

Міністерство освіти і науки України
НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
«ОДЕСЬКА ПОЛІТЕХНІКА»

Методичні вказівки

«КОНТРОЛЬНІ ЗАВДАННЯ № 7 З АНГЛІЙСЬКОЇ МОВИ»

для здобувачів IV курсу Гуманітарного факультету (ГФ)

спеціальності

291 Міжнародні відносини, суспільні комунікації та регіональні студії

Одеса НУОП – 2023

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М.Г. Томенко, ст. викл.

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ПЕРЕДМОВА

Метою вивчення дисципліни «Іноземна мова» є формування необхідної комунікативної спроможності в сферах професійного та ситуативного спілкування в усній та письмовій формах, навичок практичного володіння професійною мовою в різних видах мовленнєвої діяльності в обсязі тематики, що обумовлена професійними потребами; оволодіння фаховою інформацією через англomовні джерела.

Набуті у ВНЗ знання, уміння і навички повинні забезпечити майбутньому фахівцю можливість використовувати в своїй роботі спеціальну літературу англійською мовою, тобто формування у студента умінь та навичок, необхідних і достатніх для пошуку, оцінки й обробки англomовної фахової та наукової інформації і для професійного усного й письмового спілкування під час міжнародних контактів.

Методичні вказівки містять тексти з вправами. Цей матеріал повинен допомогти навчити працювати з текстами самостійно і може також використовуватись на заняттях викладачем.

Лексичні та граматичні вправи дають найбільш типові випадки вживання мовного матеріалу тексту. Щоб зрозуміти наукову літературу, треба оволодіти певним запасом слів та висловів.

READING

I. Read and translate the text.

The nation-state

The early modern state was a coercive machinery designed to make war and to extract resources from society. Yet at the end of the eighteenth century, this machinery came to be radically transformed. Or rather, the 'state' was combined with a 'nation' forming a compound noun – the 'nation-state' – which was organised differently and pursued different goals. A nation, in contrast to a state, constitutes a community of people joined by a shared identity and by common social practices. The nation added an interior life to the state, we might perhaps say; the nation was a soul added to the body of the early modern state machinery.

The revolutions that took place in Britain's North American colonies in 1776, and in France in 1789, provided models for other nationalists to follow. 'We the People of the United States' – the first words of the Preamble to the US Constitution – was a phrase which itself would have been literally unthinkable in an earlier era. In France, the king was officially the only legitimate political actor and the people as a whole were excluded from politics. In addition, the power of the aristocracy and the church remained strong, above all in the countryside where they were the largest landowners. In the revolution of 1789, the old regime was overthrown and with it the entire social order. The French nation was from now on to be governed by the people, the nation, and in accordance with the principles of *liberté, égalité et fraternité* – liberty, equality and brotherhood.

Already in 1792, confrontation began between the revolutionary French nation and the kings of the rest of Europe. The wars were to go on for close to 25 years, most ferociously during the Napoleonic Wars of the early nineteenth century named after the French general, Napoleon Bonaparte, who made himself emperor of France. In contrast to the kings of the old regimes, the revolutionary French government could rely on the whole people to make contributions to the war due to the power of patriotism. This allowed first the revolutionaries, and later Napoleon, to create a formidable fighting machine which set about conquering Europe. Germany was quickly overrun and its sudden and complete defeat was a source of considerable embarrassment to all Germans. The Holy Roman Empire, by now in tatters, was finally dissolved in 1806 in the wake of Napoleon's conquest. Yet, since there was no German state around which prospective nationalists could rally, the initial response was formulated in cultural rather than in military terms.

Nationalist sentiment focused on the German language, German traditions and a shared sense of history. Before long a strong German nation began looking around for a unified German state. The goal was eventually achieved in 1871, after Germany – appropriately enough, perhaps – had defeated France in a war. The Congress of Vienna of 1815, where a settlement was reached at the end of the Napoleonic Wars, was supposed to have returned Europe to its pre-revolutionary ways.

II. Translate the second and third paragraphs in written form.

III. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.

1. At the end of the eighteenth century, machinery came to be radically restored.
2. A nation constitutes a community of people joined by a different identity and by common social practices.
3. In France the people as a whole were excluded from politics.
4. The French nation was from now on to be governed by the people.
5. In 1792, negotiations began between the revolutionary French nation and the kings of the rest of Europe.
6. Nationalist sentiment focused on the German language, German traditions and a shared sense of liberty.

