

**МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ
ПРИКАРПАТСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
ІМЕНІ ВАСИЛЯ СТЕФАНІКА**

**кафедра іноземних мов і перекладу
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THE OUTLINE OF WORLD HISTORY

**Збірник текстів і завдань для студентів історичних
спеціальностей**

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Навчально-методичний посібник рекомендується для самостійної роботи студентів. Збірник складається з текстів для читання, що супроводжуються посиланням на відео записи, та розроблених до них лексичних вправ. Мета посібника – оперувати спеціалізованою лексикою та розвивати навички усного мовлення на суспільно-історичні теми. Посібник можна використовувати для самостійного опрацювання матеріалу, а також для аудиторної роботи.

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THE FIRST CIVILIZATIONS

Today's men and women **are descended** from **apelike creatures** who lived in Africa about four million years ago. Unlike earlier apes, these creatures (known as Australopithecus, "southern ape") **walked upright**. By 2.5 million years ago, their **descendants** (Homo habilis, "handy man") had discovered how to make simple tools. Modern humans (Homo sapiens sapiens, "wise man") first appeared about 100,000 years ago. They had large brains and used words to communicate, **instead of signs** and cries. By around 35,000 years ago, modern humans were living in Europe, Asia and Australia; they migrated to America some time before 13,000 **BC**. Early humans lived as **hunters and gatherers**, but some time around 9000 BC, groups of men and women began **to settle in villages** and **plant seeds** of wild grains for food. This "Agricultural revolution" happened in the Middle East, but between 6000 and 3000 BC, farmers in Asia, the Americas and Africa discovered how **to grow rice**, potatoes, and yams. By around 7000 BC, the world's first towns had appeared.

Ex.1. Read and translate the text. Make up sentences with the words and phrases in bold.

Ex.2. Paraphrase the sentences in the text as in the example:

Today's men and women are descended from apelike creatures who lived in Africa about four million years ago. Unlike earlier apes, these creatures (known as Australopithecus, "southern ape") walked upright .	Modern people are descended from apelike creatures. They lived in Africa 4 million years ago and walked upright.
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THE MEDITERRANEAN WORLD

For more than 2,000 years, the Greeks were the most powerful people in Mediterranean lands. From around 3000 BC, kings based on the island of Crete controlled Mediterranean Sea **routes**, and **demanded tribute** from **neighboring lands**. Around 2100 BC, new settlers arrived in Greek lands from the **north and east**. They **set up** powerful kingdoms ruled by warriors. Then, around 800 BC, Greece was divided into city-states. These were ruled by tyrants (strong men), oligarchs (groups of rich men), or, increasingly, by the **citizens** themselves. Over the centuries, a **splendid** Greek civilization developed. The Greeks were **skillful designers**, builders and craftworkers, and made many great discoveries in science, mathematics, medicine, and philosophy. Greek writers also composed wonderful poems and plays. Greek **power collapsed** when the Romans **invaded** in 146 BC, but Greek ideas continued to flourish.

Ex.1 Learn the words and phrases in bold and make up sentences with them.

Ex. 2. Answer the following questions:

1. Who controlled Mediterranean routes around 3000 BC?
2. Where from did the new settlers arrive in Greek lands in 2100 BC?
3. Who ruled the city-states in Greece?
4. What was the Greek civilization famous for?
5. When and why did the Greek power collapse?

Watch the video and say, what facts from the text were also mentioned in the video? Write down 5 other new facts.

(<https://www.youtube.com/watch?v=IUZKg3KdtYo>)

THE ROMAN EMPIRE

Originally, the Romans were farmers who lived in central Italy. Their neighbors were powerful Etruscans. As the Romans grew stronger, they fought against the Etruscans, until around 753 BC they won control of the city of Rome. At first, the Romans were ruled by kings, but in 509 BC Rome became a republic, ruled by consuls – officials elected by the citizens. Senators, chosen from among top citizens, also helped shape **government policy** and make new laws. Over the years, the well-trained Roman army began **to conquer** more land, and by around 264 BC, **quarrels** among power-hungry citizens led to a civil war. It ended in 27 BC, when an army commander, Octavian (later known as Augustus), took control. From then on, Rome was ruled by emperors. Some were **wise and just** – others were **weak and cruel**. Roman power finally collapsed in AD 476, after the city was attacked by **tribesmen** from Central Asia.

