

The background of the cover is a vibrant landscape photograph. It features a calm body of water in the foreground, reflecting the sky and the surrounding greenery. In the middle ground, there is a small wooden boat with three people inside, positioned towards the right side. The background is dominated by steep, green mountains under a bright blue sky filled with fluffy white clouds. The overall mood is peaceful and scenic.

ENGLISH FOR SOCIAL SCIENCES AND HUMANITIES

Ижевск
2018

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ВЫСШЕГО ОБРАЗОВАНИЯ
«УДМУРТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»
ИНСТИТУТ ЯЗЫКА И ЛИТЕРАТУРЫ
ОТДЕЛЕНИЕ ПРОФЕССИОНАЛЬНОГО ИНОСТРАННОГО ЯЗЫКА

ENGLISH FOR SOCIAL SCIENCES AND HUMANITIES

УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ

*Рекомендовано УМО РАЕ по классическому университетскому и
техническому образованию в качестве учебного пособия для студентов
высших учебных заведений, обучающихся по направлению подготовки:
46.03.01 - История и 45.03.01 - Отечественная филология (Русский язык и
литература).*

Ижевск
2018

УДК 811.111:3 (075.8)
ББК 81.432.1 я 73
Е 56

Рекомендовано к изданию учебно-методическим советом УдГУ

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Е 56 English for Social Sciences and Humanities: учебно-методическое пособие / сост. М.Н. Сираева, Р.Ш. Чермокина, Р.Г. Шишкина. Ижевск: Издательский Центр «Удмуртский университет», 2018. – 132 с/

Предлагаемое учебно-методическое пособие является переработанным и дополненным изданием пособия “English for Historians”, опубликованного авторами в 2014 году. Данное пособие предназначено для студентов, обучающихся по программам гуманитарных направлений подготовки. Может быть использовано преподавателями для проведения практических занятий по иностранному языку, студентами для самостоятельной работы, а также может представлять интерес для всех, кто интересуется различными разделами социальных и гуманитарных наук.

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2018

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Предисловие

Современный период в развитии теории и практики преподавания иностранного языка и культур определяется общим направлением реформирования российского образования. Прежде всего, коренные изменения вызваны интеграцией российской системы образования в мировую образовательную систему и участием России в Болонской конвенции, переходом на двухуровневую программу подготовки в системе высшего образования и введением новых образовательных стандартов. Изменился социальный заказ – необходимы специалисты, действительно владеющие иностранным языком. Изменились личные интересы и потребности студентов неязыковых специальностей. В этих условиях кардинально изменились требования к системе языковой подготовки в системе высшего образования.

Иностранный язык перестает быть самоцелью, становясь инструментом учебной и профессиональной деятельности, ориентированной на развитие всех видов иноязычной деятельности и мышления, начиная с устной коммуникации и заканчивая развитием способностей студентов к разноплановой работе с текстом по извлечению информации.

Цель данного пособия заключается в том, чтобы выработать у студентов не только навыки чтения, адекватного понимания, перевода текстов и ознакомить их с основами грамматической системы современного английского языка, но и развить коммуникативные умения, навыки командной работы, довести до сознания студентов важность не формального, а поискового и творческого подхода при решении поставленной задачи.

Пособие состоит из шести модулей. Каждый модуль включает в себя коммуникативный, когнитивный и грамматические разделы.

В пособие включены статьи из Интернет-источников, а также выдержки из художественных произведений зарубежных авторов.

С учетом особенностей обучения иностранному языку студентов неязыковых направлений подготовки, пособие включает задания, характеризующиеся коммуникативной и поисковой направленностью в сочетании с использованием активных методов обучения, групповых (коллективных форм) взаимодействия обучающихся в условиях образовательного процесса.

Содержание настоящего учебно-методического пособия также построено исходя из основных положений компетентностного подхода. Грамматический, лексический и содержательный материал предполагает активное обсуждение, благодаря эвристическому характеру, провоцирует к совместному поиску ответа и познавательной активности.

Пособие предполагает возможность импровизации в заданном пространстве, предлагая инструменты и материалы для творческого подхода к преподаванию и изучению английского языка, что может быть полезно и интересно не только преподавателям и учителям, но и студентам широкого профиля, несмотря на то, что пособие было составлено для использования при обучении студентов гуманитарного профиля подготовки.

MODULE NUMBER ONE

1

IDENTITY

Let us get acquainted

1

Please, write down a secret or a fact about your habit, hobby, ability or possession on a piece of paper. Fold your paper and put it in a hat. Each student then draws a secret from the hat. Once everyone has a secret, walk around the classroom asking other students questions to find out whose secret you have. You're not allowed to directly say what's on the paper in your questions!

For example, if your secret is "I have five cats," you might ask "Do you like animals?" or "How many animals live in your house?"

2

Go around the room and ask a classmate: "What's your name? What do you like?" Then you have to introduce your fellow student using the answers they provide. There are tables with the movies and food related vocabulary, you may make your own table of vocabulary according to themes interesting for you to ask your classmate.

Vocabulary for conversations

What movies do you like?

Genres:

- action movies with gun fights and car chases
- adventure films about findings and sophisticated circumstances
- animated films (cartoons) with drawn characters
- comedies that make us laugh
- disaster films that show catastrophic development of events
- documentaries show us real people and events
- dramas that make us cry
- education films that broaden our knowledge
- gangster films about criminal world clashes
- historical films tell us stories from the past
- horror movies that make us jump in our seats
- mystery films that involve paranormal activities
- musicals with a lot of music and dances
- romantic comedies (rom-com) about love with a smile
- sci-fi movies show us what the future might be like
- silent films without sound
- spy films that show us the risky work of secret agents
- thrillers that make us shiver
- westerns about cowboys
- war films about courage and hardships, victory and horrors of war time

You might want to ask questions like:

- "Which **character** do you like the best?"
- "What do you think of the **plot**?"
- "Do you like the **cast**?"
- "What is your favourite **scene**?"

What food do you like

VEGETABLES

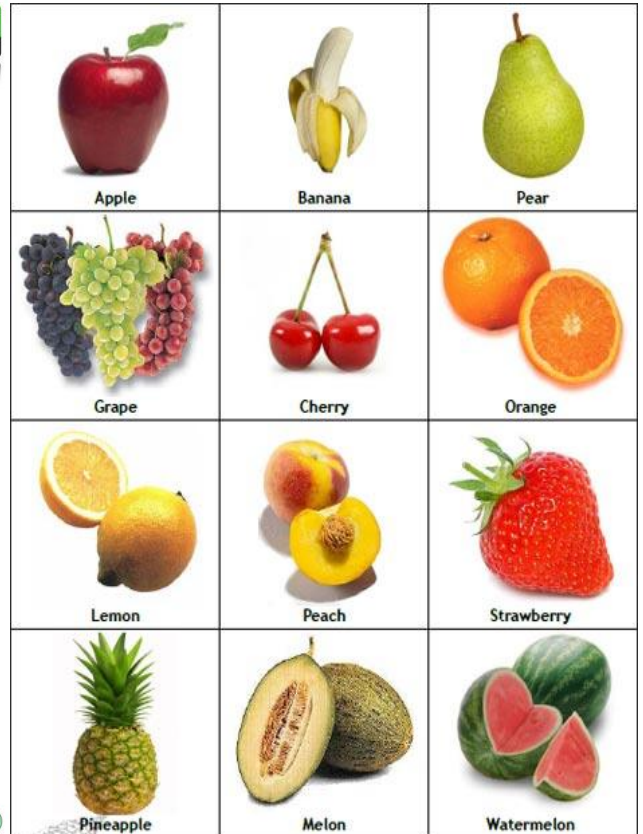
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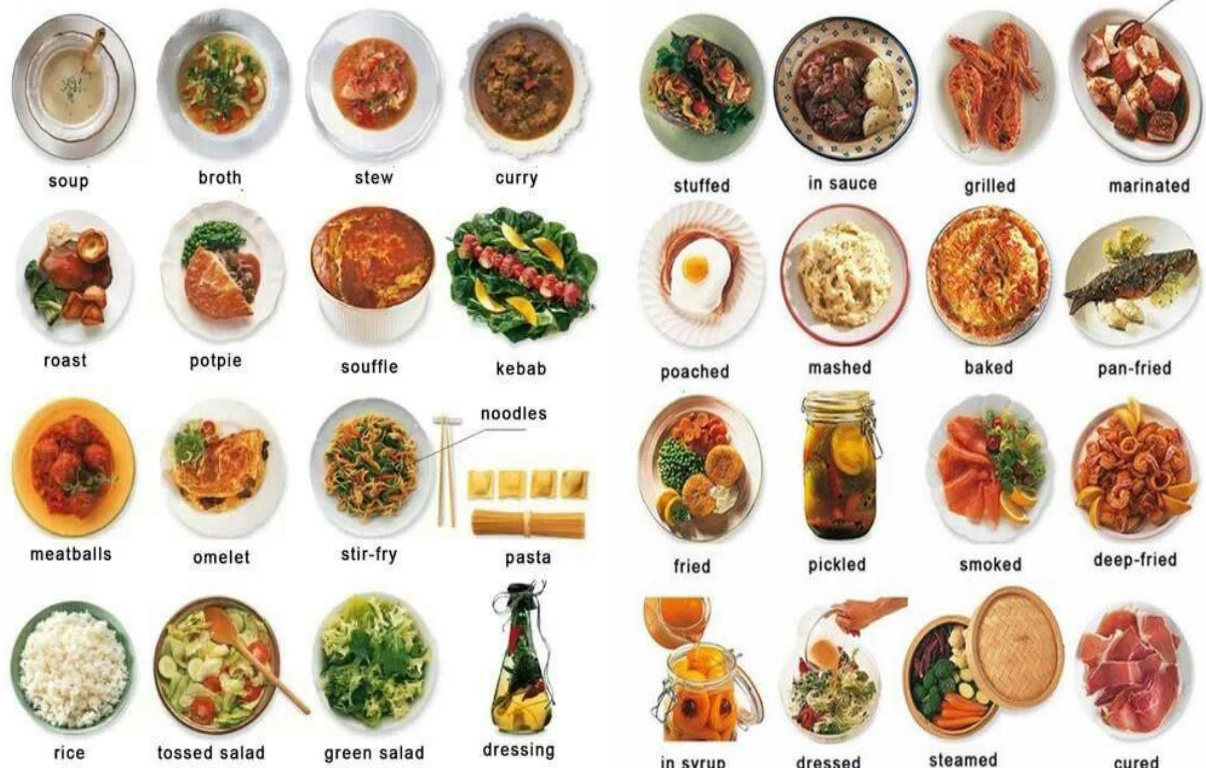
www.grammar.cl

www.woodwardenglish.com

www.vocabulary.cl



dinner



1. Discuss in pairs or in your group:

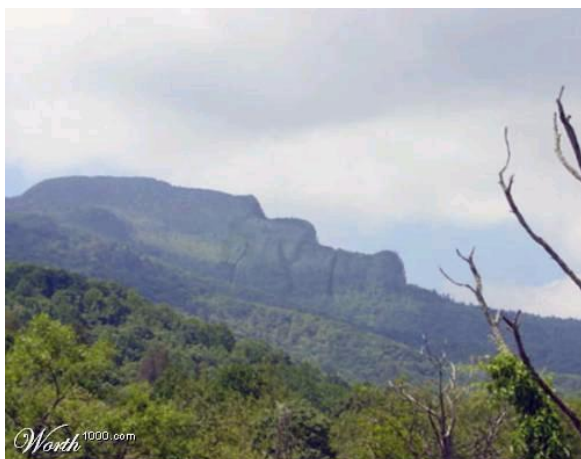
What associations do you have with number 1?

2.Look at the sentences and discuss in pairs or in your group:

Which functions does “one” play in the English language and see if they are the same in your language?

3.Read the text and explain why it is called St.One

St.One



There **is** a man. **Do** you **see** the one? The forest **looks** like one monolith stone sculpture made by nature.

You **are** the one this book is devoted to.

1 is also called "unity", it **represents** a single entity, the unit of counting or measurement. It **means** also the beginning of something or the best.

Symbol of the essence, it **represents** the figure of the God-Father, within the Trinity, in the Christian symbolic. It **is** also the symbol of the perfect Unity of the Holy Trinity.

4.Discuss in pairs or in your group:

Which words are new and important to understand the idea?

What do the words and word combinations in bold type have in common?

5.Explain the words: Sculpture, unity, Trinity

6.Answer the questions:

What is the job of a man making sculptures (pictures, buildings)?

How do we call a person who specializes in philology (linguistics, literature, history, archeology, politics, sociology, pedagogy)?

What job do you see as a potential one for you and your mates after graduating from university?

7.What does number one have in common with the following signs? Read the details and see if you find anything new (facts, vocabulary, grammar)





**They are all one.
Let's see the history of one.**

The glyph used today in the Western world to represent the number 1, a vertical line, often with a serif at the top and sometimes a short horizontal line at the bottom, traces its roots back to the Indians, who wrote 1 as a horizontal line, much like the Chinese character 一. The Gupta wrote it as a curved line, and the Nagari sometimes added a small circle on the left (rotated a quarter turn to the right, this 9-look-alike became the present day numeral 1 in the Gujarati and Punjabi scripts). The Nepali also rotated it to the right but kept the circle small. This eventually became the top serif in the modern numeral, but the occasional short horizontal line at the bottom probably originates from similarity with the Roman numeral I. In some European (e.g., Germany) and Asian (e.g., Israel) countries, the little serif at the top is sometimes extended into a long upstroke, sometimes as long as the vertical line, which can lead to confusion with the glyph for seven in other countries. Where the 1 is written with a long upstroke, the number 7 has a horizontal stroke through the vertical line.



The 24-hour tower clock in Venice, using *J* as a symbol for 1.

Many older typewriters do not have a separate symbol for *l* and use the lowercase *l* instead. It is possible to find cases when the uppercase *J* is used, while it may be for decorative purposes.

8. What or who do these words stand for?—



Initial

Primary (education)

Primitive

Original

Pristine

A freshman

A pathfinder

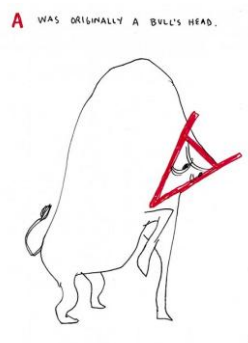
ABC

9. Try to reproduce the origin of A in groups (if you don't know the real history it is ok to create your version). Share the result of your work with other groups

10. Read the text and compare it with the mentioned variants:

It sounds similar. It's incredible! It's quite interesting. It's a familiar version. It doesn't sound reliable.





A History of the Letter A



This letter of ours corresponds to the first symbol in the Phoenician alphabet and in almost all its descendants. In Phoenician, a, like the symbols for e and for o, did not represent a vowel, but a breathing; the vowels originally were not represented by any symbol. When the alphabet was adopted by the Greeks it was not very well fitted to represent the sounds of their language.

The breathings which were not required in Greek were accordingly employed to represent some of the vowel sounds, other vowels, like i and u, being represented by an adaptation of the symbols for the semi-vowels y and w.

The ancestor of aleph may have been influenced by Egyptian hieroglyphs, styled as a triangular head with two horns extended.

| Egyptian | Cretan | Phoenician <u>aleph</u> | Semitic | Greek <u>Alpha</u> | Roman/ Cyrillic A |
|---|---|---|--|-----------------------|-------------------------|
|  |  |  |  | Aα | A |

In English a represents unaccented forms of several words, e.g. an (one), of, have, he, and or various prefixes the history of which is given in detail in the New English Dictionary (Oxford, 1888), vol. i. p. 4.

As a symbol the letter is used in various connections and for various technical purposes, e.g. for a note in music, generally as a sign of priority, in Logic \forall a turned capital letter A is used in predicate logic to specify universal quantification ("for all"), in the internet @ means At sign.

The letter AAA, the name of a large number of small European rivers. The word is derived from the Old German aha, cognate to the Latin aqua, water (cf. Ger.-ach; Scand. a, aa, pronounced o).

11 .Discuss in pairs or in your group:

What do you understand by “national identity”?

What makes the national identity of a person?

12.Compare your answers with the following

One's national identity refers to the sense of belonging one has to a state or a nation, or a sense of solidarity one feels with a particular group without regard to one's actual citizenship status. This is not a trait with which people are born; rather, experiences from the people's lives. Factors like language, national colors, national symbols, the history of the nation, blood connections, culture, cuisine, music and other factors all play a part. If one views national identity positively, it is typically called "patriotism," but if one views this negatively, it is sometimes known as "chauvinism."

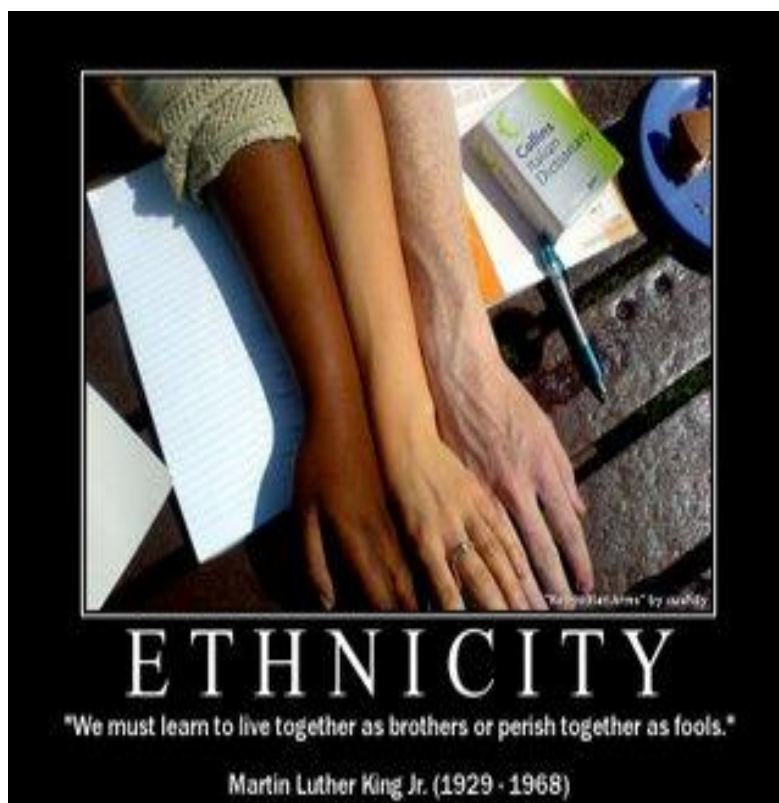
How do you feel your national identity?

13.Research your group ethnicity picture

Get ready with short reports on facts about your roots and some traditions of your ethnic group.

14.Look through the key words related to national images and stereotypes. How would you describe Russia and its people? What about Great Britain?

Country: developed, developing, industrial, innovative, multicultural, outdated, prosperous, wealthy, well-organized, with eventful history.



People: active, amicable, arrogant, class-conscious, communicative, conservative, cute, excitable, family-oriented, friendly, hardworking, hospitable, law-abiding, nationalistic, old-fashioned, open-hearted, polite, proud, religious, reserved, sentimental, serious, suspicious of foreigners, tolerant, traditional, with a good sense of humour.

15. Think over if people living in Britain call themselves British. Compare your ideas with your partners and then with the text.

**What kind of country is Britain?
What kind of people are the British?**



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The issue of national identity is looked at in the radio programme and based on a real survey of British people. The issue of actual identity is probably more complex in Britain than in other countries as there is more than one “nation” in the United Kingdom. The United Kingdom consists of Great Britain and Northern Ireland. Great Britain consists of England, Scotland and Wales. Great Britain has existed since 1707 with the Union of England and Wales with Scotland. Ireland became part of the United Kingdom in 1800, but the majority of the country became independent in 1923 as the Irish Free State and later the Republic of Eire. Northern Ireland remained part of the United Kingdom.

“British” identity was perhaps at its strongest at the height of the British Empire in the XIXth and early XXth centuries. Some historians consider that with the decline of British power, British identity is also weakening as people identify more with the three nations that make up Britain. British identity has also become more multicultural in the last forty years, with immigration from some of Britain’s old colonies and elsewhere. The immigrant community (mainly from India, the Caribbean, Pakistan and China) is about 6% of the population of Britain. Most second and third generations of ethnic minority families have integrated into British society and most would call themselves British. The results of the survey showed that, if asked their nationality, 36% of Scottish

people would call themselves British and 62% would call themselves Scottish. If asked their nationality, 53% of English people would call themselves British and 42% English.

16. LISTEN TO A RADIOPHONE-IN PROGRAMME AND DECIDE IF THE GIVEN STATEMENTS ARE TRUE OR FALSE. GIVE ARGUMENTS TO SUPPORT YOUR CHOICE.

1. Great Britain is made up of four different nations: England, Northern Ireland, Scotland and Wales.
2. In a poll, British people described themselves as animal lovers and tolerant but suspicious of foreigners and reserved.
3. Eighty-seven percent of British people thought that the British were class-conscious.
4. The first caller thinks Britain is an innovative place.
5. She describes herself as English rather than British.
6. The second caller feels European.
7. The third caller is of Indian origin.
8. She thinks Britain is multicultural but there is an intolerant minority.
9. The last caller thinks Britain is a modern country.
10. He is a Scottish nationalist and doesn't feel British.

17. LISTEN TO AN IRISH STAND-UP COMEDIAN DYLAN MORAN. Continue Dylan Moran's statements (https://www.youtube.com/watch?v=rSvw_3nwhbs)

Most of the time in the West we have_____ information about you, all we have is_____.

And movies are _____.

They (The Russian) are _____.

They are very spiritual but they cold, they won't tell you anything. And they tell you everything. Then they tell you everything _____. And then they insist you to stay for dinner. And you have to eat everything_____.



18. Which parts of his sketch do you like (recall the best parts)?

19. Discuss in pairs or in your group What is his attitude towards Russian and the way they are presented? Is there self-irony? What do

you know about Dylan Moran? If you know nothing, search information in the net. Exchange it with your group mates in groups.

20. Discuss in pairs or in your group:

Do you believe that there is no official language in the USA?

21. Read and say how the presented facts characterize the USA and citizens of the USA:.



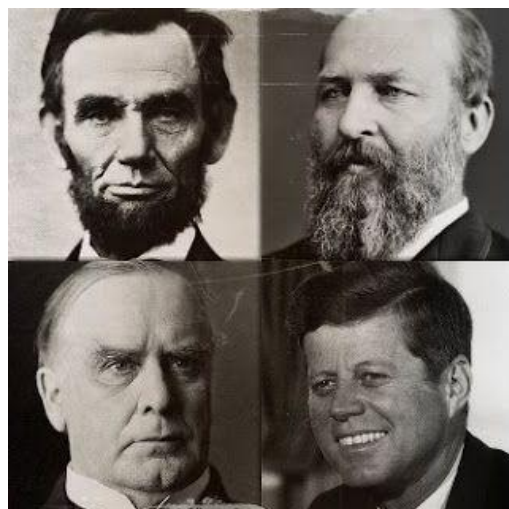
America has no Official Language at the Federal Level.

Coming to the individual states of USA,

- ❖ Some states follow the same policy of having no Official Languages.
- ❖ Some states have American English as their sole Official Language.
- ❖ Some states have American English as well as other locally spoken languages as their Official Languages.
- ❖ Some states follow the language policy of defacto bilingualism.

English (American English) is the de facto national language. Although there is no official language at the federal level, some laws—such as U.S. naturalization requirements—standardize English. In 2010, about 230 million, or 80% of the population aged five years and older, spoke only English at home. Spanish, spoken by 12% of the population at home, is the second most common language and the most widely taught second language.

Some Americans advocate making English the country's official language, as it is in 28 states.



22. Discuss in pairs or in your group:..

It is the deadliest job in America. Of the 45 men who've held the post, four have been assassinated in office - a rate of roughly 9 percent (or about one in ten) killed on the job. Which job is not recommended for you to hold?

23. Discuss in pairs or in your group: ITEMS THAT MAKE RUSSIA IMPORTANT. FIND OUT ADVANTAGES AND DISADVANTAGES OF LIVING IN RUSSIA.



READ THE TEXT "DOES RUSSIA MATTER" AND DISCUSS THOSE POINTS WHICH HAVEN'T BEEN MENTIONED BY YOU

DOES RUSSIA MATTER?

In a report on the September 2003 Camp David summit between Vladimir Putin and George Bush, TV journalist Ray Suarez, on The PBS News hour, asked his guest a question being posed with increasing regularity: "Does Russia matter?"

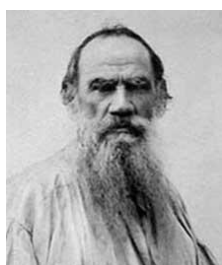
The guest's all-too-obvious reply was, essentially, "Yes, of course Russia matters, but just not like it used to and only on a certain range of issues (e.g. nuclear proliferation, combating terror)."

I hate obvious answers. They're so ... obvious.

The truth is *Russia* has never mattered to US policymakers. What has mattered has been "what damage could Russia do to us," or "what detente or friendship with Russia can get us." Real politics is object oriented and very utilitarian. Other states or nations matter only in so far as they either threaten or ensure our military or economic security. So, since today (versus 20 years ago), Russia threatens us less, it matters less. Here's a radical concept: it's not

about us. Russia's significance in the world is huge, and will remain huge. Here are a dozen or so reasons why:

1. Russia occupies more land on Planet Earth than any other single country. Put another way, Russians have about three times more land per capita than Americans. Therefore, what Russia and Russians choose to do with that land has huge impact for the rest of the world.
2. "Sure, Russia is huge geographically, but its population is "just" 145 million and falling," you say. "That's just over half the US population and a fraction of that of India or China." Point taken. But let's look at this the other way around. How many countries are there in the world that have more people in them than Russia? There must be dozens, right? Nope. Just six. They are: China, India, the US, Indonesia, Brazil and Pakistan. Bangladesh and Nigeria are closing fast. But Russia is 7th in the world, ranked by population.
3. We could also look at this linguistically: Russian is currently the eighth most widely-spoken language in the world. Russian is an official language not only in Russia, but in Belarus, Kazakhstan, Kyrgyzstan, etc. There are also just five official languages of the UN: English, French, Chinese, Spanish ... and Russian.
4. It is said that, in this century, fresh water will become humankind's most important resource. Best estimates are that Russia owns about 25% of the world's fresh water, and it is already exporting it to countries that do not have enough. "When the oil runs out," one Russian government official recently said, "we will export water."
5. Some 70% of Russia is forested and 22% of the world's forests are in Russia. As such, Russia -- which has been called the "lungs of Europe" -- is second only to the Amazon in the amount of carbon dioxide it absorbs. 15% of all the carbon dioxide in the world is absorbed here.
6. Russia is a scientific powerhouse, as demonstrated again this fall when a Russian and a Russian-American shared the Nobel Prize in



physics with an American, for inventing a little thing they called "super-conductivity." Among other things, we owe a debt to Russian scientists for the invention of television, helicopters and the Periodic Table (OK, maybe just for the last two).

. Russia has made immense contributions to world literature. "Oh, you could say that about any country," you say. Ok, then try this test on a friend (or yourself). Ask them to "Name three Russian authors." Then, after that is answered easily with the likes of Tolstoy, Chekhov, Turgenev, Pushkin, Solzhenitsyn, etc., ask:



"Now name three Chinese (or Indian or German or Iraqi) authors."

8. Likewise, Russia has had a hugely disproportionate influence on the world of music. Considering what classical music would be like without Tchaikovsky is a bit like thinking about it in the absence of Beethoven or Bach. But then there is a huge pantheon of other "first-rank" composers, from Mussorgsky and Liadov to Prokofiev, Rakhmaninov, Shostakovich, Stravinsky and on and on. And then there are the performers, from Rakhmaninov to Lugansky!

9. What about art? Well, admittedly, Russia has not made as many contributions to world culture in this regard, but much of that might be attributable to politics. In the early 20th century, Russia was a buzzing hub of the avant garde and its artists were doing amazing things in everything from book illustration to sculpture to animation



in the style of Socialist Realism (which nonetheless produced some fine works of art) that can be called leading forces in the 20th modern art movements.



0. Russia is one of only 5 countries that has veto power at the UN.
11. It was Russia that defeated Hitler.
12. We were the first nation to put humans into outer space. And Russia has more experience than any other nation in long-term space habitation, vital for the next stage of space exploration.
13. 20% of the world's known oil reserves are in Russia. Russia currently supplies the US with 4% of its oil.
14. Western Europe currently depends on Russia for 28% of its gas supplies; Germany alone depends on Russia for 12% of its natural gas and 18% of its oil.
15. Russia contains the world's largest oil and natural gas reserves, the largest diamond reserves, and the second largest coal reserves. Nearly a third of all tin and iron ores are in Russia, as are over 40% of all platinum group minerals and over a third of all nickel reserves.

This list is certainly not exhaustive, and input is welcomed for further list items. But it ought to be clear to even the casual reader that Russia matters a lot more to the world than can be adequately expressed in a concise sound bite.

