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«Владимирский государственный университет  
имени Александра Григорьевича и Николая Григорьевича Столетовых»

# ENGLISH FOR STUDENTS MAJORING IN HISTORY

Учебное пособие по английскому языку  
для студентов-магистрантов очного и заочного отделений  
неязыковых специальностей



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**Авторы-составители:** Д. Е. Болотов, Н. Ю. Датчук

Рецензенты

Кандидат педагогических наук  
доцент кафедры профессиональной языковой подготовки  
Владимирского юридического института ФСИН России

*С. П. Фокина*

Кандидат филологических наук  
доцент кафедры второго иностранного языка  
и методики обучения иностранным языкам  
Владимирского государственного университета  
имени Александра Григорьевича и Николая Григорьевича Столетовых

*Т. М. Тяпкина*

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Цель учебного пособия – развитие навыков интерпретации текстов по специальности студентами-магистрантами, изучающими английский язык как средство профессиональной коммуникации (история). Содержит тексты и задания, обучающие анализу общей структуры текста, способам объединения информации и перераспределения информативного материала текстов-источников, комментированию информации источника. Представлены аутентичные тексты, относящиеся к научному стилю речи и предполагающие их интерпретацию на английском языке в соответствии с реальными потребностями студентов данного уровня и профиля обучения.

Предназначено студентам-магистрантам первого курса, направления 44.04.01 – Педагогическое образование, обучающимся по программам магистратуры «Актуальные проблемы Отечественной истории», «Профильное обучение истории».

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## INTRODUCTION

Предлагаемое учебное пособие предназначено для работы со студентами-магистрантами, обучающимися в вузах педагогического направления исторического профиля. Предполагается, что студенты имеют подготовку по английскому языку в объеме 288 часов 1-, 2-го курсов бакалавриата.

Основная цель пособия – развитие у учащихся навыков письменной речи, реферирования и комментирования текстового источника, построения письменного высказывания с опорой на текст. Умение продуцировать письменное высказывание развивается на основе системы заданий, которая отвечает следующей основной линии: от понимания текста к его репродукции, затем к его более или менее свободным перифразам и, наконец, к продукции, т. е. самостоятельной речевой деятельности.

Пособие включает два раздела и приложения. Оба раздела содержат аутентичные тексты по специальности (история, педагогика), взятые из открытых научных и публицистических источников, и задания к ним, имеющие целью развитие навыков письменной речи, комментирования и реферирования на английском языке, а также расширение пассивного словарного запаса по специальности. Все тексты представляют собой неадаптированный материал, направленный на погружение студента в специальность посредством тем, тесно связанных как с историей, так и педагогикой. Текстовый материал пособия призван расширить и углубить знания учащихся о выбранной профессии. В приложении студент может ознакомиться с рекомендуемыми лексическими средствами, используемыми при комментировании и трансформации текстов в собственные устные и письменные высказывания.

При составлении пособия авторы исходили из того положения, что в основу обучения студентов продуцированию письменного вы-

сказывания может быть положен принцип опоры на текстовой образце при его неоднократном предъявлении. Текст при этом рассматривается как носитель информации. На основе многократного предъявления и анализа текстовых образцов, которые даются в каждом задании, последовательно отрабатываются такие операции с информативным содержанием текста, как смысловой анализ текста, восстановление информативного содержания текста, трансформация и комбинирование информативного материала текста или текстов (т. е. реферирование и комментирование текстов).

Проблематика текстов диктуется профессиональной потребностью студентов педагогических вузов исторических профилей. Задания к текстам, включённым в пособие, готовят студентов к продуцированию текстов определённой коммуникативной направленности в той или иной форме в зависимости от реальных профессиональных потребностей будущих преподавателей исторических дисциплин. В процессе работы с текстами у учащихся совершенствуются навыки изучающего, ознакомительного, просмотрового и поискового видов чтения, оперирования информативным материалом текста с учетом целей реальной коммуникации. Следует иметь в виду, что многие из предлагаемых текстов содержат избыточный по отношению к программе языковой материал, который затем не активизируется в ходе выполнения заданий пособия. Подразумевается, что преподаватель лексически препарировывает тексты в зависимости от общей подготовки группы. Тексты пособия рассчитаны на чтение про себя, но могут быть по выбору преподавателя предложены для восприятия на слух. Таким образом, можно сказать, что пособие имеет четкую основную направленность и в то же время носит полифункциональный характер.

Издание рассчитано в основном на работу под руководством преподавателя, поскольку значительная часть предлагаемых в нем заданий носит творческий характер и может иметь варианты решения. Однако наличие текста-источника, к которому учащиеся могут многократно возвратиться в ходе выполнения заданий, и упражнений на наблюдение делает возможным и самостоятельную работу над некоторыми заданиями пособия, а также выполнение ряда заданий с последующим отсроченным контролем преподавателя.

# Section I. THE DEVELOPMENT OF WRITING SKILLS THROUGH THE SEMANTIC ANALYSIS OF THE TEXT

## Unit 1. EDUCATION

*1. Read the texts. Analyze the location of information centres in the sentences. Please note that the location of the information centre at the end of a sentence is typical in a written speech, but other options are also possible. In the paragraph, as a rule, the centre of information is the first sentence in the paragraph.*

### Education

from Wikipedia, the free encyclopedia

**Education** is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Educational methods include teaching, training, storytelling, discussion and directed research. Education frequently takes place under the guidance of educators, however learners can also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

The methodology of teaching is called pedagogy.

Formal education is commonly divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

A right to education has been recognized by some governments and the United Nations. In most regions, education is compulsory up to a certain age. There is a movement for education reform, and in particular for evidence-based education.

Etymologically, the word "education" is derived from the Latin word *ēducātiō* ("A breeding, a bringing up, a rearing") from *ēducō* ("I educate, I train") which is related to the homonym *ēdūcō* ("I lead forth, I

take out; I raise up, I erect") from *ē-* ("from, out of") and *dūcō* ("I lead, I conduct").

The International Standard Classification of Education (ISCED) was created by UNESCO as a statistical base to compare education systems. In 1997, it defined 7 levels of education and 25 fields, though the fields were later separated out to form a different project. The current version ISCED 2011 has 9 rather than 7 levels, created by dividing the tertiary pre-doctorate level into three levels. It also extended the lowest level (ISCED 0) to cover a new sub-category of early childhood educational development programmes, which target children below the age of 3 years.

## **Instruction**

**Instruction** is the facilitation of another's learning. Instructors in primary and secondary institutions are often called teachers, and they direct the education of students and might draw on many subjects like reading, writing, mathematics, science and history. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on the type of institution; and they primarily teach only their specific discipline. Studies from the United States suggest that the quality of teachers is the single most important factor affecting student performance, and that countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible. With the passing of NCLB in the United States (No Child Left Behind), teachers must be highly qualified.

## **Education sector**

**The education sector** or education system is a group of institutions (ministries of education, local educational authorities, teacher training institutions, schools, universities, etc.) whose primary purpose is to provide education to children and young people in educational settings. It involves a wide range of people (curriculum developers, inspectors, school principals, teachers, school nurses, students, etc.). These institutions can vary according to different contexts.

Schools deliver education, with support from the rest of the education system through various elements such as education policies and guidelines – to which school policies can refer – curricula and learning materials, as well as pre- and in-service teacher training programmes. The school environment – both physical (infrastructures) and psychological (school climate) – is also guided by school policies that should ensure the well-being of students when they are in school. The Organization for Economic Co-operation and Development has found that schools tend to perform best when principals have full authority and responsibility for ensuring that students are proficient in core subjects upon graduation. They must also seek feedback from students for quality-assurance and improvement. Governments should limit themselves to monitoring student proficiency.

The education sector is fully integrated into society, through interactions with numerous stakeholders and other sectors. These include parents, local communities, religious leaders, NGOs, stakeholders involved in health, child protection, justice and law enforcement (police), media and political leadership.

***2. Read the texts. Perform a semantic analysis of paragraphs. Highlight the information centers in the paragraphs, answering the question: what is the paragraph about? Note that the main idea of the paragraph is expressed in the first sentence as a rule. The location of the information center at the beginning of the paragraph is typical, but other options are possible. Note that other sentences in the paragraph expand and deepen its main idea, as well as substantiate the main ideas of the paragraph (proofs) or illustrate them (examples, data).***

## **Educational psychology**

Educational psychology is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. Although the terms "educational psychology" and "school psychology" are often used interchangeably, researchers and theorists are

likely to be identified as educational psychologists, whereas practitioners in schools or school-related settings are identified as school psychologists. Educational psychology is concerned with the processes of educational attainment in the general population and in sub-populations such as gifted children and those with specific disabilities.

Educational psychology can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. Educational psychology, in turn, informs a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences.

### **Purpose of education**

There is no broad consensus as to what education's chief aim or aims are or should be. Different places, and at different times, have used educational systems for different purposes. The Prussian education system in the 19th century, for example, wanted to turn boys and girls into adults who would serve the state's political goals.

Some authors stress its value to the individual, emphasizing its potential for positively influencing students' personal development, promoting autonomy, forming a cultural identity or establishing a career or occupation. Other authors emphasize education's contributions to societal purposes, including good citizenship, shaping students into productive members of society, thereby promoting society's general economic development, and preserving cultural values.

The purpose of education in a given time and place affects who is taught, what is taught, and how the education system behaves. For example, in the 21st century, many countries treat education as a positional good. In this competitive approach, people want their own students to get a better education than other students. This approach can lead to unfair treatment of some students, especially those from disadvantaged or



marginalized groups. For example, in this system, a city's school system may draw school district boundaries so that nearly all the students in one school are from low-income families, and that nearly all the students in the neighboring schools come from more affluent families, even though concentrating low-income students in one school results in worse educational achievement for the entire school system.

## **Curriculum**

In formal education, a curriculum is the set of courses and their content offered at a school or university. As an idea, curriculum stems from the Latin word for *race course*, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard.

An academic discipline is a branch of knowledge which is formally taught, either at the university – or via some other such method. Each discipline usually has several sub-disciplines or branches, and distinguishing lines are often both arbitrary and ambiguous. Examples of broad areas of academic disciplines include mathematics, the natural sciences, computer science, social sciences, humanities and applied sciences.

***3. Read the sentences and indicate whether they correspond to the content of the texts (true /false). In case of discrepancy, please indicate the correct option.***

1. Education frequently takes place under the guidance of educators, however learners can also educate themselves.
2. Education can take place in formal or informal settings.
3. A right to education has been recognized by some governments and the United Nations.
4. In most regions, education is compulsory up to a certain age.
5. The current version ISCED 2011 has 9 rather than 7 levels.
6. Governments should limit themselves to monitoring student proficiency.

7. The education sector is not integrated into society.
8. The terms "educational psychology" and "school psychology" are often used interchangeably.
9. There is no broad consensus as to what education's chief aim or aims are or should be.
10. Instructors in primary and secondary institutions are often called coaches.
11. Instructors in post-secondary institutions might be called teachers, instructors, or professors, depending on their salary.

**4. Vocabulary Focus.**

**a) Find the definitions of the following terms in the texts.**

Education, pedagogy, learning, the International Standard Classification of Education, teaching, training, storytelling, discussion and directed research, the education sector ( education system), educational psychology, a curriculum, a syllabus, an academic discipline, instruction.

**b. Match the terms (types of education) from the left column with the definitions given in the right column.**

1.Tertiary (higher) education	a) ... occurs in a structured environment whose explicit purpose is teaching students. Usually, it takes place in a school environment with classrooms of multiple students learning together with a trained, certified teacher of the subject
2.Lower secondary education	b) ... is designed to support early development in preparation for participation in school and society. The programmes are designed for children below the age of 3. This is ISCED level 01. Preschools provide education from ages approximately three to seven. These are also known as nursery schools and as kindergarten, except in the US, where the term <i>kindergarten</i> refers to the earliest levels of primary education. This is ISCED level 02.

3. Informal education	c) This is ISCED level 1. ... (or elementary) education consists of the first five to seven years of formal, structured education. In general, ... education consists of six to eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries.
4. Early childhood education	d) This covers the two ISCED levels, ISCED 2: Lower ... Education and ISCED 3: Upper ... Education. In most contemporary educational systems of the world, ... education comprises the formal education that occurs during adolescence .
5. Vocational education	e) Programmes at ISCED level 2. ... education is usually organized around a more subject-oriented curriculum differing from primary education. Teachers typically have pedagogical training in the specific subjects and, more often than at ISCED level 1, a class of students will have several teachers, each with specialized knowledge of the subjects they teach.
6. Self-directed learning	f) Programmes at ISCED level 3, or ... education, are typically designed to complete secondary education process. They lead to skills relevant to employment and the skill necessary to engage in tertiary courses. They offer students more varied, specialized and in-depth instruction. They are more differentiated, with range of options and learning streams.
7. Formal education	g) ... education, also called ..., third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or secondary school. Individuals who complete ... education generally receive certificates, diplomas, or academic degrees.

8.Primary education	h) ... education is a form of education focused on direct and practical training for a specific trade or craft. It may come in the form of an apprenticeship or internship as well as institutions teaching courses such as carpentry, agriculture, engineering, medicine, architecture and the arts. Post 16 education, adult education and further education involve continued study, but a level no different from that found at upper secondary, and are grouped together as ISCED 4, post-secondary non-tertiary education.
9.Open education and electronic technology	i)In the past, those who were disabled were often not eligible for public education. Children with disabilities were repeatedly denied an education by physicians or special tutors. These early physicians (people like Itard, Seguin, Howe, Gallaudet) set the foundation for ... education today. They focused on individualized instruction and functional skills. In its early years, ... education was only provided to people with severe disabilities, but more recently it has been opened to anyone who has experienced difficulty learning.
10. Upper secondary education	j)... education developed in part as a reaction to perceived limitations and failings of traditional education. For example ... schools include Montessori schools, Waldorf schools (or Steiner schools), Friends schools, Charter schools, Sands School, Summerhill School, Walden's Path, The Peepal Grove School, Sudbury Valley School, Krishnamurti schools, and open classroom schools.
11. Indigenous education	k) ... education refers to the inclusion of indigenous knowledge, models, methods, and content within formal and non-formal educational systems. It can enable indigenous communities to "reclaim and revalue their languages and cultures, and in so doing, improve the educational success of indigenous students."

<p>12. Secondary education</p>	<p>l)... education is one of three forms of learning defined by the Organization for Economic Co-operation and Development (OECD). ... learning occurs in a variety of places, such as at home, work, and through daily interactions and shared relationships among members of society. For many learners, this includes language acquisition, cultural norms, and manners.</p>
<p>13. Special education</p>	<p>m) Autodidacticism (also autodidactism) is ... learning. One may become an autodidact at nearly any point in one's life. Notable autodidacts include Abraham Lincoln (U.S. president), Srinivasa Ramanujan (mathematician), Michael Faraday (chemist and physicist), Charles Darwin (naturalist), Thomas Alva Edison (inventor), Tadao Ando (architect), George Bernard Shaw (playwright), Frank Zappa (composer, recording engineer, film director), and Leonardo da Vinci (engineer, scientist, mathematician).</p>
<p>14. Alternative education</p>	<p>n) ... learning is the use of well designed scientific studies to determine which education methods work best. It consists of evidence-based teaching and evidence-based learning. ... learning methods such as spaced repetition can increase rate of learning. The ... education movement has its roots in the larger movement towards evidence-based-practices.</p>
<p>15. Evidence-based learning</p>	<p>o) ... education has been called the biggest change in the way people learn since the printing press. Many open universities are working to have the ability to offer students standardized testing and traditional degrees and credentials. A recent meta-analysis found that online and blended educational approaches had better outcomes than methods that used solely face-to-face interaction. Out of 182 colleges surveyed in 2009 nearly half said tuition for online courses was higher than for campus-based ones.</p> <p>p)</p>

## 5. Grammar Focus.

### a) Write sentences, arranging words and phrases according to the main rule of English.

1. used, for, rule-based, communication, is, method, language
2. speech, vocal, is, production, called, of, language
3. transfer, of, knowledge, ideas, defined, as, opinions, communication, and, is, feelings
4. is, rules, determine, and, structure, that, form, of, morphology, words
5. word, rules, that, means, endings, determine, syntax, word, and, orders

### b) Write sentences using the phrases below.

**takes place under, is called, is divided into, is recognized by, is derived from, can vary according to, should limit themselves to, is integrated into, is concerned with, draws from and contributes to, can be understood through, is based on**

1. Educational psychology ... the processes of educational attainment in the general population
2. Education frequently ... the guidance of educators.
3. Educational institutions ... different contexts.
4. The education sector ... society.
5. Formal education ... such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.
6. Etymologically, the word "education" ... the Latin word *ēducātiō*.
7. The methodology of teaching ... pedagogy.
8. Educational psychology both ... ... cognitive science and the learning sciences.
9. Governments ... monitoring student proficiency.
10. A right to education ... some governments and the United Nations.
11. Educational psychology ... its relationship with other disciplines.
12. A curriculum is prescriptive and ... a more general syllabus

**c) Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.**

1. Most school systems ...designed around a set ... values ... ideals that govern all educational choices in ... system. ... choices include curriculum, organizational models, design of ... physical learning spaces (e.g. classrooms), student-teacher interactions, methods ... assessment, class size, educational activities, ... more.

2. Tertiary education ... normally taken ... include undergraduate ... postgraduate education, as well ... vocational education ... training. Colleges ... universities mainly provide tertiary education. Collectively, these ... sometimes known as tertiary institutions. Individuals ... complete tertiary education generally receive certificates, diplomas, ... academic degrees.

3. In ... United States, Canada, ... Australia, primary and secondary education together ... sometimes referred ... as K-12 education, and ... New Zealand Year 1–13 ...used. ... purpose of secondary education can be ... give common knowledge, ... prepare ... higher education, ... to train directly in ... profession.

Secondary education ... the United States ... not emerge ... 1910, with the rise ... large corporations ... advancing technology in factories, ... required skilled workers. ... order ... meet ... new job demand, high schools ... created, with ... curriculum focused ... practical job skills that ... better prepare students ... white collar ... skilled blue collar work. ... proved beneficial for ... employers and employees, ... the improved human capital lowered costs ... the employer, ... skilled employees received higher wages.

Secondary education has ... longer history ... Europe, ... grammar schools ... academies date from ... early ... the 6th century, ... the form ... public schools, fee-paying schools, or charitable educational foundations, ... themselves date even further back.

It spans the period ... the typically universal compulsory, primary education ... the optional, selective tertiary, "postsecondary", or "higher" education of ISCED 5 and 6 (e.g. university), and the ISCED 4 Further education or vocational school.

Depending ... the system, schools for ... period, or ... part of it, may ... called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. ... exact meaning of any of ... terms varies ... one system ... another. The exact boundary ... primary and secondary education ... varies from country to country and even ... them but ... generally around ... seventh to ... tenth year ... schooling.

4. In informal learning, ... is often ... reference person, a peer ... expert, ... guide the learner. ... learners have a personal interest in ... they are informally ... taught, learners tend ... expand ... existing knowledge and conceive new ideas ... the topic ... learned. ... example, ... museum ... traditionally considered an informal learning environment, as ... is room for free choice, a diverse and potentially non-standardized range ... topics, flexible structures, socially rich interaction, and no externally imposed assessments.

... informal learning often takes place outside educational establishments and ... not follow a specified curriculum, it ... also occur within educational settings ... even during formal learning situations. Educators ... structure ... lessons to directly utilize ... students informal learning skills ... the education setting.

... the late 19th century, education ... play began to ... recognized as making ... important contribution ... child development. In ... early 20th century, the concept ... broadened ... include young adults but the emphasis ... on physical activities. L.P. Jacks, also ... early proponent ... lifelong learning, described education ... recreation: "A master in the art of living draws no sharp distinction ... his work and ... play, ... labour and ... leisure, ... mind and ... body, ... education and ... recreation. He hardly knows ... is which. He simply pursues his vision ... excellence through whatever he ... doing and leaves others ... determine ... he is working or playing. To himself, he always seems to ... doing both. Enough ... him ...



he does it well." Education ... recreation ... the opportunity to learn in a seamless fashion through all ... life's activities. The concept ... been revived ... the University of Western Ontario ... teach anatomy ... medical students.

5. ... large university institutions ... now starting ... offer free ... almost free full courses such ... Harvard, MIT and Berkeley teaming up to form edX. Other universities offering open education ... prestigious private universities ... as Stanford, Princeton, Duke, Johns Hopkins, ... University of Pennsylvania, and Caltech, ... well ... notable public universities including Tsinghua, Peking, Edinburgh, University ... Michigan, and University ... Virginia.

Open education ... been called ... biggest change in the way people learn ... the printing press. Despite favourable studies ... effectiveness, many people ... still desire ... choose traditional campus education for social ... cultural reasons.

... open universities ... working ... have the ability ... offer students standardized testing and traditional degrees ... credentials.

The conventional merit-system degree is currently ... as common in open education as ... is in campus universities, ... some open universities do already offer conventional degrees such ... the Open University in ... United Kingdom. Presently, many ... the major open education sources offer ... own form of certificate. ... to the popularity of open education, ... new kind of academic certificates ... gaining more respect ... equal "academic value" to traditional degrees.

... of 182 colleges surveyed ... 2009 nearly half said tuition for online courses ... higher ... for campus-based ones.

A recent meta-analysis found ... online and blended educational approaches ... better outcomes ... methods ... used solely face-to-face interaction.

6. While considered "alternative" today, most alternative systems ... existed since ancient times. After the public school system ... widely developed beginning ... the 19th century, ... parents found reasons to ...

discontented ... the new system. Alternative education developed in part ... a reaction ... perceived limitations and failings ... traditional education. ... broad range ... educational approaches emerged, including alternative schools, self learning, homeschooling, ... unschooling. Example alternative schools include Montessori schools, Waldorf schools (... Steiner schools), Friends schools, Sands School, Summerhill School, Walden's Path, The Peepal Grove School, Sudbury Valley School, Krishnamurti schools, ... open classroom schools. Charter schools ... another example ... alternative education, ... have ... the recent years grown ... numbers ... US and gained greater importance in ... public education system.

In time, some ideas from ... experiments and paradigm challenges ... be adopted as ... norm in education, just ... Friedrich Fröbel's approach ... early childhood education in 19th-century Germany has ... incorporated into contemporary kindergarten classrooms. Other influential writers ... thinkers ... included ... Swiss humanitarian Johann Heinrich Pestalozzi; ... American transcendentalists Amos Bronson Alcott, Ralph Waldo Emerson, ... Henry David Thoreau; ... founders ... progressive education, John Dewey ... Francis Parker; and educational pioneers ... as Maria Montessori ... Rudolf Steiner, and more recently John Caldwell Holt, Paul Goodman, Frederick Mayer, George Dennison, ... Ivan Illich.

***6. Read the texts. Cut short sentences and parts of sentences that do not contain basic information. Make appropriate changes to the sentences. Write down the shortened versions.***

### **The future of education**

Many countries are now drastically changing the way they educate their citizens. The world is changing at an ever quickening rate, which means that a lot of knowledge becomes obsolete and inaccurate more quickly. The emphasis is therefore shifting to teaching the skills of learning: to picking up new knowledge quickly and in as agile a way as possible. Finnish schools have even begun to move away from the regular subject-focused curricula, introducing instead developments like

phenomenon-based learning, where students study concepts like climate change instead. There are also active educational interventions to implement programs and paths specific to non-traditional students, such as first generation students.

### **Tertiary (higher) Education**

Higher education, also called tertiary, third stage, or postsecondary education, is the non-compulsory educational level that follows the completion of a school such as a high school or secondary school.

Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities mainly provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Individuals who complete tertiary education generally receive certificates, diplomas, or academic degrees.

The ISCED distinguishes 4 levels of tertiary education. ISCED 6 is equivalent to a first degree, ISCED 7 is equivalent to a masters or an advanced professional qualification and ISCED 8 is an advanced research qualification, usually concluding with the submission and defense of a substantive dissertation of publishable quality based on original research. The category ISCED 5 is reserved for short-cycle courses of requiring degree level study.

Higher education typically involves work towards a degree-level or foundation degree qualification. In most developed countries, a high proportion of the population (up to 50%) now enter higher education at some time in their lives. Higher education is therefore very important to national economies, both as a significant industry in its own right and as a source of trained and educated personnel for the rest of the economy.

University education includes teaching, research, and social services activities, and it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Some universities are composed of several colleges

## **Learning modalities**

There has been much interest in learning modalities and styles over the last two decades. The most commonly employed learning modalities are:

- Visual: learning based on observation and seeing what is being learned.
- Auditory: learning based on listening to instructions/information.
- Kinesthetic: learning based on movement, e.g. hands-on work and engaging in activities.

Other commonly employed modalities include musical, interpersonal, verbal, logical, and intrapersonal.

Dunn and Dunn focused on identifying relevant stimuli that may influence learning and manipulating the school environment, at about the same time as Joseph Renzulli recommended varying teaching strategies. Howard Gardner identified a wide range of modalities in his Multiple Intelligences theories. The work of David Kolb and Anthony Gregorc's Type Delineator follows a similar but more simplified approach. The Myers-Briggs Type Indicator and Keirsey Temperament Sorter, based on the works of Jung, focus on understanding how people's personality affects the way they interact personally, and how this affects the way individuals respond to each other within the learning environment.

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Some theories propose that all individuals benefit from a variety of learning modalities, while others suggest that individuals may have preferred learning styles, learning more easily through visual or kinesthetic experiences. A consequence of the latter theory is that effective teaching should present a variety of teaching methods which cover all three learning modalities so that different students have equal opportunities to learn in a way that is effective for them. Guy Claxton has questioned the extent that learning styles such as Visual, Auditory and Kinesthetic(VAK) are helpful, particularly as they can have a tendency to label children and therefore restrict learning. Recent research has argued, "there is no adequate evidence base to justify incorporating learning styles assessments into general educational practice."

***7. Read the text. Title it. Plan the text. Highlight sentences that carry the basic information of each semantic part (information centers of paragraphs). Place a question to each part of the text. Compile and write down a condensed version of the text, omitting sentences and parts of sentences that do not contain basic information. Make all the necessary changes to the resulting text.***

A teacher's main responsibility is to teach. The teacher's job involves many roles besides that of instructing students. At times, a teacher serves as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to and in support of, the major role of teaching.

Some teachers become more concerned with mothering or entertaining students than with teaching them. In these classes, much of the day is spent in reading stories, playing games, singing and listening to records. Such teachers do not like to spend much time teaching the curriculum and feel they must apologize to children or bribe them when lessons are conducted. These teachers are meeting their own needs, not those of the students. By the end of the year, the pupils will have acquired negative attitude toward the school curriculum, and they will have failed to achieve near their potential.

The teacher is in the classroom to instruct. This involves more than just giving demonstrations or presenting learning experiences. Instruction also means giving additional help to those who are having difficulty, diagnosing the sources of their problems, and providing remedial assistance. For the teacher we see that it means finding satisfaction in the progress of slower students as well as brighter ones. If a teacher's method of handling students who finish quickly is to assign them more of the same kind of exercises, students will learn to work more slowly or hid the fact that they have finished. Teachers would do much better to assign alternate activities of the students' choice or to allow them to move on to more challenging problems of a similar type.

Another important indicator is the way teachers respond to right and wrong answers. When teachers have the appropriate attitude, they accept either type of response for the information it gives about the student. They become neither overly elated about correct answers nor overly disappointed about incorrect answers. They use questions as a way to stimulate thought and to acquire information about a student's progress.

Although praise and encouragement are important, they should not interfere with basic teaching goals. If a teacher responds with overly dramatic praise every time a student answers a simple question, the class will likely be distracted from the content of the lesson. A better strategy is to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teacher's behavior during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We're going to find out who knows the material and who doesn't."

Although all students cannot be expected to do equally well, each teacher can establish reasonable minimal objectives for a class. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should encourage students' cognitive development as far as their interests and abilities allow. However, in doing so, teachers must not lose sight of basic priorities. Teachers with appropriate attitudes will spend extra time working with students who are having difficulty.

When teachers do have the appropriate attitude toward school-work, they present it in ways that make their students see it as enjoyable and interesting. Teachers should not expect students to enjoy learning in the same way they enjoy a ride on a roller coaster. Instead, there should be the quieter but consistent satisfaction and feelings of mastery that come with the accumulation of knowledge and skills.

Teachers with negative attitudes toward school learning see learning activities as unpleasant but necessary drudgery. If they believe in a positive approach toward motivation, they will attempt to generate enthusiasm through overemphasis on contests, rewards, and other external incentives. If they are more authoritarian and punitive, they will present assignments as bitter pills that students must swallow or else. In either case, the students

will acquire distaste for school activities, thus providing reinforcement for teacher expectations.

Other evidence of inappropriate teacher attitudes toward school activities includes: emphasizing the separation of work and play, with work pictured as an unpleasant activity one endures in order to get to play; introducing assignments as something the class has to do, rather than merely as something they are going to do; the use of extra assignments as punishments, etc. Teachers with negative attitudes also discuss academic subjects in a way that presents them as dull and devoid of content.

Teachers must communicate to all of their students the expectations that the students want to be fair, co-operative, reasonable, and responsible. This includes even those who consistently present the same behavior problems. If students see that teachers do not have the faith in them, they will probably lose whatever motivation they have to keep trying. Thus, teachers should be very careful to avoid suggesting that students deliberately hurt others or enjoy doing so, that they cannot control their own behavior, or that they simply do not care and are making no effort to do so. Such statements will only establish a negative self-concept and will lead to even more destructive behavior.

***8. Read the text. Title it. Split it into semantic parts. Plan the text. Highlight sentences that carry basic information for each semantic part (information centers of paragraphs). Put a question to each part of the text, write the keywords. Retell the text using the plan and keywords.***

Education began in prehistory, as adults trained the young in the knowledge and skills deemed necessary in their society. In pre-literate societies, this was achieved orally and through imitation. Story-telling passed knowledge, values, and skills from one generation to the next. As cultures began to extend their knowledge beyond skills that could be readily learned through imitation, formal education developed. Schools existed in Egypt at the time of the Middle Kingdom. Plato founded the Academy in Athens, the first institution of higher learning in Europe. The city of Alexandria in Egypt, established in 330 BCE, became the

successor to Athens as the intellectual cradle of Ancient Greece. There, the great Library of Alexandria was built in the 3rd century BCE. European civilizations suffered a collapse of literacy and organization following the fall of Rome in CE 476. In China, Confucius (551–479 BCE), of the State of Lu, was the country's most influential ancient philosopher, whose educational outlook continues to influence the societies of China and neighbours like Korea, Japan, and Vietnam. Confucius gathered disciples and searched in vain for a ruler who would adopt his ideals for good governance, but his Analects were written down by followers and have continued to influence education in East Asia into the modern era. The Aztecs also had a well-developed theory about education, which has an equivalent word in Nahuatl called *tlacahuapahualiztli*. It means "the art of raising or educating a person" or "the art of strengthening or bringing up men." This was a broad conceptualization of education, which prescribed that it begins at home, supported by formal schooling, and reinforced by community living. Historians cite that formal education was mandatory for everyone regardless of social class and gender. There was also the word *neixtlamachiliztli*, which is "the act of giving wisdom to the face." These concepts underscore a complex set of educational practices, which was oriented towards communicating to the next generation the experience and intellectual heritage of the past for the purpose of individual development and his integration into the community. After the Fall of Rome, the Catholic Church became the sole preserver of literate scholarship in Western Europe. The church established cathedral schools in the Early Middle Ages as centres of advanced education. Some of these establishments ultimately evolved into medieval universities and forebears of many of Europe's modern universities. During the High Middle Ages, Chartres Cathedral operated the famous and influential Chartres Cathedral School. The medieval universities of Western Christendom were well-integrated across all of Western Europe, encouraged freedom of inquiry, and produced a great variety of fine scholars and natural philosophers, including Thomas Aquinas of the University of Naples, Robert Grosseteste of the University of Oxford, an early expositor of a systematic method of scientific experimentation, and Saint Albert the



Great, a pioneer of biological field research. Founded in 1088, the University of Bologna is considered the first, and the oldest continually operating university. Elsewhere during the Middle Ages, Islamic science and mathematics flourished under the Islamic caliphate which was established across the Middle East, extending from the Iberian Peninsula in the west to the Indus in the east and to the Almoravid Dynasty and Mali Empire in the south. The Renaissance in Europe ushered in a new age of scientific and intellectual inquiry and appreciation of ancient Greek and Roman civilizations. Around 1450, Johannes Gutenberg developed a printing press, which allowed works of literature to spread more quickly. The European Age of Empires saw European ideas of education in philosophy, religion, arts and sciences spread out across the globe. Missionaries and scholars also brought back new ideas from other civilizations – as with the Jesuit China missions who played a significant role in the transmission of knowledge, science, and culture between China and Europe, translating works from Europe like Euclid's Elements for Chinese scholars and the thoughts of Confucius for European audiences. The Enlightenment saw the emergence of a more secular educational outlook in Europe. In most countries today, full-time education, whether at school or otherwise, is compulsory for all children up to a certain age. Due to this the proliferation of compulsory education, combined with population growth, UNESCO has calculated that in the next 30 years more people will receive formal education than in all of human history thus far.

***9. Read the text. Highlight the main idea of each part of the text and formulate it as a thesis taking into account the questions to the paragraphs. Discuss the questions asked and your answers with your group mates.***

### ***Pedagogy***

Pedagogy is the art or science of being a teacher. The term generally refers to strategies of instruction, or a style of instruction. Pedagogy is also sometimes referred to as the correct use of teaching strategies. For

example, Paulo Freire referred to his method of teaching adults as "critical pedagogy". In correlation with those teaching strategies the instructor's own philosophical beliefs of teaching are harbored and governed by the pupil's background knowledge and experiences, personal situations, and environment, as well as learning goals set by the student and teacher. One example would be the Socratic schools of thought.

### ***1. What is pedagogy?***

The first major milestone in the history of education occurred in prehistoric times when man invented language. Language enabled man to communicate more precisely than he could by signs and gestures. But early man had only a spoken language. He had no system of writing or numbering and no schools.

### ***2. When did the first major milestone in the history of education occur? Why?***

Young people in prehistoric societies were educated through apprenticeship, imitation and rituals. Through apprenticeship a young man learned, for example, how to build a shelter by working with an older experienced master builder. Through imitation, young people acquired the language and customs of their parents and other adults in their society. Through the performance of rituals, they learned about the meaning of life and the ties that bound them to their group. The rituals consisted of dancing or other activities. They were performed at times of emotional stress, such as death, warfare, or drought. The rituals usually involved myths, which dealt with such things as the group's history and its gods and heroes.

### ***3. How were young people educated in prehistoric societies?***

Today, in all societies, young people still learn through apprenticeship, imitation and ritual. But as a society grows increasingly complicated, teachers and schools take on more and more responsibility for educating the young.

***4. Who takes on more and more responsibility for educating the young today?***

The role of a teacher is generally a very varied one. It does not only require a good knowledge of the subjects you teach. Teachers must also have the ability to communicate, inspire trust and confidence, and motivate students. An understanding of the students' emotional and educational needs in respect to their individual background and cultural heritage is also very important. A teacher will also benefit from being organized, dependable, patient and creative.

***5. What must a teacher require except a good knowledge of subjects s/he teaches?***

Teaching brings many rewards and satisfactions, but it is a demanding, exhausting, and sometimes frustrating job. It is hard to do well unless you enjoy doing it. Teachers who do enjoy their work will show this in their classroom behavior. They will come to class prepared for the day's lessons and will present lessons in a way that suggests interest and excitement in promoting learning. When students achieve success, the teacher shares their joy.

***6. What kind of job is teaching?***

***7. Read the text. Highlight the main information in each part and write down the text in the form of brief summary.***

**Teacher's work**

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A teacher's main responsibility is to teach. The teacher's job involves many roles besides that of instructing students. At times, a teacher serves

as a parent surrogate, entertainer, psychotherapist, and record keeper, among other things. All of these are necessary aspects of the teacher's role. However, they are subordinate to, and in support of, the major role of teaching.

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to follow a simple correct answer with simple feedback to acknowledge that it is correct. Criticism, of course, should be omitted. In general, the teachers behaviour during question-and-answer sessions should say, "We're going to discuss and deepen our understanding of the material," and not, "We're going to find out who knows the material and who doesn't."

Students should meet minimum objectives. Although all students cannot be expected to do equally well, each teacher can establish reasonable minimal objectives for a class. Naturally, most students will be capable of going considerably beyond minimal objectives, and the teacher should encourage students' cognitive development as far as their interests and abilities allow. However, in doing so, teachers must not lose sight of basic priorities. Teachers with appropriate attitudes will spend extra time working with students who are having difficulty.

**Students Should Enjoy Learning.** When teachers do have the appropriate attitude toward school-work, they present it in ways that make their students see it as enjoyable and interesting. Teachers should not expect students to enjoy learning in the same way they enjoy a ride on a roller coaster. Instead, there should be the quieter but consistent satisfaction and feelings of mastery that come with the accumulation of knowledge and skills.

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subjects in a way that presents them as dull and devoid of content. For example, they might say, "We're going to have history," instead of, "We're going to discuss the voyage of Columbus," or "Read pages 17 to 22," instead of, "Read the author's critique of Twain's novel."

Teachers Should Assume Good Intentions and a Positive Self-Concept. Teachers must communicate to all of their students the expectations that the students want to be fair, co-operative, reasonable, and responsible. This includes even those who consistently present the same behaviour problems. If students see that teachers do not have the faith in them, they will probably lose whatever motivation they have to keep trying. Thus, teachers should be very careful to avoid suggesting that students deliberately hurt others or enjoy doing so, that they cannot control their own behaviour, or that they simply do not care and are making no effort to do so. Such statements will only establish a negative self-concept and will lead to even more destructive behaviour.

