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Тольяттинский государственный университет

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# АНГЛИЙСКИЙ ЯЗЫК

Практикум



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Практикум включает шесть модулей, материалы которых обеспечивают развитие и совершенствование навыков во всех видах речевой деятельности на английском языке, методические рекомендации по его использованию для преподавателей и рекомендации для организации самостоятельной работы студентов. Содержание практикума соответствует требованиям ФГОС высшего образования в области подготовки бакалавров по дисциплине «Английский язык в сфере профессиональной коммуникации 1, 2».

Практикум предназначен для студентов, обучающихся по направлению подготовки бакалавров 46.03.01 «История», направленности (профиля) «Историко-культурный туризм».

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## АНГЛИЙСКИЙ ЯЗЫК

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## ВВЕДЕНИЕ

Практикум «Английский язык» предназначен для студентов второго курса специальности 46.03.01 «История» и разработан в соответствии с ФГОС ВО и программой подготовки бакалавров данного направления по дисциплине «Английский язык в сфере профессиональной коммуникации 1, 2».

Данный практикум включает 6 модулей («юнитов») и рассчитан на 136 часов аудиторной работы и 44 часа самостоятельной работы.

В каждом модуле представлены материалы по определенной лексической и грамматической теме на развитие умений в разных видах речевой деятельности: чтении, аудировании, говорении и письме, а также переводе.

**Цель** практикума – повышение уровня развития коммуникативной компетенции у студентов-историков, достаточного для использования иностранного языка в профессиональных целях.

### **Задачи:**

1) развивать и совершенствовать произносительные и грамматические навыки;

2) формировать умение уверенного использования неспециальной и специальной лексики в рамках представленных в пособии тем в устной и письменной речи;

3) совершенствовать умение смыслового синтеза текста, извлечения из текста эксплицитной и имплицитной информации в процессе чтения и перевода; развивать умение прогнозировать линейную последовательность элементов текста, его композиционную структуру и смысловое содержание в процессе различных техник чтения (ознакомительного, изучающего, поискового) и перевода;

4) развивать умение понимания основного смысла и деталей содержания оригинального текста общенаучного, социально-культурного, общественно-политического и профессионально ориентированного характера в процессе аудирования;

5) развивать и совершенствовать умение говорения при участии в дискуссии социально-культурного, делового, общенаучного, общественно-политического и профессионального содержания на английском языке, используя современный литературно-разговорный

язык в официальных и неофициальных ситуациях общения, а также техники устной, письменной и видеопрезентации;

б) совершенствовать навыки самоорганизации, используя методику работы со специальной литературой на английском языке с целью получения профессиональной информации из различных источников с использованием печатных и электронных учебно-методических материалов и словарей.

**Методическая основа:** практикум имеет профессиональную направленность и коммуникативно-ориентированный характер, базируется на компетентностном и системно-деятельностном подходах.

**Дидактические принципы:**

– *коммуникативной направленности:* обучение строится на основе вовлечения студентов в коммуникативную деятельность на английском языке в ее устной и письменной формах;

– *целостности:* в рамках каждого модуля развиваются и совершенствуются элементы коммуникативной компетенции в совокупности, поскольку в каждом модуле представлены разделы на развитие и совершенствование разных видов речевой деятельности;

– *систематичности, преемственности и доступности материала,* для чего многие упражнения предваряются примерами выполнения задания, а в конце практикума представлены ключи к упражнениям;

– *наглядности:* визуальная (в виде таблиц, рисунков, цветового выделения) и слуховая (в виде аудиотекстов) наглядность обеспечивает облегчение восприятия материала и повышение интереса студентов к изучению иностранного языка, что повышает и их мотивацию к процессу обучения в целом.

**Планируемые результаты обучения  
при использовании практикума**

Содержание данного практикума способствует изучению дисциплины «Английский язык в сфере профессиональной коммуникации 1, 2». В результате работы с практикумом в рамках изучения данной дисциплины студент «способен осуществлять деловую коммуникацию в устной и письменной формах на государственном языке Российской Федерации и иностранном(ых) языке(ах)» [3] (УК-4). При этом студенты:

— грамотно и ясно строят диалогическую речь в рамках межличностного и межкультурного общения на государственном языке РФ и иностранном языке (УК-4.1), имеют знания в области лексикологии английского языка (словообразовательные средства английского языка для расширения запаса слов, установления значения производного слова по известному корневому слову и необходимости понимания аутентичных текстов общего содержания; лексику по профессиональным темам: *History as a branch of science; Ancient world; The Middle Ages; New time; People, events, facts; Traditions and religions*); в области грамматики английского языка разграничивают и умеют употреблять такие грамматические явления, как *Tenses, Active Voice / Passive Voice, Gerund, Participle Constructions* для овладения навыками чтения оригинальной литературы, понимания общего содержания прочитанного и перевода текстов с английского языка на русский; в области морфологии знают предлоги, модальные глаголы и их эквиваленты; в области синтаксиса осведомлены о типах вопросительных предложений, безличных предложениях, сложносочиненном и сложноподчиненном предложениях, главном и придаточном предложениях.

Студенты формируют и развивают умения в области произношения (правильно произносят лексические единицы по изучаемым темам); в области чтения (читают и переводят тексты профессиональной направленности с пониманием основного содержания, пользуясь словарями и справочниками, владеют умениями разных видов чтения (ознакомительного, изучающего, поискового, просмотрового) с количеством неизвестных слов в тексте от 5–6 %), в области говорения (адекватно употребляют лексические единицы в соответствии с темой и ситуацией общения; высказываются на английском языке по вопросам профессионального содержания); в области аудирования (понимают речь преподавателя и других студентов, различают монологическое и диалогическое высказывание в рамках сферы межкультурной профессиональной коммуникации (общее и детальное понимание)); в области письма (составляют сообщение по изученному языковому и речевому материалу, выполняют письменный перевод текста).

Студенты владеют навыками выражения своих мыслей и мнения в профессиональном общении на иностранном (английском) языке; различными навыками речевой деятельности (чтения, говорения, аудирования, письма) на иностранном (английском) языке;

– демонстрируют умение вести деловые отношения на иностранном языке с учетом социокультурных особенностей (УК-4.2). При этом студенты знают закономерности ведения деловых переговоров и переписки на иностранном (английском) языке; умеют вычленять и уважительно относиться к этно-национальным, религиозным и культурным различиям; развивают способность уважительно относиться к представителям различных этнических и культурных групп;

– способны находить, воспринимать и использовать информацию на иностранном языке, полученную из печатных и электронных источников для решения стандартных коммуникативных задач (УК-4.3). Студенты знают закономерности извлечения необходимой информации из оригинального текста на иностранном (английском) языке в различных сферах профессиональной деятельности; умеют находить необходимую информацию как на русском, так и на иностранном (английском) языках в печатных и интернет-ресурсах, в том числе для использования в научном исследовании; владеют информационно-коммуникационными технологиями с учетом основных требований информационной безопасности.

Данный практикум состоит из 6 модулей («юнитов»): *History as a branch of science, Ancient world, The Middle Ages, New time, People, events, facts, Traditions and religions*. Данные темы выбраны в соответствии с основной исторической периодизацией: история древнего мира, средних веков, нового времени, а также информация о известных исторических личностях, событиях, традициях, мировых религиях.

Каждый модуль включает такие разделы, как: *Vocabulary, Reading, Listening, Grammar, Speaking, Writing, Translation*.

Основная задача раздела *Vocabulary* – овладение активным и пассивным словарем, связанным с профессиональной деятельностью историков, что необходимо для чтения и перевода текстов данного пособия и практического использования лексических единиц в речи. Для этого даны тренировочные, подстановочные упраж-

нения с целью знакомства с вводимыми лексическими единицами, их понимания, тренировки употребления при переводе с английского языка на русский и запоминания.

В разделе *Reading* представлены тексты в соответствии с темой каждого модуля, направленные на развитие и совершенствование разных видов чтения (ознакомительного, просмотрового, детального). Благодаря представленным упражнениям тренируется лексика указанных тем и текстов, что способствует закреплению лексических умений и навыков и коммуникативных умений использования данной лексики в диалогической и монологической речи.

Раздел *Grammar* отражает принцип функционального введения материала. В нем представлен комплекс упражнений, направленных на овладение конкретными грамматическими явлениями, образцы и модели, грамматические правила и комментарии к ним (в виде цветных таблиц, что облегчает восприятие и понимание грамматического материала), что способствует продвижению обучаемых от грамматического тренинга к практическому использованию грамматических явлений в речевой деятельности и при самостоятельной работе.

Раздел *Speaking* представляет собой комплекс коммуникативных установок и заданий, направленный на формирование коммуникативных умений студентов на базе пословиц, цитат великих людей, полемик с выходом в самостоятельную речь в виде дискуссий, монологических и диалогических высказываний.

В разделе *Writing* представлены задания на развитие и совершенствование умений различных видов письменной речи (личного письма, сочинения, эссе, статьи).

В разделе *Listening* студентам предлагается прослушать аудиотексты и выполнить различные задания к ним, что способствует не только развитию аудитивных умений, но и умений других видов речевой деятельности.

Раздел *Translation* имеет целью совершенствовать умения двустороннего перевода с использованием тренируемого лексического и грамматического материала представленных модулей.

В практикуме присутствует раздел *Self-Assessment Part* с тестами по каждому модулю и финальным тестом по всему курсу и практи-

к нему, выполнив которые студенты смогут самостоятельно определить, насколько эффективно они освоили учебный материал.

Практикум завершают ключи к упражнениям и скрипты аудиотекстов.

### *Образовательные технологии*

При использовании практикума и для изучения дисциплины «Английский язык в сфере профессиональной коммуникации» используются следующие образовательные технологии:

- технология традиционного обучения — с использованием традиционных форм (практические занятия, самостоятельная работа, индивидуальные домашние задания) и методов (наглядные, словесные, практические) обучения;

- информационные технологии — обучение в электронной образовательной среде с целью расширения доступа к образовательным ресурсам, увеличения контактного взаимодействия с преподавателем, построения индивидуальных траекторий подготовки и объективного контроля и мониторинга знаний студентов;

- проблемное обучение — стимулирование студентов к самостоятельному приобретению знаний, необходимых для решения конкретной проблемы;

- контекстное обучение — мотивация студентов к усвоению знаний путем выявления связей между конкретным знанием и его применением. При этом знания, умения, навыки даются не как предмет для запоминания, а в качестве средства решения профессиональных задач;

- обучение на основе опыта — активизация познавательной деятельности студента за счет ассоциации и собственного опыта с предметом изучения;

- междисциплинарное обучение — использование знаний из разных областей, их группировка и концентрация в контексте решаемой задачи;

- работа в команде — совместная деятельность студентов в группе под руководством лидера, направленная на решение общей задачи путем творческого сложения результатов индивидуальной работы членов команды с делением полномочий и ответственности.

### *Описание текущего контроля*

В каждом семестре предусмотрена работа по трем модулям в течение 68 аудиторных часов. Текущий контроль предусмотрен в виде выполнения практических заданий в течение аудиторных занятий, а также при выполнении тестов на самопроверку после каждого юнита и практикума в целом.

Все занятия, кроме первого в каждом семестре, оцениваются исходя из 6 баллов, первое – из 4 баллов:

– 0 баллов получает студент, если не принимал участия в аудиторной работе и не выполняет задания, предусмотренные для самостоятельной работы;

– 1 балл студент получает, если принимает минимальное участие в выполнении заданий, в его ответах присутствует большое количество лексических, грамматических, фактических ошибок;

– 2 балла выставляются, если студент демонстрирует низкий уровень владения иностранным языком и допускает большое количество языковых и речевых ошибок при выполнении заданий;

– 3 балла указывают на то, что студент показывает средний уровень владения иностранным языком и допустил значительное количество языковых и речевых ошибок при выполнении заданий;

– 4 балла студент получает, если он демонстрирует средний уровень владения иностранным языком и допускает небольшое количество языковых и речевых ошибок при выполнении заданий;

– 5 баллов выставляются, если студент демонстрирует достаточно высокий уровень владения иностранным языком и допускает незначительное количество языковых и речевых ошибок, которые не затрудняют восприятие его речи и не искажают коммуникацию при выполнении заданий;

– 6 баллов студент получает, если демонстрирует высокий уровень владения иностранным языком, не допускает языковых и речевых ошибок при выполнении заданий и полностью достигает цели коммуникации.

### *Рекомендации студентам по работе с практикумом*

Уважаемые студенты!

Вы держите в руках практикум, предназначенный для развития и совершенствования ваших навыков в разных видах речевой деятельности на английском языке. Владение иностранным языком, в частности английским, является неотъемлемым требованием, предъявляемым к специалисту в любой профессиональной сфере в современном мире. Данный практикум призван не только помочь вам расширить свой словарный запас, но и, что особенно важно, активно им пользоваться в повседневной жизни и в профессиональной деятельности.

Практикум можно использовать, работая самостоятельно, поскольку каждый его модуль предваряется словарным минимумом, который необходимо понять, запомнить и использовать при выполнении лексических и речевых заданий, а в конце представлен раздел *Keys*, в котором вы найдете ключи к заданиям, чтобы сравнить со своим вариантом выполнения и определить свои ошибки.

Задания представлены логично и последовательно, поэтому вам предлагается выполнять их именно в представленном алгоритме, что, на наш взгляд, обеспечит более эффективное усвоение языкового материала.

Приступая к работе с модулем:

1) обратите внимание, на развитие каких навыков направлен материал модуля, какие лексические и грамматические темы будут рассматриваться;

2) изучите новый лексический минимум, предваряющий раздел *Vocabulary*, проконсультируйтесь со словарем и потренируйте произношение слов;

3) выполните задания на тренировку употребления нового лексического материала, постарайтесь составить как можно больше предложений с новым лексическим материалом самостоятельно; если не уверены в правильности порядка слов в предложениях, употребления слов в определенном контексте, проконсультируйтесь с преподавателем;

4) после работы с новым лексическим материалом переходите к выполнению грамматических заданий. Для облегчения восприятия и понимания грамматических явлений английского языка, справочный материал (*GRAMMAR BOX*) дан в виде таблиц и выделен цветовыми маркерами. Изучите содержание справочного материала и выполните представленные упражнения. Обратите внимание, в упражнениях даны примеры выполнения заданий. После их выполнения проверьте, насколько правильно вы поняли грамматический материал и не допустили ли ошибок, сравнив свои результаты с ключами в конце практикума;

5) далее выполните задания на чтение и аудирование текстов. Для лучшего понимания, после текстов дан список слов, не вошедший в список активного словаря по модулю и связанный с конкретным текстом. Если при выполнении заданий на аудирование в разделе *Listening* возникают значительные сложности с восприятием и пониманием материалов на слух, обратитесь к разделу *Scripts*, в котором представлены аудиотексты;

6) последними выполните задания на перевод и письменные работы, поскольку они требуют знания как лексики, так и грамматики определенного модуля.

По завершении каждого модуля и всего практикума необходимо выполнить тесты для самопроверки и самооценки.

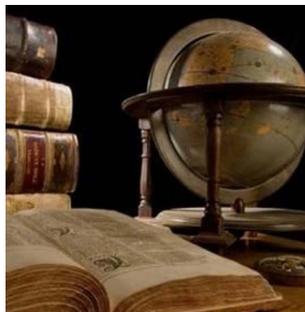
Желаем успехов!

## Unit 1. HISTORY AS A BRANCH OF SCIENCE

### Perspectives

Students will:

- 1) learn the vocabulary of the topic “History as a branch of study”;
- 2) develop their skills in reading and translating texts about history and other branches;
- 3) practice in describing photos and discussing proverbs and quotations about history;
- 4) try their hand in listening to the articles devoted to some historical events;
- 5) revise their knowledge of the word order in an English sentence and grammar tenses;
- 6) know how to speak and write about their future profession.



*At the end of the unit take Test 1 (p. 146) for self-assessment.*

### Lesson 1.1

#### Aims

1. Form the lexical and pronunciation skills on the topic “History as a branch of science”.
2. Develop speech skills in the forms of monologues and dialogues, in giving your opinion and proving it.
3. Develop skills in communication and interaction between students.
4. Improve your grammar and audio skills.

## VOCABULARY

### Word list

abolish	ликвидировать, отменять
agriculture	сельское хозяйство
anthropology	антропология
archaic peoples	древние люди
archeologist	археолог
archeology	археология
architect	архитектор
artifact	артефакт, находка
authentic	аутентичный, настоящий, подлинный, достоверный
civilization	цивилизация
culture	культура
excavator	землекоп, археолог
geography	география
government	правительство
heritage	наследие
history	история
historian	историк
homo sapiens	человек разумный (хомо сапиенс)
Mesolithic	мезолит
native	родной
Neolithic	неолит
Paleolithic	палеолит
perspective	перспектива
pioneer	пионер, первопроходец, перво- открыватель
prehistoric/historic	доисторический/исторический
preliterate/literate	дописьменный/письменный
record	запись
scholar	ученый, знаток
society	общество
state	государство, состояние
territory	территория
world history	мировая история

**Ex. 1. Consult the dictionary and try to explain the meaning of the following words to a person who knows nothing in the sphere discussed.**

*E.g., Archaeologist is a person who learns about the past by digging up old buildings and objects and examining them carefully.*

- |            |                 |
|------------|-----------------|
| 1. history | 6. civilization |
| 2. culture | 7. perspective  |
| 3. society | 8. state        |
| 4. native  | 9. heritage     |
| 5. pioneer | 10. abolish     |

**Ex. 2. Match a term with its explanation to enrich your knowledge.**

- |                   |  |
|-------------------|--|
| A archaic peoples | 1 the study of buried artifacts to learn about history   |
| B abolitionism    | 2 to bring something into this country from another country  |
| C export          | 3 an account in writing or the like preserving the memory or knowledge of facts or events  |
| D historian       | 4 descended from Paleo-Indians, they hunted large and small animals, collected plants and seeds, and left behind evidence of their lives               |
| E archaeology     | 5 not false or copied; genuine; real   |
| F anthropology    | 6 an object made or changed by human beings, especially a tool or weapon used in the past  |
| G authentic       | 7 an expert in history; authority on history   |
| H import          | 8 the belief that slavery should be abolished  |
| I artifact        | 9 to send something to another country for sale  |
| J record          | 10 the science that deals with the origins, physical and cultural development, biological characteristics, and social customs and beliefs of humankind |

**Ex. 3. Act as interpreters and translate phrases and sentences using active vocabulary from Russian into English.**

А) История как наука, историческое знание, исторические источники, история родного города, историки изучают, наследие прошлого, историческое наследие, культурное наследие, современная цивилизация, кампания по изучению, интересоваться антропологией, знаток мировой истории, жить в обществе, аутентичные находки, любить географию, территория государства, письменные источники, исторические записи, сельское хозяйство — часть культуры.

В) 1. Современный историк должен знать антропологию, географию и археологию.

2. Современные архитекторы изменили подлинный вид города.

3. Человек разумный появился в эпоху палеолита.

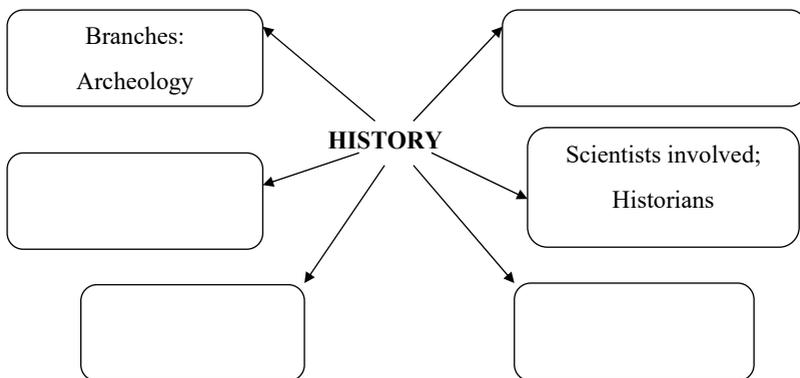
4. Человек не может отменить прошлое.

5. Мировая история включает в себя много разных эпох и периодов: мезолит, палеолит, неолит и т. д.

6. Ученые изучают наследие прошлых веков.

**Ex. 4. Brain storming: in groups of two or three try to answer the question “How is it important to study history?” to yourselves.**

**A. To answer the question, make up a diagram of spheres, branches, people, etc. which history incorporate.**



**B. Match the profession with its description to explain its meaning.**

- |                       |   |   |
|-----------------------|---|---|
| 1 Archaeologists      | a | is concerned with managing collections of arts and artefacts.   |
| 2 An archivist        | b | concerns with unravelling the processes, evolution and meanings behind all these art forms in the context of their time of creation.                          |
| 3 Civil servants      | c | give children the knowledge about the development of mankind.   |
| 4 Historians          | d | take part in excavations of prehistoric sites and analyze the findings to present a picture of how the ancient world looked and functioned.                   |
| 5 A museum curator    | e | is responsible for the conservation, maintenance and management of heritage sites which may include historical monuments, buildings, museums, landscapes etc. |
| 6 An art historian    | f | study the processes, principles, and structure of government and of political institutions.   |
| 7 Politologists       | g | govern job positions.   |
| 8 Anthropologists     | h | are concerned with the continuous, methodical narrative and research of past events as relating to the human race.  |
| 9 School teachers     | i | is concerned with the collection, preservation, maintenance and organization of records of value.   |
| 10 A heritage manager | j | study the origin of humans, their evolution, the evolution of cultural practices, traditions, societies.  |

**C. Explain your opinion to the other students using the terms from the diagram and speaking clichés such as:**



*E.g., In my opinion, a museum curator needs extensive historical knowledge, research and analyzing skills and an eye for detail, all of which you can learn in your history degree.*

*E.g., I am sure a history degree is important for the career of an archivist since you have already had some experience of how archives work and have understood the value of old documents such as files, letters, recordings, diaries etc.*

## **SPEAKING A**

**Ex. 5. Work in pairs and exchange your opinion on the given questions.**

### **STUDENT A's QUESTIONS**

1. Is history important to you?
2. Did you like studying history at school?
3. What period of history interests you most?
4. What do you think of the recent history of your country – the past fifty years?
5. What do you know about the early history of your country?
6. What do you think of the overall history of your country?
7. Do you think history repeats itself?
8. What period of history would you like to go back and live in?
9. Napoleon Bonaparte said “History is a set of lies agreed upon”. Do you agree with this?
10. “Half of writing history is hiding the truth.” What do you think of this quote in relation to what was in your school history books?