Ex. 1. Watch the video and say, what facts from the given text were mentioned in the video.

(<https://www.youtube.com/watch?v=b9bcohqstGk&t=116s>)

Ex. 2. Learn the words and phrases in bold and make up sentences of your own using new vocabulary.

MEDIEVAL EUROPE

In Western Europe, from around 800 to 1400, society was organized **according to** the feudal system. Almost everyone, from the greatest **noble** to the lowliest **peasant**, was **bound by ties of loyalty and obedience** to a superior lord. In return for **performing duties** for him, they were **rewarded with** food, money or, more usually, land. Their **duties** varied: peasants had to work on the lord's farms, nobles and **knights** (trained soldiers from noble families) were expected to fight by his side. European society was also shaped by another powerful organization – the Christian Church. Priests and **monks** were the best-educated people in medieval Europe; they played an important part in government, scholarship, and the arts.

Ex. 1. Read and translate the text. Learn the vocabulary in bold. Make up sentences of your own with these words and phrases.

Ex.2. Answer the following questions:

1. What is feudal system?
2. What were the peasants' duties?
3. Who were the knights?
4. What was the influence of Christian Church over the European society?

Ex.3. Watch the video What if you lived in the middle ages?

<https://www.youtube.com/watch?v=ydXi-KiMv7o>

What new interesting facts have you learned out of the video?

THE MUSLIM EMPIRE

The Prophet Muhammad was a religious leader who lived in Arabia from AD 570 to 632. Muhammad taught people **to worship** Allah (God) and to live good lives. His teaching led to the growth of a **major** world religion, called Islam (“obedience to God”). It is still followed by millions of people today. In AD 622 Muhammad **was forced** by **enemies** to leave his home city, Mecca. He went to Medina, an Arabian market town, where he and his companions developed a new lifestyle, based on their faith. They became known as “Muslims” – the people of Islam. Muhammad returned to Mecca with an army in AD 630, and **captured** it. Soon, Muslim soldiers took control of all Arabia, **spreading** their **faith** wherever they went. By AD 750 they had conquered a **vast** empire, **stretching** from southern Spain to the **borders** of China.

Ex. 1. Read and translate the text. Learn new words and phrases in bold. Make up sentences with them.

Ex. 2. Answer the following questions:

1. Who was Muhammad?
2. How many people follow Islam?
3. Why did Muhammad leave his home city?
4. How far did the Muslim soldiers go?

Ex.3. Watch the following videos about Muhammad and the Muslim Empire. What new facts have you learned?

<https://www.youtube.com/watch?v=PDxKxnVZtgo>

<https://www.youtube.com/watch?v=rQ0EKiCt6H8>

EARLY CHINA AND JAPAN

Chinese people called their nation the “Middle Kingdom”. They believed it was the centre of the world. From AD 618 to 1279, under the Tang and Song **dynasties** (families of emperors), China was one of the richest and most **advanced** civilizations on Earth. The Chinese built **huge, splendid** cities, and developed new and better varieties of rice. The population increased **rapidly** and the army conquered large areas of land. Chinese **scientists** made many important **inventions** and **discoveries**, such as painting, paper-making, **gunpowder**, rockets, and clockwork. Chinese craftworkers made **silk cloth** and porcelain (which we call “china”), that were highly prized in Europe, Africa, and Asia.

Japan and Korea were two of China’s neighbors. Japan was ruled by emperors, who **claimed to be** descended from the gods. **Ordinary** people grew food in **tiny** garden plots, and caught many kinds of food from the sea. Korea was home to many famous scholars and scientists, and Korean craftworkers **pioneered** many pottery-making and ironworking techniques.

Ex.1. Read and translate the text, make up sentences with the words in bold.

Ex.2. Answer the following questions:

1. Why did the Chinese people call their nation the Middle Kingdom?
2. What were the Chinese famous for?
3. What were the main inventions of Chinese scientists?
4. What goods were made by Chinese craftworkers?

