 71 year old Bobby Cherry was convicted of the murder of Denise McNair, Addie Mae Collins, Carole Robertson and Cynthia Wesley and was sentenced to life in prison.

I. Answer the following questions:

1. When was The Freeman's Bureau established? Why was it designed?
2. How did The Freeman's Bureau try to protect the interests of former slaves?
3. What do you know about Southern [Black Codes](#)?
4. When was the first branch of the Ku Klux Klan established?
5. Who were most of the leaders of the Ku Klux Klan?
6. What was the main objective of the Ku Klux Klan at first?
7. What organization became the main opponent of the Ku Klux Klan?
8. When did the Ku Klux Klan become extremely hostile to Jews, Roman Catholics, socialists, communists and anybody they identified as foreigners?
9. What was the most important movement in the 1950s?
10. What happened on Sunday, 15th September, 1963?
11. What do you know about [Freedom Summer](#) campaign?
12. What was the reason of Michael Donald's death?

II. Complete the following sentences:

1. In the year that followed
2. The first branch of the Ku Klux Klan was established ...
3. Congress passed the Ku Klux Act ...
4. The Ku Klux Klan was reformed in
5. By 1960, 42% of the population ...
6. Over 80 volunteers were beaten by...
7. In 1981 the trial of Josephus Andersonan, an African American ...
8. In June 1983, Knowles was found guilty of

III. Choose the correct variant:

1. The [Freeman's Bureau](#) was established by Congress on ...
 - a) 3rd March, 1865;
 - b) 2nd April, 1865;
 - c) 3rd March, 1866.
2. The first branch of the Ku Klux Klan was established in ... Tennessee, in May, 1866.
 - a) [Benton](#);
 - b) [Medon](#);
 - c) Pulaski.

3. What was the main objective of white supremacy organizations such as the Ku Klux Klan, the White Brotherhood, the Men of Justice, the Constitutional Union Guards and the Knights of the White Camellia?

- a) to stop black people from the right of the word;
- b) to stop white people from voting;
- c) to stop black people from voting.

4. The Ku Klux Klan was reformed in 1915 by ...

- a) Benjamin Butler;
- b) William J. Simmons;
- c) David C. Stephenson.

5. After the First World War the Ku Klux Klan became extremely hostile to ...

- a) Roman Catholics, Jews, socialists and communists;
- b) socialists and communists;
- c) Jews, Roman Catholics and socialist.

6. In the 1950s the emergence of the Civil Rights Movement resulted in a revival in Ku Klux Klan organizations and the most important of these was ... led by Robert Shelton.

- a) the White Brotherhood;
- b) the White Knights;
- c) the Men of Justice.

7. How many percent of black population were registered to vote by 1960?

- a) only 2%;
- b) about 5%;
- c) only 7%.

8. A witness identified ... – a member of the Ku Klux Klan, as the man who placed the bomb under the steps of the Sixteenth Street Baptist Church.

- a) Robert Shelton;
- b) Robert Chambliss;
- c) Josephus Anderson.

9. In June 1983, Knowles was found guilty of violating Donald's civil rights and was sentenced to ... imprisonment.

- a) 15 years of ;
- b) life;
- c) 25 years of.

10. Who was the first white man that had been executed for a crime against an African American since 1913?

- a) James Knowles;
- b) Bobby Cherry;

c) Henry Hayes.

IV. Match each date in the left-hand column with the appropriate event in the right-hand column.

3 March 1865	James Chaney, Andrew Goodman and Michael Schwerner, were murdered by the Ku Klux Klan.
April 1866	The emergence of the Civil Rights Movement resulted in a revival in Ku Klux Klan organizations
May 1866	Civil suit against the United Klans of America took place
April 1871	The NAACP, the Congress of Racial Equality (CORE) and the Student Nonviolent Coordinating Committee (SNCC) organized its Freedom Summer campaign.
November 1922	It was the first time a white man had been executed for a crime against an African American since 1913
1950	Johnson vetoed the Civil Rights Bill that was designed to protect freed slaves from Southern Black Codes.
1964	The Freeman's Bureau was established by Congress.
June 1964	The first branch of the Ku Klux Klan was established in Pulaski, Tennessee.
February 1987	Congress passed the Ku Klux Act and it became law.
June 1997	Hiram W. Evans became the Klan's Imperial Wizard.

V. State whether the following statements are true or false. Correct the false ones.

1. After the passing of the first Reconstruction Act the South was divided into two military districts, each under a major general.
2. The first branch of the Ku Klux Klan was established in Pulaski, Tennessee, in May, 1866.
3. Most of the leaders were former members of the Radical Republicans and the first Grand Wizard was Nathan Forrest.
4. Klansmen were wearing masks, black cardboard hats and draped in black sheets, tortured and killed black Americans and sympathetic whites.
5. The main objective of white supremacy organizations such as the Ku Klux Klan, the White Brotherhood, the Men of Justice, the Constitutional Union Guards and the Knights of the White Camellia was to stop black people from voting.
7. The Klan has a constitution and bylaws, which provides, among other things, that each member shall furnish himself with a violin, a Ku Klux emblem and a signal instrument.
- 8. The operations of the Klan are executed in the night and are invariably directed against members of the Republican Party.**

9. After the conviction of the Klan leader, James Brown, for second-degree murder, and evidence of corruption by other members such as the governor of Indiana and the mayor of Indianapolis, membership fell to around 10,000.

10. On 17th May, 2013, the [FBI](#) announced that the [Sixteenth Street Baptist Church Bombing](#) had been carried out by the Ku Klux Klan splinter group, the Cahaba Boys.

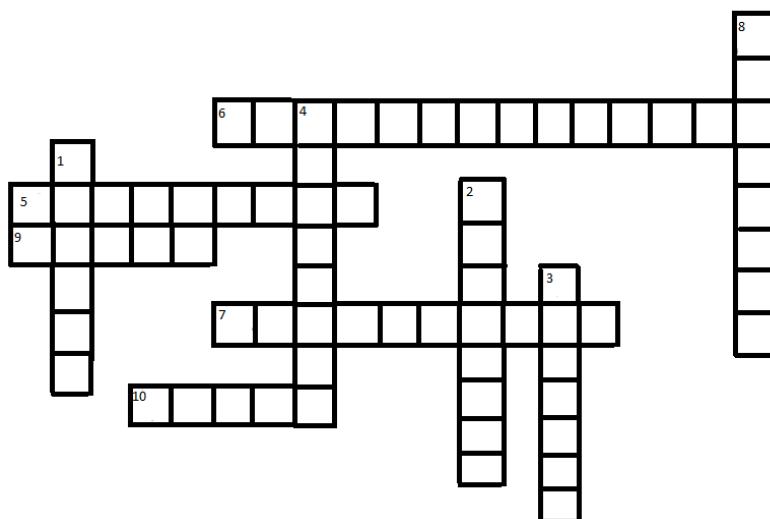
VII. Solve the crossword.