## Unit 2. HISTORY AS A SCIENCE

*1. Read the texts. Analyze the location of information centres in the sentences. Please note that the location of the information centre at the end of a sentence is typical in a written speech, but other options are also possible. In the paragraph, as a rule, the centre of information is the first sentence.*

### History

from Wikipedia, the free encyclopedia  
**History** (from Greek *ἱστορία* - historia, meaning "inquiry, knowledge acquired by investigation") is the discovery, collection, organization, and presentation of information about past events. History can also mean the period of time after writing was invented. Scholars who write about history are called historians. It is a field of research which uses a narrative to examine and analyze the sequence of events, and it sometimes attempts to

investigate objectively the patterns of cause and effect that determine events.

Historians debate the nature of history and its usefulness. This includes discussing the study of the discipline as an end in itself and as a way of providing "perspective" on the problems of the present. The stories common to a particular culture, but not supported by external sources (such as the legends surrounding King Arthur) are usually classified as cultural heritage rather than the "disinterested investigation" needed by the discipline of history.

### **Prehistory**

Events of the past prior to written record are considered prehistory.

The history of the world is the memory of the past experience of Homo sapiens around the world, as that experience has been preserved, largely in written records. By "prehistory", historians mean the recovery of knowledge of the past in an area where no written records exist, or where the writing of a culture is not understood. Human history is marked both by a gradual accretion of discoveries and inventions, as well as by quantum leaps — paradigm shifts, revolutions — that comprise epochs in the material and spiritual evolution of humankind. By studying painting, drawings, carvings, and other artifacts, some information can be recovered even in the absence of a written record. Since the 20th century, the study of prehistory is considered essential to avoid history's implicit exclusion of certain civilizations, such as those of Sub-Saharan Africa and pre-Columbian America.

Historians in the West have been criticized for focusing disproportionately on the Western world. In 1961, British historian E. H. Carr wrote: “The line of demarcation between prehistoric and historical times is crossed when people cease to live only in the present, and become consciously interested both in their past and in their future. History begins with the handing down of tradition; and tradition means the carrying of the habits and lessons of the past into the future. Records of the past begin to be kept for the benefit of future generations”.

This definition includes within the scope of history the strong interests of peoples, such as Australian Aboriginals and New Zealand Māori in the past, and the oral records maintained and transmitted to succeeding generations, even before their contact with European civilization.

***2. Read the texts. Perform a semantic analysis of paragraphs. Highlight the information centers in the paragraphs, answering the question: what is the paragraph about? Note that the main idea of the paragraph is expressed in the first sentence as a rule. The location of the information center at the beginning of the paragraph is typical, but other options are possible. Other sentences in the paragraph expand and deepen its main idea, as well as substantiate the main ideas of the paragraph (proofs) or illustrate them (examples, data).***

## **Historians**

Professional and amateur historians discover, collect, organize, and present information about past events. In lists of historians, historians can be grouped by order of the historical period in which they were writing, which is not necessarily the same as the period in which they specialized. Chroniclers and annalists, though they are not historians in the true sense, are also frequently included.

Amongst scholars, the fifth century BC Greek historian Herodotus is considered to be the "father of history", and, along with his contemporary Thucydides, forms the foundations for the modern study of history. Their influence along with other historical traditions in other parts of their world, have spawned many different interpretations of the nature of history which has evolved over the centuries and are continuing to change.

The modern study of history has many different fields including those that focus on certain regions and those which focus on certain topical or thematic elements of historical investigation. Often history is taught as part of primary and secondary education, and the academic study of history is a major discipline in University studies.



## **Historiography**

Historiography has a number of related meanings. Firstly, it can refer to how history has been produced: the story of the development of methodology and practices (for example, the move from short-term biographical narrative towards long-term thematic analysis). Secondly, it can refer to what has been produced: a specific body of historical writing (for example, "medieval historiography during the 1960s" means "Works of medieval history written during the 1960s"). Thirdly, it may refer to why history is produced: the Philosophy of history. As a meta-level analysis of descriptions of the past, this third conception can relate to the first two in that the analysis usually focuses on the narratives, interpretations, worldview, use of evidence, or method of presentation of other historians. Professional historians also debate the question of whether history can be taught as a single coherent narrative or a series of competing narratives.

## **Archaeology**

**Archaeology** is a discipline that is especially helpful in dealing with buried sites and objects, which, once unearthed, contribute to the study of history. But archaeology rarely stands alone. It uses narrative sources to complement its discoveries. However, archaeology is constituted by a range of methodologies and approaches which are independent from history; that is to say, archaeology does not "fill the gaps" within textual sources. Indeed, Historical Archaeology is a specific branch of archaeology, often contrasting its conclusions against those of contemporary textual sources. For example, Mark Leone, the excavator and interpreter of historical Annapolis, Maryland, USA has sought to understand the contradiction between textual documents and the material record, demonstrating the possession of slaves and the inequalities of wealth apparent via the study of the total historical environment, despite the ideology of "liberty" inherent in written documents at this time.

### **Historical method basics**

The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history. The following questions are used by historians in modern work.

1. When was the source, written or unwritten, produced (date)?
2. Where was it produced (localization)?
3. By whom was it produced (authorship)?
4. From what pre-existing material was it produced (analysis)?
5. In what original form was it produced (integrity)?
6. What is the evidential value of its contents (credibility)?

The first four are known as higher criticism; the fifth, lower criticism; and, together, external criticism. The sixth and final inquiry about a source is called internal criticism.

***3. Read the sentences and indicate whether they correspond to the content of the texts (true /false). In case of discrepancy, please indicate the correct option.***

1. Often history is taught as part of primary and secondary education, and the academic study of history is a major discipline in University studies.
2. History can also mean the period of time after writing was invented.
3. Historians debate the nature of history and its usefulness.
4. Events of the past prior to written record are considered prehistory.
5. By studying painting, drawings, carvings, and other artifacts, some information can be recovered even in the absence of a written record.
6. Historians in the West have been criticized for focusing disproportionately on the Western world.
7. Amongst scholars, the fifth century BC Greek historian Herodotus is considered to be the "father of history", and, along with his contemporary Thucydides, forms the foundations for the modern study of history.
8. Professional historians also debate the question of whether history can be taught as a single coherent narrative or a series of competing narratives.
9. Archaeology rarely stands alone. It uses narrative sources to complement its discoveries.

10. The historical method comprises the techniques and guidelines by which historians use fairy tales to research and then to write history.

**4. Vocabulary Focus.**

**a) Find in the texts the definitions of the following terms.**

History, historians, cultural heritage, prehistory, historiography, archaeology, historical archaeology, historical method

**b) Match the terms (types of education ) from the left column with the definitions given in the right column.**

**Areas of study. Particular studies and fields.**

1. Women's history	a) the study from the beginning of human history until the Early Middle Ages.
2. Digital history	b) the study of changes in and social context of art.
3. Cultural history	c) the study of historical events that are immediately relevant to the present time.
4. Economic History	d) the study of culture in the past.
5. Military History	e) the use of computing technologies to produce digital scholarship.
6. Social History	f) the study of economies in the past.
7. Pseudohistory	g) the study of the Modern Times, the era after the Middle Ages.
8. Art History	h) the study of warfare and wars in history
9. Political history	i) historical work from the perspective of common people.

10.Modern history	j) the study of politics in the past.
11.Environmental history	k) study about the past that falls outside the domain of mainstream history (sometimes it is an equivalent of pseudoscience).
12.Ancient history	l) the study of the process of social change throughout history.
13.Universal history	m) basic to the Western tradition of historiography.
14.People's history	n) is related and covers the perspective of gender.
15.Contemporary history	o) a new field that emerged in the 1980s to look at the history of the environment, especially in the long run, and the impact of human activities upon it.

### ***5. Grammar Focus.***

***a) Write sentences, arranging words and phrases according to the main rule of English structure.***

1. is, texts, paleography, ancient, of, study
2. time, of, historical, chronology, science, localizing, events, in.
3. long-term, and, the, futurology, societies, of, medium, world, researches, the, to, future, of, physical
4. or , statistics, historiometry, of, individual, personal, study, progress, by, historical, characteristics, a, using, human, is

***b) Write sentences using the phrases below.***

## Regions

**is the collective history of, has been characterized as, begins with,  
is the study of, describes, covers, can be seen as, emerges from,  
starts with, dates back to**

1. History of Africa ... the first emergence of modern human beings on the continent, continuing into its modern present as a patchwork of diverse and politically developing nation states.
2. History of the Americas ... North and South America, including Central America and the Caribbean.
3. History of North America ...the past passed down from generation to generation on the continent in the Earth's northern and western hemisphere.
4. History of Central America ...the past passed down from generation to generation on the continent in the Earth's western hemisphere.
5. History of the Caribbean ...the oldest evidence where 7,000-year-old remains have been found.
6. History of South America ...the past passed down from generation to generation on the continent in the Earth's southern and western hemisphere.
7. History of Antarctica ...early Western theories of a vast continent, known as Terra Australis, believed to exist in the far south of the globe.
8. History of Australia ...the documentation of the Makassar trading with Indigenous Australians on Australia's north coast.
9. History of New Zealand ...at least 700 years when it was discovered and settled by Polynesians, who developed a distinct Māori culture centred on kinship links and land.
10. History of the Pacific Islands ...the history of the islands in the Pacific Ocean.
11. History of Eurasia ...several distinct peripheral coastal regions: the Middle East, South Asia, East Asia, Southeast Asia, and Europe, linked by the interior mass of the Eurasian steppe of Central Asia and Eastern Europe.
12. History of Europe ...the passage of time from humans inhabiting the European continent to the present day.

13. History of Asia ...the collective history of several distinct peripheral coastal regions, East Asia, South Asia, and the Middle East linked by the interior mass of the Eurasian steppe.

14. History of East Asia ...the past passed down from generation to generation in East Asia.

15. History of the Middle East ...the earliest civilizations in the region now known as the Middle East that were established around 3000 BC, in Mesopotamia (Iraq).

16. History of South Asia ...the past passed down from generation to generation in the Sub-Himalayan region.

17. History of Southeast Asia ...interaction between regional players and foreign powers.

**c) *Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.***

**1. Herodotus of Halicarnassus** (484 BC – ca.425 BC) ... generally been acclaimed ... the "father of history". However, ... contemporary Thucydides (ca. 460 BC – ca. 400 BC) ... credited ... having first approached history with ... well-developed historical method ... his work ... History ... the Peloponnesian War. Thucydides, ... Herodotus, regarded history as ... the product ... the choices ... actions ... human beings, and looked ... cause and effect, rather ... as the result of divine intervention. In ... historical method, Thucydides emphasized chronology, ... neutral point ... view, and ... the human world ... the result ... the actions of human beings. Greek historians also viewed history ... cyclical, with events regularly recurring.

## **2. Etymology**

Ancient Greek ἱστορία (hístōr) means "inquiry", "knowledge from inquiry", ... "judge". ... was in that sense ... Aristotle used the word in ... Περὶ Τὰ Ζῷα Ἱστορίαι (Peri Tà Zōa Historíai "Inquiries about Animals"). The ancestor word ἵστωρ ... attested early on ... Homeric Hymns,

Heraclitus, ... Athenian ephebes' oath, ... in Boiotic inscriptions (in a legal sense, either "judge" ... "witness", or similar).

... word entered the English language ... 1390 ... the meaning ... "relation of incidents, story". ... Middle English, the meaning ... "story" ... general. The restriction ... the meaning "record ... past events" arises ... the late 15th century. ... was still in the Greek sense ... Francis Bacon used ... term in the late 16th century, ... he wrote ... "Natural History". ... him, *historia* ... "the knowledge of objects determined ... space and time", ... sort ... knowledge provided ... memory (while science ... provided by reason, ... poetry ... provided by fantasy).

In an expression of the linguistic synthetic vs. analytic/isolating dichotomy, English like Chinese (史 vs. 语) now designates separate words ... human history and storytelling ... general. ... modern German, French, and ... Germanic and Romance languages, ... are solidly synthetic and highly inflected, ... same word ... still used ... mean both "history" ... "story".

The adjective historical ... attested ... 1661, and historic ... 1669.

Historian ... sense ... a "researcher of history" ... attested ... 1531. ... all European languages, the substantive "history" ... still used ... mean both "what happened with men", and "the scholarly study ... the happened", ... latter sense sometimes distinguished with ... capital letter, "History", or the word historiography.

### **3. Philosophy of history. History's philosophical questions**

What ... the proper unit ... the study ...the human past — the individual? ... polis? ... civilization? ... culture? Or ... nation state? ... there broad patterns and progress? ... there cycles? ... human history random and devoid ... any meaning?

Philosophy ... history ... a branch ... philosophy concerning the eventual significance, if any, of human history. Furthermore, ... speculates as to a possible teleological end to its development—that is, it asks ... there ... a design, purpose, directive principle, or finality ... the processes ... human history. Philosophy of history ... not ... confused ... historiography, which ... the study ... history as ... academic discipline,

and ... concerns ... methods and practices, and ... development as ... discipline over time. Nor ... philosophy of history ... confused ... the history ... philosophy, ... is the study ... the development ... philosophical ideas ... time.

**4. Social history**, sometimes called the new social history, ... the field ... includes history ... ordinary people and ... strategies and institutions ... coping ... life. In ... "golden age" it ... a major growth field ... the 1960s ... 1970s among scholars, and still ... well represented in history departments. ... two decades ... 1975 ... 1995, the proportion ... professors ... history ... American universities identifying with social history rose ... 31% ... 41%, ... the proportion ... political historians fell ... 40% ... 30%. In ... history departments ... British universities ... 2007, ... the 5723 faculty members, 1644 (29%) identified themselves ... social history while political history came next with 1425 (25%). ... "old" social history before ... 1960s was ... hodgepodge of topics without ... central theme, and ... often included political movements, ... Populism, that were "social" ... sense ... being outside the elite system. Social history ... contrasted ... political history, intellectual history ... the history ... great men. English historian G. M. Trevelyan saw it as the bridging point ... economic and political history, reflecting that, "Without social history, economic history ... barren and political history unintelligible." While the field ... often been viewed negatively as history with the politics left out, it ... also been defended as "history with the people put back in."

#### **5. Political correctness**

... many countries history textbooks have ... censored to put the national story ... a more favorable light. ... example, ... Japan, mention ... the Nanking Massacre has ... removed ... textbooks and the entire World War II ... given cursory treatment. Other countries ... complained. ... was standard policy ... communist countries ... present only a rigid Marxist historiography.

In ... United States the history ... the American Civil War ... phrased ... avoid giving offense to white Southerners ... blacks.



Academic historians ... often fought ... the politicization of the textbooks, sometimes ... success.

... 21st century Germany, the history curriculum ... controlled ... the 16 states, and ... characterized not ... superpatriotism but rather ... an "almost pacifistic and deliberately unpatriotic undertone" and reflects "principles formulated ... international organizations ... as UNESCO or ... Council of Europe, thus oriented ... human rights, democracy and peace." The result is ... "German textbooks usually downplay national pride and ambitions and aim ... develop ... understanding ... citizenship centered ... democracy, progress, human rights, peace, tolerance ... Europeanness."

## 6. Nationalism

From the origins of national school systems in ... 19th century, the teaching ... history ... promote national sentiment has ... a high priority. In ... United States ... World War I, ... strong movement emerged ... the university level ... teach courses ... Western Civilization, so as ... give students ... common heritage ... Europe. In ... U.S. ... 1980, attention increasingly moved toward teaching world history or requiring students ... take courses ... non-western cultures, ... prepare students ... life ... a globalized economy.

... the university level, historians debate the question ... whether history belongs more ... social science or ... the humanities. Many view the field ... both perspectives.

The teaching of history ... French schools ... influenced ... the *Nouvelle histoire* as disseminated after the 1960s by *Cahiers pédagogiques* and *Enseignement* and other journals ... teachers. Also influential ... the Institut national de recherche et de documentation pédagogique, (INRDP). Joseph Leif, the Inspector-general of teacher training, said pupils children ... learn ... historians' approaches as ... as facts and dates. Louis François, Dean of the History/Geography group in the Inspectorate of National Education advised ... teachers ... provide historic documents and promote "active methods" ... would give pupils "the immense happiness ... discovery." Proponents said ... was a reaction ... the memorization of names ... dates ... characterized teaching and left

the students bored. Traditionalists protested loudly ... it was a postmodern innovation that threatened to leave ... youth ignorant of French patriotism and national identity.

***6. Read the texts. Cut short sentences and parts of sentences that do not contain basic information. Make appropriate changes to the sentences. Write down the shortened versions.***

## **World History: the study of history from a global perspective.**

### **Periods**

Historical study often focuses on events and developments that occur in particular blocks of time. Historians give these periods of time names in order to allow "organising ideas and classificatory generalisations" to be used by historians. The names given to a period can vary with geographical location, as can the dates of the start and end of a particular period. Centuries and decades are commonly used periods and the time they represent depends on the dating system used. Most periods are constructed retrospectively and so reflect value judgments made about the past. The way periods are constructed and the names given to them can affect the way they are viewed and studied.

### **Geographical locations**

Particular geographical locations can form the basis of historical study, for example, continents, countries and cities. Understanding why historic events took place is important. To do this, historians often turn to geography. Weather patterns, the water supply, and the landscape of a place all affect the lives of the people who live there. For example, to explain why the ancient Egyptians developed a successful civilization, studying the geography of Egypt is essential. Egyptian civilization was built on the banks of the Nile River, which flooded each year, depositing soil on its banks. The rich soil could help farmers grow enough crops to feed the people in the cities. That meant everyone did not have to farm, so some people could perform other jobs that helped develop the civilization.

## **World**

World history is the study of major civilizations over the last 3000 years or so. It has led to highly controversial interpretations by Oswald Spengler and Arnold J. Toynbee, among others. World history is especially important as a teaching field. It has increasingly entered the university curriculum in the U.S., in many cases replacing courses in Western Civilization, that had a focus on Europe and the U.S. World history adds extensive new material on Asia, Africa and Latin America.

***7. Read the text. Title it. Plan the text. Highlight sentences that carry the basic information of each semantic part (information centers of paragraphs). Place a question to each part of the text. Compile and write down a condensed version of the text, omitting sentences and parts of sentences that do not contain basic information. Make all the necessary changes to the resulting text.***

Students often complain that history class is boring, but there are several strategies teachers can use to engage students in learning history.

A good starting point is to use historical fiction, trivia, puzzle games and artwork projects in class. There also are other creative methods that educators can use to excite students about history and bring the past to life.

Combining audio and visual materials is an excellent way to engage students. Multimedia materials do not necessarily have to include the latest technological advancements; rather they can include films, books, artwork, documents and maps. The most important aspect of this approach is that the materials be combined with a historical analysis, says John Fielding of Queen's University. Showing a film and later introducing maps, census records and correspondence gives students something tangible they can hold. Discussion should involve actions taken by the characters in the film, decisions they made and how the students would handle similar situations. If the topic is the westward expansion in American history, combine a film screening with research about Native American warfare, land contracts with the government and the building of railroads. Ask students how everything blends into one story.

For history class to really come alive, students need to feel like they are at the point and time of the historical event. Cast students as historical figures in a reenactment or debate. Similarly, a reenactment of a historic debate can include students portraying the key players. This will help students gain a greater understanding of the past.

Just as a kids' summer class may have a local archaeological dig, some history teachers have engaged their students by taking on local historical projects. At American University, the newly formed Student Historical Society is working on a project to restore Washington D.C.'s original boundary marker stones. Students are working with civil engineers to rehabilitate the 36 surviving stones, which are circa 1790, and give the stones plaques that note their significance. A greater awareness of past events in locations that students are familiar with can be extremely interesting to them and can further pique their curiosity about history.

<https://www.alleducationschools.com/teaching-careers/history-teacher/>

***8. Read the text. Title it. Split it into semantic parts. Plan the text. Highlight sentences that carry basic information for each semantic part (information centers of paragraphs). Put a question to each part of the text, write the keywords. Retell the text using the plan and keywords.***

Historians write in the context of their own time, and with due regard to the current dominant ideas of how to interpret the past, and sometimes write to provide lessons for their own society. In the words of Benedetto Croce, "All history is contemporary history". History is facilitated by the formation of a 'true discourse of past' through the production of narrative and analysis of past events relating to the human race. The modern discipline of history is dedicated to the institutional production of this discourse. All events that are remembered and preserved in some authentic form constitute the historical record. The task of historical discourse is to identify the sources which can most usefully contribute to the production of accurate accounts of past. Therefore, the constitution of the historian's archive is a result of circumscribing a

more general archive by invalidating the usage of certain texts and documents (by falsifying their claims to represent the 'true past'). The study of history has sometimes been classified as part of the humanities and at other times as part of the social sciences. It can also be seen as a bridge between those two broad areas, incorporating methodologies from both. Some individual historians strongly support one or the other classification. In the 20th century, French historian Fernand Braudel revolutionized the study of history, by using such outside disciplines as economics, anthropology, and geography in the study of global history. Traditionally, historians have recorded events of the past, either in writing or by passing on an oral tradition, and have attempted to answer historical questions through the study of written documents and oral accounts. For the beginning, historians have also used such sources as monuments, inscriptions, and pictures. In general, the sources of historical knowledge can be separated into three categories: what is written, what is said, and what is physically preserved, and historians often consult all three. But writing is the marker that separates history from what comes before. There are varieties of ways in which history can be organized, including chronologically, culturally, territorially, and thematically. These divisions are not mutually exclusive, and significant overlaps are often present, as in "The International Women's Movement in an Age of Transition, 1830–1975." It is possible for historians to concern themselves with both the very specific and the very general, although the modern trend has been toward specialization. The area called Big History resists this specialization, and searches for universal patterns or trends. History has often been studied with some practical or theoretical aim, but also may be studied out of simple intellectual curiosity.

***9. Read the text. Highlight the main idea of each part of the text and formulate it as a thesis taking into account the question. Discuss the questions asked and your answers with your group mates.***

## **The Importance of Teaching History**

History is a very important part of teaching. But in the consumer world of today it is losing its importance. The necessity of history is to be considered.

### **Is history teaching losing its status in the computer world?**

It is a sad fact that many of the elementary school children in the United States do not like to study history. Some time back one of my American friends wrote to me that his child in third grade complains about history as a “boring subject.” Another felt that there is no use in studying about people and events of past. But it is a wrong notion that undervalues the studies of history.

### **Why should our elementary school children study history?**

There is no doubt that the primary purpose of schooling is to prepare students to function effectively in the world, and thereby to assist society to function effectively as well. We study the past in school not because students need to know a collection of old facts, but because history helps them understand how the world works and how human beings behave. Knowledge of the past is required for understanding present realities. When people share some common knowledge of history, they can discuss their understandings with one another.

### **What does history give?**

Human self-awareness is the very essence of history. Arnold Toynbee said, “History is a search for light on the nature and destiny of man.” R.G. Collingwood wrote, “History is for human self-knowledge...the only clue to what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is. Psychologist Bruno Bettelheim asserted that human self-knowledge is the most important role of education.” Most of all, our schools ought to teach the true nature of man, teach about his troubles with himself, his inner turmoil and about his difficulties in living with others. They should teach the prevalence and the power of both man’s social and asocial tendencies, and

how the one can domesticate the other, without destroying his independence or self-love.”

### **Why is history in the elementary level?**

In this age of the World Wide Web, globalization and international terrorism, knowledge of the larger world is seen as increasingly important even at the elementary school level. We have identified three basic principles of schooling. It should:

- 1) Prepare students for the future.
- 2) Focus on meaningful understanding.
- 3) Be realistic in its expectations

This is perhaps the most often-cited practical reason for studying history, and it was foremost in the mind of Thomas Jefferson when he wrote that schooling in America’s new democracy should be “chiefly historical.” He said, “the people...are the ultimate guardians of their own liberty. History by apprising them of the past will enable them to judge of the future. It will avail them of the experience of other times and other nations; it will qualify them as judges of the actions and designs of Hammurabimen.”

### **How can History with Pleasure work for the Development of Imagination and Good Understanding?**

The use of historical examples is ancient and no doubt predates written language. We can imagine cave dwellers sitting around the evening campfire sharing stories of admired ancestors worthy of emulation. Nietzsche said people need models, and historical examples are especially powerful models because they actually existed. Joan of Arc demonstrates the power of individual belief and action. Galileo symbolizes the fight against authority for freedom of thought. Thomas Becket and Thomas More represent integrity in the face of deadly intimidation.

Horatio Nelson exemplifies qualities of courage and duty. Hitler personifies evil. While it is not the province of American educators to tell students what their values should be, students can – by judging the actions

of historical figures to be admirable or malevolent – advance the construction of their own moral belief systems. Studying the stories of the past in elementary school will surely make them better thinkers, enable them support common cultural understanding and dialogue. It will satisfy their need for identity. Above all, history can give them pleasure in their studies.

### **How to Make Teaching History in Elementary School More Interesting?**

Teaching history in elementary schools can be and should be made more interesting than other subjects. Children like stories. It can carve out the future of humanity from its past experiences. It should be made a part of their life experiences. Historical knowledge about their family, their surroundings, etc. can keep history alive. Collecting pictures, coins, etc. can kindle the historical curiosity in children. role models, plays, innovated games with historical themes like time games, field trips, etc. can make history more joyful to the elementary school children. Part of their joy comes from visiting foreign mental landscapes, part from discovering new things about themselves and a big part is simply the love of a good story. For those with an historical turn of mind, history supplies an endless source of fascination.

### **How can Teaching History be More Practical and Interesting?**

Teaching history can be more practical and interesting when it is coordinated with other subjects. We can now narrow our focus to the special role played by history within the educational scheme. Over the course of the twentieth century, schools developed a structure that addresses five broad and fundamental realms of knowledge: History: understanding the human world, Science: understanding the physical world, Mathematics: understanding the world quantitatively, Language: communicating about the world and Arts: expressing human creativity. History can be easily interlinked with other subjects and made more easy digestible.



## **Why do Scholars Say that Teaching History to Kids has Many Important Benefits?**

Scholars say that teaching history to kids has many important benefits. History provides identity. Studying history improves our decision making and judgment. History shows us models of good and responsible citizenship. History also teaches us how to learn from the mistakes of others. History helps us understand change and societal development. History provides us a context from which to understand ourselves and others. And so let us make efforts to teach history interesting to our children so that they may yearn to learn the subject with great enthusiasm.

A democracy needs citizens with good judgment and wisdom, and the past is the only place to find it. Let Teaching and Learning History Become a Joyful Sharing

[https://guides.wikinut.com/The-Importance-of-Teaching-History/10\\_gzsc9/](https://guides.wikinut.com/The-Importance-of-Teaching-History/10_gzsc9/)

***10. Read the text. Highlight the main information in each part and write down the text in the form of brief summary.***

### **Learn How to Become a History Teacher**

Whether the subject is William the Conqueror or Prince William, Duke of Cambridge, the enjoyment of a history class rests largely upon how their history teacher recreates past and current events and historical biography. It can be lifeless or brought to life, thrilling or rote. Who hasn't had a dynamic history teacher who helped us to understand the significance of the Industrial Revolution or the cultural impact of the Renaissance?

Good history teachers are storytellers as well as instructors, and they usually teach at middle school, high school and college levels. Although classroom curricula vary depending on the level and course you're teaching, you'll have plenty of opportunities to share your knowledge of American and world history, and your passion for learning.

Like any other teacher, a history teacher creates a fun and productive learning environment using textbooks and outside resources, including

primary and secondary materials, and relevant interactive media. More and more, history teachers are moving toward technology to help recreate worlds and events, so keep reading to find a list of some of the top classroom apps.

Other typical duties may include the following types of activities:

- Preparing lesson plans, and grading homework, tests and essays
- Compiling notes and delivering engaging, coherent lectures
- Accumulating specialized materials for outside reading and homework
- Coaching teens and young adults individually and in group settings
- Studying and utilizing the most appropriate learning strategies
- Engaging the class in stimulating discussions
- Conducting research and publishing your findings
- Staying abreast of current and significant historical events
- Delivering lectures on ancient history, postwar civilizations, and histories of specific regions
- Evaluating student progress, class work and assignments
- Administering exams and preparing grades for students

Depending on your institution's curriculum, school size and budget, and the age of your students, you may end up teaching history as well as social studies or political science courses.

### **Where Can I Expect to Work?**

Although teaching history is a competitive field and may require a nationwide job search to find employment, giving yourself the flexibility to teach social sciences alongside history will greatly improve your chances of finding a job. As a history teacher, you may find yourself in one of these settings:

- Secondary schools, such as middle and high schools
- Community colleges
- Four-year colleges and universities

If the classroom isn't your cup of tea, educators with a degree in history may also use their skills in settings such as these:

- Libraries

- Historical societies and museums
- Text creation for schools companies
- Editing, authoring and publishing companies
- Tutoring facilities
- Historical preservation societies
- Legal study agencies
- Education program development departments

### **Common Degrees History Teachers Hold**

Most history teachers earn a bachelor's or master's degree in history or education. You can specialize in areas such as archaeology, women's studies, American history, world history, or African American history, among others, which are popular specialties within the field and often have departments or classes based upon them.

### **What Skills Can Help Me Succeed as a History Teacher?**

Being a teacher takes enthusiasm, passion and patience, no matter what subject or age level you teach, but there are a few skills you can cultivate to help you do a better job than the competition.

O\*Net Online's Summary Report for post secondary history teachers suggests these skills, styles and abilities to excel in the field:

- Have integrity
- Be dependable
- Have a strict attention to detail
- Be able to exercise analytical thinking skills
- Have good speaking, writing and reading comprehension and expression skills
- Be an active listener

### **Steps to Becoming a History Teacher**

The path to becoming a teacher is pretty much the same no matter what, but depending upon the grade levels and subject you're going to teach, you'll need to hone your education to fit. Here is a step-by-step guide to becoming a history teacher.

### **Step 1. Assess which level you want to teach.**

History teachers generally have three institutional level options for teaching: high schools, community colleges and universities. You'll need to decide where you want to teach so you can complete your education accordingly, as the requirements differ.

### **Step 2. Earn your bachelor's degree.**

To become a high school history teacher at any level, you'll need a bachelor's degree in education along with a major or minor in history or social science. This is the minimum requirement to teach at a middle or high school level. If you already have a bachelor's degree without an emphasis in history, you will most likely need to take additional history and teacher-training courses to meet your state's teaching requirements. Some states may require you to earn your master's degree in education in order to teach.

### **Step 3. If you want to teach at a community college, earn your master's degree.**

Some states require all teachers to earn a master's degree. Check with the Department of Education in your state for requirements in your area.

To teach history at the community college level, you will need a minimum of a master's degree, so you'll want to make sure you plan for at least an additional two years of postgraduate education beyond your bachelor's degree program.

### **Step 4. Teaching at a college or university requires a PhD or Doctorate.**

Doctorate or PhD programs not only prepare you to teach at public and private universities, but for a career as a researcher, analyst or writer at an advanced level. Doctorates take anywhere from two to five years to complete and require you to work with an advisor and prepare a dissertation on a specific topic, which you will defend at the end of your program.

## **Online Options**

Fortunately, you can find a large number of accredited online bachelor's, master's and PhD programs in history. This flexible options can be a lifesaver if you need to continue to work while you attend school or have restrictions, such as family obligations, live remotely, or live with a disability that prevents you from readily attending a physical classroom.

Your coursework will be the same as a traditional program, and you'll have assignments and exams that you'll need to schedule with your professor, and as long as you earn your degree from an accredited program, any future employer should honor your credential.

Some online bachelor's degree programs may offer the option of choosing an emphasis, such as a choice between U.S. History or World History, or regional area such as Russian or Middle Eastern history, but most will require the same extensive overview of modern and ancient eras and survey classes. Many online programs also require you to complete a capstone project at the end.

## **Other Ways to Get Into the History Classroom**

If you hold a degree in another area, such as health care or business, but have always felt the pull toward teaching history, you may still be able to transfer your degree but you'll need to take the required amount of credits to fulfill history specific requirements. Most likely you'll need to complete one year of additional schoolwork that equals a master's degree in history, and take classes in education that will met the requirements you'll need to teach.

## **Are There Certification Requirements?**

Although each state has its own teacher certification guidelines, teaching history in middle or high school always begins with a four-year degree. If you already hold a bachelor's degree but lack the history and/or teaching credentials, you can earn a fifth year master's degree in one year or simply complete state requirements at a local college or university.

Some states require completion of continuing education courses to stay certified. These course requirements differ from state to state. Some

states also require you to sit for a competency exam such as the PRAXIS II, in history, and each state will have its own set of requirements to enable you to do so. No matter, continuing education is a great way to improve your skills, maintain certification and increase your salary.

More important, history never sleeps and evolves on a daily, even hourly basis. Taking classes or CEU credits in your field of expertise keeps you current and relevant as events happen, as well as ensuring that you'll maintain your state certification.

Here's a random sampling of the types of courses you may be able to take to earn and keep your certification:

- Social Studies Teaching Methods
- World History to the 16<sup>th</sup> Century
- World History from the 16<sup>th</sup> century
- U.S. History to 1865
- Contemporary U.S. History from 1865

### **History Teacher Salaries**

History teachers can earn a healthy salary, says the U.S. Bureau of Labor Statistics. They cite a median annual salary of \$71,820, with the highest 10 percent of history teachers in the postsecondary arena making over \$125,000 annually. They also have good news about job growth for this discipline of teacher, citing a 15 percent job growth through 2026, which is faster than average for all careers combined.

## **Unit 3. FROM THE HISTORY OF ENGLISH SPEAKING COUNTRIES**

*1. Read the texts. Analyze the location of information centres in the sentences. Please note that the location of the information centre at the end of a sentence is typical in a written speech, but other options are also possible. In the paragraph, as a rule, the centre of information is the first sentence.*

## **English-speaking world**

From Wikipedia, the free encyclopedia

Over two billion people speak English (as of the 2000s), making English the largest language by number of speakers, and the third largest language by number of native speakers. The United Kingdom and the United States with 60 million and 230 million respectively, have the most native speakers. Additionally, there are 29 million in Canada, 25.7 million in Australia, 5 million in New Zealand, and 5 million in Ireland.

England, a part of the United Kingdom, is the birthplace of the English language, and the modern form of the language has been spreading around the world since the 17th century by the worldwide influence of the United Kingdom, and more recently, the United States. Through all types of printed and electronic media of these countries, English has become the leading language of international discourse and the lingua franca in many regions and professional contexts such as science, navigation and law. The United Kingdom remains the largest English-speaking country in Europe.

Estimates that include second-language speakers vary greatly from 470 million to more than 2 billion. David Crystal calculates that, as of 2003, non-native speakers outnumbered native speakers by a ratio of 3 to 1. When combining native and non-native speakers, English is the most widely spoken language worldwide.

Besides the major varieties of English, such as American English, British English, Canadian English, Australian English, Irish English, New Zealand English, and their sub-varieties, countries such as South Africa, India, Nigeria, the Philippines, Jamaica, and Trinidad and Tobago also have millions of native speakers of dialect continua ranging from English-based creole languages to to Standard English. Other countries, such as Ghana and Uganda, also use English as their primary official languages.

As of 2012, India claims to have the world's second-largest English-speaking population. The most reliable estimate is around 10% of its

population (125 million people), second only to the United States, and is expected to quadruple in the following decade.

### **List of countries by English-speaking population and Anglosphere**

The **Anglosphere** – countries where English is spoken natively by the majority of the population.

English is the primary natively spoken language in several countries and territories. Five of the largest of these are sometimes described as the "core Anglosphere", they are the United States of America (with at least 231 million native English speakers), the United Kingdom (60 million), Canada (at least 20 million), Australia (at least 17 million), and New Zealand (4.8 million). English is also the primary natively spoken language in the Republic of Ireland, Jamaica, Trinidad and Tobago, Guyana, the Bahamas, Belize, Grenada, Barbados, the United States Virgin Islands, the Channel Islands, Antigua and Barbuda, Dominica, Bermuda, Saint Vincent and the Grenadines, the Isle of Man, the Turks and Caicos Islands, Saint Kitts and Nevis, the Cayman Islands, Guam, Gibraltar, the British Virgin Islands, Anguilla, the Falkland Islands, Montserrat, Saint Helena, Ascension and Tristan da Cunha, the British Indian Ocean Territory, the Pitcairn Islands, and South Georgia and the South Sandwich Islands.

### **Countries where English is an official language**

In some countries where English is not the most spoken language, it is an official language. These countries include Botswana, Cameroon (co-official with French), Eswatini (Swaziland), Fiji, Ghana, India, Kenya, Kiribati, Lesotho, Liberia, Malaysia, Malta, the Marshall Islands, Mauritius, the Federated States of Micronesia, Namibia, Nigeria, Pakistan, Palau, Papua New Guinea, the Philippines, Rwanda, Saint Lucia, Samoa, Seychelles, Sierra Leone, Singapore, the Solomon Islands, Sri Lanka, Sudan, South Africa, South Sudan, Tanzania, The Gambia, Uganda, Zambia, and Zimbabwe. There also are countries where in a part of the territory English became a co-official language, in Colombia's San Andrés y Providencia, Hong Kong, Honduras's Bay Islands, and



Nicaragua's Mosquito Coast. This was a result of the influence of British colonization and American colonization in these areas.

India has the largest number of second-language speakers of English (Indian English); David Crystal (2004) claims that combining native and non-native speakers, India has more people who speak or understand English than any other country in the world. However, most scholars and research that has been conducted dispute his assertions.

Pakistan also has the English language (Pakistani English) as a second official language after the Urdu language as the result of British rule (Raj).

Sri Lanka and the Philippines use English as their third and second official language after Sinhala and Tamil, and Filipino, respectively.