IV. Complete the sentences with the answer a, b or c which you think fits best according to the text:

1. The nation added an interior life to the state, we might perhaps say; the nation was a soul added to the body of the early modern state machinery.
 - a) late modern
 - b) early modern
 - c) real modern
2. The power of the aristocracy and the church remained strong, above all in the countryside where they were the largest landowners.
 - a) remained strong
 - b) remained weak
 - c) remained absolute
3. The wars were to go on for close to 25 years, most ferociously during the Napoleonic Wars of the early nineteenth century.
 - a) most ferociously
 - b) less ferociously
 - c) mainly ferociously

4. In contrast to the kings of the old regimes, the revolutionary French government could rely on the whole people to make contributions to the war due to the power of patriotism.

- a) the rich people
- b) the poor people
- c) the whole people

5. Germany was quickly overrun and its sudden and complete defeat was a source of considerable embarrassment to all Germans.

- a) complete victory
- b) complete defeat
- c) complete contribution

6. Before long a strong German nation began looking around for a unified German state.

- a) a divided German state
- b) a unified German region
- c) a unified German state

V. Match the words with their definitions:

1	nation	a	who a person is, or the qualities of a person or group that make them different from others
2	state	b	a fight or argument
3	identity	c	the freedom to live as you wish and go where you want
4	liberty	d	a large group of people of the same race who share the same language, traditions, and history, but who might not all live in one area
5	equality	e	the fact of losing against someone in a fight or competition, or when someone or something is made to fail

6	confrontation	f	the right of different groups of people to have a similar social position and receive the same treatment
7	defeat	g	the act of conquering a country, area, or situation
8	conquest	h	a country with its own government

VI. Fill the gaps with the words below.

confrontation conquest defeat equality identity liberty nation state

1. The state has paced the whole (1)_____ in the economical reform.
2. The parish boundaries were often indistinct until after the Norman (2)_____, but there may have been 150 of these by 1066.
3. Women have yet to achieve full (3)_____ with men in the workplace.
4. The (4)_____ has a duty to protect its citizens against external enemies.
5. Turning away under a strong attack is a sure recipe for (5)_____.
6. Needing proof of his (6)_____, the man presented his driver's license to the bank teller.
7. There was a head-on (7)_____ between management and unions.
8. The sum of behaviour is to retain a man's own dignity, without intruding upon the (8)_____ of others.

USE OF ENGLISH

VII. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

James Cook

James Cook sailed around the world in the late 18th century and (1) famous as an explorer. He first went to sea in 1746. Eleven years later, he (2) the navy. He was a very good sailor and (3) was not long before he was given his own ship.

In 1768, the Royal Society (4) a scientific voyage to Tahiti. Cook was asked to command the ship, Endeavour, and to take a group of scientists (5) board. The voyage lasted three years.

Cook made (6) that his sailors ate fresh fruit. In this way, he was able to (7) them

from the terrible illnesses (8) by a bad diet.

Cook was the first European to draw maps of New Zealand and to (9) eastern Australia.

He also sailed to Antarctica and drew maps of the Pacific and its (10) islands. In 1779, he died(11) a fight in Hawaii.

1. A became B changed C reached D earned
2. A connected B met C joined D added
3. A there B it C that D he
4. A developed B fetched C organised D performed
5. A at B on C for D with
6. A true B real C exact D sure
7. A avoid B mind C save D help
8. A caused B supplied C appeared D happened
9. A realise B know C learn D discover
10. A most B more C much D many
11. A while B during C since D until

VIII. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

1. Our trip to the new shopping centre was enjoyable.

We our trip to the new shopping centre.

2. The new shopping centre has been open for a week.

The new shopping centre a week ago.

3. We spent half an hour driving to the centre.

It took us half an hourto the centre.

4. The car park had five lifts.

There were five liftshe car park.

5. The first shop was so big that we got lost in it.

We got lost in the first shopit was so big.

6. It was 4.30 p.m. when we left the centre.

We didn't leave the centre 4.30 p.m.

Variant II READING

I. Read and translate the text.

Europe in the first part of the nineteenth century

Nationalism in the first part of the nineteenth century was a liberal sentiment concerning self-determination – the right of a people to determine its own fate. This programme had far-reaching implications for the way politics was organised domestically, but it also had profound ramifications for international politics. Most obviously, the idea of self-determination undermined the political legitimacy of Europe's empires. If all the different peoples that these empires contained gained the right to determine their own fates, the map of Europe would have to be radically redrawn.