Down:

- 1) What was established by Congress on 3rd March, 1865?
- 2) What unofficial name had each member of the society?
- 3) Name the president who vetoed the attempts by Congress to extend the powers of the Freedmen's Bureau.
- 4) Name the national legislative power with the great number of Radical Republicans.
- 5) The most terrible act doing by Klansman to black people
- 8) Method of terrorizing the local black population.

Across:

- 6) At the 1866 what the first Act passed?
- 7) Klan leader, second degree murder.
- 9) What unions were created to protect black groups?
- 10) The major attribute of Ku Klux Klan society?



VII*. Imagine that you are a teacher of History at a British school. What interesting facts about the Ku Klux Klan through 19th – 21st centuries can you impart to your pupils? Make use of additional sources of information.

Самостійна робота № 9

The 9/11 Tragedy

It goes without saying, that American history was full of horrifying tragedies, but probably one of the most terrible was the notorious September 11 attacks.

At 8:46 a.m., September the 11th, 2001 Al-Qaeda terrorists hijacked four passenger jets, intending to fly them in suicide attacks into targeted buildings. Two of those planes were crashed into the World Trade Center complex in New York City. Both towers collapsed within two hours and falling debris, combined with fires, led to complete collapse of all the other buildings in the World Trade Center complex, also causing major damage to ten other large structures in the immediate area of the complex. A third plane, was crashed into the Pentagon (the headquarters of the United States Department of Defense), leading to a partial collapse in its western side. The fourth plane targeted at the United States Capitol in Washington, D.C., but crashed into a field near Shanks Ville, Pennsylvania after its passengers tried to overcome the hijackers. Along with the 110-floor [Twin Towers](#), numerous other buildings at the World Trade Center site were destroyed or badly damaged, including civil objects and municipal authorities. Almost 3,000 people died in the attack, including all 227 civilians and 14 hijackers aboard the four planes. The Pentagon was severely damaged by the impact, causing one section of the building to collapse and killing all 53 passengers, 5 hijackers, and 6 crew.

Immediate measures were taken. At 8:32 a.m., [Federal Aviation Administration](#) (FAA) officials were notified Flight 11 had been hijacked and the [North American Aerospace Defense Command](#) (NORAD) scrambled two military planes, which were airborne by 8:53 a.m. Because of slow and confused communication from FAA officials, NORAD had 9 minutes' notice that Flight 11 had been hijacked, and no notice about any of the other flights before they crashed. The New York City Fire Department deployed 200 units to the site. Their efforts

were supplemented by numerous off-duty firefighters and emergency medical technicians. At 9:14 The New York City Police Department sent Emergency Service Units and other police personnel, and deployed its aviation unit. Hundreds of thousands of tons of toxic debris containing more than 2,500 contaminants, including known carcinogens, were spread across Lower Manhattan due to the collapse of the Twin Towers. Exposure to the toxins in the debris is alleged to have contributed to [fatal or debilitating illnesses](#) among people who were at ground zero. Once on the scene, the FDNY, NYPD, and Port Authority police did not coordinate efforts and

performed redundant searches for civilians

As conditions deteriorated, the NYPD aviation unit relayed information to police commanders, who issued orders for its personnel to evacuate the towers; most NYPD officers were able to safely evacuate before the buildings collapsed. At 10:20 a.m. Vice President [Dick Cheney](#) issued orders to shoot down any commercial aircraft that could be positively identified as being hijacked. However, these instructions were not relayed in time for the fighters to take action. The [Federal Aviation Administration](#) closed American airspace to all international flights, causing about five hundred flights to be turned back or redirected to other countries. In the afternoon of September 11, [Secretary of Defense Donald Rumsfeld](#) was issuing rapid orders to his aides to look for evidence of Iraqi involvement. The [NATO](#) council declared the attacks on the United States were an attack on all NATO nations.

Suspicion quickly fell on al-Qaeda, and in 2004, the group's leader, [Osama bin Laden](#), who had initially denied involvement, claimed [responsibility for the attacks](#). As the official sources state, Osama bin Laden's declared a [holy war](#) against the United States and called for the killing of American civilians in 1998. Al-Qaeda wrote, "for over seven years the United States has been occupying the lands of Islam in the holiest of places, the Arabian Peninsula, plundering its riches, dictating to its rulers, humiliating its people, terrorizing its neighbors, and turning its bases in the Peninsula into a spearhead through which to fight the neighboring Muslim peoples." In a December 1999, interview, bin Laden said he felt that Americans were "too near to [Mecca](#)", and considered this a provocation to the entire Muslim world. On December 27, 2001, a bin Laden video was released. In the video, he said, "Terrorism against America deserves to be praised because it was a response to injustice, aimed at forcing America to stop its support for Israel, which kills our people".

The Bush administration announced a so-called [War on Terror](#), with the stated goals of bringing bin Laden and al-Qaeda to justice and preventing the emergence of other terrorist networks. The goals would be accomplished by imposing economic and military sanctions against states perceived as harboring terrorists, and increasing global surveillance and intelligence sharing. On October 7, 2001, the [War in Afghanistan](#) began when U.S. and British forces initiated aerial bombing campaigns targeting [Taliban](#) and al-Qaeda camps, and then later invaded Afghanistan with ground troops of the [Special Forces](#). This war campaign was the second-biggest operation of the U.S. Global War on Terrorism outside of the United States, and the largest directly connected to terrorism. Within hours after the September 11 attacks, Defense Secretary Rumsfeld speculated on [possible involvement by Saddam Hussein](#) and ordered his aides to make plans for striking Iraq; although unfounded, the association contributed to public acceptance for the [invasion of Iraq](#) in 20 March 2003. Many countries strengthened their anti-terrorism legislation and expanded law enforcement powers.

Despite bin Laden was located and [killed](#) by U.S. forces in May 2011, numerous incidents of harassment and hate crimes against Muslims and South Asians were reported after the 9/11 attacks all over the world, and especially in USA. According to an academic study, people perceived to be Middle Eastern were as likely to be victims of hate crimes as followers of Islam during this time. The study also found a similar increase in hate crimes against people who may have been perceived as Muslims, Arabs and others thought to be of Middle Eastern origin. Various crimes such as vandalism, arson, assault, shootings, harassment, and threats in numerous places were documented.