### **STUDENT B's QUESTIONS**

1. Why do people like history?
2. What do you know about your family history?
3. Is there a history of illness in your family?
4. Would you like to be a historian?
5. In his book 1984, George Orwell says: “He who controls the past, controls the future; and he who controls the present, controls the past.” Do you agree? Does this apply to countries today?
6. Which people in the world have a troubled history?
7. Do you think history comes back to haunt us?
8. Does your country have a proud or violent history?
9. How would the world change if schools stopped teaching history to children and all history books were destroyed?
10. Sir Winston Churchill said: “Those that fail to learn from history, are doomed to repeat it.” Do you agree with him?

## READING A

**Ex. 6. A. Read the text and explain why you entered the history department.**

### History

History is the study of the human past, with special attention to the written record. Scholars who write about history are called historians. It is a field of research which uses a narrative to examine and analyze the sequence of events, and it often attempts to investigate objectively the patterns of cause and effect that determine events. Historians debate the nature of history and the lessons history teaches. A famous quote by George Santayana has it that “Those who cannot remember the past are condemned to repeat it.” The stories common to a particular culture, but not supported by external sources (such as the legends surrounding King Arthur) are usually classified as cultural heritage rather than the “disinterested investigation” needed by the discipline of history.

### GLOSSARY

record	запись, регистрация, летопись, памятник прошлого
sequence	последовательность
to investigate	исследовать, расследовать, узнавать
to determine	определять, обуславливать
to condemn	осуждать, приговаривать
particular	определенный, конкретный
external	внешний, находящийся за пределами

### B. Give English equivalents to the following Russian phrases.

1) Прошлое человечества, 2) памятники старины, зафиксированные в письменной форме, 3) историки, 4) сфера исследования, 5) изложение фактов для исследования и анализа, 6) последовательность событий, 7) пытаться исследовать объективно, 8) причина и следствие чего-то, 9) уроки, преподносимые историей, 10) внешние источники, 11) культурное наследие, 12) беспристрастное исследование.

### C. Translate from Russian into English.

1. Историки изучают последовательность событий.
2. Мы должны попытаться объективно проанализировать внешние факторы.
3. Памятниками старины, зафиксированными в письменной форме, являются: описания событий их участниками, письма, приказы, чеки, картины, фотографии и т. д.

4. Народ любой страны должен сохранять свое культурное наследие.
5. Что обуславливает причину и следствие событий?
6. Настоящий ученый всегда беспристрастен.
7. Люди всегда хотели знать о прошлом человечества.
8. Чтобы делать правильные выводы, необходимо изучать все возможные источники.
9. Уроки, преподносимые историей, не всегда приятны.
10. Чтобы судить о следствии, нужно знать причины.

**D. Answer the questions.**

1. Is history the study of the human present and future?
2. What does history pay special attention to?
3. What is a historian?
4. What do historians do?
5. What did George Santayana say?
6. How do you characterize cultural heritage?
7. What do you think is more important: the stories common to a particular culture, or the “disinterested investigation” of history?

**E. Give synonyms from the text to the following words:**

- 1) annals, annual, archives, authority, 2) scientist, academic, academician,
- 3) Clio, documentation, epic, experience, 4) case, act, action, activity,
- 5) deal with, explore, 6) differentiate, inspect, 7) accuse, blame.

## LISTENING A

**Ex. 7 (R.1). A. Listen to the monologue and fill in the gaps.**

My favourite (1) \_\_\_\_\_ at school was (2) \_\_\_\_\_. I don't know why. I loved reading the stories about (3) \_\_\_\_\_ and (4) \_\_\_\_\_. When I was little, history was just stories. As I got older, I realized history is the (5) \_\_\_\_\_ of how we got here today. It's a long journey that (6) \_\_\_\_\_ all the (7) \_\_\_\_\_, great people, (8) \_\_\_\_\_, disasters, etc. that have brought us to this point in time. I now love any kind of history. It's (9) \_\_\_\_\_ to visit a new country and learn about its history. (10) \_\_\_\_\_ the news today is like seeing history unfold. Lots of the things I learnt at school now make the news more interesting. History (11) \_\_\_\_\_ us with the perfect (12) \_\_\_\_\_ information to a news story.

## B. Tell your partner about your favourite subject at school.

E.g., 1. *My favourite subject at school was literature. I liked reading books of Russian and American writers. And I found interesting how our teacher of literature tried to make us think and give our own opinion.*

E.g., 2. *I can't say that I have favourite subjects at school. I think all of them were rather interesting and useful.*

## GRAMMAR

### SENTENCE STRUCTURE

There are different types of sentences. The main are:

1) declarative sentences that state the facts, give the information:

E.g., *He likes history;*

2) negative sentences that negate the facts:

E.g., *He doesn't travel much;*

3) interrogative sentences that ask questions about facts:

E.g., *Is she going to learn English?*

Let's revise the word-order of a declarative sentence in English.

### GRAMMAR BOX

0	1	2	3	4	5	6
Adverbial modifier of time	Subject	Adverbial modifier of manner	Predicate	Object	Attribute	Object
Yesterday / today / etc.	I / he / we / she / you / they / it / city / country / mom / spring / etc.	usually / seldom / sometimes / always / rarely / often	play / lives / worked / have sold / was / were / is / are / will be / etc.	him / her / us / them / me / dog / it / dad / house / etc.	his / her / my / their / our / its / green / big / old / loved / interesting / etc.	him / her / us / them / me / dog / it / dad / house / etc.
E.g.:	<i>My sister</i>		<i>was born</i>			
	<i>Yesterday</i>	<i>I</i>	<i>saw</i>	<i>my old friend</i>		<i>with his small son</i>
	<i>I</i>	<i>always</i>	<i>liked</i>		<i>this great</i>	<i>castle.</i>

Remember: this is only the order of members of a sentence, but it is not necessary that a sentence always has all of them. You see it in the examples.

A negative sentence has a similar structure with the adding a negative particle “not” after the appropriate axillary verb:

*E.g., My sister was not born in 1954.*

*E.g., I did not see my old friend in the park.*

**Ex. 8. Translate sentences from Russian into English. Pay attention to the word-order.**

1. Мы учимся в университете. — Мы изучаем разные предметы в университете.
2. Я был в университете вчера. — Обычно я приходил в университет в 9 утра.
3. Преподаватель будет проверять диктант. — Мы с друзьями встретимся в парке на следующей неделе.
4. Он хочет стать учителем. — Он хочет преподавать историю в школе.
5. Никто не читает книги. — Никто не собирается читать эту книгу завтра.

**Ex. 9. A. Rearrange the order of words in the given sentences.**

1. 100 years / ago / The American Civil War / fought over / was.
2. many / There / causes / war / of / the / were.
3. life / based / The / of / southern / way / was / on / labour / slave.
4. planted / many / The / different / farmers / northern / crops.
5. the / growth / involved / One / the / of / friction / North / industry / in.
6. Great Britain / There / events / were / many / in the history of / outstanding.
7. Many / tried / different / the territory / tribes / to control / of Britain.
8. Empire / England / was / the Roman / a part of / Once.
9. a very important / Roman / role / played / in the history / invasion / of the country.
10. in the country / built / The Romans / roads / the first.
11. constructed / The Romans / towns / the first / in Britain.
12. in 1066 / the Conqueror / England / William / came to.

**B. Made the sentences above negative ones.**

*E.g., There were not many causes of the war.*

## Lesson 1.2

### Aims

1. Develop your skills in reading.
2. Train grammar skills.
3. Develop skills in interaction with partners.

### READING B

#### Ex. 10. A. Read the text to know more about study of history.

##### Description

Since historians are observers and participants, the works they produce are written from the perspective of their own time and sometimes with due concern for possible lessons for their own future. In the words of Benedetto Croce, “All history is contemporary history”. History is facilitated by the formation of a ‘true discourse of past’ through the production of narrative and analysis of past events relating to the human race. The modern discipline of history is dedicated to the institutional production of this discourse.

All events that are remembered and preserved in some authentic form constitute the historical record. The task of historical discourse is to identify the sources which can most usefully contribute to the production of accurate accounts of past. Therefore, the constitution of the historian’s archive is a result of circumscribing a more general archive by invalidating the usage of certain texts and documents (by falsifying their claims to represent the ‘true past’).

The study of history has sometimes been classified as part of the humanities and other times as part of the social sciences. It can also be seen as a bridge between those two broad areas, incorporating methodologies from both. Some individual historians strongly support one or the other classification. In modern academia, history is increasingly classified as a social science. In the 20th century, French historian Fernand Braudel revolutionized the study of history, by using such outside disciplines as economics, anthropology, and geography in the study of global history.

### GLOSSARY

since	поскольку
observer	наблюдатель
due	должный, надлежащий, соответствующий
to facilitate	содействовать, способствовать, продвигать

discourse	рассуждение
to dedicate to	посвящать
to constitute	основывать, учреждать
to contribute to	вносить вклад
accurate	точный
constitution	учреждение, устройство, состав, установление
circumscribing	ограничение, обозначение пределов
invalidating	аннулирование, лишение законной силы
falsifying	фальсифицирование, подтасовка
claim	претензия, притязание, утверждение
humanities	гуманитарные науки
incorporating	включающий, смешивающий, принимающий
to revolutionize	производить коренную ломку, революционизировать

### **B. Give English equivalents to the following Russian phrases.**

1) Историки являются наблюдателями и участниками, 2) с точки зрения истории, 3) с должным вниманием, 4) вся история современна, 5) история развивается благодаря, 6) правдивые рассуждения о прошлом и настоящем, 7) относящийся к чему-либо, 8) сохраняющийся в подлинной (нетронутой, первоизданной) форме, 9) определить источники, 10) точный отчет (сообщение, мнение), 11) личный архив историка, 12) фальсифицирование утверждений, 13) общественные науки, 14) методология, 15) мировая история.

### **C. Translate from Russian into English.**

1. Они наблюдают за событиями с точки зрения времени, в котором они живут.
2. Вам следует с должным вниманием относиться к урокам истории.
3. Я прочитал книгу, относящуюся к древней истории Египта.
4. Мы ждем точные сведения от историков.
5. Свобода одного человека не должна ограничивать свободу другого.
6. В университете мы изучаем гуманитарные и общественные науки.
7. История развивается как наука благодаря новым данным.

**D. Discuss with your partner: a) what contribute historians make to the investigation of mankind and b) what skills history helps to develop in yourself.**

## GRAMMAR

### REVISION of TENSES

#### GRAMMAR BOX

		SIMPLE TENSES		
		Declarative sentence	Negative sentence	Interrogative sentence
Present Simple	I (you, we, they)	I (you, we, they)	I (you, we, they)	<b>Do</b> I (you, we, they)
	<b>read</b> books every day (usually, on Sunday, often, seldom, etc.).	<b>do not read</b> books every day (usually, on Sunday, often, seldom, etc.).	<b>read</b> books every day (usually, on Sunday, often, seldom, etc.).	<b>read</b> books every day (usually, on Sunday, often, seldom, etc.)? – Yes, I (you, we, they) do. / No, I (you, we, they) don't.
	He (she) <b>reads</b> books every day (usually, on Sunday, often, seldom, etc.).	He (she) <b>does not read</b> books every day (usually, on Sunday, often, seldom, etc.).	He (she) <b>reads</b> books every day (usually, on Sunday, often, seldom, etc.).	<b>Does</b> he (she) <b>read</b> books every day (usually, on Sunday, often, seldom, etc.)? – Yes, he (she) does. / No, he (she) doesn't.
Past Simple	I (you, we, they, he, she) <b>studied</b> (understood) history well at school (last year, five years ago, etc.).	I (you, we, they, he, she) <b>did not study</b> (did not understand) history well at school (last year, five years ago, etc.).	I (you, we, they, he, she) <b>studied</b> (understand) history well at school (last year, five years ago, etc.).	<b>Did</b> I (you, we, they, he, she) <b>study</b> (understand) history well at school (last year, five years ago, etc.)? – Yes, I (we, you, they, he, she, it) did. / No, I (you, we, they, he, she, it) didn't.
	Future Simple	I (you, we, they, he, she) will go to the museum tomorrow (next month, in a year, etc.).	I (you, we, they, he, she) will not go to the museum tomorrow (next month, in a year, etc.).	<b>Will</b> I (you, we, they, he, she) <b>go</b> to the museum tomorrow (next month, in a year, etc.)? – Yes, I (he, she, you, we, they, it) will. / No, I (he, she, it, you, we, they) won't.

#### Ex. 11. Give negative forms of the following sentences.

*E.g., History degree does not provide you with the knowledge.*

*He was not a professor in history. He did not teach students at the college or university level.*

1. History degree provides you with the knowledge.
2. Some of my classmates want to go into the teaching profession as a Primary or High School teacher of History.

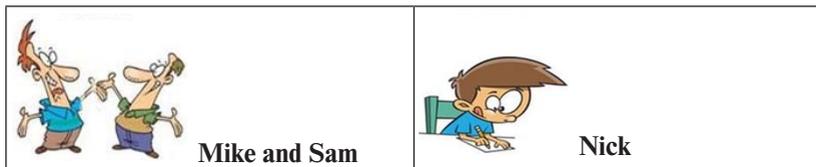
3. He was a professor in history and taught students at the college or university level.
4. A heritage manager will take care of different tasks like restoration activities, developing heritage attractions, managing budgets, fundraising etc.
5. Anthropologists work in a number of sectors such as marketing, business management, business development.
6. There are a lot of subjects at school.
7. He always tried to help his students.
8. Mike is the smartest student of the history department.
9. Togliatti was founded in the 18th century.
10. Next year Togliatti will be 285 years.

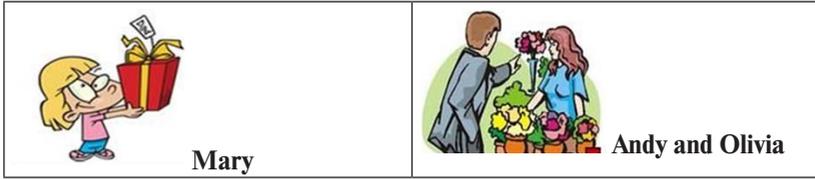
**Ex. 12. Put the words in order to make sentences.**

*E.g., Archaeologists take part in excavations.*

1. take / archaeologists / part / excavations / in.
2. of / management / knowledge / is / history / beneficial / heritage / in.
3. anthropology / origin / studies / the / humans / of.
4. late / a / century / “historian” / became / occupation / professional / the / nineteenth / in.
5. 356 BC / Alexander / born / Great / was / in / the.
6. was / Hannibal / greatest / one / the / tacticians / in / military / history / of.
7. revolutionaries / Spartacus / left-wing / inspirations / and / be / Che Guevara / will / great / to.
8. by V. Tatishchev / Togliatti / as Stavropol-upon-the Volga / in 1737 / was founded.
9. a God-forsaken fortress / Stavropol-upon-the Volga / was / At the beginning.
10. live / Baptized / should / in / Kalmycks / Stavropol-upon-the Volga.

**Ex. 13. Make up sentences of different types according to the given pictures.**





E.g., Mike and Sam like to meet each other.

Did Nick write a letter?

Andy won't buy sweets to Olivia.

## GRAMMAR BOX

### CONTINUOUS TENSES

	<b>Declarative sentence</b>	<b>Negative sentence</b>	<b>Interrogative sentence</b>
Present Continuous	I <b>am studying</b> history now (these days, this term, today, etc.). He (she) <b>is studying</b> history now (these days, this term, today, etc.). You (we, they) <b>are studying</b> history now (these days, this term, today, etc.).	I <b>am not studying</b> history now (these days, this term, today, etc.). He (she) <b>is not studying</b> history now (these days, this term, today, etc.). You (we, they) <b>are not studying</b> history now (these days, this term, today, etc.).	<b>Am I studying</b> history now (these days, this term, today, etc.)? <b>Is</b> he (she) <b>studying</b> history now (these days, this term, today, etc.)? <b>Are</b> you (we, they) <b>studying</b> history now (these days, this term, today, etc.)?
Past Continuous	I (he, she) <b>was studying</b> history then (yesterday from 10 till 18, that time, etc.). You (we, they) <b>were studying</b> history then (yesterday from 10 till 18, that time, etc.).	I (he, she) <b>was not studying</b> history then (yesterday from 10 till 18, that time, etc.). You (we, they) <b>were not studying</b> history then (yesterday from 10 till 18, that time, etc.).	<b>Was</b> I (he, she) <b>studying</b> history then (yesterday from 10 till 18, that time, etc.)? <b>Were</b> you (we, they) <b>studying</b> history then (yesterday from 10 till 18, that time, etc.)?
Future Continuous	I (you, we, they, he, she) <b>will be studying</b> history the whole year (from 15 till 17, all life, etc.).	I (you, we, they, he, she) <b>will not be studying</b> history the whole year (from 15 till 17, all life, etc.).	<b>Will</b> I (you, we, they, he, she) <b>be studying</b> history the whole year (from 15 till 17, all life, etc.)?

**Remember** some verbs are not normally used in Continuous Tenses: adore (обожать), desire (желать), detest (вызывать отвращение), dislike (не нравится), envy (завидовать), fear (бояться), hate (ненавидеть), hope (надеяться), like (нравиться), love (любить), mind (возражать), regret (сожалеть), respect (уважать), want (хотеть), wish (желать), agree (соглашаться), care for (заботиться), doubt (сомневаться), forget (забыть), hear (слышать), know (знать), mean (значить), notice (замечать), prefer (предпочитать), realize (осознать), remember (помнить), seem (казаться), sound (звучать), suppose (предполагать), understand (понимать), belong (принадлежать), consist (состоять), contain (содержать в себе), depend (зависеть), exist (существовать), have (иметь), include (включать в себя), keep (хранить), lack (недоставать), matter (значить), owe (задолжать), own (владеть), possess (обладать).

**Ex. 14. A. Describe your actions and actions of your classmates right now. Use verbs: study, learn, explain, show, ask, try, speak, tell, make.**

*E.g., My classmates and I are learning new words about history now.*

*Our teacher is making us study English.*

**B. Work with your partner. Ask and answer the questions about your actions in Continuous Tenses.**

*E.g., Are you watching a historic program now? – No, I am not.*

*Is your brother meeting his friends? – Yes, he is.*

*What are you doing this evening? – I am going to the cinema.*

**C. Tell about what you have known about your partner in task B.**

*E.g., Anna is not watching a historic program now.*

**Ex. 15. A. Make up sentences using Present Continuous according to the picture.**



*E.g., The ship is floating.*

*E.g., Small girls are making a sand castle.*

**B. Imagine you are one of the people in the picture. Describe it and what you are doing to your partner.**

*E.g., Today is Sunday. It's too hot. I am on the beach with my family. I am making a sand castle.*

**C. Make up a dialogue according to the picture.**

*E.g., – Hello, Andy. It's too hot today, isn't it?*

*– Hello, Mary. It's wonderful, I like such weather.*

*– I am going to make a sand castle. Would you like to join me?*

*– Yes. Let's do it together.*

**Ex. 16. Translate sentences from Russian into English. Pay attention to the verbs which are not used in Continuous Tenses.**

1. Я сомневаюсь, какой язык изучать.
2. Марина читает об Александре Македонском, когда звонит ее школьная подруга.
3. Мой младший брат обожает физику и математику, но ему не нравится история — он не помнит даты.
4. Фильм о египетской царице Клеопатре состоит из 5 серий.
5. К сожалению, многие считают, что дружба ничего не значит.
6. После окончания университета я буду преподавать историю в сельской школе 3 года.
7. Эта книга принадлежит моему брату.
8. Когда дети вернулись домой из школы, их мама готовила обед.
9. Завтра с трех до пяти я буду играть в теннис с Себастьяном.
10. — Майкл, телефон звонит. Ответь.  
— Я не могу, я занят.
11. Вы не могли бы повторить вопрос, я вас не понимаю.
12. Мы предпочитаем проводить лето на море.
13. Известный писатель сейчас собирает материал для нового романа.

## Lesson 1.3

### Aims

1. Train the grammar material.
2. Develop your skills in reading and listening comprehension.
3. Improve your interaction skills in a role-play.

### GRAMMAR BOX

		PERFECT TENSES		
		Affirmative sentences	Negative sentences	Interrogative sentences
Present Perfect	I (you, we, they) <b>have</b> (already, just) <b>visited</b> the exhibition this week (twice, etc.). He (she) <b>has</b> (already, just) <b>visited</b> the exhibition this week (twice, etc.).	I (you, we, they) <b>have not visited</b> the exhibition yet. He (she) <b>has not visited</b> the exhibition yet.	<b>Have</b> I (you, we, they) <b>visited</b> the exhibition yet? – Yes, I (you, we, they) <b>have</b> . / No, I (you, we, they) <b>haven't</b> . <b>Has</b> he (she) <b>visited</b> the exhibition yet? – Yes, he (she, it) <b>has</b> . / No, he (she, it) <b>hasn't</b> .	
Past Perfect	I (you, we, he, she) <b>had</b> (already) <b>visited</b> the exhibition during summer (before the exam, etc.).	I (you, we, he, she) <b>had not</b> (never) <b>visited</b> the exhibition yet (during summer, before the exam, etc.).	<b>Had</b> I (you, we, he, she) <b>visited</b> the exhibition during summer (before the exam, etc.)? – Yes, I (you, we, he, she) <b>had</b> . / No, I (you, we, he, she) <b>hadn't</b> .	
Future Perfect	I (you, we, he, she) <b>will have visited</b> the exhibition by that time (by Friday, next meeting, 2022, etc.).	I (you, we, he, she) <b>will not have visited</b> the exhibition by that time (by Friday, next meeting, 2022, etc.).	<b>Will</b> I (you, we, he, she) <b>have visited</b> the exhibition by that time (by Friday, next meeting, 2022, etc.)? – Yes, I (you, we, he, she) <b>will have</b> . / No, I (you, we, he, she) <b>will not have</b> .	