In 1848 this prospect seemed to become a reality as nationalist uprisings quickly spread across the continent. Everywhere the people demanded the right to rule themselves. Although the nationalist revolutions of 1848 were defeated by the political establishment, the sentiments themselves were impossible to control. Across Europe an increasingly prosperous middle-class demanded inclusion in the political system and their demands were increasingly expressed through the language of nationalism. The Finns wanted an independent Finland; the Bulgarians an independent Bulgaria; the Serbs an independent Serbia, and so on. In 1861 Italy too – long divided into separate city-states and dominated by the Church – became a unified country and an independent nation.

Yet it was only with the conclusion of the First World War in 1918 that self-determination was acknowledged as a right. After the First World War most people in Europe formed their own nation-states. As a result of the nationalist revolutions, the European international system became for the first time truly 'inter-national'. That is, while the Westphalian system concerned relations between states, world affairs in the nineteenth century increasingly came to concern relations between nation-states. In fact, the word 'international' itself was coined only in 1783, by the British philosopher Jeremy Bentham. In most respects, however, the inter-national system continued to operate in much the same fashion as the Westphalian inter-state system. Nation-states claimed the same right to sovereignty which meant that they were formally equal to each other.

Together, they interacted in an anarchical system in which power was decentralised and wars were a constant threat. Yet, the addition of the nation changed the nature of the interaction in crucial ways. For one thing, leaders who ruled their countries without at least the tacit support of their

national communities were increasingly seen as illegitimate. This also meant that newly created nation-states such as Italy and Germany were automatically regarded as legitimate members of the European community of nations. They were legitimate since the people, in theory at least, were in charge. There were also new hopes for world peace. While kings wage war for the sake of glory or personal gain, a people is believed to be more attuned to the aspirations of another people. Inspired by such hopes, liberal philosophers devised plans for how a 'perpetual peace' could be established. For some considerable time, these assumptions seemed quite feasible. The nineteenth century – or, more accurately, the period from 1815 to 1914 – was indeed an uncharacteristically peaceful period in European history.

II. Translate the second and third paragraphs in written form.

III. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.

1. The idea of self-determination improved the political legitimacy of Europe's empires.
2. In 1848 this prospect didn't seem to become a reality as nationalist uprisings quickly spread across the continent.
3. Across Europe an increasingly prosperous middle-class demanded inclusion in the political system.
4. It was only with the conclusion of the First World War in 1918 that self-determination was acknowledged as a right.
5. The elimination of the nation changed the nature of the interaction in crucial ways.
6. Italy and Germany were legitimate since the people, in theory at least, were in charge.

IV. Complete the sentences with the answer a, b or c which you think fits best according to the text:

1. Although the nationalist revolutions of 1848 were defeated by _____, the sentiments themselves were impossible to control.
 - a) the national establishment
 - b) the military establishment
 - c) the political establishment
2. In 1861 Italy too became _____ country and an independent nation.

- a) a destroyed country
- b) a divided country
- c) a unified country

3. After the First World War most people in Europe _____ their own nation-states.

- a) formed
- b) developed
- c) reformed

4. While the Westphalian system concerned relations between states, world affairs in the nineteenth century increasingly came to _____ between nation-states.

- a) complicated relations
- b) concern relations
- c) ambivalent relations

5. Leaders who ruled their countries without at least _____ of their national communities were increasingly seen as illegitimate.

- a) the loud support
- b) the tacit support
- c) the missing support

6. Liberal philosophers _____ for how a ‘perpetual peace’ could be established.

- a) changed plans
- b) broke plans
- c) devised plans

V. Match the words with their definitions:

1	sentiment	a	the important and powerful people who control a country or an organization, especially those who support the existing situation
2	ramification	b	brought together, combined, or united

3	legitimacy	c	the possible result of a decision or action
4	establishment	d	an occasion when two or more people or things communicate with or react to each other
5	independent	e	a thought, opinion, or idea based on a feeling about a situation, or a way of thinking about something
6	sovereignty	f	not governed or ruled by another country
7	interaction	g	the power of a country to control its own government
8	unified	h	the fact of being allowed by law or done according to the rules of an organization or activity

VI. Fill the gaps with the words below.

establishment independent interaction legitimacy ramifications sentiment sovereignty unified

1. The politicians find themselves unusually (1) _____ on everything from tax policy to foreign affairs.
2. Business (2) _____ is showing signs of recovery.
3. Several judges expressed doubts as to the (3) _____ of the tribunal.
4. There's not enough (4) _____ between the management and the workers.
5. Most traditional news outlets focused primarily on military tactics and the political (5) _____ of the attacks.
6. Critics said judges were on the side of the (6) _____.
7. Pakistan came into existence as an (7) _____ country after the war.
8. The declaration proclaimed the full (8) _____ of the republic.