Paul Richardson, Publisher and Editor

CHECK IF THE FACTS CHANGED AND WRITE DOWN AN ESSAY "WHAT MAKES RUSSIA IMPORTANT" BASED ON THE PRESENTED OR DIFFERENT FACTS YOU HAVE AT YOUR DISPOSAL AND ALSO BASED YOUR IDEAS

GRAMMAR PART. PRESENT TENSES REVIEW.



It is raining!

Present Continuous

Form

| | | |
|--------------------------|--------------------------|-----------------------------|
| I <u>am</u> driving. | <u>Am</u> I driving? | I <u>am not</u> driving. |
| You <u>are</u> driving. | <u>Are</u> you driving? | You <u>aren't</u> driving. |
| He <u>is</u> driving. | <u>Is</u> he driving? | He <u>isn't</u> driving. |
| She <u>is</u> driving. | <u>Is</u> she driving? | She <u>isn't</u> driving. |
| It <u>is</u> driving. | <u>Is</u> it driving? | It <u>isn't</u> driving. |
| We <u>are</u> driving. | <u>Are</u> we driving? | We <u>aren't</u> driving. |
| You <u>are</u> driving. | <u>Are</u> you driving? | You <u>aren't</u> driving. |
| They <u>are</u> driving. | <u>Are</u> they driving? | They <u>aren't</u> driving. |

Uses

1. Actions happening now or around now:
He is working now.
2. Temporary situations:
She is staying in London for a few days.
3. Personal future arrangements:
We are leaving the city tomorrow.
4. Annoying habits:
He is always losing his keys!

Example



Time phrases

now, at the moment, presently, today, tonight, these days, this (week, weekend, month...)

Spelling

help + ing = helping run + ing = running
come + ing = coming agree + ing = agreeing



I play tennis...

Present Simple

Form

| | | |
|-------------|------------------------|---------------------------|
| I drive. | <u>Do</u> I drive? | I <u>don't</u> drive. |
| You drive. | <u>Do</u> you drive? | You <u>don't</u> drive. |
| He drives. | <u>Does</u> he drive? | He <u>doesn't</u> drive. |
| She drives. | <u>Does</u> she drive? | She <u>doesn't</u> drive. |
| It drives. | <u>Does</u> it drive? | It <u>doesn't</u> drive. |
| We drive. | <u>Do</u> we drive? | We <u>don't</u> drive. |
| You drive. | <u>Do</u> you drive? | You <u>don't</u> drive. |
| They drive. | <u>Do</u> they drive? | They <u>don't</u> drive. |

BUT: (BE – am, is are) →

You are happy. Are you happy? You aren't happy.

Uses

1. Routine or regular repeated actions:
She goes to work every day.
2. Permanent situations: They live in this town.
3. Scientific facts: Bees make honey.
4. With 'state' verbs not normally used in continuous forms: feelings, thoughts

Example



Time phrases

never, hardly ever, rarely, sometimes, often, usually, always, every (day, year...)

Spelling

helps, washes (ending in: s, ss, sh, ch, x, o)
try + s = tries (consonant + y)
play + s = plays (vowel + y)

EXERCISE 1. ARE THE UNDERLINED VERBS RIGHT OR WRONG? CORRECT THE ONES THAT ARE WRONG

1. Iron boils at 100 degrees Celsius.
2. Can you hear those people? What language do they speak?
3. I hear you've visited Argentina. What language do they speak?
4. The dean knows better what to do, so follow her (his) advice.
5. Don't close the Wikipedia page. I am using it.
6. How is your English? – Not bad. It improves slowly.
7. We are interested in politics, but we aren't belonging to any political party.
8. The river Izh is flowing into the Mediterranean.

EXERCISE 2. WRITE THE CORRECT FORM OF THE VERB IN BRACKETS TO COMPLETE THE DIALOGUE. USE PRESENT SIMPLE OR PRESENT CONTINUOUS



Sarah: Welcome to the programme. This afternoon I *(to stand)* in the middle of the northern Black Forest. Germany, with Rainer Sanger, from friends of the Forest.

Rainer: Good afternoon, Sarah.

Sarah: Rainer, you're very concerned about this area of the forest, aren't you?

Can you tell us why?

Rainer: Yes. Much of the forest was wiped out in the hurricane last winter, as you can see. Many of the trees are dead, and more *(to die)* because of the irreversible damage. We at friends of the Forest *(to believe)* that the authorities *(not / to do)* enough right now to restore this beautiful forest to its former state.

Sarah: But they *(to clear)* the dead trees away, aren't they? I saw some men on the way here...

Rainer: Of course, but they *(do)* it every year. It's the normal procedure. We need more trees now, but they *(not / to plant)* any new trees to replace those that died.

Sarah: I see. But you have approached the authorities about this, I *(to understand)*?

Rainer: We have tried, but each time they *(to say)* that they haven't got enough money to restore the forest as quickly as we'd like. They always *(to use)* money as the excuse. It's getting really frustrating!

Sarah: But it's not just an excuse, is it? They clearly *(not / to have)* enough money for everything and the hurricane was an unforeseen occurrence.

Rainer: Of course, we appreciate that, and the point is, that actually, we *(not / to ask)* for much money. We would just like their guidance – we can provide volunteers to work in the forest.

Sarah: Oh, I see. Well, that's somewhat different. Thank you, Rainer, for discussing such a significant issue.

Rainer: You are welcome. Good bye.

Sarah: Good bye.

EXERCISE 3. COMPLETE THE NEWSPAPER REPORT. WRITE THE VERBS IN BRACKETS IN THE CORRECT FORM: PRESENT SIMPLE OR PRESENT CONTINUOUS

It's summer. A man is out for a quiet walk. He's walking along a country road and he *(to mind)* his own business when he *(to be knocked down)* and seriously injured by a minivan. The man, a writer of thrillers and horror fiction, *(to survive)* but he *(to become)* obsessed with the vehicle that maimed him. He doesn't bear the grudge against the driver. Instead, he *(to buy)* the minivan and *(to hide)* it.



This sounds like the plot of a Stephen King thriller, but it is in fact the latest chapter in the writer's latest life. King has bought the van and he *(to intend)* to take a sledge hammer to it. At present King *(to recover)* from his injuries at home, where he *(to suffer)* from a broken hip, a fractured leg and a collapsed lung. The story is uncannily like the plot of his novel *Thinner* (written several years previously), in which the victim's family *(to put)* a curse on the driver. King, however *(to demand)* the withdrawal of the driving license. As for the minivan, we *(not / to know)* if King will actually carry out his revenge or if he is simply hatching the plot for a new novel!

EXERCISE 4. TRANSLATE THE GIVEN SENTENCES FROM RUSSIAN INTO ENGLISH

1. Он доверяет только фактам...
2. – Что ты переводишь?
– Я перевожу статью из «Дейли Ньюз». Мы часто переводим статьи из этой газеты.
3. – Послушай, кто-то поет вдалеке.
– Это первокурсники. Они постоянно к чему-то готовятся.
– А когда они учатся?
4. Здесь пахнет кофе. Я люблю этот запах. Он напоминает мне перемены между занятиями.
5. Мы сами выбираем специализацию.
6. После занятий некоторые студенты занимаются в библиотеке.
7. Этот лектор обычно так быстро говорит, что я его не понимаю.
8. – Почему Вы так быстро идете сегодня? Обычно вы ходите медленнее.
– Я не хочу опоздать на лекцию декана.
9. Вы понимаете, что говорит лектор?
10. Есть люди, которые знают 10 иностранных языков.
Сколько языков Вы хотите знать?

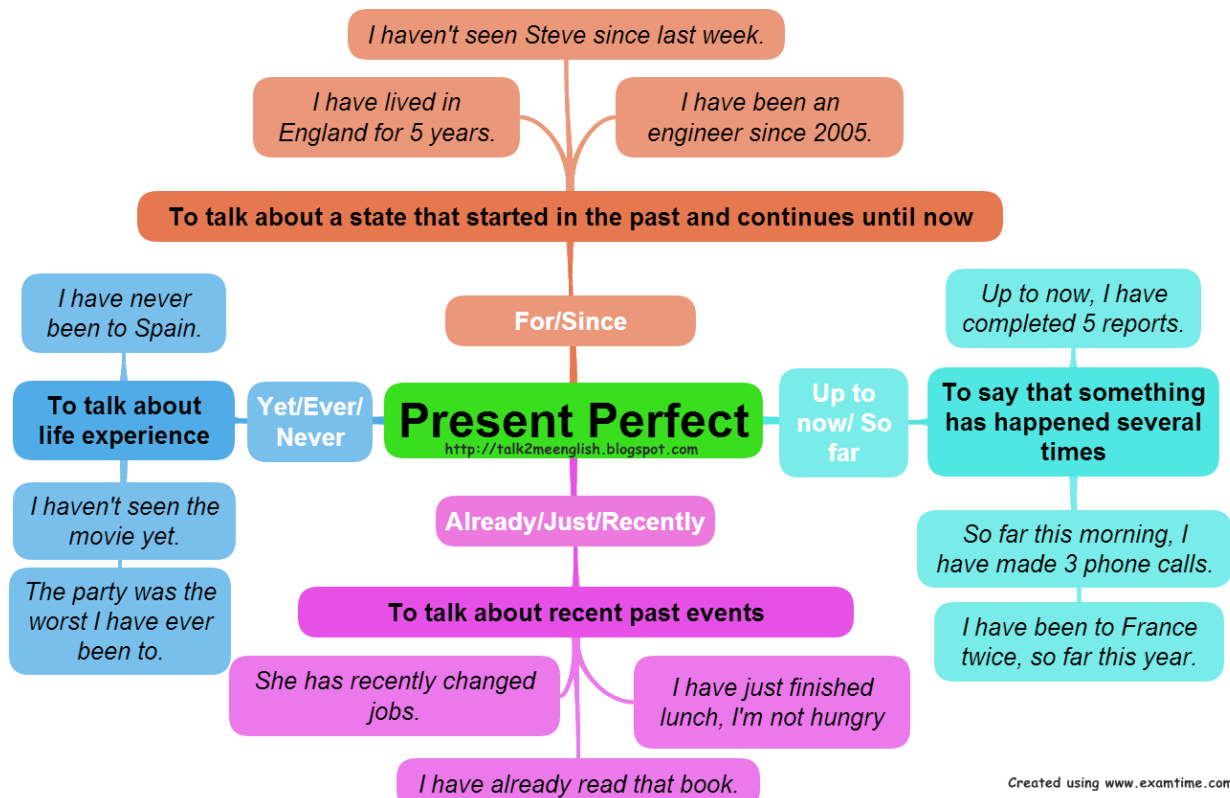
EXERCISE 5. WRITE AN ARTICLE OR A PROGRAMME SCRIPT ABOUT EVENTS WHICH ARE TAKING PLACE OR USUALLY TAKE PLACE AT YOUR UNIVERSITY

IT'S HIGH TIME TO LEARN PERFECT, THE PRESENT PERFECT.

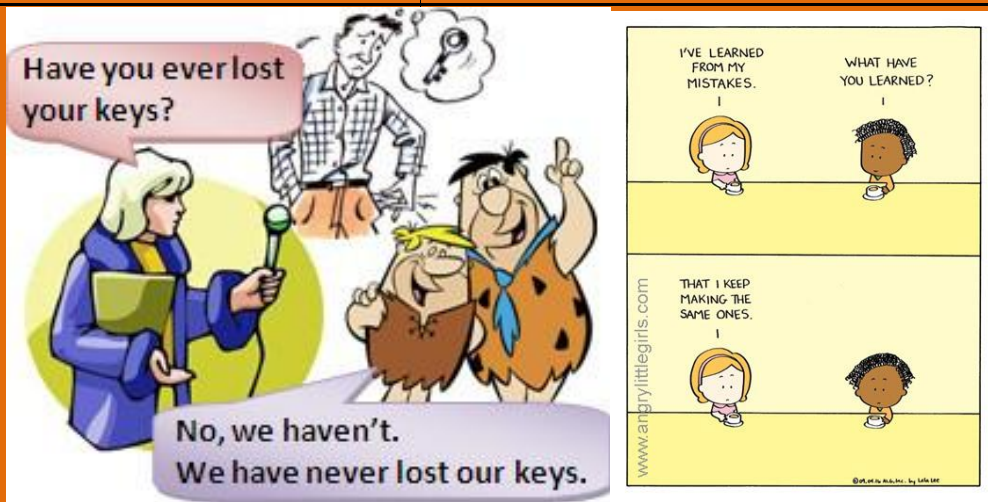
EXERCISE 6. Look and comment all the charts of the tense:

Form of Present Perfect

| | Positive | Negative | Question |
|-----------------|----------------|--------------------|----------------|
| I/you/ we/ they | I have spoken. | I have not spoken. | Have I spoken? |
| He/she/It | He has spoken. | He has not spoken. | Has he spoken? |



EXERCISE 7. IN PAIRS READ THE PICTURES, COMMENT ON THEM, CHOOSE THE ONES YOU LIKE



EXERCISE 8. ASK EACH OTHER ALL QUESTIONS OR ALL PARTICIPANTS A QUESTION



(RIDE) A HORSE/ A CAMEL/ AN ELEPHANT/ A ROLLER COASTER

(EAT) FROGS' LEGS/ SNAILS/ SNAKES

(SEE) A GHOST/ A UFO/ A FLAMENCO SHOW

(GO) TO A DISNEY LAND/ AMERICA/ AUSTRALIA

(DRINK) GOAT'S MILK/ HORSE'S MILK/ BLOOD

(DREAM) YOU COULD FLY/ LEVITATE/ SPELL/ SPEAK ARABIC OR CHINESE OR KOREAN

(PLAY) BASEBALL/ RUGBY/ FRISBEE

(BE) IN AN ACCIDENT

(CLIMB) THE GREAT PYRAMIDS/ THE EIFFEL TOWER/ MOUNTAINS

(DO) ANYTHING DANGEROUS

(TRY) BUNGEE JUMPING

(FLY) IN A HOT AIR BALLOON



(PLANT) A TREE

(SIT) ON A CHEWING GUM/

(FEED) BIRDS IN A PARK/
FAMILY/ GUESTS

(FIND) A WALLET/ TREASURE



EXERCISE 9. Conclude the results of the survey in a chart.

Tell about the most interesting, inspiring or risky experiences you've heard about

EXERCISE 10. Read the conversation and answer the questions below. Pay attention to all the examples of the Present Perfect.

Bob and Darren work together. They are talking about interviews for a new sales manager position at their company.

Bob: We need to make a decision on who we are going to hire for the new salesperson position.

Darren: I know. There are a lot of good applicants. So far we have interviewed 10 people and have looked at over 50 resumes.

Bob: Well, let's take a look at some of the best and make a decision.

Darren: OK, the first person is Phil. He has worked as a salesperson for 10 years in both The United States and Canada. Also, he has been the manager of the sales department of a large auto-parts company.

Bob: Sounds interesting, but has he ever worked in the food sales industry?

Darren: No he hasn't.

Bob: That might be a problem. We need someone with food experience.

Darren: OK, what about Karen? She has worked in the food industry for 6 years. She has been a manager of a major supermarket and worked in marketing for a large meat company.

Bob: OK. Has she worked in international sales before?

Darren: No, she has never worked in international sales.

Bob: Well, that could be a problem. This job will require a lot of international experience. I think we need someone who has worked in an international environment

Darren: Well what about Larry? We haven't met him yet but his resume looks good. He has been a salesperson in the food industry for 13 years. He's worked in The United States, Canada and Mexico. In the past 4 years he's learnt to speak Spanish and French.

Bob: Wow, sounds great!

Darren: The problem is we still haven't had an interview with him. I have called him many times, but I haven't been able to reach him.

Bob: Well, why don't you send him an email? Perhaps he will respond that way.

Darren: OK, I will try that. I will let you know.

Bob: Great, thanks.

Questions:

How many people have they interviewed? Who has worked in the food industry? Who have they not met? Why haven't they interviewed Larry?

EXERCISE 11. Can you summarize?

Present Perfect + Present Continuous

The answer is

Present Perfect Continuous

EXERCISE 11. Analyze the charts and form your own meaningful statements

Present perfect continuous



USAGE

Only with actions

This tense cannot be used with stative verbs (be, have got, etc.)

How long

With this tense we usually inform the listener how long the action has been.

Long actions

It is used for actions that have been going on for a long time.

For temporary actions

This tense suggests that the action will finish one day

Explanations

The tense is used to explain a result we see now.

Present perfect continuous questions

Have/has + subject + been + Verb -ing?

| Have / Has | Subject | Been | Verb -ing |
|------------|---------|------|-----------|
| Have | Sarah | | working? |
| Has | you | been | reading? |
| | we | been | sleeping? |
| | Alex | | watching? |
| | it | | snowing? |

OFF2CLASS

EXERCISE 12. Play the game and fix the statements.

| | | | | |
|--|---|--|--|--|
| Start | Go back to start | Create one Affirmative sentence using the Present Perfect Continuous | Their new kitchen looks fantastic. They _____ completely _____. a) have _____ been redecorating b) have _____ redecorated c) already _____ redecorated d) didn't _____ redecorated | Since or For? Fred and Frida have been learning French _____ 1998 |
| How's your Mum? I _____ her for ages. a) had seen b) haven't seen c) haven't been seeing d) didn't see | Since or For? We have been living here _____ 2 months. | Create one Affirmative sentence using the Present Perfect Simple | Miss a Turn | |
| Since or For? I have been waiting _____ 4 o'clock. | I think they are dating. They _____ a lot of each other recently. a) had seen b) haven't been seeing c) have been seeing d) have seen | Play again | Create one Negative sentence using the Present Perfect Simple | |
| Create one Affirmative sentence using the Present Perfect Continuous | I have to write an essay. I _____ about half of it so far. a) have written b) have been writing c) wrote d) have to write | Since or For? Mary has been saving her money _____ many years. | We've discovered this great café and we _____ there a lot. a) have been going b) have gone c) are going d) have went | |
| Since or For? Tim and Tina have been learning English _____ six years. | Create one Negative sentence using the Present Perfect Simple | You're covered in paint! What _____ you _____? a) have _____ done b) were _____ doing c) did _____ do d) have _____ been doing | Go back to start | |
| Where have you been? I _____ for ages. a) have waited b) waited c) was waiting d) have been waiting | Play Again | Create one Negative sentence using the Present Perfect Continuous | Since or For? I haven't eaten anything _____ breakfast. | |
| Miss a Turn | She's gone to the doctor's. She _____ too well lately. a) hasn't felt b) hasn't been feeling c) has felt d) doesn't feel | Since or For? I haven't been on holiday _____ last July | | Finish |

MODULE NUMBER TWO

CALENDARS, ALPHABETS AND LANGUAGES

2

1

How many languages are there in the world?

That number is constantly in flux, because we're learning more about the world's languages every day. And beyond that, the languages *themselves* are in flux. They're living and dynamic, spoken by communities whose lives are shaped by our rapidly changing world. This is a fragile time: Roughly a third of languages are now endangered, often with less than 1,000 speakers remaining. Meanwhile, just 23 languages account for more than half the world's population. Seven thousand ninety nine languages are spoken today.

2

There are many dialects of English, which one should we learn?

Yeah - there are a lot of countries that use English as a backup language. Yep - there is a lot of English around the world where the native languages has merged with English. These are the sort of English dialects that native UK or US people would have trouble understanding. One of these examples is the creoles language in the West Indies.

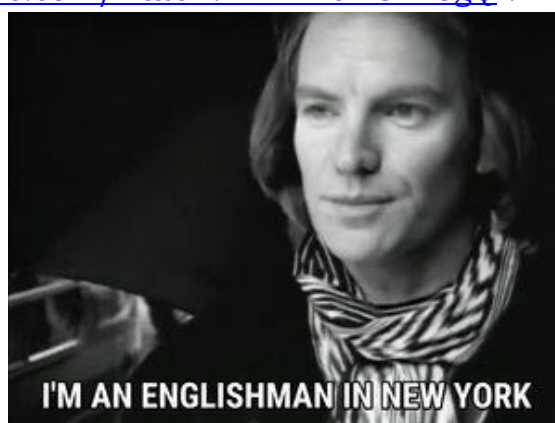
If a person is looking to learn English - don't worry about the various English dialects, because most native English speakers can change to more understandable version.

The most widely spoken are American and British English. Do you know their differences?

Watch https://www.youtube.com/watch?v=HP_g61r06KY and draw a chart of American and British vocabulary. Make short conversations (British –British, American – American, British – American) based on the mentioned vocabulary. Watch <http://www.aranchodoc.com/different-types-of-english/> pick up the vocabulary and make conclusions.

Find other peculiarities of British and American English. Compare the results of your research.

Sing and comment the song “An Englishman in New York” by Sting or a modern version <https://www.youtube.com/watch?v=mnzcDCw-6gQ>.

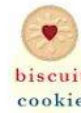


Fill in American words instead of British words

1. She bought a tin of beer -
2. He bought some sweets.
3. She took her clothes from the wardrobe.
4. They bought a pack of cards.
5. A pencil and a rubber are necessary tools.
6. Fill up the car's tank with petrol.
7. It was all rubbish.
8. What form are you in?
9. They had three weeks holiday.
10. The lights are out give me a torch.
11. On the top of the roof we have an aerial for our television set.
12. Bank notes are easier to carry than coins.
13. At Disneyland, I tried several tours in the big dipper.
14. I like eating biscuits with chocolate drops.
15. The trousers were too big - so I had to wear braces.

British and American English

British English American English



biscuit
cookie



maize
corn



catapult
slingshot



film
movie



lift
elevator



trousers
pants



post
mail



flat
apartment



tyre
tire



sweet
candy



trainers
sneakers



number plate
license plate

British & American English

americanenglish.state.gov

British

block of flats

/blɒk əv flæts/



American

apartment building

/ə'pɑːtmənt 'bɪldɪŋ/

flat

/flæt/



apartment

/ə'pɑːtmənt/

ground floor

/graʊnd floː/



first floor / ground floor

/'fɜːst 'floː/

For Transatlantic Travellers: British vs American English

traffic lights



stoplights



motorway



freeway



main road



highway



roundabout



traffic circle



crossroads



intersection



petrol station



gas station,
filling station



zebra crossing



crosswalk



pavement



sidewalk



railway station



train station



underground



subway



return ticket
single ticket



roundtrip ticket
one-way ticket



luggage



baggage



1. Discuss in your group: what associations do you have with 2? Look at the list of associations and see which you haven't mentioned:

- Number of the God-Son (the Verb) within Trinity, in the Christian symbolic.
- If 1 is the essence, 2 is the existence.
- Symbol of the duality, the opposition, the separation, the antagonism.
- Number two symbolizes the love, the charity, since there is necessarily duality between which gives and which receives.
- Symbol of sexuality since 2 represents also the division of the unit in male and female.
- The second term of a duality is often considered as a negation or a limitation of the first: the Devil, "telling always no", and the Evil which it personifies, have the number 2 for symbol.

2. There are some proverbs with the number two, match them with their meaning:

A bird in the hand is worth two in the bush.

It takes two to tango.

Two heads are better than one.



When two people have a conflict, both are at fault.

Two people working together solve problems better than each person working alone.

It is better to value what you have than to try to get more.

Discuss in pairs or in your group if you agree with the proverbs.

3. Translate into English the text below, mind Past tenses, compare and discuss the variants of translation (consult with the rules of Past tenses at p.44).

Древние ученые считали, что цифры имеют таинственный и магический смысл и влияют на человека, и на все, что он делает. Вот к примеру

Символ единицы - корона (Люди, у которых это число было главным (при сложении цифр даты, месяца и года рождения) могли стать военными летчиками, маршалами, директорами, учителями и журналистами).

Двойка (пара) - символ любви и непостоянства. (Это были целители, врачи, учителя младших классов).

4. Read the text below highlight the Present tenses and Past tenses forms and observe what this opposition represents

HOW THE CALENDAR CAME ABOUT

The word “calendar” was derived from the Latin “*calends*”, the day of the new moon and the first day of the ancient Roman month. The calendar now in use throughout the world is called the Gregorian calendar; it was introduced by Pope Gregory XIII in the XVIth century.

Though in early days calendar was required primarily for religious observance, it was used for civil purposes as well. Unlike modern man who uses artificial time intervals, primitive man utilized the cycle of recurring natural phenomena, most obvious and most precise of which were the alteration of night and day and the phases of the moon. Other less precise but naturally recurring phenomena were also made use of for calendar purposes, e.g. the sprouting of leaves, the coming of the rains, etc. Longer periods of time were often marked off by the number of harvests, the number of winters or some other occurrences. Thus a child who had lived through ten harvests or ten snows was ten years old.

Primitive man was intrigued by various celestial phenomena which displayed themselves in the clear night skies. He had recognized stars long before he invented written records. Principal

stars were grouped into patterns which men identified with familiar animals or with the gods, goddesses, heroes, heroines and creatures of mythology. Since the appearance of the predominant constellations coincided with the natural phenomena, it was possible to trace the path of the moon and that of the sun through the sky. Those constellations were visible just before sunrise, or just after the dawn and “went to bed” at sundown. The risings and settings of stars allowed to derive the position of the sun among the stars and thus a calendrical year was ultimately obtained.

The height to which the sun rose above the horizon at midday was carefully observed by men and finally it was noticed that the sun was above the horizon for the longest period at midsummer. The shadows that were cast by trees were used by primitive civilizations to measure the altitudes of the sun. In such a way the seasons were discerned.

The moon’s phases follow a definite cycle: new moon occurs when the moon lies directly between the earth and the sun and is invisible, or visible only as a narrow crescent at sunset. The full cycle of the moon’s phases was used in lunar reckoning: the reckoning began when the moon was first seen in the evening sky. The crescent is still often referred to as “new moon”. The cycle of the moon’s phases takes 29 ½ days, thus it gives a first approximation to the month. However, the use of a true seasonal year based on the sun’s position among the stars was obviously a later development.

5. Write down the words that are new (adjectives, nouns, verbs), seem to be mysterious, romantic, frightening...

The Quiz about the Roman Republican Calendar

1. How many months were in the Roman republic calendar?
2. Were the months equal?
3. How many days were in it?
4. What was the 1st month of the year?
5. What did the word calends mean?
6. How many days were in a week?
7. Who undertook the revision of the calendar? When? Why?

6. Read the text and check if your answers were right or wrong and find out what was not mentioned while answering.



ROMAN REPUBLICAN CALENDAR

The calendar of the Roman republic has been derived from the earlier lunar calendar. It contained twelve months – seven equal in length, four with two additional days each and one with one day less. Thus the total length of the calendar year was 355 days or 10 ½ days less than the solar year. The first month of the year was *March*. It was believed that *January* and *February* were added in order to bring the calendar up to twelve months. It has also been suggested that twelve-month calendar was borrowed from the *Etruscans* who commenced the year in January. March remained the first month of the year for a long period.

The name *January* referred to the festival of the god of gates or god of “first beginnings”. The commencement of the year on January first instead of March 1 was officially recognized in 153 BC. However, in the popular mind the year was thought to end I February.

The operation of the calendar was effected by the priests. Every month they watched for the new moon and proclaimed its appearance. They also announced the ninth day of each month. The first days of the months were known as the “*calends*” or “*callings*”. The time of the full moon that fell in mid-month was called the “*ides*”.

The marking of the ninth days or market days resulted in the use of an eight-day interval or “week”. Festivals were most often held on odd-numbered days and, if a festival lasted for more than one day, there were gaps of either one or three days in between, for even days were believed to be unlucky.

Inscriptions were given on the calendar (many of which have survived) showed for each day a sign to indicate its civil standing: some days were available for legal services, on others meetings could occur, still others denoted public feast days on which sacrifice was offered.



Elaborate and ingenious though the republican calendar was. It became hopelessly confused by the end of the Republic. It needed revision, and this was undertaken by Julius Caesar in the 1st century BC.

7.Translate the most important ideas of the given article from Russian into English, compare them and choose the most laconic but with all important items

ВСЕ ВРУТ КАЛЕНДАРИ

Вы, конечно, помните эти слова из бессмертной грибоедовской комедии «Горе от ума». Как ни парадоксально, но старуха Хлестакова, оказывается, была права. Григорианский календарь далек от совершенства. Астрономы убедились, что наш календарь отстает ежегодно от истинного солнечного примерно на три секунды. Расхождение невелико. Полные сутки набегут лишь в 4915 году. Значит, в том феврале окажется 30 дней. Впервые «куцый месяц», который древние посвящали теням предков, станет полноправным, таким же, как апрель или сентябрь. Но плохо тому, кому доведется появиться на свет в тот уникальный день: следующий свой день рождения он сможет отпраздновать только через 3333 года!

Разумеется, не только этим неудобен наш нынешний календарь. Гораздо больше мешает то обстоятельство, что после каждого високосного года в нем меняется общее количество рабочих дней. То 1 января падает на воскресенье, то на среду. Это влечет за собой ненужные трудности при составлении планов и расписаний, в работе почты, транспорта, связи.