The 9/11 attacks had immediate effects upon the American people. Police and rescue workers from around the country took leaves of absence, traveling to New York City to help recover. Blood donations across the U.S. surged in the weeks after 9/11. The damaged section of the Pentagon was rebuilt and occupied within a year of the attacks. The temporary [World Trade Center PATH station](#) opened in late 2003 and construction of the new 7 World Trade Center was completed in 2006. In the days immediately following the attacks, [many memorials and vigils were held](#) around the world. In addition, people posted photographs of the dead and missing all around [Ground Zero](#). One of the first memorials was the [Tribute in Light](#), an installation of 88 searchlights at the footprints of the World Trade Center towers.

In New York, the [World Trade Center Memorial](#) consisted of a pair of reflecting pools in the footprints of the towers, surrounded by a list of the victims' names in an underground memorial space, was opened in September 11th 2011. The [Pentagon Memorial](#) was completed and opened to the public on the seventh anniversary of the attacks in 2008. It consists of a landscaped park with 184 benches facing the Pentagon.

When the Pentagon was repaired in 2001–2002, a private chapel and indoor memorial were included, located at the spot where the plane crashed into the building. The radio industry responded by removing certain songs from playlists, and the attacks have subsequently been used as background, narrative or thematic elements in [film, television, music and literature](#). Already-running television shows as well as programs developed after 9/11 have reflected [post-9/11](#) cultural concerns. On the way of “popularity” an alternative [9/11 conspiracy theories](#) gained a wide popularity and became a social phenomena. The most widespread among them were: the falsification of the results of investigations, the hiding of participation of Bush cabinet, and the conspiracy of American and Israel governments. The impact of 9/11 extends beyond geopolitics into society and culture in general. The destruction of the Twin Towers and other properties caused serious damage to the economy of [Lower Manhattan](#) and had a significant effect on global markets.

As a result of the attacks, many governments across the world passed [legislation to combat terrorism](#). In the United States, the [Department of Homeland Security](#) was created to coordinate domestic anti-terrorism efforts. The [USA Patriot Act](#) gave the federal government greater powers, including the authority to detain foreign terror suspects for a week without charge, to monitor telephone communications, e-mail, and Internet use by terror suspects, and to prosecute suspected terrorists without time restrictions. The Federal Aviation Administration ordered that airplane cockpits be reinforced to prevent terrorists gaining control of planes. The law created a federal security force to inspect passengers and luggage, causing long delays and concern over passenger privacy.

On every anniversary, in New York City, the names of the victims who died there are read out against a background of somber music. The President of the United States attends a memorial service at the Pentagon, and asks Americans to observe [Patriot Day](#) with a moment of silence. Immediate responses to 9/11 included greater focus on home life and time spent with family, higher church attendance, and increased expressions of patriotism such as the flying of flags.

I. Answer the questions:

1. What happened on September the 11th?
2. What was spread across lower Manhattan?
3. Who issued orders to shoot down any commercial aircraft that could be positively identified as being hijacked?
4. What did Bush's administration announce?
5. When did the War in Afghanistan begin?
6. When was bin Laden killed?
7. Which crimes were documented in numerous places?
8. Why did police and rescue workers from around the country take leaves of absence?
9. What was held around the world in the days immediately following the attacks?
10. What memorial was one of the first ones?
11. When was The Pentagon Memorial opened?
12. What did many governments across the world pass?

II. Complete the following sentences:

1. The 11th, Al-Qaeda terrorists hijacked four passenger jets....
2. The Pentagon was damaged by the impact causing...
3. Hundreds of thousands of tons of toxic debris containing...
4. The NYPD aviation unit relayed...
5. As the official sources state, Osama bin Laden's declared a [holy war](#) ...
6. During the interview, bin Laden said he felt that...
7. The [War in Afghanistan](#) began when....
8. According to an academic study, people perceived to be Middle Eastern were...
9. One of the first memorials was...
10. When the Pentagon was repaired...
11. On the way of “popularity” an alternative [9/11 conspiracy theories](#) gained...
12. The destruction of the Twin Towers and other properties caused...
13. The President of the United States attends...

III. State whether the following statements are true or false. Correct the false ones:

1. Two of those planes were crashed into the World Trade Center complex in Washington.
2. A third plane was crashed into the Pentagon.
3. The fourth plane targeted at the United States Capitol in Washington, D.C., but crashed into a field near Shanks Ville, Pennsylvania.
4. Almost 300 people died in the attack, including all 227 civilians and 14 hijackers aboard the four planes.
5. The [Federal Aviation Administration](#) closed American airspace to all international flights, causing about five hundred flights to be turned back or redirected to other countries.
6. The temporary [World Trade Center PATH station](#) opened in late 2003 and construction of the new 7 World Trade Center was completed in 2006.
7. The most widespread among alternative [9/11 conspiracy theories](#) were: the falsification of the results of investigations, the hiding of participation of Obama's cabinet, and the conspiracy of American and Afghanistan governments.
8. The destruction of the Twin Towers and other properties caused serious damage to the economy of the USA and had a significant effect on global markets.
9. As a result of the attacks, many governments across the world passed [legislation to combat terrorism](#).
10. The Amendment to the [USA Constitution](#) gave the federal government greater powers, including the authority to detain foreign terror suspects for a week without charge, to monitor telephone communications, e-mail, and Internet use by terror suspects, and to prosecute suspected terrorists without time restrictions.

IV. Choose the correct answer:

- 1. The most terrible tragedy in modern American history was...**
 - A. September 11 attacks;
 - B. The Cold War;
 - C. The 1st World War.