VII. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

Chocolate

When the Spanish explorer Cortez (1) Mexico in the sixteenth century, he found the people there using a drink they (2) chocolate. It tasted quite strong (3) it had pepper in it. To (4) it taste better, the Spanish added sugar to it. When chocolate first came to Europe in the seventeenth century, people started to drink it with milk, (5) of water. Nowadays, tonnes of chocolate and cocoa are (6) to factories, where they are turned (7) many popular sweets and cakes. (8) chocolate and cocoa come from the fruit of the cacao tree. Cacao trees (9) only be grown in hot countries, as they need a warm climate. Cacao is an American plant, (10) still grows wild in the northern part of South America. Countries in Central and South America were the first to grow it, but today Africa (11) the world with the most chocolate.

1. A reached B arrived C got D went
2. A announced B told C called D declared
3. A while B because C so D whether
4. A let B cause C allow D make
5. A apart B except C rather D instead
6. A delivered B directed C prepared D produced
7. A down B into C off D over
9. A ought B can C have D might
10. A what B which C who D whose
11. A brings B fetches C supplies D gives

VIII. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

1. I was given a new camera for my birthday by my uncle.
My uncle a new camera for my birthday.
2. So far, I haven't taken many photographs with it.
So far, I've only taken a photographs with it.

3. My uncle asked me if I would show him my photographs.

My uncle said, 'Please wouldyour photographs?'

4. He suggested trying a different film.

He said, 'Why try a different film?'

5. It would be good if I went on a photography course.

I really ought on a photography course.

6. My uncle is finding out how much a two-week course costs.

My uncle is finding out thea two-week course.

Variant III
READING

I. Read and translate the text.

The sovereign state in medieval Europe

In medieval Europe international politics consisted of a complicated pattern of overlapping jurisdictions and loyalties. Most of life was local and most political power was local too. At the local level there was an enormous diversity of political entities: feudal lords who ruled their respective estates much as they saw fit, cities made up of independent merchants, states ruled by clerics and smaller political entities such as principalities and duchies. There were even brotherhoods – such as the Knights Hospitaller, a military order – who laid claims to a political role. There were also, especially in northern Europe, many peasant communities that were more or less self-governing. There were kings too of course, such as the kings of France and England, but their power was limited and their poverty looked like wealth only in comparison with the conditions of the near-destitute members of the peasant class underneath them.

In medieval Europe there were two institutions with pretensions to power over the continent as a whole – the (Catholic) Church and the Empire. The Church was the spiritual authority, with its centre in Rome. Apart from a small Jewish minority, all Europeans were Christian and the influence of the Church spread far and penetrated deeply into people's lives. As the custodian, from Roman times, of institutions like the legal system and the Latin language, the Church occupied a crucial role in the cultural and intellectual life of the Middle Ages. The Empire – known as the Holy Roman Empire – was established in the tenth century in central, predominantly German-speaking, Europe. It also included parts of Italy, France and today's Netherlands and Belgium. It too derived

legitimacy from the Roman Empire, but had none of its political power. The Holy Roman Empire is best compared to a loosely structured federation of many hundreds of separate political units.

The political system of medieval Europe was thus a curious combination of the local and the universal. Yet, from the fourteenth century onward this system was greatly simplified as the state emerged as a political entity located at an intermediate level between the local and the universal. The new states simultaneously set themselves in opposition to popes and emperors on the universal level, and to feudal lords, peasants and assorted other rulers on the local level. This is how the state came to make itself independent and self-governing.

The process started in Italy where northern city-states such as Florence, Venice, Ravenna and Milan began playing the pope against the emperor, eventually making themselves independent of both. Meanwhile, in Germany, the pope struggled with the emperor over the issue of who of the two should have the right to appoint bishops. While the two were fighting it out, the constituent members of the Holy Roman Empire took the opportunity to assert their independence. This was also when the kings of France and England began acting more independently, defying the pope's orders. Between 1309 and 1377, the French even forced the pope to move to Avignon, in southern France. In England, meanwhile, the king repealed the pope's right to levy taxes on the people.

II. Translate the second and third paragraphs in written form.

III. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.