**Ex. 17. A. Talk about something you have already done by the moment.**

*E.g., I have already visited Moscow twice.*

**B. Talk about your plans for the nearest future that you will have fulfill for sure.**

*E.g., By next lesson I will have learned new words by heart.*

### C. Translate sentences using Perfect Tenses.

1. Моя семья всегда жила в Тольятти.
2. К трем часам Майкл закончил писать статью о фараонах Египта.
3. Я знаю своего лучшего друга всю жизнь.
4. Строители возведут памятник Гоголю к началу следующего года.
5. Вы уже прочитали новый роман Пелевина?

**Ex. 18. Make up a dialogue talking to your partner about different branches of history connected to your views on history using verbs in different grammar tenses.**

*E.g. – Have you heard that we should prepare a course paper work?*

*– Yes, I have. I will study documents pertaining Martin Luther King.*

### LISTENING B

**Ex. 19 (R. 2). A. Fill in the gaps while you are listening to the information.**

#### **The world's biggest ever dinosaur digs**

This year will see one of the world's biggest ever dinosaur digs. (1) \_\_\_\_\_ from across the globe will go to a special site in the US state of Wyoming to join the dig. A paleontologist is someone who studies (2) \_\_\_\_\_. The dig is called Mission Jurassic. (3) \_\_\_\_\_ from the USA, England and Holland will join the Mission Jurassic team. They will try to find (4) \_\_\_\_\_ that lived in the area 150 million years ago, in the Jurassic Era. The site of the dig is known as the Jurassic Mile. It is roughly 2.6 square kilometers in size. Scientists have already uncovered many interesting things over the past two years. These include dinosaur (5) \_\_\_\_\_, plant fossils and the bones of a 30-metre-long Diplodocus.

The bones found at the dig will go on display in Indianapolis – at the world's largest children's museum. Professor Paul Barrett, a researcher at the museum and a co-leader of the dig, said: "This is an area that hasn't been... extensively studied.... The hope is to find new material of previously described (6) \_\_\_\_\_ and, if we're lucky, new species of dinosaurs and the animals and plants that lived around them." Another museum professor, Richard Herrington, said: "This site offers a rare opportunity to build a picture of what the real Jurassic (7) \_\_\_\_\_ would have looked like 150 million years ago." He hopes to find fossils, "from plants and invertebrates to (8) \_\_\_\_\_ crocodiles, mammals, lizards and marine life".

**B. Decide if the following statements are true or false:**

1. The world's biggest ever dinosaur dig will take place this year. T / F
2. A paleontologist is someone who studies chickens and ducks. T / F
3. The Jurassic Era was 150,000,000 years ago. T / F
4. Scientists found a 30-metre-long Diplodocus bone. T / F
5. The bones found at the dig will go in London's Natural History Museum. T / F
6. The area of the dig has not been really studied so much. T / F
7. Researchers hope to find a new species of dinosaur. T / F
8. Researchers hope to find ancient crocodiles. T / F

**C. Match words from the article to their synonyms:**

- |             |              |               |              |
|-------------|--------------|---------------|--------------|
| 1 globe     | a) unearthed | 6 display     | f) fortunate |
| 2 site      | b) sea       | 7 extensively | g) world     |
| 3 find      | c) about     | 8 lucky       | h) chance    |
| 4 roughly   | d) location  | 9 opportunity | i) show      |
| 5 uncovered | e) a lot     | 10 marine     | j) discover  |

**D. Discuss these questions with the partner:**

1. What do you think of dinosaurs? Why is it important we study dinosaurs?
2. How exciting is it to find a new kind of dinosaur?
3. How did the dinosaurs die out?
4. What was life like 150 million years ago? Was the world better in the time of the dinosaurs?
5. Should we study paleontology at school?
6. What questions would you like to ask a paleontologist?
7. What do you think of the job of a paleontologist?
8. What will the earth be like in 150 million years from now?
9. Would you like to join the dig?
10. Should scientists use DNA to bring dinosaurs back?

**E. Work in groups of four and organize the role play**

**Role A** – Dinosaurs: You think dinosaurs are the best species to study. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which are the least interesting of these (and why): lizards, eagles or squid.

**Role B** – Lizards: You think lizards are the best species to study. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which are the least interesting of these (and why): dinosaurs, eagles or squid.

**Role C** – Eagles: You think eagles are the best species to study. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which are the least interesting of these (and why): lizards, dinosaurs or squid.

**Role D** – Squid: You think squid are the best species to study. Tell the others three reasons why. Tell them what is wrong with their things. Also, tell the others which are the least interesting of these (and why): lizards, eagles or dinosaurs.

### READING C

#### Ex. 20. A. Read the text and carry out the tasks.

Traditionally, historians have recorded events of the past, either in writing or by passing on an oral tradition, and have attempted to answer historical questions through the study of written documents and oral accounts. For the beginning, historians have also used such sources as monuments, inscriptions, and pictures. In general, the sources of historical knowledge can be separated into three categories: what is written, what is said, and what is physically preserved, and historians often consult all three. But writing is the marker that separates history from what comes before.

Archaeology is a discipline that is especially helpful in dealing with buried sites and objects, which, once unearthed, contribute to the study of history. But archaeology rarely stands alone. It uses narrative sources to complement its discoveries. However, archaeology is constituted by a range of methodologies and approaches which are independent from history; that is to say, archaeology does not “fill the gaps” within textual sources. Indeed, Historical Archaeology is a specific branch of archaeology, often contrasting its conclusions against those of contemporary textual sources. Mark Leone, the excavator and interpreter of historical Annapolis in New Jersey (a town on east coast), has sought to understand the contradiction between textual documents and the material record, demonstrating the possession of slaves and the inequalities of wealth apparent via the study of

the total historical environment, despite the ideology of “liberty” inherent in written documents at this time.

There are varieties of ways in which history can be organized, including chronologically, culturally, territorially, and thematically. These divisions are not mutually exclusive, and significant overlaps are often present, as in “The International Women’s Movement in an Age of Transition, 1830–1975”. It is possible for historians to concern themselves with both the very specific and the very general, although the modern trend has been toward specialization. The area called Big History resists this specialization, and searches for universal patterns or trends. History has often been studied with some practical or theoretical aim, but also may be studied out of simple intellectual curiosity.

### ***GLOSSARY***

monument	памятник
inscription	надпись, краткое посвящение
to separate into	делить на
to preserve	сохранять, оберегать
to bury	хоронить, зарывать в землю, прятать, погружаться, предать забвению
to unearth	вырывать из земли, извлекать
approach	подход
to complement	дополнять, служить дополнением
to fill the gaps	заполнять пробелы (лакуны)
conclusion	заключение
interpreter	истолкователь, переводчик
sought	
(III форма от seek)	искать, узнавать, добиваться
possession	владение, обладание
slave	раб
inequality	неравенство
via	через, посредством
despite	несмотря на
mutually	взаимно, обоюдно
exclusive	исключительный, единственный, недоступный, отличный
overlap	совпадение,
transition	переход

to resist	противостоять, сопротивляться
to search for	искать
curiosity	любопытство

### B. Give English equivalents to the following Russian phrases.

1) События прошлого, 2) регистрировать в письменной форме или в устной традиции, 3) передавать, 4) ответить на исторические вопросы посредством изучения, 5) устные отчеты, 6) для начала, 7) в общем; 8) источники исторического знания, 9) то, что написано, то, что сказано, то, что сохранено, 10) показатель чего-либо, 11) когда дело касается чего-то, 12) погребенные участки (достопримечательности) и объекты, 13) открытия, 14) археологию составляют, 15) особая отрасль, 16) противоречие между письменными источниками и реальными памятниками истории, 17) рабовладение, 18) посредством изучения всего исторического пространства, 19) они не исключают друг друга, 20) в переходный период, 21) универсальные модели и образцы, 22) с практической и теоретической целью, 23) из любопытства.

### C. Translate from Russian into English.

1. Археология – особая отрасль исторического знания, которая изучает извлеченные из земли исторические памятники.
2. Современная история пытается изучить и осознать противоречия между письменными источниками и реальными историческими памятниками эпохи социализма.
3. Любая дисциплина изучается с практической и теоретической целью.
4. Сначала он занялся археологией просто из любопытства.
5. Историки изучают то, что написано, то, что сказано, и то, что физически сохранено.
6. Сложно жить в переходный период.
7. Два подхода не исключают друг друга.

### D. Read the text and fill in the gaps with the appropriate word from given below: *archaeologists, reconstruct, ancient, artifacts, excavation, ruins.*

Archaeology is the (1) \_\_\_\_\_ and study of (2) \_\_\_\_\_ in an effort to interpret and (3) \_\_\_\_\_ past human behavior. In the study of ancient history, archaeologists excavate the (4) \_\_\_\_\_ of (5) \_\_\_\_\_ cities looking for clues as to how the people of the time period lived. (6) \_\_\_\_\_ made some important discoveries by studying ancient history.

### E. Match the notion and its explanation.

Notion	Explanation
1 The Terracotta Army	a giant tombs built as the final resting places of the royalty
2 The pyramids	b an ancient Roman city preserved by the eruption of a volcano
3 Pompeii	c ancient history since the beginning of recorded Greek history
4 antiquity	d the mausoleum of the First Qin Emperor in ancient China
5 prehistory	e the earliest given date for the beginning of the ancient era
6 invention of agriculture	f the Tatar state
7 the Empire of the Golden Horde	g the period before written history

### Lesson 1.4

#### Aims

1. Improve speech skills in the forms of oral and written monologues.
2. Perform as an interpreter translating the given material.
3. Train the usage of the new vocabulary and grammar.

### TRANSLATION

#### Ex. 21. Give summary of the following text in English.

Клио («дарующая славу») в греческой мифологии — одна из девяти олимпийских муз, которая прославляет и хранит великие свидетельства прошлого для грядущего. Дочь Зевса и Мнемозины, богиня Клио является покровительницей истории.

Древние греки полагали, что история — это вид искусства. Традиция принимать историю как более точную науку и некое знание об обществе появилась около 200 лет назад. Слово «история» переводится с древнегреческого языка как «исследование», «разыскание путем расспросов».

История — это область знаний, а также гуманитарная наука, которая занимается изучением человека (его деятельности, состояния, мировоззрения, социальных связей, организаций и т. п.) в прошлом.

Как древнегреческая поэзия начинается с Гомера, так и история как особый раздел знаний начинается с Геродота (484–425 гг. до н. э.), которого Цицерон назвал «отцом истории».

Работа современного историка – это реконструкция прошлого. Она чрезвычайно интересна и полна неожиданных находок, так как опирается на огромный массив литературы, письменных и археологических источников, ведь древние вещи являются молчаливыми свидетелями прошлого. Чтобы заполнить «исторические пробелы», некоторые ученые высказывают свои предположения – так появляются гипотезы: «священные факты, мнение свободно». Поэтому историческая наука – это бесконечный поиск, спор, дискуссия ученых, в ходе которой мы можем лишь приблизиться к истине. А обладает ею лишь муза Клио.

## SPEAKING B

**Ex. 22. Read and translate quotations about history. Give your opinion which of them you agree / disagree and why.**

1. “We have the power to make this the best generation of mankind in the history of the world – or to make it the last” (John Fitzgerald Kennedy).
2. “The people, and the people alone, are the motive force in the making of world history” (Mao Tse-Tung).
3. “History is probably one of the most emotional and difficult subjects to sort out. People care about these issues. It’s their blood. But it’s not always easy to tell what’s factual in this arena, and when you’re trying to distill world history to sixth-graders you need to be really careful” (Glee Johnson).
4. “Civilizations have arisen in other parts of the world. In ancient and modern times, wonderful ideas have been carried forward from one race to another... But mark you, my friends, it has been always with the blast of war trumpets and the march of embattled cohorts. Each idea had to be soaked in a deluge of blood... Each word of power had to be followed by the groans of millions, by the wails of orphans, by the tears of widows. This, many other nations have taught; but India for thousands of years peacefully existed. Here activity prevailed when even Greece did not exist... Even earlier, when history has no record, and tradition dares not peer into the gloom of that intense past, even from until now, ideas after ideas have marched out from her, but every word has been spoken with a blessing behind it and peace before it. We, of all nations of the world,

have never been a conquering race, and that blessing is on our head, and therefore we live..." (Swami Vivekananda).

**Ex. 23. Tell what you know about people, events and objects in the photos using different tenses and the words of the topic.**

*E.g., I am not sure but it seems to me the man in picture A is Martin Luther King. He was a peaceful fighter for the rights of Afro-Americans.*

A



B



C



D



E



F



## WRITING

**Ex. 24. Write a letter to your English pen friend and explain why it is important to study history. Use not more than 100 words.**

*E.g., Dear Mary, thank you for your letter. I am glad that you are a student now. So am I. I am going to be a historian. I think it is necessary to know the past because...*

## Unit 2. ANCIENT WORLD

### Perspectives

Students will:

- 1) learn the vocabulary of the topic “Ancient world”;
- 2) develop their skills in reading and translating texts about ancient Egypt and India;
- 3) practice in describing photos and discussing proverbs and quotations about history;
- 4) try their hand in listening to the information about seven wonders of the world and Egyptian pyramids;
- 5) revise knowledge of using modal verbs, gerund and infinitive;
- 6) know how to give the opinion and prove it in oral and written forms.



*At the end of the unit take Test 2 (p. 148) for self-assessment.*

### Lesson 2.1

#### Aims

1. Form the lexical and pronunciation skills on the topic “Ancient world”.
2. Develop speech skills in the forms of monologues.
3. Develop skills in detailed reading.
4. Improve your grammar and audio skills.

### VOCABULARY

#### Word list

ancient history	история древних веков
chronicler	летописец
to decipher	расшифровать
hieroglyphics	иероглифика
conquest	завоевание
nomad	кочевник
rite	обряд
pyramid	пирамида
temple	храм

mural	фреска, стенная живопись
to emerge	выйти, появиться
to create	создавать
to date from	датировать
to survive	выжить
to explore	изучать
to uncover	раскрыть
to exist	существовать
to bury	похоронить
to invade	вторгаться
to abandon	отказаться
to destroy	уничтожить
to burn down	сжечь
remains	остатки
fragment	фрагмент
ruins	руины
the Middle Ages	Средневековье
antiquity	древность
legend	легенда
BC (Before Christ)	до нашей эры, до Рождества Христова
AD (Anno Domini)	нашей эры, после Рождества Христова

**Ex. 1. Sort out the following words under the three headings.**

Ramps, levers, rollers, to construct, pyramid, to be clad in wigs, to portray, temple, block, afterlife, mummification, rich layer of silt, yoke, a wooden share, shaft, linen shirts, retreat of the water, a mural in a tomb, barley, to bury, to plough, floodwaters, fertile, to grow wheat.

<i>agriculture</i>	<i>architecture</i>	<i>people</i>
to plough		

**Ex. 2. Make up new words from the given using rules of word formation:**

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
invade	invader invasion	—	—
	legend		
		mural	
	excavation		
explore			
		existing	
			destructively
bury			
	chronicle		
		archaeological	

**Ex. 3. Match words from the first column to their synonyms from the second column.**

- |               |                 |
|---------------|-----------------|
| 1 antiquity   | a withstand     |
| 2 to survive  | b old buildings |
| 3 to decipher | c dispute       |
| 4 ruins       | d old times     |
| 5 to destroy  | e to solve      |
| 6 conflict    | f to wreck      |

**Ex. 4. Practice your hand in translating:**

**1) from Russian into English:**

- народы античного периода; великие цивилизации античности; знаменитые памятники классического античного периода; глубокая старина;
- ей было сделано пять операций;
- школа-новостройка;
- разрушать до основания; разрушить народное хозяйство; города, разрушенные войной; разрушать здоровье;

**2) from English into Russian:**

- Every man boasted the antiquity of his family.
- His work marks a turning point in early Anglo-Saxon antiquities.

- c) He is survived by his wife and two children.
- d) The look he gave her was hard to decipher.

## READING A

### Ex. 5. A. Read and translate the text about ancient history.

**Ancient history** is the study of the written past from the beginning of recorded human history in the Old World until the Early Middle Ages in Europe.

The span of recorded history altogether is roughly 5000 years, with Cuneiform script emerging from the protoliterate period around the 30th century BC being the oldest form of writing discovered so far. This is the beginning of history, as opposed to prehistory, according to the definition used by most historians.

The *term classical* antiquity is often used to refer to ancient history since the beginning of recorded Greek history in about 776 BC (First Olympiad). This coincides, roughly, with the traditional date of the founding of Rome in 753 BC, the beginning of the history of ancient Rome. Although the ending date of ancient history is disputed, Western scholars use the fall of the Western Roman Empire in AD 476, or the death of the emperor Justinian I, or the coming of Islam and the rise of Charlemagne as the end of ancient European history.

In India, the period includes the period of the Middle Kingdoms, and in China the time up to the Qin Dynasty.

*Prehistory* is a term often used to describe the period before written history. The early human migrations patterns in the Lower Paleolithic saw *Homo erectus* spread across Eurasia. The controlled use of fire from ca. 800 thousand years ago occurred. Near ca. 250 thousand years ago, *Homo sapiens* evolve in Africa. Around ca. 70–60 thousand years ago, modern humans migrate out of Africa along a coastal route to South and Southeast Asia and reach Australia. About ca. 50 thousand years ago, modern humans spread from Asia to the Near East. Followed by ca. 40 thousand years ago, in which Europe was first reached by modern humans. By ca. 15 thousand years ago, the migration to the New World occurred.

In the 10th millennium BC, Invention of agriculture is the earliest given date for the beginning of the ancient era. In the 7th millennium BC, Jiahu culture began in China. By the 5th millennium BC, the late Neolithic civilizations saw the invention of the wheel and spread of proto-writing. In the 4th millennium BC, the Cucuteni-Trypillian culture in the Ukraine-Moldova-Romania region develops. By 3400 BC, “proto-

literate” Sumerian cuneiform is spread in the Middle East. The 30th century BC, referred to as the Early Bronze Age II, saw the beginning of the literate period in Sumer and Ancient Egypt arise. Around ca. 27th century BC, the Old Kingdom of Egypt and the First Dynasty of Uruk are founded, according to the earliest reliable regal eras.

### **GLOSSARY**

ancient history	древняя история
Middle Ages	средние века
span	период
script	рукопись
antiquity	древность, старина, античность
to coincide with	сочетаться с
to include	включать
the Lower Paleolithic	нижний палеолит
Homo erectus	человек прямоходящий
ca. (circa)	приблизительно, около
Homo sapiens	человек разумный
a coastal route	береговой маршрут
millennium	тысячелетие
agriculture	сельское хозяйство
cuneiform	клиновидный знак, клинопись

### **B. Retell the text giving main ideas to your classmate.**

### **LISTENING A**

**Ex. 6 (R. 3). A. Put the words in the correct order before listening to the text.**

*the / name / you / Can / Wonders / Seven / of the world? I can't. That's because / around / still / is / them / of / one / only / today. That's the Great Pyramid of Giza. Some of the other wonders / great / sound / survived / had / they / wish / I. The Hanging Gardens of Babylon sounds amazing. So does the Temple of Artemis and the Colossus of Rhodes. Today are / wonders / the / there / different / of / world. No one can really / ancient / the / of / wonders / the / what / agree / world / are. Experts include Stonehenge, the Panama Canal, the Great Wall of China and Machu Picchu in this. And then / seven / the / are / there / natural / the / of / wonders / world. These include Mount and, / Great / Reef / Everest / the / Barrier / the Grand Canyon. space / future / will / in / Maybe / wonders / be.*

**B. Listen to the information about seven wonders of the world and check yourselves.**

**Lesson 2.2**

**Aims**

1. Develop your skills in reading.
2. Train grammar skills.
3. Develop skills in interaction with partners.

**READING B**

**Ex. 7. A. Read the text to obtain the information.**

**The gift of the Nile**

On rich floodplains, Egyptians created civilization lasting nearly 3000 years.

The Greek historian Herodotus said that Egypt was given to the Egyptians by the Nile. Along the river's narrow strip, they built one of the world's earliest and greatest civilizations. It emerged about 3000 BC. Hieroglyphics, the early Egyptian system of writing, date from about the same time. Until the conquest of Egypt by Alexander the Great in 332 BC, the country was ruled by a succession of more than 200 kings in 31 dynasties. The kings were regarded as gods.

The Egyptians believed in an afterlife and, to preserve their dead for it, developed mummification. They buried the dead with possessions needed for afterlife.

The most remarkable Egyptian achievements were in architecture. Using ramps, levers, rollers, and huge numbers of men, they constructed pyramids, tombs, and temples that remain among the wonders of the world.

The Great Pyramid at Giza, just outside Cairo, built as a tomb for Cheops (or Khufu) in about 2650 BC, contains over two million 2.5-ton blocks and covers 13 acres. It is like other Great Pyramids standing on the west bank of the Nile, built by slave labour as tombs for the Egyptian pharaohs. Inside, the mummified bodies were surrounded with treasure.

The Egyptian farming was also great. How did they farm? A carving shows a farmer's plough of about 2000 BC – a wooden share, a long shaft, and a yoke on the necks of the two draft animals. Farmers ploughed after the annual retreat of the Nile's floodwaters, which left a new, rich layer of silt for growing wheat and barley.