- 2. Four passenger jets hijacked by Al-Qaeda terrorists were crashed into...**
 - A. New York, Tennessee, Manhattan
 - B. New York, Washington, Pennsylvania
 - C. World Trade Center, Pentagon, Pennsylvania
- 3. Federal Aviation Administration (FAA) officials were notified Flight 11 had been hijacked at...**
 - A. 8:53
 - B. 7:40
 - C. 8:32
- 4. Hundreds of thousands of tons of toxic debris containing more than 2,500 contaminants, including known carcinogens, were spread across...**
 - A. Lower Manhattan
 - B. Upper Manhattan
 - C. 5th Avenue
- 5. Vice President Dick Cheney issued orders to shoot down any commercial aircraft that could be positively identified as being hijacked at ...**
 - A. 10:00
 - B. 9:30
 - C. 10:20
- 6. When and against whom did Osama bin Laden declare a holy war?**
 - A. Russia, 1996
 - B. Japanese, 1995
 - C. USA, 1998
- 7. A bin Laden video was released on...**
 - A. November 13, 2009
 - B. December 27, 2001
 - C. September 30, 2009
- 8. On October 7, 2001 United States began the war against...**
 - A. Afghanistan
 - B. Iraq
 - C. Britain
- 9. The plan for striking Iraq was accepted ...**
 - A.on 20 March 2003
 - B.on 13 April, 2004
 - C.on 20 March, 2005

10. Bin Laden was located and killed by...

- A. Iraq forces, in May 2011
- B. U.S. forces in June, 2010
- C. U.S. forces in May, 2011

11. Numerous incidents of harassment and hate crimes against Muslims and South Asians were reported after...

- A. the 9/11 attacks
- B. the death of bin Laden
- C. the war with Afghanistan

12. When was the rebuilding of new World Trade Center completed?

- A. In 2008
- B. In 2010
- C. In 2006

13. The Pentagon Memorial was completed and opened to the public...

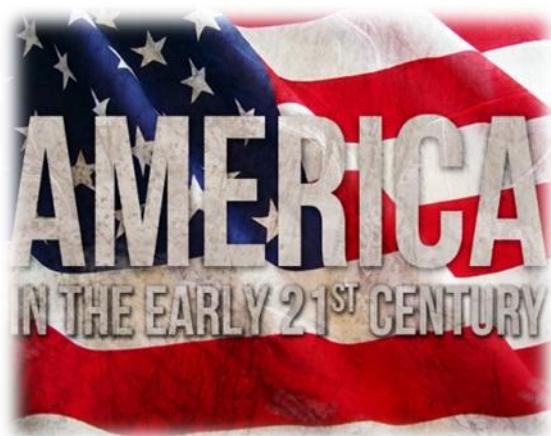
- A. on the seventh anniversary of the attacks in 2008
- B. on the seventh anniversary of the attacks in 2010
- C. on the seventh anniversary of the attacks in 2011

14. Which government, as a result of the attacks, passed legislation to combat terrorism?

- A. the USA Patriot Act
- B. the Department of Homeland Security
- C. the Federal Aviation Administration

V. Try to prove that terrorism is one of the main problems in the modern world.

Самостійна робота № 10



The USA today

The USA is the world's foremost economic and military power, with global interests and an unmatched global reach.

America's gross domestic product accounts for close to a quarter of the world total, and its military budget is reckoned to be almost as much as the rest of the world's defense spending put together.

The society or culture of the United States is a Western culture, and has been developing since long before the United States became a country with its own unique social and cultural characteristics such as dialect, music, arts, social habits, cuisine, folklore, etc. Today the United States of America is an ethnically and racially diverse country as result of large-scale immigration from many different countries throughout its history.

The United States has often been thought of as a melting pot, but recent developments tend towards cultural diversity, pluralism and the image of a salad bowl rather than a melting pot. The cultural affiliations an individual in the United States may have commonly depend on social class, political orientation and a multitude of demographic characteristics such as religious background, occupation and ethnic group membership. Though most Americans today identify themselves as middle class, American society and its culture are considerably more fragmented.

Social class, generally described as a combination of educational attainment, income and occupational prestige, is one of the greatest cultural influences in America. Nearly all cultural aspects of mundane interactions and consumer behavior in the US are guided by a person's location within the country's social structure. In the United States occupation is one of the prime factors of social class and is closely linked to an individual's identity. The average work week in the US for those employed full-time was 42.9 hours long with 30% of the population working more than 40 hours a week. Overall Americans worked more than their counterparts in other developed post-industrial nations. While the average worker in Denmark enjoyed 30 days of vacation annually, the average American only had 16 annual vacation days. Americans generally hold working and being productive in high regard; being busy as and working extensively may also serve as the means to obtain esteem.

As the United States is a diverse nation, it is home to numerous organization and social groups and individuals may derive their group affiliated identity from a variety of sources. Many Americans, especially white-collar professionals belong to professional organizations such as the APA, ASA or ATFLC, although books like *Bowling Alone* indicate that Americans affiliate with these sorts of groups less often than they did in the 1950s and 1960s.

Today, Americans derive a great deal of their identity through their work and professional affiliation, especially among individuals higher on the economic ladder. Recently professional identification has led to many clerical and low-level employees giving their occupations new, more respectable titles, such as "Sanitation service engineer" instead of "Janitor".

Additionally many Americans belong to non-profit organizations and religious establishments and may volunteer their services to such organizations. The Rotary Club, the Knights of Columbus are examples of such non-profit and mostly volunteer run organizations.

Ethnicity plays another important role in providing some Americans with group identity, especially among those who recently immigrated. Many American cities are home to ethnic enclaves such as a Chinatown and Little Italies remain in some cities. Local patriotism may be also providing group identity. For example, a person may be particularly proud to be from California or New York City, and may display clothing from local sports team.

Political lobbies such as the AARP not only provide individuals with a sentiment of intra-group allegiance but also increase their political representation in the nation's political system. Combined, profession, ethnicity, religious, and other group affiliations have provided Americans with a multitude of options from which to derive their group based identity.

American culture is considered the most individualistic in the world. Americans are often fascinated by new technology and new gadgets. There are many within the United States that share the attitude that through technology, many of the evils in the society can be solved. Many of the new technological innovations in the modern world were either first invented in the United States or first widely adopted by Americans. Examples include: the light bulb, the airplane, the transistor, nuclear power, the personal computer, video games and online shopping, as well as the development of the Internet. By comparison with Japan, however, only a small fraction of electronic devices make it to sale in the US, and household items such as toilets are rarely festooned with remotes and electronic buttons as they are in some parts of Asia.

Automobiles play a great role in American culture, whether it is in the mundane lives of private individuals or in the areas of arts and entertainment. The rise of suburbs and the need for workers to commute to cities brought about the popularization of automobiles. In 2001, 90% of Americans drove to work in cars. Lower energy and land costs favor the production of relatively large, powerful cars. The culture in the 1950s and 1960s often catered to the automobile with motels and drive-in restaurants. Americans tend to view obtaining a driver's license as a rite of passage. Outside of a relative few urban areas, it is considered a necessity for most Americans to own and drive cars. New York City is the only locality in the United States where more than half of all households do not own a car.