Ex.3. Watch a video about the Great Wall of China :
<https://www.youtube.com/watch?v=9dlyk65vR-g>

EUROPEAN UPHEAVALS

The 16th and 17th centuries were a time of **rapid change** throughout Europe. There were **upheavals** in religion and government, and in ideas about art and science. New inventions like printing and new information about the rest of the world brought back by explorers **raised questions** in many people's minds. These were exciting, but **disturbing**, too. People no longer agreed about how they should live and **worship**. Some, like *Mayflower* settlers, left home **to set up** new communities in **distant lands**. Others began to question how their countries should be run. Most rulers **held fast** to traditional beliefs. But in some countries terrible **poverty** and economic problems led to **calls for** government reform.

Thirty Years' War

One of the worst religious conflicts was the Thirty Years' War (1618-1648), between Austria and Spain (Catholics) and some German states, Denmark and Sweden (protestants). Spain and Austria ruled parts of Germany, and wanted **to ban** the Protestant faith from their lands. The war **caused dreadful damage** and terrible loss of life. No one could "win," but when it ended, the German states were given freedom to worship as they chose.

Ex. 1. Read and translate the text. Make up sentences with the words and collocations in bold.

Ex.2. Make up questions based on the text.

Ex.3. Watch videos for American children about the pilgrims and the Thanksgiving Day.

<https://www.youtube.com/watch?v=VvzMp5WUjls>

<https://www.youtube.com/watch?v=faUYJ9fMiGg>

EARLY AFRICA

For more than 1,000 years, rich, powerful kingdoms **flourished** in many parts of Africa. They mostly **owed** their wealth **to trade**. African workers discovered how **to mine** precious metals, such as gold and **copper**, and also **emeralds** and other **precious** stones. Products from magnificent African animals, such as elephant **ivory** rhinoceros **horn**, were also highly prized in many other lands. The African rulers who controlled this trade used their wealth to pay for many fine buildings and works of art, and to support strong, well-trained armies to defend their lands. Many peoples in Africa followed ancient traditional religions, but, after around AD 800, kingdoms in North and West Africa were **converted** to Islam.

Ex. 1. Match the words with their meaning. Make up sentences with them.

1. To flourish	a) A hard, pointed part that grows from the top of the head of some animals;
2. To owe	b) Of great value because of being rare, expensive or important;
3. To mine	c) The tusks of some animals such as elephants;
4. Precious	d) To buy and sell goods or services, especially between countries;
5. Ivory	e) To change to a new religion, belief, opinion;
6. Horn	f) To dig coal or another substance out of the ground;
7. To convert	g) To grow or develop successfully;
8. To trade	h) To have success only because of what someone has given you or done or because of your own effort;

Ex.2. Watch the video Ancient Africa on Youtube (<https://www.youtube.com/watch?v=AlnldW0pu7o>). Write down a script to the video. What new facts have you learned?

INDIA

Over the centuries, the vast subcontinent of India has been home to many great civilizations. Some of the world's first cities were built by farming peoples who lived in the Indus **valley**, in present-day India and Pakistan. They disappeared around 1500 BC, perhaps because their land was **overused**, or because they were attacked by Indo-Aryan invaders. The Indo-Aryans introduced a new religion, called Hinduism. For years, India was divided into many small Hindu kingdoms, but by 322 BC, kings belonging to the Mauryan ruling family had **conquered** a large empire. The next great Indian empire was ruled by the Hindu Gupta dynasty, which came to power in AD 320. They **encouraged** science, learning and the arts. Hindu kings **reigned** in southern India for almost the next 1,500 years, though they were often **threatened** by invaders, and sometimes fought among themselves.

Ex. 1. Learn the words in bold and make up sentences with them.

Ex.2. Watch a video *Indus Valley Civilization Facts - History of Ancient India*

<https://www.youtube.com/watch?v=KhDY4KJuvc0>

PACIFIC LANDS

The Pacific Ocean is the largest body of water on earth. It covers an **astonishing** 69 million square miles. For thousands of years, the islands of the Pacific were **remote** from the rest of the world, **cut off** by wild waves and stormy seas. But the people living there – the Aboriginals, Polynesians, and Maoris – developed **unique** and well-adapted civilizations. They found ways of **surviving** in environments that were often difficult and even **hostile**. The aboriginals of Australia lived as hunters and gatherers, eating animals, insects, and **grubs** they had caught, and many wild roots, berries and seeds. The Polynesians and Maoris (Polynesian **settlers** in New Zealand) lived by fishing and farming. In warm Pacific islands, close to the Equator, they grew yams, bananas, breadfruit, and coconuts, and kept pigs, dogs and chickens. In colder New Zealand, they planted sweet potatoes, gathered seaweed and shellfish, and caught whales, seals, and fish from the seas around their islands.