Сейчас в мире существует около 200 совершенно разных проектов реформы календаря. При Организации Объединенных Наций работает даже «календарная» комиссия. Пока ею признаны самыми приемлемыми два варианта.

Первый таков: год будет состоять из 13 месяцев, по 28 дней в каждом. Тогда одним и тем же дням недели будут соответствовать одни и те же числа. Но в году окажется лишь 364 дня. Куда исчез 365-й? Это будет день без числа. День Нового Года.

Сторонников второго проекта вполне устраивают 12 месяцев в году. Причем год разбивается на равные кварталы. В каждом два месяца – по 30 дней, а третий – 31. И также

устанавливается единый день отдыха – день после 31 декабря, он называется предновогодним праздником. 1 января каждого года тоже обязательно будет выходным. Авторы проекта предложили назвать его Новогодним праздником.

Остановка теперь за малым. Любой из новых проектов можно будет ввести лишь после согласия всех стран мира, которое далеко еще не достигнуто.

8. Read the text, highlight the most important facts and compare with your group mates' opinions

THE STORY OF THE ALPHABET

Before about 1800 BC, all people in the world wrote using pictures that each stood for a word or a syllable. In Egypt, these were called hieroglyphs, and in West Asia, they were called cuneiform.

About 1800 BC, some people from Canaan (modern Israel and Lebanon) traveled down to northern Egypt to trade and to work in the turquoise mines at Serabit. They built a big temple to the Egyptian goddess Hathor, whom they called Baalat or The Lady (the feminine form of Baal, meaning Lord), so they could sacrifice and pray there. These Canaanites didn't know how to read or write, but when they saw Egyptian hieroglyphs, they got interested in writing down their own language. They used simple versions of the Egyptian hieroglyphs to stand for sounds in their own language - Aramaic.

Each of the letters of the early Canaanite alphabet was the first sound of the most ordinary words in their language. The letter was a picture of that word's meaning. Often you can still recognize that picture in our letters today. And the order of their letters is mostly unchanged today, too

The Canaanite miners at Serabit called the first letter "Alp", meaning "ox" in Aramaic. The letter looked like the head of an ox, with little horns. Today we turn it upside down and it's the letter A. They called the second letter "Bet", meaning "house" in Aramaic.

Look at the letters below and choose those whose initial picture meaning are quite comprehensive or unexpected.



Aleph (A) from "Alp", meaning "Ox"

Bet (B), meaning "House"

Gimel (C), from "Gam", meaning
"Foot"?

Daleth (D), meaning "Door"

He (E), meaning "Hey!"

Vav (F), meaning "Tent Peg"

Zayin (Z), from "Zan", meaning
"Hoe"?

Heth (H), meaning "Fence"

Thet (Th), meaning "Wheel"?

Yad (I), meaning "Hand"

Kap (K), meaning "Palm of Hand"

Lamedh (L), meaning "Shepherd's
Crook"

Mem (M), from "Mayim," meaning
"Water"

Nun (N), from "Nahash"?, meaning
"Snake"

Sin? (X), meaning "Thorn"?

Ayin (O), meaning "Eye"

Peh (P), meaning "Mouth"

Tsade (Ts), meaning "Hook"?

Qoph (Q), meaning "Needle"

Resh (R), from "Rosh", meaning
"Head"

Shin, (Sh), meaning "Tooth"

Taw (T), meaning "Mark"

9. Learn by doing:

What can you figure out about how the ancient people who introduced those signs lived by the words they chose for their letters?

Do you think the people making up that alphabet were mostly men or mostly women? Why?

What words would you use if you were making up alphabet signs?

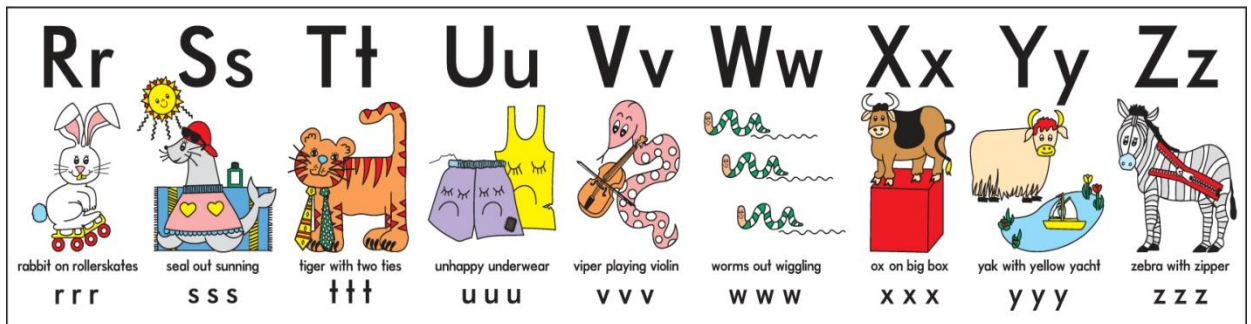
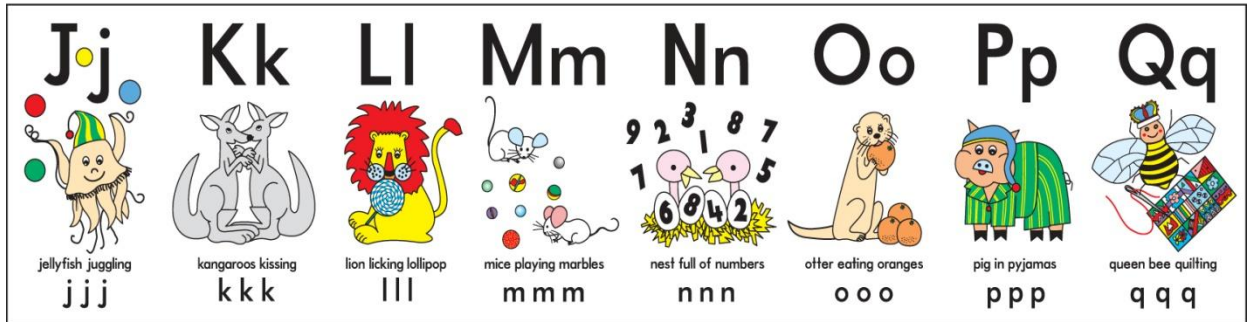
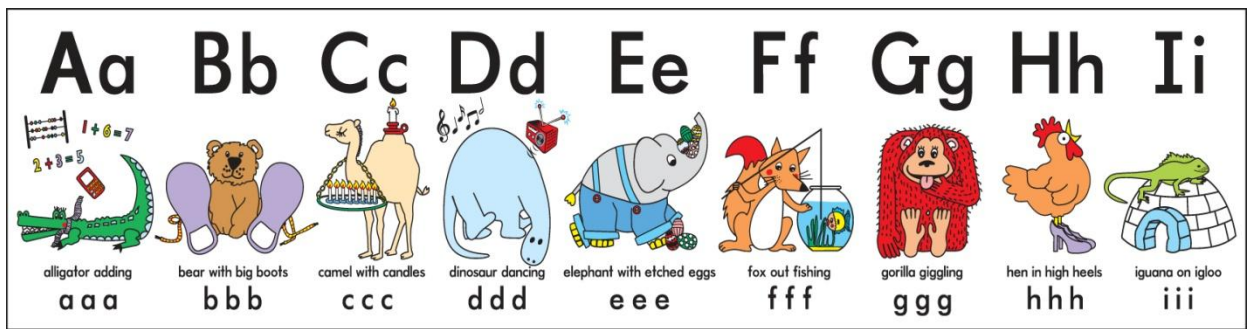
Write a coded message using your signs and see if other people can read it.

Learning one's ABC is today a comparatively simple and easy task. The time demanded is only a short period in early childhood. The effort required has become for most of us a hazy memory. With this rapid and painless procedure one can compare the slow and gradual formation of this instrument of knowledge.

The modern system of alphabetic writing is not the invention of any man, but a product of continuous development.

10. In groups discuss which embodiment of the alphabet you like most and why, what groups of people they are targeted, what they have in common with the text





Alphabet taught to kids nowadays



11. Divide the following article into parts accordingly to the number of your English group members to translate them from Russian into English and present as an integral report.

О ЧЕМ ПОВЕДАЛА КЛИНОПИСЬ

Вблизи города Алеппо многие эпохи оставили свои памятные следы. Во время раскопок, проведенных группой археологов Римского университета в местечке Тель Мердих (Tel Mardich) к югу от Алеппо, найдены клинописные тексты на ассирийско-вавилонском (аккадском) языке. Они подтверждают, что Тель Мердих находится на месте древнего города Абла, относящегося к III тысячелетию до нашей эры. Находка представляет собой камень базальтовой породы с высеченным на нем клинописным текстом, который состоит из 26 строк и хорошо сохранился.

Во время раскопок археологи обнаружили также королевский дворец. Среди его руин найдены дощечки с клинописными надписями административного характера.

Город Абла, который упоминается в ряде клинописных текстов, найденных ранее в Месопотамии, был крупным центром, славившимся крепостью и храмами. Но его расположение до последнего времени не было известно.

До нас дошли два славянских алфавита – *кириллица* (the Cyrillic) и *глаголица* (the Glagolitic). Они восходят к концу IX – началу X века. Глаголицей пользовались в Болгарии вплоть до XVI века. Впоследствии она была вытеснена более легким письмом – кириллицей. Эти азбуки отличались друг от друга в основном формой букв, которая в глаголице была более замысловатой.

Создание славянской азбуки связано с религиозной, политической и просветительской деятельностью *Кирилла* (Cyril) и его старшего брата *Методия* (Methodius) – болгар по национальному происхождению. Известно из исторических источников, что Кирилл получил блестящее образование. Он в совершенстве владел пятью языками – славянским, греческим, латинским, арабским и древнееврейским. Отправившись в Моравию (Moravia) с целью обратить ее население в

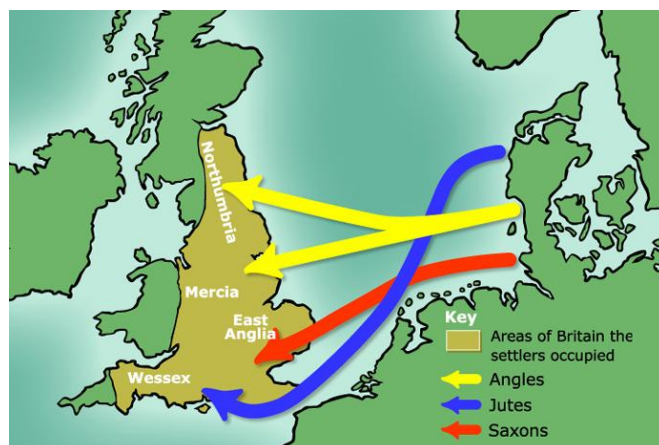
христианство, он, по свидетельству его биографов, разработал славянскую азбуку. За основу был взят греческий алфавит, который уже использовался для передачи славянских слов в письме. К нему были добавлены знаки, соответствующие фонемам славянского языка. Создание славянской азбуки явилось результатом долгой и тщательной филологической работы, проделанной Кириллом. Кириллица отличается исключительной полнотой и систематичностью. Эта азбука получила быстрое распространение в большинстве славянских стран.

Современная русская азбука основана на кириллице. Однако первоначальное число букв – 43 – было сокращено до 33. В 1707-1710 гг. по приказу Петра I была проведена реформа русской письменности, по которой алфавит был приведен в соответствие с нормами речи. Вторая реформа, имевшая большое значение для развития письменности и распространения образования в широких массах населения, была проведена в 1917-1918 гг.

12. Read the text, make a plan of the text, think of the most interesting part for you to add some details to illustrate the period.

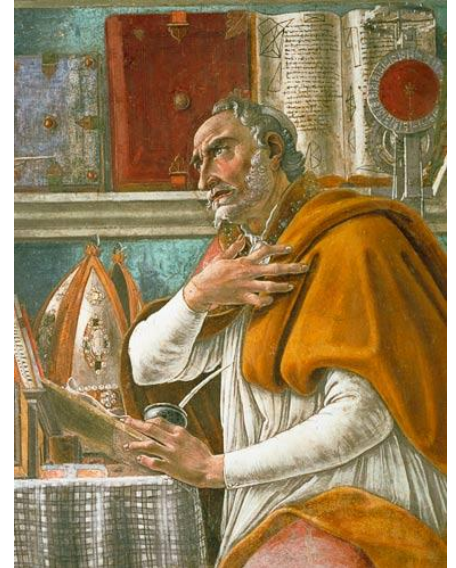
THE HISTORY OF THE ENGLISH LANGUAGE

The story of English began a long time ago, in the Vth century AD. In the year 410 the Romans withdrew from Britannia, their northern – most province. In around 449, Germanic tribes, the Angles, Jutes and Saxons from what is now northern Germany and Denmark, crossed the North Sea and began to settle on the east coast. The Celtic Britons put up fierce resistance with leaders such as Artorius, the King Arthur of the legends. It took over 150 years of fighting for the Anglo – Saxon invaders to take over most of what is



now modern England, pushing the Celts into the west and north. The relations between the two peoples couldn't have been good – there are only several Celtic words in English.

Then, in the year 597, St. Augustine was sent by the Pope to convert the pagan Anglo – Saxons. St. Augustine was successful. And he started by converting the king of Kent, one of the seven Anglo – Saxon kingdoms. Christianity had a major cultural impact, not only bringing Latin words to the language, but also developing education and writing, with examples such as the great Anglo – Saxon epic poem, Beowulf. The language of Beowulf is not at all like modern English, 85% of Anglo – Saxon words have disappeared and the grammar was more like that of modern German than of modern English.



From 750 to about 1000 the Viking raids brought another period of disruption and war. These raids were followed by invasion and the Danes took over the northern and eastern England. The Anglo – Saxon king, Alfred the Great, led the resistance to the Danes and England eventually became united under an English king. Most of the time though, the Danes lived peacefully alongside the Anglo – Saxons. Their languages were similar and they could understand each other – but gradually the endings of Anglo – Saxon started to disappear to make communication easier between the two peoples. Bit by bit, this process has led to modern English in which we have no gender and very few endings.

The Anglo – Saxon Kingdom of England was just settling down when there was another invasion. In 1066, William, Duke of Normandy, invaded England and defeated the last Anglo – Saxon king, Harold, at the Battle of Hastings. The official language of

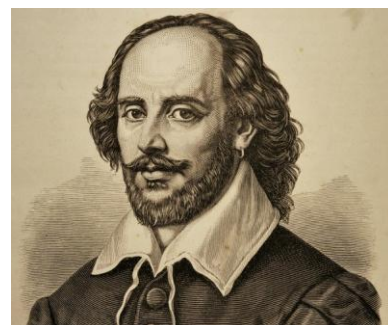


England soon became French, and for the next three or four hundred years English was the language of the common people.



But somehow English survived and became more and more common among the dominant classes. Because of this, by the end of the XIVth century, English was used at court and official languages were written in English. This is the first great period of English literature with writers such as Geoffrey Chaucer. Then, in 1476, Caxton brought the printing press from Belgium. Printing meant that a standard language started to emerge, based on the dialect spoken around London.

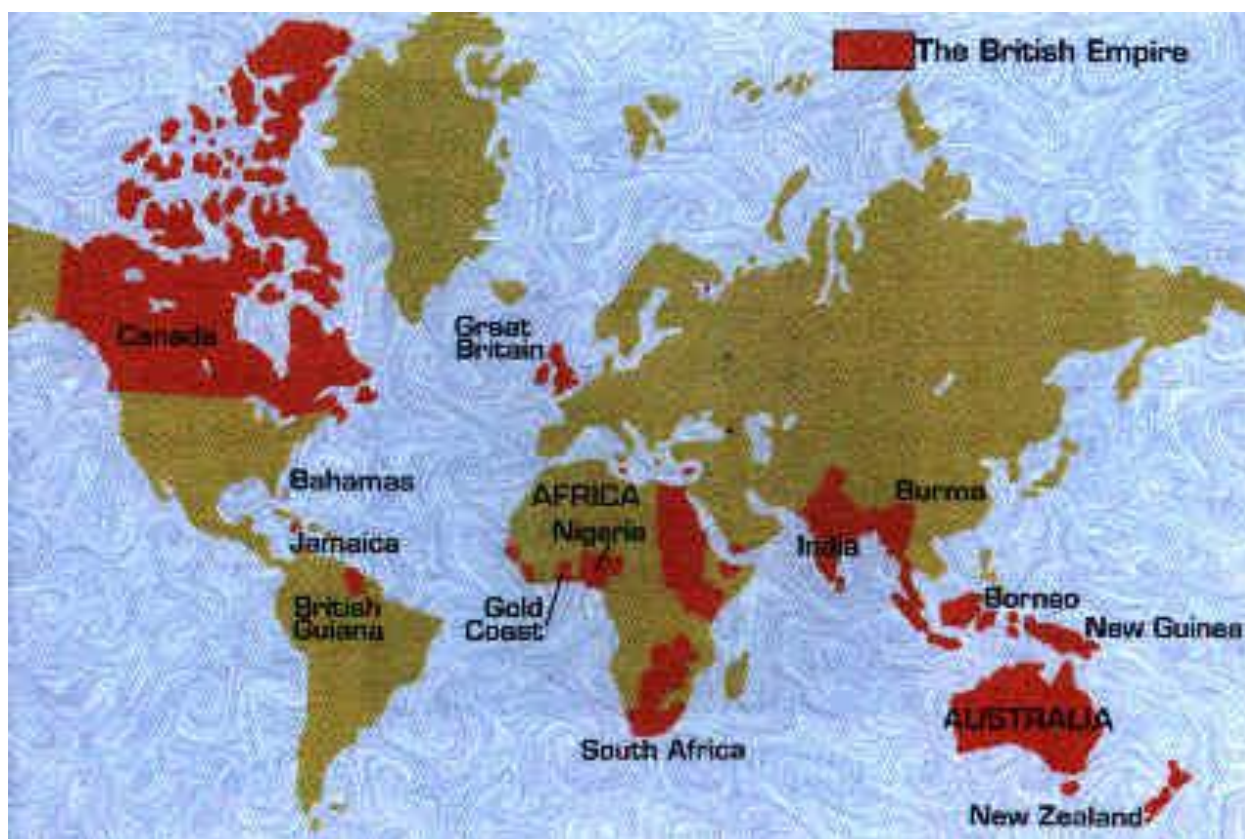
In the XVIth century, the Renaissance with its revival of education and classical scholarship, brought literally thousands of Latin and Greek words into English – words like “expensive” from Latin or “chaos” from Greek. The late 16th century also was a great period for literature with writers such as Shakespeare and the publication in 1611 of the Authorised Version of the Bible in English. The two and a half centuries between 1400 and 1650 also brought major changes in pronunciation. For example, old Anglo – Saxon vowels like the /u:/ in “hu:s” changed to “haus”. Nobody knows why this change in vowel sounds happened but it had a major influence on English.



From the XVIIth century there were increasing attempts to standardise the English language. English didn't not have an academy such as other languages like French or Spanish and it was left to one man to write the definite dictionary. Samuel Johnson published the dictionary of the English Language in 1753 and it included 43000 words.

In the XIXth century, English was influenced by many countries that were part of the growing – with words such as

“bungalow” coming from India. In the last years or so, a huge amount of new words have come into English from science and technology. Finally, in the last few years, through television and the cinema, American English has had a very important influence on British English. For example, British people are starting to say the American “Hi!” instead of the old British “Hello”.



English, as a living language, is changing all the time. Who knows what the future holds for it in the XXIst century?

13.PUT THESE EVENTS IN ORDER.

- a) Caxton introduces the printing press.
- b) Norman invasion of England.
- c) Samuel’s Johnson dictionary.
- d) Germanic invasions of Roman Britain.
- e) Viking raids and Danish invasions.
- f) English is used at court again.
- g) St. Augustine introduces Christianity.

14. READ THE TEXT AND CHOOSE THE MOST SUITABLE ANSWER.

1. Why are there so few Celtic words in English?
 - a) the Saxon invasion took a long time;
 - b) the Celts and Saxons did not mix;
 - c) the two languages were too similar.
2. What impact did Christianity have on English?
 - a) it changed the grammar;
 - b) it introduces new words;
 - c) it influenced pronunciation.
3. Why is it difficult to understand old Anglo-Saxon?
 - a) most of the words were different;
 - b) the spelling was different;
 - c) the grammar was unusual.
4. Why did the Danish invasions influence English grammar?
 - a) Danish grammar was different from Anglo-Saxon;
 - b) the two languages were similar so they mixed and simplified;
 - c) new Danish endings appeared on some words.
5. What happened after the Norman Conquest?
 - a) English disappeared for a long time;
 - b) French became the most important language;
 - c) English was the language of culture.
6. Why did English get the official language again in the 15th century?
 - a) because of great writers like Chaucer;
 - b) because of printing press;
 - c) because it was used by ruling classes.
7. What changed in the 16th and 17th centuries?
 - a) English pronunciation;
 - b) English grammar;
 - c) English vocabulary.
8. In which way is English different from other European languages?
 - a) it was standardized a lot later;
 - b) it has a lot of scientific words;
 - c) it doesn't have an official academy.
9. What has been the most important influence on English in the last few years?
 - a) the old Empire (e.g. India / Australia);
 - b) the United States;
 - c) Europe (e.g. France).

15. Present a word or words from any of the described periods

16. MAKE UP YOUR OWN REPORT ABOUT ONE OF THE WORLD LANGUAGES.

PRACTICE SOME MORE GRAMMAR

The Past Tenses

Simple Past

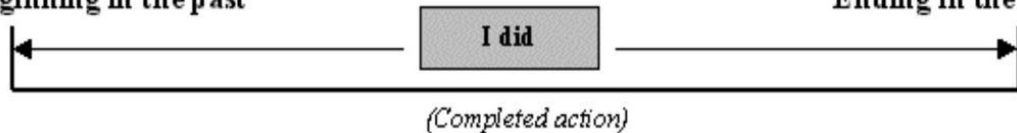
Simple Past

Used to show a completed action

I studied English last Saturday.

Beginning in the past

Ending in the past



Past Progressive/Continuous

Past Progressive

Often used to say when something was being done or what was happening when something else happened

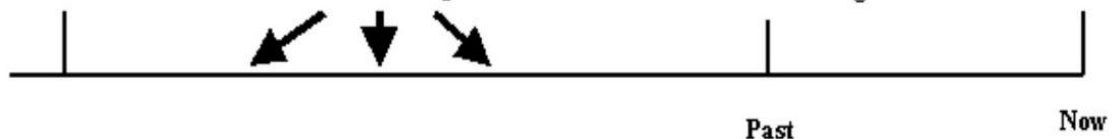
I was studying English last Monday when my friend rang.

I was studying English at 5pm last Monday.

I started doing

I was doing

I finished doing



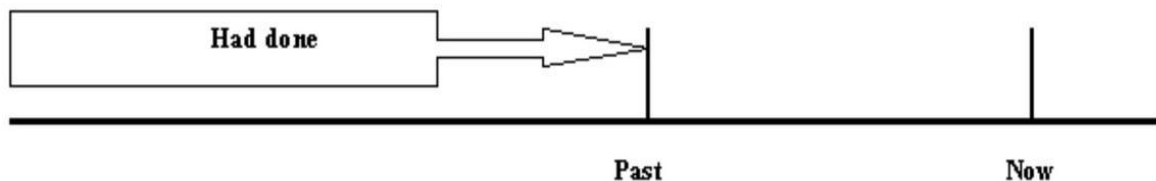
Past Perfect Simple

Past Perfect Simple

The past of have done. Used to say when something was done by.

I had done my English homework by 6.30 pm last Saturday.

I had done my English homework by the time I ate dinner last Saturday.



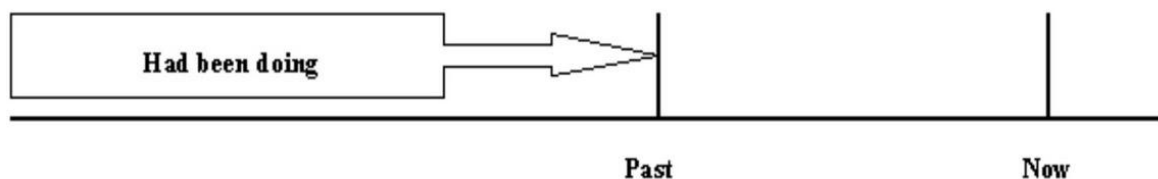
Past Perfect Progressive/Continuous

Past Perfect Progressive

The past of have been. Used to show how long something was done for by a certain time.

I'd been doing my English homework for 30 minutes when my friend rang last Saturday.

I'd been doing my English homework for 30 minutes by 1 pm last Saturday.



EXERCISE 1. COMPLETE THE PROFILE OF ROWAN ATKINSON (MR. BEAN) WITH THE VERBS IN BRACKETS IN THE CORRECT GRAMMAR TENSE



“Rowan *(to be)* very shy with a rubbery face, just like the one he has now,” says his former headmaster. “The other boys *(to make)* him pull funny faces. I’m sure they *(to be)* imitations of me and my colleagues,” adds headmaster Grove.

Rowan *(to be born)* in 1955, the youngest of three sons. By the time he was thirteen, he *(to win)* a scholarship to a private school. After he *(to study)* there for a while, he got involved in acting. By the time he was seventeen, he *(to act; already)* in a play at the Edinburgh Festival. His teachers *(to predict)* a future in acting, but despite this, Rowan still *(not; to plan)* a career in entertainment.

He eventually *(to go)* to Oxford to do a science degree. He *(previously study)* electronic engineering at Newcastle University and *(to believe)* that was there his future lay. But while he *(to study)* at Oxford, he *(to meet)* a group of friends who are his partners to this day.

A happy accident finally unlocked Rowan’s talents while he *(to practise)* a script in 1976. He *(to play)* around pulling faces for ten minutes in front of a mirror when he realized what he *(to do)*. “I discovered my face,” he said later. John Lloyd, a BBC producer, says, “It was one of those things which happen very rarely in your life, when you realize you are in the presence of genius. I *(to be sure)* he would be more famous than Chaplin.”

Exercise 2. In about half of the lines of the following text there are mistakes in the use of past forms. Find out and correct the mistakes

ANNE FRANK

Anne Frank was a Jewish girl who was living with her family in Amsterdam when the Germans were invading Holland in 1940. The German authorities introduced harsh anti – Jewish laws and started to deport Jews to concentration camps in Eastern Europe. In July 1942 Anne’s father did hear a rumour that he was going to be arrested by the police and the family resolved to find a hiding place. They moved into an attic above Mr. Frank’s office and build a bookcase to disguise the entrance to the secret apartment. Friends would bring food to the family each morning, and they use to keep up to date with the news by listening to the BBC on a small radio. Anne would have no friends her own age, so she confided her feeling to a diary. In August another Jewish family joined the Franks with their sixteen – year – old son Peter. Peter was telling Ann that the Germans had been sending Jews to concentration camps and killing them. Anne and Peter were becoming very fond of each other in the cramped conditions of the secret apartment and had helped each other with their lessons. But somebody had given away the family’s secret. The German police had been watched the hiding place for several days and in August 14th 1944 they burst in and arrested all the occupants. The Germans were sending Anne to the Belsen concentration camp and she was killed in February or March 1945, only a month or six weeks before the British army arrived. Anne’s father was taken to Auschwitz and survived the war. He found Anne’s diary and had it published in 1947.



EXERCISE 3. THE WORDS IN THESE SENTENCES HAVE BEEN MIXED UP, PUT THE WORDS IN THE CORRECT ORDER. ADD AUXILIARY VERB WHERE NECESSARY

1. band play Bob Marley which with?
2. when telephone the Edison invent?
3. for the World Ronaldo play in Cup which country 1998?
4. what you visit foreign countries?

EXERCISE 4. PREPARE A SHORT BIOGRAPHY OF BRUCE WILLIS FOR A MOVIE MAGAZINE. READ THE NOTES BELOW AND WRITE ONE SENTENCE ONLY FOR EACH NUMBERED SET OF NOTES.

- Bruce Willis – *(be)* major US film & TV star – almost 20 years.
- *(become)* one of most highly paid Hollywood actors; write filmscripts.



- born Germany 1955 – father in US army & mother German.
- Family *(move)* back to USA (New Jersey) 1957.
- *(go)* Montclair State College New Jersey – *(get)* role in play “Heaven and Earth”; *(leave school)* & *(start)* acting.
- 1st man role = David Addison in

“Moonlighting” (hit TV show); *(win)* Emmys and Golden Globe awards for role.

- 1st hit film = “Die Hard”, 1988; *(make)* two sequels since then.
- *(star)* mainly violent action films since “Die Hard”; also *(make)* different types of film – “Twelve monkeys” (1995), “The Sixth Sense” (1999).
- *(make)* 40 + films, many *(be)* commercial success.
- *(have)* severe stutter ever since childhood; acting *(help)* him to subdue it – not a problem in front of audience.
- *(be)* married – Demi Moore 10 years – separation 1998; *(have)* 3 children together.