English is one of the eleven official languages that are given equal status in South Africa (South African English), where there are 4.8 million native English speakers. It is also the official language in current dependent territories of Australia (Norfolk Island, Christmas Island and Cocos (Keeling) Islands) and of the United States of America (American Samoa, Guam, Northern Mariana Islands, Puerto Rico (in Puerto Rico, English is co-official with Spanish) and the US Virgin Islands), and Hong Kong Special Administrative Region of the People's Republic of China.

Although the United States federal government has no official languages, English has been given official status by 32 of the 50 US state governments. Furthermore, per United States nationality law, the process of becoming a naturalized citizen of the US entails a basic English proficiency test, which may be the most prominent example of the claim of the nation not having an official language being belied by policy realities.

Although falling short of official status, English is also an important language in several former colonies and protectorates of the United Kingdom, such as Bahrain, Bangladesh, Brunei, Cyprus and the United Arab Emirates.

### **English as a global language**

Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era, and while it is not

an official language in most countries, it is currently the language most often taught as a foreign language. It is, by international treaty, the official language for aeronautical and maritime communications. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee. It is also one of two co-official languages for astronauts (besides the Russian language) serving on board the International Space Station.

English is studied most often in the European Union, and the perception of the usefulness of foreign languages among Europeans is 67 per cent in favour of English ahead of 17 per cent for German and 16 per cent for French (as of 2012). Among some of the non-English-speaking EU countries, the following percentages of the adult population claimed to be able to converse in English in 2012: 90 per cent in the Netherlands, 89 per cent in Malta, 86 per cent in Sweden and Denmark, 73 per cent in Cyprus, Croatia, and Austria, 70 per cent in Finland, and over 50 per cent in Greece, Belgium, Luxembourg, Slovenia, and Germany. In 2012, excluding native speakers, 38 per cent of Europeans consider that they can speak English.

Books, magazines, and newspapers written in English are available in many countries around the world, and English is the most commonly used language in the sciences with Science Citation Index reporting as early as 1997 that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.

In publishing, English literature predominates considerably with 28 per cent of all books published in the world and 30 per cent of web content in 2011 (down from 50 per cent in 2000).

This increasing use of the English language globally has had a large impact on many other languages, leading to language shift and even language death, and to claims of linguistic imperialism. English itself has become more open to language shift as multiple regional varieties feed back into the language as a whole.

*2. Read the texts. Perform a semantic analysis of paragraphs. Highlight the information centers in the paragraphs, answering the question: what is the paragraph about? Note that the main idea of the paragraph is expressed in the first sentence as a rule. The location of the information center at the beginning of the paragraph is typical, but other options are possible. Other sentences in the paragraph expand and deepen its main idea, as well as substantiate the main ideas of the paragraph (proofs) or illustrate them (examples, data).*

## **Government**

From Wikipedia, the free encyclopedia

A **government** is the system or group of people governing an organized community, generally a state. It can also describe the leadership of a supranational organization, such as the United Nations or the EU, or a political region, or local units, such as a county, city, or township.

"Government" generally refers to the organizational structure that makes laws, sets policy, and runs the day-to-day affairs of some political unit, region, or community. As such, it generally is *not* used to refer to organizations that are considered to be privately owned or privately run, such as e.g. a business, a corporation or company, private organization, or any private entity.

In the case of its broad associative definition, government normally consists of legislature, executive, and judiciary. Government is a means by which organizational policies are enforced, as well as a mechanism for determining policy. Each government has a kind of constitution, a statement of its governing principles and philosophy. Typically the philosophy chosen is some balance between the principle of individual freedom and the idea of absolute state authority (tyranny).

Historically prevalent forms of government include monarchy, aristocracy, timocracy, oligarchy, democracy, theocracy and tyranny. The main aspect of any philosophy of government is how political power is obtained, with the two main forms being electoral contest and hereditary succession.

## **History**

The moment and place that the phenomenon of human government developed is lost in time; however, history does record the formations of early governments. About 5,000 years ago, the first small city-states appeared. By the third to second millenniums BC, some of these had developed into larger governed areas: Sumer, Ancient Egypt, the Indus Valley Civilization, and the Yellow River Civilization.

The development of agriculture and water control projects were a catalyst for the development of governments. On occasion a chief of a tribe was elected by various rituals or tests of strength to govern his tribe, sometimes with a group of elder tribesmen as a council. The human ability to precisely communicate abstract, learned information allowed humans to become ever more effective at agriculture, and that allowed for ever increasing population densities. David Christian explains how this resulted in states with laws and governments.

As farming populations gathered in larger and denser communities, interactions between different groups increased and the social pressure rose until, in a striking parallel with star formation, new structures suddenly appeared, together with a new level of complexity. Like stars, cities and states reorganize and energize the smaller objects within their gravitational field.

Starting at the end of the 17th century, the prevalence of republican forms of government grew. The Glorious Revolution in England, the American Revolution, and the French Revolution contributed to the growth of representative forms of government. The Soviet Union was the first large country to have a Communist government. Since the fall of the Berlin Wall, liberal democracy has become an even more prevalent form of government.

In the nineteenth and twentieth century, there was a significant increase in the size and scale of government at the national level. This included the regulation of corporations and the development of the welfare state.

## **Classification**

In political science, it has long been a goal to create a typology or taxonomy of polities, as typologies of political systems are not obvious. It is especially important in the political science fields of comparative politics and international relations. Like all categories discerned within forms of government, the boundaries of government classifications are either fluid or ill-defined.

Superficially, all governments have an official or ideal form. The United States is a constitutional republic, while the former Soviet Union was a socialist republic. However self-identification is not objective, and as Kopstein and Lichbach argue, defining regimes can be tricky. For example, Voltaire argued that "the Holy Roman Empire is neither Holy, nor Roman, nor an Empire".

Identifying a form of government is also difficult because many political systems originate as socio-economic movements and are then carried into governments by parties naming themselves after those movements; all with competing political-ideologies. Experience with those movements in power, and the strong ties they may have to particular forms of government, can cause them to be considered as forms of government in themselves.

Other complications include general non-consensus or deliberate "distortion or bias" of reasonable technical definitions to political ideologies and associated forms of governing, due to the nature of politics in the modern era. For example: The meaning of "conservatism" in the United States has little in common with the way the word's definition is used elsewhere. As Ribuffo notes, "what Americans now call conservatism much of the world calls liberalism or neoliberalism"; a "conservative" in Finland would be labeled a "socialist" in the United States. Since the 1950s conservatism in the United States has been chiefly associated with the Republican Party. However, during the era of segregation many Southern Democrats were conservatives, and they played a key role in the Conservative Coalition that controlled Congress from 1937 to 1963.

## Forms of Governments

One method of classifying governments is through which people have the authority to rule. This can either be one person (an autocracy, such as monarchy), a select group of people (an aristocracy), or the people as a whole (a democracy, such as a republic).

An **autocracy** is a system of government in which supreme power is concentrated in the hands of one person, whose decisions are subject to neither external legal restraints nor regularized mechanisms of popular control (except perhaps for the implicit threat of a coup d'état or mass insurrection).

**Aristocracy** (Greek ἀριστοκρατία *aristokratía*, from ἄριστος *aristos* "excellent", and κράτος *kratos* "power") is a form of government that places power in the hands of a small, privileged ruling class.

Many monarchies were aristocracies, although in modern constitutional monarchies the monarch himself or herself has little real power. The term **aristocracy** could also refer to the non-peasant, non-servant, and non-city classes in the feudal system.

**Democracy** is a system of government where the citizens exercise power by voting. In a direct democracy, the citizens as a whole form a governing body and vote directly on each issue. In a representative democracy the citizens elect representatives from among themselves. These representatives meet to form a governing body, such as a legislature. In a constitutional democracy the powers of the majority are exercised within the framework of a representative democracy, but the constitution limits the majority and protects the minority, usually through the enjoyment by all of certain individual rights, e.g. freedom of speech, or freedom of association.

A **republic** is a form of government in which the country is considered a "public matter" (Latin: *res publica*), not the private concern or property of the rulers, and where offices of states are subsequently directly or indirectly elected or appointed rather than inherited. The people, or some significant portion of them, have supreme control over the government and where offices of state are elected or chosen by elected people. A common simplified definition of a republic is a government

where the head of state is not a monarch. Montesquieu included both democracies, where all the people have a share in rule, and aristocracies or oligarchies, where only some of the people rule, as republican forms of government. Other terms used to describe different republics include democratic republic, parliamentary republic, semi-presidential republic, presidential republic, federal republic, and Islamic republic.

**Federalism** is a political concept in which a *group* of members are bound together by covenant with a governing representative head. The term "federalism" is also used to describe a system of government in which sovereignty is constitutionally divided between a central governing authority and constituent political units, variously called states, provinces or otherwise. Federalism is a system based upon democratic principles and institutions in which the power to govern is shared between national and provincial/state governments, creating what is often called a federation. Proponents are often called federalists.

### **Types of monarchy**

Countries with monarchy attributes are those where a family or group of families (rarely another type of group), called the royalty, represents national identity, with power traditionally assigned to one of its individuals, called the monarch, who mostly rule kingdoms. The actual role of the monarch and other members of royalty varies from purely symbolical (crowned republic) to partial and restricted (constitutional monarchy) to completely despotic (absolute monarchy). Traditionally and in most cases, the post of the monarch is inherited, but there are also elective monarchies where the monarch is elected.

**Absolute monarchy** is a traditional and historical system where the monarch exercises ultimate governing authority as head of state and head of government. Many nations of Europe during the Middle Ages were absolute monarchies. Modern examples include mainly Islamic countries such as Saudi Arabia, UAE, Oman, Brunei and one African country, Eswatini.

**Crowned republic** is a form of government where the monarch (and family) is an official ceremonial entity with no political power. The royal family and the monarch are intended to represent the country and may perform speeches or attend an important ceremonial events as a symbolical guide to the people, but hold no actual power in decision-making, appointments, *et cetera*.

**Elective monarchy** is a form of government where the monarch is elected, a modern example being the King of Cambodia, who is chosen by the Royal Council of the Throne; Vatican City is also often considered a modern elective monarchy.

### **Types of republic**

Rule by a form of government in which the people, or some significant portion of them, have supreme control over the government and where offices of state are elected or chosen by elected people. A common simplified definition of a republic is a government where the head of state is not a monarch. Montesquieu included both democracies, where all the people have a share in rule, and aristocracies or oligarchies, where only some of the people rule, as republican forms of government.

**Constitutional republic.** Republics where there is rule by a government whose powers are limited by law or a formal constitution (an official document establishing the exact powers and restrictions of a nation and its government), and chosen by a vote amongst the populace. Typically, laws cannot be passed which violate said constitution, unless the constitution itself is altered by law. This theoretically serves to protect minority groups from being subjected to the tyranny of the majority, or mob rule. Examples include the India, South Africa, United States, etc.

**Democratic republic.** Republics where the laws are ultimately decided by popular vote, whether by a body of elected representatives or directly by the public, and there is no restriction on which laws are passed so long as they have majority support. Constitutional law is either non-existent or poses little obstacle to legislation.

**Federal republic.** Republics that are a federation of states or provinces, where there is a national (federal) law encompassing the nation



as a whole but where each state or province is free to legislate and enforce its own laws and affairs so long as they don't conflict with federal law. Examples include Argentina, Austria, Brazil, Germany, India, Mexico, Russia, Switzerland and United States.

**Islamic republic.** Republics governed in accordance with Islamic law. Examples include Afghanistan, Iran, Mauritania, and Pakistan.

**Parliamentary republic.** Republics, like Germany, India or Singapore, with an elected head of state, but where the head of state and head of government are kept separate with the head of government retaining most executive powers, or a head of state akin to a head of government, elected by a parliament.

**Presidential Republic.** Republics with an elected head of state, where the head of state is also the head of the government. Examples include United States, Mexico, Brazil, and Indonesia.

**People's republic.** Republics that include countries like China and Vietnam that are de jure governed for and by the people. The term *People's Republic* is used to differentiate themselves from the earlier republic of their countries before the people's revolution, like the Republic of China.

**3. Read the sentences and indicate whether they correspond to the content of the texts (true /false). In case of discrepancy, please give the correct option.**

1. As of 2012, India claims to have the world's first-largest English-speaking population.
2. English is studied not often in the European Union.
3. Starting at the end of the 12th century, the prevalence of republican forms of government grew.
4. Countries with monarchy attributes are those where a family or group of families (rarely another type of group), called the royalty, represents national identity, with power traditionally assigned to one of its individuals, called the monarch, who mostly rule kingdoms.

5. One method of classifying governments is through which people gain profit.
6. Democracy is a system of government where the citizens exercise power by voting.
7. In the nineteenth and twentieth century, there was a significant decrease in the size and scale of government at the national level.
8. Since the fall of the Berlin Wall, liberal democracy has become an even more prevalent form of government.

#### ***4. Vocabulary Focus.***

***a) Find in the texts the definitions of the following terms.***

anglosphere, core anglosphere, a government, autocracy, aristocracy, democracy, a republic, federalism, monarchy, absolute monarchy, crowned republic, elective monarchy, constitutional republic, democratic republic, federal republic, islamic republic, parliamentary republic, presidential republic, people's republic

***b) Match the terms (forms of government) from the left column with the definitions given in the right column.***

Regardless of the form of government, the actual governance may be influenced by sectors with political power which are not part of the formal government. These are terms that highlight certain actions of the governors, such as corruption, demagoguery, or fear mongering that may disrupt the intended way of working of the government if they are widespread enough.

<b>Term</b>	<b>Definition</b>
Ochlocracy	a. A politically unstable and kleptocratic government that economically depends upon the exports of a limited resource (fruits, minerals), and usually features a society composed of stratified social classes, such as a great, impoverished ergatocracy and a ruling plutocracy, composed of the aristocracy of business, politics, and the military. In political science,

	<p>the term <i>banana republic</i> denotes a country dependent upon limited primary-sector productions, which is ruled by a plutocracy who exploit the national economy by means of a politico-economic oligarchy. In American literature, the term <i>banana republic</i> originally denoted the fictional <i>Republic of Anchuria</i>, a servile dictatorship that abetted, or supported for kickbacks, the exploitation of large-scale plantation agriculture, especially banana cultivation. In U.S. politics, the term banana republic is a pejorative political descriptor coined by the American writer O. Henry in <i>Cabbages and Kings</i> (1904), a book of thematically related short stories derived from his 1896–1897 residence in Honduras, where he was hiding from U.S. law for bank embezzlement.</p>
Corporatocracy	<p>b. Rule by banks; a system of governance with excessive power or influence of banks and other financial authorities on public policy-making. It can also refer to a form of government where financial institutions rule society.</p>
Kakistocracy	<p>c. Rule by corporations; a system of governance where an economic and political system is controlled by corporations or corporate interests. Its use is generally pejorative. Examples include company rule in India, United States and business voters for the City of London Corporation.</p>
1. Banana republic	<p>d. Rule by the stupid; a system of governance where the worst or least-qualified citizens govern or dictate policies. Due to human nature being inherently flawed, it has been suggested that every government which has ever existed has been a prime example of kakistocracy.</p>

Bankocracy	<p>e. Rule by thieves; a system of governance where its and the ruling class in general pursue personal wealth and political power at the expense of the wider population. In terms kleptocracy is not a form of government but a characteristic of a government engaged in such behavior. Examples include Mexico as being considered a "kleptocracy", (narco-state) since its democratic government is perceived to be corrupted by those who profit from the sale of illegal drugs smuggled into the United States.</p>
Kleptocracy	<p>f. Rule by nephews; favouritism granted to relatives regardless of merit; a system of governance in which importance is given to the relatives of those already in power, like a <i>nephew</i> (where the word comes from). In such governments even if the relatives aren't qualified they are given positions of authority just because they know someone who already has authority. Pope Alexander VI (Borgia) was accused of this.</p>
Nepotocracy	<p>g. Rule by the crowd; a system of governance where mob rule is government by mob or a mass of people, or the intimidation of legitimate authorities. As a pejorative for majoritarianism, it is akin to the Latin phrase <i>mobile vulgus</i> meaning "the fickle crowd", from which the English term "mob" was originally derived in the 1680s. Ochlocratic governments are often a democracy spoiled by demagoguery, "tyranny of the majority" and the rule of passion over reason; such governments can be as oppressive as autocratic tyrants. Ochlocracy is synonymous in meaning and usage to the modern, informal term "mobocracy".</p>

## 5. Grammar Focus.

### a) Write sentences, arranging words and phrases according to the main rule of English structure.

1. the largest, in Europe, remains, country, the United Kingdom, English-speaking.
2. is not, an official language, in some countries, English, language, the most spoken, where, it is.
3. language, primary, and, English, natively, the, in, spoken, several, territories, is, countries
4. which, of, in, a, is, form, country, considered, "public matter", republic, a, government, the, is, a

### b) Write sentences using the phrases below.

<p><b>based upon, contributed to, is inherited, is ... considered, refers to, has been ... associated with, is chosen by, is shared between, was elected by, consists of, include, is elected, is lost in time</b></p>
--

1. "Government" generally ... the organizational structure that makes laws, sets policy, and runs the day-to-day affairs of some political unit, region, or community.
2. In the case of its broad associative definition, government normally ... legislature, executive, and judiciary.
3. Historically prevalent forms of government ... monarchy, aristocracy, timocracy, oligarchy, democracy, theocracy and tyranny.
4. The moment and place that the phenomenon of human government developed ... .
6. A chief of a tribe ... various rituals or tests of strength to govern his tribe, sometimes with a group of elder tribesmen as a council.
7. The Glorious Revolution in England, the American Revolution, and the French Revolution ... the growth of representative forms of government.
9. Since the 1950s conservatism in the United States ... chiefly ... the Republican Party.
10. Federalism is a system ... democratic principles and institutions in which the power to govern ... national and provincial/state governments.

11. Traditionally and in most cases, the post of the monarch ... , but there are also elective monarchies where the monarch ... .

12. A modern example of **Elective monarchy** is the King of Cambodia, who ... the Royal Council of the Throne;

13. Vatican City ... also often ... a modern elective monarchy.

**c) Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.**

### **1. A brief biography of Tim Lambert, author of local histories.org**

I ... born ... England in 1962. I graduated ... Lancaster University ... 1984 with a B.A (Honours) ... history. ... many years I worked ... a researcher. History ... always been my passion and in ... late 1990s, I began writing histories ... towns ... friends. So ... a friend came from Dublin I wrote ... history of ... city. Eventually, ... friend suggested I ... put the histories ... the internet so everybody ... read them. ... website ... switched ... 11 December 2001. ... first, it only had about 10 histories ... it gradually grew larger ... larger. ... in 2003, I began writing histories of countries and later I added articles ... life in ... past. Eventually, I decided ... create ... World History Encyclopedia. After ..., if you enjoy a subject and know ... bit about it why ... create your own website ... everyone ... read? I hope you find my website useful .../... interesting.

[My Youtube Channel](http://www.localhistories.org/mybiog.html)

<http://www.localhistories.org/mybiog.html>

### **2. From Pre-Columbian to the New Millennium**

... word history comes ... the Greek word historia ... means "... learn or know by inquiry." In the pieces ... follow, we encourage you ... probe, dispute, dig deeper — inquire. History is ... static. It's fluid. ... changes and grows and becomes richer and ... complex when ... individual interacts with ... .

Knowledge ... history ... empowering. ... event is but the furthest ripple of ... expanding wave that may ... started eddying outward hundreds ... years ago. ... who "sees" history ... able ... harness the power of that wave's entire journey.

Finally, ... best history has at ... foundation ... story. A printer challenges a King and so is laid the foundation of the first amendment; a New Jersey miner finds gold in California and sets off a torrent of movement westward; a woman going home from work does not relinquish her seat and a Civil Rights movement explodes.

... stories all help ... ask ... question, "What is ... American?" You'll help ... answer ... question.

<https://www.ushistory.org/us/index.asp>

### **3. America in the second world war**

... 7 December 1941 ... Japanese attacked the American Pacific fleet ... Pearl Harbor. ... next day Congress declared war ... Japan. On 11 December 1941 Germany ... Italy declared war on ... USA. ... USA mobilized all ... resources ... war. Industrial output doubled ... World War II and ... 1943 there was full employment. Only 2,000 aircraft ... made ... 1939 ... by 1944 the figure was 96,000. The American public suffered less ... people ... other countries because the USA escaped occupation ... air raids.

... World War II many black people migrated ... the south ... the north and west. Black people became increasingly dissatisfied ... their position ... American society. ... National Association for the Advancement of Colored Peoples increased its membership. ... Congress for Racial Equality ... formed ... 1942.

From March 1942 people of Japanese descent, ... the west coast, ... interned. By September over 100,000 ... them had ... moved inland. Yet many Japanese Americans served ... the US armed forces. ... USA's massive industrial strength made the defeat of the Axis powers (Germany, Italy, and Japan) inevitable. Unfortunately, Roosevelt did ... live ... see the end ... the war. ... died on 12 April 1945.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

#### **4. Early Alaska**

... first human beings arrived in Alaska about 13,000 BC. At ... time Alaska was part ... a land bridge ... extended across to Siberia. People followed the herds ... animals they hunted. Europeans arrived ... the area in ... 18th century. ... 1741 a Dane called Vitus Bering led ... Russian expedition ... Alaska. They discovered there was great wealth ... Alaska in the form ... animal furs. Unfortunately, they ... brought diseases to which ... native people had ... immunity. ... British arrived in 1778 ... Captain Cook sailed there. (Cook Inlet ... named ... him). George Vancouver sailed ... Alaska ...1794.

Meanwhile in 1772 ... Russians made a settlement at Unalaska. ... in 1784, they made ... settlement ... Kodiak Island. However, ... the 1860s, ... Russians had lost interest ... Alaska. Over-hunting had depleted the supply of furs ... it was difficult ... supply bases such a long way off. ... they decided ... try and sell Alaska to ... Americans. In 1867 US Secretary ... State William Henry Seward signed ... treaty ... buy Alaska ... \$7.2 million - less ... 2 cents an acre. However, ... took 6 months to persuade Congress ... ratify ... treaty. Alaska formally passed ... USA ... 18 October 1867.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

#### **5. Modern California**

Disaster struck on 18 April 1906 ... an earthquake hit San Francisco. It measured 8.25 ... the Richter scale ... it caused great damage and loss ... life. The fires ... followed caused even worse damage. ... raged ... 3 days. Afterward ... 28,000 buildings ... destroyed and 250,000 people ... made homeless. ... exact number ... dead is ... known. However, San Francisco ... soon rebuilt.

In ... early 20th century the oil industry boomed ... California. The filmmaking industry ... boomed. Meanwhile, in 1913 Los Angeles Aqueduct ... built. ... the Depression of ... 1930s large numbers of 'Okies' fleeing the dust bowl fled to California. Meanwhile, Golden Gate Bridge ... built in 1937. ... the Second World War California boomed again. After



... war, many returning soldiers settled in California ... suburbs sprang up ... Californian cities. The 1950s were ... decade ... prosperity ... California. ... industry and farming flourished and ... population ... the state rose rapidly. ... 1962 California was the US state ... the largest population. ... 1960s were an era ... protest. In 1969 Native Americans occupied Alcatraz Island. ... in 1989 California ... hit ... another earthquake. Yet another earthquake struck ... state in 1994.

Today California has an economy larger ... that ... most countries. ... 2001 ... population ... California ... 39.5 million.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

## **6. Australia in the 21st Century**

... 2020 ... population ... Australia ... 25 million. ... 2006 ... was estimated ... the indigenous population was ... 500,000 - about ... same as it was ... Europeans first arrived ... Australia ... the end ... the 18th century.

Unemployment ... high in ... 1990s but ... the beginning ... the 21st century ... situation improved. Today Australia is ... prosperous country.

... 2008 Quentin Bryce became ... first woman Governor-General ... Australia. ... 2010 Julia Gillard became ... first woman Prime Minister ... Australia. ... 2020 ... population ... Australia ... 25.6 million.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

## **7. The Boston Massacre ND THE Boston Tea Party**

American public opinion ... galvanized ... the event ... March 1770. ... group ... people in Boston threw stones ... British soldiers. ... soldiers opened fire, killing 5 people ... wounding 6 of .... Worse all 6 of the 8 soldiers put ... trial ... the deaths ... acquitted. Two ... found guilty ... manslaughter and branded on the thumbs. The British failure to execute anybody outraged American opinion. ... event became known ... the Boston Massacre.

... in 1773 ... British East India Company sent tea ... the American colonies ... sell. Three ships ... sent to Boston ... 298 chests ... tea. However, Boston was ... center ... resistance to ... British. ... 16 December 1773 men dressed ... Indians boarded the ships ... threw the tea ... the sea.

... British Prime Minister, Lord North, behaved very unwisely. In 1774 ... series of laws ... passed called the Coercive or Intolerable Acts. The port ... Boston ... closed and the seat ... government ... moved ... Salem. The charter of Massachusetts ... changed ... give the royal governor more power.

... Americans ... also annoyed by the Quebec Act of 1774. This was an attempt by the British parliament ... make the French Catholics loyal to ... British Crown. The Act extended the boundaries ... Quebec southward ... westward. ... Americans feared ... king intended to settle loyal French-speaking Catholics in the West ... increase ... own power in ... region.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

## **2. War of 1812 with United States**

From Wikipedia, the free encyclopedia

Simultaneous ... the Napoleonic Wars, trade disputes and British impressment of American sailors led ... the War of 1812 ... the United States. ... "second war ... independence" for the American, it was little noticed ... Britain, where all attention ... focused ... the struggle ... France. ... British could devote few resources to the conflict until the fall ... Napoleon ... 1814. American frigates also inflicted ... series of embarrassing defeats on the British navy, which was short on manpower due ... the conflict ... Europe. A stepped-up war effort that year brought about some successes such ... the burning of Washington, but many influential voices such ... the Duke of Wellington argued that an outright victory ... the US was impossible.

Peace was agreed to at ... end ... 1814, but Andrew Jackson, unaware ... this, won ... great victory ... the British at the Battle ... New

Orleans ... January 1815 (news took several weeks to cross the Atlantic before the advent of steam ships). Ratification ... the Treaty of Ghent ended ... war ... February 1815. The major result was the permanent defeat ... the Indian allies the British ... counted upon. The US-Canada border ... demilitarised ... both countries, and peaceful trade resumed, although worries of ... American conquest of Canada persisted into ... 1860s.

### **3. Queen Victoria**

From Wikipedia, the free encyclopedia

... Queen played ... small role ... politics, ... became the iconic symbol ... the nation, the empire, and proper, restrained behaviour. ... strength lay in good common sense ... directness of character; she expressed ... qualities of ... British nation which at ... time made it preeminent in the world. As a symbol ... domesticity, endurance and Empire, and as ... woman holding ... highest public office during an age when middle- ... upper-class women ... expected ... beautify the home while men dominated the public sphere, Queen Victoria's influence ... been enduring. ... success as ruler was due ... the power of the self-images she successively portrayed of innocent young woman, devoted wife ... mother, suffering ... patient widow, and grandmotherly matriarch.

### **4. Empire to Commonwealth**

From Wikipedia, the free encyclopedia

Britain's control over its Empire loosened ... the interwar period. Nationalism strengthened in other parts ... the empire, particularly ... India and ... Egypt.

... 1867 and 1910, the UK ... granted Australia, Canada, and New Zealand "Dominion" status (near complete autonomy within the Empire). ... became charter members of the British Commonwealth ... Nations (known ... the Commonwealth of Nations ... 1949), an informal but close-knit association that succeeded the British Empire. Beginning ... the

independence of India ... Pakistan in 1947, the remainder of the British Empire ... almost completely dismantled. Today, most ... Britain's former colonies belong ... the Commonwealth, almost all ... them as independent members. There ... , however, 13 former British colonies, including Bermuda, Gibraltar, ... Falkland Islands, and others, which ... elected ... continue rule by London and ... known ... British Overseas Territories.

## **5. Devolution for Scotland and Wales**

From Wikipedia, the free encyclopedia

... 11 September 1997, (on the 700th anniversary ... the Scottish victory ... the English ... the Battle of Stirling Bridge), ... referendum ... held on establishing a devolved Scottish Parliament. This resulted ... an overwhelming 'yes' vote both ... establishing the parliament and granting it limited tax varying powers. One week later, ... referendum ... Wales ... establishing a Welsh Assembly ... also approved but with ... very narrow majority. ... first elections ... held, and ... bodies began ... operate, in 1999. The creation ... these bodies ... widened the differences ... the Countries of the United Kingdom, especially in areas like healthcare. It ... also brought ... the fore the so-called West Lothian question which is a complaint that devolution for Scotland ... Wales but not England ... created ... situation where Scottish and Welsh MPs in the UK Parliament can, in principle, vote ... internal matters affecting England alone whereas English MPs have no say in similar matters affecting Scotland ... Wales.

## **6. 2014 Scottish Independence referendum**

... 18 September, ... referendum ... held ... Scotland ... whether ... leave ... United Kingdom ... become ... independent country. ... three UK-wide political parties — Labour, Conservative ... Liberal Democrats — campaigned together as part ... the Better Together campaign while the pro-independence Scottish National Party was the main force in the Yes Scotland campaign, together with the Scottish Green Party and the Scottish

Socialist Party. Days before ... vote, with the opinion polls closing, the three Better Together party leaders issued 'The Vow', a promise ... more powers for Scotland in the event of a No vote. ... referendum resulted ... Scotland voting ... 55% ... 45% to remain part ... the United Kingdom.

From Wikipedia, the free encyclopedia

**6. Read the text. Cut short sentences and parts of sentences that do not contain basic information. Make appropriate changes to the sentences. Write down the shortened versions.**

### **History of Great Britain**

The United Kingdom of Great Britain and Northern Ireland is a country of great history rich in important events and entertaining legends connected with them. It's not enough to write several volumes to tell the full history of the country. That's why we'll try to answer the question where the British come from and who they are.

They say, that in prehistoric times Britain was joined to Europe. So the first people came there over dry land. The present English Channel which separates Britain from Europe appeared at the end of the Ice Age. In the New Stone Age the hunters crossed the sea to the west of the Channel and settled along the Western shores in search of food. The first inhabitants of the island came from the Iberian peninsula, where Spain is located, somewhere after 3000 BC. After 2000 BC the people from the east of Europe entered the country. The two peoples intermixed. They left us Stonehenge and Avebury as impressive monuments of their time.

After 800 BC the Celts arrived from Central Europe and opened up a new important page of the British history. The name «Britain» comes from the name of a Celtic tribe known as the Britons. Their influence was greatest in Wales, Scotland and Ireland, as they were driven to these parts by the invaders who followed them. That's why these parts of Britain are very different from England in language, customs and traditions.

In 55 BC Julius Caesar, the Roman ruler, invaded Britain. However, his first expedition was not successful, because his force was small, and the Celts fought well. In the following year 54 BC he invaded the country with a larger army and this time the expedition was successful: the Celts were defeated. But Caesar didn't stay in Britain. He left the country with slaves and riches and made the Celts pay a regular tribute to Rome.

Some 90 years later, in 43 AD, the country was conquered by the Romans and the occupation continued to the beginning of the 5th century (410 AD). Roman influence was greatest in the south and south-east, while in the north and west the country remained untouched. The Romans built many towns, connected them by good roads. The largest of the towns was called Londinium. Roman culture and civilization had a positive influence on the development of the country. When the Romans left, Britain remained independent for some time.

However quite soon it was attacked by Germanic tribes: the Jutes, the Saxons and the Angles. And by the end of the 5th century the greater part of the country was occupied. People began to call the new land of the Angles and Saxons England. Wales, Cornwall, the northern part of Britain and Ireland remained unconquered and preserved Celtic culture.

The Saxon kingdoms fought one against the other. In 829 the greater part of the country was united under the name England.

The northern part was the home of the Picts and Scots. After the conquest of the Picts by the Scots in the 9th Century this territory was called Scotland. And in' the 11th century a united Scottish kingdom was formed.

An important event which contributed to the unification of the country was the adoption of Christianity in England in 664.

In the 9th century the Danes attacked England. It was Alfred who defeated the Danes making them sign a peace agreement.

The last of the invaders to come to Britain were the Normans from France. In 1066 Duke William of Normandy defeated the English at the battle of Hastings and established his rule as king of England known as William the Conqueror. The French language became the official language of the ruling class for the next three centuries. This explains the great

number of French words in English. The power of the state grew and little by little England began to spread its power. First on Wales, then on Scotland and later on Ireland. Wales was brought under the English parliament in 1536 and 1542 by Henry VIII.

In 1603 the son of Mary Queen of Scots James Stuart became James I of England. The union of England, Wales and Scotland became known as Great Britain. However the final unification of Scotland and England took place in 1707 when both sides agreed to form a single parliament in London for Great Britain although Scotland continued to keep its own system of law, education and have an independent church.

Ireland was England's first colony, but even now there are problems there connected with religion. The Irish people can be divided into two religious groups: Catholics and Protestants. The fighting between these groups is connected with the colonial past. In the 16th century Henry VIII of England quarreled with Rome and declared himself head of the Anglican Church, which was a Protestant church. He tried to force Irish Catholics to become Anglican. This policy was continued by his daughter Elizabeth I. The «Irish question» remained in the centre of British politics till 1921. After a long and bitter struggle the southern part of Ireland became a Free State. The northern part of Ireland where the Protestants were in majority remained part of the UK. After all the years of confrontation the people of Northern Ireland understand that only through peace talks and respect for the rights of both Catholics and Protestants can peace be achieved.

Recently, there have been many waves of immigration into Britain. Now Britain is a multinational society, which benefits from the influence of different people and cultures.

<https://catchenglish.ru/topiki/srednej-slozhnosti/history-of-great-britain.html>

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***7. Read the text. Title it. Plan the text. Highlight sentences that carry the basic information of each semantic part (information centers of paragraphs). Place a question to each part of the text. Compile and write down a condensed version of the text, omitting sentences and parts of***

*sentences that do not contain basic information. Make all the necessary changes to the resulting text.*

The history of the United States started with the arrival of Native Americans around 15,000 BC. Numerous indigenous cultures formed, and many disappeared in the 1500s. The arrival of Christopher Columbus in 1492 started the European colonization of the Americas. Most colonies were formed after 1600, and the early records and writings of John Winthrop make the United States the first nation whose most distant origins are fully recorded. By the 1760s, the thirteen British colonies contained 2.5 million people along the Atlantic Coast east of the Appalachian Mountains. After defeating France, the British government imposed a series of taxes, including the Stamp Act of 1765, rejecting the colonists' constitutional argument that new taxes needed their approval. Resistance to these taxes, especially the Boston Tea Party in 1773, led to Parliament issuing punitive laws designed to end self-government in Massachusetts. Armed conflict began in 1775. In 1776, in Philadelphia, the Second Continental Congress declared the independence of the colonies as the United States. Led by General George Washington, it won the Revolutionary War with large support from France, and additional help from Spain and the Netherlands. The peace treaty of 1783 gave the land east of the Mississippi River (including portions of Canada but not Florida) to the new nation. The Articles of Confederation established a central government, but it was ineffectual at providing stability as it could not collect taxes and had no executive officer. A convention in 1787 wrote a new Constitution that was adopted in 1789. In 1791, a Bill of Rights was added to guarantee inalienable rights. With Washington as the first president and Alexander Hamilton his chief adviser, a strong central government was created. Purchase of the Louisiana Territory from France in 1803 doubled the size of the United States. A second and final war with Britain was fought in 1812, which solidified national pride. Encouraged by the notion of manifest destiny, U.S. territory expanded all the way to the Pacific Coast. While the United States was large in terms of area, by 1790 its population was only 4



million. However, it grew rapidly, reaching 7.2 million in 1810, 32 million in 1860, 76 million in 1900, 132 million in 1940, and 321 million in 2015. Economic growth in terms of overall GDP was even greater. Compared to European powers, the nation's military strength was relatively limited in peacetime before 1940. Westward expansion was driven by a quest for inexpensive land for yeoman farmers and slave owners. The expansion of slavery was increasingly controversial and fueled political and constitutional battles, which were resolved by compromises. Slavery was abolished in all states north of the Mason–Dixon line by 1804, but the South continued to profit from the institution, mostly from the production of cotton. Republican Abraham Lincoln was elected president in 1860 on a platform of halting the expansion of slavery. Seven Southern slave states rebelled and created the foundation of the Confederacy. Its attack of Fort Sumter against the Union forces there in 1861 started the Civil War. Defeat of the Confederates in 1865 led to the impoverishment of the South and the abolition of slavery. In the Reconstruction era following the war, legal and voting rights were extended to freed slaves. The national government emerged much stronger, and because of the Fourteenth Amendment in 1868, it gained explicit duty to protect individual rights. However, when white Democrats regained their power in the South in 1877, often by paramilitary suppression of voting, they passed Jim Crow laws to maintain white supremacy, as well as new disenfranchising state constitutions that prevented most African Americans and many Poor Whites from voting. This continued until the gains of the civil rights movement in the 1960s and the passage of federal legislation to enforce uniform constitutional rights for all citizens. The United States became the world's leading industrial power at the turn of the 20th century, due to an outburst of entrepreneurship and industrialization in the Northeast and Midwest and the arrival of millions of immigrant workers and farmers from Europe. A national railroad network was completed and large-scale mines and factories were established. Mass dissatisfaction with corruption, inefficiency, and traditional politics stimulated the Progressive movement, from the 1890s to 1920s. This era led to many reforms, including the Sixteenth to Nineteenth constitutional

amendments, which brought the federal income tax, direct election of Senators, prohibition, and women's suffrage. Initially neutral during World War I, the United States declared war on Germany in 1917 and funded the Allied victory the following year. Women obtained the right to vote in 1920, with Native Americans obtaining citizenship and the right to vote in 1924. After a prosperous decade in the 1920s, the Wall Street Crash of 1929 marked the onset of the decade-long worldwide Great Depression. Democratic President Franklin D. Roosevelt ended the Republican dominance of the White House and implemented his New Deal programs, which included relief for the unemployed, support for farmers, Social Security and a minimum wage. The New Deal defined modern American liberalism. After the Japanese attack on Pearl Harbor in 1941, the United States entered World War II and financed the Allied war effort and helped defeat Nazi Germany and Fascist Italy in the European theater. Its involvement culminated in using newly invented nuclear weapons on two Japanese cities to defeat Imperial Japan in the Pacific theater.