## GLOSSARY

floodplain	пойма (реки)
Herodotus	Геродот
to emerge	появляться, возникать
Alexander the Great	Александр Македонский
ramp	пантус, подиум
lever	рычаг
roller	цилиндр
Cheops	Хеопс
pharaoh	фараон
plough	плуг, пашня, пахать
share	надел
shaft	дышло, оглобля
yoke	ярмо
retreat	спад (воды)
floodwaters	разлив
silt	ил, осадок
wheat	пшеница
barley	ячмень

### B. Translate sentences into English.

1. Экзамен по истории оказался легче, чем я думал.
2. Самым трудным в моей жизни был экзамен по философии.
3. Самое большое количество вопросов по Древнему Египту включал второй тест.
4. Это была одна из величайших цивилизаций Древнего мира.
5. «Клеопатра» — один из самых дорогих и кассовых фильмов Голливуда.
6. Всем известен поэтичный скульптурный портрет египетской царицы Нефертити.

### C. Make sentences with the following words and word combinations / phrases:

- history of the 19th century
- pre-history
- post-war history
- modern history
- ancient history

*E.g., My friend is interested in pre-history.*

**D. Underline the verb *to date* in the following sentences and translate them into Russian.**

*E.g., Иероглифы относятся к тому же времени.*

1. Hieroglyphics date from the same time.
2. What is the date today?
3. They didn't state the date of the document.
4. Many ruins of Roman date can be seen in the south of France.
5. They cannot date the coins found in the excavation.
6. The castle dates to the 14th century.
7. 1492 is the date of the discovery of America by Columbus.

**LISTENING B**

**Ex. 8 (R. 4). A. Listen to the article “Egypt opens ancient pyramids for the first time since 1960s” (20th July, 2019) filling in the gaps.**

Egypt has opened two of its oldest pyramids. The pyramids are in Dahshur, about 40 kilometers south of the (1) \_\_\_\_\_ city Cairo. They are now open to the public for the first time since 1965. Hundreds of people gathered outside the Bent Pyramid at a special opening ceremony on Saturday. The Bent Pyramid was built 4600 years ago. It was built for the ancient Egyptian (2) \_\_\_\_\_ Sneferu. It is 101 meters high. Builders used (3) \_\_\_\_\_ to build it and (4) \_\_\_\_\_ say it was an important step in the development of pyramid building. (5) \_\_\_\_\_ can also enter an 18-metre high “side pyramid” next to the Bent Pyramid. This was built for King Sneferu’s wife Hetepheres.

The two pyramids are part of the Memphis Necropolis, a (6) \_\_\_\_\_. Egypt hopes the opening of the pyramids will boost the country’s tourism industry. Egypt was a top (7) \_\_\_\_\_ but tourist numbers fell after the 2011 uprising. Ancient sites in Egypt are on the bucket lists of many people around the world. At the Bent Pyramid, tourists will be able to go through a 79-meter narrow tunnel to reach two (8) \_\_\_\_\_ deep inside. They will also be able to see ancient (9) \_\_\_\_\_ found inside the pyramid. Egyptian archaeologists uncovered a collection of stone, clay and wooden (10) \_\_\_\_\_ – the coffins people were buried in. Some of the sarcophagi contained mummies.

**B. Decide if the following statements are true or false:**

1. Egypt has opened five newly-discovered ancient pyramids. T / F
2. The newly-opened pyramids are north of the capital city Cairo. T / F
3. One of the pyramids is over 4500 years old. T / F

4. Tourists and visitors will not be allowed to go inside the pyramids. T / F
5. Egypt hopes the new pyramids will bring more tourists to the country. T / F
6. Archaeologists found many ancient buckets at the pyramids. T / F
7. A 79-meter tunnel leads to two deep chambers inside one pyramid. T / F
8. Some of the sarcophagi found at the pyramids contain mummies. T / F

**C. Discuss the given questions with your partner.**

1. What do you know about Egypt's Pyramids?
2. How important are the Pyramids?
3. How were the Pyramids built?
4. What was the purpose of the Pyramids?
5. What was life like 4600 years ago?
6. What was life as an Egyptian pharaoh like?
7. Why do people like to visit the Pyramids?
8. What three adjectives best describe the Pyramids?
9. What do you know about pyramids in other countries?
10. What UNESCO sites does your country have?
11. What are your country's best tourist sites?
12. What is on your bucket list?
13. What do you know about mummies?
14. What questions would you like to ask the archaeologists?

**D. Make up some sentences with the words from the article:**

Egypt / pyramids / capital city / public / opening / ceremony / builders / techniques / heritage / tourism / destination / uprising / tunnel / treasure / stone / clay / mummies

*E.g., Cairo is the capital city of Egypt.*

*Egyptian pyramids are a kind of treasure.*

**E. Work with your partner. Exchange interesting facts that you know about Egypt, Egyptian pyramids, Egyptian culture.**

*E.g., – Andy, do you know interesting facts about Egypt?*

*– Well, Mary, I know that Egypt is one of the most ancient countries in the world. One of Egyptian pyramids is over 4500 years old.*

*Have you heard about it?*

**F. Make up a list of places that you would like to visit in Egypt and explain your choice to your partner.**

*E.g., First of all, I would like to visit Cairo because it is the capital of Egypt and one of the oldest cities in the world.*

**Lesson 2.3**

**Aims**

1. Train the grammar material.
2. Develop your skills in reading and translating.
3. Improve your speech skills.

**GRAMMAR**

**GERUND vs INFINITIVE**

**GRAMMAR BOX**

**GERUND**

1. Can be the subject of a sentence:  
E.g., *Swimming is good exercise.*

2. Is used after:

– following verbs (acknowledge, admit, adore, anticipate, appreciate, avoid, celebrate, confess, contemplate, delay, deny, describe, detest, discuss, dislike, dread, endure, enjoy, fancy, finish, imagine, involve, keep, justify, mention, mind, miss, omit, postpone, practice, quit, recall, recommend, regret, report, resent, resume, risk, suggest, tolerate, understand): E.g., *I adore reading your books;*

– prepositions (on, against, at, after, by, on, instead of, talk, about, tired of, without): E.g., *I am against smoking in public places.*

3. Both are used after: begin, continue, hate, like, love, neglect, prefer, start, and try, forget, remember, stop: E.g., *I forgot to feed the cat / I forgot feeding the cat.*

**INFINITIVE**

1. Can be the subject, object and a part of the predicate in a sentence:  
E.g., *Nellie closed her eyes and tried not to think.*

2. Is used after:

– verbs (forget, help, learn, teach, train, choose, expect, hope, need, offer, want, would like, agree, encourage, pretend, promise, recommend, allow, can/can't afford, decide, manage, mean, and refuse): E.g., *I forgot to close the window;*

– adjectives (disappointed, glad, happy, pleased, relieved, sad, surprised (too + adjective)): E.g., *She will be delighted to see you;*

– structure adjective + enough: E.g., *He was strong enough to lift it.*

**Ex. 9. Translate sentences from English into Russian.**

1. I look forward to meeting you at the historical conference.
2. They left without saying “Goodbye” to the teacher.
3. I dislike getting up early to go to the first lesson.
4. He wanted to get there early, but he failed.
5. Would you mind reading the article about Winston Churchill?
6. He can speak English well after having lived in England for five years.
7. We postponed making any decision in the meeting.
8. He began to learn English when he was eight.
9. She is good at learning dates.
10. To see means to believe.
11. Mike went home after leaving the business discussion.
12. You can improve your English by using the Internet.
13. You should tell the truth instead of lying all the time.
14. History has many secrets to be discovered yet.

**Ex. 10. Insert the correct preposition before the gerund where required.**

1. “I hated the idea *of* your going,” he said simply. (Greene)
2. She said: “Excuse me \_\_\_ coming in \_\_\_ knocking.” (Lessing)
3. The others insisted \_\_\_ accompanying them. (Lessing)
4. I am tired \_\_\_ being old and wise. (Greene)
5. We’ll look forward \_\_\_ seeing you. (Hansford Johnson)
6. Why were you so anxious to prevent anybody \_\_\_ leaving the house?  
(Maugham)
7. I’m afraid I shan’t succeed \_\_\_ being as sympathetic as you have the  
right to expect. (Maugham)
8. I was afraid \_\_\_ saying the wrong thing. (Maugham)
9. Look here, it may sound funny, but I’m terrifically grateful to you \_\_\_  
saying it. (Hansford Johnson)
10. Both windows needed \_\_\_ cleaning. (Hansford Johnson)
11. I’ve paid very heavily \_\_\_ being a romantic girl. (Maugham)
12. She could not bear \_\_\_ lying. (Priestley)
13. I suppose nothing is gained \_\_\_ delaying. (Maugham)
14. We wouldn’t mind \_\_\_ being poor again. (Hansford Johnson)
15. I didn’t at all like the idea \_\_\_ going to the station in the luggage cart.  
(Maugham)

**Ex. 11. Translate sentences into English using the gerund or infinitive where possible.**

1. Увидев карикатуры, все рассмеялись.
2. Вы ничего не имеете против того, чтобы я открыл окно?
3. По правде говоря, я читал эту книгу в переводе.
4. Врач приказал больному бросить курить.
5. Извините, что я заставил вас ждать.
6. Детям доставляло удовольствие играть в саду.
7. Эту книгу стоит почитать.
8. Читая этот рассказ, мы не могли не смеяться.
9. Я предпочитаю сделать эту работу сегодня.
10. Первое, что надо сделать, — это выписать новые слова из текста.
11. Я надеюсь, что ничто не помешает мне пойти на концерт.
12. Преподаватель возражал против того, чтобы студенты пользовались словарем, переводя этот текст.
13. Преподаватель настаивал, чтобы новые выражения записывались.
14. Вальтер Скотт считается создателем исторического романа.
15. Мы слышали, что ваша сестра уехала в Англию.
16. Мне не хочется (to feel like) гулять.
17. Я не одобряю того, что вы пропускаете лекции.
18. Было приятно гулять в лесу в такой жаркий день.
19. Он достаточно хорошо знает английский язык, чтобы перевести эту статью.
20. Мягко выражаясь, он не сказал вам всей правды.
21. Известно, что римляне построили на Британских островах хорошие дороги и много крепостей.
22. Полагают, что поэма «Беовульф» была написана в VIII веке.

**READING C**

**Ex. 12. A. Read the text about India.**

**India's first great civilization**

As long ago as 2400 BC a wealthy city-based civilization flourished in the valley of the River Indus, in present-day Pakistan. At its peak it covered an area greater than that of ancient Egypt, had its own writing system and traded with regions 2560 kilometres away — for example, southern Mesopotamia. Its greatest centres were the capitals of Harappa and Mohenjo-Daro, excavated in the 1920's by the British archaeologist Sir John Marshall.

In the foreground of the ruins of Mohenjo-Daro stands a building that was once a granary. The city was built to a plan, with blocks of buildings laid out in a grid pattern and every house connected to main drainage.

Its economy was based on agriculture – wheat, barley, rice, and cotton. Terra-cotta pots and models have survived, many bearing inscriptions; but the writing system has not yet been deciphered.

About 1750 BC the cities were abandoned – possibly because the Indus River burst its banks and brought a flood; possibly because the region was under attack by light-skinned nomads from the northwest, the Aryans, whom many claim invaded India from 2000–1000 BC.

### **B. Answer the questions.**

1. What plants were cultivated in ancient India?
2. How big was India's area?
3. When did this civilization flourish?
4. How long did it exist?
5. What put an end to this civilization?
6. Who was Sir John Marshall?

### **C. Translate into English.**

1. Тексты по истории Древнего мира намного интереснее, чем по Новейшей истории.
2. Этот вопрос важнее, чем те, что мы обсуждали вчера.
3. Мне кажется, что отечественная киноверсия романа «Анна Каренина» намного интереснее, чем та, что была сделана американскими кинематографистами.
4. Лекции этого преподавателя более содержательны и интересны и поэтому лучше посещаются студентами.

## **TRANSLATION**

### **Ex. 13. Give summary of the article in English.**

#### **Что известно ученым о садах Семирамиды**

Самой популярной версией о создании садов стала история любви царя Навуходоносора II к своей молодой жене Амитис. Приехавшая в Вавилон красавица грустила о прекрасной природе своей родины, и правитель соорудил для нее огромный зеленый «многоэтажный» сад, где росли фруктовые деревья, цвели кустарники. Навуходоносор был реальной исторической фигурой, он правил несколько десятилетий в VI веке до н. э., а вот подтверждения факта постройки висячих садов в период его правления ни в одном вавилонском документе отмечено не было.

Упоминания висячих садов Вавилона встречаются у пяти античных авторов. Первым из них стал Иосиф Флавий, который осно-

вывал свои записи на сочинении астролога из Вавилона по имени Берос, который жил в III в. до н. э. Интересно то, что о садах ни слова не написал «отец истории» Геродот, который составил подробное описание Вавилона, якобы самого прекрасного города из всех, где он побывал.

## Lesson 2.4

### Aims

1. Improve speech skills in the forms of oral and written monologues.
2. Train the usage of the new vocabulary and grammar.

## GRAMMAR

### MODAL VERBS

#### GRAMMAR BOX

#### Forms and functions

Verb	Action	Function
<b>Can</b>	Refers to the present.	1. Physical ability. E.g., <i>I can swim.</i> – <i>Can you swim?</i> (Yes, <i>I can</i> / No, <i>I can't</i> ) – <i>I cannot swim.</i>
		2. Request. E.g., <i>Can you help me?</i> – Yes, <i>I can</i> / <i>I'm sorry I can't.</i>
		3. Prohibition to do the action. E.g., <i>You can't smoke in here!</i>
<b>Could</b>	1. Refers to the past.	1. Physical ability (past form of the verb <i>can</i> ). E.g., <i>I could swim in the childhood.</i> – <i>Could you swim?</i> (Yes, <i>I could</i> / No, <i>I couldn't</i> ) – <i>I could not swim</i>
	2. Refers to the present.	2. Polite request. E.g., <i>Could you show me that picture, please?</i> – <i>Here you are.</i>
<b>Be able to</b>	Refers to any time situation.	Ability to do something in a given situation. E.g., <i>He was able to translate the article because he spoke English well.</i> <i>Will you be able to meet Andrew at the airport tomorrow?</i> Yes, <i>I will.</i>
<b>Must</b>	Refers to the present and future.	1. Action required according to the rules. E.g., <i>All students must be ready with the home task.</i>
		2. Personal decision. E.g., <i>I must do my home task myself.</i>
<b>Have to</b>	Refers to any time situation.	Necessity to do according to the circumstances. E.g., <i>She has to work a lot if she wants to get good marks.</i>
<b>May</b>	Refers to the present and future.	Permission to do something. E.g., <i>If you are ready you may go.</i>

**Might** 1. Refers to the past. 1. Permission to do something  
(past form of the verb may).

*E.g., Any person might come to the museum. The attendance was free of charge.*

2. Refers to the present. 2. A smaller degree of certainty.

*E.g., He might be at work, but I am not sure.*

**Ex. 14. Fill in the gaps with *must* or *mustn't* to complete the sentences.**

1. If you want to be safe on traffic, you *must* obey all the traffic rules. You \_\_\_\_\_ be very careful when you are on roads. You \_\_\_\_\_ drive fast or carelessly!
2. You \_\_\_\_\_ be careful. There is a bridge that might be open ahead.
3. You \_\_\_\_\_ cross the street when the traffic lights are red.
4. We \_\_\_\_\_ leave right now. We are going to be late for school.
5. Susan has got a very important exam tomorrow. She \_\_\_\_\_ watch TV.
6. The students \_\_\_\_\_ run in the corridors. They might fall.
7. You \_\_\_\_\_ go out without your coat. It is freezing outside.
8. We \_\_\_\_\_ protect the animals and environment.
9. If you want to go to university, you \_\_\_\_\_ study regularly.
10. People \_\_\_\_\_ cut down trees if they don't want to increase global warming.
11. Students \_\_\_\_\_ cheat in the exam. It is nothing but theft.

**Ex. 15. Fill in the blanks with *can* or *can't* to complete the sentences.**

1. Mr Truffy *can't* see anything because he is blind.
2. Oliver \_\_\_\_\_ play basketball very well. He is in the school team.
3. It's interesting that bees \_\_\_\_\_ make honey.
4. Troy \_\_\_\_\_ get good marks at school because he never studies.
5. Alexander \_\_\_\_\_ ride a bicycle well. He always has accidents.
6. Mr Judge \_\_\_\_\_ drink the sour cherry juice because it's tasteless.
7. Mr Steep \_\_\_\_\_ climb high mountains. He is a successful mountaineer.
8. A dog \_\_\_\_\_ swim very well in a sea, lake or river.
9. A clown \_\_\_\_\_ do a lot of tricks and make children laugh.
10. There is a lot of snow. I \_\_\_\_\_ make a big snowman.

**Ex. 16. Translate sentences from Russian into English.**

1. Не могли бы вы мне помочь найти дом № 5?
2. Вам не нужно приходить завтра. Я сообщу, когда зонт будет отремонтирован.
3. – Где мистер Смит?  
– Он, должно быть, болеет.
4. Добрый день. Вы впервые в нашем магазине? Могу я вам чем-нибудь помочь?
5. Извините за опоздание. Могу я войти?
6. Посмотрите на знак: здесь парковаться нельзя. Вы должны заплатить штраф.
7. Сообщать свои личные данные нельзя никому.
8. Вчера ему пришлось идти на работу пешком, у него сломалась машина.
9. Я не опоздаю. Я смогу вернуться вовремя.
10. Джон уже в три года мог прекрасно плавать в море.

**Ex. 17. Fill in a suitable modal verb of deduction and the verb in the correct form.**

1. That *must be* (be) Sean. No one else walks in such a silly way.
2. Take your umbrella. It \_\_\_\_\_ (start) raining during the day.
3. Oh no! There's nobody at the bus stop, the bus \_\_\_\_\_ already (leave).
4. – Who is Mary talking to?  
– I don't know. But she \_\_\_\_\_ (talk) to the Austrian, because she doesn't speak German.
5. – What is he looking for?  
– I'm not sure, but he \_\_\_\_\_ (look) for his cell phone.
6. – Has John already come?  
– No. He \_\_\_\_\_ (stay) longer at work, because he's so busy these days!
7. What did you say? You \_\_\_\_\_ (joke)! I don't believe you a single word.
8. It \_\_\_\_\_ (be) Dave, who tidied up the room. He never does it.
9. The book is excellent! It \_\_\_\_\_ (become) a bestseller soon.

10. – Where’s your sister?  
– No idea, she \_\_\_\_\_ (sit) in the garden and reading a book.  
Or she \_\_\_\_\_ (be) chatting in her room.
11. I know you’ve given me the keys, but I can’t find them! I \_\_\_\_\_  
(lose) them somewhere.
12. I’m not sure what to think about what he said. He \_\_\_\_\_ (be)  
right. Who knows?
13. The house is completely dark. They \_\_\_\_\_ (be) at home.
14. You did very well at the exams. You \_\_\_\_\_ (study) hard.
15. – He looks quite upset.  
– Yes, he \_\_\_\_\_ (not/understand) you when you were giving  
an explanation.  
– Maybe, I’ll ask him.

## WRITING

**Ex. 18. Choose one of the statements. Agree or disagree with it. Give your opinion on the problem.**

Your composition should have a plan:

- introduction to a problem;
- arguments for and against;
- a conclusion.

Don’t forget to use some linking words and phrases: *also, but, nevertheless, otherwise, though*, etc.

The composition should contain 100–150 words.

1. *I can’t find anything interesting in excavations of ancient tombs of dead people.*
2. *They say Nefertiti was the most beautiful woman of the ancient world not to say ancient Egypt.*
3. *Tom Krause, an American teacher and coach, quotes: “Courage is the discovery that you may not win, and trying when you know you can lose.”*

## Unit 3. THE MIDDLE AGES

### Perspectives

Students will:

- 1) learn the vocabulary of the topic “The Middle Ages”;
- 2) develop their skills in reading texts about Kievan Rus’ and emergence of Moscow, and translating the information about Medieval France;
- 3) try their hand in listening and watching a program about Medieval Europe;
- 4) revise their knowledge of general and alternative questions, and reported speech;
- 5) practice in working with the partner and exchange questions;
- 6) know how to write a report according to some rules.



*At the end of the unit take Test 3 (p. 151) for self-assessment.*

### Lesson 3.1

#### Aims

1. Form the lexical and pronunciation skills on the topic “The Middle Ages”.
2. Develop speech skills in the forms of monologues and dialogues, in giving your opinion and proving it.
3. Develop skills in communication and interaction between students.
4. Improve your grammar and audio skills.