Ex. 1. Learn the words in bold and make up sentences with them.

Ex.2. Watch a video New Zealand Cool Facts - Amazing Facts About New Zealand! <https://www.youtube.com/watch?v=dvICSiY25Fw>. What new facts have you learned?

AMERICA

On July 4, 1776, a new nation was born – the United States of America. It consisted of only 13 states. They **declared** independence from Britain, which had ruled them as colonies for over 150 years. During the 19th century, the United States **grew rapidly** as more states joined the Union. Some were **purchased** from other European powers; some were **conquered** in wars. Some were **given away** in **peace treaties**, and others were simply **taken over** by pioneer farmers, who settled on uncultivated lands. American industry and business grew rapidly after **oil**, **coal**, and **steel** were discovered in the northwest, and **valuable** gold in California. Millions of migrants arrived from Europe, hoping **to make their fortunes** in the “land of the free”. By 1900, the United States was so successful that it was the richest country in the world.

Ex.1. Read and translate the text. Learn the words and collocations in bold. Make up sentences with them.

To declare- оголошувати; To grow rapidly – швидко росту To purchase - купувати To conquer - завоювати To give away - віддавати To take over – прийняти, взяти на себе to make fortune – заробити статки	peace treaty – мирна угода oil - нафта coal - вугілля steel - сталь valuable - цінний
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Ex.2. Watch the video The American Civil War explained

<https://www.youtube.com/watch?v=k6N2P5yM0oU>

Watch a video America is a Stolen Country

<https://www.youtube.com/watch?v=SM8WZ0ztMuc>

INDUSTRIAL EUROPE

Ex.1. Insert the missing words:

spinning, huge, pottery, carefully, rapid, invented

The industrial revolution began around 1770 and lasted for almost 100 years. It was a time of **1)**.....change in the way things were made. Engineers **2)**.....big machines to mass-produce goods quickly at and at low **3)**.....in factories. At first, these new machines were only designed for **4)**.....thread and weaving cloth, but they were soon used for making all kinds of useful things, such as shoes, paper, **5)**.....and metal tools. They were also used to produce large quantities of strong materials for construction, shipbuilding, and weapon production, such as bricks, iron and steel. The Industrial Revolution also brought many changes to the way people lived. Men, women, and children working in **6)**..... factories replaced old-fashioned craftworkers, who used to make things at home, slowly and **7)**..... by hand.

Ex.2. Match the words with their meaning.

1. to spin	a) extremely large
2. huge	b) fast or sudden
3. pottery	c) pots, dishes, and other articles made of fired clay
4. carefully	d) to design and/or create something that has never been made before
5. rapid	e) to turn or cause to turn very quickly
6. to invent	f) with great attention

Ex.3. Watch the video Industrial Revolution. What new facts have you learned from the video? https://www.youtube.com/watch?v=Xh_Lk7kDrUI

WARS AND REVOLUTIONS

Ex.1. Read and translate the text.

More than any other time in history, the early 20th century was an age of wars and revolutions. In South Africa, from 1899 to 1902, Boer farmers (descended from Dutch settlers) **rebelled** against British colonial rule. In the Far East, a war **broke out** between Russia and Japan in 1904. Both wanted to be the strongest power in East Asia. The last Chinese emperor was forced **to give up** power by **rebels** who wanted a new, republican form of government, which would give more power to ordinary people. In Europe, **rival** nations fought a **devastating** war from 1914 to 1918, **shattering** old beliefs about how **societies** should be run. In Russia, communist revolutionaries the government in 1917. Then, from 1924 to 1939, brutal communist dictator Stalin reorganized the country in a series of Five Year Plan.

Ex.2. Match the words with their meanings.