The United States and the Soviet Union emerged as rival superpowers in the aftermath of World War II. During the Cold War, the two countries confronted each other indirectly in the arms race, the Space Race, propaganda campaigns and localized wars against communist expansion, notably the Korean War and Vietnam War. The goal of the United States in this was to stop the spread of communism. In the 1960s, in large part due to the strength of the civil rights movement, another wave of social reforms was enacted which enforced the constitutional rights of voting and freedom of movement to African Americans and other racial minorities. The Cold War ended when the Soviet Union was officially dissolved in 1991, leaving the United States as the world's only superpower. After the Cold War, the United States's foreign policy has focused on modern conflicts in the Middle East. The beginning of the 21st century saw the September 11 attacks carried out by Al-Qaeda in 2001, which was later followed by wars in Afghanistan and Iraq. In 2007, the United States entered its worst economic crisis since the Great Depression, which was followed by slower-than-usual rates of economic growth during the early 2010s. Economic growth and unemployment rates recovered by the mid 2010s,

although these economic gains are currently imperilled in 2020 due to the COVID-19 pandemic.

From Wikipedia, the free encyclopedia

***8. Read the text. Title it. Split it into semantic parts. Plan the text. Highlight sentences that carry basic information for each semantic part (information centers of paragraphs). Put a question to each part of the text, write the keywords. Retell the text using the plan and***

The history of Australia is the story of the land and peoples of the continent of Australia. Aboriginal Australians first arrived on the Australian mainland by sea from Maritime Southeast Asia between 40,000 and 70,000 years ago, and penetrated to all parts of the continent, from the rainforests in the north, the deserts of the centre, and the sub-Antarctic islands of Tasmania and Bass Strait. The artistic, musical and spiritual traditions they established are among the longest surviving such traditions in human history. The first Torres Strait Islanders - ethnically and culturally distinct from Aboriginal Australians - arrived from what is now Papua New Guinea around 2,500 years ago, and settled in the islands of the Torres Strait and the Cape York Peninsula forming the northern tip of the Australian landmass. The first known landing in Australia by Europeans was in 1606 by Dutch navigator Willem Janszoon. Later that year, Spanish explorer Luís Vaz de Torres sailed through, and navigated, what is now called Torres Strait and associated islands. Twenty-nine other Dutch navigators explored the western and southern coasts in the 17th century and named the continent New Holland. Macassan trepangers visited Australia's northern coasts after 1720, possibly earlier. Other European explorers followed until, in 1770, Lieutenant James Cook charted the east coast of Australia for Great Britain. He returned to London with accounts favouring colonisation at Botany Bay (now in Sydney). The First Fleet of British ships arrived at Botany Bay in January 1788 to establish a penal colony, the first colony on the Australian mainland. In the century that followed, the British established other colonies on the continent, and European explorers ventured into its

interior. Indigenous Australians were greatly weakened and their numbers diminished by introduced diseases and conflict with the colonists during this period. Gold rushes and agricultural industries brought prosperity. Autonomous parliamentary democracies began to be established throughout the six British colonies from the mid-19th century. The colonies voted by referendum to unite in a federation in 1901, and modern Australia came into being. Australia fought on the side of Britain in the two world wars and became a long-standing ally of the United States when threatened by Imperial Japan during World War II. Trade with Asia increased and a post-war immigration program received more than 6.5 million migrants from every continent. Supported by immigration of people from more than 200 countries since the end of World War II, the population increased to more than 23 million by 2014, and sustains the world's 12th largest national economy

From Wikipedia, the free encyclopedia

***9. Read the text. Highlight the main idea of each part of the text and formulate it as a thesis taking into account the question. Discuss the questions asked and your answers in the group.***

### **American slavery: Separating fact from myth**

By Daina Ramey Berry

Associate Professor of History and African and African Diaspora Studies,  
University of Texas at Austin

People think they know everything about slavery in the United States, but they don't. They think the majority of African slaves came to the American colonies, but they didn't. They talk about 400 years of slavery, but it wasn't. They claim all Southerners owned slaves, but they didn't. Some argue it was all a long time ago, but it wasn't.

Slavery has been in the news a lot lately. From the discovery of the auction of 272 enslaved people that enabled Georgetown University to remain in operation to the McGraw-Hill textbook controversy over calling slaves "workers from Africa" and the slavery memorial being built at the

University of Virginia, Americans are having conversations about this difficult period in American history. Some of these dialogues have been wrought with controversy and conflict, like the University of Tennessee student who challenged her professor's understanding of enslaved families.

As a scholar of slavery at the University of Texas at Austin, I welcome the public debates and connections the American people are making with history. However, there are still many misconceptions about slavery, as evidenced by the conflict at the University of Tennessee.

I've spent my career dispelling myths about "the peculiar institution." The goal in my courses is not to victimize one group and celebrate another. Instead, we trace the history of slavery in all its forms to make sense of the origins of wealth inequality and the roots of discrimination today. The history of slavery provides vital context to contemporary conversations and counters the distorted facts, internet hoaxes and poor scholarship I caution my students against.

#### **Four myths about slavery**

**Myth One:** The majority of African captives came to what became the United States.

**Truth:** Only a little more than 300,000 captives, or 4-6 percent, came to the United States. The majority of enslaved Africans went to Brazil, followed by the Caribbean. A significant number of enslaved Africans arrived in the American colonies by way of the Caribbean, where they were "seasoned" and mentored into slave life. They spent months or years recovering from the harsh realities of the Middle Passage. Once they were forcibly accustomed to slave labor, many were then brought to plantations on American soil.

**Myth Two:** Slavery lasted for 400 years.

**Truth:** Slavery was not unique to the United States; it is a part of almost every nation's history, from Greek and Roman civilizations to contemporary forms of human trafficking. The American part of the story lasted fewer than 400 years.

How, then, do we calculate the timeline of slavery in America? Most historians use 1619 as a starting point: 20 Africans referred to as “servants” arrived in Jamestown, Virginia on a Dutch ship. It’s important to note, however, that they were not the first Africans on American soil. Africans first arrived in America in the late 16th century not as slaves but as explorers together with Spanish and Portuguese explorers.

One of the best-known of these African “conquistadors” was Estevancio, who traveled throughout the Southeast from present-day Florida to Texas. As far as the institution of chattel slavery – the treatment of slaves as property – in the United States, if we use 1619 as the beginning and the 1865 13th Amendment as its end, then it lasted 246 years, not 400.

**Myth Three:** All Southerners owned slaves.

**Truth:** Roughly 25 percent of all Southerners owned slaves. The fact that one-quarter of the southern population were slaveholders is still shocking to many. This truth brings historical insight to modern conversations about inequality and reparations.

Take the case of Texas.

When it established statehood, the Lone Star State had a shorter period of Anglo-American chattel slavery than other southern states – only 1845 to 1865 – because Spain and Mexico had occupied the region for almost one-half of the 19th century with policies that either abolished or limited slavery. Still, the number of people impacted by wealth and income inequality is staggering. By 1860, the Texas enslaved population was 182,566, but slaveholders represented 27 percent of the population, and controlled 68 percent of the government positions and 73 percent of the wealth. These are astonishing figures, but today’s income gap in Texas is arguably more stark, with 10 percent of tax filers taking home 50 percent of the income.

**Myth Four:** Slavery was a long time ago.

**Truth:** African-Americans have been free in this country for less time than they were enslaved. Do the math: Blacks have been free for 152

years, which means that most Americans are only two to three generations away from slavery. This is not that long ago.

Over this same period, however, former slaveholding families have built their legacies on the institution and generated wealth that African-Americans have not had access to because enslaved labor was forced. Segregation maintained wealth disparities, and overt and covert discrimination limited African-American recovery efforts.

### **The value of slaves**

Economists and historians have examined detailed aspects of the enslaved experience for as long as slavery existed. My own work enters this conversation by looking at the value of individual slaves and the ways enslaved people responded to being treated as a commodity.

They were bought and sold just like we sell cars and cattle today. They were gifted, deeded and mortgaged the same way we sell houses today. They were itemized and insured the same way we manage our assets and protect our valuables.

Enslaved people were valued at every stage of their lives, from before birth until after death. Slaveholders examined women for their fertility and projected the value of their “future increase.” As the slaves grew up, enslavers assessed their value through a rating system that quantified their work. An “A1 Prime hand” represented one term used for a “first-rate” slave who could do the most work in a given day. Their values decreased on a quarter scale from three-fourths hands to one-fourth hands, to a rate of zero, which was typically reserved for elderly or differently abled bond people (another term for slaves).

For example, Guy and Andrew, two prime males sold at the largest auction in U.S. history in 1859, commanded different prices. Although similar in “all marketable points in size, age, and skill,” Guy was US\$1,280 while Andrew sold for \$1,040 because “he had lost his right eye.” A reporter from the New York Tribune noted “that the market value of the right eye in the Southern country is \$240.” Enslaved bodies were reduced to monetary values assessed from year to year and sometimes

from month to month for their entire lifespan and beyond. By today's standards, Andrew and Guy would be worth about \$33,000-\$40,000.

Slavery was an extremely diverse economic institution, one that extracted unpaid labor out of people in a variety of settings – from small single-crop farms and plantations to urban universities. This diversity was also reflected in their prices. And enslaved people understood they were treated as commodities.

“I was sold away from mammy at three years old,” recalled Harriett Hill of Georgia. “I remembers it! It lack selling a calf from the cow,” she shared in a 1930s interview with the Works Progress Administration. “We are human beings,” she told her interviewer. Those in bondage understood their status. Even though Harriet Hill was too little to remember her price when she was three, she recalled being sold for \$1,400 at age nine or 10: “I never could forget it.”

The elephant that sits at the center of our history is coming into focus. American slavery happened – we are still living with its consequences. I believe we are finally ready to face it, learn about it and acknowledge its significance to American history.

***10. Read the texts. Highlight the main information in each part and write down the texts in the form of brief summary.***

**Brexit** (/ˈbrɛksɪt, ˈbrɛɡzɪt/; a portmanteau of "British" and "exit") is the withdrawal of the United Kingdom (UK) from the European Union (EU) and the European Atomic Energy Community (EAEC or Euratom) on 31 January 2020. To date, the UK is the first and only country formally to leave the EU, after 47 years of membership and cautious integration within the bloc after having first joined its predecessor, the European Communities (EC), on 1 January 1973. It is also thought to be<sup>l</sup> the first country to withdraw voluntarily from an economic and monetary union of countries (although the UK never adopted the euro). Currently it continues to participate in the European Union Customs Union and European Single Market during a transition period that will end on 31 December 2020.



Following a UK-wide referendum in June 2016, in which 52% voted in favour of leaving the EU and 48% voted to remain a member, Prime Minister David Cameron resigned. On 29 March 2017, the new UK Government led by Theresa May formally notified the EU of the country's intention to withdraw, beginning the Brexit process. The withdrawal was originally scheduled for 29 March 2019. It was delayed by deadlock in the UK Parliament after the June 2017 general election, which resulted in a hung parliament in which the Conservatives lost their majority but remained the largest party. This deadlock led to three extensions of the Article 50 process.

From Wikipedia, free encyclopedia

### **The History Behind Brexit**

by Sarah Pruitt

The often-rocky relationship between Britain and the European Union stretches back nearly half a century. In 1957, France, West Germany, Belgium, Italy, Luxembourg and the Netherlands signed the Treaty of Rome, which established the European Economic Community (EEC), the predecessor of today's European Union. It was the latest of several attempts to foster economic cooperation between European nations in the wake of World War II. Nations that traded together, it was believed, would be less likely to go to war with each other.

When the United Kingdom first applied for membership in the EEC in 1963, France's President Charles de Gaulle vetoed its application. "He had a lot of experience of the British and he always thought that they'd be on the Americans' side... so I don't think he believed that they'd play the game of Europe," Edith Cresson, former Prime Minister of France, told the BBC in December 2017. "Formally they'd be in, but actually they'd always be with the Americans."

The UK finally made it into the club in 1973, but just two years later was on the verge of backing out again.

In 1975, the nation held a referendum on the question: "Do you think the UK should stay in the European Community (Common Market)?" The 67 percent "Yes" vote included most of the UK's 68 administrative

counties, regions and Northern Ireland, while only Shetland and Western Isles voted “No.” The center-left Labour Party split over the issue, with the pro-Europe wing splitting from the rest of the party to form the Social Democratic Party (SDP).

Tensions between the EEC and the UK exploded in 1984, when the Conservative Prime Minister Margaret Thatcher talked tough in order to reduce British payments to the EEC budget. Though at the time the UK was the third-poorest nation in the Community, it was paying a lot more into the budget than other nations due to its relative lack of farms. Farm subsidies then made up some 70 percent of total EEC expenditures. The UK “rebate” negotiated by Thatcher remains in place today, and has reduced Britain’s contribution to the budget from more than 20 percent of the total in the ‘80s to about 12 percent.

The Maastricht Treaty, which took effect in 1993, created the Brussels-based European Union (EU), of which the EEC, renamed simply the European Community (EC) was the main component. The EU was designed to integrate Europe’s nations politically and economically, including a united foreign policy, common citizenship rights and (for most member nations, not including the UK) a single currency, the euro.

Labour Prime Minister Tony Blair, who won a landslide victory in 1997, was strongly pro-European Union, and worked to rebuild ties with the rest of Europe while in office. He had his work cut out for him: In the midst of the “mad cow” (bovine spongiform encephalopathy) scare of the late ‘90s, Brussels imposed a ban on British beef. The general EU ban was lifted in 1999, after tough restrictions were imposed on beef exports, but France kept its own ban in place for years after that.

Europe and the UK didn’t just battle over beef. In 2000, after a 27-year-long battle and a victorious verdict from the European Court of Justice in Luxembourg, British chocolate could finally be sold in the rest of Europe. Purists in France, Belgium, Spain and Italy, among other nations, had argued that only cocoa butter, and not vegetable oil, should be used when making chocolate. They also thought British-made chocolate—including popular brands like Mars Bars, Kit-Kats and Cadbury’s—had far

too much milk, and wanted it to be labeled as “household milk chocolate,” “chocolate substitute” or even “vegetate.”

In 2007, after plans for an official EU constitution collapsed, the member nations finished negotiating the controversial Lisbon Treaty, which gave Brussels broader powers. Labour Prime Minister Gordon Brown famously missed a televised ceremony in which the leaders of the 26 other member nations signed the treaty. He later signed the document, but was criticized for failing to defend a treaty he had helped to negotiate.

In the interests of protecting Britain’s financial sector, David Cameron became the first UK prime minister to veto a EU treaty in 2011. In early 2013, he gave a much-anticipated speech in which he outlined the challenges facing Europe and promised to renegotiate membership in the EU if his Conservative Party won a majority in the next general election. At the same time, support was growing among British voters for the UK Independence Party (UKIP) and its hard line stance against the EU.

Against the backdrop of economic unrest in the eurozone (as the territory of the 19 EU countries that use the euro is known) and an ongoing migrant crisis, UKIP and other supporters of a possible British exit from the EU—or Brexit—increased. After winning reelection in May 2015, Cameron went to work renegotiating the UK-EU relationship, including changes in migrant welfare payments, financial safeguards and easier ways for Britain to block EU regulations. In February 2016, he announced the results of those negotiations, and set June 23 as the date of the promised referendum.

Turnout for the referendum was 71.8 percent, with more than 30 million people voting. The referendum passed by a slim 51.9 percent to 48.1 percent margin, but there were stark differences across the UK. Northern Ireland voted to remain in the EU, as did Scotland (where only 38 percent of voters chose “leave”), leading to renewed calls for another referendum on Scottish independence. England and Wales, however, voted in favor of Brexit.

In October 2016, Prime Minister Theresa May, who had assumed office following David Cameron’s resignation, announced her intention to invoke Article 50 of the Treaty on European Union, formally giving notice

of Britain's intent to leave the EU. On March 29, 2017, the order, signed by May a day earlier, was delivered to the Council of the European Union, officially starting the two-year countdown to Britain's EU departure, set for March 30, 2019. However, on March 30, 2019, Parliament rejected May's EU withdrawal agreement. The European Council set a new deadline of October 31, 2019, or the first day of the month after that in which a withdrawal agreement is passed—whichever comes sooner.

[https://www.cambridge.org/core/blog/2019/02/21/contemporary-european-historians-on-brexite/](https://www.cambridge.org/core/blog/2019/02/21/contemporary-european-historians-on-brexite)

## Section II. DEVELOPING SKILLS IN RENDERING TEXTS HISTORY STORIES

### Unit 1. IDENTIFYING THE TOPIC, MAIN IDEA(S), AND SUPPORTING DETAILS

**EXERCISE 1.** Read the text “How the Symbolism of the Swastika Was Ruined” and underline the topic sentences in each paragraph. Answer the question: What is the text about? What do you think is the main idea of the text. Write down in your own words what you are able to conclude from the information.

#### How the Symbolism of the Swastika Was Ruined

by Jonathan Hogeback

Editorial intern, Encyclopaedia Britannica.

© *Nikhil Gangavane/Dreamstime.com*

The earliest known use of the swastika symbol—an equilateral cross with arms bent to the right at 90° angles—was discovered carved on a 15,000-year-old ivory figurine of a bird made from mammoth tusk. The ancient engraving is hypothesized to have been used for fertility and health purposes, the pattern similar to one that is found naturally occurring on the mammoth—an animal that has been regarded as a symbol of fertility.

From its earliest conception, the symbol is believed to have been positive and encouraging of life. The modern name for the icon, derived from the Sanskrit *svastika*, means “conducive to well-being.” It has been used by cultures around the world for myriad different purposes throughout history: as a symbol in Hinduism, Buddhism, and Jainism; as a stylized cross in Christianity; in ancient Asiatic culture as a pattern in art; in Greek currency; in Medieval, Renaissance, and Baroque architecture; and on Iron Age artifacts. While the symbol has a long history of having a positive connotation, it was forever corrupted by its use in one cultural context: Nazi Germany.

In 1920 Adolf Hitler adopted the swastika as a German national symbol and as the central element in the party flag of the National Socialist

Party, or Nazi Party, which rose to power in Germany the following decade. By 1945, the symbol had become associated with World War II, military brutality, fascism, and genocide—spurred by Nazi Germany’s attempted totalitarian conquest of Europe. The icon was chosen by the party to represent its goal of racial purification in Europe. Hitler and his Nazi Party believed that a line of pure Germanic ancestry originating in the Aryan race—a grouping used to describe Indo-European, Germanic, and Nordic peoples—was superior and that other, less-superior races should be ousted from Europe. Ancient Indian artifacts once owned by Aryan nomads were found to frequently feature the swastika, and the symbol was co-opted from its ambiguous historical context in the region to exert the dominance of so-called Aryan heritage.

Since World War II, the swastika has become stigmatized as a symbol of hatred and racial bias. It is used frequently by white-supremacy groups and modern iterations of the Nazi Party. Along with other symbolism employed by the party, the use of the icon has been outlawed in Germany.

**EXERCISE 2. The idea of the article is not always stated in one topic sentence, sometimes it is implied. Identify the main idea of the following articles.**

### **Interesting History Articles And Stories That Bring The Past To Life**

Know everything there is to know about the history of World War 2 and the Holocaust? Well versed in momentous historical events like the sinking of the *Titanic* and the Kennedy assassination? Intimately acquainted with renowned historical figures ranging from icons like Billy the Kid to underappreciated heroes like Desmond Doss? Even if you're an expert on everything from Ancient Egypt to the American Civil War, not only do these well-worn topics have far more to offer than most people realize but so does the entirety of human history itself. Our collective past — from the first civilizations of the ancient world through the Middle Ages and into the modern era — is brimming with astounding discoveries,

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**EXERCISE 3. Read the text “Why Does the New Year Start on January 1?” and underline the topic sentences in each paragraph. Identity the function of other sentences in the paragraphs. Write down in your own words what you’ve learnt from the text.**

### **Why Does the New Year Start on January 1?**

by Amy Tikkanen

*Amy Tikkanen is the general corrections manager, handling a wide range of topics that include Hollywood, politics, books, and anything related to the Titanic.*

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In many countries the New Year begins on January 1. However, this wasn't always the case. In fact, for centuries, other dates marked the start of the calendar, including March 25 and December 25. So how did January 1 become New Year's Day?

We can partly thank the Roman king Numa Pompilius. According to tradition, during his reign (c. 715–673 BCE) Numa revised the Roman republican calendar so that January replaced March as the first month. It was a fitting choice, since January was named after Janus, the Roman god of all beginnings; March celebrated Mars, the god of war. (Some sources claim that Numa also created the month of January.) However, there is evidence that January 1 was not made the official start of the Roman year until 153 BCE.

In 46 BCE Julius Caesar introduced more changes, though the Julian calendar, as it became known, retained January 1 as the year's opening date. With the expansion of the Roman Empire, the use of the Julian calendar also spread. However, following the fall of Rome in the 5th century CE, many Christian countries altered the calendar so that it was more reflective of their religion, and March 25 (the Feast of the Annunciation) and December 25 (Christmas) became common New Year's Days.

It later became clear that the Julian calendar required additional changes due to a miscalculation concerning leap years. The cumulative effect of this error over the course of several centuries caused various events to take place in the wrong season. It also created problems when determining the date of Easter. Thus, Pope Gregory XIII introduced a revised calendar in 1582. In addition to solving the issue with leap years, the Gregorian calendar restored January 1 as the start of the New Year. While Italy, France, and Spain were among the countries that immediately accepted the new calendar, Protestant and Orthodox nations were slow to adopt it. Great Britain and its American colonies did not begin following the Gregorian calendar until 1752. Before then they celebrated New Year's Day on March 25.

Over time non-Christian countries also began to use the Gregorian calendar. China (1912) is a notable example, though it continued to celebrate the Chinese New Year according to a lunar calendar. In fact, many countries that follow the Gregorian calendar also have other traditional or religious calendars. Some nations never adopted the Gregorian calendar and thus start the year on dates other than January 1. Ethiopia, for example, celebrates its New Year (known as Enkutatash) in September.

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#### **EXERCISE 4. Identify the topic sentence and the supporting details in the text “The Control of War”**

A structure of a typical paragraph:

- I. The Main Idea Sentence (the topic sentence):
  1. Supporting Detail #1
  2. Supporting Detail #2
  3. Supporting Detail #3
- II. Concluding (or Summary) Sentence

#### **The Control of War**

The international environment within which states and the people within them operate is regarded by many theorists as the major factor determining the occurrence and the nature of wars. War remains possible as long as individual states seek to ensure self-preservation and to promote their individual interests and - in the absence of a reliable international agency to control the actions of other states — rely on their own efforts. It is no accident that reforms of the international system figure prominently in many prescriptions for the prevention of war. Whereas the reform of human propensities or of the state is bound to be a long, drawn-out affair, if it is at all possible, relatively straightforward partial reforms of the international system may produce significant restraints upon resorting to war, and a thorough reform could make war impossible.

Some theorists, being more optimistic about the nature of states, concentrate upon the removal of the fear and suspicion of other states, which is characteristic of the present as well as of all historical political systems; others, being less optimistic, think mainly of possible controls and restraints upon the behaviour of states. The underlying reasoning of both parties is generally similar. If individual states in competitive situations are governed by a short-term conception of their interests, acute conflicts between them will occur and will show a strong tendency to escalate. Thus, one state erects a tariff barrier to protect its industry against the competition of a trade partner, and the partner retaliates, the retaliatory interaction being repeated until the two countries find themselves in a trade war. Armaments races show a similar tendency to escalate,

particularly so in an age of rapid technological change. The economic and the scientific efforts necessary to avoid falling behind rivals in the invention and development of rapidly improving weapons of mass destruction have already reached unprecedented heights.

And yet, neither trade wars nor arms races necessarily end in violent conflict; there seem to be operating some restraining and inhibiting factors that prevent an automatic escalation. Much of the theory of war concerns itself with the identification, improvement, and development of these restraining factors.

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**EXERCISE 5. Analyze the structure of the text “What Were The Witch Hunts?”. Comment on the function of each paragraph in the text.**

### **What Were The Witch Hunts?**

by Ben Biggs

The witch-hunters of early modern Europe and America saw thousands tortured and sentenced to death, but what was a witch-hunt and why did this notorious practice happen?

Imagine for a few minutes you're a peasant in 17th-century Europe: a widow who lives in the small abode your husband left in his will. You tend a small plot of land on which you grow a number of root vegetables as well as a few herbs that have traditional medicinal properties. You're a God-fearing woman who attends church as regularly as your old bones allow and you believe in the devil even if you don't put much stock in the stories of witches who attend to Satan in the woods at night, smearing their backs with 'devil's ointment' and putting hexes on livestock.

Recently you've seen people from your community being led away by the bishop's men to the courthouse, accused of paganism, if the gossip is to be believed. You don't think you have anything to fear. That is, until armed men garbed in the bishop's colours turn up at your house one morning to take you away. You comply without so much as a word of verbal resistance; it's all a mistake, of course. This will soon be cleared up,

you think, as you're taken through the village's main thoroughfare, past the houses of friends and neighbours who peer suspiciously at you from their houses. You feel embarrassed at first but then remember assuming that the miller's wife, who had been taken away in this manner too, was found guilty of witchcraft. That's when you start to feel afraid.

The courthouse room is presided over by three judges with a clerk who takes the proceedings. Your name is added to the record before the accusations against you are laid out by the court: your neighbour, whom you've known for many years, has reported you to the church authorities for turning her cow's milk sour. She and her farmer husband have accused you of bringing the unseasonable wet weather that caused their harvest to fail and stirring carnal desires in their two maiden daughters, with love potions made from your herbs. You have no need for a lawyer or representation of any kind in this court, you're told, as witchcraft is deemed to be an exceptional crime in which God will defend the innocent.

Of course, you deny being a witch and all wrongdoing. It's absurd, you say, you've never seen eye to eye with your neighbours, who might just be mean enough to accuse you of witchcraft to get rid of you. Your denial is noted but the court considers witchcraft an extremely serious crime, so offers you clemency in return for a full confession. You stand firm and deny the charges, so are taken below to the cells for further questioning. Here, an appointed magistrate has you stripped and searched for magical charms concealed on your body. Your thumb is placed in a vice-like device and pressure applied as, once again, you're asked if you will confess to being a witch. You survive this first day of questioning without buckling under excruciating pain, only to fall foul of the torturer's rack. As the lever turns and your limbs splay, then pop, your eyes roll in agony – a sure sign that you seek Satan's aid. A confession is ultimately extricated and you're sent on a cart along with five other witches to a pyre the very next day, where you burn to death.

Witch-hunting didn't start in the Reformation period but it's here that history remembers it best: between the tectonic struggle of the mighty Catholic and Protestant churches, striving to purge their flock of heresy and prove unassailable piety over the rival faith, anyone from the low-born

to the noble could be next in line to be crushed. Only those from the very highest echelons of society were truly safe. So how did this seemingly insane state of affairs come about?

Much of what couldn't be explained by science in early recorded history was put down to 'magic', a means for ancient societies to understand, if not influence or control the world around them. Ancient Egyptians practised magic alongside more traditional medicine to promote health, protect themselves from evil spirits and communicate with their gods. The ancient Greeks used magic wands and symbols in all aspects of medicine and religion, while the Mesopotamians (what is now a large part of the Middle-East) recorded magical spells on clay tablets. Magic was generally indistinct from religion in many civilisations at this time, with the exception of Rome, where from 438 BCE onward practising magic, much like being a Christian, was made a crime punishable by death. Pagan Roman law looked to witchcraft as a source of many of the civilisation's ills, particularly epidemics and bad harvests. Over the course of several centuries thousands were executed.

In the centuries leading from antiquity to the witch-hunting boom, those in power considered witchcraft a silly superstition as frequently as a dangerous threat to society. The 8th-century Christian king of Italy, Charlemagne, scoffed at the belief in witchcraft and actually ordered the death penalty for those who pursued the burning of witches. Similarly, the 11th-century Danish court under King Harold considered the belief in witchcraft more dangerous than witchcraft itself and gave severe punishments to witch-hunters.

Through the Middle Ages, witchcraft was mostly tolerated or merely scoffed at and infrequently punished, often with a less punitive jail term or fine, depending on what the witch was accused of. This changed in the 12th century when the Roman Catholic Inquisition was formed, initially to tackle secular faiths that had split off from the church and threatened the power in Rome. The early 14th century saw the Inquisition expand its remit and occasionally deal with users of magic where a sect had adopted witchcraft as a part of its doctrine, such as the Cathars of France – whom Rome decried as a church of Satan.

By the late Middle Ages, it had become increasingly perilous to openly practise anything but the Catholic faith. Shortly following a Papal bull issued by Pope Innocent VIII in 1484 that explicitly condemned devil-worshippers who had slain infants, two inquisitors were authorised to investigate witchcraft in Germany. They were Jacob Sprenger and Heinrich Kramer, who were quick to yoke a new invention, the printing press, and publish what would become an infamous and influential tome on dealing with witchcraft and witches: the *Malleus Maleficarum* – ‘Hammer Against Witches’. This treatise sought to reinforce the existence of witchcraft, educate officials in finding and prosecuting them and to lay the burden of its evils on women. It was widely read but within a few years the Catholic Church had distanced itself from this book, primarily because it had become popular with the secular faiths it sought to exterminate. But with the dawn of Protestant Reformation, the book and its ilk became the linchpin for the witch-hunting boom, as the Protestant Church endorsed these tomes precisely because they were outlawed by Rome.

As the creation of Protestant churches swept across Europe, witch-hunting took place in earnest, encouraged by many royal houses like Denmark and Scotland. Fuelled by religious persecution, the hysteria among the people came in waves marked by a spike in executions. A witch could be accused of causing disease, death, disaster (natural or otherwise), for living in a remote location, being thought strange or foreign or simply being in the wrong place and time. The motives of the accuser could be equally arbitrary, from genuine belief that a witch brought some misfortune upon the community, to even more sinister motives, such as a means of social control by the authorities or to confiscate the property of the accused. In the witch-hunting boom in Scotland that lasted up until the 18th century, those practising witchcraft went from being thought superstitious crackpots to dangerous devil-worshippers: they had sold their souls to Satan and held anti-Christian services called a witches’ Sabbath. Witchcraft was legislated against in 1563 and over the course of the next 150 years or so, the ‘witch-prickers’ went about their business of pricking the body of a person accused of witchcraft: if they didn’t bleed, it was viable evidence for the court to try them.

Torture was a common means of extracting information from those who weren't immediately cleared by the courts. Although the height of the witch trial era was marked by general disregard for real evidence and irrational hysteria, torture wasn't a completely arbitrary practice and there was a certain method to be followed: generally speaking, the torture came in several degrees of increasing intensity and brutality, observed and recorded by a clerk. The idea was to extract a confession and have the accused repeat the confession outside of the torture: the accused was presumed guilty and often, even those convinced of their innocence would admit to anything after the prolonged agony of cruel and unusual punishments – it was a rare occasion for torture leading to an acquittal.

England brought in serious penalties for witches under the Witchcraft Act of 1542, amended in 1562 and 1604 to repeal certain statutes, such as the 'benefit of clergy', which spared anyone who could read a passage from the Bible. One of the most famous witch trials in England were of the Pendle witches in 1612, which saw ten people, mostly women, sent to the gallows. King James I was driven by Protestant theology and was particularly interested in witchcraft and its eradication. Thus, those who refused to attend the Church of England to partake in holy communion, such as the devout Catholics of the Pendle Hill region in Lancashire, immediately popped up on the radar of local Justice of the Peace, Roger Nowell. Further probing by Nowell revealed that several of these local non-conformists already considered them witches of a kind, providing healing and potions for the community – a common trade in the 17th century. After summoning three members of the Device family, Nowell was told that the Chattox family – who competed for their trade in the potion and charm business – had murdered four men from the area. The Chattoxes were summoned and accusations and counter-accusations flew throughout the community, resulting in ten people being hanged.

Similar stories played out in the rest of Europe and the North-American colonies. German heiress Merga Bien, heavily pregnant at the time, was convicted of murdering her husband by witchcraft and that her unborn child had been fathered by the devil. She was burned at the stake. Anna Kolding was one of several people who bore the brunt of a Danish

minister looking to shift blame for under-supplying the royal ships on a journey across the North Sea. She was accused of summoning storms, found guilty and was burned at the stake.

In the 18th century, a more rational and scientific age finally arrived. Pioneering astronomers and scientists like Galileo and Newton had laid the groundwork for an empirical generation who sought to verify the nature of the world by observation rather than superstition. A dim view was now taken of those who still believed in witchcraft and persecuted ‘witches’, and this brought with it a far less punitive culture. During the reign of George II, the Witchcraft Act of 1735 made it explicitly illegal for anyone in Britain to claim that they or anyone else had magical powers and were a witch. Other countries quickly followed suit, finally signalling the end of two centuries of madness. Although nearly 70,000 people are thought to have been executed during the brutal witch-hunts of the early modern age, only around 12,000 of these executions have been officially recorded.

Witch-hunting hasn’t been totally consigned to the past, though, and still happens today: in rural parts of India, Africa and Saudi Arabia, which has active legislation against sorcery, people are still executed for witchcraft. But for most countries, there are important lessons to be learned from the hysteria and abandonment of rationale that marks the period of witch hunting.

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<https://www.historyanswers.co.uk/people-politics/coup-53-new-documentary-exposes-britains-role-in-killing-iranian-democracy/>

**EXERCISE 6. Find the main idea of the whole article, make up a title for it.**

Reflecting changes in the international system, theories of war have passed through several phases in the course of the past three centuries. After the ending of the wars of religion, about the middle of the 17th century, wars were fought for the interests of individual sovereigns and were limited both in their objectives and in their scope. The art of maneuver became decisive, and analysis of war was couched accordingly

in terms of strategies. The situation changed fundamentally with the outbreak of the French Revolution, which increased the size of forces from small professional to large conscript armies and broadened the objectives of war to the ideals of the revolution, ideals that appealed to the masses who were subject to conscription. In the relative order of post-Napoleonic Europe the mainstream of theory returned to the idea of war as a rational, limited instrument of national policy. This approach was best articulated by the Prussian military theorist Carl von Clausewitz in his famous classic *On War* (1832-37).

World War I, which was «total» in character because it resulted in the mobilization of entire populations and economies for a prolonged period of time, did not fit into the Clausewitzian pattern of limited conflict, and it led to a renewal of other theories. These no longer regarded war as a rational instrument of state policy. The theorists held that war, in its modern, total form, if still conceived as a national state instrument, should be undertaken only if the most vital interests of the state, touching upon its very survival, are concerned. Otherwise, warfare serves broad ideologies and not the more narrowly defined interests of a sovereign or a nation. Like the religious wars of the 17th century, war becomes part of «grand designs,» such as the rising of the proletariat in communist eschatology or the Nazi doctrine of a master race.

Some theoreticians have gone even further, denying war any rational character whatsoever. To them war is a calamity and a social disaster, whether it is afflicted by one nation upon another or conceived of as afflicting humanity as a whole. The idea is not new - in the aftermath of the Napoleonic Wars it was articulated, for example, by Tolstoy in the concluding chapter of *War and Peace* (1865-69). In the second half of the 20th century it gained new currency in peace research, a contemporary form of theorizing that combines analysis of the origins of warfare with a strong normative element aiming at its prevention.

Peace research concentrates on two areas: the analysis of the international system and the empirical study of the phenomenon of war.

World War II and the subsequent evolution of weapons of mass destruction made the task of understanding the nature of war even more



urgent. On the one hand, war has become an intractable social phenomenon, the elimination of which seems to be an essential precondition for the survival of mankind. On the other hand, the use of war as an instrument of policy is calculated in an unprecedented manner by the nuclear superpowers, the United States and the Soviet Union. War also remains a stark but rational instrumentality in certain more limited conflicts, such as those between Israel and the Arab nations. Thinking about war is, consequently, becoming increasingly more differentiated because it has to answer questions related to very different types of conflict.

Clausewitz cogently defines war as a rational instrument of foreign policy: «an act of violence intended to compel our opponent to fulfill our will.» Modern definitions of war, such as «armed conflict between political units,» generally disregard the narrow, legalistic definitions characteristic of the 19th century, which limited the concept to formally declared war between states. Such a definition includes civil wars but at the same time excludes such phenomena as insurrections, banditry, or piracy. Finally, war is generally understood to embrace only armed conflicts on a fairly large scale, usually excluding conflicts in which fewer than 50,000 combatants are involved.

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## **Unit 2. SUMMARIZING**

**EXERCISE 1. Read the text “Language” and study the way original sentences are reduced.**

### **Language**

When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing. We expect to learn it as we learned geometry or how to ride a bicycle - systematically, and with clear ultimate success. Many people subsequently give up when they discover just what a

misconception this is. They have in fact embarked on an activity that could last the rest of their lives. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed, but also that they are — in many cases — barely masters of the language they call their own mother tongue.

Studying any language is, in, fact, an endless voyage. Each of thousands of languages currently used in the world is a complex affair. Many languages do have a standard form - particularly on paper - and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. The English language is just such a hybrid. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek, and since then has acquired bits and pieces of every other language that its users have ever been in contact with.