The US has the most highly-developed mass media in the world. Its dramas, comedies, soap operas, animations, music videos and films have a global audience and are part of the staple fare of broadcasters worldwide. TV is America's most popular medium. ABC, CBS and NBC ruled the roost for decades until the mass take-up of cable and satellite and the arrival of the Fox network. Fox News is the dominant US cable news network. Mainstream TV is slick, fast-moving and awash with advertising. Ratings and advertising revenues spell life or death for individual shows. The switchover to digital took place in June 2009. There are around 10,000 commercial radio stations. In cities, there are services to satisfy almost every taste. News, sports and talk stations predominate on medium wave (AM), with music on FM. Subscription satellite radio offers hundreds of channels and has attracted millions of customers. Freedom of expression is guaranteed by

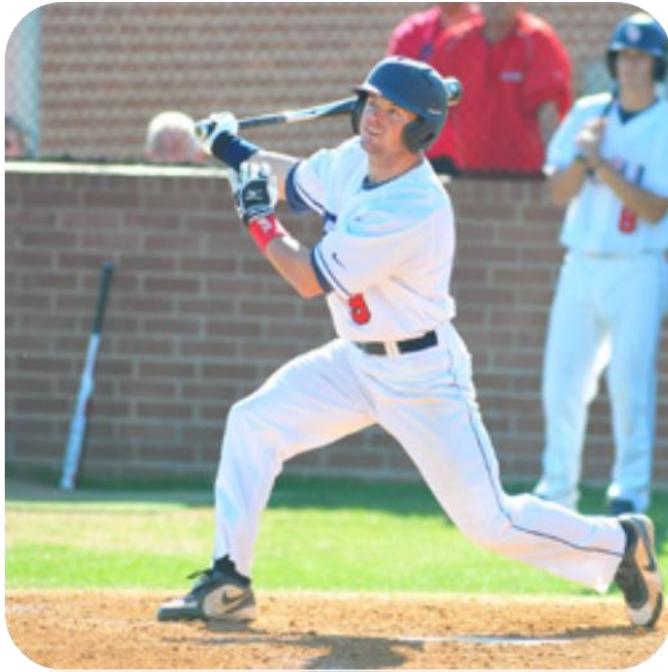
the constitution, and some broadcast outlets give airtime to extreme hues of political - often right-wing - and religious thinking. The US is the home of the internet. Some 270 million Americans are online (InternetWorldStats.com, March 2011), comprising more than 78 per cent of the population. Seventy-four per cent of Americans use social networks and blogs, and 62 per cent are active on Facebook.



Hollywood is an American tradition. From the era of classic silent films, to the action packed CGI thrillers of the 21st century, movies have always captured Americans' hearts. During times of war, social unrest, or economic upheaval, movies have helped people make it through. They can provide necessary social commentary, the ability to laugh, cry, and sometimes just forget. Alfred Hitchcock even once said: "The only way to get rid of my fears is to make films about them."

By the early 1920's, Hollywood was already becoming world famous, producing movies that are now considered classic films. Soon after, Hollywood began to be known as the home of famous actors, and the center for the film industry. It has carried that stigma through the years. Even today, Hollywood is still world-renowned for its celebrities, and glitzy inhabitants. People line up in droves outside movie theatres to catch the latest Hollywood Blockbuster, hoping it becomes the newest classic film. Every year thousands of people move there hoping to make it big and realize their greatest dreams. Since the beginning of the film industry people everywhere have fallen in love with classic movies, teaching us how to live and love. Film has become an American art form, with Hollywood at its epic center. The aura surrounding Hollywood and the film industry continues to grow in lore every year. As long as Hollywood produces classic films, people will still watch and love them.

The movie industry is as American, as apple pie, baseball, and democracy.



Americans love sports of all kinds. Many people play sports in their free time, and many go to games or watch them on TV. Since the late nineteenth century, baseball is regarded as the national sport. The first American baseball match was in 1839 in New York. To play baseball you need two teams of nine players. Americans start playing baseball young. There are «leagues» which children of eight can join. The top players become big stars and earn a lot of money every year. Football, basketball, and ice hockey are the country's three other leading professional team

sports. College football and basketball also attract large audiences. Football is now by several measures the most popular spectator sport in the United States. Like international football teams, American teams have eleven players. The field looks different and even the ball is a different shape. American football is very different game.

Boxing and horse racing were once the most watched individual sports, but they have been eclipsed by golf and auto racing, particularly NASCAR. Soccer, though not a leading professional sport in the country, is played widely at the youth and amateur levels. Tennis and many outdoor sports are also popular.

Music is the heartbeat of American social and cultural identity. The music industry of the United States consists of a number of entities. There are major record companies, who are collectively represented by the Recording Industry Association of America, (RIAA), radio stations, and even community orchestras and local bands. The music industry generates about 40 billion dollars annually, 12 billion of which come from America.

Radio stations take charge of broadcasting popular music. Each station has a category of songs to be played, also known as a format, which is often different from the standard genre classifications. Many stations are locally owned and operated, and offer a wide assortment of music on their playlists, while others, operated by a larger corporate entity, stick to a small, repetitive playlist. Commercial music sales are tracked by Billboard Magazine-who compiles lists of sales for various fields of music.

The Grammy Awards, formally known as the Gramophone Awards, are held annually usually sometime in February. The Grammys are considered as an equivalent to an Oscar in the Film industry. There are currently 108 categories, and 30 musical genres which are voted on by members of the Recording Academy as opposed to votes based on popularity with some other award shows. An album

must be released by November 1st in order to be considered for that year's award ceremony. The ceremony has been aired on CBS since 1973; however, ABC aired the show for its first two years. Many bands have received multiple Grammys, such as U2 with 22, and the Beatles with 13. There are still several bands, such as Motley Crue, and Guns 'N Roses, and Queen that have yet to receive a Grammy.

The American Music Awards (AMA's) launched in 1973, created by Dick Clark, for ABC to provide some competition for CBS and the Grammys. The AMA's are based on a poll of music buyers. The awards do not currently have a Best Album/Single category. A Favorite Artist of the Year award was instituted in 1996, and given to Garth Brooks. Brooks in turn, made a short speech simply stating he did not deserve the award, and the award was discontinued. From its debut until 2003, the AMA's have been held in mid-late January, but were moved to November to slow competition with other major awards shows.

The music industry also includes many people who are professional musicians, which do not actually record their music, like night club DJ's, wedding and lounge singers, and orchestras. The American Federation of Musicians-founded in 1896, is the country's largest labor union for professional musicians, though only 15% of the membership roster holds steady music employment.

The impact of music on society has leaded to music becoming an integral part of the nation's education system, being taught in most of the schools all around the country. Music classes are often times mandatory at the elementary school level and elective courses in the later years. High schools offer choral courses, as well as band for learning about instrumentation. Other programs, such as the drama

program, and the sports program, often incorporate music in their plays, and in games, with the marching band at football games, for instance. Music is offered as a field of study at many of America's universities.