1. Most of life was local and most c power was local too.
2. There were also, especially in northern Europe, many workers' communities that were more or less self-governing.
3. In medieval Europe there were two institutions with pretensions to power over the continent as a whole – the (Orthodox) Church and the Empire.
4. The political system of medieval Europe was thus a curious combination of the local and the universal.
5. The new states simultaneously set themselves in opposition to popes and emperors on the universal level.
6. City-states such as Florence, Venice, Ravenna and Milan began playing the duchies against the emperor, eventually making themselves independent of both.

IV. Complete the sentences with the answer a, b or c which you think fits best according to the text:

1. At the local level there was _____ of political entities.

a) an enormous diversity

b) a big difference

c) a great similarity

2. There were kings too of course, such as the kings of France and England, but their power _____.

a) was created

b) was broken

c) was limited

3. The Church was the _____, with its centre in Rome.

a) civil right

b) real impact

c) spiritual authority

4. The Church occupied _____ in the cultural and intellectual life of the Middle Ages.

a) a central place

b) a crucial role

c) a minor influence

5. The Holy Roman Empire _____ from the Roman Empire, but had none of its political power.

a) took advantage

b) derived legitimacy

c) depicted rules

6. The political system of medieval Europe was _____ as the state emerged as a political entity located at an intermediate level between the local and the universal.

a) greatly simplified

b) absolutely crashed

c) significantly improved

V. Match the words with their definitions:

1	entity	a	extremely important or necessary
2	overlapping	b	the fact of many different types of things or people being included in something; a range of different things or people
3	poverty	c	an amount of money, such as a tax, that you have to pay to a government or organization
4	diversity	d	the quality of being reasonable and acceptable
5	custodian	e	the condition of being extremely poor
6	legitimacy	f	someone who tries to protect particular ideas or principles
7	crucial	g	something that exists apart from other things, having its own independent existence
8	levy	h	covering something partly by going over its edge, or covering part of the same space

VI. Fill the gaps with the words below.

crucial custodian diversity entity legitimacy levy overlapping poverty

1. Helping to alleviate (1) _____ in developing countries also helps to reduce environmental destruction.
2. The exhibition is designed to reflect the (2) _____ of the nation and its regions.
3. A (3) _____ or trustee is appointed to oversee the debtor's property to protect it from loss.
4. Modern political philosophy locates all (4) _____ in the modern nation-state.
5. The ability to separate out reusable elements from other waste is (5) _____.
6. Historically, the most compelling idea concerning meaning has been that meaning is some sort of (6) _____ or thing.
7. California's political map is a chaotic mess of (7) _____ cities, counties and school districts.
8. Domestic rates will be abolished and in their place local authorities will (8) _____ a poll tax.

USE OF ENGLISH

VII. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

San Francisco

Whatever you (1) for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no (2) then that the city is among the world's (3) tourist destinations. (4) many people live there, San Francisco (5) more like a small town than a city of more than 4 million people. Its (6) on the water, its parks, and its hills all (7) that you can never see further than a few blocks.

One of the most (8) trips is a drive across the Golden Gate Bridge. This is a journey (9) should be saved for a sunny day so that you can (10) the fantastic view, and Golden Gate Park has wonderful gardens, (11) addition to being great for a picnic.

1. A hope B decide C want D expect
2. A guess B excuse C question D surprise
3. A complete B top C proper D full
4. A Although B Besides C Unless D Despite
5. A shows B fits C seems D makes
6. A location B point C landscape D scene
7. A allow B mean C let D intend
8. A amazed B popular C interested D positive
9. A who B where C which D what
10. A admire B approve C accept D attract
11. A in B as C on D by

VIII. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

1. Restaurant Nicole is popular because of its central location.

Restaurant Nicole is popular because it is situated in of town.

2. Restaurant Nicole opened five years ago.

Restaurant Nicole has open for five years.

3. Restaurant Nicole can take groups of a maximum of thirty people.

Restaurant Nicole can take groups of up thirty people.

4. The chef creates special menus at certain times of year.

Special menus by the chef at certain times of year.

5. Some guests like to listen to live music during their meal.

Some guests enjoy to live music during their meal.

6. Customers often ask if the restaurant has any vegetarian dishes.

Customers often want to know if are any vegetarian dishes at the restaurant.