A second common misconception about language is that words have fixed and clear meanings. That is — fortunately or unfortunately — far from true. Take even the apparently simple and specific English word «man». It seems clear enough; it refers to «an adult male human being». Of course it does, but just consider for a moment the following sentences:

1. There are several men missing in this chess chest.
2. The boat was manned entirely by women and children.

You may argue that these sentences are somewhat unnatural; certainly they do not represent the everyday core meaning of the word «man». They are, however, legitimate extensions of that core meaning, the second being especially interesting because it is a verb and not a noun, and suggests that we expect adult male human beings to serve as the crew of ships, and not women and certainly not children. Part of the pleasure and genius of language may well arise out of this slight misuse of words. After all, if you call a person a cat or cabbage, no literal identification is intended, but a lot of meaning is nevertheless conveyed.

A third misconception about language claims that every language is or should be equally used and understood by all its practitioners everywhere. Certainly, users of the standard forms of English in the United Kingdom

generally understand their equivalents in the United States: the degree of similarity between these two major forms of English is great. Dialect -users in these countries, however, have serious problems understanding each other, to the extent that they may wonder if they are actually using the same language. Someone from Brooklyn, New York, will have a trouble with a Cockney from London; an old-style British Army colonel won't do well in discussion with a Californian flowerchild. Yet they all belong within the vast community of 20<sup>th</sup> century world English.

<b>original sentences</b>	<b>reduced versions of these sentences</b>
1. When we talk about learning a language like English, Japanese or Spanish, we speak and think as though the language in question were a fixed unchanging thing (27 words)	1. We often treat a language as though it were a simple unchanging thing (13 words)
2. We expect to learn it as we learned geometry or how to ride a bicycle - systematically, and with clear ultimate success. (21 words)	2. We expect to learn it as we learned geometry or how to ride a bicycle (16 words)
3 Many people subsequently give up when they discover just what a misconception this is. (14 words)	3. This is a misconception (4 words).
4 They have in fact embarked on an activity that could last the rest of their lives. (16 words)	4. Learning a foreign language is a difficult lifelong activity... (9 words)
5. The experience makes them realize that they are not only going to have to work very hard indeed if they want to succeed, but also that they are - in many cases - barely masters of the language they call their own mother tongue. (42 words)	5. . . .and makes aware that we do not necessary know our own mother tongue really well (16 words)

6. Studying any language is, in, fact, an endless voyage. (9 words)	6. (incorporated into #4)
7. Each of thousands of languages currently used in the world is a complex affair. (15 words)	7. Languages are complex... (3 words)
8. Many languages do have a standard form - particularly on paper - and this is what we learn, but they probably also have a variety of regional dialects and social styles, and many are the product of the historical mingling of other languages. (41 words)	8. . . .many of them have standard forms, regional dialects and various social styles. Many of them are the result of the mingling of other languages. (24 words)
9. The English language is just such a hybrid. (8 words)	9. English is just such a hybrid... (6 words)
10. It began its career just under two thousand years ago as a form of ancient German, collided with a special kind of old French, was subjected to several waves of Latin and a flood of Greek , and since then has acquired bits and pieces of every other language that its users have ever been in contact with. (57 words)	10. ...a form of German influenced by French, Latin, Greek and other languages. (12 words)
Total 250 words	Total 103 words

Rendering.

Учебно-методическое пособие по обучению реферированию

Сост.: С.М. Богатова, Н.Ю. Цыганкова.

**EXERCISE 2. The article The Rise of the Machines: Pros and Cons of the Industrial Revolution is written by John P. Rafferty. He writes about Earth processes and the environment. He serves currently as the editor of Earth and life sciences, covering climatology, geology, zoology, and other topics.**

**a) Read the first paragraph and its reduced version.**

<p>The <u>Industrial Revolution</u>, the period in which agrarian and handicraft economies shifted rapidly to industrial and machine-manufacturing dominated ones, began in the <u>United Kingdom</u> in the 18th century and later spread throughout many other parts of the world. This economic transformation changed not only how work was done and goods were produced, but it also altered how people related both to one another and to the planet at large. This wholesale change in societal organization continues today, and it has produced several effects that have rippled throughout <u>Earth's</u> political, ecological, and cultural spheres. The following list describes some of the great benefits as well as some of the significant shortcomings associated with the Industrial Revolution. (114 words)</p>	<p>The <u>Industrial Revolution</u> began in the <u>United Kingdom</u> in the 18th century. This economic transformation altered how people related both to one another and to the planet at large. This wholesale change in societal organization continues today. The following list describes benefits and shortcomings associated with the Industrial Revolution. (49 words)</p>
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**b) Match the topic sentence in the left column and the paragraph in the right column.**

1. **Pro:  
The Rapid  
Evolution of  
Medicine**

a. Factories and the machines that they housed began to produce items faster and cheaper than could be made by hand. As the supply of various items rose, their cost to the consumer declined (*see supply and demand*). Shoes, clothing, household goods, tools, and other items that enhance people's quality of life became more common and less expensive. Foreign markets also were created for these goods, and the balance of trade shifted in favor of the producer—which brought increased wealth to the

	<p>companies that produced these goods and added <u>tax</u> revenue to government coffers. However, it also contributed to the wealth inequality between goods-producing and goods-consuming countries.</p>
<p><b>2. Con: Pollution and Other Environmental Ills</b></p>	<p>b. The rapid production of hand tools and other useful items led to the development of new types of tools and vehicles to carry goods and people from one place to another. The growth of <u>road</u> and <u>rail</u> transportation and the invention of the <u>telegraph</u> (and its associated infrastructure of telegraph—and later <u>telephone</u> and <u>fiber optic</u>—lines) meant that word of advances in manufacturing, agricultural harvesting, energy production, and medical techniques could be communicated between interested parties quickly. Labor-saving machines such as the <u>spinning jenny</u> (a multiple-spindle machine for spinning wool or cotton) and other inventions, especially those driven by <u>electricity</u> (such as home appliances and refrigeration) and <u>fossil fuels</u> (such as automobiles and other fuel-powered vehicles), are also well-known products of the Industrial Revolution.</p>
<p><b>3. Pro: Goods Became More Affordable and More Accessible</b></p>	<p>c. Industrial Revolution was the engine behind various advances in <u>medicine</u>. Industrialization allowed medical instruments (such as scalpels, <u>microscope</u> lenses, test tubes, and other equipment) to be produced more quickly. Using machine manufacturing, refinements to these instruments could more efficiently roll out to the physicians that needed them. As communication between physicians in different areas improved, the details behind new cures and treatments for disease could be dispersed quickly, resulting in better care.</p>

**4. Pro:  
The Rise of  
Specialist  
Professions**

d. Mass production lowered the costs of much-needed tools, clothes, and other household items for the common (that is, nonaristocratic) people, which allowed them to save money for other things and build personal wealth. In addition, as new manufacturing machines were invented and new factories were built, new employment opportunities arose. No longer was the average person so closely tied to land-related concerns (such as being dependent upon the wages farm labor could provide or the plant and animal products farms could produce).

Industrialization reduced the emphasis on landownership as the chief source of personal wealth. The rising demand for manufactured goods meant that average people could make their fortunes in cities as factory employees and as employees of businesses that supported the factories, which paid better wages than farm-related positions. Generally speaking, people could save some portion of their wages, and many had the opportunity to invest in profitable businesses, thereby growing their family “nest eggs.” The subsequent growth of the middle class in the United Kingdom and other industrializing societies meant that it was making inroads into the pool of economic power held by the aristocracy. Their greater buying power and importance in society led to changes in laws that were updated to better handle the demands of an industrialized society.

**5. Pro:  
The Rapid  
Evolution of  
Labor-Saving  
Inventions**

e. As industrialization progressed, more and more rural folk flocked to the cities in search of better pay in the factories. To increase the factories’ overall efficiency and to take advantage of new opportunities in the market, factory workers were

trained to perform specialized tasks. Factory owners divided their workers into different groups, each group focusing on a specific task. Some groups secured and transported to the factories raw materials (namely iron, coal, and steel) used in mass production of goods, while other groups operated different machines. Some groups of workers fixed machines when they broke down, while others were charged with making improvements to them and overall factory operation.

As the factories grew and workers became more specialized, additional teachers and trainers were needed to pass on specialized skills. In addition, the housing, transportation, and recreational needs of factory workers resulted in the rapid expansion of cities and towns.

Governmental bureaucracies grew to support these, and new specialized departments were created to handle traffic, sanitation, taxation, and other services. Other businesses within the towns also became more specialized as more builders, physicians, lawyers, and other workers were added to handle the various needs of the new residents.

**6. Con:  
The Rise in  
Unhealthy  
Habits**

f. The promise of better wages attracted migrants to cities and industrial towns that were ill-prepared to handle them. Although initial housing shortages in many areas eventually gave way to construction booms and the development of modern buildings, cramped shantytowns made up of shacks and other forms of poor-quality housing appeared first. Local sewerage and sanitation systems were overwhelmed by the sudden influx of people, and drinking water was often contaminated. People living in such close



proximity, fatigued by poor working conditions, and drinking unsafe water presented ideal conditions for outbreaks of typhus, cholera, smallpox, tuberculosis, and other infectious diseases. The need to treat these and other diseases in urban areas spurred medical advances and the development of modern building codes, health laws, and urban planning in many industrialized cities.

**7. Pro:  
Enhanced  
Wealth and  
Quality of Life  
of the Average  
Person**

g. With relatively few exceptions, the world's modern environmental problems began or were greatly exacerbated by the Industrial Revolution. To fuel the factories and to sustain the output of each and every type of manufactured good, natural resources (water, trees, soil, rocks and minerals, wild and domesticated animals, etc.) were transformed, which reduced the planet's stock of valuable natural capital. The global challenges of widespread water and air pollution, reductions in biodiversity, destruction of wildlife habitat, and even global warming can be traced back to this moment in human history. The more countries industrialize in pursuit of their own wealth, the greater this ecological transformation becomes. For example, atmospheric carbon dioxide, a primary driver of global warming, existed in concentrations of 275 to 290 parts per million by volume (ppmv) before 1750 and increased to more than 400 ppmv by 2017. In addition, human beings use more than 40% of Earth's land-based net primary production, a measure of the rate at which plants convert solar energy into food and growth. As the world's human population continues to grow and more and more people strive for the material benefits promised by the Industrial Revolution, more and more of

	<p>Earth's resources are appropriated for human use, leaving a dwindling stock for the plants and animals upon whose ecosystem services (clean air, clean water, etc.) the <u>biosphere</u> depends.</p>
<p><b>8. Con: Overcrowding of Cities and Industrial Towns</b></p>	<p>h. When factories sprung up in the cities and industrial towns, their owners prized production and profit over all else. Worker safety and wages were less important. Factory workers earned greater wages compared with agricultural workers, but this often came at the expense of time and less than ideal working conditions. Factory workers often labored 14–16 hours per day six days per week. Men's meager wages were often more than twice those of women. The wages earned by children who worked to supplement family income were even lower. The various machines in the factory were often dirty, expelling smoke and soot, and unsafe, both of which contributed to accidents that resulted in worker injuries and deaths. The rise of labor unions, however, which began as a reaction to child labor, made factory work less grueling and less dangerous. During the first half of the 20th century, child labor was sharply curtailed, the workday was reduced substantially, and government safety standards were rolled out to protect the workers' health and well-being.</p>
<p><b>9. Con: 10. Poor Working Conditions</b></p>	<p>i. As more cheap labor-saving devices become available, people performed less strenuous physical activity. While grueling farm-related labor was made far easier, and in many cases far safer, by replacing animal power and human power with <u>tractors</u> and other specialized vehicles to till the <u>soil</u> and plant and</p>

harvest crops, other vehicles, such as trains and automobiles, effectively reduced the amount of healthy exercise people partook in each day. Also, many professions that required large amounts of physical exertion outdoors were replaced by indoor office work, which is often sedentary. Such sedentary behaviors also occur away from work, as television programs and other forms of passive entertainment came to dominate leisure time. Added to this is the fact that many people eat food that has been processed with salt and sugar to help with its preservation, lower its cooking time, and increase its sweetness. Together, these lifestyle trends have led to increases in lifestyle-related diseases associated with obesity, such as heart disease, diabetes, and certain forms of cancer.

j.

**c) Choose any 3 paragraphs and write their reduced versions.**

**EXERCISE 3. Here are some passages from the article The Delicious History Of Cake. Summarize them using the steps below, limit your summary to 25-30 words**

- Read the passage several times.
- Decide on the essential points.
- Write down key words and expressions that remind you of these essential points. (These may come from the text or from you.)
- Expand your key words into a sentence or two. You can write in the third person (*she*, *he*, for example) even if the passage is in the first person (I).

## The Delicious History Of Cake

by Tom Garner

Cake is one of the most beloved treats in the world. It's hugely adaptable and made from recipes of a variety of ingredients and methods. Often served as a celebratory dish on ceremonial occasions, cake's influence is far-reaching and this is deeply rooted in history. Unlike other sweet foodstuffs like chocolate, cake has a past that stretches back for millennia.

One person who has extensively studied the development of this popular delicacy is Dr Alysa Levene. The author of *Cake: A Slice of History*, she reveals the development of cake from antiquity through its rapid evolution in the 18th Century to the Second World War. It's a story of myths, rituals, technology and, of course, mass consumption.

### **How important has cake been throughout human history?**

I think that's a really interesting question. Cake really isn't important at all nutritionally, but symbolically it seems to have had an enormous importance. For so much of human history people barely had enough to eat, so cake was either impossible to achieve or just the last priority on their minds. However, the idea of something that was sweet, special and something that's more than just a snack seemed to be important. It was, and is, a rallying point for communities, social functions and family occasions. Therefore, it was even more important than I thought when I started conceiving the idea of the book.

### **What do we know about some of the earliest examples of cakes from the Ancient World and what they looked like?**

There's a big distinction to be made between things that were called "cakes" but were really cakes of bread, and things that were "special". If we're thinking about things that were a bit enriched or sweetened, i.e. doing something more than filling the belly, then we have evidence from the Ancient Egyptian era. People were then making cakes for lots of

different purposes. They served specific functions such as for feasting, parts of religious rites or given to nourish people in the afterlife.

Cake really isn't important at all nutritionally, but symbolically it seems to have had an enormous importance

After them, the Classical civilisations were much more advanced in food terms and had an amazingly imaginative array of celebratory cakes, while in much of Europe there was nothing. It was still poorly ground grains that were baked on a hearthstone and weren't sweet at all. So when the Romans occupied Britain there was more of that rich heritage, which was totally lost again when they left. The native cake heritage of lots of places in Europe didn't have the wherewithal to bring that into their diets for a long time afterwards.

### **When did cake become the recognisable sweet food that we know today?**

There wasn't a huge amount of change until a whole lot of things came together in the 18th Century. There was an improvement in milling technology, when flour got more refined. People then further realised the leavening power of eggs. Before then, when a cake was heavy and contained so much dense fruit, you could beat the eggs for as long as you wanted and it still wasn't going to rise very much. The combination of moving away from those heavy cakes and having lighter flour meant that eggs could puff up more.

The development of oven technology meant that more people could have ovens in their homes, which then meant they could bake. This all came together at the same time along with the increase in sugar in the 18th Century. It needed all of those things to create what we think of as a cake. Clearly, there was a different cake tradition before that but in the 18th Century it becomes this lighter, whiter, more refined thing that we think of today.

The 18th Century was also a time when social events were created where cake was eaten. This includes the introduction of tea, domestic tea parties and the showing off of consumption and all the objects that make

teatime such an event. Cake was one part of that where some people had time for leisure and spent it on fripperies.

<https://www.historyanswers.co.uk/people-politics/coup-53-new-documentary-exposes-britains-role-in-killing-iranian-democracy/>

**EXERCISE 4. Summarize the text “Demon Hunting, Dinners In Graveyards And Other Lost Xmas Traditions” answering the following questions:**

- What is the title of the text?
- What does the text deal with?
- What points does it cover?

**Comment on each point in 3-5 sentences**

### **Demon Hunting, Dinners In Graveyards And Other Lost Xmas Traditions**

By Jessica Leggett

**It’s the most wonderful time of the year, filled with family, friends, laughter, parties and good food.**

As the days get colder and the nights draw in, we all look forward to the celebrations and, of course, the approach of a new year. Everyone has their own holiday traditions, from decorating Christmas trees to hanging lights, giving gifts and watching cheesy films. Many of these have been cherished and passed down through generations of our families, reminding us of the rich history of both Christmas and the winter solstice.

With countless traditions around the world, it’s unsurprising that many of them have been lost and forgotten over time, including some rather unusual ones. Here are some of the most amusing and wacky traditions we could find. We think they deserve to be brought back to the forefront of our merrymaking!

#### **Eating in a Graveyard**

While the holiday season is full of joy and merrymaking, it is also a time of year where we look back and think about our loved ones who are

no longer with us. For Koročun, the Russian name for Koliada, it is tradition to honour your ancestors by visiting their graves and lighting a bonfire in the cemetery to keep them warm during the longest night of the year. It is hoped that by worshipping your ancestors, it will encourage them to promise a rebirth, with the bonfires also serving to encourage the summer and the light to return to the Earth once again. To stop your ancestors from going hungry, it is also customary to hold a feast to make sure that they're all well fed, while playing different songs and games for some fun family entertainment. You might even want to go carolling on your way back home!

### **Eating a 12-Course (Vegetarian) Dinner**

We all know that Christmas is a time of indulgence, with a mouth-watering roast turkey dinner complete with all the trimmings, Christmas puddings, mince pies, chocolates and sweet treats galore. However, this is nothing compared to the feast held during Koliada, the Slavic winter solstice festival. Named after the pagan goddess of the winter sun, Koliada is celebrated on Christmas Eve, which in accordance with the Julian calendar is on 6 January in Slavic countries. The feast consists of 12 – that's right, 12! – courses to represent the apostles, and all of the dishes are vegetarian, including fish, bread, pickled food and kutya, a traditional sweet wheat berry pudding. The house is decorated during Koliada and the meal begins once the children of the family discover the first star in the night sky. A time for loved ones to gather together, an extra place is usually set either for family members who have passed away or for Christ himself.

### **Keeping Demons Away with Evergreens**

Decorating our homes with evergreen plants such as holly, ivy and mistletoe is a pagan tradition that has remained a mainstay of our Christmas celebrations to this day. Evergreens were a symbol of eternal life during the cold and dark winter months, and it was believed they provided luck and protected your home from the evil spirits and demons that wreaked havoc over the winter solstice. But sometimes decorating the

home wasn't enough, and it was actually necessary to walk around your home, equipped with your evergreen of choice, to scare away any of the devilish fiends who were still lurking around. So the next time you think you have sneaky spirit attempting to cause chaos during your festivities, grab yourself a branch of holly and chase them away!

<https://www.historyanswers.co.uk/people-politics/coup-53-new-documentary-exposes-britains-role-in-killing-iranian-democracy/>

**EXERCISE 5. Go back to text “Language” (Exercise 1). Give a summary of the text. Focus on the reduced sentences.**

**EXERCISE 6. Summarize articles “Mayflower Pilgrims: How 1620 Came to Matter in Revolution and Racism” and “High Heel Shoes as a Symbol of Class, Gender and Sexuality”. Try to make them at least twice smaller its size.**

### **Mayflower Pilgrims: How 1620 Came to Matter in Revolution and Racism**

by All About History Team

For the first century of the Plymouth colony's existence, the voyage of the Mayflower was scarcely spoken of outside of its own stockade.

The Puritan Separatists of 1620 may have founded the second English settlement in North America, but it was by far the poorest and Plymouth struggle to survive on its own terms led to it being absorbed by its neighbour Massachusetts Bay, founded 1630.

The history of colonial American gave short shrift to the Mayflower, the Speedwell, the Separatists and the Strangers – these were local, rather than national concerns.

The Mayflower Compact – the charter the Pilgrims signed to bind themselves together in association under the regime of an elected governor – wasn't remarkable, unusual or interesting in itself. All colonies came with charters.



Only with the dawning of the American Revolution (1765-1783) was the Mayflower Compact reconsidered. Suddenly the narrative of men and women coming to America – to escape the (religious) authority of the king, no less – and choosing to band together, choosing their leader and laws, and choosing where they settled became incredible relevant.

Alongside England's Medieval Magna Carta, the Mayflower Compact's "such just and equal laws [...] as shall be thought most meet and convenient for the general good," provided precedent of the supremacy of common law over executive authority that underscored the Bill of Rights

Purely in terms of perception, it was certainly preferable to honour Plymouth and the Pilgrims over Virginia and Jamestown – planted by royal warrant and named in honour of Elizabeth I and James I respectively.

The precedence of the Plymouth colony over the Virginia colony would prove useful too in pushing the role of slavery from the central narrative. It was politically expedient to sidestep the hypocrisy implicit in the Constitution with the declaration that "all men are created equal" by arguing that America began not with the plantations of Jamestown, but the arrival of the Pilgrims.

Opponents to the American Revolution, meanwhile, were quick to point out that the Mayflower Compact was also a statement of fealty to the crown, beginning as it does:

"We, whose names are underwritten, the Loyal Subjects of our dread Sovereign Lord King James, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith..."

Observance of the Mayflower settlers and particularly that Plymouth institution, Forefather's Day, quickly spread to Boston in the late 18th century to become part of the culture of New England, and by the early 19th century was being trumpeted by elected officials as evidence of New England's exceptionalism, proud traditions of liberty, and heritage as the cradle of the nation.

The Missouri-born critic Mark Twain pilloried the regional fixation in an 1880 speech to the New England Sons in Philadelphia:

“Your ancestors broke forever the chains of political slavery, and gave the vote to every man in this wide land, excluding none! None except those who did not belong to the orthodox church. [...] Hear me, I beseech you; get up an auction and sell Plymouth Rock! The Pilgrims were a simple and ignorant race; they had never seen any good rocks before, or at least any that were not watched, and so they were excusable for hopping ashore in frantic delight and clapping an iron fence around this one; but you, gentlemen, are educated; you are enlightened; you know that in the rich land of your nativity, opulent New England, overflowing with rocks, this one isn’t worth, at the outside, more than 35 cents. Therefore, sell it, before it is injured by exposure, or at least throw it open to the patent medicine advertisements, and let it earn its taxes.”

It wasn’t until the mid to late 19th century – and especially with the Mayflower Tercentenary in 1920 – that it a central pillar in the foundation myth of the United States.

The reasons were less edifying. As American society fretted about immigration from Ireland, Italy, Poland, Russia and beyond, the white Anglo-Saxon Protestant character of the Mayflower became a rallying point for a conservative ideal of what the US meant, what its values were and – ultimately – who was welcome to call it home.

The Nativist, or Know Nothing, Party which arose in the 1850s believed immigration from Catholic countries to be an organised papist conspiracy. They cloaked themselves in the imagery of the Revolution and the Pilgrim Fathers.

The reactions from those alienated by the spectacle were telling. Some Catholic schools forbade their pupils to take part in Mayflower commemorations and at a 1920 parade in honour of the Pilgrims in Washington, DC, Irish-American counter-protestors sympathetic to the cause of Irish republicanism pointedly wielded banners that asked:

“What Did England Do for the Pilgrims When They Were Starving?”

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### **High Heel Shoes as a Symbol of Class, Gender and Sexuality**

High heel shoes are defined as footwear having a heel that is higher than the toe. Throughout their history, they have acted as symbols for differentiating between the sexes and the social classes. What's more, right up to contemporary versions, they are considered symbols of sexuality and fertility.

They give off a contradictory image as they make a woman appear that her movement will be easier and more elegant as she seems to be already half-walking in the standing position. However in reality, high heel shoes shorten the step and make walking slower and less steady. While today's version is worn for fashion purposes only, precursors to the high heel did have functional value, however that did not necessarily stop them being indicators of social status.

#### **High Heel Shoes in Ancient History**

In ancient Egypt, wearing shoes may have served to set apart lower classes from the nobility as normal people walked around barefoot while the rich usually wore flat, leather shoes. What's more, murals from around 3500 BC depict members of the aristocracy wearing shoes that are strikingly similar to high heels. The shoes were worn by both men and women and were probably mostly used for ceremonial purposes. In a more practical application, shoes with extended heels were also worn by Egyptian butchers who wished to keep their feet out of reach of the blood of the animals they slaughtered.

In ancient Greece and Rome, actors often wore a shoe known as the *Kothorni* that had high wooden or cork soles. The heights would vary so that the higher the soles, the higher the social status of the character being played. It was probably during the Roman period that high heel shoes first become a part of what we now call women's history and raised gender issues when they became synonymous with the sex trade. Prostitution was legal in ancient Rome and women started wearing shoes with a heel as a way of identifying their profession to potential clients.

During the medieval period, the high heel would be mainly used for practical reasons. Both men and women wore wooden shoes and in a bid to keep the expensive and fragile footwear out of the muddy streets and protect them from the uneven surfaces, people would walk on heels known as *Pattens* that were attached to the shoe.

### **The Chopine, Feminism and Class distinction**

The *Chopine* or platform shoe was invented in Turkey in the early 15<sup>th</sup> century and was popular across Europe for the next 200 years. Chopines were worn only by women and marked a turning point in women's history of fashion as they had very little practical use but were just deemed to be stylish and attractive. In some cases, the heel would be up to 30 inches high meaning the wearer had to use a cane or have help from a servant to walk.

The Chopine became a status symbol for high class women in Europe and could be adorned with gold laces, embroidery and decorative leather work. According to costume historian Kevin Jones of the *Fashion Institute of Design & Merchandising* in Los Angeles, ladies purchasing them had an extensive say in the appearance of the shoe and would tell the cobbler what materials to use and how high the heel should be.

Despite the choice and individualism it gave women, it is believed by many that the Chopine saw the start of footwear becoming a women's rights issue. It is thought that the practice of wearing shoes that were increasingly difficult to walk in was encouraged by husbands who believed the cumbersome movement would inhibit the chances of wives having illicit liaisons with other men.

## **The Rise of the Modern High Heel**

During the early 16<sup>th</sup> century, the high heel as we know it today came into being though it was largely worn by both men and women. It is believed the shoe came into existence by accident and developed as a result of repeated repair work on the heels of shoes that would eventually elevate them and build up into high heels.

Throughout the 1500s, a more practical application saw the popularity of the heel grow. Both men and women wore riding boots with heels, usually around 1 inch high, that helped prevent them from slipping from the stirrups. However even this usage soon took on a more fashionable element and it became popular to have higher and thinner heels on riding boots, especially amongst the higher classes.

## **High Heel Shoes and Early Modern France**

During the European Renaissance, high heel shoes were a fashionable status symbol worn by both men and women from the privileged classes. It is believed that the idea of wearing shoes with high heels as a fashion statement was started by Catherine de Medici (1519 – 1589), who wanted to impress the French court when she wed the Duke of Orleans, the future king. In a bid to boost her short stature and add appeal to her plain looks, she donned shoes with 2 inch heels and the idea took off. By the second half of the 16<sup>th</sup> century, wearing high heels was so synonymous with the aristocracy that a person of class was said to be “well heeled”.

In France in the early 18<sup>th</sup> century, King Louis XIV made it illegal for anyone who was not from the noble classes to wear red high heel shoes and nobody could wear them higher than his 5 inch heels. Over the next couple of centuries, the heel became longer and more slender and the idea of the eroticism of the foot and footwear grew with it through art, fashion and literature.

As the heel in France was a status symbol of the higher classes, Napoleon had them banned in the aftermath of the French Revolution. From the 1790s, heels were considerably reduced and replaced by a slight wedge or spring heel.

## **Sexuality and the High Heel**

In many parts of Europe there was more and more emphasis put on boosting the heel to add a more refined and sexually desirable effect on the foot, leg, body and posture of the wearer. However in the New World, this sexualisation of footwear was not seen in such a positive light. In the Puritan Massachusetts Colony for example, a law was passed that banned women using the footwear to seduce a man, on fear of being tried for witchcraft. Attitudes to women's fashion would gradually improve in the States, but it was not until the mid-19<sup>th</sup> century that they caught up with Europe in really allowing women to embrace shoe fashion.

From the middle of the 19<sup>th</sup> century, high heels grew in popularity and became more and more widespread as a fashion accessory. The invention of the sewing machine made it possible to make a much greater variety of heeled shoes which also added to the appeal as those that could afford luxury items wanted to stand out from those who could not.

To the Victorian, the instep arch was symbolic of a curvy woman and heels also make feet appear smaller and daintier. This increased the attraction for many women as big feet were considered an affliction, associated with old spinsters and a lack of femininity.

Heels now often came as high as 5 or 6 inches and were advertised as being good for the health as they made walking less tiring and were also seen as a good cure for backache. However the sexual connotations of the footwear did not go unnoticed in European countries and some campaigners from the religious communities still wanted them banned as they were believed to be a device women could use to bewitch a man into loving her.

## **The High Heel in the 20<sup>th</sup> Century**

Perhaps influenced by the suffrage movements and concerns for women's rights, shoe fashion at the turn of the 20<sup>th</sup> century generally became more sensible and shoes became flatter as a result of a demand for more comfortable footwear. After a revival in the roaring 1920s, the high heel again dipped in popularity during the years of economic crises in the

1930s and the war and post-war years of the 1940s, when luxury items were in short supply.

However from the 1950s, through the influence of emerging fashion designers such as Christian Dior, the fashion world came into its own and took off as an industry. More and more shoe designs began to appear in the shops and with Hollywood actresses and role models like Marilyn Monroe modelling high heels both on and off the film set, their popularity soared.

The high heel shoe now became an integral part of the wardrobe of most women from the West, regardless of their social status, however the footwear soon became a controversial issues on the subject of women's rights. In the 1960s, feminist groups began to criticise the high heel shoe, seeing it as a device invented by men that slowed the progress of women, both figuratively and literally.

Despite this, the shoe continued to evolve and by the 1980s, the traditional feminist view of the high heel had begun to wane. Proponents of women's suffrage now believed the sexual connotations of the shoe could offer pleasure to women as well as men and that fashion in general allows experimentation with appearances that can challenge cultural norms on the issues of class and gender separation. The new feminist thinking believed that the heels gave the wearer a sense of height, power and authority and that women were wearing them for themselves, not just for the admiring gentlemen.

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**EXERCISE 7. Summarize the article Terrorism. Try to eliminate all details and examples. The article contains 347 words, try to make it up to 200 words.**

### **Terrorism**

From the 1960s, international terrorist crimes, such as the hijacking of passenger aircraft, political assassinations and kidnappings, and urban bombings, constituted a growing phenomenon of increasing concern, especially to Western governments. Most terrorist groups are associated either with millenarian revolutionary movements on an international scale (such as some Marxist organizations) or with nationalist movements of particular ethnic, religious, or other cultural focus.

Three broad categories of terrorist crime may be distinguished, not in legal terms, but by intention. Foremost is the use of violence and the threat of violence to create public fear. This may be done by making random attacks to injure or kill anyone who happens to be in the vicinity when an attack takes place. Because such crimes deny, by virtue of their being directed at innocent bystanders, the unique worth of the individual, terrorism is said to be a form of crime that runs counter to all morality and so undermines the foundations of civilization. Another tactic generating fear is the abduction and assassination of heads of state and members of governments in order to make others afraid of taking positions of leadership and so to spread a sense of insecurity. Persons in responsible positions may be abducted or assassinated on the grounds that they are



«representatives» of some institution or system to which their assailants are opposed.

A second category of terrorist crime is actual rule by terror. It is common practice for leaders of terrorist organizations to enforce obedience and discipline by terrorizing their own members. A community whose collective interests the terrorist organization claims to serve may be terrorized so that their cooperation, loyalty, and support are ensured. Groups that come to power by this means usually continue to rule by terror.

Third, crimes are committed by terrorist organizations in order to gain the means for their own support. Bank robbery, kidnapping for ransom, extortion, gambling rake-offs (profit skimming), illegal arms dealing, and drug trafficking are among the principal crimes of this nature. In the Middle East, hostages are frequently sold as capital assets by one terrorist group to another.

Rendering.

Учебно-методическое пособие по обучению реферированию

Сост.: С.М. Богатова, Н.Ю. Цыганкова.

### **Unit 3. IDENTIFYING THE AUTHOR'S OPINION**

**EXERCISE 1. Read the article “What would have happened if Charles I had won the Civil War?” and identify facts and opinions mentioned in it. What is the authors attitude to the problem under discussion?**

#### **What If Charles I had won the English Civil War?**

by Jack Griffiths

*Experts discuss the repercussions had the crown defeated parliament for the future of English rule. An historian of the social and religious aspects of Early Modern Britain and Ireland,*

*Dr Christopher Langley is a lecturer at the University of York and Newman University. He is in the process of publishing the book *Worship,**

*Civil War And Community, 1638-1660, which will focus on warfare and religion in the Civil War era.*

**Christopher Langley:** A serious policy of purging national and local councils of those who were clearly disaffected with the royalist cause. Those who had changed sides would be tolerated in exchange for an oath declaring their allegiance – similar to the oaths administered by his son [Charles II] after 1660. Charles would have had to change his religious policy. A broad-based system would continue with bishops at its head, but perhaps local disciplinary structures may have been tweaked to allow local management. Extremists on either side (Presbyterian, Catholic or radical) would have been excluded.

*John Morrill FBA is Life Fellow of Selwyn College Cambridge and Emeritus Professor of British and Irish History. He is a prolific author of more than 120 books and essays, mainly about the civil wars of the 17th century and about the aftermath of the Reformation.*

**John Morrill:** It depends on whether it was won by a knock-out blow, such as complete victory at Edgehill or Turnham Green and a royal occupation of London, or as a result of a ‘winning draw’ – in which case, a negotiated settlement in which Charles agreed to honour the concessions he had made in 1640 and 1641 but not the new demands of 1642 and later.

**Which battles would Charles have had to win to regain control in the war?**

**Langley:** This is a difficult question as much depended upon political machinations after battles. I am inclined to mention that a decisive victory at Edgehill may have allowed for a more dramatic march toward the capital – the loss of any real royalist presence in the southeast severely hindered the war effort. A real royalist victory at the first Battle of Edgehill may have inclined some in Parliament to soften their stance and provide Charles with an important bargaining chip. Alternatively, Marston Moor in

1644 was critical as it had serious consequences for any royalist desire to connect supporters in Scotland, Ireland and the north of England.

### **What would have happened to Oliver Cromwell, the Roundhead Army and the Parliamentary supporters?**

**Langley:** With the possibility of routing the New Model Army [the force raised by the Parliamentarians], the royalist negotiating position would have been much stronger. While Charles may have wanted the New Model disbanding, he would have had to deal with the arrears in pay accrued since its formation. If Charles would have carried the day early on in the conflict, Cromwell may have been imprisoned, but his position would not have been so prominent. After Marston Moor in 1644, Cromwell's star really rose. Cromwell's destiny would have been dependent on his own response. However, if he continued to oppose Charles and refused to accept his authority, he would have been executed for treason.

### **Would Charles now have complete power over the English Parliament?**

**Morrill:** In the unlikely event of Charles winning an all-out victory, he would have attempted to resume Personal Rule [the period from 1629 to 1640 when he didn't call Parliament]. With no foreign threat and the economy bouncing back from the wartime recession, he could probably have managed on the funds available but being Charles there would likely have been provocations. The genie of Puritanism was out of the bottle and it is almost impossible to see him behaving as sensibly as his son did in managing that problem.

## **Would England have regressed as a country without having a parliament?**

**Langley:** Following the 1641 Triennial Act [requiring that Parliament meet for at least a 50-day session once every three years], Parliament would certainly have been recalled. The question of ‘when’ is more tricky. I am inclined toward thinking that Charles would have recalled a purged Parliament and pressured it to pass acts against treasonable figures. Of course, Charles would have had to deal with the ‘ordinances’ (rather than full-blown ‘acts’) that Parliament had passed in his absence. As many of these were associated with cash generation, one is inclined to feel that Charles would have kept some of them and rubber-stamped them as full acts. Following the fears of social unrest, the return to stability may have been greeted happily in some quarters. Parliament had already obtained concessions from Charles, so England would not have emerged from a Royalist victory as an absolutist state. Despite the 11 years when Charles ruled without a parliament, he had no designs on serious reform along the lines we see by ‘absolutist’ French kings later in the century.

## **What would have been the religious response?**

**Langley:** Charles was committed to a broad Church of England with himself at the head, buttressed by a series of archbishops. In the event of any victory, Charles could not simply turn the clock back. If a decisive victory occurred before 1646 (when the Westminster Assembly abolished key parts of the Anglican Church) then less work would have had to be done. Pressure to reform the Church would have continued to exist and some Presbyterians at the Westminster Assembly were already pushing for a middle way.

**Morrill:** Charles believed he would answer to God for his actions as head of the Church. He also believed the Church of England was both Catholic and Reformed – that it was in direct descent from the apostolic church but had thrown off the corruptions introduced in worship and

practice by bishops and patriarchs of Rome who had also claimed authority over all other patriarchs.

### **How would Ireland and Scotland have fared under Charles' continued kingship?**

**Langley:** Charles governed Scotland like his father: in absentia. I cannot see Charles becoming any more 'hands on' with Scotland if he had been victorious in England. The idea of one religious policy for England, Scotland and Ireland may have slowed down, but it was something to which Charles was committed. An English invasion of Scotland would have been avoided as it would have opened divisions in the English – many English puritans still saw Scotland's Presbyterians as a beacon of hope and may have sided with them.

As for Ireland, the situation was different. Charles had significant pockets of support but more decisive action would have been needed. Victory in England would have allowed Charles to either change tactic or break off negotiations with the Catholic Confederation altogether. While Dublin and the Pale remained largely loyal, it is difficult to envisage Charles quelling Irish resistance without a land invasion.

**Morrill:** Charles could have left Scotland well alone. He had cut a deal with them in 1641 which we would nowadays call devolution max – self-determination and self-governance with him as puppet king. He could have tried to divide and rule, but it would have been low on his list of priorities as he tried to rebuild in England. Ireland as early as late-1642 was 85 per cent under Irish-Catholic control and he might well have cut a deal with the Irish Confederation – a kind of devolution max – so as not to have to pour money into reconquering Ireland. We might even have got the 1921 partition into Catholic South and Protestant North 300 years earlier!