## VOCABULARY

### Word list

castle	замок
clergy	духовенство
monarchy	монархия
feudal	феодал, феодальный
gentry	дворянство
guild	гильдия
to adopt the title	принять титул
to break up into	распадаться на
colonization of Siberia	освоение Сибири
internecine	междоусобный
to launch an invasion into	вторгаться в
to lay claims to the throne	претендовать на трон
legitimate	законный
knight	рыцарь
nobles	знать
peasant	крестьянин
Prince	князь
regent	регент
regional prince	удельный князь
to subjugate	подчинить
tribute	дань
tsar	царь
tournament	турнир
unified state	единое государство

**Ex. 1. Consult the dictionary and try to explain the meaning of the following words.**

*E.g., Internecine relates to a conflict within group members.*

1 to adopt the title

4 tribute

2 peasant

5 tsar

3 legitimate

6 clergy

**Ex. 2. Match the person and his origin and tell something about these people.**

- |                                      |                         |
|--------------------------------------|-------------------------|
| 1 Batu Khan                          | a Polish                |
| 2 Rurik                              | b Russian               |
| 3 Vasily III                         | c Norwegian             |
| 4 Marina Mnischev                    | d Lithuanian and German |
| 5 Haakon Sigurdsson                  | e Mongol                |
| 6 the Livonian Brothers of the Sword | f Varangian             |

*E.g., Rurik was a Varangian leader who developed the Russian state.*

**WATCHING / LISTENING**

**Ex. 3 (R. 5). A Watch the video / listen to the article about some facts of the Middle Ages and decide if the statements are true or false.**

- |  |       |
|--|-------|
| 1. The discovery of America was the beginning of the Middle Ages.  | T / F |
| 2. The fall of the Byzantine Empire and the invention of the printing press occurred approximately at the same time. | T / F |
| 3. At the top of the society pyramid there were the nobles followed by the king and the clergy.                      | T / F |
| 4. Peasants lived in castles, worked and paid high taxes to their Lords for protection in exchange.                  | T / F |
| 5. Knights were members of the gentry and participated in wars and tournaments.                                      | T / F |
| 6. Artisans sold farming products.   | T / F |

**B. Fill in the gaps with figures related to the facts.**

- |   |         |
|---|---------|
| 1. The fall of the Roman Empire was in... .                 | a 15th  |
| 2. The Middle Ages lasted more than ... years.              | b 1492  |
| 3. The late Middle Ages started in the ... century.         | c 5th   |
| 4. America was discovered in... .                           | d 476   |
| 5. The early Middle Ages dated back to the ... century.     | e 1,000 |
| 6. The period of the Middle Ages lasted to the ... century. | f 11th  |

**C. Match the terms from the article to their meanings.**

- |                      |   |
|----------------------|---|
| 1 An invention is... | a religious leader, especially Christian priests, ministers, etc.   |
| 2 A feudal is...     | b a long, wide hole that is dug all the way around a place such as a castle and usually filled with water, to make it more difficult to attack. |
| 3 Vassals are...     | c someone who does skilled work with their hands.   |
| 4 The clergy are...  | d a process of creation of new devices, objects, ideas, or procedures useful in accomplishing human objectives.                                 |
| 5 A helmet is...     | e an organization of people who do the same job or have the same interests.   |
| 6 A moat is...       | f loyal to a lord and protect him or her.   |
| 7 Artisans are...    | g a strong, hard hat that covers and protects the head.   |
| 8 A guild is...      | h a land granted in exchange for service.   |

**D. Make up sentences using words from the article: *the Byzantine Empire / the printing press / Society / weapon / the nobility / a resurgence of the cities / agriculture and cattle raising.***

*E.g., Constantinople was the capital of the Byzantine Empire.*

**E. Match the beginnings and endings in order to make sentences.**

- |   |  |
|---|--|
| 1 The Middle Ages were                                    | a which made defending the territory much easier.    |
| 2 After the fall of the Roman Empire in the fifth century | b an increase in production and commercial activity. |
| 3 During the late Middle Ages there was                   | c formed associations called craft guilds.           |
| 4 Noble knights were taught fighting skills               | d a very long period of time in history.             |
| 5 Castles were situated on high ground                    | e and were trained with all sorts of weapons.        |
| 6 In the Middle Ages artisans of the same trade           | f Europe was divided in many territories.            |

**F. Work with your partner. Exchange views on the period of the Middle Ages.**

*E.g., – Andy, are you interested in the Middle Ages period?*

*– Yes, I am. I think this period was very important in the history, especially if to speak about agriculture.*

**GRAMMAR**

**INTERROGATIVE SENTENCES (QUESTIONS)**

**GRAMMAR BOX**

General questions										
Axillary verb	+	Subject	+	Predicate	+	Attribute	+	Object	+	Adverbial modifier of place / time
Do/Does/ Did/Am/ Is/Are/ Was/Were/ Have/Has/ Had/Will/ Can/Could/ May/ etc.		I/he/she/ my friend/ her dog/ their house/ winter/ etc.		teach/ play/live/ lived/ going/ worn/etc.		our/green/ ruined/ beautiful/ dancing/ etc.		dad/ school/ park/ car/ reading/ etc.		very often/ today/ every day/ here/in the car/after school/ etc.
<i>E.g., Do</i>		<i>you</i>		<i>like</i>				<i>reading books</i>		<i>in the evening?</i>
<i>E.g., Will</i>		<i>your project</i>		<i>be ready</i>						<i>in time?</i>
<i>E.g., Have</i>		<i>they</i>		<i>ever been</i>		<i>happy?</i>				
<b>Answer:</b>		<b>Yes / No</b>		<b>+</b>		<b>Subject</b>		<b>+</b>		<b>Axillary verb</b>
<i>E.g., Do you like reading books in the evening? – Yes, I do. / No, I Don't.</i>										
<i>E.g., Have they ever been happy? – Yes, they have. / No, they haven't.</i>										

**Ex. 4. Give general questions to the text.**

China in the Middle Ages was viewed as a country that had a much better standard of living than many of the other leading countries. China created paper currency during the Middle Ages, and was the first country to use it. This was a huge development for it provided a lower cost alternative for printing money and that is why the majority of the countries still use paper currency today.

Many of the developments with paper were extremely helpful, and almost all of them are still in use today, but China also had many additions

to the mathematics and science world as well. China established fractions during the Song dynasty, and has created trouble for people learning math ever since.

Thanks to the precise measurement of the phases of the moon China invented the lunar calendar which helped hunters and fisherman to know when the best time would be to go out and conduct their game. There are many other additions that were established in China during the Middle Ages, and the majority of them changed the course of society forever.

*E.g., Did China have a much better standard of living than many other leading countries in the Middle Ages?*

### Lesson 3.2

#### Aims

1. Develop your skills in reading.
2. Train grammar skills.
3. Develop skills in interaction with partners.
4. Develop skills in communication and interaction between students.

#### SPEAKING

**Ex. 5. Work in pairs or groups. One of students shows the picture to the rest and answers their general questions only with “Yes” or “No”. Others try to guess what or who they see.**

A



B



C



D



E



F



- E.g., – Is it a person? – No, it isn't.*  
 – *Is it a thing? – Yes, it is.*  
 – *Can we work with it? – No, we can't.*  
 – *Do we use it to keep something? – Yes, we do.*  
 – *Is it a bookcase? – Yes, it is.*

## READING A

**Ex. 6. A. Read the text about history of Ancient Russia. Translate it into Russian.**

### **Kievan Rus'**

The early history of Russia, like those of many countries, is one of migrating peoples and ancient kingdoms. In fact, early Russia was not exactly “Russia”, but a collection of cities that gradually coalesced into an empire. In the early part of the ninth century, as part of the same great movement that brought the Danes to England and the Norsemen to Western Europe, the Scandinavian people known as the Vagrancies crossed the Baltic Sea and landed in Eastern Europe. The leader of the Varangians was the semilegendary warrior Rurik, who led his people in 862 to the city of Novgorod on the Volkhov River. Whether Rurik took the city by force or was invited to rule there, he certainly invested the city. From Novgorod, Rurik's successor Oleg extended the power of the city southward. In 882, he gained control of Kiev, a Slavic city that had arisen along the Dnepr River around the 5th century. Oleg's attainment of rule over Kiev marked the first establishment of a unified, dynastic state in the region. Kiev became the center of a trade route between Scandinavia and Constantinople, and Kievan Rus', as the empire came to be known, flourished for the next three hundred years.

By 989, Oleg's great-grandson Vladimir I was ruler of a kingdom that extended to as far south as the Black Sea, the Caucasus Mountains, and the lower reaches of the Volga River. Having decided to establish a state religion, Vladimir carefully considered a number of available faiths and decided upon Greek Orthodoxy, thus allying himself with Constantinople and the West. It is said that Vladimir decided against Islam partly because of his belief that his people could not live under a religion that prohibits hard liquor. Vladimir was succeeded by Yaroslav the Wise, whose reign marked the apogee of Kievan Rus'. Yaroslav codified laws, made shrewd alliances with other states, encouraged the arts, and all the other sorts of things that wise kings do. Unfortunately, he decided in the end to act like Lear, dividing his kingdom among his children and bidding them to cooperate and flourish. Of course, they did nothing of the sort.

Within a few decades of Yaroslav's death (in 1054), Kievan Rus' was rife with internecine strife and had broken up into regional power centers. Internal divisions were made worse by the depredations of the invading Cumans (better known as the Kipchaks). It was during this time (in 1147 to be exact) that Yuri Dolgorukiy, one of the regional princes, held a feast at his hunting lodge atop a hill overlooking the confluence of the Moskva and Neglina Rivers. A chronicler recorded the party, thus providing us with the earliest mention of Moscow, the small settlement that would soon become the pre-eminent city in Russia.

### ***GLOSSARY***

to coalesce	соединять(ся), сливать(ся)
the Danes	датчане
the Norsemen	норманны
Vagrancies	бродяги, кочевой народ
warrior	воин
the Volkhov River	река Волхов
successor	преемник
to extend the power	расширить властные полномочия
attainment	достижение
Constantinople	Константинополь
the Caucasus Mountains	Кавказ
Greek Orthodoxy	Греческое православие
to prohibit	запрещать

hard liquor	крепкие напитки
Yaroslav the Wise	Ярослав Мудрый
to codify laws	устанавливать законы
shrewd	проницательный
Lear	король Лир
rife	обычный, частый
internal	внутренний
depredation	грабеж
feast	праздник
hunting lodge	охотничий домик, уголье
atop a hill	на вершине холма
confluence	слияние
the Neglina River	Неглинка
pre-eminent	важнейший, первостепенный

**B. Give English equivalents of the following words and phrases.**

1) Перемещение народов, 2) объединились в империю, 3) пересекать море, 4) высадиться в Европе, 5) взять город силой, 6) быть призванным на княжение, 7) получить контроль над чем-то, 8) славянские города, 9) создание первого династического государства, 10) торговые пути, 11) процветать, 12) государственная религия, 13) принять решение в пользу кого-либо / чего-либо, 14) отказаться от ислама, 15) запрещать крепкие напитки, 16) ознаменовать расцвет чего-то, 17) развивать различные искусства, 18) разделил государство между детьми, 19) призывать к сотрудничеству, 20) междоусобица, 21) распалась на удельные княжества, 22) усугубляться бесчинствами половцев, 23) с видом на что-то, 24) первое упоминание о Москве, 25) небольшой городок.

**C. What are these dates connected with?**

a 882	d the 5th century
b 1147	e the ninth century
c 862	f 989

*E.g., The first mentioning of Moscow was in 1147.*

**D. Define whether the following statements are true or false.**

1. In the early part of the ninth century the Scandinavian people known as the Varangians crossed the Baltic Sea and landed in Eastern Europe. T / F
2. The leader of the Varangians was the semilegendary warrior Oleg. T / F
3. In 882, Rurik gained control of Kiev. T / F
4. Oleg's great-grandson Vladimir carefully considered a number of available faiths and decided upon Roman Catholic. T / F
5. The reign of Yaroslav the Wise was the greatest time in history of Kievan Rus'. T / F
6. On its earliest mention, Moscow was one of pre-eminent cities in Russia. T / F

**E. Answer the questions according to the text.**

1. How were ancient kingdoms formed?
2. How can you characterize ancient Russia?
3. Who were members of Rurik dynasty?
4. When did Kiev become the center of a trade route between Scandinavia and Constantinople?
5. Why did Vladimir decide against Islam?
6. When was the earliest mention of Moscow?

**F. Translate sentences into English.**

1. Варяги пересекли море и высадились в Европе.
2. Создание первого славянского династического государства связано с именем князя Олега.
3. Город процветал на пересечении торговых путей из Европы в Азию.
4. Владимир принял решение в пользу христианства.
5. Это был небольшой монастырь при слиянии Арагвы и Куры.

**G. Fill in the gaps with the given words and phrases.**

I. The Time of Troubles was a period of (1) \_\_\_\_\_ comprising the years of interregnum between the death of the last (2) \_\_\_\_\_ Feodor Ivanovich of the (3) \_\_\_\_\_ in 1598 and the establishment of the (4) \_\_\_\_\_ in 1613. At the time, Russia was occupied by the (5) \_\_\_\_\_ and suffered from civil uprisings, usurpers and impostors (*Romanov Dynasty, Polish-Lithuanian Commonwealth, Russian Tsar, Rurik Dynasty, Russian history*).

II. The Mongol (1) \_\_\_\_\_ of Rus' was heralded by the Battle of the Kalka River in 1223 between the (2) \_\_\_\_\_ Subutai and Jebe's reconnaissance unit and the (3) \_\_\_\_\_ of several Rus' princes. After fifteen years of peace, it was followed by Batu Khan's (4) \_\_\_\_\_ invasion during 1237 to 1240. The invasion, facilitated by the (5) \_\_\_\_\_ of Kievan Rus' in the 12th century, had incalculable ramifications for the history of Eastern Europe, including the (6) \_\_\_\_\_ of the East Slavic people into three separate nations and the rise of the Grand Duchy of Moscow (*breakup, invasion, combined force, division, full-scale, Mongolian generals*).

**H. Work with your partner and discuss the main events and problems of Ancient Rus'.**

*E.g., – I think the main crucial event of that time was the Mongol invasion. Do you agree?*

*– I agree that it is one of the most important events in the history of Russia. It influenced greatly the whole way of living. But I can't say it is the main crucial event.*

*– Why do you think so? I am sure it changed greatly the country. Without it Russia could be different....*

**I. Tell about the most influential personalities of Ancient Rus'.**

*E.g., I would like to tell you about Igor I of Kiev. According to chronicles he ruled from AD 913 until his death in AD 945. Historians know a lot due to his relatively long reign, but yet many aspects of his story remain a mystery.*

## GRAMMAR BOX

<b>Alternative questions</b>								
<b>Axillary verb</b>	+	<b>Subject or Subject</b>	+	<b>Predicate</b>	+	<b>Object</b>	+	<b>Adverbial Modifier of place / time</b>
<i>E.g., Do</i>		<i>you or your brother</i>		<i>like</i>		<i>watching films about animals?</i>		
<b>Axillary verb</b>	+	<b>Subject</b>	+	<b>Predicate or Predicate</b>	+	<b>Object</b>	+	<b>Adverbial Modifier of place / time</b>
<i>E.g., Is</i>		<i>she</i>		<i>reading a book or revising grammar rules</i>				<i>now?</i>
<b>Axillary verb</b>	+	<b>Subject</b>	+	<b>Predicate</b>	+	<b>Object or Object</b>	+	<b>Adverbial Modifier of place / time</b>
<i>E.g., Did</i>		<i>teachers</i>		<i>give</i>		<i>theoretical knowledge or practical skills?</i>		
<b>Axillary verb</b>	+	<b>Subject</b>	+	<b>Predicate</b>	+	<b>Object</b>	+	<b>Adverbial Modifier of place / time or Adverbial Modifier of place / time</b>
<i>E.g., Have</i>		<i>you</i>		<i>been to</i>				<i>Argentina or Armenia?</i>

**Answers: The structure of a sentence.**  
*E.g., Have you been to Argentina or Armenia? – I've been to none.*  
*E.g., Did you or your brother win the competition? – My brother did.*

### Ex. 7. Make alternative questions to the given sentences.

1. The political map of Europe witnessed dramatic changes throughout the Early Middle Ages.
2. The Eastern Roman Empire that came to be known as the Byzantine Empire survived the barbarian invasions.

3. Social and economic changes led to formation of feudalism.
4. My friend is interested in the Middle Ages in China.
5. I will be ready with the report on Medieval Russia next week.

**Ex. 8. Translate sentences from Russian into English.**

1. В американских школах уроки истории два или три раза в неделю?
2. Последним царем династии Рюриков был Федор Иванович или Иван Васильевич?
3. Основателем Москвы является Юрий Долгорукий или Ярослав Мудрый?
4. Предводителем варягов был Рюрик или Олег?
5. Рюрик привел свою дружину в Новгород в 862 или 989 году?
6. Новгород располагался на реке Волхов или реке Волга?
7. Вы будете изучать историю древнего мира или средних веков на следующем занятии?
8. На Красной площади в Москве находится Собор Василия Блаженного или Собор Святого Павла?

**Lesson 3.3**

**Aims**

1. Develop your skills in reading.
2. Train grammar skills.
3. Develop skills in interaction with partners.
4. Develop skills in communication and interaction between students.

**READING B**

**Ex. 9. A. Read the text about the Emergence of Moscow and translate it.**

**The Mongols and the Emergence of Moscow**

Kievan Rus' struggled on into the 13th century, but was decisively destroyed by the arrival of a new invader – the Mongols. In 1237 Batu Khan, a grandson of Jenghiz Khan launched an invasion into Kievan Rus' from his capital on the lower Volga (at present-day Kazan). Over the next three years the Mongols (or Tatars) destroyed all of the major cities of Kievan Rus' with the exceptions of Novgorod and Pskov. The regional

princes were not deposed, but they were forced to send regular tribute to the Tatar state, which became known as the Empire of the Golden Horde. Invasions of Russia were attempted during this period from the west as well, first by the Swedes (1240) and then by the Livonian Brothers of the Sword (1242), a regional branch of the fearsome Teutonic Knights. In the best news of the era for Russia, both were decisively defeated by the great warrior Alexander Nevsky, a prince of Novgorod who earned his surname from his victory over the Swedes on the Neva River.

For the next century or so, very little seems to have happened in Russia. In fact, given the tribute demanded by the Tatars, there wasn't much money available for building, campaigns, or anything else of that sort. With the Tatars off to the southwest, the northeastern cities gradually gained more influence – first Tver, and then, around the turn of the 14th century, Moscow. As a sign of the city's importance, the patriarchate of the Russian Orthodox Church was transferred to the city, making it the spiritual capital of Russia. By the latter part of the century, Moscow felt strong enough to challenge the Tatars directly, and in 1380 a Muscovite prince named Dmitri Donskoy had the audacity to attack them. His decisive victory at Kulikovo Field immediately made him a popular hero, though the Tatar retaliation two years later maintained their rule over the city. It wasn't until 1480, after another century had passed, that Moscow was strong enough to throw off Tatar rule for good. Its ruler at that time was Grand Duke Ivan III, better known as Ivan the Great. Ivan began by subjugating most of Moscow's rival cities, and by the time he tore up the charter binding it to Tatar tribute he was effectively in control of the entire country. However, it wasn't until the reign of his grandson, Ivan IV (the Terrible), that Russia became a unified state.

Ivan the Terrible succeeded his father Vasily III as Grand Duke of Moscow in 1533 at the age of three. His mother served as regent until she too died, when Ivan was eight. For the next eight years, the young Grand Duke endured a series of regents chosen from among the boyars (the nobility). Finally in 1547, he adopted the title of tsar and set about crushing the power of the boyars, reorganizing the military, and preparing to smite the Tatars. In 1552 he conquered and sacked Kazan, and in 1556 Astrakhan, having thus destroyed the lingering power of the Golden Horde.

Ivan's Tatar campaigns opened vast new areas for Russian expansion, and it was during his reign that the conquest and colonization of Siberia began.

Believe it or not, Ivan was not supposed to have been very terrible at all during the early years of his reign. However, as he grew older his temper worsened, and by the 1560s he carried out a pretty horrific campaign against the boyars, confiscating their land and executing or exiling those who displeased him. In 1581, in a rage, he struck his son and heir Ivan with an iron rod, killing him.

When Ivan the Terrible died in 1584, he was succeeded by his son Fyodor, who was not exactly up to filling the shoes of an autocratic legend. Fyodor left most of the management of the kingdom to his brother-in-law, Boris Godunov, and it was not long before Godunov began to work to secure the succession for himself. In 1591, he murdered Fyodor's younger brother Dmitri in the ancient town of Uglich, a spot now marked by the magnificent Church of St. Demetrius on the Blood. When Fyodor died in 1598, Godunov was made tsar, but his rule was never accepted as entirely legitimate. Within a few years a pretender arose in Poland, claiming to be Dmitri, and in 1604 he invaded Russia. Godunov died suddenly the next year, and the "Time of Troubles" began. For the next eight years both the first and a second false Dmitri laid claims to the throne, both supported by invading Polish armies. Finally, in 1613, the Poles were ousted from Moscow, and the boyars unanimously elected Michael Romanov as Tsar. The Romanov dynasty was to rule Russia for the next 304 years, until the Russian Revolution brought an end to the Tsarist state.

### ***GLOSSARY***

Batu Khan	Хан Батый
Jenghiz Khan	Чингиз-Хан
to depose	низложить, свергнуть, сместить
fearsome	ужасный
to defeat decisively	нанести решительное поражение
to gain	завоевывать
around the turn of	в начале
to challenge	бросить вызов, выступить против
for good	навсегда
Ivan the Terrible	Иван Грозный
to crush the power	уничтожать власть

to smite	ударять, обрушивать
in a rage	в приступе ярости
heir	наследник
to be up to	быть готовым к
to fill the shoes of	подходить на роль кого-то
brother-in-law	шурин
Church of St. Demetrius on the Blood	церковь святого Димитрия на крови

**B. What are the following dates associated with?**

a 1237   b 1242   c 1380   d 1547   e 1556   f 1581   g 1613   h 1917

**C. Translate sentences into English.**

1. Археология изучает артефакты древности.
2. Москва была основана князем Юрием Долгоруким в 1147 году.
3. Монголы были захватчиками Руси около трех столетий.
4. В древности люди жили по берегам рек.
5. Смутное время началось в правление Бориса Годунова.
6. Династия Романовых правила Россией в течение 304 лет.
7. Удельные князья должны были выплачивать дань Золотой Орде.

**D. Make general questions from the given sentences.**

1. Kievan Rus' struggled on into the 13th century.
2. In 1237 Batu Khan launched an invasion into Kievan Rus'.
3. The patriarchate of the Russian Orthodox Church was transferred to Moscow.
4. False Dmitri invaded Russia in 1604.
5. Godunov died suddenly the next year.