EXERCISE 5. TRANSLATE THE GIVEN SENTENCES FROM RUSSIAN INTO ENGLISH.

1. Мы слышали, что все зрители получили большое удовольствие от этого спектакля.
2. Отец сказал, что уже просмотрел все утренние газеты.
3. В письме он написал, что принимал участие в трудной, но интересной работе.
4. Брат поинтересовался, кто написал эту музыку.
5. Мы узнали, что они не поехали за город из-за дождливой погоды.
6. Друг сообщил, что ему удалось достать билеты на редкий концерт.

COMMENT ON THE FOLLOWING

**Life is like a grammar lesson
when past perfect but present
tense.**



MODULE NUMBER THREE

3

ROOTS AND ORIGINS

My home

1

Work in pairs

Students ask each other the following questions

What comes to your mind when you hear “home”?

Are you a “house and home person”?

What’s your favourite thing about your home?

Do you like the location of your home?

Would you like to design your home?

What improvements would you like to make to your home?

Are you happy with the colour scheme and furniture in your home?

Would you rather live in a house or in a flat?

Do you like being at home alone?

Do you agree that “home is where your heart is”?

Do you do homework or housework?

Would you like to work at home?

Rooms in a house – Комнаты в доме



балкон -
balcony
['bælkəni]



общая комната -
parlour
['pɑ:lə]



оранжерея -
conservatory
[kən'sɜ:vətəri]



библиотека -
library
['laibr(ə)ri]



холл, коридор -
hall
[hɔ:l]



подвал, погреб -
cellar
['selə]



ванная комната -
bathroom
['bɑ:θru:m]



кабинет -
office
['ɒfis]



спальня -
bedroom
['bedru:m]



гардероб -
cloakroom
['kləukrum]



кладовая -
boxroom
[bɒksrum]



столовая -
dining room
['daɪnɪŋ,rum]



гостевая комната -
guestroom
['gestrum]



кладовая для продуктов -
larder
['lɑ:də]



туалет, уборная -
toilet
['tɔilet]



гостиная -
lounge
[launʃ]



кухня -
kitchen
['kɪʃɪn]



чердак -
attic
['ætɪk]

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2

Talk what you like or dislike about the rooms in the pictures. Make a list of necessary words about the rooms.



3

Decode the following statement:

I found the secret of success
in my room!

The roof said-AIM HIGH
The fan said-BE COOL
The window said-TAKE PAINS
The clock said-EVERY MINUTE
IS PRECIOUS
The mirror said-REFLECT BEFORE
YOU ACT
The calender said-BE UPTO DATE
The door said-PUSH
And the lamp said-LIGHT THE
WAY FOR YOUR FUTURE...

1. Discuss in pairs or in your group: what associations do you have with number 3? Read and discuss in pairs or in your group: which facts are new for you?

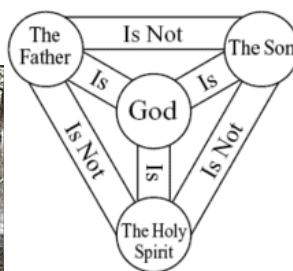


The number 3 **is believed** to be a very mystical and spiritual number. It **is featured** in many folktales (three wishes, three guesses, three little pigs, three bears...). In ancient Babylon the three primary gods were Anu, Bel (Baal), and Ea, representing Heaven, Earth, and the Abyss. Similarly, there were three aspects to the Egyptian sun god: Khepri (rising), Re (midday), and Atum (setting). In Christianity there is the Trinity of God the Father, God the Son, and God the Holy Spirit. Plato saw 3 as being symbolic of the triangle, the simplest spatial shape, and it **was** that the world **had been built** from triangles. In German folklore a paper triangle with a cross in each corner and a prayer in the middle **was thought** to act as protection against gout, as well as protecting a cradle from witches. Three black animals **were often sacrificed** when attempting to conjure up demons. On the other hand, a three-coloured cat was a protective spirit. In William Shakespeare's Macbeth (1606–07) there are three witches, and their spell begins, "Thrice the brindled cat hath mewed," reflecting such superstitions.

Discuss in pairs or in your group:

Which words are new and important to understand the idea?
What do the word combinations in bold type have in common?

2. What do these pictures and signs stand for? ↓



Compare your answers with the variants, match them:

The Shield of the Trinity is a diagram of the Christian doctrine of the Trinity.

Resin identification code 3 for polyvinyl chloride (PVC or V).

Flag of Trinacria with a three-legged symbol.

Travelling in a troika (three-horse sled).

3.Fill in the gaps according to logic and match the writing “three” with the nation:



Evolution of the glyph

Three is often the largest number written with as many lines as the number represents. The Romans tired of writing 4 as____, instead using____, but to this day 3 **is written** as three lines in Roman and Chinese numerals. This was the way the Brahmin Indians wrote it, and the Gupta made the three lines more curved. Eventually they made these strokes connect with the lines below, and evolved them to a character that looks very much like a modern 3 with an extra stroke at the bottom. It was the Western Ghubar Arabs who finally eliminated the extra stroke and created our modern 3. Eastern Arabs write a 3 that looks like a mirrored 7 with ridges on its top line.

Roman



Japanese



Thai



Arabic



**Can the voice be passive? Yes, if it's the grammar voice.
The Passive Voice**

Because it's passive (the action isn't done by the Subject) it has less tenses than the Active Voice – so the Passive Voice is less active ☺.

They say, “If you want something to be done well, do it by yourself”. It means “be active”! But it's also good to be Passive when you are loved, invited, gifted, praised... - continue the list, please.

What is the Infinitive form of the Passive form? (to be + 3rd f. of the verb)

*Exercise 1 Conjugate **to be** and see which tenses are omitted*

| | Past | Present | Future |
|----------------------------|-------------|----------------|---------------|
| Simple | | | |
| Progressive | | | |
| Perfect | | | |
| Perfect Progressive | | | |

Exercise 2 In pairs reconstruct the Bible history facts, pay attention to the passive forms as well:

According to the Bible, after crossing the Red Sea and leading the Israelites towards the desert, Moses **was summoned** by God to ____
 Moses then descended from the mountain with intent to deliver the commandments to the people, but upon his arrival he saw that the people **were involved** in the sin of the Golden Calf. **Was** his mission **completed** at that time? ____

Moses went to the mountain again, for another period of 40 days and nights, and when he returned, the commandments were finally ____

In Jewish tradition, Moses **is referred** to as ____ for this singular achievement of delivering the Ten Commandments.



Here the answers will be found:

(Mount Sinai)
(In terrible anger, Moses broke the commandment tablets)
(given)
("The Lawgiver")

Exercise 3 Read and discuss which tense is used here in the Passive Voice and if it's justified:

All Old Testament canons are related to the Jewish Bible Canon (Tanakh), but with variations.

In the Christian Old Testament the Book of Malachi is placed last.

The Tanakh is written in Biblical Hebrew and Biblical Aramaic, and is therefore also known as the Hebrew Bible.

This material is found embedded within the books of the current Hebrew Bible/Old Testament.

Exercise 4 Express your opinion about the Bible in the group:

The Bible **is regarded** as...

We **are expected** to ...

It **was written** (by, in, to ...)...

I **have (not) been impressed** by it because...

It **will be**...

Exercise 5 Describe the Ancient Wonders (Great Pyramid of Giza, Hanging Gardens of Babylon, Statue of Zeus at Olympia, Temple of Artemis at Ephesus, Mausoleum of Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria), let the rest guess which one is meant. Use the Passive Voice.


Example:




It was constructed in... by....

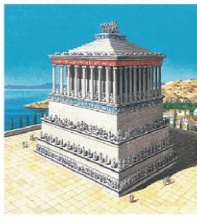


It was dedicated to....

It was damaged by... in... .

The chart may be used:

| Wonder | It was constructed in | by | It was | It was <u>destroyed</u> | by |
|---|-----------------------|------------------|---|-------------------------|---------------|
| <u>Great Pyramid of Giza</u>  | 2584-2561 BC | <u>Egyptians</u> | Built as the tomb of <u>fourth</u> <u>dynasty</u> <u>Egyptian</u> <u>pharaoh</u> <u>Khufu</u> | <u>Extant</u> | <u>Extant</u> |

| | | | | | |
|---|-------------------------------------|---------------------------|---|--|----------------------------------|
| <p>Hanging Gardens of Babylon</p>  | 605-562 BC | Babylonians | Described as multi-levelled gardens reaching 22 meters (75 feet) high, completed with machinery for circulating water. Large trees grew on the roof. It was built by Nebuchadnezzar II for his wife Amytis | After 1st century BC | Earthquake |
| <p>Statue of Zeus at Olympia</p>  | 466-456 BC (Temple) 435 BC (Statue) | Greeks | Built to house the statue of the main god, and was 12 meters (40 feet) tall. | In th-6th centuries AD | Fire |
| <p>Temple of Artemis at Ephesus</p>  | c. 550 BC | Lydians, Persians, Greeks | Dedicated to the Greek goddess Artemis, it took 120 years to build. Herostratus burned it down to achieve lasting fame. It was rebuilt by Alexander the Great only to be destroyed again by the Goths. It was rebuilt once again after, only to be closed in 391 and destroyed by a mob led by St John Chrysostom in 401. | In 356 BC (by Herostratus) AD 262 (by the Goths) AD 391 (by mob led by St John Chrysostom) | Arson by Herostratus, Plundering |

| | | | | | |
|---|------------|---------------------------|---|-----------------|---|
| <p>Mausoleum of Halicarnassus</p>  | 351 BC | Carians, Persians, Greeks | Built approximately 45 meters (135 feet) tall with each of the four sides adorned with sculptural reliefs. Origin of the word <i>mausoleum</i> , a tomb built for Mausolus, a satrap in the Persian Empire | by AD 1494 | an earthquake and eventually European Crusaders |
| <p>Colossus of Rhodes</p>  | 292-280 BC | Greeks | Built to be seen far from the coast, it was a giant statue of the Greek god Helios, god of the sun, c. 35 m (110 ft) tall. | In 226 BC | Earthquake |
| <p>Lighthouse of Alexandria</p>  | c. 280 BC | Hellenistic Egypt | Built between 115 and 135 meters (383 – 440 ft) it was among the tallest structures on Earth for many centuries. The island that it was built on, Pharos, eventually spawned the Latin word for lighthouse, again Pharos. | In 1303-1480 AD | Earthquake |



Wonders of the world

The Intellectual Game Five Minds (in the style of ЧКГ)

This game is played in groups of 5 persons. The groups are expected to get acquainted with issues of different wonders of the world. After the question is announced the groups have 1 minute to brainstorm generating different ideas about the logical way to the answer and the captain which has been chosen by the team decides which variant should be presented and by whom. Answering use the Passive Voice (follow the comments)



PASSIVE VOICE. COMMENTS.

We often use the Passive to show that a statement is:

a) not our own opinion;

b) a personal opinion.

It is said that...

It is believed that...

It is claimed that...

It is assumed that...

It is asserted that...

If we are not sure that the information is 100 per cent true, we can use the passive to put “distance” between ourselves and the statement.

He **is said to be** the richest man in England (but I do not know that this is accurate).

He **was thought to have left** the country (but I’m not sure if this is true).



Question 1

What did the bigheaded Roman Emperor Caligula want to do with the statue of Zeus at Olympia?

Question 2

He imposed huge taxes even on burial and hair to build a new capital but what appeared to be the most impressing building there?

Question3

Which part of the car reminds us of this wonder of the world in the Russian language?

Question4

Elena Nikitina travelling across America called the Golden Gate Bridge an ordinary American _____, a very big one.



Question5



It's the logo of an American company Cisco Systems headquarted in California. The vertical bars depict it. What is it?

Question 6

The basketball player Yao Ming is the tallest player of NBA. In 2004 in the Olympic Games in Athens he with Wang Zhi Zhi and Mengke were representing their national team/ They were nicknamed a walking

Question 7

Most mountains in the Himalayas have rather complicated names because the head of Indian geological service tried to preserve the original local names and opposed any attempt to give them names of travelers and outstanding people. What was the name of the person?

Question 8

Iosif Brodsky in his poem "Roman elegies" compares it with a skull of a hundred-eyed giant Argus, in the middle ages the citizens regarded it a source of cheap building material. What is it?

Question 9

In the humorous picture of Nathan Pile there is an upright ... and a cursor on the style "italics". What is that?

Question 10

Guess what Srewna mean if it includes the following:

He wanted to behead it to put his head instead; Mausoleum of Halicarnassus; Lighthouse of Alexandria because of Pharos; smile; Golden Gate Bridge; Great wall (of China); Everest; Coliseum; Leaning tower of Pisa

Find more facts, pictures to confirm the answers to the questions, recognize wonders in the pictures



Exercise 6. Here is the product of students' work: an ancient history of the Hebrews presented in brief in the style of childish comics . Read, interpret the lines, offer additions, corrections...

Nomadic herders liked meat cuisine,
Therefore were crossing Palestine.

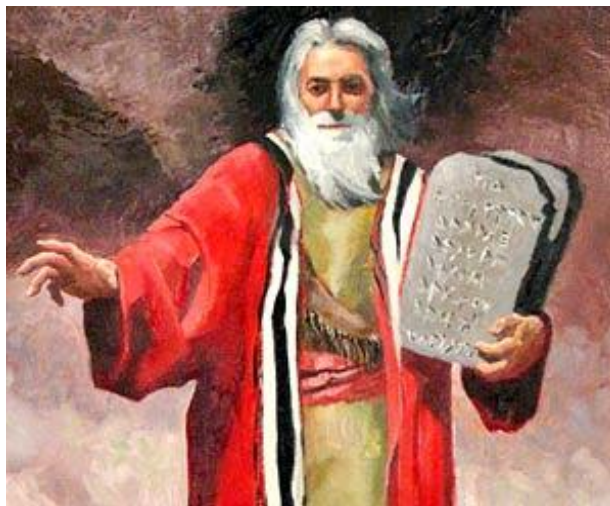
The Hebrews tribe worshipped Yahweh,
They claimed he had shown them the way.

That time The Old Testament patriarchs
Faithfully followed god like maniacs.

The sacred text says for the Hebrews drought and famine
Was the reason to move and it was the main, Amin.

One may admit they unthoughtfully migrated,
It was the reason why the Hebrews were enslaved.

But Moses delivered the Hebrews from slavery,
One can't deny he helped the nation really.



Though Historians dispute if Moses was a real man
Whose life was depicted in the Old Testament.

These days the Hebrew descendant
May claim to be truly independent.

They lived accordingly by stipulations,
Thus happily increased their population.

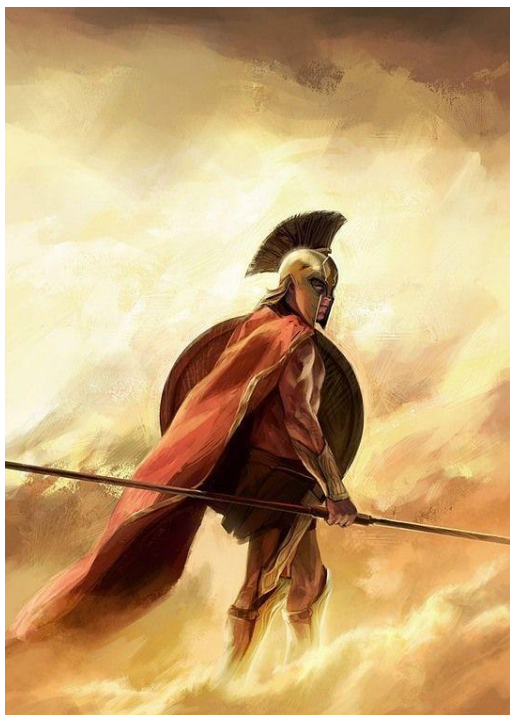
SPARTAN EDUCATION

...One-against-one, they are as good as anyone in the world. But when they fight in a body, they are the best of all. For though they are free men, they are not entirely free. They accept Law as their master. And they respect this master more than your subjects respect you. Whatever he commands, they do. And his command never changes: It forbids them to flee in battle, whatever the number of their foes. He requires them to stand firm -- to conquer or die."

From Herodotus' dialogue between Demaratus and Xerxes

On the day of his birth a Spartan boy ____ (take) to the elders for a careful examination. If the boy was weak and deformed, he ____ (leave) on a mountainside to die because the elders thought that he could never perform his duties as a soldier. If he ____ (find) physically firm, he ____ (allow) to live with his family until the age of seven. Then he lived in public barracks where he began his military training.

A Spartan boy ____ (teach) to become a strong and fearless soldier, able to endure hardships and suffering. Even in winter he went barefoot and slept outdoors. His chief food was a very bad-tasting broth, but as a part of his training he ____ (teach) to feed himself by stealing food from farms and gardens. If he ____ (catch), he ____ (whip) – not because he had stolen, but because he ____ (find out).



As a Spartan boy approached manhood and served in the army, he ____ (beat) in public. This taught him to endure pain in silence. Spartan youths ____ (teach) to be modest in manner and brief in speech. In fact they ____ (know) for their short speech which ____ (call) now laconic, after Laconia, the state ruled by Sparta.

When a soldier was leaving for the battle his mother handed him a shield his body would be brought back if he ____ (kill). The shield was so large that flight from the enemy was possible only by leaving it behind. Therefore his mother usually warned: "Come back with your shield or on your shield".

Exercise 8. Check in groups if you know extra facts about Sparta

SPARTA QUIZ

You are a young, noble-born Spartan boy, growing up in one of the most famous and fascinating states in the Greek world. This is a quiz about your life and the place you call home ...

1. Noble Spartan boys (like you) were taken from the family home to begin their state education, where they received military training, amongst other things. At what age will you commence your training?



- a) 7
- b) 10
- c) 12
- d) 13

2. You want to be a good Spartan. Your nurse tells you that to be one, you must devote your life to what or to whom?

- a) The Gods
- b) The state
- c) Your King
- d) Upholding your personal rights

3. The chief goal of a Spartan citizen's education was:

- a) literacy
- b) to learn a trade
- c) to learn obedience
- d) to build a house

4. While you are away receiving your education, your younger sister is growing up. What rights is she entitled to?

- a) Public education
- b) All of these
- c) To inherit wealth and property
- d) To participate in sport

5. A Spartan male was eligible for military service from which age to which?

- a) 18-35;
- b) 20-40;
- c) 20-60
- d) 25-40

6. You are becoming a Spartan warrior, but the rations are hardly enough to get you through the day. You don't think you will survive if things go on like this. There is some food sitting on a rock unattended. In these circumstances, stealing is ...

- a) Dishonourable, as others will go hungry
- b) Honourable, as long as you don't get caught
- c) Dishonourable, as wanting more food shows weakness
- d) Honourable, as your instructors will see how committed you are

7. You have done your duty by your country, and got married. After the wedding, and until you retire from the army, when is the only time you will ever see your spouse?

- a) On holy days
- b) On the first day of each month
- c) During religious festivals
- d) At night

8. You have been told that your wife has died in childbirth. Although this is sad, it means she will receive a great honour. What is it?

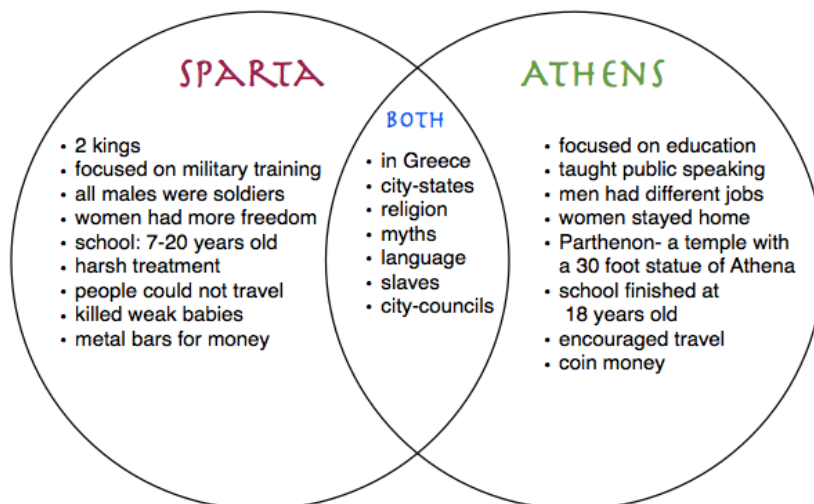
- a) Her name will be placed in an honour roll
- b) Her family will be exempted from taxes
- c) She will be buried with those who have died in battle
- d) Her name will be written on her headstone

9. How old were you supposed to be in Sparta, to become a citizen?

- a) You had to be a boy, age of 18
- b) You had to be a boy, age of 30
- c) You had to be a boy, age of 21
- d) You had to be a boy, age of 15

10. You have reached the age of 30, and receive full citizenship. What rights do you gain as a result?

- a) Right to grow your hair long
- b) Right to return home and live with your family
- c) Right to shop for yourself in the markets
- d) All of these



EXERCISE 8. USE ACTIVE OR PASSIVE, IN ANY APPROPRIATE TENSE, FOR THE VERBS IN PARENTHESES.

1. According to a recent survey, out of every dollar an American spends on food, thirty six cents (*spend*) at restaurants.
2. I'm sorry. I'm late. I (*hold up*) by the rush hour traffic. It (*take*) thirty minutes for me to get here instead of fifteen.
3. Before she graduated last May, Susan (*offer, already*) a position with a law firm.
4. Right now a students' trip to planetarium (*organize*) by Mrs. Hunt. You can sign up for it at her office.
5. When you (*arrive*) at the airport tomorrow, you (*meet*) by a friend of mine. He (*wear*) a red shirt and blue jeans. He (*be*) fairly tall and (*have*) dark hair. He (*stand*) near the main entrance.

EXERCISE 9 TRANSLATE THE GIVEN SENTENCES FROM RUSSIAN INTO ENGLISH

1. Эта статья написана одним из известных английских журналистов.
2. Музей закрыли неделю назад, но он будет открыт уже через месяц.
3. Такие туфли нельзя носить в плохую погоду.
4. Не говори таких вещей, а то над тобой будут смеяться.
5. За билеты давно заплачено.

EXERCISE 10. REWRITE THE SENTENCES USING THE PASSIVE FORM OF THE VERB IN BOLD.

1. People believe that da Vinci invented the helicopter. **(believe)**
Da Vinci _____ invented the helicopter.
2. North American historians assert that the Wright brothers flew first. **(assert)**
It _____ by North American historians that the Wright brothers flew first.
3. A number of journalists in the late nineteenth century said that William Dickson had "invented" the motion picture in 1891. **(claim)**
It _____ that William Dickson had "invented" the motion picture.
4. Newspapers of the time reported that Felix Hoffman had invented aspirin. **(report)**
It _____ that Felix Hoffman had invented aspirin.
5. We now think that aspirin was first used by ancient Egyptians. **(believe)**
It _____ that aspirin was first used by ancient Egyptians.

Exercise 11. Before reading recall or think over the facts that may prove the Egyptian tombs and pyramids were not built by slaves then compare with those in the article.

Egypt tombs pyramids prove to not have built by slaves



Writing by Marwa Awad; Editing by Alison Williams and Michael Roddy 2009

CAIRO (Reuters) – New tombs found in Giza support the view that the Great Pyramids were built by free workers and not slaves, as widely believed, Egypt's chief archaeologist said on Sunday. Films and media long depicted slaves toiling away in the desert to build the mammoth pyramids only to meet a miserable death at the end of their efforts.

"These tombs were built beside the king's pyramid, which indicates that these people were not by any means slaves," Zahi Hawass, the chief archaeologist heading the Egyptian excavation team, said in a statement.



"If they were slaves, they would not have been able to build their tombs beside their king's."

He said the collection of workers' tombs, some of which were found in the 1990s, were among the most significant finds in the 20th and 21st centuries. They belonged to workers who built the pyramids of Khufu and Khafre.

Hawass earlier found graffiti on the walls from workers calling themselves "friends of Khufu" -- another sign that they were not slaves.

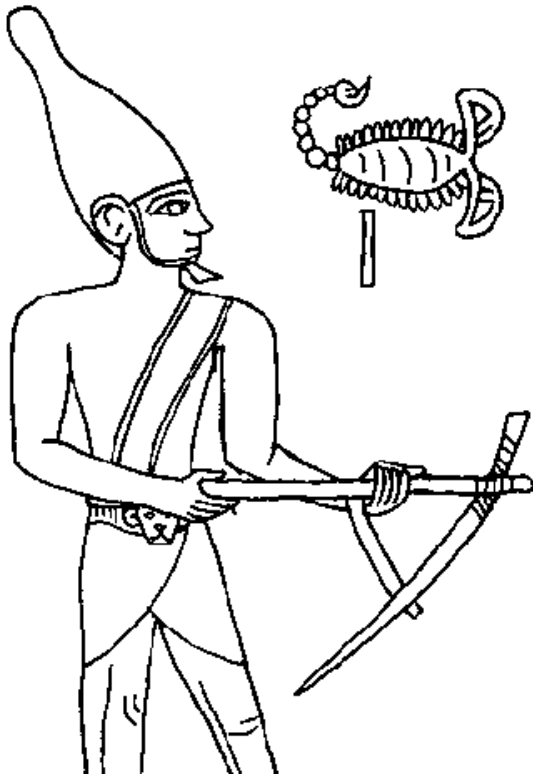
The tombs, on the Giza plateau on the western edge of Cairo, are 4,510 years old and lie at the entrance of a one-km (half mile)-long necropolis.

Hawass said evidence was found showing that farmers in the Delta and Upper Egypt sent 21 buffalo and 23 sheep to the plateau every day to feed the builders, they are believed to number around 10,000 -- or about a tenth of Greek historian Herodotus's estimate of 100,000.

These farmers were freed from paying taxes to the government of ancient Egypt -- evidence that he said underscored the fact they participated in a national project.

Brainstorm (recommended in groups)

Exercise 12. Look at the picture and try to define who is depicted (country, period, status, name), perhaps you'll be able to reconstruct some facts based on your knowledge, logic, intuition (take into account details, objects, forms...).



Compare them with the evidence from the text that follows and get ready to lecture or interpret.

There is a single large figure wearing the White Crown of Upper Egypt. He holds a hoe, which has been interpreted as a ritual either involving the pharaoh ceremonially cutting the first furrow in the fields, or opening the dikes to flood them. The image of a scorpion that appears immediately in front of his face stands for the name "Scorpion".

Scorpion, also **King Scorpion** or **Scorpion II** refers to the second of two kings so-named of Upper Egypt during the Protodynastic Period.

The only pictorial evidence of his existence is the so-called Scorpion Macehead that was found in the Main deposit by archeologists James E. Quibell and Frederick W. Green in a temple at Nekhen (Hierakonpolis) during the dig season of 1897/1898. It is currently displayed at the Ashmolean Museum, Oxford. The stratigraphy of this macehead was lost due to the methods of its excavators, but its style seems to date it to the very end of the Predynastic Period. Though badly damaged, the visible parts are extraordinary records from this early time in Egyptian history. He is

believed to have lived just before or during the rule of Narmer at Thinis for this reason, and also because of the content of the macehead.

The macehead depicts a single large figure wearing the White Crown of Upper Egypt. He holds a hoe, which has been interpreted as a ritual either involving the pharaoh ceremonially cutting the first furrow in the fields, or opening the dikes to flood them. The name "Scorpion" is derived from the image of a scorpion that appears immediately in front of his face, just below a flower with seven petals; the use and placement of the iconography is similar to the depiction of the pharaoh Narmer on the obverse side of the Narmer Palette. Protodynastic hieroglyphics are difficult to read, but the dead lapwings (meaning Lower Egyptians) and the nine bows (meaning the traditional enemies of Egyptians) found on the macehead are interpreted as evidence that he began the attacks on Lower Egypt which eventually resulted in Narmer's victory and unification of the country. The lapwing was also used as a hieroglyph meaning "common people", so the standards they are attached to may represent the names of particular towns Scorpion conquered.

A second, smaller mace head fragment is referred to as the *Minor Scorpion mace head*. Little is left of this mace head, though it clearly depicts the pharaoh wearing the Red Crown of Lower Egypt.

There are several theories regarding his identity. Some would argue that because Egyptian kings of the First Dynasty seem to have had multiple names, that Scorpion was the same person as Narmer, simply with an alternate name. Others have argued that the name of Narmer's predecessor, Ka, is simply a stylistically different version of a scorpion, and that both kings are the same person, who would have been named Sekhen. The historian Susan Wise Bauer maintains that Scorpion II and Narmer were indeed two separate kings, but that Scorpion II reigned in 3200 BC, a century before Narmer. Because Scorpion II is not attested at Abydos, he could be a contemporary king to Narmer who eventually lost or bequeathed Nekhen to Narmer.