Variant IV
READING

I. Read and translate the text.

Reformation and sovereign state

With the Reformation in the sixteenth century the notion of a unified Europe broke down completely as the Church began to split apart. Before long the followers of Martin Luther, 1483–1546, and John Calvin, 1509–1564, had formed their own religious denominations which did not take orders from Rome. Instead the new churches aligned themselves with the new states. Or rather, various kings, such as Henry VIII in England or Gustav Vasa in Sweden, took advantage of the religious strife in order to further their own political agendas. By supporting the Reformation, they could free themselves from the power of Rome. All over northern Europe, the new ‘Protestant’ churches became state-run and church lands became property of the state. Yet, the new divisions were cultural and intellectual too. With the invention of the printing press, power over the written word moved away from the monasteries and into the hands of private publishers who sought

markets for their books. The biggest markets were found in books published not in Latin but in various local languages.

From the early eighteenth century onwards Latin was no longer the dominant language of learning. As a result, it was suddenly far more difficult for Europeans to understand each other. In this climate, the increasingly self-assertive states were not only picking fights with universal institutions but also with local ones. In order to establish themselves securely in their new positions of power, the kings rejected the traditional claims of all local authorities. This led to extended wars in next to all European countries. Peasants rose up in protest against taxes and the burdens imposed by repeated wars. There were massive peasant revolts in Germany in the 1520s with hundreds of thousands of participants and almost as many victims. In the latter part of the sixteenth century, there were major peasant uprisings in Sweden, Croatia, England and Switzerland.

In France, in the middle of the seventeenth century, the nobility rose up in defense of its traditional rights and in rebellion against the encroachments of the king. Medieval kings were really quite powerless. They had no proper bureaucracies at their disposal, no standing armies and few ways of raising money. In fact, there were few good roads, ports and not many large cities. These, however, soon came to be constructed. From the sixteenth century onwards the states established the rudiments of an administrative system and raised armies, both in order to fight their own peasants and in order to defend themselves against other states. Since such state-building was expensive, the search for money became a constant concern. The early modern state was more than anything an institutional machinery designed to develop and extract resources from society. In return for their taxes, the state provided ordinary people with defense and a rudimentary system of justice. If they refused to pay up, state officials had various unpleasant ways to make them suffer.

II. Translate the second and third paragraphs in written form.

III. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.

1. By supporting the Reformation, they could free themselves from the power of Vatican.
2. The biggest markets were found in books published not in English but in various local languages.
3. As a result, it was suddenly far more difficult for Europeans to understand each other.
4. Medieval kings were really quite powerless.
5. In fact, there were few good roads, ports and many large cities.
6. Since such state-building was expensive, the search for money became a constant concern.

IV. Complete the sentences with the answer a, b or c which you think fits best according to the text:

1. Instead _____ aligned themselves with the new states.

a) the states

b) the new markets

c) the new churches

2. With the invention of the printing press, power over the written word _____ from the monasteries.

a) took away

b) moved away

c) was limited

3. In the latter part of _____, there were major peasant uprisings in Sweden, Croatia, England and Switzerland.

a) the early eighteenth

b) in the 1520s

c) the sixteenth century

4. Medieval kings _____ really quite powerless.

a) were

b) was

c) are

5. These, however, soon came _____.

a) to be developed

b) to be constructed

c) to be returned

6. If they refused to pay up, state officials had _____ to make them suffer.

a) various pleasant ways

b) various unpleasant things

c) various unpleasant ways

V. Match the words with their definitions:

1	denominations	a	the ability to protect against attack or harm
2	defense	b	the system of laws in a country that judges and punishes people
3	justice	c	a religious group that has slightly different beliefs from other groups that share the same religion
4	securely	d	action against those in authority, against the rules
5	rebellion	e	positioned or fastened firmly and correctly
6	claim	f	the act of gradually taking away someone else's rights
7	encroachment	g	to say that something is true or is a fact, although you cannot prove it
8	resource	h	a useful or valuable possession or quality of a country, organization or person

VI. Fill the gaps with the words below.

justice denominations agendas property burdens revolts defense resources

1. The early modern state was more than anything an institutional machinery designed to develop and extract (1) _____ from society.
2. In return for their taxes, the state provided ordinary people with defense and a rudimentary system of (2) _____ .
3. Or rather, various kings, such as Henry VIII in England or Gustav Vasa in Sweden, took advantage of the religious strife in order to further their own political (3) _____ .
4. In France, in the middle of the seventeenth century, the nobility rose up in (4) _____ of its traditional rights and in rebellion against the encroachments of the king.
5. Before long the followers of Martin Luther, 1483–1546, and John Calvin, 1509–1564, had formed their own religious (5) _____ which did not take orders from Rome.
6. All over northern Europe, the new ‘Protestant’ churches became state-run and church lands became (6) _____ of the state.
7. There were massive peasant revolts (7) _____ in Germany in the 1520s with hundreds of thousands of participants and almost as many victims.