America still remains the dream, today. Asians from the Pacific Rim and Hispanics from the southern Americas are among those seeking what their

predecessors wanted - the promise of prosperity and freedom which remains one of the defining hallmarks of "the American dream".

I. Answer the following questions:

1. Why is the USA the world's foremost economic and military power?
2. Why is the United States of America an ethnically and racially diverse country today?
3. Why is the USA compared to a salad bowl rather than a melting pot today?
4. How is social class generally described in the USA?
5. What kinds of organizations and social groups are there in the USA? by?
6. Which innovations in the modern world were either first invented in the United States or first widely adopted by Americans?



7. What brought about the popularization of automobiles in America?
8. What is the only locality in the United States where more than half of all households do not own a car?
9. How can you prove that the US has the most highly-developed mass media in the world?
10. How many commercial radio stations are there in America?
11. What per cent of the American population are online?
12. Why is Hollywood so famous?
13. What did Alfred Hitchcock once say about films?
14. What four items are considered to be “the most American” ones?
15. What kind of sports was regarded as the national one since the late 19th century?
16. Where and when did the first baseball match take place?
17. What are the other three leading professional team sports?
18. How many billions does American music industry make in a year?
19. When is the Gramophone Awards or Grammy usually held?
20. Why and when was the American Music Awards (AMA's) launched?
21. Does America still remain the dream? Why?

I. Complete the following sentences:

1. America's gross domestic product accounts.....
2. Today the United States of America is an ethnically and racially diverse country as result... (Overall Americans worked
3. While the average worker in Denmark.....
4. Many American cities
5. American culture
6. Automobiles play.....
7. The switchover to digital.....
8. By the early 1920s, Hollywood
9. Boxing and horse racing
10. The Grammys are considered.....

III. State whether the following statements are true or false. Correct the false ones.

1. The USA is the world's foremost economic and military power, without global interests.
2. America is an ethnically and racially diverse country as result of large-scale immigration from many different countries.
3. American society and its culture are perfect.
4. The average work week in the US for those employed full-time was 42.9 hours long with 30% of the population working more than 40 hours a week.
5. Automobiles play a great role in American culture, whether it is in the mundane lives of private individuals or in the areas of arts and entertainment.

6. New York City is the only locality in the United States where even everybody has his own car.
7. Movies don't let people to live their full life.
8. Hollywood is still world-renowned for its celebrities, and glitzy inhabitants.
9. Music is offered as a field of study at many of America's universities.
10. America isn't a country, where the dreams can become true.

IV. Match the beginning of each sentence in the left-hand column with the endings in the right-hand column. Combine the sentences so that they make sense.

The USA is the world's foremost economic and military power,...	.....a multitude of demographic characteristics such as religious background, occupation and ethnic group membership.
The cultural affiliations an individual in the United States may have commonly depend on social class, political orientation and...	... invented in the United States or first widely adopted by Americans....
In the United States occupation is one of the prime factors of social class...	.... famous actors, and the center for the film industry.
Many American cities are home to ethnic enclaves such as a Chinatown and...	....with global interests and an unmatched global reach.
Many of the new technological innovations in the modern world were either first...	... Dick Clark, for ABC to provide some competition for CBS and the Grammys
New York City is the only locality in the United States where more than...	... give airtime to extreme hues of political - often right-wing - and religious thinking.
Fox News is the dominant...	... US cable news network.
Freedom of expression is guaranteed by the constitution, and some broadcast outlets ...	... and is closely linked to an individual's identity.
Hollywood began to be known as the home of...	... at many of America's universities.

Football, basketball, and ice hockey are the country's...	... three other leading professional team sports
The American Music Awards (AMA's) launched in 1973, created by...	.....half of all households do not own a car
Music is offered as a field of study...	... little Italies remain in some cities....

V. Choose the correct variant.

- 1. The culture of the United States is.....**
 - a) Eastern;
 - b) Western;
 - c) Northern.
- 2. What culture is considered the most individualistic in the world?**
 - a) Russian;
 - b) American;
 - c) Thailand.
- 3. What plays a great role in the American culture?**
 - a) Airplanes;
 - b) Bicycles;
 - c) Automobiles.
- 4. Which city is the only locality in the United States where more than half of all households do not own a car?**
 - a) Washington DC;
 - b) New York City;
 - c) Los Angeles.
- 5. What is America's most popular medium?**
 - a) TV;
 - b) Radio;
 - c) Internet.
- 6. How many commercial radio stations are in the US?**
 - a) 100;
 - b) 36,540;
 - c) 10,000.
- 7. What is an American tradition?**
 - a) Beverly Hills;
 - b) Hippodrome;
 - c) Hollywood.
- 8. By the early ... Hollywood was already becoming world famous, producing movies that are now considered classic films.**
 - a) 1894;
 - b) 1999;
 - c) 1920.

9. Since the late ... century, baseball is regarded as the national sport.

- a) 17th;
- b) 18th;
- c) **19th.**

10. ... were once the most watched individual sports.

- a) Boxing and horse racing;
- b) Golf;
- c) Cricket.