**What would have England been like in 1651 after a royalist victory?**

**Langley:** Some historians have described the Cromwellian 1650s as a ‘police state.’ Charles may have feared similar dissent from disaffected individuals and chosen to do something about the unregulated printed presses in London and tried to control their output. The presence of many troops created problems for the Cromwellian regime – I see no reason why an army would not have caused Charles a headache, too. In Scotland, demobilised troops would have gone back to fight in the final stages of the Thirty Years’ War.

The religious experiments that took place in the 1650s under Cromwell would have been totally different under Charles. Charles would have attempted to settle England back to an Anglican middle-way – and there is plenty of evidence to suggest that moderate Anglicans dotted throughout 1650s England would have welcomed it. Religious dissent would have gone underground – like before the war – but would have perhaps led to problems in subsequent decades for Stuart rule.

**How would it have affected the likelihood of future revolutions in other nations?**

**Morrill:** The inspiration of the English Revolution for later revolutions is precisely that; the revolution of 1649 and the extraordinary outpouring of radical writing in the years 1646-59 – Milton, Harrington, Algernon Sidney, Cromwell. If there was no 1649 revolution, none of those might have happened.

*Originally published in All About History 17*

<https://www.historyanswers.co.uk/people-politics/coup-53-new-documentary-exposes-britains-role-in-killing-iranian-democracy/>

**EXERCISE 2. Read the article “Who is the worst US President?” and underline words or phrases that introduce opinion.**

### **Who is the worst US President?**

by Jonathan Gordon

*In his book **Worst. President. Ever.: James Buchanan**, the POTUS Rating Game, and the Legacy of the Least of the Lesser Presidents, **Robert Strauss** examines the reasons why James Buchanan is widely considered by academics to be the worst President in US history.*

*Every year academics are asked to rank the US presidents, with data going back to 1948. The changing trends of who is considered best and worst in history tells an intriguing story about changing attitudes towards previous incumbents of the White House.*

**Why did you pick James Buchanan as the worst US President for your book?**

When you pitch things you have to have a catchphrase and when I pitched my book, it was probably like 2014 or 2015, and I said to my agent half of America hates Obama, thinks Obama is the worst President, the other half thinks George Bush is the worst President, but neither of them started the civil war, which James Buchanan did.

**Warren G Harding was often ranked lowest amongst scholars up until about 2000, so how did his standing change?**

Harding had a reputation and he did apparently father an illegitimate child in the White House or near his time in the White House and there was scandals in his administration. But once he became part of history and you would go back, you would realise that there was several things he did, that made him not the worst. One is that he avoided a world war. He was a peace time President. Another thing is that, however much you think the President affects the economy, the economy was really good when he was

President. The third thing is he brought very intelligent people into his administration like Andrew Mellon, who was a banker he made the Secretary of Treasury. I think that looking back and seeing the perspective of history, you bring him up from the bottom.

**Many might expect Richard Nixon to be more unpopular, but academic polling actually has him outside the bottom ten. Is his record being reassessed?**

No, I don't think he is being reassessed. I think Watergate is really the great scandal, but there are two particular things that happened during his administration that were positive, even today. He formed the environmental office in the United States the EPA, and he opened trade with China. He recognised that China was going to become the big power and tried to open the gates there. But Watergate was terrible. He was going to win an election in a landslide, so what is he doing trying to steal records of people? I think there is an obsession with some people who have been successful that they have to be better than that. They can't win a game two to one. It doesn't satisfy them.

**Are there any trends in how presidents have been ranked over the years that you find interesting?**

In a recent CNBC poll, Dwight Eisenhower has become fifth best President. The further away you get the further you like certain people and he is one of them. So some people have risen up, like Eisenhower, but mostly its consistent at the very top, its always Lincoln, Roosevelt and Washington in some order.

<https://www.historyanswers.co.uk/people-politics/coup-53-new-documentary-exposes-britains-role-in-killing-iranian-democracy/>



**EXERCISE 3. Read the article “Paul the Apostle and the creation of Christianity” and underline words or phrases that introduce facts, that support author’s point of view.**

**Paul the Apostle and the creation of Christianity**

by All About History Team

*Historian and author Tom Holland considers the influence of St Paul of the formation of Christianity, the influences on his philosophy and the legacy he left behind*

**How do you think Paul achieved such personal authority in the early church?**

Holland is presenter of BBC Radio 4’s Making History and has written and presented television documentaries for the BBC and Channel 4 on subjects ranging from ISIS to dinosaurs.

He was evidently a remarkable man, possessed of extraordinary charisma, persuasiveness and a capacity for relentless travel. By the end of his life, it has been estimated, he had travelled some ten thousand miles. He did this in the cause of a remarkable vision: both the literal vision of Christ which he tells us himself that he had been given, and the vision as well that followed from it, of a new covenant between the God of Israel and all the peoples of the world. This, as events were to prove, was an understanding of Christ with a greater potential to win converts than that of any other Christian missionary. Paul, though, was not merely a visionary. He understood the value of strategy too. Like any good general, he knew better than to neglect his rear. Daily, along the roads built with such effort and proficiency by Caesar’s engineers, missives were borne in the service of the Roman state. Paul too, in the service of his own Lord, dispatched a steady stream of letters. Sufficiently tutored in the arts of rhetoric to deny that he had ever learnt them, he was a brilliant, expressive, highly emotional correspondent. One letter might be marked by his tears; another with expostulations of rage; another with heartfelt declarations of love for its recipients; many with all three. At times of particular stress, Paul might even seize the pen from the scribe he had been dictating to, and start

scratching with it himself, his writing large and bold. To read his correspondence was not just to track the pattern of his thoughts, but almost to hear his voice. That it has survived in the volume that it has done is witness to just how much authority he came to have.

### **How influenced was Paul by Greek philosophy?**

To the degree, I suspect, that most vaguely educated people today can be influenced by Marxism without actually having read Marx. I do not think Paul had a deep knowledge of Greek history, but its impact is evident in his letters even so. One marker of it in particular has been massively influential on Christian history. Writing to the churches of Rome, Paul freely acknowledged that Jews were not alone in having a sense of right and wrong. Other peoples too, however dimly, possessed one. How had they come by it? Since God had never given them a Law, it could only have derived “from nature”. This, for a Jew, was an astonishing acknowledgement to make. The concept of natural law had no place in Torah. Yet Paul, in struggling to define the law that he believed, in the wake of the crucifixion and resurrection, to be written on the heart of all who acknowledged Christ as Lord, did not hesitate to adapt the teachings of the Greeks. The word he used for it – ‘*syneidesis*’ – clearly signalled which philosophers in particular he had in mind. Paul, at the heart of his gospel, was enshrining the Stoic concept of conscience.

**You say in *Dominion* that abandoning the cult of the Caesars to become Christian was dangerous, but also a liberation. How do you think Paul won so many converts among gentiles?**

I think the answer to that is to be found in the phenomenon of the ‘*theosebeis*’: ‘God-fearers’. These were Gentiles who were attracted by what Jewish practice and scripture seemed to offer, but shrank from taking the ultimate step. Admiration for Moses, and respect for the God of Israel as “a great king over all the earth” did not necessarily translate into a willingness to go under the knife. Paul, by proclaiming that “the only thing

that counts is faith expressing itself through love,” resolved this problem. In his teachings, the claims of the Jews upon the Lord Of All The Earth and those of everyone else, between a God who favoured one people and a God who cared universally for humanity, between Israel and the world, appeared resolved. Paul had not ceased to reckon himself a Jew; but he had come to view the marks of his distinctiveness as a Jew, circumcision and all, as so much “rubbish”. It was belief, not a line of descent, that henceforward was to distinguish the children of Abraham. Gentiles had no less right to the title than the Jews. The fabric of things was rent, a new order of time had come into existence, and all that previously had served to separate people was now, as a consequence, dissolved. “There is neither Jew nor Greek,” as Paul put it in one of his most momentous formulations, “slave nor free, male nor female, for you are all one in Christ Jesus.”

### **To what extent can today’s Christianity be called Pauline Christianity?**

Paul’s letters are like a collection of acorns, from which mighty oaks have grown. They are the most influential pieces of writing to have survived from antiquity, and their influence on Christian history, and the present day character and assumptions of the West, are incalculable. Not just our earliest sources for Christianity, they are also the most influential. If the European philosophical tradition can be characterised as a series of footnotes to Plato, then even more so can Christian theology be characterised as a series of footnotes to Paul. Yet that does not mean he should be regarded as the founder of Christianity. Without Jesus, we would never have heard of Paul. The figure of Christ stands at the heart of Paul’s letters, just he stands at the heart of the later Gospels. That is why Christianity, although it may be Pauline, is not named after Paul.

<https://www.historyanswers.co.uk/people-politics/coup-53-new-documentary-exposes-britains-role-in-killing-iranian-democracy/>

**EXERCISE 4. Rewrite the article “Why the Queen should take over” giving only facts and excluding opinions. Try to make it as objective as possible.**

### **Why The Queen should take over**

by Tobias Stone

I often find myself explaining to friends why I think the Monarchy is a good thing, especially to foreigners who think it's all a bit mad.

My answer is simple: Vladimir Putin. Imagine if Russia had converted into a constitutional monarchy, rather than overthrowing and killing its royal family. The very top spot in the country would now be occupied by some nondescript Russian monarch with no power, rather than by Vladimir Putin. He would be stuck as number two, with all the power, but always subordinate to the Czar. It wouldn't solve all the problems, but it would slow things down a bit.

In the UK, the top of our social pyramid is occupied by an elderly woman with no power, no political ambition, and no agenda. She was put there at the age of 25, and has blocked the top spot ever since. Even when Margaret Thatcher got a bit carried away, she had to report in to the Queen on a weekly basis, and served in her name. Rumour has it that when Thatcher got too big for her boots, at her weekly audience the Queen would not ask her to sit down, so she had to remain standing. Little acts just to remind her of her place. Subtlety speaks loud when you are the Queen of England.

My point is that it's worked quite well having an appointee obstruct the top position in the country from anyone who might actually *want* to occupy it. However power crazed or corrupt a politician might be, they cannot actually take over the military, or the country, without removing the monarch. And as England already learned once, removing the monarch doesn't end well and would be very unpopular. (Clue: 1649)

So in the UK we basically do a deal with the monarch. The Queen, and like her Princes Charles and William, sacrifice any freedom or choice about their future, and instead spend their whole life occupying the top of the pyramid, blocking it from anyone with political ambition or an

unhealthy lust for power. In return, we pay them a lot of money and let them live in palaces.

If you think about it, that's quite reasonable. It's not really a life of privilege, but one of sacrifice. They do it out of duty, not for the pretty outfits. Yes, it's fun with the cars, planes, horses, and big houses, but it's also a grim idea that from the day you were born your entire future was pre-ordained. You never get to dream about being a train driver, or to try things and fail, then try something else. It's a sacrifice they make on behalf of their country in order to maintain a political balancing act that's worked pretty well.

Right now, for example, America could do with a Queen. Imagine if Trump had to bow to an elderly woman who was always, no matter what, more important than him? Imagine if he had to report in private to her once a week. Imagine if she could decide to keep him standing through the whole meeting. Imagine if *she* was Commander in Chief of the military, not him. Imagine if he only ruled in her name, and at her pleasure. He only just handled a weekend with the Queen; a whole political term would be torture.

So in a Constitutional Monarchy, I see the Queen as a way of stopping any politician from getting too powerful. That said, she's also very cool. If you don't yet think so, watch this, and then this.

However...

In the UK right now we are in a rare crisis in which both political parties are equally useless. Normally one is in disarray whilst the other is doing quite well. Our governing politicians are rubbish, many are serious liars and cheats, and few seem to have the country's interests at heart, rather than their own. The Opposition front bench is no better.

So right now I'd say it's time to activate Her Majesty. My idea is that Parliament dissolves itself and hands all power to the monarch for the rest of her life. She would appoint a government of her choosing, no doubt consisting of actually talented, clever, people who have no real interest in politics (because nobody who wants to be in politics should really be allowed into government). The government of the technocratic monarchy

would set about getting the country back in shape, whilst the politicians got to spend some time on the naughty step, considering their behaviour.

This plan works because the Queen is in her nineties. Sad to say, but most likely the arrangement would only last a few years or so, at which point, on her death, power would return to Parliament, with a General Election deciding who takes over from her. A new generation of suitably chastised politicians would return, and hopefully take over a better country and make less of a mess of it all this time around.

I think the Queen would actually do a very good job of running things. She has decades more experience than most politicians, and actually cares about the country. She has nothing to prove and nothing to lose, so could just do whatever is sensible. She also commands far more respect than anyone in mainstream politics, and I have no doubt could form a government that would be the envy of the world.

This is entirely tongue in cheek, of course...  
...except that on reflection it seems a whole lot better than what we have now.

God Save The Queen, etc.

<https://tswriting.medium.com/why-the-queen-should-take-over-e82c07a910cd>

#### **Unit 4. GIVING YOUR OWN GROUNDED OPINION**

**EXERCISE 1.** Because there is so much disagreement about the Brexit (Exit of the UK from EU), the articles quote many different opinions on the subject. Each opinion is presented in direct quotation. Go back through the paragraphs containing direct quotations. Complete the chart telling whether the person being quoted is for or against the Brexit, give his/her reasons on the subject.

<b>Speaker's name/job</b>	<b>For or Against</b>	<b>Reason(s)</b>

## **Contemporary European Historians on Brexit (1)**

by Jessica Reinrisch

On 23 June 2016 the United Kingdom voted to leave the European Union. The unfolding drama of this exit, or 'Brexit', has stupefied and captivated audiences in the United Kingdom, Europe and beyond ever since...

... Brexit (thus) has to be understood in the context of a long history of British claims about the uniqueness of the UK's past. However, as Axel Korner argues, these views are in practice distorted and undermined by an equally long history of close connections between the UK, the British Empire and the European continent. Piers Ludlow agrees that the (still popular) narrative of the UK as an 'awkward partner' in Europe does not reflect the many ways in which British governments, officials and political parties were deeply involved in European affairs and connected with European institutions and exercised significant influence. Many authors in this collection also remark on the long history of the UK as a destination for Europeans which provided plenty of occasions for the British to encounter continental Europeans at first hand, and vice versa. As Conway and Korner show, European exiles in the UK often had mixed reactions to British institutions and traditions.

Nonetheless, many contributors agree that with Brexit, the UK's status as a widely admired and aspired role model became irreparably damaged. Pieter Lagrou observes that by choosing a referendum to solve insoluble internal differences, the UK's political establishment abandoned the long tested path of political moderation and stability, with the result that the rest of Europe has lost a model of stable parliamentary politics and representative government. Nunez Seixas notes that for centuries Spanish historians had seen the UK as a model of tolerance, modernity and governance (except perhaps in the management of its internal national differences), but that Brexit made this comparison much less appealing. In the light of Brexit, Spanish historians have been encouraged to liberate Spanish history from the shackles of being judged against idealised perceptions of British development. The prospect of Brexit presents a painful disappointment to countries, movements and regions that had long

upheld the British path as a superior one to be followed and emulated, though Nunez Seixas shows this can also be perceived as an opportunity and new freedom of no longer having to live up to British developments...

Jessica Reinisch

on behalf of the editors of *Contemporary European History* London,  
1 November 2018

Speaker's name/job	For or Against	Reason(s)

**Brexit will ultimately destabilise Europe, historians fear**

by David Keys

Arguably the most important aspect of this general election's ongoing debate on Brexit is being almost completely ignored, according to new research.

A survey of all national weekday newspaper and TV-news general election coverage shows that, so far, only around 3 per cent of Brexit-related news content mentions how a UK departure from the EU may affect future European stability and security.

“Despite the fact that it is, without doubt, one of the most important Brexit-related issues, it remains the unacknowledged ‘elephant in the room’ in this so-called Brexit election,” says British-media expert Professor David Deacon, of Loughborough University’s Centre for Research in Communication and Culture, which is carrying out the survey.

Experts on European politics and history are shocked by the imbalance in the media coverage – and are warning of the probably consequences.

“Given our history, we know that failures in European solidarity and stability have had terrible consequences,” says Professor Beatrice Heuser, chair of international relations at the University of Glasgow.

“It is therefore extremely disturbing that this Brexit-flavoured general election is almost completely ignoring the absolutely crucial European stability and security element of the ongoing Brexit debate.



“We don’t have a crystal ball to see into the future – so our only guidance as to what dangers could lie ahead has to be a careful understanding as to how European and world politics have tended to function in the past.

“That reveals very clearly that reduced levels of European solidarity, increased levels of economic and political rivalry and increased levels of nationalism would, ultimately, pose a threat to everyone throughout Britain and continental Europe,” adds Prof Heuser, an expert on European security, who has just published a book on Europe’s political evolution entitled *Brexit in History*.

There are at least 16 areas of the European Union (and of immediately adjacent territories) where stability could potentially unravel in the medium- to longer-term future if Britain’s absence and any resultant tensions within Europe were to significantly weaken the EU.

Such areas include eight in southeast Europe (central Romania, Bosnia, Kosovo, the eastern Aegean, southern Bulgaria, Ukraine, the Moldova area and the eastern Mediterranean area around Cyprus), three areas in northeast Europe (the Baltic states, Belarus and Kaliningrad, a Russian-ruled enclave sandwiched between two EU/Nato states) and at least two areas in western Europe (Catalonia and Flanders).

Brexit could also cause substantial instability in Great Britain by increasing the likelihood of Scottish independence, and threatening peace in Northern Ireland by ramping up pressure for reunification with the republic – along with the attendant local unionist reaction. It could also lead to major problems relating to Gibraltar.

Many historians and political scientists believe that, while Brexit will probably not find any imitators in the short-to medium-term future, it will nevertheless gradually change the political balance within the EU. It will further increase the economic centrality of Germany, accentuate differences between France and Germany and increase divisions between southern and northern Europe. What’s more, divisions within the EU (and potential post-Brexit economic and strategic tensions between the EU and the US (and between the EU and Turkey) could very well also weaken

Nato. The EU and Nato have been the twin structures which have helped keep Europe largely at peace for so long.

Some historians fear that a weakened EU is likely to lead to further increases in populist nationalism in many member states – and a resultant increase in ethnically based separatism by minorities within some of those countries.

“Any weakening of the European Union will sadly increase the risk of right-wing populist nationalism gaining further support in many parts of our continent,” says a leading authority on modern European history, the University of St Andrews’ Professor Conan Fischer, author of *A Vision of Europe*, which chronicles interwar efforts intended to overcome the legacy of the First World War and to combat rising nationalism through greater European cooperation.

Post-Brexit, increased European rivalries and identity politics-driven separatism would obviously, in many cases, be very disruptive in themselves – but the proximity of Russia to so many potential instabilities constitutes an additional major problem, experts fear.

“Misjudgements by Russia or Nato concerning open or semi-covert interventions in European flashpoints, or even simple misunderstandings, could have very serious consequences,” says the University of Glasgow’s Prof Heuser.

Any weakening of the EU is likely to lead to a further weakening of Nato, Prof Heuser believes – and that in turn would increase the chances of mistakes being made by Moscow and others.

A little-known but key current development is the growing practice of countries trying to issue passports or ethnic identity cards to entire populations within neighbouring or nearby states. Although the intention is merely to increase political influence rather than to physically seize control of territories, the phenomenon is nevertheless a dangerous hostage to fortune, especially if the EU were to gradually weaken after Brexit.

Major examples of the practice are, for instance, Hungary giving ethnic identity cards to ethnic Hungarian areas of Romania, southern Slovakia, western Ukraine and northern Serbia – and Romanians giving passports to neighbouring Moldovans. Russia is giving passports to people

in pro-Russian rebel-controlled territories in eastern Ukraine. Bulgaria is also trying to give passports to citizens of Northern Macedonia and to other Slavic-speaking populations in southern Moldova and eastern Albania. Poland now issues ethnic identity cards to ethnic Poles who are citizens of neighbouring countries like Ukraine, Belarus and Lithuania.

Ethnicity and history are increasingly being used by EU member states and others to increase their influence (and occasionally real political power) in neighbouring EU nations and other countries – and a weaker or politically more divided EU may well accelerate that process.

Research, originally published in *The Independent* in 2016, shows just how unstable Europe can be in the absence of any effective unifying factor. The research showed that, over the past 500 years, war has dominated the continent for 60 per cent of that time. Courtesy of the EU and its predecessors, and of Nato, Europe has lived in relative peace for the past 75 years. If we exclude those decades from the calculations, almost 70 per cent of the period 1500 to 1945 was scarred by major wars in which millions of Britons and continental Europeans died.

Now, previously unpublished research demonstrates statistically the terrible impact of 20th-century wars on the UK. It reveals that armed conflict has been the single largest cause of death for young Britons over the past 106 years.

The new figures show that almost half (46 per cent) of all deaths of UK men aged between 18 and 34 in that period have been as a result of war. Historians point out that it's always been the young who pay most heavily for the political misjudgements which have destabilised our continent. And on the whole, it has always been older politicians who have been responsible for those misjudgements.

“Contrary to hopes at the end of the Cold War, we have entered a new era of ideological and political conflict – between those who hope for a better, more united world and those who seek to promote nationalist, ethnic and religious extremism. I fear that past events could repeat themselves – albeit in different, yet still very harmful ways. Brexit could well further embolden the forces of right-wing populism in Europe and weaken visions of a stable continent, based on a common European

identity,” says nationalism expert Professor Roger Griffin of Oxford Brookes University.

One of the key contributing factors behind Europe’s destabilisation in the 20th century was Britain’s reluctance to help hold together the continent of which it formed part.

Britain’s empire was repeatedly an external political magnet which drew the UK away from Europe, with tragic consequences. It created a situation in which Britain did not really see itself as a European power, despite being located in Europe. In a sense, the empire’s successor – the Commonwealth and the English-speaking world – is still leading those who think that the past can be resurrected to turn their backs on the mainland. In that sense, Brexit is the continuation of the “imperial magnet” phenomenon which in part led to the world wars, experts warn.

Before the First World War, Britain’s focus on its empire led it to neglect creating a means of playing any major role in Europe.

On the eve of war, Britain only had about 300,000 regular and reserve troops based in at home, compared to almost 4,000,000 in the German army and almost 3,000,000 in the French. Because of its vast empire, Britain was strong militarily outside Europe and on the high seas – but it was perceived by Germany as a relatively small player in terms of its ability to rapidly deploy large numbers of troops in continental Europe.

In the run-up to the Second World War, Britain, still focusing primarily on its empire, deliberately torpedoed moves towards greater European cooperation – and then, for several crucial years, pursued policies which allowed Germany to dominate Europe. It refused to help defend democracy when Nazi Germany helped Franco seize power in Spain – and then it acquiesced in the German occupation of Austria and Czechoslovakia. Indeed, in the latter case, it was actually involved in facilitating the German takeover. The policy of appeasement neutralised Britain in Europe – just as Brexit threatens to do now.

“British participation in Europe has been a key element in maintaining stability and security on our continent. It is therefore very important that the media help to promote a better understanding of that,” says the University of St Andrews’ Prof Fischer.

“The fact that western Europe’s three major powers – Britain, Germany and France – are all members of the EU has helped Europe to function in a stable way for many decades. Removing the UK from that triangular relationship is likely to change the delicate balances between member states and to ultimately weaken the union,” says Oxford University’s professor of European Studies, Timothy Garton Ash.

“What’s more, if, post-Brexit, there is ongoing tension between Britain and the EU, the UK may be tempted to try to divide and rule in Europe, thus further weakening the continent,” he says.

<https://www.cambridge.org/core/blog/2019/02/21/contemporary-european-historians-on-brexit/>

Speaker's name/job	For or Against	Reason(s)

**Contemporary European Historians on Brexit (2)**

by Bob Metcalfe,  
Ex history teacher and historian.

I can't speak for all historians of course. But my take on Brexit is – leaving aside the rights and wrongs of it – it's been one of the most mismanaged fuckups in world history. The people that advocated Brexit didn't seem to know anything about the actual process of leaving. The government didn't produce anything to inform people about the process. They ignored all of the problems associated with the process, and also problems that will probably develop after they leave. People that mentioned any of these problems were shouted down. And now of course we see prominent Brexiteers making sure their businesses are safe from any of these problems by shifting them to Ireland or Singapore. And not showing any signs of shame.

I also note that although both sides told porkies about the results of leaving, the leave campaign told a hell of a lot more and much bigger ones, including the famous "We send £350 million to the EU every week, let's spend this on the NHS." And then denying that they said it, or condoned it, or meant it. So yeah, it's a clusterfuck.

### **Contemporary European Historians on Brexit (3)**

by John B. Verhoef,

studied History at University of Amsterdam

From what I hear, we're witnessing one of the epic mistakes in British history unfold and the slow motion train crash that will follow provides some entertainment as well. But I can't speak for all historians as I am sure that there will be some who think it's a great idea. Just like there were some in the 30's who thought fascism was a great idea. Not implying with this that fascism and brexit are equal, mind you!

<b>Speaker's name/job</b>	<b>For or Against</b>	<b>Reason(s)</b>

### **EXERCISE 2. Read articles Contemporary European Historians on Brexit (4) and What do historians think about Brexit?**

#### **Contemporary European Historians on Brexit (4)**

by Jessica Reinrisch

... Historians of the twentieth century are often conflicted about the idea of writing 'current' or newsworthy history. On the one hand, many agree that their fields of research can be made particularly relevant and potent by questions of current concern. If pressed, many will also admit that knowledge of recent and not-so-recent developments can improve our ability to diagnose ongoing problems. But on the other hand, few would want to claim that past examples provide any easy fixes or solutions for current crises, or that, in fact, it is at all feasible to trace direct, straight lines connecting any given past moment with the present. We don't think it is. And yet, there are moments when historical perspectives can provide insights that public discourse cannot otherwise grasp. Brexit is one such moment. As Anne Deighton puts it in her contribution to this roundtable, 'at crucial moments, historians can see the past through a new lens - and Brexit is just such a lens'. Considering Brexit in the broad sweep' of contemporary European history, we believe, has much to offer for both historians of Europe and practitioners of Brexit...

... In sum, there are at least three reasons why historical perspectives on Brexit are relevant and should be read today. First, the prospect of Brexit has revealed deep historically-rooted mis-perceptions between the United Kingdom and its European neighbours; Brexit in this sense is a process of stripping away dusty historical delusions about national paths and those of neighbouring countries. Second, so many arguments about Brexit today rest on a selective use of history. Not only was the 'Leave' campaign steeped in a nostalgia for the past and the pretence that a return to a past era is desirable and possible, but, much more generally, continental European and British understandings of history frame attitudes towards Europe in a completely different way. And, finally, the authors in this collection show that the present debates about British history and its place in Europe alter readings of the past, in some cases significantly. History itself is being rewritten in the light of Brexit. The aim shared by the contributors and editors is to restore complexity and wariness about uncritical uses of this history.

Jessica Reinisch

on behalf of the editors of *Contemporary European History* London,

1 November 2018

### **What do historians think about Brexit?**

by Keith Young,

studied History at Birbeck College, University of London

Historians frequently labour under the illusion that an understanding of the past creates a context in which we can both interpret the present and predict the future in a reliable way. Of course, it doesn't. Santayana's argument that by learning the lessons of the past we can avoid the repetition of mistakes is true, but it does not make our predictions of the future any more reliable. Neither does the use of counterfactuals as proposed by Niall Ferguson because our understanding of what might have happened had circumstances been different are necessarily flavoured by what actually did. Neither does it take into account the corresponding adjustments that people can and do make as a response to the vicissitudes

of life. History does not consist of simple chains of cause and effect. It is much more complex.

Let me take a simple example. Let's say that a good, like a particular foodstuff, is supplied by third country (i.e. something out of our control). Now, let's say we get into dispute with that country and they choose to no longer supply the good. The simple (and naive) prediction would appear to be shortages of the good. However, I would expect the relevant stakeholders in our country to adjust to accommodate the need - to find and supply the product from an alternate source or find an alternative to the product and that might cause further reconfigurations both positive and negative. A failure to import as much cane sugar from one country might result in increased import of cane sugar from another and/or an increase in sugar supplied from other sources such as sugar beet and/or a price increase in sugar that might be, ultimately, result in a reduction in the use of sugar that might in turn be beneficial in domestic health terms. The idea of basing a prediction on a set of circumstances with the assumption that no one responds to those circumstances is nonsense. It's irrational. But it is commonly used as an argument in the interpretation of history (and in many other areas of debate).

Historians, like other people, frequently do not base their opinions in evidence, they selectively use evidence to justify their opinions. This is becoming increasingly frequent. I see it in predictions of all sorts of things down to very basic things like the implications of the location of a new traffic light or the effects of the closure of a failing business on a local community. I think the problem is that the causal chains are much more complex, many of them are hidden and they discount agency and that makes it impossible to make long-term reliable predictions. So our understanding becomes not so much basing predictions of the future in the specific circumstances of the past but basing the decisions we make on our understanding of the patterns of behaviour. It is not just what is done but what we choose to do. Increasingly our future is in our hands.

So what do I, as a historian, think about Brexit. I do what any rational person would do. I look at the history of things that look a bit like the EU (history of protectionist measures, the rise of economic liberalism,



the various attempts and the establishment of federal organisations, both successful and not, and so on) and seek to learn things that help me ask the right questions and make rational choices in the future. But with the humility to know that what I learn may be irrelevant, the questions I choose to ask may be missing the point and what I decide to do may be a mistake.

**EXERCISE 3. Comment on the following statements from the texts, expressing your point of view. Here are some phrases that you may need to express your opinion:**

- *in my opinion*
- *I think*
- *I believe*
- *I admit*
- *I agree*
- *I disagree / I cannot accept*

**You may also want to tell about other people's opinion on the topic. In this case, you can use the following phrases:**

- *Some/Most people argue/think/say/maintain that*
- *It is understood that*
- *It is generally accepted that*
- *There is a tendency to believe that*
- *It is considered that ... / while there are others who think ...*
- *It is often thought*
- *It is commonly believed that*

1. Many historians agree that their fields of research can be made particularly relevant and potent by questions of current concern.
2. Many historians will also admit that knowledge of recent and not-so-recent developments can improve our ability to diagnose ongoing problems.
3. Few historians would want to claim that past examples provide any easy fixes or solutions for current crises, or that, in fact, it is at all feasible

to trace direct, straight lines connecting any given past moment with the present. We don't think it is. (Jessica Reinrisc)

4. There are moments when historical perspectives can provide insights that public discourse cannot otherwise grasp. Brexit is one such moment. (Jessica Reinrisc)

5. As Anne Deighton puts it in her contribution to this discussion, 'at crucial moments, historians can see the past through a new lens - and Brexit is just such a lens'.

6. Historians frequently labour under the illusion that an understanding of the past creates a context in which we can both interpret the present and predict the future in a reliable way. Of course, it doesn't. (Keith Young)

7. By learning the lessons of the past we can avoid the repetition of mistakes. (George Santayana - *He was an influential 20th century American thinker whose philosophy connected a rich diversity of historical perspectives. He was also a poet, and he wrote a work of fiction. Santayana's writings appealed to a wide audience, and he remains to this day one of the most quoted of twentieth century thinkers. Probably the most well-known sentence of Santayana's is also one of the least accurately quoted: "Those who cannot remember the past are condemned to repeat it"*)

8. Santayana's argument that by learning the lessons of the past we can avoid the repetition of mistakes is true, but it does not make our predictions of the future any more reliable. ... Neither does the use of counterfactuals as proposed by Niall Ferguson because our understanding of what might have happened, had circumstances been different, are necessarily flavoured by what actually did. ... Neither does it take into account the corresponding adjustments that people can and do make as a response to the vicissitudes of life. (Keith Young)

9. History does not consist of simple chains of cause and effect. It is much more complex. (Keith Young)

10. The idea of basing a prediction on a set of circumstances with the assumption that no one responds to those circumstances is nonsense. It's irrational. But it is commonly used as an argument in the interpretation of history (and in many other areas of debate). (Keith Young)

11. Historians, like other people, frequently do not base their opinions in evidence, they selectively use evidence to justify their opinions. This is becoming increasingly frequent. (Keith Young)

12. I think the problem is that the causal chains are much more complex, many of them are hidden and that makes it impossible to make long-term reliable predictions. So our understanding becomes not so much basing predictions of the future in the specific circumstances of the past but basing the decisions we make on our understanding of the patterns of behaviour. It is not just what is done but what we choose to do. Increasingly our future is in our hands. (Keith Young)

**EXERCISE 4. The article discusses the conflict over Columbus Day, both negative and positive words are used to describe the same person or event. For example, in the title discovery is a positive description of Columbus's arrival, invasion is a negative one. Find in the text about 15-20 words to place into their proper categories:**

positive	negative

**A Rain of Protest on Columbus's Parade / To American Indians, the Holiday Celebrates an Invasion, Not a Discovery**

DENVER — Will Rogers, who was part American Indian, once remarked that while his ancestors did not come over on the Mayflower, «they were there to greet the boat».

The comedian used humor to state the obvious: that civilization on the North American continent hardly began with the arrival of Europeans. But if it is so obvious, many American Indians ask, what is all this hoopla surrounding Christopher Columbus?

In Denver, and around the United States as celebrations are planned to mark the 500th anniversary of Columbus's arrival, American Indian groups are planning their own observances - but in protests, not parades. To them, the national holiday marks an invasion, not a discovery.

To the consternation of Italian-American groups here, members of the American Indian Movement, a leading Indian advocacy group, are demanding the removal of a plaque at the civic center that commemorates

Columbus as «Discoverer of America». In a letter to Mayor Wellington Webb, who is black, the group wrote:

«As an African-American, we hope that you can empathize with our feelings on this matter. It would be as if the city had a statue honoring slave traders or the Ku Klux Klan».

There were Indian protests and spiritual ceremonies to coincide with Columbus Day parades around the country this weekend. Native American spiritual leaders and supporters gathered at the Capitol Mall in Washington on Monday, and American Indian groups in other cities planned sunrise ceremonies.

«For us, Columbus was no hero», said Suzan Shown Harjo, a spokeswoman in Washington for the 1992 Alliance, a consortium of American Indian groups formed to oppose the Columbus holiday. «For us, Western civilization was no gift. We urge all people of conscience to forgo celebration of five centuries of genocide. We urge all to listen to our voices and to join us now to make the next 500 years different from the past 500 years».

On Saturday, about 50 Indians briefly blocked a Columbus Day parade in Denver, beating drums and chanting, «No parades for murderers».

Denver's human relations commissioner, Steven L. Newman, said the city was trying to settle the dispute over the Columbus plaque. The Italian-American groups have made it plain that they oppose its removal, while Indian groups reject any official tribute to Columbus. The rift has been exacerbated by vows from members of the Ku Klux Klan to protect the Columbus plaque.

Mr. Newman said: «There has to be a way to show appreciation for both groups, the Italian-Americans and the Native Americans. We need to find a way to get there».

But history cannot be compromised, said John Emhoolah, the acting director of the Denver Indian Center. He rejected the idea that Columbus deserves any recognition. «He was a visitor, that's all», Mr. Emhoolah said. «As a child, I remember the elders telling us that our people had been here long, long time. They had many legends to tell. But they never mentioned this guy Columbus»

Italian-Americans here say they fear they have been made a scapegoat. Frank Busnardo, the president of the Federation of Italian-American Organizations in Denver, which sponsored Columbus Day parade on Saturday, said Columbus Day should honour all people. He said his group would reject any «assistance» from the Klan or other racist groups. «The theme for our parade is that Columbus is a bridge between two worlds - the Old World and the New World», Mr. Busnardo said. «The Italian community has gotten a bad deal out of this. It's supposed to be for all ethnic groups, including the Indians».

But Mr. Emhoolah said that joining the Columbus celebrations would be a betrayal. «We're getting to the last of the people who know the language, the culture», he said. «I don't know what it's going to be like in 2091. I don't know if there will be any tribes. I hope so. It's our responsibility to pass on the culture to the next generation.

«When it comes to Christopher Columbus, we can't pay too much attention to that. I know the Europeans think the world of him. But that's their deal. It's not mine».

Rendering.

Учебно-методическое пособие по обучению реферированию  
Сост.: С.М. Богатова, Н.Ю. Цыганкова.

**EXERCISE 5. Choose your side in the Columbus controversy, and using information from the article express your opinion about the holiday.**

**EXERCISE 6. Read the article What is History and answer the following comprehension questions.**

### **WHAT IS HISTORY?**

by Jennifer Llewellyn, Steve Thompson

History is the study of the past – specifically the people, societies, events and problems of the past – as well as our attempts to understand them. It is a pursuit common to all human societies.

### **Stories, identity and context**

History can take the form of a tremendous story, a rolling narrative filled with great personalities and tales of turmoil and triumph. Each generation adds its own chapters to history while reinterpreting and finding new things in those chapters already written.

History provides us with a sense of identity. By understanding where we have come from, we can better understand who we are. History provides a sense of context for our lives and our existence. It helps us understand the way things are and how we might approach the future.

History teaches us what it means to be human, highlighting the great achievements and disastrous errors of the human race. History also teaches us through example, offering hints about how we can better organise and manage our societies for the benefit of all.

History is not ‘the past’ – it is our attempts to understand and explain the past

### **‘History’ and ‘the past’**

Those new to studying history often think *history* and *the past* are the same thing. This is not the case. *The past* refers to an earlier time, the people and societies who inhabited it and the events that took place there. *History* describes our attempts to research, study and explain the past.

This is a subtle difference but an important one. What happened in *the past* is fixed in time and cannot be changed. In contrast, *history* changes regularly. The past is concrete and unchangeable but history is an ongoing conversation about the past and its meaning.