8. Peasants rose up in protest against taxes and the (8) _____ imposed by repeated wars.

USE OF ENGLISH

VII. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

Filming Everest

Film-maker David Breashears (1) already climbed Mount Everest three times when he (2) to make a film, so that audiences could share his (3) He set off on this nine-week adventure the following spring, with his photographic equipment and with six climbers from (4) the world. (5) the conditions were hard and dangerous, with temperatures of -40 °C, the climbers made good (6) Then, when they were just one thousand metres from their goal, there was a terrible (7) The team didn't give (8) however. They hid in a tent on the mountainside until it passed. Thirteen days later they (9) the top. 'I was so tired that it was (10) to enjoy our success at first,' said David. 'Climbing Everest is difficult enough but filming made it (11) harder. I am really proud we did it in the end!'

- | | | | |
|------------------|------------|---------------|---------------|
| 1. A had | B has | C was | D did |
| 2. A invited | B decided | C organised | D requested |
| 3. A acts | B events | C occupations | D experiences |
| 4. A along | B above | C about | D around |
| 5. A Although | B Because | C Since | D Unless |
| 6. A improvement | B progress | C increase | D development |
| 7. A climate | B storm | C weather | D air |
| 8. A out | B back | C away | D up |
| 9. A arrived | B landed | C reached | D entered |
| 10. A impossible | B unable | C unfit | D improbable |
| 11. A ever | B more | C even | D as |

VIII. For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

1. As a child in Michigan, Madonna took ballet and singing lessons.

As a child in Michigan, Madonna took lessons in ballet

..... as singing. As well

2. Madonna was the eldest of eight children.

Madonna had seven brothers and sisters.

3. She moved to New York in order to find singing work.

She moved to New York she wanted to find singing work.

4. It didn't take her long to become famous.

She famous very quickly.

5. She has had a long and successful career in singing.

She has been a successful for a long time.

6. Madonna is possibly the most famous woman in the world.

Madonna is possibly than any other woman in the world.

Variant V

READING

I. Read and translate the text.

The Treaty of Westphalia

The European states emerged in the midst of struggle and strife, and struggle and strife have continued to characterise their existence. Yet, in early modern Europe it was no longer the competing claims of local and universal authorities that had to be combated but instead the competing claims of other states. The Thirty Years' War, 1618–1648, was the bloodiest and most protracted military confrontation of the era. As a result of the war Germany's population was reduced by around a third. What the Swiss or the Scottish mercenaries did not steal, the Swedish troops destroyed. Many of the people who did not die on the battlefield died of the plague. The Thirty Years' War is often called a religious conflict since Catholic states confronted Protestants.

Yet, Protestant and Catholic countries sometimes fought on the same side and religious dogma was clearly not the first thing on the minds of the combatants. Instead the war concerned which state should have hegemony (or dominance) over Europe. That is, which state, if any, would take over from the universal institutions of the Middle Ages. The main protagonists were two Catholic states, France and Austria, but Sweden – a Protestant country – intervened on France’s side and in the end no dominant power emerged.

The Treaty of Westphalia, 1648, which concluded the 30 years of warfare, has come to symbolise the new way of organising international politics. From this point onwards, international politics was a matter of relations between states and no other political units. All states were sovereign, meaning that they laid claims to the exclusive right to rule their own territories and to act, in relation to other states, as they themselves saw fit. All states were formally equal and they had the same rights and obligations. Taken together, the states interacted with each other in a system in which there was no overarching power. Sovereignty and formal equality led to the problem of anarchy. Within a country ‘anarchy’ refers to a breakdown of law and order, but in relations between states it refers to a system where power is decentralised and there are no shared institutions with the right to enforce common rules. An anarchical world is a world where everyone looks after themselves and no one looks after the system as a whole. Instead, states had to rely on their own resources or to form alliances through which the power of one alliance of states could be balanced against the power of another alliance.

Yet, as soon became clear, such power balances were precarious, easily subverted, and given the value attached to territorial acquisitions, states had an incentive to engage in aggressive wars. As a result, the new international system was characterised by constant tensions and threats of war – which often enough turned into actual cases of warfare. At the same time various practices developed which helped regulate common affairs. The foremost example was the practice of diplomacy as exemplified by the way peace treaties were negotiated.