**GRAMMAR**  
**REPORTED SPEECH**  
**GRAMMAR BOX**

**Rules of converting Direct Speech into Indirect (Reported) Speech  
Declarative sentence**

<b>Tense</b>	⇨	<b>Tense</b>
<b>Present Simple:</b> am / is, are, have / has, can, do / does, feel, listen, etc. <i>E.g., Mike: "I am a teacher."</i>	⇨	<b>Past Simple:</b> was, were, had, could, did, felt, listened, etc. <i>Mike said that he was a teacher.</i>
<b>Present Continuous:</b> am / is doing, are doing, etc. <i>E.g., Mary: "My mother is reading a book now."</i>	⇨	<b>Past Continuous:</b> was doing, were doing, etc. <i>Mary explained that her mother was reading a book at that time / then.</i>
<b>Past Simple:</b> did, was / were, watched, loved, etc. <i>E.g., Zahra: "I visited Moscow last year."</i>	⇨	<b>Past Perfect:</b> had done, had been, had watched, had loved, etc. <i>Zahra said that she had visited Moscow before.</i>
<b>Past Continuous:</b> was / were doing, etc. <i>E.g., Sam: "We were playing tennis from morning till night."</i>	⇨	<b>Past Perfect Continuous:</b> had been doing, etc. <i>Sam told me that they had been playing tennis all day long.</i>
<b>Future Simple:</b> will be, will do, will write, etc.  <i>E.g., Teacher: "You will have a test tomorrow."</i>	⇨	<b>Future Simple-in-the-Past:</b> would be, would do, would write, etc. <i>The teacher told us that we would have a test the other day.</i>
<b>Future Continuous:</b> will be doing, will be reading, etc. <i>E.g., Mother: "Your elder brother will be preparing for the exams. Don't disturb him."</i>	⇨	<b>Future Continuous-in-the-Past:</b> would be doing, would be reading, etc. <i>Mother warned us not to disturb our elder brother because he would be preparing for the exams.</i>
<b>Present Perfect:</b> Has / have done, has / have gone, has / have been, etc.	⇨	<b>Past Perfect:</b> Had done, had gone, had been, etc.

E.g., Paul: "My friend *has been* to Egypt *twice*."

**Past Perfect:**

Had been, had done, had come, etc.

E.g., Andrew: "I *had finished* reading the book when my friend *had phoned*."

→ Paul *said* that *his friend had been* to Egypt *twice*.

=

**Past Perfect:**

Had been, had done, had come, etc.

→ Andrew *said* that *he had finished* reading the book when *his friend had phoned* him.

**Ex. 10. Change the direct speech into reported speech.**

1. "I am planning to go to Kenya," Sally said.
2. "I take my little sister to school every day," little Anthony said.
3. "You may take my textbook," Nonna said.
4. "They are playing in the gym now," Nick said.
5. "I don't like chocolate," Mary said.
6. "My sister is ready to go" Helen said.
7. "My mother usually goes shopping on Saturday," the girl said.
8. "The birds build their nests among the trees," the teacher said.
9. "I am not married," Jimmy said.
10. "I can't read these books. I don't like them," Petra said.

**Lesson 3.4**

**Aims**

1. Improve speech skills in the forms of a written monologue.
2. Perform as an interpreter translating the given material.
3. Train the usage of the new vocabulary and grammar.

**Ex. 11. Change the direct speech into reported speech.**

1. I will buy a new pink dress for Julia's wedding ceremony.  
She said that she would buy a new pink dress for Julia's wedding ceremony.
2. I am going to give a concert in a big city in England next Friday.  
He said that \_\_\_\_\_.
3. I get up early in the morning and have breakfast with omelet and orange juice.  
She said that \_\_\_\_\_.

4. I don't work anymore because I am a retired man.  
He said that \_\_\_\_\_.
5. I am very happy because my wife and I are going to have a baby soon.  
He said that \_\_\_\_\_.
6. My little son usually goes out and plays with his friends in the playground.  
She said that \_\_\_\_\_.
7. I don't think I will drink coke because it is dangerous for my health.  
She said that \_\_\_\_\_.
8. I will be very happy if my husband buys me a red sports car on my birthday.  
She said that \_\_\_\_\_.
9. I work as a fortune teller at a circus and I travel around the world.  
She said that \_\_\_\_\_.
10. I am the sheriff of the town but I don't know how I will catch those robbers.  
He said that \_\_\_\_\_.
11. I have to leave now because I have a lot of housework to do.  
She said that \_\_\_\_\_.
12. My daughter is going to fly to Florida for a business meeting.  
He said that \_\_\_\_\_.

**Ex. 12. Change the reported speech into direct speech.**

1. He said that his bus hadn't come in time the day before.
2. The boys said they would go to the football match.
3. He said their team hadn't won the last game.
4. Molly said that she had gone to the library after school.
5. Liz said that she would go home early.
6. We said that we hadn't made any plans yet.

**TRANSLATION**

**Ex. 13. Give summary of the article in English.**

**Франция в Средние века**

История Франции в Средние века представляет большой интерес, помогая понять, как развивалось это государство. Начало этого периода датируют 476 годом. Его окончанием считают установление в стране абсолютной монархии, которое произошло в 1643 г.

Первой королевской династией считаются Меровинги, которые правили с конца V века до 751 года. Династия получила свое название по имени основателя рода Меровея, бывшего полуполюгендарной личностью. Одним из ее самых известных представителей стал король Хлодвиг I, который правил с 481 по 511 год. Он начинает завоевание Галлии. В 496-м Хлодвиг принимает христианство. Своих воинов король распределил по территории всей Галлии, дав им возможность собирать дань с местных жителей. Так зародился класс феодалов.

В 751 году власть перешла к династии Каролингов.

Король франков Карл I в 800 году провозгласил себя римским императором, что имело большое значение в истории Франции в Средние века. Под его влиянием к тому времени оказалась вся территория современной Германии, северная Италия, включая Рим.

Когда его монархия начала распадаться, стали очевидными различия в языке между западными и восточными франками. С 843 года Франция стала отдельным королевством. С этого момента начинается непосредственно история Франции в Средние века, а не государства франков.

## WRITING

**Ex. 14. Imagine, you are the Chronicler or Traveller. Write about different countries during the Medieval Ages.**

Keep to the plan:

- name the country,
- the ruler or rulers of that time,
- main cities,
- interesting facts.

## Unit 4. NEW TIME

### Perspectives

Students will:

- 1) learn the vocabulary of the topic “New Time”;
- 2) develop their skills in reading texts about war of Independence in the USA, the Great French Revolution and destiny of Napoleon;
- 3) practice in talking on the pictures making stories;
- 4) try their hand in listening to the articles devoted to the biography of one of the American presidents, Barak Obama, and Bastille Day;
- 5) revise their knowledge in asking special and tag questions, of difference between Participles I and II;
- 6) act as interpreters translating the information about India from Russian into English.



*At the end of the unit take Test 4 (p. 154) for self-assessment.*

### Lesson 4.1

#### Aims

1. Form the lexical and pronunciation skills on the topic “New Time”.
2. Develop speech skills in the forms of monologues and dialogues, in giving your opinion and proving it.
3. Develop reading and audio skills.
4. Improve your grammar skills.

## VOCABULARY

### Word list

Boston Tea Party	Бостонское чаепитие
Canada	Канада
colonist	колонист
colony	колония
Congress	Конгресс
Declaration of Independence	Декларация независимости
Gulf of Mexico	Мексиканский залив
House of Representatives	Палата представителей
to impose	налагать
independent	независимый
Indians	индейцы
Labrador	Лабрадор
ministrator	чиновник
president	президент
puritan	святоша, пуританин
to resist	сопротивляться
Senate	Сенат
supremacy	господство
tax	налог
token	знак
troops	войска
virgin lands	целинные земли
writ	судебный приказ
absolute monarchy	абсолютная монархия
absolutism	абсолютизм
Bastille	Бастилия
the bourgeoisie	буржуазия
clergy	духовенство
constitutional monarchy	конституционная монархия
the Consulate	Консульство
coup d'état	переворот
Directory	Директория
equality	равенство
to execute	выполнять, приводить в исполнение
fraternity	братство
French Revolution	Французская революция

feudal	феодальный
guillotine	гильотина
liberty	свобода
Louis XVI	Людовик XVI
Marie Antoinette	Мария-Антуанетта
Maximilian Robespierre	Максимилиан Робеспьер
Napoleon Bonaparte	Наполеон Бонапарт
National Convention	Национальный Конвент
Parisian	парижский
peasant	крестьянин
peasantry	крестьянство
Reign of Terror	господство террора
republic	республика
royalist	роялист
the Third Estate	третье сословие

**Ex. 1. Consult the dictionary and explain the meaning of the following words:**

virgin	lands	token	fraternity
absolutism	peasant	royalist	guillotine
clergy	puritan	supremacy	independent
colonist	to resist	troops	liberty

**Ex. 2. Match a term with its explanation.**

- |               |  |
|---------------|--|
| 1 president   | a an official written statement that you sign to show that something is true         |
| 2 writ        | b the group of people in the US who are elected to make laws                         |
| 3 declaration | c an official document that tells someone to do something or to stop doing something |
| 4 to impose   | d the person who has the highest position in an organization or institution          |
| 5 Congress    | e to give someone something unpleasant to deal with                                  |

**Ex. 3. A. Make up new words from the given using rules of word formation:**

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>adverb</i>
<i>e.g., declare</i>	declaration		
colonize			
			inevitably
	supremacy		
		puritan	
	tax		
resist			
		presidential	
	land		
			independently

**B. Translate phrases and sentences using newly formed words from the table in task A.**

A) Декларация независимости; декларировать права; независимое государство; Верховный суд; президентский пост; налогообложение в сфере торговли; колонии Нового Света; неоспоримый факт; высадка на Луне; пуританская мораль; партизанское сопротивление.

B) 1. Колонизация неизбежно приводит к кровопролитию.

2. Не существует превосходства одной нации над другой.

3. Глупо сопротивляться прогрессу.

4. Пуритане прибыли в Америку из Англии.

5. Приземление самолета прошло успешно.

## READING A

**Ex. 4. A. Read the text and fill in the gaps changing forms of the given words.**

### How Puritan ideals from the Old World inspired revolution in the New World

When Britain drove the (1) \_\_\_\_\_ from Canada (1763) France the writ of empire ran from Labrador to the Gulf of Mexico. Troops and ministrators were needed to control the land, and King George imposed a succession of new taxes on the 13 American colonies help pay the costs.

The colonies resisted. They were (2) \_\_\_\_\_ people, struggling open virgin lands and steeped in the Puritan principles. From England's own traditions, they inherited a belief that (3) \_\_\_\_\_ derived their power from the consent of the governed, that liberty was a natural right. The colonists refused to buy British things that were taxed, a move that halved British trade to America by 1769. Parliament at length dropped the duties, but kept a tax on tea as a token of English (4) \_\_\_\_\_. It was a provocative gesture: in 1773 colonists dressed as Indians held what history would call the Boston Tea Party, boarding a newly arrived ship and hurling 342 chests of tea into the water of Boston harbor. An angry British Parliament reacted by closing Boston and sending more troops. As tensions mounted, citizens formed militias and began drilling and stockpiling weapons. On the morning of April 19, 1775, British soldiers sent to seize arms faced by local militiamen across the green at Lexington, Massachusetts. Shots were fired, and the conflict began. Outcry followed in America. A committee appointed by Congress issued a (5) \_\_\_\_\_, written chiefly by Jefferson. "We hold these truths to be self-evident", it stated, "all men are created equal, that they are endowed with certain inalienable rights, that among these are life and the pursuit of happiness". Congress unanimously approved the Declaration of (6) \_\_\_\_\_ in Philadelphia on July 4, 1776.

depend

govern

supreme

declare

depend

The war itself dragged on until in 1781, 7,000 British soldiers surrendered to General Washington at Yorktown, Virginia. The rebels had won, and in 1783 British Parliament accepted the inevitable. Britain formally recognized the United States of America. George Washington (1732–1799), who had commanded the colonial troops throughout the (7) \_\_\_\_\_ War, became the first President.

revolve

**B. Continue this table in short sentences to show how the uprising began.**

a 1763	The British seized Canada. King George III imposed heavy taxes on the 13 American colonies.
b 1773	
c 1775	
d 1776	
e 1781	
f 1783	

**C. Work with the alternative sources of information and find additional facts about the American war of Independence. Exchange them with your groupmates.**

**GRAMMAR**

**INTERROGATIVE SENTENCES (QUESTIONS)**

**GRAMMAR BOX**

Question word	Auxiliary verb	Special questions				Object	Adverbial modifier of place / time
		Subject	Predicate	Attribute			
What	do /	I / he /	teach /	our /	school /	very often /	
Why	does /	my friend	play / live	green /	dad /	today / every	
When	did / am	/ her dog	/ lived /	beautiful	park /	day / here / in	
Who	/ is / are	/ their	going /	/ ruined /	car /	the city / after	
Where	/ was /	house /	etc.	dancing /	reading	school / etc.	
How	were /	winter /		etc.	/ etc.		
	have /	etc.					
	has /						
	had /						
	will /						
	can /						
	could						
<i>E.g.,</i>							
<i>Why</i>	<i>do</i>	<i>you</i>	<i>like</i>		<i>reading books</i>	<i>in the evening?</i>	
<i>E.g.,</i>		<i>your</i>					
<i>When</i>	<i>will</i>	<i>project</i>	<i>be ready?</i>				
<i>E.g.,</i>							
<i>What</i>			<i>made</i>		<i>them</i>	<i>happy?</i>	

**Ex. 5. A. In the given set of letters find questions. Then match them to the possible answers in the table.**

Whyvbnghyojklwhatimagesspringtomindwhenyouhearthecountrychinapo  
 elsawqhgftbnbnmlkwhoarethemostfamousargentinianteopleyouknowwh  
 enfregjhfkldsaanwhatisyourideaofatypicalrussianpersonwhowhosepoiuy  
 nhyujmkizxcvwhatthingsabouttheusadoyouthinkamericansareproudooffro  
 ggfrohwerenbvouiutrewqwhydoesyourbodyneedsleepslojhpolskafrogcanyo  
 ustudyanywhereherewassawdewqasdcxzrttrgggftrewouldyouliketoknowno  
 thinglikeababyloglogoloplouwsetntenskjhgfjkjhggghjklIhaveyoueverfallena  
 sleepinanenglishlessonyessanopossiblecabnotnitwhydoyoulikehistorysto  
 rytellpollessarportugolikwhatisthemostessentialknowledgethatchildrensh  
 ouldgetatschoolkernnolspringsummerwatressorlessknownmklIndoyoube  
 lievesourcesofinformationthatyoucangetnewsfromforragianpleasedoghjkn  
 bvczxxcvbnbvcxzwhichplacedoyouconsidertobethecradleofcivilizationzi  
 vixilikigotogetlopcspainitalyindiawherewouldyouliketogotohaveanarch  
 aeologicalpracticechildkidshoollkjjlkghfjklisitnecessarytoinventatimema  
 chinesimplokoplhbhjhghythrhimknmlnmjnmigrtrtoiyuwhendidyoudecid  
 etobecomeahistorianqustwesafrancedrfvc

*E.g., What images spring to mind when you hear the country China?*

**B. Answer the same questions. Fill in the gaps in the table.**

**C. Answer your partner and compare your and his / her answers.**

You	Answers	Your partner
1	a kind and lazy	1
2	b as long as it is comfortable	2
3	c frankly speaking, not only in this one	3
4	d Probably Pompeii	4
5	e how to survive	5
6	f The Great Wall	6
7	g at 16	7
8	h and behaviour like the one	8
9	i Who told that?	9
10	j hotdogs	10
11	k What for? Much knowledge – many sorrows	11
12	l probably Greece	12
13	m Gabriela Sabatini, Queen Máxima	13
14	n rarely	14
15	o get rest	15

**Ex. 6. Work in pairs. Use your part of the text only. Ask your partner questions to fill in the gaps with the missed information.**

### **The Battle of Chancellorsville**

#### **Student A**

The Battle of *Chancellorsville*, one of the most famous battles of the Civil War, took place in Virginia in (1) \_\_\_\_\_. For months, the two armies had been staked out on opposite banks of a narrow river. (2) \_\_\_\_\_ were led by perhaps the most revered military tactician in American history, General Robert E. Lee. The Union soldiers were led by “*Fighting*” Joe Hooker.

In appearance, personality, and (3) \_\_\_\_\_, these men were nearly perfect opposites. Lee, *an older man in poor health* with a gray beard, had a somber, measured demeanor. Hooker was a (4) \_\_\_\_\_, strapping young man whose vanity over his appearance was but one aspect of his egotism. Whereas Lee was devout and principled, Hooker was known for *his rollicking enjoyment of both women and whiskey*.

Hooker had used spies, analysts, and even hot air balloons to compile a vast amount of intelligence about Lee’s army. He had discerned, for example, that Lee had only (5) \_\_\_\_\_ men to Hooker’s own *134,000*. Hooker covertly moved 70,000 of his men fifteen miles up and across the river, and then ordered them to

#### **Student B**

The Battle of (1) \_\_\_\_\_, one of the most famous battles of the Civil War, took place in Virginia in *the spring of 1863*. For months, the two armies had been staked out on opposite banks of a narrow river. *The Confederate troops* were led by perhaps the most revered military tactician in American history, General Robert E. Lee. The Union soldiers were led by (2) \_\_\_\_\_.

In appearance, personality, and *lifestyle*, these men were nearly perfect opposites. Lee, (3) \_\_\_\_\_ with a gray beard, had a somber, measured demeanor. Hooker was a *blond*, strapping young man whose vanity over his appearance was but one aspect of his egotism. Whereas Lee was devout and principled, Hooker was known for (4) \_\_\_\_\_.

Hooker had used spies, analysts, and even hot air balloons to compile a vast amount of intelligence about Lee’s army. He had discerned, for example, that Lee had only *61,000* men to Hooker’s own (5) \_\_\_\_\_. Hooker covertly moved 70,000 of his men fifteen miles up and across the river, and then ordered them

sneak back down to position themselves behind Lee's army. In effect, (6) \_\_\_\_\_. They were *trapped*.

Yet Lee, despite his disadvantages of both numbers and position, did not (7) \_\_\_\_\_. Instead, he *moved his troops into position to attack*. Union soldiers who tried to warn Hooker that Lee was on the offensive were dismissed as cowards. Hooker (8) \_\_\_\_\_ reality. When Lee's army attacked the Union soldiers at 5:00 p.m., they (9) \_\_\_\_\_, completely unprepared for battle. They *abandoned their rifles and fled* as Lee's troops came shrieking out of the brush, bayonets drawn. Against all odds, (10) \_\_\_\_\_ won the Battle of Chancellorsville, and Hooker's forces *withdrew in defeat*.

*E.g., What was one of the most famous battles of the American Civil War?*

### LISTENING A

**Ex. 7 (R. 6). A. Listen to the information about Barack Obama, the 44th President of the USA and fill the gaps.**

Barack Obama is the 44th President of the USA. He was born in Hawaii in 1961 to a Kenyan father and American mother. (1) \_\_\_\_\_ and his mother married an Indonesian man, thus Obama lived in Indonesia between the ages of six to ten, before returning to Hawaii in 1972. He (2) \_\_\_\_\_ through college with the help of scholarships (3) \_\_\_\_\_ and went on to Harvard Law School.

to sneak back down to position themselves behind Lee's army. In effect, *Hooker had cut off the Confederate soldiers in front and behind*. They were (6) \_\_\_\_\_.

Yet Lee, despite his disadvantages of both numbers and position, did not *retreat*. Instead, he (7) \_\_\_\_\_. Union soldiers who tried to warn Hooker that Lee was on the offensive were dismissed as cowards. Hooker ignored reality. When Lee's army attacked the Union soldiers at (8) \_\_\_\_\_, they *were eating supper*, completely unprepared for battle. They (9) \_\_\_\_\_ as Lee's troops came shrieking out of the brush, bayonets drawn. Against all odds, Lee won the Battle of Chancellorsville, and Hooker's forces (10) \_\_\_\_\_.

Barack’s story is the American story – values (4) \_\_\_\_\_, a middle-class upbringing in a strong family, hard work and education as the means (5) \_\_\_\_\_, and the conviction that a life so blessed should be lived in service to others. At Harvard, he became the first African-American president of the Harvard Law Review. After graduating, (6) \_\_\_\_\_ the University of Chicago.

Obama served as State Senator for Illinois between 1997 and 2004. (7) \_\_\_\_\_ the US Senate in 2004, winning by a landslide. This made (8) \_\_\_\_\_ the Democratic Party. He was (9) \_\_\_\_\_ the Iraq War. His presidential campaign was the first to make full use of social media. His slogan “Yes, we can” helped him become America’s first African-American president in 2009.

Obama’s term in office (10) \_\_\_\_\_ global financial collapse of 2008. He inherited one of America’s worst ever economies. In 2009 he received the Nobel Peace Prize. He introduced major reforms to America’s healthcare system and (11) \_\_\_\_\_ taxation system. He began the troop withdrawal from Afghanistan and Iraq. He also authorized the (12) \_\_\_\_\_ the death of Osama Bin Laden. He was re-elected for a second term in November, 2012.

**B. Tell about other politicians, leaders of different countries.**

**Lesson 4.2**

**Aims**

1. Train the grammar material.
2. Develop your skills in reading and listening comprehension.
3. Improve your interaction skills in a role-play.