Exercise 13. Read the article. What do you think about liability of the Turkish and Chinese Christians group's claims?

The search for Noah's Ark: a history

A group of Chinese and Turkish evangelical Christians claim to have uncovered remnants of Noah's Ark on its legendary mountain resting place in Turkey. By Ben Leach, 2010



Racks found on a wall inside a compartment of a structure that a group of Chinese and Turkish evangelical explorers claims might prove the existence of Noah's Ark, on Mount Ararat.

But they are not the first group to have claimed to have discovered the Ark, the vessel which, according to the Bible, was built at God's command to save Noah and the world's animals from a worldwide flood.



Despite many rumours, claims of sightings and expeditions, no scientific evidence of the Ark has ever been found.

The Ark is described in the Book of Genesis as 300 cubits long, or approximately 450 feet

(137m).

According to Genesis 8:4, it came to rest "in the mountains of Ararat." Experts have agreed that these mountains are to be located in present-day Armenia and eastern Turkey.

Modern-day searches for the Ark have focused on two main candidates: the so-called "Ararat anomaly" near the main summit of Ararat and a site at Durupınar near Dogubayazit, on the Turkish-Iranian border.

In 2004, Daniel McGivern, Honolulu-based businessman, announced he would finance a £600,000 expedition to the peak of Greater Ararat in July to investigate the Ararat anomaly.

But he was refused permission by the Turkish authorities, as the summit is inside a restricted military zone, after he paid for commercial satellite images of the site.

The expedition was labelled as a stunt by National Geographic News, which claimed that the expedition leader, a Turkish academic, had previously been accused of faking photographs of the Ark.

In 2006, Bob Cornuke of the Bible Archeology Search and Exploration Institute began an expedition to Iran to visit a site in the Alborz Mountains, purported to be a possible resting place of the Ark.

His team claimed to have discovered an object 13,000 feet above sea level, which looked to be made of blackened petrified wooden beams, and was "about the size of a small aircraft carrier" (400 ft long (120m)).

The team also claimed to have found fossilised sea creatures inside the object but no independent evidence has ever been put forward to validate their claims.

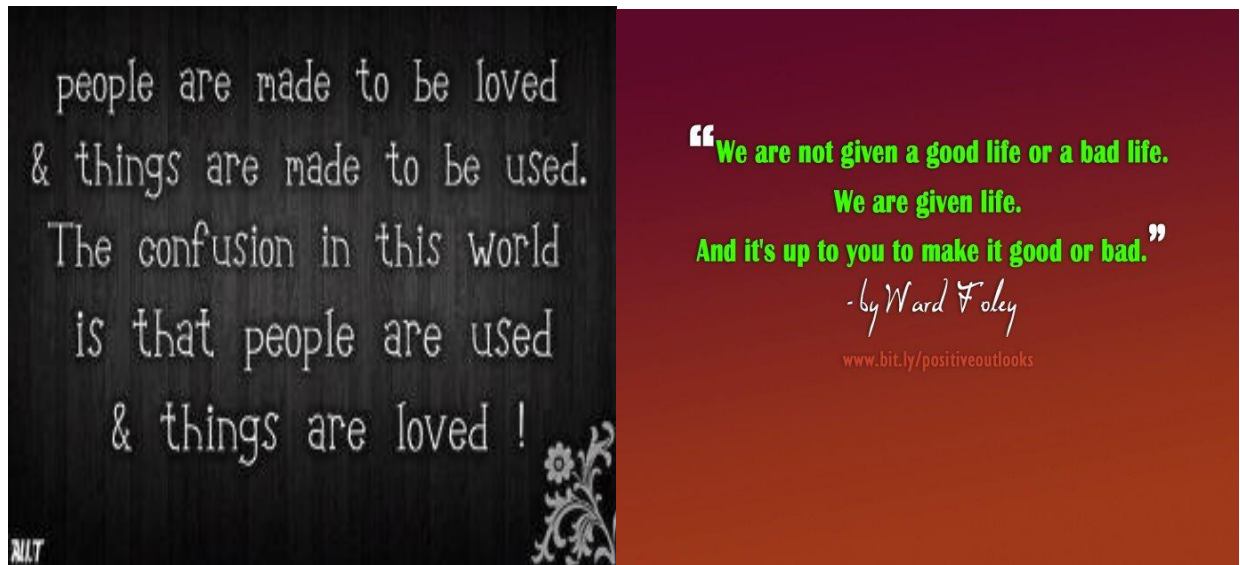
There have also been a number of hoax claims about the discovery of the Ark.

In 1993, CBS aired a programme called "The Incredible Discovery of Noah's Ark".

In the programme George Jammal claimed to have "sacred wood from the ark", gathered during an expedition which allegedly took the life of "his Polish friend Vladimir".

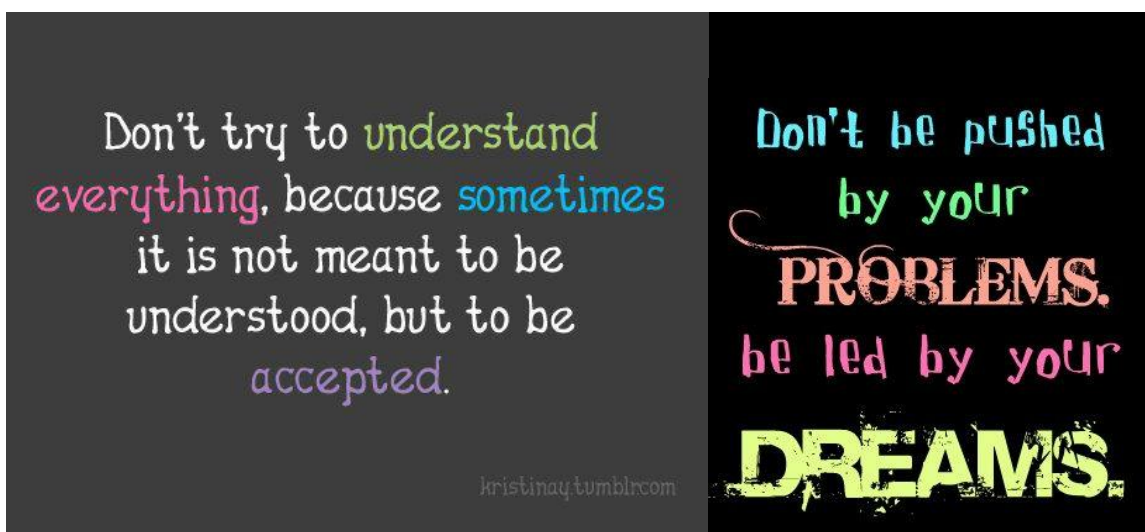
Mr Jammal, who was really an actor, later revealed that his "sacred wood" was wood taken from railroad tracks in Long Beach, California, and hardened by cooking with various sauces in an oven.

Role play the programme with archeologists, people claiming that they have found the Ark, and experts.



I Choose...
to live by choice, not by chance;
to make changes, not excuses;
to be motivated, not manipulated;
to be useful, not used;
to excel, not compete.
I choose self-esteem, not self pity.
I choose to listen to my inner voice,
not the random opinion of others.

girly-girl-graphics



kristinay.tumblr.com

MODULE NUMBER FOUR

FACTS AND FINDINGS

1

4

Travelling in an alien area we have a great chance to communicate with people at least asking the way:

| | | | |
|-----------------|---------------|-------------|---------------|
| Can you tell me | the way to | | bus stop |
| Do you know | how to get to | the nearest | train station |
| | | | ATM |



Giving directions



Answering you may need the phrases

to lose one's way – сбиться с пути, потерять дорогу

to be/get lost – потеряться

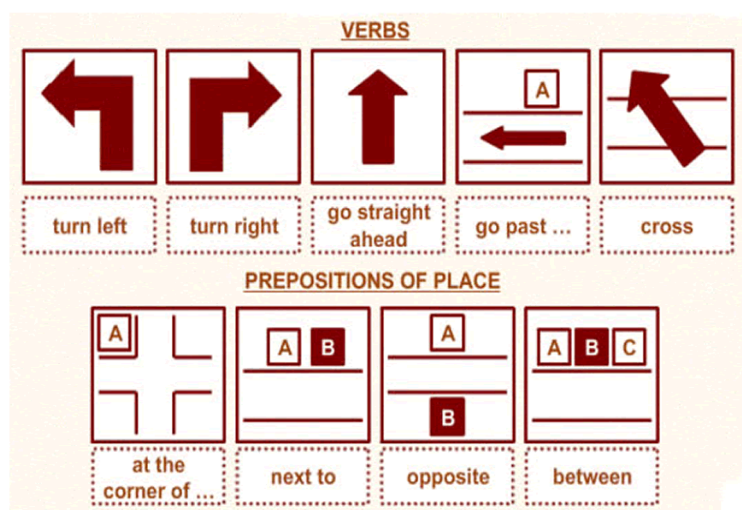
to turn (to the) right/left – повернуть направо/налево

to take the first (second ... etc.) turning on the right/ left – свернуть на первом (втором ... и т.д.) повороте направо/налево

to go straight ahead – идти прямо, никуда не сворачивая

to cross the street – перейти на другую сторону (пересечь улицу)

to go/walk/drive up to ...



www.facebook.com/learningenglishvocabularygrammar



– идти/ ехать до ...

to go as far as ... – идти до ...

you had better take a taxi – вам лучше взять такси

we are going one way – нам с вами по пути

you are going my way – вам со мной по пути

it will take you ... – это займет у вас ...

it's a stone's throw – рукой подать

you can't miss it – мимо вы не пройдете

Fill in the gaps with the prepositions of place

**at the end behind between in in front of next next to
on opposite**

1. The railway station is at the end of the road, _____ the bank and the library.
2. The bank is at the end of the road on the left-hand side and _____ the library.
3. The library is _____ of the road, on the right-hand side and opposite the bank.
4. The post office is on the left-hand side, opposite the cinema and _____ to the _____ bank.
5. The concert hall is between the cinema and the hotel _____ the right of the street.
6. The shopping centre is _____ the town hall and in front of the car park.
7. The police station is the first building on the right, _____ the football ground, _____ opposite _____ the _____ café.
8. The football ground is on the right, _____ the police station.
9. The café is the first building on the left, _____ the church.
10. The market is _____ the middle of the street.

3

Match questions and answers

1. Can you tell me the way to the nearest post office, please?
2. Excuse me, is there a bus from here to the centre?
3. Will you tell me when I get off?
4. Does this bus run to the Musical Theatre?
5. Is it much of a walk?
6. How long will it take me to get there?



- a) No, this bus runs in the opposite direction, you have to change for bus 22 or 33.
- b) It will take you 10 minutes to get there./About half an hour or so, but if you are in a hurry why not take a taxi?
- c) Yes, any bus will take you. There is a bus stop just over there. /Yes, the 23 bus (bus N 23) takes you right to the centre./ No, bus will take you right there, you'll have to change at the corner of ...
- d) It's a great distance./ No, it's only a short distance./ It's a stone's throw from here./ It isn't a minute's walk away.
- e) You need to get off at the last but one stop. / Ask the conductor to put you down at ...
- f) Certainly. Go down this street then just cross the square and you'll be right there.

1. Discuss in pairs: what associations do you have with number 4?

2. Read and discuss in pairs or in your group:

Which facts are new for you?

Which words are new and important to understand the idea?

What do the word combinations in bold type have in common?



The number of order in the universe is 4—the four elements of earth, air, fire, and water; the four seasons; the four points of the compass; the four phases of the Moon (new, half-moon waxing, full, half-moon waning). It **might be regarded** as one of the most powerful numbers. The Four Noble Truths epitomize Buddhism. To the Pythagoreans 4 was the source of the tetractys $1 + 2 + 3 + 4 = 10$, the most perfect number. In medieval times there were thought to be four humours (phlegm, blood, choler, and black bile—hence the adjectives *phlegmatic*, *sanguine*, *choleric*, and *melancholic*), and the body was bled at various places to bring these humours into balance so people **must have considered** it as the number of life.

The number 4 **could have been** central in the worldview of the Sioux, with four groups of gods (superior, ally, subordinate, and spirit), four types of animal (creeping, flying, four-legged, and two-legged), and four ages of humans (infant, child, mature, and elderly). Their medicine men instructed them to carry out all activities in groups of four.

Because 4 is generally a practical, material number, it **can't be associated** with superstitions but it is in China, where 4 is unlucky because *she* (“four”) and *shi* (“death”) sound similar. In the biblical Revelation to John the Four Horsemen of the Apocalypse wreak destruction upon humanity.


Are the modal verbs of probability secret agents of the theory of possibility? It's probably possible.

The Modal Verbs

The modal verbs in the meaning of probability vary their meetings with the Infinitives. They have the same demands as in the case when they express duty, permission or description of ability:

- 1) the Infinitive of the verb should follow them without the particle "to";
- 2) they defy any auxiliary verbs when it concerns negative sentences or questions, they form them by themselves placing "not" after them in negative sentences and in questions – running in front of the subject.

Look at them, they are supposed to be used in the activities below, you'll also find them in the texts. You can't miss them!

| | | |
|---|--|-----------|
|  The subject | <i>can (could)</i> <i>may (might)</i> [ВОЗМОЖНО] | do |
| | <i>must</i> [ДОЛЖНО БЫТЬ] | be doing |
| | <i>can't (couldn't)</i> [НЕ МОЖЕТ БЫТЬ] | have done |
| | <i>should (shouldn't)</i> [СЛЕДОВАЛО БЫ] | |

Возможно, Вы знаете о модальных глаголах кое-что.

You **may know** something about modal verbs.

Вы, **должно быть**, с легкостью **переводите** сейчас это предложение.

You **must be translating** this sentence without any problems.

Не может быть, чтобы Вы **сделали** ошибки в предыдущих предложениях.

You **can't have made** mistakes in the previous sentences!

Number Four Quiz

3. Answering the questions use modal verbs of probability:

What does the phrase "four-letter word" stand for in the English language?

What are four rules you know in mathematics?

Name the Four horsemen of the Apocalypse.

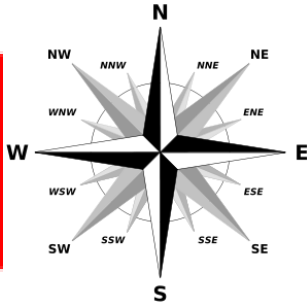
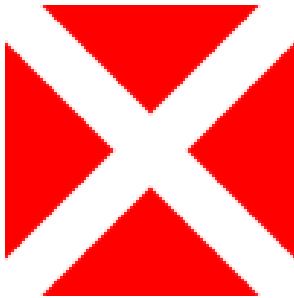
What are the Four suits of playing cards?

What are the Four nations of the United Kingdom?

Why were the Beatles called "Fab Four"?

Why do Nokia cell phones have no series beginning with a 4?

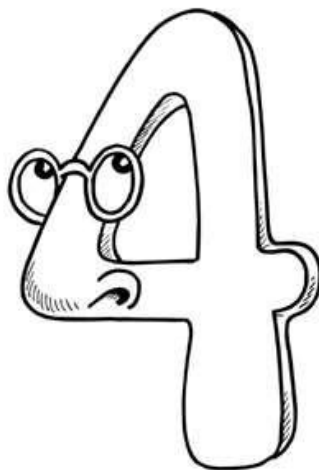
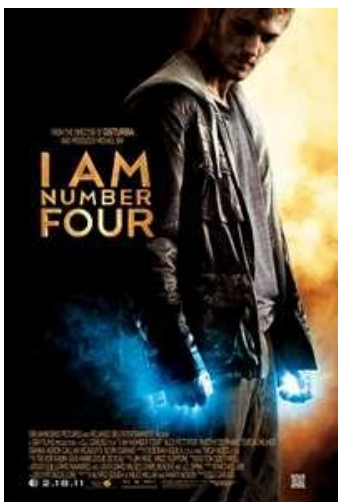
4. What do these pictures stand for? How they are related with 4?



Compare your answers (3,4) with the variants below, match them:


International maritime signal flag for 4
cardinal directions
seasons
good luck
swear words
war, famine, pestilence, death.
hearts, diamonds, clubs, spades.
England, Wales, Scotland, Northern Ireland.
Number of members
an unlucky number

5. Meditate on what could have made the artists draw 4 in this way:



Exercise 1. Read the article. What do you think about the theories? Pay attention to modal verbs in the meaning of probability.

Lost Civilization May Have Existed Beneath the Persian Gulf

 Jeanna Bryner

The study, which is detailed in the December issue of the journal *Current Anthropology*, has broad implications for aspects of human



history. For instance, scientists have debated over when early modern humans exited Africa, with dates as early as 125,000 years ago and as recent as 60,000 years ago (the more recent date is the currently accepted paradigm), according to

study researcher Jeffrey Rose, an archaeologist at the University of Birmingham in the U.K.

Viktor Cerny of the Archaeogenetics Laboratory, the Institute of Archaeology, in Prague, called Rose's finding an "excellent theory," in an e-mail to LiveScience, though he also points out the need for more research to confirm it.

The findings have sparked discussion among researchers, including Carter and Cerny, who were allowed to provide comments within the research paper, about who exactly the humans were who occupied the Gulf basin.

"Given the presence of Neanderthal communities in the upper reaches of the Tigris and Euphrates River, as well as in the eastern Mediterranean region, this **may very well have been** the contact zone between moderns and Neanderthals," Rose told LiveScience.

Exercise 2. Read the article, present the information using modal verbs of probability where acceptable and express your opinion.



THE LOOKOUT



A NEWS BLOG

Could lead codices prove ‘the major discovery of Christian history’?

By Chris Lehmann Chris Lehmann

British archaeologists are seeking to authenticate what could be a landmark discovery in the documentation of early

Christianity: a trove of 70 lead codices that appear to date from the 1st century CE, which **may include** key clues to the last days of Jesus' life.

The codices turned up five years ago in a remote cave in eastern Jordan—a region where early Christian believers **may have fled** after the destruction of the Temple in Jerusalem in 70 CE. The codices are made up of wirebound individual pages, each roughly the size of a credit card. They contain a number of images and textual allusions to the Messiah, as well as some possible references to the crucifixion and resurrection. Some of the codices were sealed, prompting yet more breathless speculation that they could include the sealed book, shown only to the Messiah, mentioned in the Book of Revelation. One of the few sentences translated thus far from the texts, according to the BBC, reads, "I shall walk uprightly"--a phrase that also appears in Revelation. "While it could be simply a sentiment common in Judaism," BBC writer Robert Pigott notes, "it could here be designed to refer to the resurrection."

But the field of biblical archaeology is also prey to plenty of hoaxes and enterprising fraudsters, so investigators are proceeding with due empirical caution. Initial metallurgical research indicates that the codices are about 2,000 years old--based on the manner of corrosion they have undergone, which, as Macrae writes, "experts believe would be impossible to achieve artificially."

/Rex Features/Rex USA)

Exercise 3. Read the article, present the information using modal verbs of probability where acceptable and express your opinion.

Greenland cold snap linked to Viking disappearance



OSLO (Reuters) – A cold snap in Greenland in the 12th century may help explain why Viking settlers vanished from the island, scientists said on Monday.

The report, reconstructing temperatures by examining lake sediment cores in west Greenland dating back 5,600 years, also indicated that earlier, pre-historic settlers also had to contend with vicious swings in climate on icy Greenland.

"Climate played (a) big role in Vikings' disappearance from Greenland," Brown University in the United States said in a statement of a finding that average temperatures plunged 4 degrees Celsius (7F) in 80 years from about 1100.

Such a shift is roughly the equivalent of the current average temperatures in Edinburgh, Scotland, tumbling to match those in Reykjavik, Iceland. It would be a huge setback to crop and livestock production.

"There is a definite cooling trend in the region right before the Norse disappear," said William D'Andrea of Brown University, the lead author of the study in the U.S. journal *Proceedings of the National Academy of Sciences*.

Researchers have scant written or archaeological records to figure out why Viking settlers abandoned colonies on the western side of the island in the mid-1300s and the eastern side in the early 1400s.

Conflicts with indigenous Inuit, a search for better hunting grounds, economic stresses and natural swings in climate, perhaps caused by shifts in the sun's output or volcanic eruptions, could all be factors.

LITTLE ICE AGE

Scientists have previously suspected that a cooling toward a "Little Ice Age" from the 1400s gradually shortened growing seasons

and added to sea ice that hampered sailing links with Iceland or the Nordic nations.

The study, by scientists in the United States and Britain, added the previously unknown 12th century temperature plunge as a possible trigger for the colonies' demise. Vikings arrived in Greenland in the 980s, during a warm period like the present.

"You have an interval when the summers are long and balmy and you build up the size of your farm, and then suddenly year after year, you go into this cooling trend, and the summers are getting shorter and colder and you can't make as much hay," D'Andrea said.

The study also traced even earlier swings in the climate to the rise and fall of pre-historic peoples on Greenland starting with the Saqqaq culture, which thrived from about 4,500 years ago to 2,800 years ago.

Scientists fear that the 21st century warming is caused by climate change, stoked by a build-up of greenhouse gases from human activities. An acceleration of warming could cause a meltdown of the Greenland ice sheet, raising world sea levels.

Exercise 4. Scan the titles of the articles from an archeological scientific journal, propose what ideas they may suggest. Share your guesses and then consult with the abstracts accordingly to compare and discuss the abstracts.

1. "Art and Imagery as Public Interpretation and Education Tools in Archaeology" - John H. Jameson, Jr.
2. "Celtic Identity and Iron Age Art in Reconstruction and Display" - Harold Mytum.
3. "Art and Archaeology: Conflict and Interpretation in a Museum Setting" - Michael J. Williams and Megg Heath.
4. "Archaeology as a Compelling Story: The Art of Writing Popular Histories" - Sharyn Kane and Richard Keeton.
5. "The Fiction of Archaeology and the Archaeology of Fiction" - Sarah Nelson.
6. "Archaeology in Two Dimensions: The Artist's Perspective" - Martin Pate.
7. "Deeper meanings: archaeology in the poets' domain" - Christine Finn.
8. "Invoking Clio, Thalia, and Melpomene: the Archaeologist as Playwright" - James G. Gibb.
9. "Words For Hollow Voices" - Brian Catling*.
10. "Archaeology Goes to the Opera" - John E. Ehrenhard and Mary Bullard.

11. "Pompeii: An Archaeological Landscape for all Seasons" - David Orr.
12. "The Archaeology of Song: Reconstructing Music of the Mesoamerican Ballgame" - E. Michael Whittington*.
13. "The Archaeology of Music and Performance in the Prehistoric American Southwest" - Emily Donald.
14. "Sacred Mounds, Sacred Bundles: Archaeology's Influence on Contemporary Native American Art in the Midwest" - Lance Foster*.
15. "An Imagery Soundtrack for a Real Archaeological World Volume II: Museums" - Nicola Laneri.
16. "Exploring Archaeological Knowledge Graphically in a Hypertext Environment" - Jeanne Lopiparo and Rosemary A. Joyce.



Abstracts

1. "Art and Imagery as Public Interpretation and Education Tools in Archaeology"

John H. Jameson, Jr., National Park Service, USA

Many archaeologists today are not content to rely solely on traditional methodologies and analytical techniques in their attempts to reconstruct human history and bring it to life for the public. They want to venture beyond utilitarian explanations and explore the interpretive potential of cognitive imagery that archaeological information and objects can inspire. They realize the value and power of artistic expression in helping to convey archaeological information to the public. Archaeologists are increasingly concerned with how the past is presented to, and consumed by, non-specialists. They want to examine new ways of communicating archaeological information in educational settings such as national parks, museums, popular literature, film and television, music, and various multimedia formats. This paper focuses on two such interpretive formats, two-dimensional paintings and popular history writing, and how they have been used by the National Park Service as public interpretation and education tools.

2. "Celtic Identity and Iron Age Art in Reconstruction and Display"

Harold Mytum (University of York, UK)

Numerous fine items of Iron Age metalwork are displayed in museums, many possessing elements of La Tene art style. From

these, and original items in other media such as ceramics and wood, a range of designs and artistic products are used in archaeological displays and reconstructions. These help to evoke a link with the Iron Age, but also carry with them associations with the Celts. Contemporary archaeological debate has concentrated on the relatively recent construction of Celtic identities, and problems with linking these with the Iron Age. This paper considers the role of art in evoking and reinforcing these associations, and the ways in which they can be manipulated by various groups within society. Using data from museums, reconstruction sites, and popular publications from Britain and Ireland, academic and public perceptions of the past can be analyzed within the context of art.

3. "Art and Archaeology: Conflict and Interpretation in a Museum Setting"

Michael J. Williams, Anasazi Heritage Center, USA and Margaret A. Heath, Bureau of Land Management Heritage Education Program, USA

Is it possible to provide art-oriented museum visitors with a fulfilling experience, without harming the cause of archaeology education, or short-changing archaeology-oriented visitors who come to learn about a past culture? Can a museum's art be prominently displayed without promoting the demand for (looted) antiquities? This paper will explore the conflicting values of visitors, art historians, and archaeologists that must be met by museum interpreters. It will focus on the ways these demands are addressed by one Southwestern United States institution.

4. "Archaeology as a Compelling Story: The Art of Writing Popular Histories"

Sharyn Kane and Richard Keeton, Writers and Editors, Marietta, Georgia

The human past is the foundation of the science of archeology, and relating the details, both the exciting and the everyday, of how earlier people lived is the goal behind the popular histories we write for the National Park Service. In our contribution to this symposium, we will show how we take the archeological and historic record and weave the facts and theories into compelling stories to capture public imagination. Dramatic events, character sketches, and vivid settings are among the important elements we use to create dynamic portrayals far removed from dry, scientific writing, but accounts that nonetheless accurately convey research findings. We will cite specific published examples and explain the reasoning and techniques used to bring life and meaning to these cultural resources investigations.

5. "The Fiction of Archaeology and the Archaeology of Fiction"
Sarah Nelson, University of Denver, USA

A novel way to write archaeology is by means of fiction. From romance to adventure to who-dun-its, archaeological novels have been around for quite a while. Recently, though, they are proliferating. Here I will assess a few recent examples for their contributions to understanding archaeology and their usefulness in a classroom on the one hand, and their ability to extend interpretive archaeology on the other. Finally, I will consider the problem of authenticity - what is meant by that, and how is it important?

6. "Archaeology in Two Dimensions: The Artist's Perspective"
Martin Pate, Newnan, Georgia, USA

Nine years ago I was fortunate enough to have the opportunity to paint a most interesting scene. Officials with the National Park Service's Southeast Archeological Center approached me about recreating on canvas a 5000 year old prehistoric Indian site. My job was to take their study and knowledge of this village and "bring it to life" for the purposes of educating the public as to the importance and interest of history in that area. That collaboration between artist and archeologist was successful and did what text alone could not do. I will talk about my initial apprehension about working with archeologists, and, showing slides of my work, how I see myself as an interpreter of information.

7. "Deeper meanings: archaeology in the poets' domain"
Christine Finn, U. of Oxford, UK

Poetry and archaeology have natural connections in popular works - Shelley's reflection on Ancient Egyptian remains in 'Ozymandias', Keats's ode on a Grecian urn, Seamus Heaney's so-called 'bog poems' all of which are directly influenced by sight of, or narrative derived from, material of the past. These may be statues, objects, or long-dead people, glimpsed in landscape, museum or archaeological photograph for example, or drawn from legends and myths such as Homer's 'Iliad' or manuscripts. While acknowledging the role played by these as mnemonics in the imagination of the poet, this paper intends to explore further the relationship between the process and form of poetry and that of archaeological excavation. It will suggest poet and archaeologist are both artists working as mediators and transformers, each offering alternative, but complementary, perspectives on the past.

8. "Invoking Clio, Thalia, and Melpomene: the Archaeologist as Playwright"

James G. Gibb, Independent Scholar, USA

Stage plays can teach through aesthetic experience, creating settings in which facts, figures, and historical relationships are

depicted in a meaningful and integrated manner. Plays also can serve as tools for exploring the past because of those very same qualities. The archaeologist-playwright experiments with interactions among individual roles and larger historical events, first on paper and then in production. There are risks, particularly to the playwright's self-esteem, but if archaeologists are wise enough to step out of the safe and familiar, perhaps to play the fool, well...that too craves a kind of wit.

9. "Words For Hollow Voices" Brian Catling, The Ruskin School of Drawing and Fine Art, University of Oxford, UK

"Something in the earth, something in the water, something in their sacrificed blood and darkness preserved them, kept their hidden bodies tight and detailed"

In P.V. Glob's famous best-seller he tells a small story that is gathered up in the large drama of the first Bog People finds. The same tale is unearthed again and again and told through subsequent decades. When Grauballe man was discovered and first shown to the public, an old woman came forward and repudiated his ancient origins, saying he was Red Christian, a peat cutter she knew in her youth. A man of poor character who vanished after a drinking session sixty years before. The missing person or possible victim is always there to quickly snuggle into a fresh excavation; to joust for recognition with the long term dead. These are the core incidents that inspired THE CUTTING. It is a new video installation made for art galleries; a narrative work that explores sacrifice, passion and identity. THE CUTTING is the second work of an unusual collaboration between a poet, performance artist Brian Catling and a screen writer, director Tony Grisoni. THE CUTTING will be the loadstone and the foundation of my paper, which will examine the potent influence of archaeology on the imagination. Both the drama of the find and the process of reconstruction have parallel aspects in fine art studio practice.