II. Translate the first and second paragraphs in written form.

III. Read the text again to decide if the following statements are true (T) or false (F). Correct the false ones with the facts from the text.

1. The Thirty Years’ War, 1618–1648, was the bloodiest and most protracted military confrontation of the era.
2. As a result of the war the population of France was reduced by around a third.
3. Many of the people who did not die on the battlefield died of the smallpox.
4. That is, which state, if any, would take over from the universal institutions of the Middle Ages.
5. All states were formally equal and they had the different rights and obligations.
6. The foremost example was the practice of diplomacy as exemplified by the way peace treaties were negotiated.

IV. Complete the sentences with the answer a, b or c which you think fits best according to the text:

1. The Thirty Years' War, 1618–1648, was the bloodiest and most protracted military confrontation_____.

- a) of the Middle Ages
- b) of the era
- c) of the population

2. The Thirty Years' War _____ a religious conflict since Catholic states confronted Protestants.

- a) is often named
- b) is often called
- c) is often organized

3. _____ various practices developed which helped regulate common affairs.

- a) at the same time
- b) at once
- c) simultaneously

4. The foremost example was the practice _____ as exemplified by the way peace treaties were negotiated.

- a) of justice
- b) of defense
- c) of diplomacy

5. Sovereignty and formal equality _____ the problem of anarchy.

- a) led to
- b) had
- c) was

6. The main protagonists were _____, France and Austria, but Sweden – a Protestant country – intervened on France's side and in the end no dominant power emerged.

- a) two Protestant states

b) three Catholic states

c) two Catholic states

V. Match the words with their definitions:

1	struggle	a	The process of getting something
2	acquisition	b	A member of the parts of the Christian Church that separated from the Roman Catholic Church
3	protestant	c	To cause worry, pain, or difficulty to someone or something over a period of time
4	alliance	d	To experience difficulty and make a very great effort in order to do something
5	plague	e	A group of countries, political parties, or people who have agreed to work together
6	protagonist	f	A king or queen
7	sovereign	g	A situation in which there is no organization and control, especially in society
8	anarchy	h	One of the main characters in a story or a play

VI. Fill the gaps with the words below.

confrontation diplomacy instead anarchical institutions population anarchy obligations

1. The Thirty Years' War, 1618–1648, was the bloodiest and most protracted military (1) _____ of the era.

2. That is, which state, if any, would take over from the universal (2) _____ of the Middle Ages.

3. (3) _____ the war concerned which state should have hegemony (or dominance) over Europe

4. Sovereignty and formal equality led to the problem of (4) _____.

5. The foremost example was the practice of (5) _____ as exemplified by the way peace treaties were negotiated
6. All states were formally equal and they had the same rights and (6) _____.
7. An (7) _____ anarchical world is a world where everyone looks after themselves and no one looks after the system as a whole
8. As a result of the war Germany's (8) _____ was reduced by around a third.

USE OF ENGLISH

VII. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

Jacqui Swift

Jacqui Swift has (1) as a journalist for newspapers, a music magazine and TV programmes. At the (2) she is writing for a music website (3) started last month.

'I (4) to write for the internet because this is where you find the very latest information about bands. I love the speed of the internet. I can write a piece in the morning and see it (5) on the website in the afternoon. The same story won't be in the newspapers (6) the next day. It may (7) up to six weeks before you see it in some magazines.

I am a (8) of a team. We have to work fast and mustn't make any (9) so it can be stressful. But we all get along (10) with each other. I find it really exciting to think that our work (11) read all round the world!'

1. A worked B earned C operated D employed
2. A period B time C moment D date
3. A which B what C who D when
4. A thought B persuaded C imagined D decided
5. A show B appear C attend D display
6. A over B during C towards D until
7. A take B last C stay D remain
8. A worker B colleague C member D person

9. A faults B mistakes C accidents D failures
10. A good B strongly C well D happy
11. A is B will C has D does

VIII. For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

1. Last year, I was given a guitar by my father.

Last year, my father..... a guitar.

2. My friend Martina asked me if I wanted to join her band.

Martina asked me 'Would youjoin my band?'

3. Martina's band started playing concerts two years ago.

Martina's band has played in concerts two years.

4. Her new band is better than her old one.

Her old band was not as her new one.

5. Martina's band has six people in it.

There in Martina's band.

6. The tickets for their concerts are free.

You don't pay anything to get into their concerts.

REFERENCES

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