**READING B**

**Ex. 8. A. Read the text. Translate into Russian.**

**Liberty, Equality, and Fraternity**

The French Revolution of 1789–1799 was part of an age of social uprising involving America and Europe from about 1770 to the late 1840’s. Its roots lay in the strain of long wars and heavy taxation imposed by the autocratic Louis XIV (died 1715). An absolute monarchy and an entrenched nobility and clergy formed too rigid a system to allow the

changes needed by rising middle class, a bourgeosing population, and a peasantry restless under feudal obligations. The immediate cause of violence was to try to eradicate the national debt by increasing taxes. When the States General, the national assembly, met in May 1789 to resolve the crisis, it was bombarded with demands for more basic changes. In response, commons, the middle-class majority in the Third Estate of the national assembly, claimed supremacy, declared itself to be the National Assembly, and prepared to draft France's first constitution. The king, Louis XVI, grudgingly agreed. On July 14, Parisian 'mobs' supporting the commons stormed the Bastille, a prison that symbolized absolutism. Riots spread among the peasants across the nation. The Assembly proclaimed a "new era of liberty and equality". Louis withheld agreement, and both he and his wife, Marie Antoinette, were seized. The royal couple managed to flee, only to be caught and forced to accede in June 1791. In 1792 the Assembly sought to spread revolution by war and attacked Austria and Prussia. Soon most of Europe was involved in the revolutionary wars, and there was much bloodshed in France. Fearing betrayal, revolutionaries imprisoned the king and ordered elections for a National Convention. In September hundreds of royalists were murdered.

The Convention established a republic and on January 21, 1793, the king was executed by the guillotine. Soon war was declared against Holland, Spain and Britain. Then to protect its reforms, the Convention, dominated by Maximilian Robespierre, initiated a Reign of Terror in which 300,000 were arrested and 17,000 executed by the guillotine.

The Convention proceeded to draw up a new constitution and established a five-man Directory in October 1795 to govern France. The Directory was split by corruption, intrigue, and a fatal dependence on the army to maintain order. This internal conflict led to a coup d'état, in September 1797, directed against those who wished to restore constitutional monarchy. However, in 1799 Napoleon Bonaparte returned from fighting in Egypt and overthrew the Directory. He established the Consulate and thereby ended the Revolution.

## GLOSSARY

to eradicate	искоренить
in response	в ответ
to draft	проектировать
grudgingly	неохотно
to withhold	приостановить
to flee	бежать
betrayal	предательство
to imprison	сажать в тюрьму
corruption	коррупция
intrigue	интрига

### **B. Check if you remember.**

1. Who was the king of France when the Revolution began?
2. Where were the roots of the Revolution?
3. How did the names of the national assembly change within this period?
4. Did the king willingly let the first constitution of France be drafted?
5. What made July 14 a historic date?
6. What was the residence of the French Kings?

### **C. Translate the following sentences into English.**

1. Народ штурмовал Бастилию, которая была символом абсолютизма.
2. 14 июля 1789 г. — великая дата в истории Франции.
3. На флагах, развевавшихся в Париже, был девиз: «Жить свободными или умереть».
4. Декларация прав человека и гражданина провозгласила неотъемлемыми правами человека свободу личности, слова, совести, равенство перед законом.

### **D. Make special questions to the given sentences.**

1. The immediate cause of violence was to try to eradicate the national debt by increasing taxes.
2. The middle-class majority in the Third Estate of the national assembly claimed supremacy.
3. Louis and his wife, Marie Antoinette, were seized.
4. The king was executed by the guillotine on January 21, 1793.
5. On July 14, Parisians stormed the Bastille.

## GRAMMAR BOX

Tag-questions		
Affirmative sentence,	Axillary verb + not	Subject
<i>E.g., You like reading books in the evening,</i>	<i>don't</i>	<i>you?</i>
<i>E.g., He has been to Egypt twice,</i>	<i>hasn't</i>	<i>he?</i>
<i>E.g., Your mother always worked in the garden after dinner,</i>	<i>didn't</i>	<i>she?</i>
Negative sentence,	Axillary verb	Subject
<i>E.g., His elder brother won't go to study abroad,</i>	<i>will</i>	<i>he?</i>
<i>E.g., Their dogs aren't barking now,</i>	<i>are</i>	<i>they?</i>
<i>E.g., John Travolta doesn't act in "Pride and Prejudice",</i>	<i>does</i>	<i>he?</i>

### Ex. 9. Match the first part of the question with the tag.

- |   |   |               |
|---|---|---------------|
| 1 One of the best ways to visualise different historical time periods is by organising them into a timeline,      | a | wasn't it?    |
| 2 Primary sources don't necessarily need to be documents,   | b | won't it?     |
| 3 Archaeological discoveries show the evolution of humans,  | c | can't they?   |
| 4 The 19th century was the century of History,  | d | do they?      |
| 5 History will always be full of stories,   | e | haven't they? |
| 6 Studying history isn't as easy as reading a book,   | f | isn't it?     |
| 7 They have read about Chinese dynasties,   | g | is it?        |
| 8 Both primary sources and secondary sources can be biased towards a specific ideal or historical interpretation, | h | don't they?   |

### Ex. 10. Make tag questions to the sentences below.

- It's essential to know how to study history as a subject.
- You are studying history at college.
- A primary source can be an autobiography.
- The 19th century was crucial for the evolution of the theory of History.
- The 19th century began on 1 January 1801 and ended on 31 December 1900.

## LISTENING B

Ex. 11 (R. 7). A. Number these lines in the correct order.

### Bastille Day

- ( ) of the French Revolution. The prison was a symbol of the total power of King Louis the 16th. Most French people were very
- ( ) their actions meant they were free. It led to the creation of the first French republic in
- ( ) bands and festivities during the day, and fireworks displays in the evening. It is a wonderful,
- ( ) poor and hated how the monarchy and its supporters were so wealthy. The Bastille only had seven
- ( ) monarchy. The biggest celebrations are on Paris' famous Champs-Élysées. There are parades, military
- ( ) prisoners when Parisians attacked it, but it signalled Louis 16th's power was no longer absolute. Parisians believed
- (1)** Bastille Day is France's most important national holiday. It is celebrated on the 14th of July every year. Every city,
- ( ) anthem, La Marseillaise, was written that same year and became official in 1795.
- ( ) town and village becomes red, white and blue as everyone hangs out the French tricolour flag. The holiday's name
- ( ) happy occasion when French people show their pride in their country.
- ( ) Bastille on the 14th of July, 1789. The Bastille was a prison that held prisoners who disagreed with the French
- ( ) Bastille Day celebrates the most important day in French history. The storming of the Bastille prison marked the beginning
- ( ) 1792 and the three French ideals of liberty, equality, and fraternity. The French national
- ( ) in French is Fête Nationale, which means "National Celebration". The 14th of July commemorates the storming of the

**B. Listen to the text and check yourselves.**

**C. Work with a partner. Exchange your views on National holidays in your country.**

## Lesson 4.3

### Aims

1. Develop your skills in reading.
2. Train grammar skills.
3. Develop skills in communication and interaction between students.

### READING C

#### Ex. 12. A. Read the text about young years of Napoleon. Translate it.

Napoleon was a French soldier who became emperor of France. He was born in 1769 on the island of Corsica. When he was only ten years old, his father sent him to military school in France. Napoleon was not a very good student in most of his classes, but he excelled in mathematics and in military science. When he was sixteen years old, he joined the French army. In that year he began the military career that brought him fame, power, riches, and, finally, defeat. Napoleon became a general in the French army at the young age of twenty-four. Several years later he became emperor of the French Empire.

Napoleon was many things. He was, first of all, a brilliant military leader. His soldiers were ready to die for him. As a result, Napoleon won many, many military victories. At one time he controlled most of Europe, but many countries, including England, Russia, and Austria fought fiercely against Napoleon. His defeat – his end – came when he decided to attack Russia. In this military campaign against Russia, he lost most of his army.

The great French conqueror died alone – deserted by his family and his friends – in 1821. Napoleon was only fifty-one years old when he died.

#### B. Answer the questions.

1. When was Napoleon born?  
a) in 1769      b) in 1821      c) in France      d) on Corsica
2. What kind of student was Napoleon in most of his classes?  
a) outstanding    b) excellent    c) good      d) poor
3. What did Napoleon's military career bring him?  
a) power      b) wealth      c) defeat      d) all of the above
4. When did Napoleon become emperor of the French Empire?  
a) when he was fifty-one years old      b) just before he defeated England  
c) after his military campaign      d) several years after he became  
into Russia      a general

### C. Mark the true statements and the false ones.

1. One reason that Napoleon won many military victories was that his soldiers were ready to fight to the death for him. T / F
2. Austria and Russia fought fiercely against Napoleon, but England did not. T / F
3. Many of Napoleon's family and friends were with him when he died. T / F
4. Napoleon died before he reached the age of fifty-two. T / F

## GRAMMAR

### PARTICIPLES

#### GRAMMAR BOX

#### PARTICIPLE

##### Participle I

1. Refers to present
2. Formation: **V + ing**  
*E.g., interest – interesting,  
construct – constructing*
3. Functions  
– a part of the predicate in Continuous Tenses, Perfect Continuous Tenses, Active Voice:  
*E.g., I am travelling around Russia now.*  
  
– a characteristic of things, phenomena around a person:  
*E.g., an interesting book, a boring film.*

##### Participle II

1. Refers to past
2. Formation: **V + ed / V3**  
*E.g., interest – interested,  
construct – constructed*
3. Functions  
– a part of the predicate of Past Simple, Perfect Tenses, Passive Voice:  
*E.g., He looked disappointed travelling around Russia last year.  
E.g., He has been to Egypt three times.  
E.g., This book was written by Gogol.*  
– a feeling that things, phenomena arise in a person;  
*E.g., I am interested in this book.*

#### Ex. 13. A. Give Participles I and II of the following verbs:

to see, to study, to read, to go, to move, to cry, to build, to translate, to speak, to die, to get, to change, to criticize, to recommend, to be, to lie, to spend, to do, to continue, to take, to learn, to create, to laugh, to make.

**B. Give Russian equivalents of the following phrases:**

уставший человек, плывущая девушка, переданные новости, сломанная нога, танцующие студенты, закрытая дверь, приглашающая сторона, приглашенные гости.

**Ex. 14. Распределите следующие предложения по группам: Participle I, Participle II.**

1. The garden was full of children, laughing and shouting.
2. Could you pick up the broken glass?
3. The woman sitting by the window stood up and left.
4. I walked between the shelves loaded with books.
5. Be careful when crossing the road.
6. If invited, we will come.
7. He looked at me smiling.
8. She had her hair cut.
9. Built by the best architect in town, the building was a masterpiece.

**Ex. 15. Объедините два предложения в одно, используя причастие I.**  
*E.g., He was jumping down the stairs. He broke his leg. — He broke his leg jumping down the stairs.*

1. Tom was watching the film. He fell asleep.
2. The pupils opened their textbooks. They looked for the answer.
3. Julia was training to be a designer. She lived in Milan for 3 years.
4. They are vegetarians. They don't eat meat.
5. Jane was tidying up her bedroom. She found some old letters.

**Ex. 16. Choose and circle the correct adjective in each question below.**

1. Mrs. Reynolds did a lot of housework yesterday. She was really *tired* / *tiring* when she finished.
2. Millie is a very *charmed* / *charming* girl. All the boys like her.
3. In my dream last night I saw a *frightened* / *frightening* monster.
4. Sienna felt very *excited* / *exciting* when her father took her to the amusement park.
5. Jayden finds the traffic jam in the city center *annoyed* / *annoying* after work.
6. Mr Lawson seemed *relaxed* / *relaxing* after he sat on a bench this morning.

7. Mr Hughes looks *bored* / *boring* after walking in the shopping center for a long time.
8. The geese are *scared* / *scaring* because there is a fox watching them closely.
9. Being a mechanic is a *tired* / *tiring* job. You must be strong and patient to work as a mechanic.
10. Jamie looked *exhausted* / *exhausting* after he spent some time in the gym.
11. Mr Young seemed *shocked* / *shocking* when he heard that his wife had an accident.
12. The film was really *excited* / *exciting* so Frankie and Jasmine watched it twice.
13. The bear is very *pleased* / *pleasing* because he has found some honey to eat.
14. A sauna can be *relaxed* / *relaxing* for people after a long and hard-working day.
15. Nobody wants to listen to Dexter because he is a *bored* / *boring* man.
16. The toys in the amusement park may be *sickened* / *sickening* for some people.

#### **Lesson 4.4**

##### **Aims**

1. Improve speech skills in the forms of a written monologue.
2. Perform as an interpreter translating the given material.
3. Train the usage of the new vocabulary and grammar.

##### **SPEAKING**

#### **Ex. 17. Talk on the given pictures. Use Participle I and Participle II.**

Phrases that you can use:

*In the picture I can see...*

*There's / There are...*

*There isn't a... / There aren't any...*

*It looks like a...*

*It might be a...*

*He could be ... ing*

*Maybe it's a...*

*At the top/bottom of the picture...*

*In the middle of the picture...*

*On the left/right of the picture...*

*next to*

*in front of*

*behind*

*near*

*on top of*

*under*

*E.g., In the picture I can see a family sitting at the table and having dinner.*

*They are smiling at each other so I think they are happy. Behind them there is*

*a picture of the aged people. Maybe these people are their parents...*



**A**



**B**

## TRANSLATING

**Ex. 18. Give summary in English of the given text.**

### **Феодальный строй в Индии**

К началу нового времени Индия, одна из крупнейших стран мира с населением 100 миллионов человек, была феодальной страной. Она имела древнюю культуру и была густонаселена. В феодальной Индии были сельские общины, в которых каждый крестьянин владел земельным участком, а пастбища были общие; крестьяне совместно выполняли работы и несли государственные повинности.

В Индии имелись мануфактуры, велась значительная торговля, в городах развивалось ремесло. Индийские ткани вывозились и в Европу. В XVI в. Дели был самым большим и цветущим из всех существовавших в то время в мире городов.

В Индии были сословия — касты, например жрецов, воинов, крестьян. Но часть населения не входила в касты, составляя самый низший, бесправный слой — «неприкасаемых». Считалось, что прикосновение к ним или даже к их тени оскверняло жрецов. «Неприкасаемые» были рабами, принадлежавшими всей общине.

В XVI в. значительную часть Индии объединили завоеватели — «Великие Моголы» (династия кочевников-тюрков).

В середине XVIII в. в результате феодальных усобиц и крестьянских восстаний империя Моголов распалась на отдельные владения. Раздробленная, ослабленная междоусобицами, Индия стала добычей европейских завоевателей. И лишь в 1947 году Индия получила независимость от Британской Империи и стала самостоятельным государством.

## WRITING

**Ex. 19. Imagine you are a foreign traveller. You came to The Russian Empire when Nikolai II ruled the country. Write a letter to your family about what you see or have seen around. Use Participle I and II.**

## Unit 5. PEOPLE, EVENTS, FACTS

### Perspectives

Students will:

- 1) learn the vocabulary of the topic “People, events, facts”;
- 2) develop their skills in reading and translating texts about striking similarities between destinies of J. Kennedy and A. Lincoln, and architectural monuments of St. Petersburg;
- 3) practice in comparing different people and things;
- 4) try their hand in listening to the abdication speech of Edward VIII, and whom people consider to be heroes;
- 5) revise their knowledge of Passive Voice;
- 6) know how to speak and write about famous people.



*At the end of the unit take Test 5 (p. 156) for self-assessment.*

### Lesson 5.1

#### Aims

1. Form the lexical and pronunciation skills on the topic “People, events, facts”.
2. Develop speech skills in the forms of monologues in giving your opinion and proving it.
3. Develop skills in communication and interaction between students.
4. Improve your grammar and reading skills.

### VOCABULARY

#### Word list

activities	деятельность
aggression	агрессия / нападение
battle	схватка / сражение
bill	законопроект
birth date	дата рождения

birth place	место рождения
career	карьера
catastrophe	катастрофа
consequence	последствие
childhood	детство
death	смерть
destiny	судьба
earthquake	землетрясение
to escape	избегать
fame	слава
family background	семейное положение
family members	члены семьи
foe	враг
hobbies	увлечения
interests	интересы
old age	пожилой возраст, старость
school life	школьные годы
state of emergency	чрезвычайное положение
victim	жертва
war	война
warfare	военные действия
to wound	ранить

**Ex. 1. Consult the dictionary and explain the meaning of the following words:**

- |                      |                |
|----------------------|----------------|
| 1 warfare            | 5 tornado      |
| 2 foe                | 6 slaughter    |
| 3 victim             | 7 metropolitan |
| 4 state of emergency | 8 earthquake   |

**Ex. 2. Fill in sentences with appropriate words.**

1. The earthquake took place on \_\_\_\_\_ in \_\_\_\_\_.
2. The Titanic was wrecked in \_\_\_\_\_.
3. The total number of rescued is \_\_\_\_\_.
4. The only remedy is \_\_\_\_\_.
5. Fortunately, there are no victims \_\_\_\_\_.

6. Unfortunately, there are \_\_\_\_\_ victims.
7. The war began on \_\_\_\_\_ in \_\_\_\_\_.
8. The causes of the war were \_\_\_\_\_.
9. The \_\_\_\_\_ army carried weapons to \_\_\_\_\_.
10. Local inhabitants try to \_\_\_\_\_.
11. The battle occurred on \_\_\_\_\_ in \_\_\_\_\_.
12. The result of the conflict is \_\_\_\_\_.
13. The United States Congress voted \_\_\_\_\_ to \_\_\_\_\_.
14. The Russian Federation Duma will discuss \_\_\_\_\_ on \_\_\_\_\_.
15. The session was called by \_\_\_\_\_.

## GRAMMAR

### COMPARING PEOPLE, FACTS

#### GRAMMAR BOX

When talking about people, events, facts we often try to compare them, to show their difference or similarity.

#### Differences

Comparative degree of adjectives (more beautiful, bigger, better, smaller, more intelligent, etc.) / but / than / while (пока) / whereas (в то время, как), etc.

*E.g., Russia is bigger in territory than Korea.*

*E.g., I like history, but my brother doesn't.*

*E.g., My dad graduated Smiths College, whereas my mom didn't.*

#### Similarities

Coincidence / coincide / similar / look like / also / too / both / neither of / neither ... nor / so was (were, is, are, did, had, etc.) I (my mom, she, they, etc.) / neither did (am, has, have, do, does, were, etc.) he (I, her sister, etc.).

*E.g., Both my friends became historians.*

*E.g., Neither Nick nor Ann became historians.*

*E.g., My dad graduated Smiths College. So did I.*

**Ex. 3. Pay attention to the given facts and decide on whether they talk about similarities or differences.**

1. Wives of two men were 24 years old when they married.
2. Neither of the women was interested in politics.
3. Both were socially prominent women who spoke French.
4. Both Mrs. Lincoln and Mrs. Kennedy suffered the death of a child.

5. Neither Mrs. Kennedy nor Mrs. Lincoln was injured by the assassin.
6. Andrew Johnson was a large man, and so was Lyndon Johnson.
7. Neither of the vice-presidents was from the North.
8. Lyndon Johnson was later elected President of the United States, whereas Andrew Johnson was not.
9. Andrew Johnson had 13 letters in his name, and Lyndon Johnson did, also.
10. Kennedy's vice-president was born in the 19th century while Lincoln was born in the 18th century.

**Ex. 4. Make up sentences to compare things and people using given information.**

			
<p>A Moscow, Russia vs Washigton, USA</p>		<p>B The pyramid of Cheops (Great Pyramid) vs the pyramid of Djoser</p>	
<p>a) capital</p>	<p>a) capital</p>	<p>location: Egypt, near Cairo</p>	<p>a) location: Egypt, near Cairo</p>
<p>b) foundation: 1147</p>	<p>b) foundation: 1790</p>	<p>b) construction: 2560 BC</p>	<p>b) construction: about 4700 years ago</p>
<p>c) location: on the Moskva River</p>	<p>c) location: on the Potomac River</p>	<p>c) height: 138 meters</p>	<p>c) height: 60 meters</p>
<p>d) population: 11. 5 million residents</p>	<p>d) population: 6.3 million residents</p>	<p>d) the only one wonder of the Ancient World out of seven, which survived</p>	<p>d) the first pyramid the Egyptians built</p>
<p>e) Levi's brand jeans: \$83.55</p>	<p>e) Levi's brand jeans: \$56.87</p>	<p>e) another name: the pyramid of Khufu</p>	<p>e) another name: the pyramid of Zoser</p>

 <p>C Napoleon vs Alexander I</p>		  <p>D Tehran Conference vs Casablanca Conference</p>	
<p>a) birth and death: 1769, Corsica, Kingdom of France / 1821, Saint Helena, British Empire</p>	<p>a) birth and death: 1777, Saint Petersburg, Russian Empire / 1825, Taganrog, Russian Empire</p>	<p>a) location: Tehran, Iran</p>	<p>a) location: Casablanca, Morocco</p>
<p>b) life expectancy: 51</p>	<p>b) life expectancy: 47</p>	<p>b) date: November 28 – December 1, 1943</p>	<p>b) date: January 14–24, 1943</p>
<p>c) religion: Roman Catholicism</p>	<p>c) religion: Russian Orthodox</p>	<p>c) major participants: Churchill, Roosevelt, Stalin</p>	<p>c) major participants: Churchill, Roosevelt, de Gaulle, Giraud</p>
<p>d) position: Emperor</p>	<p>d) position: Emperor</p>	<p>d) major results: First meeting of the Big 3, plan the</p>	<p>d) major results: Plan Italian Campaign, plan</p>
<p>e) from a modest family descended from minor Italian nobility</p>	<p>e) from the Romanov dynasty</p>	<p>final strategy for the war against Nazi Germany and its allies, set date for Operation Overlord</p>	<p>cross-Channel invasion in 1944, demand “unconditional surrender” by Axis, encourage unity of French authorities in London and Algiers</p>

*E.g., Both Moscow and Washington are capital cities.  
Clothes in Moscow are more expensive than in Washington.*

## READING A

**Ex. 5. A. While reading obtain the information about similarities and differences in Kennedy's and Lincoln's lives.**

### **John F. Kennedy and Abraham Lincoln**

John F. Kennedy and Abraham Lincoln lived in different times and had very different family and educational backgrounds. Kennedy lived in the 20th century; Lincoln lived in the 19th century. Kennedy was born in 1917, whereas Lincoln was born more than a hundred years earlier in 1809. As for their family backgrounds, Kennedy came from a rich family, but Lincoln's family was not wealthy. Because Kennedy came from a wealthy family, he was able to attend expensive private schools. He graduated from Harvard University. Lincoln, on the other hand, had only one year of formal schooling. In spite of his lack of formal schooling, he became a well-known lawyer. He taught himself law by reading law books. Lincoln was, in other words a self-educated man.