10. "The Intersection of Art, Archaeology, and Humanism"

John Ehrenhard (National Park Service, USA) and Mary Bullard, South Dartmouth, Massachusetts, USA

The annals of Cumberland Island National Seashore are filled with much adventure, misfortune, and sorrow. Against a backdrop of awe-inspiring natural beauty, the chronicle of human events seems so often to be shadowed in tragedy and suffering. Based on historical personages, actual accounts, and archival and archeological data, the operatic account of Elizabeth (Zabette) Bernardey is but one page of the thousands that make up this record. Zabette, a libretto in three acts, is the story of one woman's life endeavor in a world governed by the strict social codes and laws

of nineteenth century Georgia; a world that governed all black and white relationships. It is the story of tragedy in an American family, but also of triumph of the human spirit.

11. "Pompeii: An Archaeological Landscape for all Seasons"

David Orr (National Park Service, USA)

It has been fairly well established that the excavations of Pompeii have contributed much to the revival of Neoclassicism in the eighteenth century. But it is less well known that its cultural influence has been continuous from 1750 until the present day. Pompeii is the oldest continually excavated site in the western world; its very discovery spurred the advent of archaeology in humanistic pursuits. This paper will assess the significance of the Pompeian excavations in three distinct areas. First, its remarkable influence on opera and theater from the eighteenth century until the present time. This includes dramatic changes in set design and production. The emphasis will be on Italian opera but there are other examples as well. Secondly, Pompeii has also influenced literary works and this will be detailed; particularly where they are emphasizing material assemblages and architecture derived from the excavations. "The Last Days of Pompeii" will be re-analyzed in light of this methodology. Third, Pompeii's role in the arts of nineteenth and twentieth century America will be examined. This will include primary source material from the unpublished travel journals of Josephine Eppes who visited Pompeii in the early 1850's and described it in some detail. Mrs. Eppes was the bride of the master of Appomattox Manor (vc. City Point, Virginia) and toured Europe for over a year on an extended honeymoon.

Pompeii is more than this for the arts. It acts symbolically as a site where the very meaning of what "discovery" is all about is constantly presented. In this broader context the essence of what archaeological "discovery" means can be more fully examined. The archaeological material from Pompeii is presented in a great variety of settings and matrices. This paper will address this topic, in many ways the nexus of what archaeology itself represents. The understanding of the complexity of Pompeii's interpretation, both verbally and non-verbally, will lead to a fuller appreciation of the great fascination Europeans and Americans had for this site. The paper will be illustrated by the author's own work on site in Pompeii since 1966.

12. "The Archaeology of Song: Reconstructing Music of the Mesoamerican Ballgame"

E. Michael Whittington, Mint Museum of Art, USA

Music was a prominent feature of Mesoamerican life. Ancient works of art depict solo and entire bands of wind and percussion

musicians in elaborate, multi-media performances associated with battles, accession rites, and the ceremonial ballgame. The ballcourts where the games were played were great public spaces where musical performances were carried out-much like modern half-time shows. Some of the richest sources for understanding pre-conquest music are the *Cantares Mexicanos*, lyrics written by Aztec scribes in Nahuatl under the direction of Fray Bernardino Sahagún in the mid-1500s. At least one of these songs relates to Xochipilli-the Aztec god of music and dance and the patron deity of the ballgame. This paper will examine the relationship of music to the ceremonial ballgame of the Aztec. The archaeology of the central precinct of Tenochitlán, especially the recent discoveries of ceremonial caches of miniature musical instruments from the central ballcourt will be discussed. Finally, selections from *Cantares* relating to Xochipilli will be discussed in the context of the exhibition project for which these are being re-scored for a public performance.

13. "The Archaeology of Music and Performance in the Prehistoric American Southwest"

Emily Donald, Columbia University, USA

This presentation summarizes my work on the social and physical contexts of music and performance in the prehistoric Southwest. It outlines a methodical approach to the study of music in prehistory, illustrated with examples from the Pueblo II and Pueblo IV periods in the northern Rio Grande Valley. The temporal, regional, and stylistic patterns to musical instruments from this area are presented in the context of the architecture, social organization, and regional history. The influence of this work on the public's perception of the past and the future of archaeomusicology are included as well.

14. "Sacred Mounds, Sacred Bundles: Archaeology's Influence on Contemporary Native American Art in the Midwest"

Lance Foster (National Park Service and Iowa Tribe of Kansas and Nebraska, USA)

While the ongoing struggle between Native American interests and the aims of archaeology have often been in the public's eye, the enrichment of Native American art by archaeological investigation, and the enrichment of archaeology by Native American interpretation of iconography and aesthetics has been overlooked. This paper will give an overview of this mutually enriching partnership, with examples from the midwest, with a special focus on artists from the descendant tribes of the Oneota (Winnebago-Hochunk, Ioway, and Otoe), as well as suggested ways to strengthen this partnership in the future.

15. "An Imagery Soundtrack for a Real Archaeological World Volume II: Museums"

Nicola Laneri, Istituto Universitario Orientale, Naples, Italy

After a first experience dedicated to analyzing the sounds produced during an excavation in Turkey (An imagery soundtrack for a real archaeological world), it has been decided to concentrate on another important aspect of the archaeological life: archaeological museums and the politics of display. This "soundtrack" will document interviews with curators, guards, and visitors of the two most important New York City museums: the American Museum of Natural History (AMNH) and the Metropolitan Museum of Art (MMA). The museums' physical locations within the city plan-at opposite ends of Central Park-serve as a metaphor for the ideological institutions' differing interpretations of archaeological materials, related to the AMNH's scientific approach and the MMA's fine arts approach. Sound will meet images. images of archaeological objects from the two museums . images from the "outside world" (pictures of the east and west sides of Manhattan surrounding the AMNH and the MMA). Sounds and images can be used to exemplify the contradictions between the institutionalization and intellectualization of archaeological processes and the original events, as well as the experiences and dream states from which they are derived. The deconstruction of these moments and their reconstruction through sounds and images can be used to counteract the formal logic of the archaeologist's reconstructive power.

16. "Exploring Archaeological Knowledge Graphically In A Hypertext Environment"

Jeanne Lopiparo and Rosemary A. Joyce, University of California, Berkeley, USA

"Crafting Cosmos", a multimedia hypertext, is meant both to represent structuration theory as applied to understanding households in the Late Classic Ulua Valley, Honduras, and to exhibit some of the properties of structuration theory in a compelling visual way. "Crafting Cosmos" assumes that through visually and aurally attractive media, archaeologists can communicate extremely complex material that is often considered too difficult for non-specialists. We argue that the recursive process of creating understanding through navigating hypertext is an example of, and model for, the way cultural understandings are arrived at through the creation and use of material culture in general.

When you see that many people
with a smile on their face, then
you must be doing something
right.

Greg Norman

To those I may have wronged,
I ask forgiveness.

To those I may have helped,
I wish I had done more.

To those I neglected to help,
I asked for understanding.

lifealovequotesandsayings.com

To those who helped me,
I thank you with all my Heart...

lifealovequotesandsayings.com

I know I may have done some
bad things, but I'm not a bad
person.

Dmx

MODULE NUMBER **FIVE**

LEADERS AND LEADERSHIP

5

1

There are different programmes of exchange with English-speaking countries, for example, for future leaders. To participate there you have to pass IELTS-exam. Here we offer an example of an oral part.

READ THE INTERVIEW.

Examiner: Can you tell me your full name?

Candidate: Sure. My full name is

.....

Examiner: Tell me something about the city you live in.

Candidate: I live in Delhi. It is the capital of India. Delhi is an old city with a rich cultural heritage. It is known for its monuments.

Examiner: Tell me something about the apartment you live in. What do you like about it?

Candidate: I live in a rented apartment. It is a nice little place to live in. The one thing that I like most about my apartment is its balcony where I spend my evenings listening to music. I can also host small parties on my balcony.

Examiner: Is there anything you don't like about your apartment?

Candidate: I like my apartment, but sometimes I feel that I should move into a bigger home. In my apartment, there is hardly enough room for my things and me.

Examiner: Do you have a hobby?

Candidate: Yes. Collecting stamps is my favourite hobby. I think stamps are windows to the world. They tell us a lot of things about the history and civilization of the countries they come from.

Examiner: Do you enjoy watching English films?

Candidate: Oh yes. I like English films because they are the most technologically advanced. I watch them mostly for the special effects, but sometimes I enjoy the storyline too.

Examiner: What do you like about your city?

Candidate: I like several things about my city. For instance, in my city the people are very warm and friendly. They make you feel at home.

Examiner: Is there anything you don't like about your city?

Candidate: Yes. In my city the traffic system is very congested. It is well connected by roads and rail, but during peak hours you can hardly reach your home or office in time.

Examiner: Do you like your name?

Candidate: Well, not really, but there is nothing I can do about it.

Examiner: Have you ever wanted to change your name?

Candidate: Yes, sometimes. But changing a name involves many legal procedures, which I am not very comfortable with. That's why I have decided to stick to the name my parents have given me



NOW USE THE MODEL AND MAKE UP AN INTERVIEW WITH YOUR PARTNER COVERING THE FOLLOWING LIST OF QUESTIONS.

IELTS™
English for International Opportunity



Part one

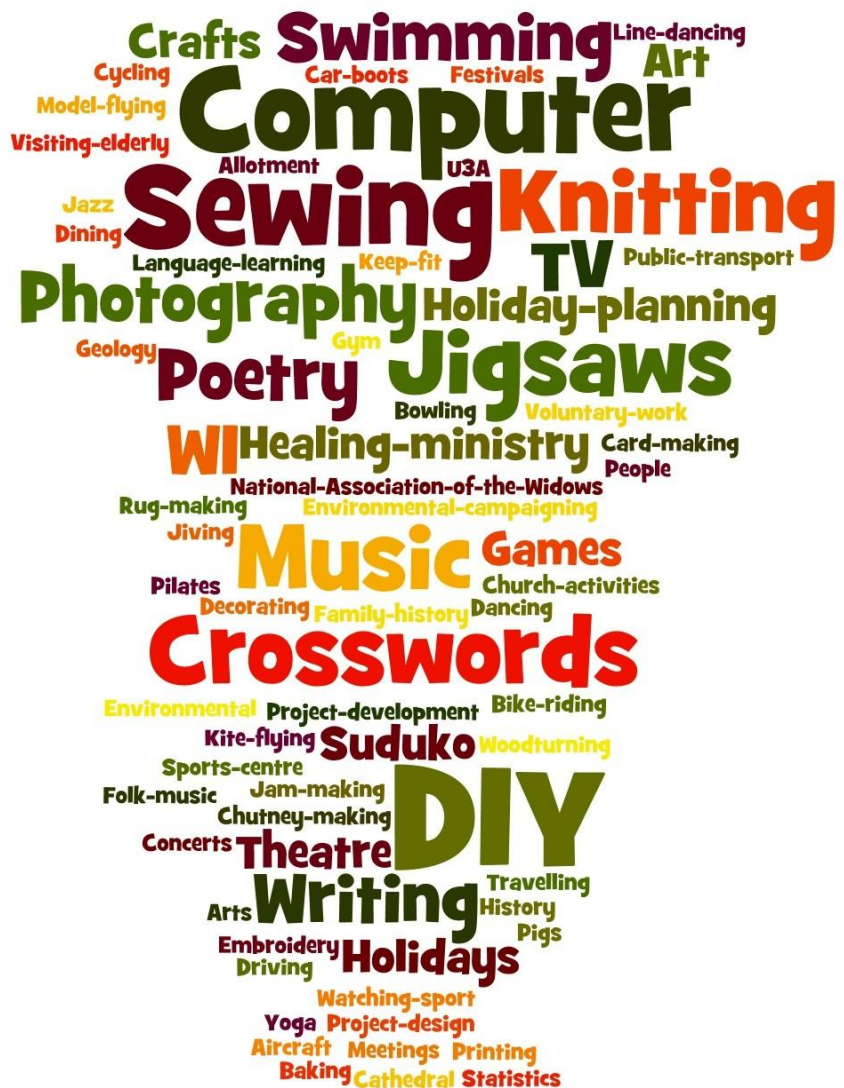
- What is your name?
- Why do you need University education?
- Where do you come from?
- Who is your best friend?
- How long have you known him / her for?
- What do you usually do together?
- What is so special about him?

Part two

- Describe a hobby you like doing in your free time.
You should say:
- What hobby it is.
- When you do it.
- How long you have been doing it. and explain why you like it.

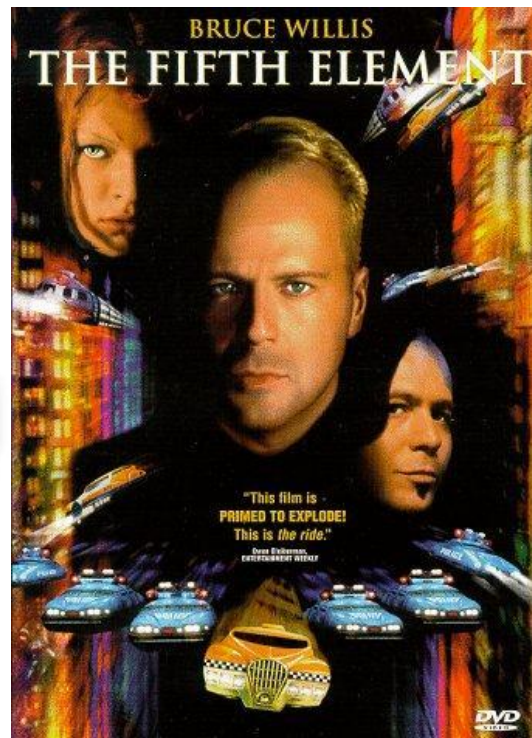
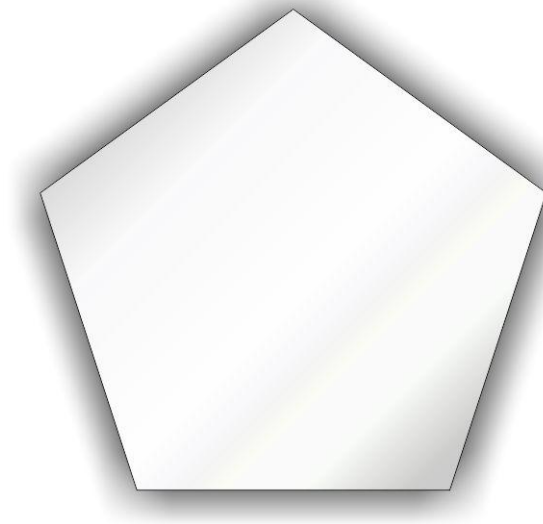
Part three

- What hobbies are popular in your country?
- Have hobbies changed today than 20 years back?
- Which hobbies normally people like to do in their leisure time
- Do you think men and women have the same hobbies or different
- Do hobbies describe one's nature?
- Can hobbies be adapted?
- Will hobbies change in next fifty years?



1. Discuss in your group: what associations you have with number 5? Give the definitions to the words below and match them with pictures

a pentagon, quintuplets, quintessence, a quintet



A polygon with five sides is a pentagon. Five is also a square pyramidal number.

Five babies born at one time are quintuplets

Quintessence, meaning 'fifth element', refers to the elusive fifth element that completes the basic four elements (water, fire, air, and earth)

The quintet is a band consisting of 5 musicians.

2.Look through the information if there is anything you haven't mentioned while discussing associations with 5

The Torah contains five books – Genesis, Exodus, Leviticus, Numbers, and Deuteronomy – which are collectively called the Five Books of Moses, the Pentateuch (Greek for "five containers," referring to the scroll cases in which the books were kept), or Humash (חומש, Hebrew for "fifth").

Muslims pray to Allah five times a day

According to ancient Greek philosophers such as Aristotle, the universe is made up of five classical elements: water, earth, air, fire, and ether. This concept was later adopted by Medieval alchemists and more recently by practitioners of Neo-Pagan religions such as Wicca.

The Olympic Games have five interlocked rings as their symbol, representing the number of inhabited continents represented by the Olympians (counting North America and South America as one continent).

"Give me five" is a common phrase used preceding a High five

An informal term for the British Security Service, MI5.

The five basic tastes are sweet, salty, sour, bitter, and umami..

No. 5 is the name of the iconic fragrance created by Coco Chanel.

3. Read the text and compare the evolution of this glyph with the previous

Evolution of the glyph

Y Y 𐤅 𐤆 5 5 5

The evolution of our modern glyph for five cannot be neatly traced back to the Indians quite the same way it can for 1 to 4. Later on the Indian Empires of Kushana and Gupta from India had among themselves several different glyphs which bear no

resemblance to the modern glyph. The Nagari and Punjabi took these glyphs and all came up with glyphs that are similar to a lowercase "h" rotated 180°. The Ghubar Arabs transformed the glyph in several different ways, producing glyphs that were more similar to the numbers 4 or 3 than to the number 5. It was from those characters that the Europeans finally came up with the modern 5, though from purely graphical evidence, it would be much easier to conclude that our modern 5 came from the Khmer. The Khmer glyph develops from the Kushana/Ândhra/Gupta numeral, its shape looking like a modern day version with an extended swirled 'tail'

While the shape of the 5 character has an ascender in most modern typefaces, in typefaces with text figures the character usually has a descender, as, for example, in 256.

4. GROUP WORK. DISCUSSION.

Would you personally like to be a leader? Give arguments and reasons to support your position.
Make the list of the USA Presidents.

5. WATCH THE VIDEO ABOUT THE US PRESIDENTS, COMPLETE THE GAPS IN THE TEXT BELOW.

Artist: Animaniacs Song: The Presidents Album: Variety Pack



ANIMANIACS PRESIDENTS SONG

Yakko: Heigh ho!
Do you know
The names of the US _____
Who then became the
Presidents
And got a view from the __ loo
Of Pennsylvania Avenue?

George Washington was the
first, you see
He once chopped down a
_____ tree.

Dot: President number two
would be
John _____ and then
Number three

Yakko: Tom Jefferson stayed
up to write
A _____ late at night
So he and his wife had a great
big fight
And she made him _____ on
the couch all night.

Wakko: James Madison
_____ had a son
then he fought the War of ____.

Dot: James Monroe's colossal
nose
Was bigger than _____.

Yakko: John Quincy Adams
was number _____
And it's Andrew Jackson's
butt he kicks
So _____ learns to play politics.
Next time he's the one that
the country picks.

Dot: Martin Van Buren
number eight
For a one term shot as ____.

Yakko: __, how do you praise?
That guy was dead in thirty
days!

Wakko: John Tyler, he liked
country _____

Dot: And after him came
President Polk.
Yakko: Zachary __ liked to
smoke.
His _____ killed friends
whenever he spoke.

Wakko: 1850, really

_____ Millard Fillmore's in

Yakko: Young and fierce was
Franklin Pierce
The man without a _____.

Dot: Follows next a _____
spannin'
Four long years with James
Buchanan.
Then the South start _____
cannon
And we've got a civil war.

Yakko, Wakko & Dot: A war!
A war down south in _____!

Yakko: Up to _____ comes old
Abe Lincoln.

Dot: There's a guy who's really
thinkin'

Wakko: Kept the United States
from shrinkin'
Saved the _____ from sinkin'

Dot: Andrew Johnson's next.
He had some slight defects.

Wakko: _____ each
Would _____

Dot: And so the county now
elects

Yakko: Ulysses _____
Who would scream and rave
and rant
W: While drinking _____

Although risky
 Cause he'd spill it on his
 pants
Yakko: It's _____ and the
 Democrats would gloat
 But they're all _____ when
 Rutherford Hayes
 Wins by just one vote.
Dot: James Garfield, someone
 really hated
 Cause he was _____.
Wakko: Chester Arthur gets
 instated.
 _____ later he was traded.
Dot: For Grover Cleveland,
 really _____
 Elected twice as a democrat.
 Then Benjamin Harrison
 after that
 It's _____ up at bat.
Yakko: Teddy Roosevelt
 charged up _____

Wakko: And President Taft he
 got the bill.
Yakko: In 1913 _____
Yakko, Wakko & Dot:
 Wiiiilllllllson
 Takes us into World War One.
Yakko: Warren Harding next
 in line
Dot: It's Calvin Coolidge he
 does fine.
Wakko: And then in _____
 The _____ crashes and we find

Yakko: It's Herbert Hoover's
 big _____
 He gets the blame and loses to

Dot: _____, President who
 Helped us win in World War
 Two.
Wakko: Harry Truman, weird
 little _____
 Serves two terms and when
 he's done
Yakko: It's _____ who's
 got the power
 From '53 to _____
Dot: John Kennedy had _____
 Then Lyndon Johnson took
 his spot
Yakko: _____ he gets caught
 And Gerald Ford _____ a lot.
Wakko: Jimmy Carter liked
 _____ trips
Yakko: And Ronald Regan's
 speeches' scripts
 All came from famous _____
 clips
 And President _____ said
 "read my lips"
Dot: Now in Washington D.C.
Wakko: The's democrats and
 the _____
Yakko: But the ones in charge
 are plain to see
Dot: The Clintons, Bill and

Yakko: The next President to
 lead the way
 Well, it just might be _____
 one day
 Then the _____ distort
 everything you say
Yakko, Wakko & Dot: So jump
 in your plane and fly away.

6. Read the extract and point out the fragments which make you smile or upset

RUNNING FOR GOVERNOR

by Mark Twain

A few weeks ago I was nominated for governor of the great state of New York, to run against Mr. John T. Smith and Mr. Blank J. Blank.

I somehow felt that my chances for winning the election were much greater than those of Mr. John T. Smith and Mr. Blank J. Blank. They were said to have become familiar with all sorts of shameful crimes in these latter days.

There was one thing, however, that was very unpleasant for me. I heard people mention my name together with those of the other two candidates who had so much discredited themselves by their shameful deeds.

I grew more and more disturbed. At last I wrote my grandmother asking her for advice.

Soon I got her answer. She wrote in her letter that she knew me to have never in my life done anything to be ashamed of. She advised me to read the newspapers and to look at the candidates I had to run against. She advised me to think whether I could agree to lower myself to their level and run against them in the election.

It was my very thought. I did not sleep a single moment that night. But after all I understood I could not retreat for it was too late. I knew I had to go on fighting.

As I was looking over the papers at breakfast, I came across an article.

The author of the article asked me to explain how I had intended to rob a poor woman and how the court had convicted me of this crime by thirty-four witnesses.

It was a cruel, heartless charge.

Next day came *the Gazette*. It wanted the new candidate for governor to explain to his fellow-citizens how his fellow-workers in Montana had lost some small valuable things from time to time and always found them on Mr. Twain's person. So it accused me of stealing. Then another newspaper hinted I was concealing some even more shameful crimes. At last the leaders of my party said it would be political ruin for me to remain silent any longer. And as if

to make their demand more imperative, the following appeared in one of the papers the very next day.

“Look at this man – The candidate still remains silent! Because he dare not to speak! Because he cannot prove his innocence! Because he is guilty!”

There seemed to be no possible way out. I had to prepare an “answer” to a mass of baseless charges but I never finished it for the very next morning a newspaper came out and said that I had burned a hospital with all its patients and poisoned my uncle. And at last as a climax to all the shameless activity while addressing a public meeting. I saw nine little children of all shades of color run up to me, clasp me around my legs, and call me Pa!

Then I gave up. I saw I was not equal to the requirements of an election campaign in the state of New York and so I sent in my withdrawal from the candidacy.

7. Fill in the gap with an appropriate preposition or adverb.

1. T. Roosevelt ran ____ President four times.
2. Who was nominated ____ governor ____ the State ____ New York ____ the last election?
3. The narrator had done nothing to be ashamed ____.
4. Why did you conceal this fact ____ me?
5. The opponents ____ the candidate demanded an answer ____ him.
6. He was accused ____ stealing valuable things.
7. The narrator’s grandmother advised him to look ____ candidates he had to run ____.
8. As I was looking ____ the newspapers ____ breakfast, I came ____ an interesting article.
9. I would like you to explain ____ me this rule again.
10. There was no possible way ____.
11. He saw a sea of people run ____ ____ the speaker to precise his position.
12. Young politicians often ____ give ____ the idea of running ____ some official positions because they are not considered to be equal to the requirements of an election campaign.
13. Mr. Andrews sent ____ his withdrawal ____ the candidacy.
14. He knew he had to go ____ fighting to support major social reforms.

**8. Listen to the Queen's Speech on the death of Princess Diana.
How could you describe the relations between the Royal Family and Princess Diana?**

ON THE DEATH OF PRINCESS DIANA

**SPEECH BY QUEEN ELIZABETH II
SEPTEMBER 9, 1997**

Since last Sunday's dreadful news we have seen, throughout Britain and around the world, an overwhelming expression of sadness at Diana's death.

We have all been trying in our different ways to cope. It is not easy to express a sense of loss, since the initial shock is often succeeded by a mixture of other feelings: disbelief, incomprehension, anger -- and concern for those who remain.

We have all felt those emotions in these last few days. So what I say to you now, as your queen and as a grandmother, I say from my heart.

First, I want to pay tribute to Diana myself. She was an exceptional and gifted human being. In good times and bad, she never lost her capacity to smile and laugh, nor to inspire others with her warmth and kindness.

I admired and respected her - for her energy and commitment to others, and especially for her devotion to her two boys.

This week at Balmoral, we have all been trying to help William and Harry come to terms with the devastating loss that they and the rest of us have suffered.

No one who knew Diana will ever forget her. Millions of others who never met her, but felt they knew her, will remember her.

I for one believe that there are lessons to be drawn from her life and from the extraordinary and moving reaction to her death.

I share in your determination to cherish her memory.

This is also an opportunity for me, on behalf of my family, and especially Prince Charles and William and Harry, to thank all of you who have brought flowers, sent messages, and paid your respects in so many ways to a remarkable person.

These acts of kindness have been a huge source of help and comfort.

Our thoughts are also with Diana's family and the families of those who died with her. I know that they too have drawn strength from what has happened since last weekend, as they seek to heal their sorrow and then to face the future without a loved one.



I hope that tomorrow we can all, wherever we are, join in expressing our grief at Diana's loss, and gratitude for her all-too-short life.

It is a chance to show to the whole world the British nation united in grief and respect.

May those who died rest in peace and may we, each and every one of us, thank God for someone who made many, many people happy.

9. Watch the film "The Queen". Pay attention to the following.

When was it made?

Who is the director?

Who plays the Queen?

What period is exposed in the beginning of the film?

What is the reaction of the Queen to the appointed The UK's Labour Prime Minister, Tom Blair? Why?

What happens three months later? How is the mood depicted?