The word “history” and the English word “story” both originate from the Latin *historia*, meaning a narrative or account of past events. History is itself a collection of thousands of stories about the past, told by many different people.

### **Revision and historiography**

Because there are so many of these stories, they are often variable, contradictory and conflicting. This means history is subject to constant revision and reinterpretation. Each generation looks at the past through its

own eyes. It applies different standards, priorities and values and reaches different conclusions about the past.

The study of how history differs and has changed over time is called historiography.

Like historical narratives themselves, our understanding of what history is and the shape it should take is flexible and open to debate. For as long as people have studied history, historians have presented different ideas about how the past should be studied, constructed, written and interpreted.

As a consequence, historians may approach history in different ways, using different ideas and methods and focusing on or prioritising different aspects. The following paragraphs discuss several popular theories of history:

### **The study of great individuals. The Greek historian Plutarch**

According to the ancient Greek writer Plutarch, true history is the study of great leaders and innovators. Prominent individuals shape the course of history through their personality, their strength of character, ambition, abilities, leadership or creativity.

Plutarch's histories were written almost as biographies or 'life-and-times' stories of these individuals. They explained how the actions of these great figures shaped the course of their nations or societies.

Plutarch's approach served as a model for many later historians. It is sometimes referred to as 'top-down' history because of its focus on rulers or leaders.

One advantage of this approach is its accessibility and relative ease. Researching and writing about individuals is less difficult than investigating more complex factors, such as social movements or long-term changes. The Plutarchian focus on individuals is often more interesting and accessible to readers.

The main problem with this approach is that it might sidestep, simplify or overlook historical factors and conditions that do not emanate from important individuals, such as popular unrest or economic changes.

### **The study of 'winds of change'**

Other historians have focused less on individuals and taken a more thematic approach, looking at factors and forces that produce significant

historical change. Some focus on what might broadly be described as the ‘winds of change’: powerful ideas, forces and movements that shape or affect how people live, work and think.

These great ideas and movements are often initiated or driven by influential people – but they become much larger forces for change. As the ‘winds of change’ grow, they shape or influence political, economic and social events and conditions.

One example of a notable ‘wind of change’ was Christianity, which shaped government, society and social customs in medieval Europe. Another was the European Enlightenment that undermined old ideas about politics, religion and the natural world. This triggered a long period of curiosity, education and innovation.

Marxism emerged in the late 19th century and grew to challenge the old order in Russia, China and elsewhere, shaping government and society in those nations. The Age of Exploration, the Industrial Revolution, decolonisation in the mid-1900s and the winding back of eastern European communism in the late-1900s are all tangible examples of the ‘winds of change’.

### **The study of challenge and response**

Some historians, such as British writer Arnold Toynbee (1889-1975), believed historical change is driven by challenges and responses. Civilisations are defined not just by their leadership or conditions but by how they respond to difficult problems or crises.

These challenges take many forms. They can be physical, environmental, economic or ideological. They can derive from internal pressures or external factors. They can come from their own people or from outsiders.

The survival and success of civilisations are determined by how they respond to these challenges. This itself often depends on its people and how creative, resourceful, adaptable and flexible they are.

Human history is filled with many tangible examples of challenge and response. Many nations have been confronted with powerful



rivals, wars, natural disasters, economic slumps, new ideas, emerging political movements and internal dissent.

The process of colonisation, for example, involved major challenges, both for colonising settlers and native inhabitants. Economic changes, such as new technologies and increases or decreases in trade, have created challenges in the form of social changes or class tensions.

### **The study of dialectics**

In philosophy, dialectics is a process where two or more parties with vastly different viewpoints reach a compromise and mutual agreement. The theory of dialectics was applied to history by German philosopher Georg Hegel (1770-1831).

Hegel suggested that most historical changes and outcomes were driven by dialectic interaction. According to Hegel, for every thesis (a proposition or 'idea') there exists an antithesis (a reaction or 'opposite idea'). The thesis and antithesis encounter or struggle, from which emerges a synthesis (a 'new idea').

This ongoing process of struggle and development reveals new ideas and new truths to humanity. The German philosopher Karl Marx (1818-1883) was a student of Hegel and incorporated the Hegelian dialectic into his own theory of history – but with one important distinction.

According to Marx, history was shaped by the 'material dialectic': the struggle between economic classes. Marx believed the ownership of capital and wealth underpinned most social structures and interactions. All classes struggle and push to improve their economic conditions, Marx wrote, usually at the expense of other classes.

Marx's material dialectic was reflected in his stinging criticisms of capitalism, a political and economic system where the capital-owning classes control production and exploit the worker, in order to maximise their profits.

### **The study of the unexpected**

Some historians believe history is shaped by the accidental and the surprising, the spontaneous and the unexpected.

While history and historical change usually follow patterns, they can also be unpredictable and chaotic. Despite our fascination with timelines and linear progression, history does not always follow a clear and expected path. The past is filled with unexpected incidents, surprises and accidental discoveries.

Some of these have unleashed historical forces and changes that could not be predicted, controlled or stopped. A few have come at pivotal times and served as the ignition or ‘flashpoint’ for changes of great significance. The discovery of gold, for example, has triggered gold rushes that shaped the future of entire nations.

In June 1914, Archduke Franz Ferdinand’s car took a different route through Sarajevo and passed an aimless Gavrilo Princip, a confluence of events that led to World War I.

American historian Daniel Boorstin (1914-2004), an exponent of this fascination with historical accidents, claimed that if Cleopatra’s nose had been shorter, thus diminishing her beauty, then the history of the world might have been radically different.

<https://alphahistory.com/what-is-history/>

**Publisher:** Alpha History

1. What is history?
2. What does history provide us with?
3. What does history teach us?
4. What is the difference between “History” and “the past”?
5. What is historiography?
6. Are historians unique in their approach to history, methods and ideas they use or do they approach history in different ways?

**EXERCISE 7. Discuss the following issues.**

- Do you agree that history is the study of great leaders and innovators? “Prominent individuals shape the course of history” (Plutarch)
- Do you believe, that great ideas and movements, initiated or driven by influential people become much larger forces for change?

- Do you also think that historical change is driven by challenges and responses; civilizations are defined by how they respond to different problems or crises; their survival and success are determined by how they respond to these changes?
- Do you admit that most historical changes and outcomes were driven by dialectic interaction? “An ongoing process of struggle and development reveals new ideas and new truths to humanity”(Hegel)
- Are you of the same opinion that history is shaped by the accidental and the surprising, the spontaneous and the unexpected?

**EXERCISE 8. Read brief summary on the topic under discussion. Summarize your own opinion of the problem discussed in the article in a single paragraph.**

### **World history**

Does history really repeat itself, or can we learn from the mistakes of those who came before us? History provides a chronological, statistical, and cultural record of the events, people, and movements that have made an impact on humankind and the world at large throughout the ages. Investigating the causes and results of past events is critically important in gaining a full understanding and perspective of present-day issues.

## **Unit 5. PARAGRAPHING. LINKING IDEAS**

**EXERCISE 1. Read the text and focus on the words in bold type. Give their Russian equivalents.**

The eventual goal of science is to provide a single theory that describes the whole universe. **However**, the approach most scientists usually follow is to separate the problem into two parts. **First**, there are the laws that tell us how the universe changes with time. **Second**, there is the question of the initial state of the universe. **Some people feel** that science should be concerned with only the first part; they regard the question of the initial situation as a matter for religion. **Thus, they say** that God could

have started the universe off any way he wanted. **That** may be so, **but** in that case he **also** could have made it develop in a completely arbitrary way. **Yet**, it appears that he chose to make it evolve in a very regular way according to certain laws. **Therefore, it seems equally reasonable** to suppose that there are **also** laws governing the initial state.

Adapted from: S.W.Hawking, A Brief History of Time

**EXERCISE 2. Read passages from articles above, find linkers and state their functions in the paragraphs.**

1. Rendering is, so to say, a working name for a type of educational activity/exercise commonly used in Russian Universities.
2. In many countries the New Year begins on January 1. However, this wasn't always the case.
3. We can partly thank the Roman king Numa Pompilius. According to tradition, during his reign (c. 715–673 BCE) Numa revised the Roman republican calendar so that January replaced March as the first month. It was a fitting choice, since January was named after Janus, the Roman god of all beginnings; March celebrated Mars, the god of war. (Some sources claim that Numa also created the month of January.) However, there is evidence that January 1 was not made the official start of the Roman year until 153 BCE.
4. In the centuries leading from antiquity to the witch-hunting boom, those in power considered witchcraft a silly superstition as frequently as a dangerous threat to society. The 8th-century Christian king of Italy, Charlemagne, scoffed at the belief in witchcraft and actually ordered the death penalty for those who pursued the burning of witches. Similarly, the 11th-century Danish court under King Harold considered the belief in witchcraft more dangerous than witchcraft itself and gave severe punishments to witch-hunters.

5. I think that's a really interesting question. Cake really isn't important at all nutritionally, but symbolically it seems to have had an enormous importance. For so much of human history people barely had enough to eat, so cake was either impossible to achieve or just the last priority on their minds. However, the idea of something that was sweet, special and something that's more than just a snack seemed to be important. It was, and is, a rallying point for communities, social functions and family occasions. Therefore, it was even more important than I thought when I started conceiving the idea of the book.

6. So in a Constitutional Monarchy, I see the Queen as a way of stopping any politician from getting too powerful. That said, she's also very cool. If you don't yet think so, watch this, and then this.

7. I think the Queen would actually do a very good job of running things. She has decades more experience than most politicians, and actually cares about the country. She has nothing to prove and nothing to lose, so could just do whatever is sensible. She also commands far more respect than anyone in mainstream politics, and I have no doubt could form a government that would be the envy of the world.

8. Nonetheless, many contributors agree that with Brexit, the UK's status as a widely admired and aspired role model became irreparably damaged.

9. Arguably the most important aspect of this general election's ongoing debate on Brexit is being almost completely ignored, according to new research.

10. A little-known but key current development is the growing practice of countries trying to issue passports or ethnic identity cards to entire populations within neighbouring or nearby states. Although the intention is merely to increase political influence rather than to physically seize control

of territories, the phenomenon is nevertheless a dangerous hostage to fortune, especially if the EU were to gradually weaken after Brexit.

11. Major examples of the practice are, for instance, Hungary giving ethnic identity cards to ethnic Hungarian areas of Romania, southern Slovakia, western Ukraine and northern Serbia – and Romanians giving passports to neighbouring Moldovans.

12. ... Historians of the twentieth century are often conflicted about the idea of writing 'current' or newsworthy history. On the one hand, many agree that their fields of research can be made particularly relevant and potent by questions of current concern. If pressed, many will also admit that knowledge of recent and not-so-recent developments can improve our ability to diagnose ongoing problems. But on the other hand, few would want to claim that past examples provide any easy fixes or solutions for current crises, or that, in fact, it is at all feasible to trace direct, straight lines connecting any given past moment with the present. We don't think it is. And yet, ' there are moments when historical perspectives can provide insights that public discourse cannot otherwise grasp. Brexit is one such moment.

13. In sum, there are at least three reasons why historical perspectives on Brexit are relevant and should be read today. First, the prospect of Brexit has revealed deep historically-rooted mis-perceptions between the United Kingdom and its European neighbours; Brexit in this sense is a process of stripping away dusty historical delusions about national paths and those of neighbouring countries. Second, so many arguments about Brexit today rest on a selective use of history. Not only was the 'Leave' campaign steeped in a nostalgia for the past and the pretence that a return to a past era is desirable and possible, but, much more generally, continental European and British understandings of history frame attitudes towards Europe in a completely different way. And, finally, the authors in this collection show that the present debates about British history and its place in Europe alter readings of the past, in some cases significantly. History

itself is being rewritten in the light of Brexit. The aim shared by the contributors and editors is to restore complexity and wariness about uncritical uses of this history.

14. The process of colonisation, for example, involved major challenges, both for colonising settlers and native inhabitants. Economic changes, such as new technologies and increases or decreases in trade, have created challenges in the form of social changes or class tensions.

**EXERCISE 3. Choose the appropriate linking word and fill in the blanks:**

1. You should not travel alone during nights ... *because* / *therefore* there are many robbers around.
2. Indian culture is exemplary ... *whereas* / *similarly* Indians are honest and industrious people.
3. We sat there chatting happily, ... *while* / *meanwhile* the youngsters danced.
4. I should ... *first/ now* get a job; and then, I can think of marriage.
5. I first saw Ameer Khan in Kaho na Pyaar Hai ... *after that* / *before that* I did not miss any of his films.
6. I love spending my time chatting on the net ... *unlike* / *whereas* my brother hates it.
7. He met with an accident in which his leg was injured ... *yet* / *however* he drives very fast.
8. The government has given them scholarships to study. ... *further* / *also* it has promised them suitable employment.
9. Fortunately, we have a good teacher. She makes learning very interesting and easy for us. She gives us tasks to solve. She loves us and takes good care of us. ... *in brief/ thus*, she is like a god mother to us.
10. First, read the whole paragraph carefully. Secondly, read it for the details and then read the questions on the paragraph, later skim through the paragraph for needed information; and ... *eventually* / *finally*, answer the questions.
11. I have never been here before... *as* / *but* / *and* my friend has.
12. We took a taxi... *in short* / *but* / *because* we were late.

13. This house is beautiful... *in addition to / however / because*, it is in poor condition.
14. I was tired, ... *so / for example / since* I went to bed early.
15. ... *All in all / Despite / Although* she felt ill, she didn't call the doctor.
16. Some foods, ... *moreover / as a result / such as* chocolate, are very fattening.
17. Everyone attended the meeting... *whose / whereas / apart from* Steve, who was on holiday.
18. Is this the boy... *whose / which / what* parents own the factory.

**EXERCISE 4. Complete the following paragraphs by choosing the appropriate linking word:**

1.

*next, for example, however, secondly, finally, thirdly*

Linking words help us in many ways in writing. ... , they help us in presenting our ideas in a meaningful way. ... , they help us to introduce and develop the main idea of the paragraph. ... , they help us to illustrate and add supporting details. ... , they help us in moving from one idea to another by binding one sentence with another. ... , they help us to understand the ideas presented in the paragraph. ... , using too many linking words ruins the structure and coherence of the paragraph.

2.

*in contrast, likewise, however, for instance, although, similarly, thus, even, further*

... Hinduism is practiced by the vast majority of Indians, India declared itself a secular state ... to a couple of countries in its neighborhood. It has ... ensured equal treatment to all the religions. ... , it has given all its citizens the right to practice the religion of their choice and the right to build their places of worship. ... , it has officially declared holidays on the important festivals of all the important religions. ... Desser and Diwali are holidays for all. ... Christmas and Ramadan too are



holidays for all Indians. The common observance of these holidays helps us in forging brotherly bonds among the followers of various religions.

3.

*as a result, however, but, likewise, though*

Indians honour the institution of marriage ... recently there has been a big increase in the divorce rate. These days men and women seek divorce on flimsy grounds. ... there is tremendous social pressure on couples to stay together they seem to prefer independence to married life. People have started accepting it as a reality of modern life. ... our society is going through a transition. ... , many social analysts think that high divorce rate is not in the best interest of our society in the long run.

**EXERCISE 5. Read the texts “Great Depression History”, “The Bush Doctrine and the U.S. Military”, “Black Lives Matter”. Write summaries of the texts. Use linking words and expressions in your summaries.**

### **Great Depression History**

The Great Depression was the worst economic downturn in the history of the industrialized world, lasting from the stock market crash of 1929 to 1939.

#### **CONTENTS**

1. What Caused the Great Depression?
2. Stock Market Crash of 1929
3. Bank Runs and the Hoover Administration
4. Roosevelt Elected
5. The New Deal: A Road to Recovery
6. African Americans in the Great Depression
7. Women in the Great Depression
8. Great Depression Ends and World War II Begins

The Great Depression was the worst economic downturn in the history of the industrialized world, lasting from 1929 to 1939. It began after the stock market crash of October 1929, which sent Wall Street into a

panic and wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and employment as failing companies laid off workers. By 1933, when the Great Depression reached its lowest point, some 15 million Americans were unemployed and nearly half the country's banks had failed.

### **What Caused the Great Depression?**

Throughout the 1920s, the U.S. economy expanded rapidly, and the nation's total wealth more than doubled between 1920 and 1929, a period dubbed "the Roaring Twenties."

The stock market, centered at the New York Stock Exchange on Wall Street in New York City, was the scene of reckless speculation, where everyone from millionaire tycoons to cooks and janitors poured their savings into stocks. As a result, the stock market underwent rapid expansion, reaching its peak in August 1929.

By then, production had already declined and unemployment had risen, leaving stock prices much higher than their actual value. Additionally, wages at that time were low, consumer debt was proliferating, the agricultural sector of the economy was struggling due to drought and falling food prices and banks had an excess of large loans that could not be liquidated.

The American economy entered a mild recession during the summer of 1929, as consumer spending slowed and unsold goods began to pile up, which in turn slowed factory production. Nonetheless, stock prices continued to rise, and by the fall of that year had reached stratospheric levels that could not be justified by expected future earnings.

### **Stock Market Crash of 1929**

On October 24, 1929, as nervous investors began selling overpriced shares en masse, the stock market crash that some had feared happened at last. A record 12.9 million shares were traded that day, known as "Black Thursday."

Five days later, on October 29 or “Black Tuesday,” some 16 million shares were traded after another wave of panic swept Wall Street. Millions of shares ended up worthless, and those investors who had bought stocks “on margin” (with borrowed money) were wiped out completely.

As consumer confidence vanished in the wake of the stock market crash, the downturn in spending and investment led factories and other businesses to slow down production and begin firing their workers. For those who were lucky enough to remain employed, wages fell and buying power decreased.

Many Americans forced to buy on credit fell into debt, and the number of foreclosures and repossessions climbed steadily. The global adherence to the gold standard, which joined countries around the world in a fixed currency exchange, helped spread economic woes from the United States throughout the world, especially Europe.

### **Bank Runs and the Hoover Administration**

Despite assurances from President Herbert Hoover and other leaders that the crisis would run its course, matters continued to get worse over the next three years. By 1930, 4 million Americans looking for work could not find it; that number had risen to 6 million in 1931.

Meanwhile, the country’s industrial production had dropped by half. Bread lines, soup kitchens and rising numbers of homeless people became more and more common in America’s towns and cities. Farmers couldn’t afford to harvest their crops, and were forced to leave them rotting in the fields while people elsewhere starved. In 1930, severe droughts in the Southern Plains brought high winds and dust from Texas to Nebraska, killing people, livestock and crops. The “Dust Bowl” inspired a mass migration of people from farmland to cities in search of work.

In the fall of 1930, the first of four waves of banking panics began, as large numbers of investors lost confidence in the solvency of their banks and demanded deposits in cash, forcing banks to liquidate loans in order to supplement their insufficient cash reserves on hand.

Bank runs swept the United States again in the spring and fall of 1931 and the fall of 1932, and by early 1933 thousands of banks had closed their doors.

In the face of this dire situation, Hoover's administration tried supporting failing banks and other institutions with government loans; the idea was that the banks in turn would loan to businesses, which would be able to hire back their employees.

### **Roosevelt Elected**

Hoover, a Republican who had formerly served as U.S. secretary of commerce, believed that government should not directly intervene in the economy, and that it did not have the responsibility to create jobs or provide economic relief for its citizens.

In 1932, however, with the country mired in the depths of the Great Depression and some 15 million people (more than 20 percent of the U.S. population at the time) unemployed, Democrat Franklin D. Roosevelt won an overwhelming victory in the presidential election.

By Inauguration Day (March 4, 1933), every U.S. state had ordered all remaining banks to close at the end of the fourth wave of banking panics, and the U.S. Treasury didn't have enough cash to pay all government workers. Nonetheless, FDR (as he was known) projected a calm energy and optimism, famously declaring "the only thing we have to fear is fear itself."

Roosevelt took immediate action to address the country's economic woes, first announcing a four-day "bank holiday" during which all banks would close so that Congress could pass reform legislation and reopen those banks determined to be sound. He also began addressing the public directly over the radio in a series of talks, and these so-called "fireside chats" went a long way towards restoring public confidence.

During Roosevelt's first 100 days in office, his administration passed legislation that aimed to stabilize industrial and agricultural production, create jobs and stimulate recovery.

In addition, Roosevelt sought to reform the financial system, creating the Federal Deposit Insurance Corporation (FDIC) to protect depositors'

accounts and the Securities and Exchange Commission (SEC) to regulate the stock market and prevent abuses of the kind that led to the 1929 crash.

### **The New Deal: A Road to Recovery**

Among the programs and institutions of the New Deal that aided in recovery from the Great Depression were the Tennessee Valley Authority (TVA), which built dams and hydroelectric projects to control flooding and provide electric power to the impoverished Tennessee Valley region, and the Works Progress Administration (WPA), a permanent jobs program that employed 8.5 million people from 1935 to 1943.

When the Great Depression began, the United States was the only industrialized country in the world without some form of unemployment insurance or social security. In 1935, Congress passed the Social Security Act, which for the first time provided Americans with unemployment, disability and pensions for old age.

After showing early signs of recovery beginning in the spring of 1933, the economy continued to improve throughout the next three years, during which real GDP (adjusted for inflation) grew at an average rate of 9 percent per year.

A sharp recession hit in 1937, caused in part by the Federal Reserve's decision to increase its requirements for money in reserve. Though the economy began improving again in 1938, this second severe contraction reversed many of the gains in production and employment and prolonged the effects of the Great Depression through the end of the decade.

Depression-era hardships had fueled the rise of extremist political movements in various European countries, most notably that of Adolf Hitler's Nazi regime in Germany. German aggression led war to break out in Europe in 1939, and the WPA turned its attention to strengthening the military infrastructure of the United States, even as the country maintained its neutrality.

## **African Americans in the Great Depression**

One-fifth of all Americans receiving federal relief during the Great Depression were black, most in the rural South. But farm and domestic work, two major sectors in which blacks were employed, were not included in the 1935 Social Security Act, meaning there was no safety net in times of uncertainty. Rather than fire domestic help, private employers could simply pay them less without legal repercussions. And those relief programs for which blacks were eligible on paper were rife with discrimination in practice, since all relief programs were administered locally.

Despite these obstacles, Roosevelt's "Black Cabinet," led by Mary McLeod Bethune, ensured nearly every New Deal agency had a black advisor. The number of African-Americans working in government tripled.

## **Women in the Great Depression**

There was one group of Americans who actually gained jobs during the Great Depression: Women. From 1930 to 1940, the number of employed women in the United States rose 24 percent from 10.5 million to 13 million. Though they'd been steadily entering the workforce for decades, the financial pressures of the Great Depression drove women to seek employment in ever greater numbers as male breadwinners lost their jobs. The 22 percent decline in marriage rates between 1929 and 1939 also created an increase in single women in search of employment.

Women during the Great Depression had a strong advocate in First Lady Eleanor Roosevelt, who lobbied her husband for more women in office—like Secretary of Labor Frances Perkins, the first woman to ever hold a cabinet position.

Jobs available to women paid less, but were more stable during the banking crisis: nursing, teaching and domestic work. They were supplanted by an increase in secretarial roles in FDR's rapidly-expanding government. But there was a catch: over 25 percent of the National Recovery Administration's wage codes set lower wages for women, and jobs created under the WPA confined women to fields like sewing and nursing that paid less than roles reserved for men.

Married women faced an additional hurdle: By 1940, 26 states had placed restrictions known as marriage bars on their employment, as working wives were perceived as taking away jobs from able-bodied men – even if, in practice, they were occupying jobs men would not want and doing them for far less pay.

### **Great Depression Ends and World War II Begins**

With Roosevelt's decision to support Britain and France in the struggle against Germany and the other Axis Powers, defense manufacturing geared up, producing more and more private sector jobs.

The Japanese attack on Pearl Harbor in December 1941 led to America's entry into World War II, and the nation's factories went back in full production mode.

This expanding industrial production, as well as widespread conscription beginning in 1942, reduced the unemployment rate to below its pre-Depression level. The Great Depression had ended at last, and the United States turned its attention to the global conflict of World War II.

<https://www.history.com/topics/great-depression/great-depression-history>

### **The Bush Doctrine and the U.S. Military**

Responding to new threats of international terrorism, the administration of President George W. Bush has developed a new national security policy to guide the U.S. military. Known as the Bush doctrine, the policy was outlined in a September 2002 document known as «The National Security Strategy of the United States». In it, the United States for the first time reserves the option to wage preemptive war and opens the possibility for American use of nuclear weapons against nonnuclear states.

President Bush argued that the new policy was necessary to prevent the proliferation of weapons of mass destruction, comprising nuclear, biological, and chemical weapons. He cited the breakdown of the strategy of deterrence that served the U.S. military during the Cold War when the policy of «mutual assured destruction» was thought to be sufficient to

prevent any nation with nuclear weapons from launching a nuclear war. This breakdown, Bush argued, was due to the increasing possibility that weapons of mass destruction could fall into the hands of stateless terrorists, such as al-Qaeda, who would not be deterred from using them.

«Given the goals of rogue states and terrorists, the United States can no longer solely rely on a reactive posture as we have in the past... Traditional concepts of deterrence will not work against a terrorist enemy whose avowed tactics are wanton destruction and the targeting of innocents; whose so-called soldiers seek martyrdom in death and whose most potent protection is statelessness.» - From The National Security Strategy of the United States

In line with the new policy, the Bush administration in 2002 withdrew from the Anti-Ballistic Missile Treaty, known as the ABM Treaty, and called for the creation of a missile defense shield for the United States by 2004. The policy also provides the Bush administration with its rationale for waging preemptive war against Iraq.

The new policy, however, has met with criticism from some arms control and national security experts. Critics of the Bush doctrine note that a preemptive policy sets a dangerous precedent. Other countries with nuclear weapons might decide that they also have the right to launch a preemptive attack. For example, both India and Pakistan have nuclear weapons, and relations between the two countries are tense. If one or both of these countries adopted their own version of the Bush doctrine, the resulting destabilization might lead to a nuclear holocaust. Alternatively, these critics also argue, a nonnuclear state fearing a preemptive attack from the United States or another powerful country might decide that its only recourse was to seek weapons of mass destruction for self-protection. A spiraling arms race might ensue that would wreck the Nuclear Nonproliferation Treaty.

Many political observers also fear that a preemptive war policy might threaten American democracy since a preemptive war launched by surprise attack would bypass Congress's constitutional right to declare war.

Finally, critics of the Bush doctrine argue that the U.S. decision to build a missile defense shield signals to other countries that the United



States might be pursuing a first-strike strategy. A first-strike strategy seeks to win a nuclear war with another nuclear power by striking first and then seeking protection from nuclear retaliation with a missile defense shield. Other nations might then seek their own defense shields and further destabilize the world.

Since the end of the Cold War, the United States has emerged as the world's sole superpower. The technological edge enjoyed by U.S. air, land, and naval power is likely to maintain that sole-superpower status for at least the next decade. For many people, however, the question is how wisely the world's only superpower will play its role.

<http://www.encyclopedia.com>

### **Black Lives Matter**

by The Editors of Encyclopaedia Britannica

*Encyclopaedia Britannica's editors oversee subject areas in which they have extensive knowledge, whether from years of experience gained by working on that content or via study for an advanced degree....*

**Black Lives Matter (BLM)**, international social movement, formed in the United States in 2013, dedicated to fighting racism and anti-Black violence, especially in the form of police brutality. The name *Black Lives Matter* signals condemnation of the unjust killings of Black people by police (Black people are far more likely to be killed by police in the United States than white people) and the demand that society value the lives and humanity of Black people as much as it values the lives and humanity of white people.

BLM activists have held large and influential protests in cities across the United States as well as internationally. A decentralized grassroots movement, Black Lives Matter is led by activists in local chapters who organize their own campaigns and programs. The chapters are affiliated with the Black Lives Matter Global Network Foundation, a nonprofit civil rights organization that is active in the United States, Canada, and the United Kingdom.

BLM was cofounded as an online movement (using the hashtag #BlackLivesMatter on social media) by three Black community organizers—Patrisse Khan-Cullors, Alicia Garza, and Opal Tometi. They formed BLM after George Zimmerman, a man of German and Peruvian descent, was acquitted on charges stemming from his fatal shooting of Trayvon Martin, an unarmed Black teenager, in Sanford, Florida, in February 2012. Zimmerman, a neighbourhood-watch volunteer, had seen Martin walking in his neighbourhood and called the police because he thought Martin looked “suspicious.” Although police told Zimmerman not to do anything, he followed Martin, got into an argument with him, and shot and killed him. Zimmerman remained free for weeks after the shooting but was finally charged with second-degree murder and arrested in April, after demonstrations demanding his prosecution were held in cities across the United States. At his trial more than a year later, Zimmerman claimed that he had acted in self-defense. His acquittal in July 2013 was widely perceived as a miscarriage of justice and led to further nationwide protests. The BLM movement expanded in 2014 after the police killings of two unarmed Black men, Eric Garner and Michael Brown. Garner died in Staten Island, New York, after a white police officer held him in a prolonged illegal choke hold, which was captured in a video taken by a bystander. Brown, a teenager, was shot and killed by a white police officer in Ferguson, Missouri. Large protests of these deaths in the name of Black Lives Matter captured national and international attention. The BLM movement thereafter continued to play a prominent role in demonstrations against police brutality and racism. Notably, BLM activists protested the deaths at the hands of police or while in police custody of several other Black people, including Sandra Bland, Philando Castile, Freddie Gray, Laquan McDonald, Tamir Rice, Walter Scott, Alton Sterling, and Breonna Taylor.

In 2020 George Floyd, an unarmed Black man, was pronounced dead after a white Minneapolis police officer knelt on Floyd’s neck for several minutes, despite Floyd’s repeated protests that he could not breathe. Wide circulation of a bystander’s video of Floyd’s last minutes triggered massive demonstrations in cities throughout the United States and across the globe.

The tragedy swayed U.S. public opinion in favour of the Black Lives Matter movement while drawing wide attention to the problem of entrenched racism in American society.

The Black Lives Matter movement has many goals. BLM activists seek to draw attention to the many ways in which Black people are treated unfairly in society and the ways in which institutions, laws, and policies help to perpetuate that unfairness. The movement has fought racism through such means as political action, letter writing campaigns, and nonviolent protests. BLM seeks to combat police brutality, the over-policing of minority neighbourhoods, and the abuses committed by for-profit jails. Its efforts have included calls for better training for police and greater accountability for police misconduct. BLM activists have also called for “defunding” the police—that is, reducing police department budgets and investing the freed-up funds in community social services, such as mental health and conflict-resolution programs. BLM activists have also worked on voter registration and get-out-the-vote campaigns in Black communities. In addition, BLM programs have celebrated Black artists and writers.

*<https://www.britannica.com/topic/Black-Lives-Matter>*

## APPENDICES

### Appendix 1

#### How to render the article

<b>1. Place of origin</b>	The article is (was) printed / published in... The article is from a newspaper under the nameplate...
<b>2. Time of origin</b>	The publication date of the article is... The article is dated the first of October 2008. The article is printed on the second of October, 2008.
<b>3. Author</b>	The article is written by... The author of the article is... The article is written by a group of authors. They are...
<b>4. Theme / Topic</b>	The article is about... The article is devoted to... The article deals with the topic... The basic subject matter of the script is... The article touches upon the topic of... The article addresses the problem of... The article raises/brings up the problem... The article describes the situation... The article assesses the situation... The article informs us about... / comments on... The headline of the article corresponds to the topic.

<p><b>5. Main idea / Aim of the article</b></p>	<p>The main idea of the article is...</p> <p>The purpose of the article / author is to give the reader some information on...</p> <p>The aim of the article / author is</p> <ul style="list-style-type: none"> <li>o provide the reader with some information about...;</li> <li>o provide the reader with some material / data on...</li> <li>o inform about...;</li> <li>o compare / determine...;</li> </ul>
<p><b>6. Contents of the article (a short summary of 3 or 4 sentences) + important facts, names, figures.</b></p>	<p>The article can be divided into some parts.</p> <p>The first part deals with...</p> <p>The second covers the events...</p> <p>The third touches upon the problem of...</p> <p>The fourth part includes some interviews, dialogues, pictures, reviews, references, quotations, figures.</p> <p>The article is written in the form of the monologue, from the first / third person narration.</p> <p>The author starts by telling the reader that... (writes, states, stresses, depicts, says, informs, underlines, confirms, emphasizes, puts an accent on, accepts / denies the fact, reports, resorts to, hints on, inclines to, points out... and so on)</p> <p>Later the article / the author describes...</p> <p>The article / the author goes on to say that...</p> <p>According to the text...</p> <p>In conclusion...</p> <p>The author comes to the conclusion / concludes that...</p> <p>The key sentence / words of the article (is / are) the following...</p>

<p><b>7. Vocabulary of the article</b>  – the topical vocabulary  – the author's vocabulary</p>	<p>While reading I've come across some topical words and expressions like.../ A great number of words belong to the topic...</p> <p>The author's vocabulary is rather vivid, poor, rich...</p> <p>The author resorts to colourful general phrases/ clichés / stable statements / understatements / exaggerations / words with negative / positive connotation / fine words / descriptive adjectives / comparisons (to create a vivid picture, a humorous effect / to enforce the influence on the reader).</p> <p>We see the author's mastery in conveying the main idea to the reader with the help of the phrases / parenthesis / sayings / proverbs</p>
<p><b>8. Personal opinion / impression of the article</b></p>	<p>I found the article interesting / important / useful / dull / of no value / (too) hard to understand and assess (Why?)</p> <p>I appreciate the author's word-painting as / superb / ordinary / exaggerated.</p> <p>I think / believe that...</p> <p>My point is that...</p> <p>In my opinion...</p> <p>To my mind...</p>
<p><b>9. Personal view on the topic / idea / problem</b></p>	<p>The message of the writer is clear to understand...</p> <p>I share the author's view...</p> <p>I see the problem in a different way...</p> <p>I don't quite agree with the fact (that).</p> <p>..</p>

The article "*The Right For Personal Space*"

**The article under consideration is headlined "The Right For Personal Space".** In the current article the author speaks at length about a **burning issue of all times** which is a **problem of discrimination**. It is the discrimination against men, to be precise, that is touched upon by the author who lays stress on the oppression of inviolability as well as indispensability of a person's private space.

**The article opens in** a brief description of the way of living in a society of former USSR when people even though were used to being deprived of their rights were still longing to get apartments of their own, so that they could feel safe in a so-called "personal space" of theirs. **Afterwards the author moves on** to defining the term "**personal space**" in order to provide the readers with the information necessary to get involved in further reading. He defines the term-in-question as a part of a territory that "belongs" to one definite owner and essentially enables one to stay there on one's own with no fear of a sudden intrusion of "aliens". **According to the author's point of view**, it is not only the chattels to be termed as a private or personal space, but clothes even. To put it in shorter words, one must not trespass on anyone's private zone without asking in advance.

**Further on** the author reminds his readers of some historic examples of the oppression of people's rights for their intimate areas. **He starts with** describing different attitude towards some areas of men-women's employment, goes on giving examples of high fences around people's houses, and ends up with the issue of public baths. The author claims that these aspects led to a resolution to create segregated lavatory rooms, single-sex saunas and changing-rooms, which depicted the progress towards equal rights in the USSR.

**However, in the next passage the author points out** the idea that all those restrictions placed were actually to guard women, rather than men. Holding on to the matter of man's rights, the author cites an example of "lovely" **female janitors and maids occurring in men's toilets or baths with men inside!** Similar situation can hardly take place in a ladies' WC. **To continue the author tells a story of** an American woman winning a right to use a gents' WC, whilst there's hardly any man to gain

such a right. Being put under arrest is what he is more likely to achieve even if seen near the ladies' refresh room, since it's against the law in the US. **The author gives more examples**, such as female teachers entering boys toilets in search of smokers, female doctors examining 18-year-old future soldiers and so on. These examples lay stress on the ideas of the article.

**The author draws conclusion by** saying that the only way to advance the case of equal rights for a safe personal space is to teach boys just as well as girls to value their intimacy. **So, to sum up the ideas mentioned I personally agree that** the issue of men's deprivation of private place without a shadow of doubt is a subject for discussion. Yet, I still see no sense in putting this idea into such an exaggerated manner as the author did. What we all need to remember is that every one and all deserve a right for safety, comfort and ease of existence, no matter if one's a male or a female. My space is my space.

<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>



### The plan for rendering the text

stages	some expressions to be used while rendering the text
<b>1.</b> The title of the text	The article/text is headlined... The headline of the article/text I have read is... The title of the article/text ...
<b>2.</b> The author of the article, where and when the article was published	The author of the article/text is... The article/text is written by... It is (was) published in... It is (was) printed in...
<b>3.</b> The main idea of the article	The main idea of the article/text is... The article/text is about... The article/text is devoted to... The article/text deals with... The article/text touches upon... The purpose of the article/text is to give the reader some information on... The aim of the article/text is to provide the reader with some material (data) on...
<b>4.</b> The contents of the article, (some facts, names, figures, etc.)	a) The author starts by telling the reader that... b) The author writes (states, stresses, thinks, points out) that... c) The article/text describes... d) According to the text... e) Further the author reports (says)... f) The article/text goes on to say that... g) In conclusion... h) The author comes to the conclusion that...
<b>5.</b> Your opinion of the article	I found the article/text interesting (important, dull, of no value, too hard to understand)

<https://nsportal.ru/shkola/inostrannye-yazyki/angliiskiy-yazyk/library/2015/09/06/the-plan-for-rendering-the-text>

### Linking words

**Linking words** help you to connect ideas and sentences when you speak or write English. We can use linking words to give examples, add information, summarise, sequence information, give a reason or result, or to contrast ideas.