1. To rebel	a) a large group of people who live together in an organized way, making decisions about how to do things and sharing the work that needs to be done.
2. To break out	b) a person, group, etc. competing with others for the same thing or in the same area:
3. To give up	c) causing a lot of damage or destruction:
4. Rival	d) to (cause something to) break suddenly into very small pieces
5. To shatter	e) to fight against the government
6. Devastating	f) to start suddenly (about something unpleasant or dangerous)
7. Society	g) to stop owning, using, or claiming something

FAST-CHANGING WORLD

Ex. 1. Insert the missing words:

Discoveries, gap place, ever, rapidly, overcrowding.

Since the beginning of the twentieth century, the world has changed more quickly than 1)..... before. European empires in Africa and Asia have disappeared, and new independent nations have taken their 2)..... New scientific knowledge has allowed people to reach the Moon and to find out more about the secrets of life on Earth. New medical 3)..... have saved millions of lives. Fast cars and planes make it easy to travel long distances; telephones and televisions send information 4)..... all around the world. But all this progress has brought new problems, such as 5) and pollution. Sadly, there is still a vast 6)..... in living standards between rich and poor people. And many wars are still being fought.

Atom bomb

The first atomic bomb **exploded** over the city of Hiroshima, in Japan, on August 6, 1945. It was **dropped** by the USA. The world had never seen such a terrible weapon – in a few seconds more than 150,000 people were **injured** or killed. After a second atomic bomb was dropped soon **afterwards**, on the port of Nagasaki, Japan **surrendered**. This led to the end of World War II.

Ex.2. Make up sentences with the words in bold.

Ex.3. Watch the video about World War II.

<https://www.youtube.com/watch?v=YoaXGUq-I50>

GOVERNMENTS

It is not possible to **involve** everyone in the decisions made every day in running a country. Instead a group of people, known as a government, make these decisions **on behalf of** the people. Governments have many responsibilities, including **taxations**, health care, education, **defense, welfare**, and environmental policy. A government's priorities and the way it **runs the country** are decided by the political views – the beliefs and ideas about running the country – of its members. There are many different ideas and theories about how this should be done, but people who **share similar views** group themselves into a political party. There are two main types of government: democratic government and **autocratic** government. In a democracy people are able **to vote** for the political party that best represents the views they hold about running the country. In an autocracy there are no elections, or there might only be one party and no choice of candidates.

Ex. 1. Read and translate the text. Make up sentences with the words and phrases in bold.

Ex.2. Paraphrase the following sentences:

- a) It is not possible to involve everyone in the decisions made every day in running a country.
- b) A government's priorities and the way it runs the country are decided by the political views of its members.

Ex. 3. Are the sentences true or false?

- a) A government represents the people and decides how to run a country.
- b) Governments are responsible for taxation and education only.
- c) The government makes decision based on the political views of its members.
- d) A political party is a group of people who share the same political views.
- e) Democracy is a system of government in which people choose their rulers by voting for them in elections
- f) Autocracy is government or control by one person who has complete power.

Ex. 4. Complete the sentences:

- a) A group of people, known as a government, these decisions on behalf of the people.
- b) The way the governmentthe country is decided by the political views of its members.
- c) People whosimilar views group themselves into a political party.
- d) In a democracy people are able to vote for the political party that represents their ideas about running a country.
- e) In an autocracy there are no elections, or there be one party and no choice of candidates.

DEMOCRACY

Ex.1. Insert the missing word:

Vote, polling, general, total, adult.

Countries where the people can choose their government are called democracies. At a 1)..... election each person puts a cross on a piece of paper to make their choice known. Then their votes are counted up to see who has won. India is the largest democracy in the world. Every 2)..... citizen is able to 3).....for people to represent them in the national parliament. At the elections in 1996 more than 343 million people voted out of a 4) electorate of more than 592 million. Organizing an election in India is extremely difficult. There are 15 different languages and 21 states, so there had to be 565,000 5)..... stations and 3 million polling officers.

Ex.2. Match the words with their meanings. Make up sentences with them.

1) General elections	a) a place where people go to vote in an election
2) To count	b) an election in which the people living in a country vote to choose the government
3) To vote	c) the amount you get when several smaller amounts are added together
4) Total	d) to express your choice or opinion, especially by officially writing a mark on a paper or by raising your hand or speaking in a meeting
5) Polling station	e) to say numbers one after the other in order, or to calculate the number of people or things in a group