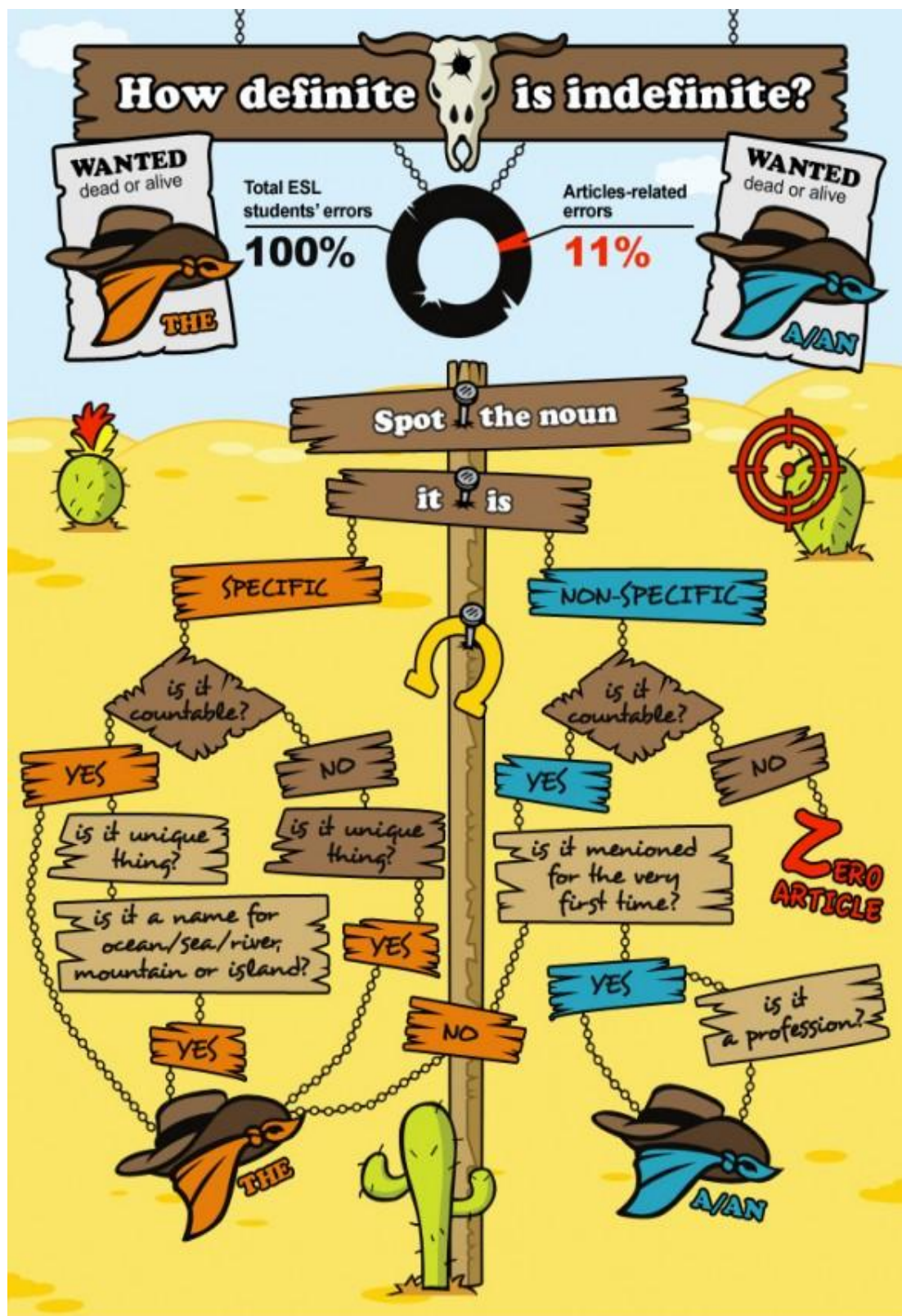
Compare your answers with the official plot of the film

The film begins after the 1997 British general election, which saw Tony Blair (Michael Sheen) appointed as the United Kingdom's Labour prime minister.

While sitting for an official portrait, the Queen (Helen Mirren) talks with the artist about her regret at not being allowed to vote. She is slightly wary of the new prime minister and his pledge to "modernise" the country, but Blair promises to respect the Royal Family.

Three months later, Diana, Princess of Wales dies in a car crash in the Alma Bridge tunnel in Paris along with her companion Dodi Fayed and driver Henri Paul. Blair's director of communications, Alastair Campbell, prepares a speech in which Diana is described as "the people's princess." Blair gives the speech the next morning and the phrase catches on. Over the next few days, millions of people in London erupt in an outpouring of grief at Buckingham Palace and Kensington Palace. Meanwhile, the Royal Family were still at Balmoral Castle, their summer estate in Aberdeenshire, Scotland. Diana's death sparks division among members of the family. The Royal Family observes that, since Diana is divorced from her husband, Charles, Prince of Wales a year earlier, she is no longer a part of the family. The Queen, along with her husband and mother, see the death as a private matter, not to be treated as an official Royal death, in contrast with Diana's former husband Prince Charles and Tony Blair, who attempt to reflect the public wish for an official expression of grief. Nevertheless in the film's conclusion, the Royal Family returns to London and pays tribute to Diana.

10. Pay special attention to using the definite, indefinite and zero articles, discuss reasons of the choice in groups and consult with the teacher, try to make your table-manual “Articles” like presented below



ARTICLES WITH ABSTRACT NOUNS

| No article is used | The indefinite article is used | The definite article is used |
|--|---|--|
| <p>In a general sense</p> <p><i>Charity begins at home.</i></p> <p>If there is an attribute expressing:</p> <p>a) degree (great, huge, endless, perfect, complete, immense etc.) <i>He had infinite power over me.</i></p> <p>b) time (modern, ancient, daily, eternal, further, final etc.) <i>I like modern art.</i></p> <p>c) nationality (English, Russian etc.) <i>He is fond of Italian music.</i></p> <p>d) authenticity (real, genuine, symbolic) <i>It was real hatred.</i></p> <p>e) social characteristic (capitalist, feudal etc.) <i>Feudal law was not just.</i></p> | <p>If a certain aspect of an abstract noun is meant.</p> <p><i>His face expressed a dramatic eagerness.</i> <i>She had a grace which impressed her friends.</i></p> <p>When an abstract noun is modified by the adjectives certain or peculiar.</p> <p><i>He felt a certain impatience.</i></p> <p>With the nouns pity, shame, disgrace, pleasure, relief, comfort, disappointment:</p> <p>a) in construction with it as a subject <i>It's a relief I've passed the final exam.</i></p> <p>b) in exclamatory sentences after what <i>What a beauty!</i></p> | <p>When the abstract idea refers to a definite situation or object.</p> <p><i>He didn't like the rudeness with which Jane treated him.</i></p> <p>With substantivized adjectives (the unusual, the beautiful, the supernatural, the unknown)</p> <p><i>You shouldn't think of the unbearable.</i></p> <p>With the nouns the present, the past, the future, the singular, the plural.</p> <p><i>During the honeymoon they were planning the future.</i></p> <p>But: in future means «впередь» <i>Please be more attentive in future.</i></p> |

NAMES OF MEALS

| No article | The definite article | The indefinite article |
|--|---|--|
| <p>In general statements</p> <p><i>I have four meals a day: breakfast, lunch, tea and dinner.</i> <i>Dinner is served.</i></p> | <p>When modified by particularizing attributes <i>During the awkward lunch yesterday he told me the truth.</i></p> <p>With reference to a particular meal which denotes the food that is eaten. <i>The dinner was well-cooked and nourishing.</i></p> | <p>When modified by descriptive attributes</p> <p><i>We started our trip after a substantial breakfast.</i></p> |

ARTICLES WITH NOUNS DENOTING UNIQUE OBJECTS

This semantic group of nouns includes the following nouns:

- Objects that are unique: **atmosphere, earth (Earth, galaxy, ground, Hemisphere, moon, North Pole, Universe, weather, cosmos, equator, globe, horizon, Milky Way, North Star, world, solar system, sun, Zenith, North Pole, South Pole, stars, devil, pope, planets.**
- Objects treated as unique in their own sphere: **president, queen, prime minister, river (the Thames in Britain. etc.**

These nouns are neither countable nor uncountable and have one form. Only nouns **sky, moon, wind** and **world** can be used in the plural.

| The definite article is used | The indefinite article is used | No article is used |
|--|---|--|
| generally <i>This is the way of the world.</i> <i>The president is in his official residence today.</i> in some idioms to be over the moon, to cry for the moon | when modified by descriptive attributes <i>This is a small world.</i> But! Nouns earth and weather are never used with the indefinite article. in the idiom once in a blue moon | when the noun Earth is used as the name of a planet and is written with the capital letter. <i>Much is written about man's life on Earth.</i> in the idiomatic expression on earth used for stylistic purposes after words how, what, where and why <i>What on earth are you doing?</i> |

| NAMES OF SEASONS | | |
|---|---|---|
| No article | The definite article | The indefinite article |
| In general statements <i>I like summer.</i> In the function of a predicative <i>It was winter.</i> When modified by the adjectives late, early, real, broad, high <i>It was early spring.</i> But! <i>in the late autumn.</i> | When modified by particularizing attributes <i>I will never forget the autumn when I graduated from the university.</i> With reference to a particular season <i>It took place in the summer of 2005.</i> After the prepositions during, for, through <i>During the summer we often went to the beach.</i> In the expression in the fall | When modified by descriptive attributes <i>It is a rainy autumn.</i> |

| NOUNS SCHOOL, HOSPITAL, PRISON, JAIL, MARKET, UNIVERSITY, COLLEGE, BED, TABLE, WORK, TOWN, CLASS | | |
|---|---|-------------------------------|
| No article | The definite article | The indefinite article |
| <p>When the purpose for which the nouns serve is expressed (hospital – treatment, prison – punishment, bed – sleep etc..)</p> <p><i>to be in/go to hospital/ bed/ prison/church;</i> <i>to be at table/ college/ university/ school; to go into class/ prison/ church/bed;</i></p> | <p>When the nouns denote concrete objects</p> <p><i>The tower clock by the bed told her it was five-fifteen, almost three then, if she remembered the time interval correctly.</i></p> | |

ARTICLES WITH PROPER NOUNS
ARTICLES WITH NAMES OF PERSONS

| No article | The definite article | The indefinite article |
|--|--|--|
| <p>In general statements</p> <p><i>Paul comes from London.</i></p> <p>When modified by attributes old, young, dear, little, tiny , honest</p> <p><i>Little John likes to play.</i></p> | <p>When the whole family is meant</p> <p><i>the Simpsons.</i></p> <p>When modified by a particularizing attribute</p> <p><i>I met the R. Murthy who wrote all those grammar books.</i></p> | <p>When one member of the family is meant</p> <p><i>He comes from the Benois, and like a Benois is very talented.</i></p> <p>When we indicate one resembling somebody</p> <p><i>He is a real Romeo.</i></p> <p>When they become countable and denote things associated with the certain persons</p> <p><i>We have a Levitan at home.</i></p> <p>When modified by the adjective certain</p> <p><i>A certain Safonov is waiting for you.</i></p> |
| NOUNS OF RELATIONSHIP (MOTHER, FATHER, SISTER, BROTHER, AUNT, UNCLE, COUSIN, BABY, NURSE, COOK. | | |
| <p>When followed by a proper name</p> <p><i>Mother Matilda loved her kids.</i></p> <p>When used by the members of the family</p> <p><i>Hello, Papa!</i></p> | <p>When other people's relations are meant</p> <p><i>The son resembled the mother greatly.</i></p> <p>In the construction</p> <p><i>He is the son of a doctor.</i></p> | |
| | | |

| NOUNS DENOTING RANKS, TITLES FOLLOWED BY A PROPER NAME | | |
|---|--|--|
| generally <i>Lord Byron</i> | with foreign titles <i>the Emperor Napoleon</i> | |
| NOUNS DENOTING PROFESSION FOLLOWED BY A PROPER NAME | | |
| | generally <i>the painter Hogarth</i> | |

OTHER SEMANTIC GROUPS OF PROPER NAMES

| No article | The definite article |
|---|--|
| streets <i>Broadway</i> But! The Strand, the Mall, the High Street, the Main Street squares <i>Trafalgar Square</i> parks <i>Hyde Park</i> airports <i>London Airport</i> railway stations <i>Victoria Station</i> universities, colleges <i>Oxford University, Hertford College</i> magazines and journals <i>National Geographic, Language</i> days of the week, names of months | hotels <i>the Ritz</i> clubs <i>the National Tennis Club</i> museums <i>the Louvre</i> picture galleries <i>the National Gallery</i> concert halls <i>the Carnegie Hall</i> cinemas <i>the Odeon</i> theatres <i>the Lyceum,</i> ships, boats <i>the Titanic, the Queen</i> parties, institutions <i>the Labour Party, the House of Commons</i> But! a. Parliament (in Britain. or the |

ARTICLES WITH GEOGRAPHIC NAMES

| No article | The definite article | The indefinite article |
|---|---|---|
| continents <i>Europe</i> countries <i>France</i> But! Countries having the words Union, Kingdom, States, Dominion, Federation, Republic require the definite article. <i>the Russian Federation</i> counties <i>Kent</i> cities, towns <i>Chicago</i> But! The Hague villages <i>Nikolskoye</i> mountains <i>Elbrus</i> islands <i>Cuba</i> bays <i>the Bay of Fundy</i> peninsulas <i>Hindustan</i> But! The Hindustan peninsula capes <i>East Cape</i> | regions <i>the Riviera</i> mountain chains <i>the Alps</i> mountain passes <i>the Saint Gotthard Pass</i> groups of islands <i>the British Isles</i> lakes <i>the Baikal</i> But! Lake Baikal seas <i>The Red Sea</i> oceans <i>the Pacific</i> channels, canals <i>the Panama Canal</i> streams <i>the Gulf Stream</i> rivers <i>the Thames</i> waterfalls <i>(the. Niagara Falls</i> straights <i>the Straights of Dover</i> deserts <i>the Sahara Desert</i> with any geographic name in the plural form <i>the Netherlands, the United States, The Philippines</i> with a particularizing attribute <i>It was not the France of his youth.</i> in-phrases <i>the lake of Baikal</i> | with a descriptive attribute <i>It was a different Belgorod, unknown to him.</i> But! Names of continents, countries, cities, villages are used without any article when modified by such attributes as: north(ern), south(ern), east(ern), west(ern), ancient, old, central, medieval <i>old England</i> |

ARTICLES IN SET EXPRESSIONS

| The definite article is used | The indefinite article is used | No article is used |
|--|---|---|
| <ul style="list-style-type: none"> - the other day - the day after tomorrow - by the dozen (the score, the hundred, the hour. - in the morning/ afternoon/ evening - in (during. the night - in the singular/ plural/ past/ present/ future - in the original - on the whole - out of the question - to pass the time - all the same/ just the same - by the by/ by the way - to take (seize. sb by the arm (shoulder. - on the one (other. hand - to pull sb by the hair - to kiss sb on the cheek (forehead etc.. - to be wounded in the knee (arm, etc.. - to keep the house - to play the piano (guitar etc.. - to tell the truth - to tell the time - to take the trouble to do st - to keep the bed - to be on the safe side - at the bottom (top of) | <ul style="list-style-type: none"> - at a time - at a glance - at a depth - at a speed of - as a result of - as a whole - in a good (evil. hour - in a hurry - in a fury - in a low (loud. voice - in a whisper - at a distance of - to be (feel. at a loss - to have a mind (to do st. - to have a good time - to have a headache (toothache etc.. - they were much of a size - many a time - many a man - to tell a lie - a great many - a great deal - to take a fancy to - to fly into a passion - to fly into a fury - it is a pity (shame, pleasure). | <ul style="list-style-type: none"> - a kind (sort of. place (task, book. - arm in arm - at dinner/first notice/first sight/ night/table/war/dawn (sunset, sunrise./ work/ heart / present - by airmail/ letter/ telegram/ air/ car/ land/ plane/ sea/ ship/ boat/ train/ tube/ water/ name/ chance/ mistake/ accident/ sight - day by day - from beginning to end/ day to day/ east to west/ head to foot/ morning to night/ side to side - in search of/ spite of/ debt/ demand/ secret/ sight/ time/ addition to/ behalf of/ care of/ case of/ charge of/ reference to - for hours / ages - on account of - on deck/ board - out of date/ order/ sight/ place - to ask for permission - to give (take. offence - to give way to - to keep house/ time - to shake hands with - to lose heart - to take to heart - to play football (tennis, golf etc.. - out of doors - to go to sea |

EXERCISE 1. COMPLETE EACH SENTENCE WITH A / AN; THE OR NO ARTICLE

1. Like many children, I learnt to play piano when I was child.
2. It is commonly accepted today that brown bread is good for health.
3. Mohammed Ali was voted greatest sports personality of the XX century.
4. Julianne studied for seven years to become criminal lawyer.
5. I like people I work with.
6. African elephants have larger ears than Indian elephants.
7. My close friend prefers to listen to news on radio rather than to watch it on TV.
8. Is there school in the village or do children have to go to the town?
9. film wasn't very good but I liked music.
10. You'll find information you need at top of page 15.
11. I don't usually have lunch but I always eat good breakfast.
12. Times is probably one of the most reliable mass media in United Kingdom.

EXERCISE 2. HOW GOOD IS YOUR GEOGRAPHY? PUT THE FOLLOWING NAMES TO FILL IN THE SENTENCES. DECIDE IF YOU NEED "THE"

| | | |
|----------------|----------------|----------------|
| Andes | Pennsylvania | Lake Michigan |
| Anglesey | River Seine | United Kingdom |
| Mount McKinley | Irish Republic | Italy |

1. Dublin is in
2. Harrisburg is the capital of
3. is in the USA.
4. Sicily is a part of
5. are a mountain range in South America.
6. is England, Scotland, Wales and Northern Ireland.
7. is an island of the north coast of Wales.
8. Jamaica is an island in
9. flows through Paris.
10. is the capital of Belgium.
11. Leeds is in of England.
12. is the highest mountain in the USA.

EXERCISE 3. COMPLETE THE FOLLOWING TEXT WITH A / AN / THE WHERE NECESSARY

A tourist in ____ (1) Africa was walking by the sea when he saw ____ (2) man in ____ (3) simple clothes dozing in a fishing boat. It was ____ (4) idyllic picture, so he decided to take a photograph. The click of ____ (5) camera wake ____ (6) man up. ____ (7) tourist offered him ____ (8) cigarette.

“The weather is great. There are plenty of ____ (9) fish. Why are lying around instead of going out and catching more?”

____ (10) fisherman replied: “Because I caught enough this morning.”

“But just imagine,” ____ (11) tourist said. “If you went out there three times every day, you would catch three times as much. After about ____ (12) year you could buy yourself ____ (13) motor-boat. After ____ (14) few more years of ____ (15) hard work , you could have ____ (16) fleet of ____ (17) boats working for you. And then ...”

“And then?” asked the fisherman.

“And then,” ____ (18) tourist continued triumphantly, “you could be calmly sitting on the beach, dozing in ____ (19) sun and looking at ____ (20) beautiful ocean.



EXERCISE 4. READ THE FOLLOWING TEXT. IN MOST LINES THERE ARE MISTAKES WITH THE ARTICLES. FIND THE MISTAKES AND CORRECT THEM

MAGNUM: PAST AND PRESENT



Magnum is the co-operative of nearly sixty photographers with offices in New York, London, Paris and Tokyo. The co-operative was founded in 1947 by photographers the Robert Capa, Henry Cartier-Bresson, George Rodger and David Seymour. All of them had been involved in Second World War. Rodger had walked hundreds of miles through forests to escape Japanese in a Burma. And Seymour received the medal for his work in American intelligence.

However, all of founders of Magnum had been photographers for some time. A photographic work they were famous for dated back further. Capa's photos of the Spanish Civil War were called "finest pictures of front-line action ever taken."

They all appreciated an importance of showing the world what really happens during this major conflicts and world crises, so they decided to produce the best documentary photography at a time. Cartier-Bresson once commented "Some photographers tell the news step by step as if making an accountant's statement." He and Magnum, on the other hand, felt that the news had to be shown in a way that would engage most people who are unable to experience world-changing events at first-hand.

Tragically, within a decade of a start of Magnum, the half of its original founders died while covering other news. However, agency had started to employ other top-classes photographers and its work was sure to continue.

Today, Magnum is a goal for many young photographers. It still produces the finest documentary photographs of world events. A recent coverage has included the events in Balkans and the tribal wars in East Africa, and while Magnum photographers cover these events, we will all be able to appreciate both best and worst of humanity.

EXERCISE 5. FILL IN THE APPROPRIATE ARTICLE IF NECESSARY.

Moving to ___ United States was ___ most exciting thing I have ever done. I moved last year to ___ New York. New York is ___ exciting city, full of ___ adventure. In fact, I saw ___ famous actor on ___ street yesterday!

Today, I have ___ job interview at ___ financial company. ___ company has ___ offices all over ___ world. I'm not sure that I have ___ skills to get hired. I hope so. ___ company's office is on ___ Main Street. That's ___ same street my friend works on.

If I get hired, I could meet him after ___ work for drinks. That would be great. He's from ___ Scotland. He works 8 hours ___ day, 5 days ___ week.

I have ___ uncle who lives in ___ home for ___ elderly. He is ___ honest man. He used to be ___ FBI agent. He once saved ___ one-year-old boy from ___ fire. He has many interesting stories.

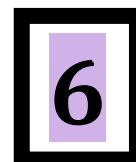
He told me that he once met ___ alien from ___ space. This alien didn't need ___ oxygen to live; it didn't have ___ nose. That's ___ hard story to believe. I'm not sure he was telling me ___ truth. Maybe he isn't so honest, after all.

EXERCISE 6. TRANSLATE THE GIVEN SENTENCES FROM RUSSIAN INTO ENGLISH.

1. Это моя настольная книга. Я перечитываю ее раз в месяц.
2. Белый дом – это единственная резиденция главы государства, которая открыта для публичных посещений.
3. Историк – это человек, который доверяет только фактам.
4. Мой брат – это человек, который всегда готов помочь другим.
5. Ты часто слушаешь классическую музыку?
6. Ты помнишь день, когда мы впервые встретились?
7. Тейлоры всегда во всем поддерживают друг друга.

MODULE NUMBER SIX

AROUND THE WORLD



1

Arriving and departing

Insert the correct word from the box into the gaps.



customs officer departure lounge carry-on bag
check in immigration officer baggage
collection baggage allowance queue
travel documents immigration visa

1. When you arrive in a country from overseas the checks your passport. In some countries you must have a before you can enter. Then you proceed to the..... area to pick-up your bags and then to the who may, (but not always) check your baggage.
2. When you leave a country you must first with the airline to get your boarding pass. If there are a lot of people you must Then you go through, where they check your travel documents and then to the to wait for your flight.
3. On most international flights you have a of 20 kilograms per person. Many airlines allow you to take one bag on to the aircraft usually a maximum weight of 7 kg. This is called a

2

At the airport (2.00pm)

Complete the dialogue by inserting the correct tense.

Practice the dialogue with a friend.

Bill: Hi, Ben where (go)?

Ben : Hi Bill, I (fly) to China later this afternoon.

Bill: (go) for business or pleasure?

Ben : Business, I (meet) some engineers tomorrow in Shanghai.

Bill: How long
(stay) there?

Ben : I (stay) for
three weeks and then I
..... (fly) to Korea. I
..... (stay) in Korea
until the end of the year and
then I (come) back.

Bill: (be) this
your first overseas trip?

Ben : No, I (go)
to Indonesia last year and the
year before that I
(travel) to India.

Bill: Anyway, why
..... (be) you here?

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Ben : I (pick up) some visitors from America. They
 (come) from Darwin but the plane (be) 30 minutes late so
 instead of arriving at 2 o'clock they (now, arrive) at 2.30pm.
 Americans (be) always late. They (be) never on time.
 Bill: I (hope) your listening skills are good because Americans
 (be) difficult to understand. They (have) a strong
 accent and they (speak) very loudly.
 Ben: I (hope) they understand me. I (practice) my
 pronunciation every night in front of the mirror.
 Bill: (not, forget) 'practice makes perfect'.

3

Refer to the timetable and answer these questions using complete sentences.
 These are the timetables for Timor Air flights between Dili and Singapore, and
 Air North flights between Dili and Darwin.

| DAYS | DEPART SINGAPORE | ARRIVE DILI | DEPART DARWIN | ARRIVE DILI |
|-----------|---------------------|----------------|------------------|----------------|
| Monday | | | 05.45 15.30 | 06.30 16.15 |
| Tuesday | 9.25 | 14.15 | 09.15 | 10.00 |
| Wednesday | | | 05.45 09.45 | 06.30 10.30 |
| Thursday | 9.25 | 14.15 | 05.45 | 06.30 |
| Friday | | | 06.30 | 07.15 |
| Saturday | 9.25 | 14.15 | | |
| Sunday | | | | |

| DAYS | DEPART SINGAPORE | ARRIVE DILI | DEPART DARWIN | ARRIVE DILI |
|-----------|---------------------|----------------|------------------|----------------|
| Monday | | | 11.15 17.00 | 13.00 18.45 |
| Tuesday | 15.25 | 18.10 | 10.45 | 12.30 |
| Wednesday | | | 07.15 11.15 | 09.00 13.00 |
| Thursday | 15.25 | 18.10 | 11.15 | 11.15 |
| Friday | | | 08.00 | 09.45 |
| Saturday | 15.25 | 18.10 | 08.00 | 09.45 |
| Sunday | | | | |

1. On a Saturday what time does the plane from Dili arrive in Singapore?
2. What is the flying time between Darwin and Dili?
3. How many times a week is there a flight from Singapore to Dili?
4. Is there a flight from Dili to Singapore on a Tuesday?
5. What is the departure time of the flight to Singapore on a Wednesday?
6. What time does the flight from Darwin arrive in Dili?
7. Is there an afternoon flight from Dili to Darwin?
8. How many flights a week are there between from Dili to Darwin?

1. Discuss in pairs or in your group:

What associations do you have with the number six?

2. Read and discuss in pairs or in your group:

Which words are new and important to understand the idea?

What do the word combinations in bold type have in common?



If the **sum** ($1 + 2 + 3$) **equals** the product ($1 \times 2 \times 3$) of the first three numbers, **you are** lucky to see the first perfect number. **I wish there were** many perfect things as well as numbers. **If you were asked** about the next perfect number **would you guess** it? **If it hadn't been for** God having created the world in the six days, **six would hardly be perfect**. The structure of the Creation parallels the sum $1 + 2 + 3$: on day 1 light is created; on days 2 and 3 Heaven and Earth appear; finally on days 4, 5, and 6 all living creatures are created.

Now **if you see** a six-sided polygon, **you'll recall** the name of it dealing with six - hexagon.



3. What does this sign stand for?

4. Read and see if there are new facts for you

The **six-pointed star** is the **Creator's Star** or **Star of Creation**. Its six points stand for the six days of creation, and also represent the six attributes of God: power, wisdom, majesty, love, mercy and justice.

Number of Neron, the sixth emperor

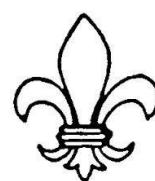
The six jars in which the water was transformed into wine by Jesus at the wedding of Cana. (Jn 2,6)

The six degrees that had the throne of Solomon (1 K 10,19) and the six nations which provided him wives or concubines: Egyptians, Moabites, Ammonites, Edomites, Sidonians, Hittites (1 K 11,1).

In the war led at Gath against Philistines, a warrior of big size had six fingers to each hand and at each foot. (2 S 21,20; 1 Ch 20,6)

The lily, with its six petals placed in two rows of three equidistant, is, for the Christians, the emblem of Saint Joseph and the Virgin Mary. The lily is also the mystical flower of the virgins.

The six main parts in the celebration of the mass: the preparation to the sacrifice, the instruction, the oblation, the canon, the communion and the thanksgiving.



Jesus was six years old when he entered to the Carmelite School. It is generally at this age that a child begins to make the distinction between the good and the evil, so it renders him consequently responsible of his acts.

Jesus was lashed by six executioners, according to visions of Mary Agreda.

There are six couples of gods who govern the twelve signs of the zodiac.

The six guardian angels of the six symbolic directions of the universe who were in relation with the girls of Seth, according to the Book of Enoch.

The six petals of the Swadhistana Chakra located above the genital organs.

The six means of perfection or transcendent virtues at the Buddhist: the patience, the charity, the energy, the wisdom or the science, the contemplation or the charity, the virtue or the purity.

In India, in the Laws of "Manou", it is mentioned that there are six seasons, named "ritous", in the year. Just as the Chinese, at the time of "Fo-Hi", divided the year into six seasons of two months.

5. Read the facts about the glyph, fill in the gaps according to the logic and your previous glyph background texts.

Evolution of the glyph 6

The evolution of our modern glyph for 6 appears rather _____ when compared with that for the other numerals. Our _____ 6 can be traced back to the _____ of India, who wrote it in one stroke like a cursive lowercase e rotated 90 degrees clockwise. Gradually, the upper part of the stroke (above the central squiggle) became more curved, while the lower part of the stroke (below the central squiggle) became straighter.



The Ghubar _____ dropped the part of the stroke below the squiggle. From there, the European evolution to our modern 6 was very straightforward, aside from a flirtation with a glyph that looked more like an uppercase G.

On the seven-segment displays of calculators and watches, 6 is usually written with _____ segments. Some historical calculator models use just five segments for the 6, by omitting the top horizontal bar. This glyph variant has not caught on; for calculators that can display results in hexadecimal, a 6 that looks like a 'b' is not practical.

This numeral resembles an inverted _____. To disambiguate the two on objects and documents that can be inverted, the 6 has often been underlined, both in handwriting and on _____ labels.

Check if your ideas are right.

Simple, modern, Brahmins, Arabs, six, 9, printed.

How are you? If your mood depends on conditions you must be a fan of the Conditional Mood. Here we are.

The Conditional Mood

There are two possible conditions: *real* and *unreal*. We can talk of real conditions in the present or in the future but recalling the past we regard only unreal condition. The most democratic time is the present: here we may meditate on real and unreal conditions. Let's have some food for thought in the table below:

| condition | referring to | the main clause | If-clause |
|-----------|--------------|--|--|
| real | future | you'll recall the name of it dealing with six - hexagon. (The Future Simple) | if you see a six-sided polygon , (The Present Simple) |
| | Present | you see the first perfect number. (The Present Simple) | if the sum $(1 + 2 + 3)$ equals the product $(1 \times 2 \times 3)$ of the first three numbers, (The Present Simple) |
| unreal | present | Would you guess the next perfect number (The Future-in-the-Past) | if you were asked about it? (The Past Simple) |
| | Past | Six would hardly have become perfect | if it hadn't been for God having created the world in the six days. (The Past Perfect) |

"I wish" is a kind of complaining of unreality of the condition in past, present and a subtle requirement.

| referring to | | the expectation sentence |
|--------------|---|--|
| future | I (we, you, they) wish He (she, it) wishes | you would go to an Egyptian archeological expedition to reveal new facts. (The Future-in-the-Past) |
| present | | we knew the truth of Atlántida. (The Past Simple) |
| past | | they had not treated the Iraq head like this. (The Past Perfect) |

Exercise 1. The time of pantomime: each group gets one of the facts with number 6 to mime for the rest to guess.