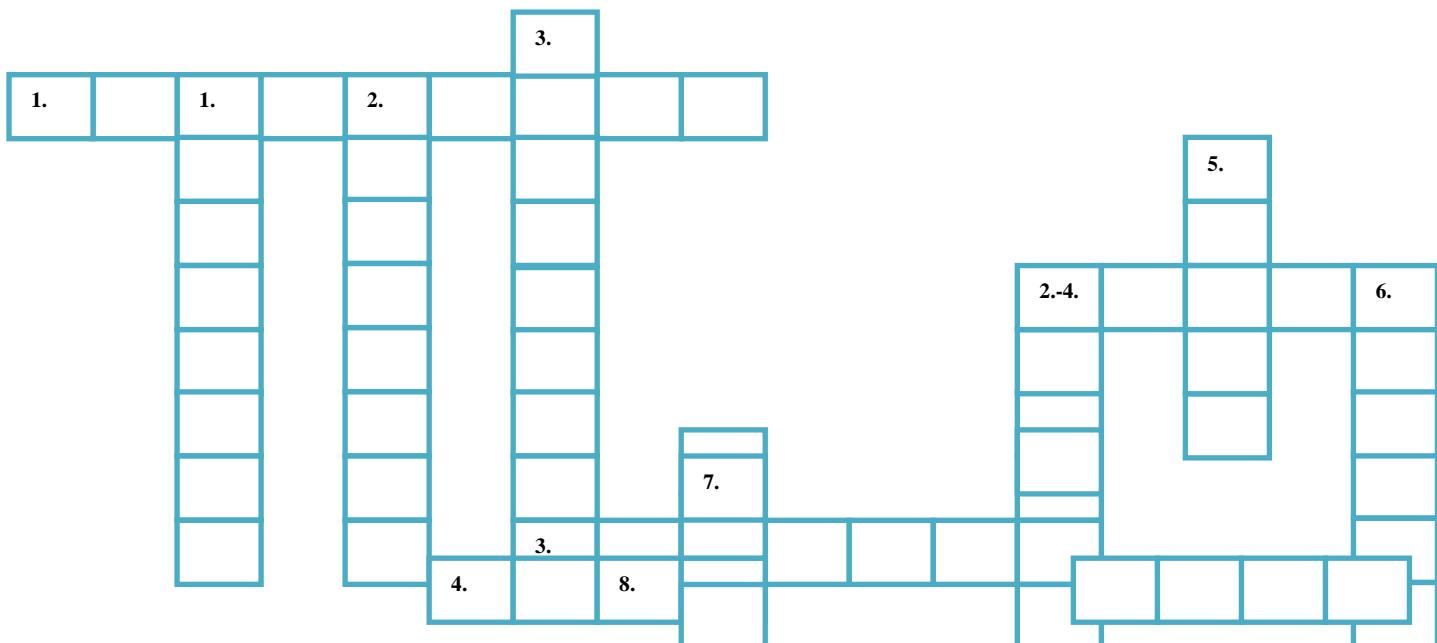
VI. Solve the crossword.

Across:

1. Historically an ethnic enclave of expatriate Chinese people.
2. US culture's primary contribution to global fashion.
3. Americans tend to view obtaining ...license as a rite of passage.
4. The national sport of Americans where play two teams of nine players.

Down:

1. Worldwide system of interconnected computer networks.
2. This nation generally work extensively and being productive in high regard than its counterparts in other developed post-industrial nations.
3. What is the home of famous actors and the center for the film industry? . 4. American "King of Pop".
5. 50 stars on the American flag represent 50.....
6. American football.
7. What social class is spread in American society?
8. The Academy Award statuette was allegedly nicknamed ... when Academy librarian Margaret Herrick saw it on a table and said, "It looks just my uncle ...".





VII*. “American way of life”. What associations arise in your mind with this term? Why?

9. Конспект лекцій з дисципліни (питання)

Great Britain LECTURE N1

The formation of the English Nation and the English Language.

1. Celtic invasion and its influence.
 2. Roman invasion and its influence.
 3. Anglo-Saxon invasion and its influence.
 4. The spread of Christianity.
 5. Danish invasion and its influence.
 6. Norman invasion and its influence.
 7. The formation of the English language. Different borrowings.
-
1. Why do we say that Roman society differed greatly from that of the Celts?
 2. Why did the Romans conquer Britain?
 3. Why was not Julius Caesar really able to conquer Britain?
 4. What signs of Roman civilization spread over Britain as a result of the conquest?
 5. What did the Romans bring to Britain together with a high civilization?
 6. How many centuries did the Romans remain in Britain? Why did they leave it?
 7. What words came into the English language due to the Roman conquest? Why?
 8. What tribes did the Celts have to defend the country against from the middle of the 5th century?
 9. How long did it take for the Angles, the Saxons and the Jutes to conquer Britain? Why?

10. How many Kingdoms were formed on the territory of Britain? What were they?
11. What did you learn about the Anglo-Saxons?
12. What name was given to the whole country? Why? What language became the principal language of the country?
13. How did the Anglo-Saxons live?
14. When and how did the conversion of the Anglo-Saxons to Christianity begin?
15. Why is the archbishop of Canterbury now Head of the Church of England?
16. What important changes did the spread of Christianity bring about in the life of the Anglo-Saxons?
17. What words of Greek and Latin origin came into the English language and why?
18. Did the cultural influence of the Church effect all the population in Britain at that time?
19. Why did the Anglo-Saxon Kingdoms have a constant struggle against one another?
20. What were the greatest and most important Kingdoms at that time?
21. Which Kingdom became the strongest one at the beginning of the 9th century? What was really the beginning of the United Kingdom of England? Who became the first King of England?
22. What was the political unification of the Anglo-Saxon Kingdoms sped up by?
23. What did you learn about the Danes?
24. When did the Danes carry out their first raids on Britain? Were they successful?
25. Why was it not so easy to devastate Wessex as other parts of England?
26. What was done during the reign of Alfred? How did it influence the fight against the Danes?
27. What measures did Alfred the Great take in time of peace?
28. How did the Danes influence the development of Britain?
29. What Scandinavian words came into the English language at that time?
30. What happened at the end of the 10th century?
31. What happened in 1066? How did the Norman duke become King of England?
32. How did William the Conqueror rule England? How long?
33. Why did the townspeople support the royal power?
34. What languages were spoken in the country at the same time? Why?
35. Why did the conquerors have to learn English?
36. Words of what origin make up the basic vocabulary of Modern English? Due to what words was the vocabulary of the English language enlarged?
37. When was the English language being used both in speech and writing?

LECTURE N2

The main points in the history of Britain

1. Medieval England.
 2. (Renaissance in England) England in the 15th – 17th cent.
 3. England in the 18th – 19th century. Victorian Britain.
 4. Britain in 20th century.
-
1. Why was King John forced to sign the Magna Carta at Runnymede in 1215? What kind of document was it?
 2. What was the origin of Parliament?
 3. What is Model Parliament?
 4. What did the “House of Commons” as a separate Chamber result from?
 5. What was the first step toward the ending of the Feudal system in England?
 6. What did you learn about the War of Roses?
 7. Why did the revival, or Renaissance, of learning take place?
 8. What did you learn about Henry’s son and heir, Henry VIII (1509-1547)?
 9. Why is Elizabeth I reign considered as the Golden Age of English history?
 10. Why did the civil war break out in 1642? Who became Lord Protector?
When did England become a Republic?
 11. When was the monarchy restored?
 12. What happened during the reigns of Queen Anne, George I and George II?
 13. What did you learn about the Industrial Revolution in England?
 14. When did the British Empire grow to a size go vast that “the sun never sets upon it” and why?
 15. What did you learn about Queen Victoria and her sixty-four year`s reign?
 16. Why was there a massive increase in trade unionism in Victorian Britain?
 17. What did Victoria’s death in 1901 coincide with?
 18. What led to the outbreak of World War I in 1914?
 19. What was the economic situation in Europe after the end of World War I?
 20. What was the result of the Great Depression of the 1930?
 21. What did you learn about Britain’s participation in World War II?
 22. When was a period of economic growth and prosperity in Britain?
 23. What two major problems was Britain faced by during the 1960s and 1970s?
 24. What did you learn about Prime Minister M.Thatcher ?