Here's a list of the most common linking words and phrases:

- **Giving examples**
  - **For example**
  - **For instance**
  - **Namely**

The most common way to give examples is by using **for example** or **for instance**.

**Namely** refers to something by name.

“There are two problems: namely, the expense and the time.”

- **Adding information**
  - **And**
  - **In addition**
  - **As well as**
  - **Also**
  - **Too**
  - **Furthermore**
  - **Moreover**
  - **Apart from**
  - **In addition to**
  - **Besides**

Ideas are often linked by **and**. In a list, you put a comma between each item, but not before **and**.

“We discussed training, education and the budget.”

**Also** is used to add an extra idea or emphasis. “We also spoke about marketing.”

You can use **also** with **not only** to give emphasis.

“We are concerned not only by the costs, but also by the competition.”

We don't usually start a sentence with **also**. If you want to start a sentence with a phrase that means also, you can use **In addition, In addition to this...** **As well as** can be used at the beginning or the middle of a sentence.

"As well as the costs, we are concerned by the competition."

"We are interested in costs as well as the competition."

**Too** goes either at the end of the sentence, or after the subject and means **as well**.

"They were concerned too."

"I, too, was concerned."

**Apart from** and **besides** are often used to mean **as well as, in addition to**.

"Apart from Rover, we are the largest sports car manufacturer."

"Besides Rover, we are the largest sports car manufacturer."

**Moreover** and **furthermore** add extra information to the point you are making.

"Marketing plans give us an idea of the potential market. Moreover, they tell us about the competition."

- **Summarising**
  - **In short**
  - **In brief**
  - **In summary**
  - **To summarise**
  - **In a nutshell**
  - **To conclude**
  - **In conclusion**

We normally use these words at the beginning of the sentence to give a summary of what we have said or written.

- **Sequencing ideas**
  - **The former, ... the latter**
  - **Firstly, secondly, finally**
  - **The first point is**
  - **Lastly**
  - **The following**

**The former** and **the latter** are useful when you want to refer to one of two points.

“Marketing and finance are both covered in the course. The former is studied in the first term and the latter is studied in the final term.”

**Firstly, ... secondly, ... finally** (or **lastly**) are useful ways to list ideas. It’s rare to use “fourthly”, or “fifthly”. Instead, try **the first point, the second point, the third point** and so on.

**The following** is a good way of starting a list.

“The following people have been chosen to go on the training course: N Peters, C Jones and A Owen.”

- **Giving a reason**
  - **Due to / due to the fact that**
  - **Owing to / owing to the fact that**
  - **Because**
  - **Because of**
  - **Since**
  - **As**

**Due to** and **owing to** must be followed by a noun.

“Due to the rise in oil prices, the inflation rate rose by 1.25%.”

“Owing to the demand, we are unable to supply all items within 2 weeks.”

If you want to follow these words with a clause (a subject, verb and object), you must follow the words with **the fact that**.

“Due to the fact that oil prices have risen, the inflation rate has gone up by 1%25.”

“Owing to the fact that the workers have gone on strike, the company has been unable to fulfill all its orders.”

**Because / because of**

**Because of** is followed by a noun.

“Because of bad weather, the football match was postponed.”

**Because** can be used at the beginning or in the middle of a sentence. For example, “Because it was raining, the match was postponed.”

“We believe in incentive schemes, because we want our employees to be more productive.”

**Since / as**

**Since** and **as** mean **because**.

“Since the company is expanding, we need to hire more staff.”

As the company is expanding, we need to hire more staff.”

- **Giving a result**
  - **Therefore**
  - **So**
  - **Consequently**
  - **This means that**
  - **As a result**

**Therefore**, **so**, **consequently** and **as a result** are all used in a similar way.

“The company are expanding. Therefore / So / Consequently / As a result, they are taking on extra staff.”

**So** is more informal.

- **Contrasting ideas**
  - **But**
  - **However**
  - **Although / even though**
  - **Despite / despite the fact that**
  - **In spite of / in spite of the fact that**
  - **Nevertheless**
  - **Nonetheless**
  - **While**
  - **Whereas**
  - **Unlike**
  - **In theory... in practice...**

**But** is more informal than **however**. It is not normally used at the beginning of a sentence.

“He works hard, but he doesn’t earn much.”

“He works hard. However, he doesn’t earn much.”

**Although**, **despite** and **in spite of** introduce an idea of contrast. With these words, you must have two halves of a sentence.

“Although it was cold, she went out in shorts.”

“In spite of the cold, she went out in shorts.”

**Despite** and **in spite of** are used in the same way as **due to** and **owing to**. They must be followed by a noun. If you want to follow them with a noun and a verb, you must use **the fact that**.

“Despite the fact that the company was doing badly, they took on extra employees.”

**Nevertheless** and **nonetheless** mean **in spite of that** or **anyway**.

“The sea was cold, but he went swimming nevertheless.” (In spite of the fact that it was cold.)

“The company is doing well. Nonetheless, they aren’t going to expand this year.”

**While**, **whereas** and **unlike** are used to show how two things are different from each other.

“While my sister has blue eyes, mine are brown.”

“Taxes have gone up, whereas social security contributions have gone down.”

“Unlike in the UK, the USA has cheap petrol.”

**In theory... in practice...** show an unexpected result.

“In theory, teachers should prepare for lessons, but in practice, they often don’t have enough time.”

[http://www.alexanderkabanov.ru/booken/index.files/English/text\\_rendering.files/text\\_files/index.htm](http://www.alexanderkabanov.ru/booken/index.files/English/text_rendering.files/text_files/index.htm)

## Appendix 4

### Useful phrases for rendering articles in English

1. The article under the title (the name) ...is taken from ...
2. It is written by ...
3. The theme of the article is closely connected with title of the article
4. This article deals with ..., is devoted to ...
5. The main idea is expressed in the first (the last) paragraph
6. At the beginning the author describes, explains, introduces, analyses, gives a revue of ..., comments on, enumerates, points out ...
7. From the article we learn that ...

8. At the end the author comes to the conclusion that ...
9. To my mind (in my opinion) ...
10. As far as I know, understand, remember ...
11. For all I know ...
12. First of all, to began with ...
13. The thing (problem, fact, point) is ...
14. On the one hand ..., on the other hand ...
15. Summing it up ..., on the whole (in short ...)
16. I can't but agree with the author that ...
17. I'd like to stress the point (the idea) that ...
18. As far as I am concerned I can add the following ...
19. I mean to say ...
20. But I'd like to say a few words in this connection ...
21. As far as I can see ...
22. More than that ...
23. Generally speaking ...

### **THE PROBLEMS raised in the article.**

1. The author's treatment of the problem.
2. The author raises the problem of ...
3. Saying all these the author raises the problem ...
4. Treating the problem the author points out that .../ exposes / describes / considers that ...
5. The problem raised by the author is very serious / acute / pressing ...
6. The problem of the article is rather complicated / delicate ...
7. The article tackles the problem of ...
8. The problem of ... brought up by the author seems to be caused by ...
9. It seems to be very difficult to try to solve (address / tackle) this problem ...

### **COMMENTS (your treatment of the problem)**

1. I'd like to share with you my ideas (poin of view) about ...
2. I fully support the author's point of view ...
3. I agree with the author here ...

4. ... and developing further the author's idea, I'd like to ...
5. I disagree with the author and I'd like the reason it ...
6. In my commentary I'd like to dwell on / point out / emphasise / outline / analyze ...
7. What I'm getting at is ...
8. I share the author's opinion ...
9. I won't deny that ...
10. On the whole the author is right but ...
11. There are three points I want to make. Firstly, ... Secondly, ... Thirdly, ...
12. I fully (partly) (dis)agree with the author ...
13. In my opinion / I think, my sense (perspective) is that ...
14. I'd like to enlarge on the matter of ...
15. Let me dwell upon ...
16. I don't quite see (understand) why ...
17. For all I know (As far as I know) ...
18. Let me explain what I mean ...
19. Going into details I'd say that ...
20. Another thing that has crossed my mind is ...
21. From my point of view ...
22. I tend to favour ...

### **CONCLUSION (your opinion of the article)**

1. In conclusion I'd like to say ...
2. In my opinion the article is informative / interesting / important
3. I found the article up-to-date / urgent / topical / dull /of no value / of no importance ...
4. I think highly of the depth of the analysis / of the author ...
5. The article turned out to be very informative ...
6. I have low remarks for the way the author tries to impose his opinion

<https://quizlet.com/ru/429476377/useful-phrases-for-rendering-articles-in-english-flash-cards/>



**Section I**  
**Unit 1**

**Exercise 4.**

**c) Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.**

1. Most school systems **are** designed around a set **of** values **and** ideals that govern all educational choices in **that** system. **These** choices include curriculum, organizational models, design of **the** physical learning spaces (e.g. classrooms), student-teacher interactions, methods **of** assessment, class size, educational activities, **and** more.

2. Tertiary education **is** normally taken **to** include undergraduate **and** postgraduate education, as well **as** vocational education **and** training. Colleges **and** universities mainly provide tertiary education. Collectively, these **are** sometimes known as tertiary institutions. Individuals **who** complete tertiary education generally receive certificates, diplomas, **and** academic degrees.

3. In **the** United States, Canada, **and** Australia, primary and secondary education together **are** sometimes referred **to** as K-12 education, and ... New Zealand Year 1–13 **is**...used. **The** purpose of secondary education can be **to** give common knowledge, **to** prepare **for** higher education, **or** to train directly in **a** profession.

Secondary education **in** the United States **did** not emerge **until** 1910, with the rise **of** large corporations **and** advancing technology in factories, **which** required skilled workers. **In** order **to** meet **this** new job demand, high schools **were** created, with **a** curriculum focused **on** practical job skills that **would** better prepare students **for** white collar **or** skilled blue collar work. **This** proved beneficial for **both** employers and employees, **since** the improved human capital lowered costs **for** the employer, **while** skilled employees received higher wages.

Secondary education has **a** longer history **in** Europe, **where** grammar schools **or** academies date from **as** early **as** the 6th century, **in** the form **of** public schools, fee-paying schools, or charitable educational foundations, **which** themselves date even further back.

It spans the period *between* the typically universal compulsory, primary education *to* the optional, selective tertiary, "postsecondary", or "higher" education of ISCED 5 and 6 (e.g. university), and the ISCED 4 Further education or vocational school.

Depending *on* the system, schools for *this* period, or *a* part of it, may *be* called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. *The* exact meaning of any of *these* terms varies *from* one system *to* another. The exact boundary *between* primary and secondary education *also* varies from country to country and even *within* them but *is* generally around *the* seventh to *the* tenth year of schooling.

4. While considered "alternative" today, most alternative systems *have* existed since ancient times. After the public school system *was* widely developed beginning *in* the 19th century, *some* parents found reasons to *be* discontented *with* the new system. Alternative education developed in part *as* a reaction *to* perceived limitations and failings *of* traditional education. A broad range *of* educational approaches emerged, including alternative schools, self learning, homeschooling, *and* unschooling. Example alternative schools include Montessori schools, Waldorf schools (*or* Steiner schools), Friends schools, Sands School, Summerhill School, Walden's Path, The Peepal Grove School, Sudbury Valley School, Krishnamurti schools, *and* open classroom schools. Charter schools *are* another example *of* alternative education, *which* have *in* the recent years grown *in* numbers *in the* US and gained greater importance in *its* public education system.

In time, some ideas from *these* experiments and paradigm challenges *may* be adopted as *a* norm in education, just *as* Friedrich Fröbel's approach *to* early childhood education in 19th-century Germany has *been* incorporated into contemporary kindergarten classrooms. Other influential writers *and* thinkers *have* included *the* Swiss humanitarian Johann Heinrich Pestalozzi; *the* American transcendentalists Amos Bronson Alcott, Ralph Waldo Emerson, *and* Henry David Thoreau; *the* founders *of* progressive education, John Dewey *and* Francis Parker; and educational pioneers *such* as Maria Montessori *and* Rudolf Steiner, and more recently John Caldwell Holt, Paul Goodman, Frederick Mayer, George Dennison, *and* Ivan Illich.

5. In informal learning, *there* is often *a* reference person, a peer *or* expert, *to* guide the learner. *If* learners have a personal interest in *what* they are informally *being* taught, learners tend *to* expand *their* existing knowledge and conceive new ideas *about* the topic *being* learned. *For* example, *a* museum *is* traditionally considered an informal learning environment, as *there* is room for free choice, a diverse and potentially non-standardized range *of* topics, flexible structures, socially rich interaction, and no externally imposed assessments.

*While* informal learning often takes place outside educational establishments and *does* not follow a specified curriculum, it *can* also occur within educational settings *and* even during formal learning situations. Educators *can* structure *their* lessons to directly utilize *their* students informal learning skills *within* the education setting.

*In* the late 19th century, education *through* play began to *be* recognized as making *an* important contribution *to* child development. In *the* early 20th century, the concept *was* broadened *to* include young adults but the emphasis *was* on physical activities. L.P. Jacks, also *an* early proponent *of* lifelong learning, described education *through* recreation: "A master in the art of living draws no sharp distinction *between* his work and *his* play, *his* labour and *his* leisure, *his* mind and *his* body, *his* education and *his* recreation. He hardly knows *which* is which. He simply pursues his vision *of* excellence through whatever he *is* doing and leaves others *to* determine *whether* he is working or playing. To himself, he always seems to *be* doing both. Enough *for* him *that* he does it well." Education *through* recreation *is* the opportunity to learn in a seamless fashion through all *of* life's activities. The concept *has* been revived *by* the University of Western Ontario *to* teach anatomy *to* medical students.

6. *Many* large university institutions *are* now starting *to* offer free *or* almost free full courses such *as* Harvard, MIT and Berkeley teaming up to form edX. Other universities offering open education *are* prestigious private universities *such* as Stanford, Princeton, Duke, Johns Hopkins, *the* University of Pennsylvania, and Caltech, *as* well *as* notable public universities including Tsinghua, Peking, Edinburgh, University *of* Michigan, and University *of* Virginia.

Open education *has* been called *the* biggest change in the way people learn *since* the printing press. Despite favourable studies *on* effectiveness,

many people *may* still desire *to* choose traditional campus education for social *and* cultural reasons.

*Many* open universities *are* working *to* have the ability *to* offer students standardized testing and traditional degrees *and* credentials.

The conventional merit-system degree is currently *not* as common in open education as *it* is in campus universities, *although* some open universities do already offer conventional degrees such *as* the Open University in *the* United Kingdom. Presently, many *of* the major open education sources offer *their* own form of certificate. *Due* to the popularity of open education, *these* new kind of academic certificates ... gaining more respect *and* equal "academic value" to traditional degrees.

*Out* of 182 colleges surveyed *in* 2009 nearly half said tuition for online courses *was* higher *than* for campus-based ones.

A recent meta-analysis found *that* online and blended educational approaches *had* better outcomes *than* methods *that* used solely face-to-face interaction.

## Unit 2.

**c) Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.**

**9. Herodotus of Halicarnassus** (484 BC – ca.425 BC) *has* generally been acclaimed *as* the "father of history". However, *his* contemporary Thucydides (ca. 460 BC – ca. 400 BC) *is* credited *with* having first approached history with *a* well-developed historical method *in* his work *The History of* the Peloponnesian War. Thucydides, *unlike* Herodotus, regarded history as *being* the product *of* the choices *and* actions *of* human beings, and looked *at* cause and effect, rather *than* as the result of divine intervention. In *his* historical method, Thucydides emphasized chronology, *a* neutral point *of* view, and *that* the human world *was* the result *of* the actions of human beings. Greek historians also viewed history *as* cyclical, with events regularly recurring.

## 10. Etymology

Ancient Greek ἱστορία (hístōr) means "inquiry","knowledge from inquiry", *or* "judge". *It* was in that sense *that* Aristotle used the word in *his* Περὶ Τὰ Ζῷα Ἱστορίαι (Perì Tà Zōa Historíai "Inquiries about

Animals"). The ancestor word ἵστωρ *is* attested early on *in* Homeric Hymns, Heraclitus, *the* Athenian ephebes' oath, *and* in Boiotic inscriptions (in a legal sense, either "judge" *or* "witness", or similar).

*The* word entered the English language *in* 1390 *with* the meaning *of* "relation of incidents, story". *In* Middle English, the meaning *was* "story" *in* general. The restriction *to* the meaning "record *of* past events" arises *in* the late 15th century. *It* was still in the Greek sense *that* Francis Bacon used *the* term in the late 16th century, *when* he wrote *about* "Natural History". *For* him, *historia was* "the knowledge of objects determined *by* space and time", *that* sort *of* knowledge provided *by* memory (while science *was* provided by reason, *and* poetry *was* provided by fantasy).

In an expression of the linguistic synthetic vs. analytic/isolating dichotomy, English like Chinese (史 vs. 诌) now designates separate words *for* human history and storytelling *in* general. *In* modern German, French, and *most* Germanic and Romance languages, *which* are solidly synthetic and highly inflected, *the* same word *is* still used *to* mean both "history" *and* "story".

The adjective historical *was* attested *in* 1661, and historic *in* 1669.

Historian *in the* sense *of* a "researcher of history" *is* attested *from* 1531. *In* all European languages, the substantive "history" *is* still used *to* mean both "what happened with men", and "the scholarly study *of* the happened", *the* latter sense sometimes distinguished with *a* capital letter, "History", or the word historiography.

## 11. Philosophy of history. History's philosophical questions

What *is* the proper unit *for* the study *of* the human past — the individual? *The* polis? *The* civilization? *The* culture? Or *the* nation state? *Are* there broad patterns and progress? *Are* there cycles? *Is* human history random and devoid *of* any meaning?

Philosophy *of* history *is* a branch *of* philosophy concerning the eventual significance, if any, of human history. Furthermore, *it* speculates as to a possible teleological end to its development—that is, it asks *if* there *is* a design, purpose, directive principle, or finality *in* the processes *of* human history. Philosophy of history *should* not *be* confused *with* historiography, which *is* the study *of* history as *an* academic discipline, and *thus* concerns *its* methods and practices, and *its* development as *a* discipline over time. Nor *should* philosophy of history *be* confused *with*

the history *of* philosophy, *which* is the study *of* the development *of* philosophical ideas *through* time.

**12. Social history**, sometimes called the new social history, *is* the field *that* includes history *of* ordinary people and *their* strategies and institutions *for* coping *with* life. In *its* "golden age" it *was* a major growth field *in* the 1960s *and* 1970s among scholars, and still *is* well represented in history departments. *In* two decades *from* 1975 *to* 1995, the proportion *of* professors *of* history *in* American universities identifying with social history rose *from* 31% *to* 41%, *while* the proportion *of* political historians fell *from* 40% *to* 30%. In *the* history departments *of* British universities *in* 2007, *of* the 5723 faculty members, 1644 (29%) identified themselves *with* social history while political history came next with 1425 (25%). *The* "old" social history before *the* 1960s was *a* hodgepodge of topics without *a* central theme, and *it* often included political movements, *like* Populism, that were "social" *in the* sense *of* being outside the elite system. Social history *was* contrasted *with* political history, intellectual history *and* the history *of* great men. English historian G. M. Trevelyan saw it as the bridging point *between* economic and political history, reflecting that, "Without social history, economic history *is* barren and political history unintelligible." While the field *has* often been viewed negatively as history with the politics left out, it *has* also been defended as "history with the people put back in."

### **13. Political correctness**

*In* many countries history textbooks have *been* censored to put the national story *in* a more favorable light. *For* example, *in* Japan, mention *of* the Nanking Massacre has *been* removed *from* textbooks and the entire World War II *is* given cursory treatment. Other countries *have* complained. *It* was standard policy *in* communist countries *to* present only a rigid Marxist historiography.

*In the* United States the history *of* the American Civil War *was* phrased *to* avoid giving offense to white Southerners *and* blacks.

Academic historians *have* often fought *against* the politicization of the textbooks, sometimes *with* success.

*In* 21st century Germany, the history curriculum *is* controlled *by* the 16 states, and *is* characterized not *by* superpatriotism but rather *by* an

"almost pacifistic and deliberately unpatriotic undertone" and reflects "principles formulated *by* international organizations *such* as UNESCO or *the* Council of Europe, thus oriented *towards* human rights, democracy and peace." The result is *that* "German textbooks usually downplay national pride and ambitions and aim *to* develop *an* understanding *of* citizenship centered *on* democracy, progress, human rights, peace, tolerance *and* Europeanness."

#### 14. Nationalism

From the origins of national school systems in *the* 19th century, the teaching *of* history *to* promote national sentiment has *been* a high priority. In *the* United States *after* World War I, *a* strong movement emerged *at* the university level *to* teach courses *in* Western Civilization, so as *to* give students *a* common heritage *with* Europe. In *the* U.S. *after* 1980, attention increasingly moved toward teaching world history or requiring students *to* take courses *on* non-western cultures, *to* prepare students *for* life *in* a globalized economy.

*At* the university level, historians debate the question *of* whether history belongs more *to* social science or *to* the humanities. Many view the field *from* both perspectives.

The teaching of history *in* French schools *was* influenced *by* the *Nouvelle histoire* as disseminated after the 1960s by *Cahiers pédagogiques and Enseignement* and other journals *for* teachers. Also influential *was* the Institut national de recherche et de documentation pédagogique, (INRDP). Joseph Leif, the Inspector-general of teacher training, said pupils children *should* learn *about* historians' approaches as *well* as facts and dates. Louis François, Dean of the History/Geography group in the Inspectorate of National Education advised *that* teachers *should* provide historic documents and promote "active methods" *which* would give pupils "the immense happiness *of* discovery." Proponents said *it* was a reaction *against* the memorization of names *and* dates *that* characterized teaching and left the students bored. Traditionalists protested loudly *that* it was a postmodern innovation that threatened to leave *the* youth ignorant of French patriotism and national identity.

### Unit 3.

c) *Insert auxiliary words (articles, prepositions, conjunctions, pronouns, auxiliary and modal verbs) instead of dots.*

#### 1. A brief biography of Tim Lambert, author of local histories.org

I *was* born in England in 1962. I graduated *from* Lancaster University *in* 1984 with a B.A (Honours) *in* history. *For* many years I worked *as* a researcher. History *has* always been my passion and in *the* late 1990s, I began writing histories *of* towns *for* friends. So *if* a friend came from Dublin I wrote *a* history of *that* city. Eventually, *a* friend suggested I *should* put the histories *on* the internet so everybody *could* read them. *My* website *was* switched *on* 11 December 2001. *At* first, it only had about 10 histories *but* it gradually grew larger *and* larger. *Then* in 2003, I began writing histories of countries and later I added articles *about* life in *the* past. Eventually, I decided *to* create *a* World History Encyclopedia. After *all*, if you enjoy a subject and know *a* bit about it why *not* create your own website *for* everyone *to* read? I hope you find my website useful *and/or* interesting.

My Youtube Channel

<http://www.localhistories.org/mybiog.html>

#### 2. From Pre-Columbian to the New Millennium

*The* word history comes *from* the Greek word historia *which* means "*to* learn or know by inquiry." In the pieces *that* follow, we encourage you *to* probe, dispute, dig deeper — inquire. History is *not* static. It's fluid. *It* changes and grows and becomes richer and *more* complex when *any* individual interacts with *it*.

Knowledge *of* history *is* empowering. *An* event is but the furthest ripple of *an* expanding wave that may *have* started eddying outward hundreds *of* years ago. *One* who "sees" history *is* able *to* harness the power of that wave's entire journey.

Finally, *the* best history has at *its* foundation *a* story. A printer challenges a King and so is laid the foundation of the first amendment; a New Jersey miner finds gold in California and sets off a torrent of movement westward; a woman going home from work does not relinquish her seat and a Civil Rights movement explodes.

*These* stories all help *to* ask the question, "What is *an* American?" You'll help *to* answer *that* question.

<https://www.ushistory.org/us/index.asp>



### 3. America in the second world war

*On* 7 December 1941 *the* Japanese attacked the American Pacific fleet *at* Pearl Harbor. *The* next day Congress declared war *on* Japan. On 11 December 1941 Germany *and* Italy declared war on *the* USA. *The* USA mobilized all *its* resources *for* war. Industrial output doubled *during* World War II and *by* 1943 there was full employment. Only 2,000 aircraft *were* made *in* 1939 *but* by 1944 the figure was 96,000. The American public suffered less *than* people *in* other countries because the USA escaped occupation *or* air raids.

*During* World War II many black people migrated *from* the south *to* the north and west. Black people became increasingly dissatisfied *with* their position *in* American society. *The* National Association for the Advancement of Colored Peoples increased its membership. *The* Congress for Racial Equality *was* formed *in* 1942.

From March 1942 people of Japanese descent, *on* the west coast, *were* interned. By September over 100,000 *of* them had *been* moved inland. Yet many Japanese Americans served *in* the US armed forces. *The* USA's massive industrial strength made the defeat of the Axis powers (Germany, Italy, and Japan) inevitable. Unfortunately, Roosevelt did *not* live *to* see the end *of* the war. *He* died on 12 April 1945.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

### 4. Early Alaska

*The* first human beings arrived in Alaska about 13,000 BC. At *that* time Alaska was part *of* a land bridge *that* extended across to Siberia. People followed the herds *of* animals they hunted. Europeans arrived *in* the area in *the* 18th century. *In* 1741 a Dane called Vitus Bering led *a* Russian expedition *to* Alaska. They discovered there was great wealth *in* Alaska in the form *of* animal furs. Unfortunately, they *also* brought diseases to which *the* native people had *no* immunity. *The* British arrived in 1778 *when* Captain Cook sailed there. (Cook Inlet *is* named *after* him). George Vancouver sailed *to* Alaska *in* 1794.

Meanwhile in 1772 *the* Russians made a settlement at Unalaska. *Then* in 1784, they made *a* settlement *on* Kodiak Island. However, *by* the 1860s, *the* Russians had lost interest *in* Alaska. Over-hunting had depleted the supply of furs *and* it was difficult *to* supply bases such a long way off. *So*

they decided *to* try and sell Alaska to *the* Americans. In 1867 US Secretary *of* State William Henry Seward signed *a* treaty *to* buy Alaska *for* \$7.2 million - less *than* 2 cents an acre. However, *it* took 6 months to persuade Congress *to* ratify *the* treaty. Alaska formally passed *to the* USA *on* 18 October 1867.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

## **5. Modern California**

Disaster struck on 18 April 1906 *when* an earthquake hit San Francisco. It measured 8.25 *on* the Richter scale *and* it caused great damage and loss *of* life. The fires *that* followed caused even worse damage. *They* raged *for* 3 days. Afterward *about* 28,000 buildings *were* destroyed and 250,000 people *were* made homeless. *The* exact number *of* dead is *not* known. However, San Francisco *was* soon rebuilt.

In *the* early 20th century the oil industry boomed *in* California. The filmmaking industry *also* boomed. Meanwhile, in 1913 Los Angeles Aqueduct *was* built. *During* the Depression of *the* 1930s large numbers of 'Okies' fleeing the dust bowl fled to California. Meanwhile, Golden Gate Bridge *was* built in 1937. *During* the Second World War California boomed again. After *the* war, many returning soldiers settled in California *and* suburbs sprang up *around* Californian cities. The 1950s were *a* decade *of* prosperity *for* California. *Both* industry and farming flourished and *the* population *of* the state rose rapidly. By 1962 California was the US state with the largest population. *The* 1960s were an era *of* protest. In 1969 Native Americans occupied Alcatraz Island. *Then* in 1989 California *was* hit *by* another earthquake. Yet another earthquake struck *the* state in 1994. Today California has an economy larger *than* that *of* most countries. *In* 2001 *the* population *of* California *was* 39.5 million.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

## **6. Australia in the 21st Century**

*In* 2020 *the* population *of* Australia *was* 25 million. *In* 2006 *it* was estimated *that* the indigenous population was *about* 500,000 - about *the* same as it was *when* Europeans first arrived *in* Australia *at* the end *of* the 18th century.

Unemployment *was* high in *the* 1990s but *at* the beginning *of* the 21st century *the* situation improved. Today Australia is *a* prosperous country.

*In* 2008 Quentin Bryce became *the* first woman Governor-General *of* Australia. *In* 2010 Julia Gillard became *the* first woman Prime Minister *of* Australia. *In* 2020 *the* population *of* Australia *was* 25.6 million.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

## **7. The Boston Massacre ND THE Boston Tea Party**

American public opinion *was* galvanized *by* the event *in* March 1770. *A* group *of* people in Boston threw stones *at* British soldiers. *The* soldiers opened fire, killing 5 people *and* wounding 6 of *them*. Worse all 6 of the 8 soldiers put *on* trial *for* the deaths *were* acquitted. Two *were* found guilty *of* manslaughter and branded on the thumbs. The British failure to execute anybody outraged American opinion. *The* event became known *as* the Boston Massacre.

*Then* in 1773 *the* British East India Company sent tea *to* the American colonies *to* sell. Three ships *were* sent to Boston *with* 298 chests *of* tea. However, Boston was *a* center *of* resistance to *the* British. *On* 16 December 1773 men dressed *as* Indians boarded the ships *and* threw the tea *into* the sea.

*The* British Prime Minister, Lord North, behaved very unwisely. In 1774 *a* series of laws *were* passed called the Coercive or Intolerable Acts. The port *of* Boston *was* closed and the seat *of* government *was* moved to Salem. The charter of Massachusetts *was* changed *to* give the royal governor more power.

*The* Americans *were* also annoyed by the Quebec Act of 1774. This was an attempt by the British parliament *to* make the French Catholics loyal to *the* British Crown. The Act extended the boundaries *of* Quebec southward and westward. *The* Americans feared *the* king intended to settle loyal French-speaking Catholics in the West *to* increase *his* own power in *the* region.

**By Tim Lambert**

<http://www.localhistories.org/america.html>

## 8. War of 1812 with United States

From Wikipedia, the free encyclopedia

Simultaneous *with* the Napoleonic Wars, trade disputes and British impressment of American sailors led *to* the War of 1812 *with* the United States. *The* "second war *of* independence" for the American, it was little noticed *in* Britain, where all attention *was* focused *on* the struggle with France. *The* British could devote few resources to the conflict until the fall *of* Napoleon *in* 1814. American frigates also inflicted *a* series of embarrassing defeats on the British navy, which was short on manpower due *to* the conflict *in* Europe. A stepped-up war effort that year brought about some successes such *as* the burning of Washington, but many influential voices such *as* the Duke of Wellington argued that an outright victory *over* the US was impossible.

Peace was agreed to at *the* end *of* 1814, but Andrew Jackson, unaware *of* this, won *a* great victory *over* the British at the Battle *of* New Orleans *in* January 1815 (news took several weeks to cross the Atlantic before the advent of steam ships). Ratification *of* the Treaty of Ghent ended *the* war *in* February 1815. The major result was the permanent defeat *of* the Indian allies the British *had* counted upon. The US-Canada border *was* demilitarised *by* both countries, and peaceful trade resumed, although worries of *an* American conquest of Canada persisted into *the* 1860s.

## 9. Queen Victoria

From Wikipedia, the free encyclopedia

*The* Queen played *a* small role *in* politics, *but* became the iconic symbol *of* the nation, the empire, and proper, restrained behaviour. *Her* strength lay in good common sense *and* directness of character; she expressed *the* qualities of *the* British nation which at *that* time made it preeminent in the world. As a symbol *of* domesticity, endurance and Empire, and as *a* woman holding *the* highest public office during an age when middle- *and* upper-class women *were* expected *to* beautify the home while men dominated the public sphere, Queen Victoria's influence *has* been enduring. *Her* success as ruler was due *to* the power of the self-

images she successively portrayed of innocent young woman, devoted wife *and* mother, suffering *and* patient widow, and grandmotherly matriarch.

## 10. Empire to Commonwealth

From Wikipedia, the free encyclopedia

Britain's control over its Empire loosened *during* the interwar period. Nationalism strengthened in other parts *of* the empire, particularly *in* India and *in* Egypt.

*Between* 1867 and 1910, the UK *had* granted Australia, Canada, and New Zealand "Dominion" status (near complete autonomy within the Empire). *They* became charter members of the British Commonwealth *of* Nations (known *as* the Commonwealth of Nations *since* 1949), an informal but close-knit association that succeeded the British Empire. Beginning *with* the independence of India *and* Pakistan in 1947, the remainder of the British Empire *was* almost completely dismantled. Today, most *of* Britain's former colonies belong *to* the Commonwealth, almost all *of* them as independent members. There *are*, however, 13 former British colonies, including Bermuda, Gibraltar, *the* Falkland Islands, and others, which *have* elected *to* continue rule by London and *are* known British Overseas Territories.

## 11. Devolution for Scotland and Wales

From Wikipedia, the free encyclopedia

*On* 11 September 1997, (on the 700th anniversary *of* the Scottish victory *over* the English *at* the Battle of Stirling Bridge), *a* referendum *was* held on establishing a devolved Scottish Parliament. This resulted *in* an overwhelming 'yes' vote both *to* establishing the parliament and granting it limited tax varying powers. One week later, *a* referendum *in* Wales *on* establishing a Welsh Assembly *was* also approved but with *a* very narrow majority. *The* first elections *were* held, and *these* bodies began *to* operate, in 1999. The creation *of* these bodies *has* widened the differences *between* the Countries of the United Kingdom, especially in areas like healthcare. It *has* also brought *to* the fore the so-called West Lothian question which is a complaint that devolution for Scotland *and* Wales but not England has created a situation where Scottish and Welsh MPs in the UK Parliament

can, in principle, vote *on* internal matters affecting England alone whereas English MPs have no say in similar matters affecting Scotland *and* Wales.

## **12. 2014 Scottish Independence referendum**

*On* 18 September, *a* referendum *was* held *in* Scotland *on* whether *to* leave *the* United Kingdom *and* become *an* independent country. *The* three UK-wide political parties—Labour, Conservative *and* Liberal Democrats—campaigning together as part *of* the Better Together campaign while the pro-independence Scottish National Party was the main force in the Yes Scotland campaign, together with the Scottish Green Party and the Scottish Socialist Party. Days before *the* vote, with the opinion polls closing, the three Better Together party leaders issued 'The Vow', a promise *of* more powers for Scotland in the event of a No vote. *The* referendum resulted *in* Scotland voting *by* 55% *to* 45% to remain part *of* the United Kingdom.

From Wikipedia, the free encyclopedia

## CONCLUSION

Стремительный рост объёма информации предъявляет высокие требования к уровню информационной компетентности специалистов во всех сферах современного общества. Умение работать с литературой является одним из базовых умений, лежащих в основе профессиональной деятельности. Специалист любого профиля сегодня должен уметь обрабатывать большие объёмы профессиональной информации, в том числе и иноязычной. Цель информационной обработки текста – извлечение полезной и ценной информации по конкретной проблематике, передача содержания в более или менее подробной форме в зависимости от практической ценности информации, её дальнейшего использования.

Письменная форма коммуникации, навыки устного и письменного реферирования текстов на основе семантического анализа их структуры становятся всё более значимыми. Студенты пользуются коммуникативно-значимой письменной речью как в процессе обучения (при написании курсовых и дипломных работ, докладов, выступлений), так и в своей последующей профессиональной деятельности. С другой стороны, в вузовских программах увеличивается число часов на самостоятельную работу. Закономерно, что обучение студентов профессиональной письменной речи является одной из важных задач, в том числе и в преподавании иностранных языков.

Обучение реферированию в неязыковых вузах – целенаправленное, логическое завершение всего курса обучения, так как реферирование есть одна из высших форм практического владения языком. Умение извлекать основную информацию из иноязычного источника и интерпретировать ее в устной или письменной форме в зависимости от профессиональных потребностей суть показатель профессиональной культуры специалиста и необходимое условие любой интеллектуальной деятельности как учебной, так и профессиональной. При реферировании вырабатывается привычка целенаправленной и грамотной работы с текстом.

Уровень владения иностранным языком, умение реферировать и письменно излагать основное содержание прочитанного в современном деловом мире определяют социальный статус человека, его базовое образование, а значит, уровень информированности, компетентности, способности к принятию обоснованных решений.

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## CONTENT

<b>INTRODUCTION</b> .....	3
<b>Section I. THE DEVELOPMENT OF WRITING SKILLS THROUGH THE SEMANTIC ANALYSIS OF THE TEXT</b> .....	5
<b>Unit 1. EDUCATION</b> .....	5
<b>Unit 2. HISTORY AS A SCIENCE</b> .....	30
<b>Unit 3. FROM THE HISTORY OF ENGLISH SPEAKING COUNTRIES</b> .....	54
<b>Section II. DEVELOPING SKILLS IN RENDERING TEXTS. HISTORY STORIES</b> .....	93
<b>Unit 1. IDENTIFYING THE TOPIC, MAIN IDEA(S), AND SUPPORTING DETAILS</b> .....	93
<b>Unit 2. SUMMARIZING</b> .....	105
<b>Unit 3. IDENTIFYING THE AUTHOR’S OPINION</b> .....	129
<b>Unit 4. GIVING YOUR OWN GROUNDED OPINION</b> .....	142
<b>Unit 5. PARAGRAPHING. LINKING IDEAS</b> .....	163
<b>APPENDICES</b> .....	180
<b>Appendix 1. HOW TO RENDER THE ARTICLE</b> .....	180
<b>Appendix 2. THE PLAN FOR RENDERING THE TEXT</b> .....	185
<b>Appendix 3. LINKING WORDS</b> .....	186
<b>Appendix 4. USEFUL PHRASES FOR RENDERING ARTICLES IN ENGLISH</b> .....	190
<b>Appendix 5. KEYS</b> .....	193
<b>CONCLUSION</b> .....	207
<b>BIBLIOGRAPHY</b> .....	208

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Учебное пособие по английскому языку для студентов-магистрантов  
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Авторы-составители:  
БОЛОТОВ Дмитрий Евгеньевич  
ДАТЧУК Наталья Юрьевна

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