The previous facts might be used or additional like the following:

The cells of a beehive honeycomb are 6-sided.

Insects have 6 legs.

The number of tastes in traditional Indian Medicine called Ayurveda. They are: sweet, sour, salty, bitter, pungent, and astringent. These tastes are used to suggest a diet based on the symptoms of the body.

The number of symbolic foods placed on the Passover Seder Plate

In Islam, fasting six days of Shawwal together with the month of Ramadan is equivalent to fasting the whole year.

A standard guitar has 6 strings.

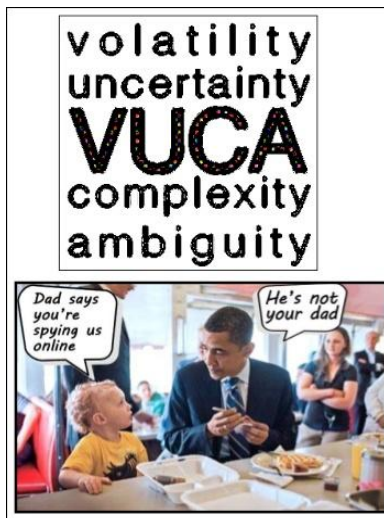
Exercise 2. Read the short story, find the form of the Conditional Mood and draw the conclusion, prove with the help of the Conditional Mood.

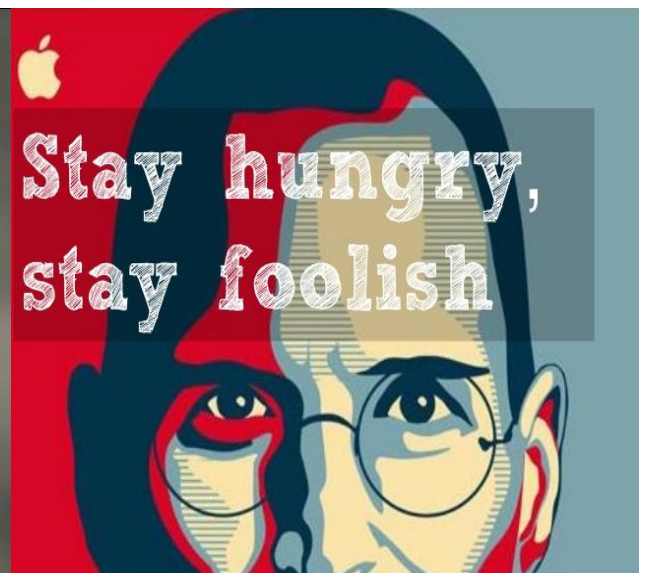
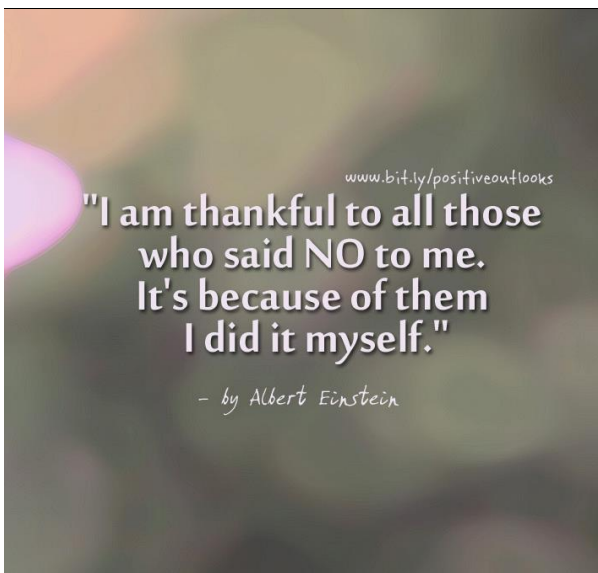
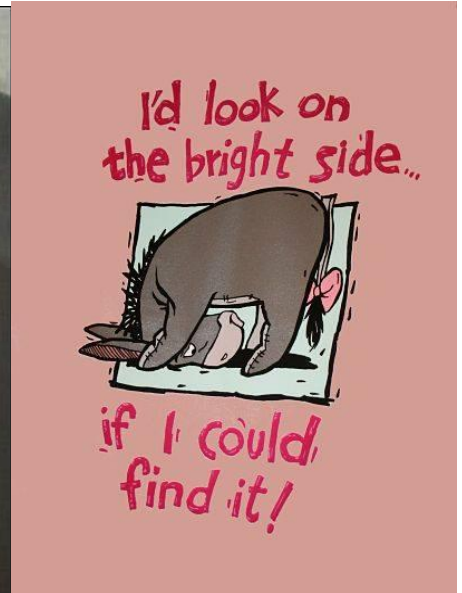
Churchill ate too much. It irritated the friend of Churchill's wife.

The friend of Churchill's wife: if I were your wife I'd put poison into your dinner.

Churchill: If you were my wife I'd eat poison.

Exercise 3. Each group gets one of the pictures or statements and discusses the ideas using the Conditional Mood. Introduce then the brightest idea to the class, let them guess which picture is meant.



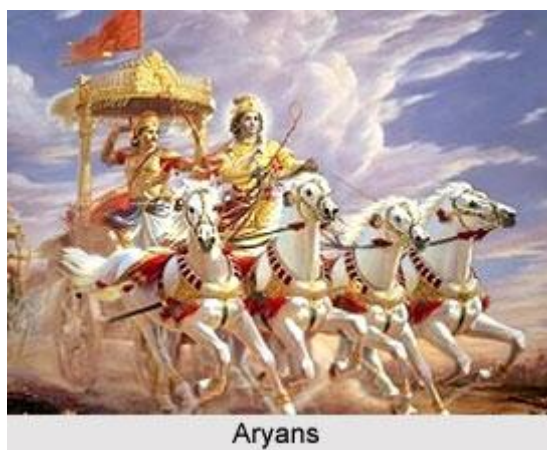


Exercise 4. Read the text and present the doubts of Koenraad Elst with the help of the Conditional Mood.

UPDATE ON THE ARYAN INVASION DEBATE by KOENRAAD ELST

1. Political aspects of the Aryan invasion debate

Until the mid-19th century, no Indian had ever heard of the notion that his ancestors could be Aryan invaders from Central Asia



Aryans

who had destroyed the native civilization and enslaved the native population. Neither had South-Indians ever dreamt that they were the rightful owners of the whole subcontinent, dispossessed by the Aryan invaders who had chased them from North India, turning it into *Aryavarta*, the land of the Aryans. Nor had the low-caste people heard that they were the

original inhabitants of India, subdued by the Aryans and forced into the prison house of caste which the conquerors imposed upon them as an early form of Apartheid. All these ideas had to be imported by European scholars and missionaries, who thought through the implications of the *Aryan Invasion Theory* (AM, the theory that the Indo-European (IE) language family had spread out from a given homeland, probably in Eastern Europe, and found a place in Western and Southern Europe and in India as cultural luggage of horse-borne invaders who subjugated the natives.

One of the first natives to interiorize these ideas was Jotirao Phule, India's first modern Mahatma, a convent-educated low-caste leader from Maharashtra. In 1873, he set the tone for the political appropriation of the AIT: Recent researches have shown beyond a shadow of doubt that the Brahmins were not the Aborigines of India. Aryans came to India not as simple emigrants with peaceful intentions of colonization, but as conquerors. They appear to have been a race imbued with very high notions of self, extremely cunning, arrogant and bigoted. Ever since, the political reading of the AIT has become all-pervasive in Indian textbooks as well as in all kinds of divisive propaganda pitting high and low castes, North and South Indians, speakers of Indo-Aryan and of Dravidian languages, and tribals and non-tribals, against each other.

The British colonisers justified their conquest by claiming that India had never been anything but booty for foreign invaders,

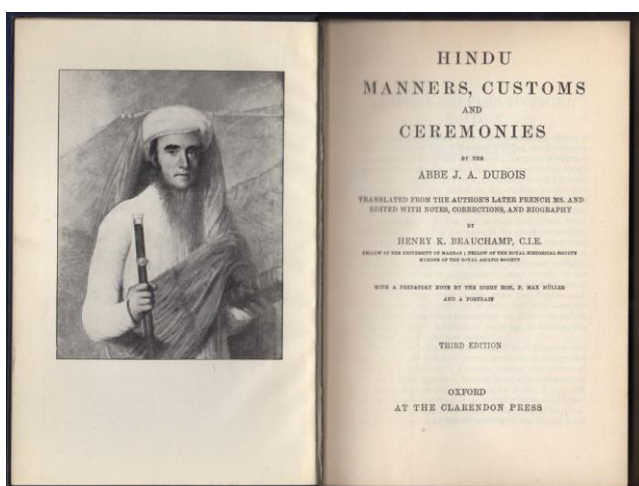
and that the Indians (or at least the upper-caste Hindus who led the Freedom Movement) were as much foreigners as their fellow-Aryans from Britain.

About the use of the AIT in the service of colonialism, there can be no doubt. Thus, during the 1935 Parliament debates on the Government of India Act, Sir Winston Churchill opposed any policy tending towards decolonization on the following ground: We have as much right to be in India as anyone there, except perhaps for the Depressed Classes [= *the Scheduled Castes and Tribes*], who are the native stock. So, the British Aryans had as much right to Aryavarta as their Vedic fellow-Aryans. Indian loyalists justified the British presence on the same grounds, e.g. Keshab Chandra Sen, leader of the reformist movement Brahmo Samaj (mid-19th century), welcomed the British advent as a reunion with his Aryan cousins. In the advent of the English nation in India we see a reunion of parted cousins, the descendants of two different families of the ancient Aryan race.

Exercise 5. Read the text and imagine what would have happened in the Conditional Mood if the underlined statements hadn't occurred. Share and compare the images in groups.

Aryans and the History of Archaeology

During the 19th century, **many European missionaries and imperialists traveled the world seeking conquests and converts**. One country which saw a great deal of this kind of exploration was India (including what is now Pakistan). Some of the missionaries were also antiquarians by avocation, and one such fellow was the **French missionary Abbé Dubois(1770-1848)**. His

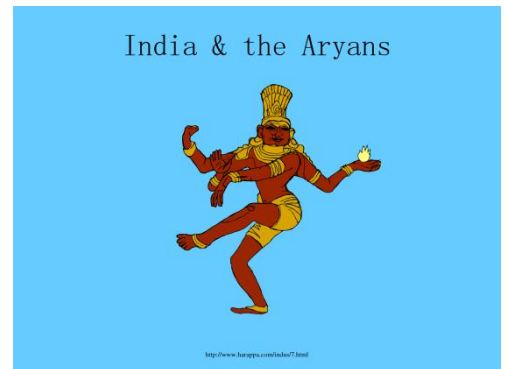


manuscript on Indian culture makes some unusual reading today; the good Abbé tried to fit in what he understood of Noah and the Great Flood with what he was reading in the great literature of India. It was not a good fit, but he did describe Indian civilization at the time, and provided some pretty bad translations of the literature.

It was the Abbé's work, translated into English by the British East India Company in 1897 and with a laudatory preface by German archaeologist **Max Muller**,

that formed the basis of the Aryan invasion story--not the Vedic manuscripts themselves.

Scholars had long noted the similarities between Sanskrit, the ancient language in which the classical Vedic texts are written, and other Latin-based languages such as French and Italian. And when the first excavations at the large Indus Valley site of Mohenjo Daro were completed early in the 20th century, and it was recognized as a truly advanced civilization, a civilization not mentioned in the Vedic manuscripts, among some circles this was considered ample evidence that an invasion of people related to the peoples of Europe had occurred, destroying the earlier civilization and creating the second great civilization of India.



Flawed Arguments and Recent Investigations

It turns out that there are serious problems with this argument. There are ***no references to an invasion in the Vedic manuscripts; and the Sanskrit word "Aryas" means "noble", not a superior cultural group. Secondly, recent archaeological evidence suggests that the Indus civilization was shut down by droughts combined with a devastating flood, not a violent confrontation.*** Recent archaeological evidence also shows that many of the so-called "Indus River" valley peoples lived in the Sarasvati River, which is mentioned in the Vedic manuscripts as a homeland. ***There is no biological or archaeological evidence of a massive invasion of people of a different race.***

The most recent studies concerning the Aryan/Dravidian myth include language studies, which have attempted to decipher and thereby discover the origins of the Indus script, and the Vedic manuscripts, to determine the origins of the Sanskrit in which it was written. Excavations at the site of Gola Dhoro in Gujarat suggest the site was abandoned quite suddenly, although why that may occurred is yet to be determined.

Racism and Science

Born from a colonial mentality, ***corrupted by a Nazi propaganda machine, the Aryan invasion theory is finally undergoing radical reassessment by south Asian***

archaeologists and their colleagues, using the Vedic documents themselves, additional linguistic studies, and physical evidence revealed through archaeological excavations.

Exercise 6. Would you suggest an idea why the word “Caucasians” refers both to inhabitants of the Caucasus and people with the white skin?

Compare with the true origin of this confusion

Tribals and Caucasians

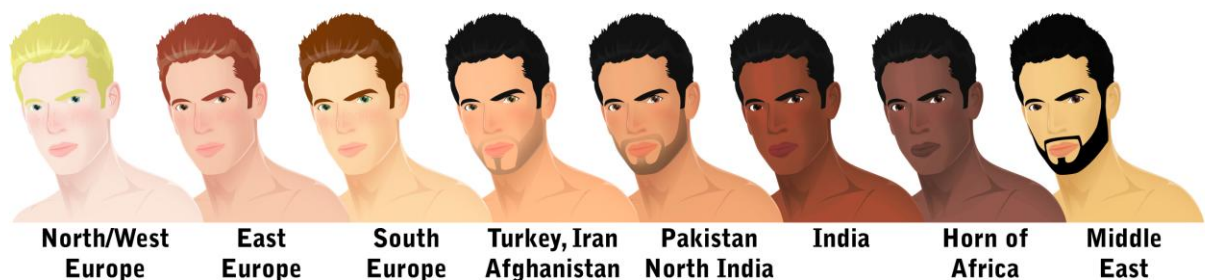
The one important general difference between two parts of the population is that between a number of tribes on the one hand, and some other tribes plus the non-tribals on the other. V. Bhalla’s mapping of genetic traits shows that the latter category roughly belongs to the Mediterranean subgroup of the *Caucasian* race (though by the superficial criterion of skin colour, it can differ widely from the type found in Italy or Greece). incidentally, the term Caucasian as meaning the white race was coined in 1795 by the German scientist Johann Friedrich Blumenbach, who believed that the Caucasus region, particularly Georgia, produces the most beautiful human race, and that it was the most likely habitat of the autochthonous, most original forms of mankind. Thus, the typically Caucasian Rhesus-negative factor is conspicuous by its absence in the Mongoloid populations of India’s northeast, but the non-tribal populations show a moderately high frequency of 15% to 20% but not as high as in Europe of this genetic trait.

Bhalla lists a number of specific genes which are characteristically strong or weak in given racial types, and finds that they do define certain ethnic sub-groups of India, esp. the Mongoloid tribals of the northeast, the Negritos of the Andaman Islands, and the Australoids in the remaining tribal pockets of the south. Everywhere else, including in many tribal areas, the Mediterranean type is predominant, but the present battery of genetic markers was not able to distinguish between subtypes within this population, much less to indicate different waves of entry.

In fact, no entry of these Mediterranean Caucasians can be derived from the data, certainly not for the post-Harappan period. According to an older study, they were present even in South India in 2,000 BC at the latest. The evidence of two racial types, the Mediterranean and the Autochthonous proto-Australoid, recognized in the study of the skeletal remains from the neolithic levels at Brahmagiri, Piklihal, Tekkalakota, Nevasa etc., seems to suggest that there was a thick population consisting mainly of these two races in South India around 2000 BC.

For politically correct support in denying the racial divide between tribals and non-tribals, we may cite the Marxist scholar S.K. Chatterjee, who dismissed the notion of distinct races in India, be they Aryan, Dravidian, Mongoloid or Austro-Asiatic. He called the Indian people a mixed people, in blood, in speech and in culture.

Caucasoid Skull



The term Caucasian race (also Caucasoid, Europid, or Europoid) has been used to denote the general physical type of some or all of the populations of Europe, North Africa, the Horn of Africa, Western Asia (the Middle East), parts of Central Asia and South Asia. Historically, the term has been used to describe many peoples from these regions, without regard necessarily to skin tone.

Exercise 7. Following is the article written by David Frawley in "The India Times" David Frawley, a well-known Vedic scholar, runs the American Institute of Vedic Studies in Santa Fe, New Mexico. He is also a famed Ayurveda doctor. Those interested in this subject may refer to his book "Gods, Sages and Kings: Vedic Secrets of Ancient Civilization".

Find out the arguments against the Aryan Invasion which were not mentioned in the previous text. Present them using Conditional Mood.

The Myth of the Aryan Invasion of India

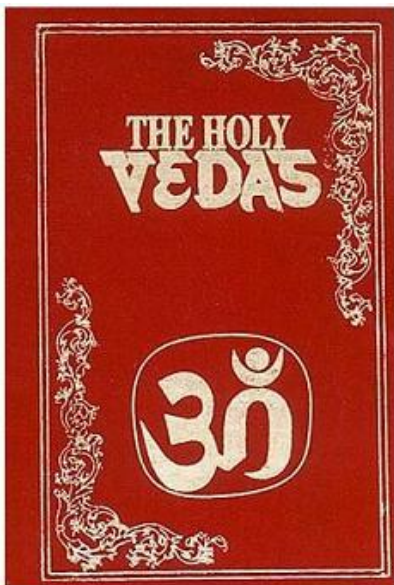
By David Frawley

One of the main ideas used to interpret and generally devalue the ancient history of India is the theory of the Aryan invasion.

According to this account, India was invaded and conquered by nomadic light-skinned Indo-European tribes from Central Asia around 1500-100 BC, who overthrew an earlier and more advanced dark-skinned Dravidian civilization from which they took most of what later became Hindu culture. This so-called pre-Aryan civilization is said to be evidenced by the large urban ruins of what has been called the "**Indus valley culture**" (as most of its initial sites were on the Indus river). The war between the powers of light and darkness, a prevalent idea in ancient Aryan Vedic scriptures, was thus interpreted to refer to this war between light and dark skinned peoples. The Aryan invasion theory thus turned the "**Vedas**", the original scriptures of ancient India and the Indo-Aryans, into little more than primitive poems of uncivilized plunderers.

This idea totally foreign to the history of India, whether north or south has become almost an unquestioned truth in the interpretation of ancient history Today.

The Indus valley culture was pronounced pre-Aryans for several reasons that were largely part of the cultural milieu of nineteenth century European thinking As scholars following Max Mullar had decided that the Aryans came into India around 1500 BC, since the Indus valley culture was earlier than this, they concluded that it had to be pre-Aryan. Yet the rationale behind the late date for the Vedic culture given by Muller was totally speculative. Max Muller, like many of the Christian scholars of his era, believed in Biblical chronology. This placed the beginning of the world at 400 BC and the flood around 2500 BC. Assuming to those two dates, it became difficult to get the Aryans in India before 1500 BC.



Muller therefore assumed that the five layers of the four '**Vedas**' & '**Upanishads**' were each composed in 200 year periods before the Buddha at 500 BC. However, there are more changes of language in Vedic Sanskrit itself than there are in classical Sanskrit since Panini, also regarded as a figure of around 500 BC, or a period of 2500 years. Hence it is clear that each of these periods could have existed for any number of centuries and that the 200 year figure is totally arbitrary and is likely too short a figure.

It was assumed by these scholars

many of whom were also Christian missionaries unsympathetic to the '**Vedas**' that the Vedic culture was that of primitive nomads from Central Asia. Hence they could not have founded any urban culture like that of the Indus valley.



The Vedic culture was thus said to be that of primitive nomads who came out of Central Asia with their horse-drawn chariots and iron weapons and overthrew the cities of the more advanced

Indus valley culture, with their superior battle tactics. It was pointed out that no horses, chariots or iron was discovered in Indus valley sites.

Further excavations discovered horses not only in Indus Valley sites but also in pre-Indus sites. The use of the horse has thus been proven for the whole range of ancient Indian history. Evidence of the wheel, and an Indus seal showing a spoked wheel as used in chariots, has also been found, suggesting the usage of chariots.

Moreover, the whole idea of nomads with chariots has been challenged. Chariots are not the vehicles of nomads. Their usage occurred only in ancient urban cultures with much flat land, of which the river plain of north India was the most suitable. Chariots are totally unsuitable for crossing mountains and deserts, as the so-called Aryan invasion required.

The '**Rig Veda**' describes its Gods as '*destroyers of cities*'. This was used also to regard the Vedic as a primitive non-urban culture that destroys cities and urban civilization. However, there are also many verses in the 'Rig Veda' that speak of the Aryans as having cities of their own and being protected by cities up to a hundred in number. Aryan Gods like Indra, Agni, Saraswati and the Adityas are praised as being like a city. Many ancient kings, including those of Egypt and Mesopotamia, had titles like destroyer or conquerer of cities. This does not turn them into nomads. Destruction of cities also happens in modern wars; this does not make those who do this nomads. Hence the idea of Vedic culture as destroying but not building the cities is based upon ignoring what the Vedas actually say about their own cities.

Further excavation revealed that the Indus Valley culture was not destroyed by outside invasion, but according to internal causes and, most likely, floods. Most recently a new set of cities has

been found in India (like the Dwaraka and Bet Dwaraka sites by S.R. Rao and the National Institute of Oceanography in India) which are intermediate between those of the Indus culture and later ancient India as visited by the Greeks. This may eliminate the so-called dark age following the presumed Aryan invasion and shows a continuous urban occupation in India back to the beginning of the Indus culture.

The interpretation of the religion of the Indus Valley culture - made incidentally by scholars such as Wheeler was that its religion was different than the Vedic and more likely the later Shaivite religion. However, further excavations both in Indus Valley site in Gujarat, like Lothal, and those in Rajasthan, like Kalibangan show large number of fire altars like those used in the Vedic religion, along with bones of oxen, potsherds, shell jewelry and other items used in the rituals described in the '**Vedic Brahmanas**'. Hence the Indus Valley culture evidences many Vedic practices that can not be merely coincidental. That some of its practices appeared non-Vedic to its excavators may also be attributed to their misunderstanding or lack of knowledge of Vedic and Hindu culture generally, wherein Vedism and Shaivism are the same basic tradition.

The Vedic people were thought to have been a fair-skinned race like the Europeans owing to the Vedic idea of a war between light and darkness, and the Vedic people being presented as children of light or children of the sun. Yet this idea of a war between light and darkness exists in most ancient cultures, including the Persian and the Egyptian. Why don't we interpret their scriptures as a war between light and dark-skinned people? It is purely a poetic metaphor, not a cultural statement. Moreover, no real traces of such a race are found in India.

According to this theory, the Vedic people were nomads in the Punjab, coming down from Central Asia. However, the 'Rig Veda' itself has nearly 100 references to ocean (samudra), as well as dozens of references to ships, and to rivers flowing in to the sea. Vedic ancestors like Manu, Turvasha, Yadu and Bhujyu are flood figures, saved from across the sea. The Vedic God of the sea, Varuna, is the father of many Vedic seers and seer families like Vasishta, Agastya and the Bhrigu seers. To preserve the Aryan invasion idea it was assumed that the Vedic (and later Sanskrit) term for ocean, samudra, originally did not mean the ocean but any large body of water, especially the Indus river in Punjab. It is therefore without basis to locate Vedic kings in Central Asia far from any ocean or from the massive Saraswati river, which form the background of their land and the symbolism of their hymns.

Exercise 8. Brainstorm in groups, sharing afterwards using Conditional Mood:

What do you know about the following inhabitants of Africa?

The Berbers, the Bushmen, the Afrikaners

Then try to match the descriptions and pictures.



The collective term for a modern cultural group in subsaharan Africa, primarily the Kalahari Desert. They are often consulted in ethnoarchaeological studies, because they still maintain a hunter-gatherer lifestyle, lucky them. Also called San or Basarwa, but they don't use a collective term for themselves.

They are a modern ethnic group in north Africa and Europe, with a deep history. Berber tribes were an unconquerable presence during the 3rd century BC when the Romans built Volubilis, a fortress outpost in what is now Morocco.

They are a South African ethnic group who are descended from 17th century Dutch, German, and French settlers to South Africa. They slowly developed their own language and culture when they came into contact with Africans and Asians. The word means "Africans" in Dutch. About three million people out of South Africa's total population of 42 million identify themselves like that. They have impacted South African history tremendously, and their culture has spread across the world.

Exercise 9. Read the article about Nelson Mandela, South Africa's Liberator as Prisoner and President, say what you would do if you were in his shoes.



Nelson Mandela, who led the emancipation of South Africa from white minority rule and served as his country's first black president, becoming an international emblem of dignity and forbearance, died Thursday night. He was 95

Mr. Mandela had long said he wanted a quiet exit, but the time he spent in a Pretoria hospital this summer was a clamor of quarreling family, hungry news media, spotlight-seeking politicians and a national outpouring of affection and loss. The vigil eclipsed a visit by President Obama, who paid homage to Mr. Mandela but decided not to intrude on the privacy of a dying man he considered his hero.

Mr. Mandela ultimately died at home at 8:50 p.m. local time, and he will be buried according to his wishes in the village of Qunu, where he grew up. The exhumed remains of three of his children

were reinterred there in early July under a court order, resolving a family squabble that had played out in the news media.

Mr. Mandela's quest for freedom took him from the court of tribal royalty to the liberation underground to a prison rock quarry to the presidential suite of Africa's richest country. And then, when his first term of office was up, he declined a second term and cheerfully handed over power to an elected successor, the country still gnawed by crime, poverty, corruption and disease but a democracy, respected in the world and remarkably at peace.

The question most often asked about Mr. Mandela was how, after whites had systematically humiliated his people, tortured and murdered many of his friends, and cast him into prison for 27 years, he could be so evidently free of spite.

The government he formed when he finally won the chance was an improbable fusion of races and beliefs, including many of his former oppressors. When he became president, he invited one of his white wardens to the inauguration. Mr. Mandela overcame a personal mistrust bordering on loathing to share both power and a Nobel Peace Prize with the white president who preceded him, F. W. de Klerk.

And as president, from 1994 to 1999, he devoted much energy to moderating the bitterness of his black electorate and to reassuring whites with fears of vengeance.

In his five years as president, Mr. Mandela, though still a sainted figure abroad, lost some luster at home as he strained to hold together a divided populace and to turn a fractious liberation movement into a credible government.

Some blacks — including Winnie Madikizela-Mandela, Mr. Mandela's former wife, complained that he had moved too slowly to narrow the vast gulf between the impoverished black majority and the more prosperous white minority. Some whites said he had failed to control crime, corruption...Undoubtedly Mr. Mandela had become less attentive to the details of governing, turning over the daily responsibilities to the deputy who would succeed him in 1999, Thabo Mbeki.

But few among his countrymen doubted that without his patriarchal authority and political shrewdness, South Africa might well have descended into civil war long before it reached its imperfect state of democracy.

If there was
NOTHING
wrong in the
WORLD
there wouldn't be
ANYTHING
for us to do

~ George Bernard Shaw ~

Recommendations to deal with the vocabulary of the modules.

Ask students to find unfamiliar and forgotten words, fix them on the blackboard, then dictate the words in Russian, let them write in English in their notebooks, the blackboard notes are assisting.

Type the words you find obligatory for learning in the cards, distribute them among the students. Make them ask each other questions demanding one noun or verb answer. The words in the cards are the answers which produce humorous effect.

Create stories based on the chain of words

The guess game: one explains, draws or pantomimes the word, the rest guess.

Recall situations the word was used

Discuss the images of the words, associations.

The most complicated but useful words might be offered for a report or power point presentation.

Tell news using 3-4 words from the list. The listeners should write down the used words.

Improvise dialogues based on the words given at random.

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Учебное издание

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ENGLISH FOR SOCIAL SCIENCES AND HUMANITIES

Учебно-методическое пособие

Отпечатано в авторской редакции

с оригинал-макета заказчика

Подписано в печать . Формат 60 x 80 ¹/₁₆.

Усл. печ. л. 20,0. Уч. - изд. л. 16,2.

Тираж экз. Заказ №

Издательство «Удмуртский университет»

426034, г. Ижевск, ул. Университетская, 1, корп. 4.