LECTURE N3

A SOCIAL LIFE IN BRITAIN

1. Population of Britain.
2. British Family.
3. Social classes in Britain.

Questions

1. What is population in Britain today?
2. What caused the changes in balance between age groups?
3. Why do we say that the British population is already one of the oldest in Europe?
4. Why do we say that Britain is changing ethnically?
5. How is the nuclear family usually pictured? Is it a realistic picture today?
6. Why do we say that the British are clearly becoming a more solitary nation in their living habits?
7. What do we know about their attitude to marriages?
8. Are there many divorces in Britain?
9. Are there many single parent families in Britain?
10. Why do we say that Britain is a class-conscious society?
11. What are people classified according to?
12. Is there a movement between classes?
13. What range of people does the middle class embrace?
14. What is the sense of social class or group affected by?
15. What do we know about the upper class?

LECTURE N4 **The System of Government**

1. Historical background of the British System of Government
2. British Government and Parliament.
3. The House of Commons.
4. The House of Lords.
5. Parliamentary procedure.
 1. Why is the constitutional situation a contradictory one in Britain? How did it happen?
 2. What do we know about the monarch in Britain?
 3. What is the monarch in law?
 4. What are the powers of the monarch?
 5. Why is the function of the monarch politically important?
 6. What do we know about the Government?
 7. Why is British Parliament known as "Westminster"?
 8. Why were the House of Lords and the House of Commons created?
 9. Prove that Parliament is a supreme legislative body of the state.

- 10.What are Parliament's functions today?
- 11.How does the Parliament work?
- 12.What do we know about the House of Commons?
- 13.Why does the shape of the Commons debating chamber make an important comment on the political process in Britain?
- 14.What do we know about the Speaker?
- 15.What do we know about Members` of Parliament salaries?
- 16.What do we know about the House of Lords?
- 17.What do we know about the House of Lords` powers?
- 18.What does each parliamentary session begin with?
- 19.When does the Commons have meetings?
- 20.What is Question Time?
- 21.What system of debate is there in the Parliament?
- 22.What is Parliament's most important function?
- 23.What do you know about the process of passing a bill in both Houses?

USA **LECTURE N1**

The main points in the history of the United States of America

1. The first settlements.
2. The formation of American democracy, the first American presidents.
3. Civil war and Reconstruction.
4. Industrial growth and Great Depression in the second half of 19th – the first part of the 20th century.
5. World War II and Cold War.
6. Decades of prosperity and changes.

LECTURE N 2

Geography of the USA

1. Geographical variety of the USA
2. Rivers of the USA
3. Lakes and mountains of the USA

LECTURE N 3

The American Political System

1. American Constitution.
2. American President
3. Executive Departments of the Government
4. Legislative and Judicial Branches of the Government.

LECTURE N 4 **American Industry and Agriculture**

1. The American Economy from the first steps to our days.
2. The American agriculture.
3. Great variety of the American industry.

НАВЧАЛЬНО-МЕТОДИЧНА КАРТА ДИСЦИПЛІНИ

Назва дисципліни	Спеціальність	Курс	Група	Семестр	Форма семестрового контролю	Кількість кредитів	Кількість годин		ПП викладача
							ауд.	с/р	
Теоретичний курс другої мви	Філологія* Німецька мова та література	7	706н	3	Екзам.	3	30	60	Баркасі В.В.

Тематичний зміст дисципліни

№ з/п	Назва теми/Вид роботи	К-ть годин	Макс. к-ть балів	Дата виконання / зарахування
	Кредит № 1			
Лекція 1	Загальні відомості з історії Великої Британії (Кельтське, Романське, Англо-Саксонське завоювання	2	-	
Семінарське заняття 1	Колоквіум на тему «Внесок Вільгельма завойовника до розвитку британського суспільства»	2	15	
Лекція 2	Загальні відомості з історії Великої Британії (Норманське завоювання).	2	-	
Семінарське заняття 2	Групова дискусія на тему «Столітня війна (1337-1453)».	2	15	
Семінарське заняття 3	Колоквіум на тему «Єлизаветинська епоха (1558-1603)».	2	15	
	Разом (аудиторна робота):	10	45	
Самостійна робота 1	Презентація на тему «Історія Британського парламенту».	8	20	

Самостійна робота 2	Есе «Війна троянд (1455-1485)».	7	20	
Самостійна робота 3	Презентація на тему «Правління Генрі VIII – велична епоха Англії».	7	15	
	Разом (самостійна робота):	22	55	
	Разом за кредит:	32	100	
	Кредит № 2			
Лекція 1	Головні віхи історії Великобританії.	2	-	
Семінарське заняття 1	Колоквіум на тему «Олівер Кромвель – перший простолюдин в правлінні Англії».	2	10	
Лекція 2	Система правління Великобританії.	2	-	
Семінарське заняття 2	Групова дискусія на тему «Британія ХХ сторіччя».	2	10	
	Разом (аудиторна робота):	8	20	
Самостійна робота 1	Підготовка доповіді «Королева Анна – останній британський представник родини Стюартів.»	8	20	
Самостійна робота 2	Есе «Вікторіанська епоха».	8	20	
	Разом (самостійна робота):	16	40	
Тематичний	Контрольна робота		40	
	Разом за кредит:	24	100	
	Кредит № 3			
Лекція 1	Загальні відомості з історії.	2	-	
Семінарське заняття 1	Колоквіум на тему «Христофор Колумб».	2	6	
Лекція 2	Загальні відомості з історії.	2	-	
Семінарське заняття 2	Групова дискусія на тему «Корінні американці».	2	6	
Лекція 3	Політична система США.	2	-	
Семінарське заняття 3	Колоквіум на тему «Джордж Вашингтон».	2	6	
	Разом (аудиторна робота):	12	18	
Самостійна робота 1	Есе «Перші американські колонії»	7	14	
Самостійна робота 2	Презентація на тему «The Mayflower»	8	14	
Самостійна робота 3	Підготовка доповіді «The 9/11 Tragedy»	7	14	
	Разом (самостійна робота):	22	42	
Тематичний	Контрольна робота		40	

контроль				
	Разом за кредит:	34	100	
	Разом за дисципліну:	90	300	