In spite of these differences in Kennedy and Lincoln's backgrounds, some interesting similarities between the two men are evident. In fact, books have been written about the strange coincidences in the lives of these two men. For example, take their political careers. Lincoln began his political career as a congressman. Similarly, Kennedy also began his political career as a congressman. Lincoln was elected to the US House of Representatives in 1847, and Kennedy was elected to the House in 1947. They went to Congress just 100 years apart. Another interesting coincidence is that each man was elected President of the United States in a year ending with the number 60. Lincoln was elected President in 1860, and Kennedy was elected in 1960; furthermore, both men were Presidents during years of civil unrest in the country. Lincoln was President during the American Civil War. During Kennedy's term of office, civil unrest took the form of civil rights demonstrations.

Another striking similarity between the two men was that, as you probably know; neither President lived to complete his term in office. Lincoln and Kennedy were both assassinated while in office. Kennedy was assassinated in Dallas, Texas, after only 1,000 days in office. Lincoln was assassinated in 1865 a few days after the end of the American Civil War. It is rather curious to note that both presidents were shot while they were sitting next to their wives.

These are only a few examples of the uncanny similarities in the destinies of these two Americans, men who had a tremendous impact on the social and political life in the United States and the imagination of the American people.

### ***GLOSSARY***

formal schooling	официальное обучение в школе
lawyer	адвокат
self-educated man	человек, занимающийся самообразованием
evident	очевидный
coincidence	совпадение
Congressman	конгрессмен
furthermore	более того
civil unrest	гражданское неповиновение
to assassinate	лишить жизни
destiny	судьба
impact	влияние

### **B. Answer the questions.**

1. What century was Lincoln born in?
2. Why was Kennedy able to attend expensive private schools?
3. How many years did Lincoln attend school?
4. How did Lincoln get most of his education?
5. How did both Kennedy and Lincoln begin their political careers?
6. When was Kennedy elected President?
7. During which American war was Lincoln President?
8. How did both Kennedy and Lincoln die?
9. How long was Kennedy President of the United States?
10. When was Lincoln murdered?

### **C. Mark the true statements and the false ones.**

- |   |       |
|---|-------|
| 1. Kennedy lived in the 20th century.                   | T / F |
| 2. Lincoln lived in the 20th century, too.              | T / F |
| 3. Kennedy came from a poor family.                     | T / F |
| 4. Lincoln went to expensive private schools.           | T / F |
| 5. Kennedy taught himself law and became a lawyer.      | T / F |
| 6. Lincoln began his political career as a congressman. | T / F |

- |  |       |
|--|-------|
| 7. Lincoln and Kennedy were Presidents during years of civil unrest. | T / F |
| 8. Lincoln was President during the Vietnam War.                     | T / F |
| 9. Both lived to complete his presidency.                            | T / F |
| 10. Lincoln was assassinated in 1865.                                | T / F |

## SPEAKING

### Ex. 6. Give your views on the following questions.

*A. There have been many conflicting views of who killed John Kennedy. Do you believe that Lee Harvey Oswald, acting alone, assassinated Kennedy? Explain why you believe in the “lone assassin” theory or the “conspiracy” theory.*

*B. Which of the following positions would you defend?*

- *Assassination of a head of state is never justified.*
- *Assassination of a head of state may, under certain circumstances, be justified.*

*C. What does the following story say about how people “rally around” (or support) their leaders during times of crisis? Is it natural for people to rally around political figures when fighting wars? Should people be careful about doing this?*

According to the polls, Kennedy’s highest rating as President came right after the invasion of Cuba at the Bay of Pigs, as the American people rallied to support their President in difficult times, and 82 % expressed approval of his handling of the job. No one was more amazed at this development than Kennedy. “My God”, he said... “The worse I do the more popular I get”.

Former US President George Bush also experienced high levels of popular support after the Gulf War only to be defeated in the election two years later.

*E.g., I can’t say that I believe in either the “lone assassin” theory or the “conspiracy” theory, nevertheless Lee Harvey Oswald was accused of the assassination.*

## Lesson 5.2

### Aims

1. Train the grammar material.
2. Develop your skills in reading and listening comprehension.

### GRAMMAR

#### PASSIVE VOICE

#### GRAMMAR BOX

#### Passive Voice

##### To be + verb in Participle II

Active Voice:			
Subject 1 +	Predicate + 	Object 1 +	Other secondary members
Passive Voice:			
→			→
Object 1 Subject 2	Predicate + (is done / was given / will be sold / is being constructed / was being painted / has been paid / have been said / will have been asked / had been studied / etc.)	Other secondary members +	by Subject 1 Object 2
<i>E.g., We successfully fulfilled the plan. – The plan <b>was</b> successfully <b>fulfilled</b> (by us) (Past Simple).</i>			
<i>E.g., People could rely upon them. – They <b>could be</b> <b>relied</b> upon (by people) (Past Simple of the modal verb “can”).</i>			
<i>E.g., We will sell our old car. – Our old car <b>will be</b> <b>sold</b> (by us) (Future Simple).</i>			
<i>E.g., Builders are constructing a new school. – A new school <b>is being</b> <b>constructed</b> (by builders) (Present Continuous).</i>			
<i>E.g., Mick has already learned new English words. – New English words <b>have been</b> <b>already learned</b> by Mick (Present Perfect).</i>			

##### Remember:

- 1) the information about the participant of the action in the Passive Voice is not necessarily mentioned if it is obvious;
- 2) verbs in Future Continuous and all tenses of Perfect Continuous are not in the Passive Voice.

**Ex. 7. Define the Passive Voice in the sentences which give the information about Martin Luther King.**

1. Martin Luther King was born in the Deep South, in Atlanta, Georgia, in 1929, the son of a Baptist minister.
2. Martin Luther King followed in his father's footsteps as a Baptist minister.
3. Nonviolent protests against discrimination were organized within the civil rights movement of the 1950s and 1960s.
4. Probably the next most important historical event he was involved in was the March on Washington for Jobs and Freedom.
5. During this march he gave his famous "I Have a Dream" speech in August of 1963.
6. In 1964 Martin Luther King was awarded the Nobel Peace Prize.  
*E.g., Martin Luther King was born in the Deep South, in Atlanta, Georgia, in 1929, the son of a Baptist minister.*

**Ex. 8. Put the words in the correct order and make sentences in Passive Voice.**

1. 1968 / was / King / in / assassinated.
2. was / in December, 1955 / A black woman / arrested / in Montgomery / Rosa Lee Parks / Alabama.
3. move / because / arrested / she / She / to the back / didn't / of the bus / was.
4. of the buses / organized / Dr. King / A successful black boycott /by / was.
5. in 1964 / Civil Rights Act / by / was / the Congress / passed.  
*E.g., King was assassinated in 1968.*

**Ex. 9. Match the beginning of the sentences on the left with their endings on the right.**

- |   |  |
|---|--|
| 1. The experiment will                      | a ...been held recently?                               |
| 2. The mail                                 | b ...was erected three hundred years ago.              |
| 3. These machines                           | c ...being looked for everywhere.                      |
| 4. When can the new equipment               | d ...be described in several journals.                 |
| 5. It's a pity the concert                  | e ...are made and contracts are signed in this office. |
| 6. Are the orders                           |  |
| 7. If we use the old methods, a lot of time |  |

- |  |   |
|--|---|
| 8. Something important                           | f ...is being designed by several   |
| 9. No decisions                                  | well-known architects.  |
| 10. This monument                                | g ...were built with very simple tools  |
| 11. Offers                                       | many years ago.   |
| 12. Have any interesting exhibitions<br>or fairs | h ...was not recorded.<br>i ...are going to be tested again.  |
| 13. All these little wooden houses               | j ...have been taken yet.   |
| 14. The future church                            | k ...was being discussed, so I sat<br>down to listen.   |
| 15. The lost dog                                 | l ...may be wasted and very little be<br>achieved.<br>m ...always fulfilled in time?<br>n ...usually is brought at 9 a.m.<br>o ...be installed? |

**Ex. 10. Translate sentences from Russian into English using Passive Voice.**

1. Первые русские крестьянские дома назывались избами, а дома богатых людей назывались теремами и строились из дерева.
2. С помощью печи в избах и теремах готовили еду, пекли хлеб, обогревали дом, спали на ней.
3. Окна, выходявшие на улицу, были богато украшены.
4. Яков Брюс родился в 1670 году в Шотландии.
5. Все русские царевны во все времена были прекрасно образованы и желанны в качестве невест во многих европейских правящих семьях.
6. Расцвет русской культуры в XVIII–XIX веках произошел на почве мультикультурализма.
7. Не многие знают, что крупнейший и богатейший буддистский храм в Европе был возведен в Санкт-Петербурге в XX веке.
8. На состояние и «поведение» России влияет ее огромная территория. Эти просторы представляют собой «географический» фактор Российской истории.

## LISTENING A

Ex. 11 (R. 8). You are going to listen to the abdication speech of Edward VIII.

A. Open the brackets and fill in the gaps with the appropriate form of the verb in the Active or Passive Voice.

At long last I am able to say a few words of my own. I have never wanted to withhold anything, but until now it (*1 not be*) \_\_\_\_\_ constitutionally possible for me to speak.

A few hours ago, I (*2 discharge*) \_\_\_\_\_ my last duty as King and Emperor, and now that I (*3 succeed*) \_\_\_\_\_ by my brother, the Duke of York, my first words must be to (*4 declare*) \_\_\_\_\_ my allegiance to him. This I do with all my heart.

You all know the reasons which have (*5 impel*) \_\_\_\_\_ me to renounce the throne. But I want you to understand that in making up my mind I did not forget the country or the empire, which, as Prince of Wales and lately as King, I have for twenty-five years tried to serve.

But you must believe me when I tell you that I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do without the help and support of the woman I (*6 love*) \_\_\_\_\_.

And I want you to know that the decision I have made (*7 be*) \_\_\_\_\_ mine and mine alone. This was a thing I had to judge entirely for myself. The other person most nearly concerned has tried up to the last to persuade me to take a different course.

I have made this, the most serious decision of my life, only upon the single thought of what would, in the end, be best for all.

This decision (*8 make*) \_\_\_\_\_ less difficult to me by the sure knowledge that my brother, with his long training in the public affairs of this country and with his fine qualities, will be able to take my place forthwith without interruption or injury to the life and progress of the empire. And he has one matchless blessing, enjoyed by so many of you, and not bestowed on me — a happy home with his wife and children.

During these hard days I (*9 comfort*) \_\_\_\_\_ by her majesty my mother and by my family. The ministers of the crown, and in particular, Mr Baldwin, the Prime Minister, have always treated me with full

consideration. There has never been any constitutional difference between me and them, and between me and Parliament. Bred in the constitutional tradition by my father, I should never have allowed any such issue to arise.

Ever since I was Prince of Wales, and later on when I (*10 occupy*) \_\_\_\_\_ the throne, I have been treated with the greatest kindness by all classes of the people wherever I have lived or journeyed throughout the empire. For that I am very grateful.

I now quit altogether public affairs and I (*11 lay down*) \_\_\_\_\_ my burden. It may be some time before I return to my native land, but I shall always follow the fortunes of the British race and empire with profound interest, and if at any time in the future I can be found of service to his majesty in a private station, I (*12 not fail*) \_\_\_\_\_.

And now, we all (*13 have*) \_\_\_\_\_ a new King. I wish him and you, his people, happiness and prosperity with all my heart. God bless you all! God save the King!

Edward VIII

December 11, 1936

#### GLOSSARY

to withhold	скрывать, утаивать
to discharge	исполнить, выполнить (здесь)
to succeed	наследовать
to impel	побуждать, заставлять
to renounce	отречься
entirely	полностью
to concern	интересоваться, заботиться
forthwith	немедленно
interruption	прерывание, заминка, задержка
injury	урон
matchless blessing	несравненное благословение, подарок судьбы
to bestow	наделять
consideration	уважение, внимание
to quit	оставлять, покидать
to lay down	сложить
profound	глубочайший
prosperity	процветание

**B. Listen to the abdication speech of Edward VIII and fill in the gaps.**

**C. Use words from the glossary and give English equivalents of the following phrases:**

1) отречься от престола; 2) король отрекся от престола; 3) скрывать информацию; 4) правда скрывалась; 5) насколько это касается меня; 6) мотивация побуждает к действию; 7) его заставили; 8) наследуемая должность; 9) наделить властью; 10) отказаться, уйти с работы; 11) глубочайший интерес; 12) глубочайшее уважение; 13) сложить обязанности; 14) процветание страны и ее граждан.

## READING B

**Ex. 12. Read sentences and choose the correct option.**

### The History and the Architectural monuments of St. Petersburg

1. St. Petersburg, the city on the banks of the Neva River, was founded in...

a) 1753

b) 1703

c) 1803

2. The first buildings in St. Petersburg were built on...

a) *Krestovsky Island*

b) *Birch Island*

c) *Hare Island*

3. The first building in St. Petersburg is...

a) *the house of Peter I*

b) *the Peter and Paul Fortress*

c) *the Admiralty*

4. The architect of the Summer Palace, the first official residence of Peter I, was...

a) *B. Rastrelli*

b) *K. Rossi*

c) *D. Trezzini*

5. The first museum in the history of Russia was placed in 1719 in...

a) *the Hermitage*

b) *the Kunstkamera*

c) *the Russian Museum*

- 6.** The architect of the Hermitage was...
- a) *D. Kvarengi*
  - b) *A. Montferrand*
  - c) *B. Rastrelli*
- 7.** The author of the sculptural groups on the Anichkov Bridge is...
- a) *I.P. Martos*
  - b) *A.M. Falconet*
  - c) *P.K. Klodt*
- 8.** The well-known Russian architect A.N. Voronikhin constructed in St. Petersburg one of the largest cathedrals...
- a) *the Peter and Paul Cathedral*
  - b) *St. Isaac's Cathedral*
  - c) *The Kazan Cathedral*
- 9.** The architect of St. Isaac's Cathedral is...
- a) *K. Rossi*
  - b) *I.Ye. Starov*
  - c) *A. Montferrand*
- 10.** Name the famous palaces in the environs of St. Petersburg...
- a) *Ostankino, Lefortovo*
  - b) *Pavlovsk, Peterhof*
  - c) *Pokrovskoye, Tainitskoye*
- 11.** The first trade building in St. Petersburg – the Stock Exchange – was built on...
- a) *Bazil Island*
  - b) *New Holland*
  - c) *Kanonersky Island*
- 12.** One of the largest theatres – the Alexandrinsky Theatre – was designed by...
- a) *O.I. Bove*
  - b) *K.I. Rossi*
  - c) *A.N. Voronikhin*
- 13.** The monument “The Bronze Horseman” in Senate Square is dedicated to the Emperor...
- a) *Peter I*
  - b) *Alexander III*
  - c) *Nikolas I*

**14.** In the Centre of Palace Square there is a monument established in an honour of the victory above Napoleon. What is it?

- a) *The Narva Gates*
- c) *The Moscow Gates*
- d) *The Alexander Column*

**15.** The largest sculptural – architectural complex devoted to the victory in the Great Patriotic War of 1941–1945 was...

- a) *Victory Square*
- b) *The Field of Mars*
- c) *The Piskarevskoye Cemetery*

**16.** What building in 1917 was the residence of the Provisional Government?

- a) *The Winter Palace*
- b) *The Mikhail Palace*
- c) *The City Duma*

### **Lesson 5.3**

#### **Aims**

1. Develop your skills in reading and listening comprehension.
2. Improve speech skills in the forms of a written monologue.
3. Perform as an interpreter translating the given material.
4. Train the usage of the new vocabulary and grammar.

#### **TRANSLATION**

**Ex. 13. Give summary of the article in English.**

#### **6 фактов о японской императорской семье**

Япония и сегодня во многих отношениях остается загадкой для европейских обывателей. Там наряду с высокими технологиями соседствуют многовековые традиционные уклады, а страной управляет самая древняя в мире монархическая династия.

#### **1. Японская монархия – самая древняя в мире**

Японская монархия считается старейшей непрерывно правящей династией. Ее основателем является император Дзимму, взшедший на трон в 660 году до н. э. Нынешний правитель страны Акихито – 125-й по счету. Такая стабильность объясняется тем, что реальная политическая власть находилась не у императора, а со-

средотачивалась в руках политиков, которые управляли страной от лица монарха.

## **2. Японский император – прямой потомок богов**

Синтоизм является доминирующей религией в Японии. Согласно верованиям, все японские императоры – прямые потомки синтоистских божеств. Первого императора Дзимму называли правнуком богини Солнца Аматерасу.

## **3. Три имени монарха**

Древние японские монархи имели три имени. Первое имя император получал при рождении, вторым его нарекали после провозглашения наследником, а третье давали посмертно. Последнее имя содержало в себе девиз, которому следовал правитель при жизни. Для исторических летописей важны были только третьи имена.

К примеру, нынешний император Японии Акихито правит под девизом «Хэйсэй», что означает «Мир и спокойствие». Когда он уйдет в мир иной, то потомки будут называть его «император Хэйсэй», тем самым отдавая дань уважения эпохе его правления.

## **4. На императора нельзя смотреть**

На сегодняшний день королевская чета принимает активное участие в общественных мероприятиях. Однако много веков назад жители Страны восходящего солнца испытывали фанатичное благоговение перед своим правителем. Считалось, что можно ослепнуть от благодати, которую он излучает, поэтому смотреть на него категорически запрещалось. Нельзя было даже писать его портреты.

## **5. Японский правитель не должен ездить на коне**

Раньше жизнь в императорском дворце проходила очень размеренно. Любование природой, поэзия, каллиграфия подразумевали неспешное времяпрепровождение. Императоры перемещались исключительно в паланкине. Они не были обучены верховой езде.

## **6. После смерти императора хоронили не сразу**

После смерти императора его не торопились предавать земле. Процесс перехода в мир иной мог затягиваться на недели, а то и месяцы. Пока синтоистские жрецы совершали ритуалы, выбирали благоприятный день для похорон, а чиновники определялись с наследником, покойнику продолжали приносить еду, мыть его, переодевать.

Несмотря на то что правящая династия старается следовать древним традициям, современная жизнь вносит свои коррективы. Император Акихито стал первым монархом, отказавшимся от гарема и женившимся на простолюдинке.

## LISTENING B

Ex. 14 (R. 9). Read and do tasks according to the idea of different people of “a hero”.

### My hero

A. Fill in the gaps with the appropriate word. Then listen and check.

(Girl 1): My hero isn't (1) \_\_\_\_\_, but she ought to be. She's Mary Anning, who was (2) \_\_\_\_\_ and from a poor family when she made an amazing discovery. She found the first dinosaur skeleton, that of an ichthyosaur, on the cliffs of Lyme Regis in the south of England. That was (3) \_\_\_\_\_, and until then people had thought that it was (4) \_\_\_\_\_ for an animal to become extinct. Because she was (5) \_\_\_\_\_ and didn't have enough money for a proper education, she wasn't (6) \_\_\_\_\_ properly in the scientific community of the time. But she read as much scientific literature as she could and continued to search for fossils, often risking her own life to get them by climbing dangerous cliffs. She once nearly died in a landslide which killed her dog. Although she didn't write famous books about fossils, her contribution to paleontology, the study of fossils, is (7) \_\_\_\_\_. I admire her because she kept on trying to make new discoveries at a time when usually only men, and men with money, were (8) \_\_\_\_\_ to be scientists. After her death the writer Charles Dickens said that ‘the carpenter's daughter has won a name for herself, and has deserved to win it’.

- a impossible
- b a woman
- c only 12 years old
- d able to take part
- e said to be enormous
- f in 1811
- g allowed
- h very famous

### GLOSSARY

extinct	вымерший
fossils	ископаемый
contribution	вклад
carpenter	плотник

**B. Open the brackets and give the correct form of the word: singular or plural. Then listen and check.**

**(Boy 1):** My hero is Kailash Satyarthi, who has been campaigning against child slavery for (1 *year*). He is from India and first became aware of the problem of (2 *child*) working when he was 6 and noticed that a boy younger than himself had to spend all day polishing (3 *shoe*) and was unable to go to (4 *school*). When he was 11, he began to collect (5 *money*) to help buy (6 *textbook*) for other (7 *child*), and when he was 26, he gave up his (8 *job*) as an electrical engineer to fight child slavery in India, by doing (9 *thing*) like raiding (10 *factory*) where children were forced to work, making (11 *rug*) or glass (12 *bottle*). He introduced a programme first called Rug Mark, now known as Good weave, which puts tags on child-labour-free rugs made in factories. He has saved many thousands of children, over 80,000, from a terrible life of enforced labour in South Asia and helped them to get an education. He has often been physically attacked for helping children, for example for trying to free Nepalese children forced to work in a circus. He regularly risks his life to fight injustice; two of his (13 *colleague*) have been murdered. I believe that the best thing he has done is to change how (14 *person*) think about child slavery and to make it an international issue.

**GLOSSARY**

slavery	рабство
weave	ткань
injustice	несправедливость
issue	вопрос, проблема

**C. Using prefixes and suffixes form new words from the given ones and insert them into the gaps. Then listen and check.**

**(Boy 2):** I'm really (1) \_\_\_\_\_ in ecology and my hero, interest  
or heroine, is Rachel Carson because she first got people  
thinking about the way we humans are causing permanent  
damage to the Earth's ecosystems. She began as a (2) \_\_\_\_\_, biology  
specializing in writing about the sea, but she gradually  
became aware of the danger of using pesticides like DDT  
and the way they can harm the whole of the food chain,  
from the worm to humans! She wrote her classic book  
Silent Spring in 1962 to explain this to the general public, to  
explain how humans and nature are (3) \_\_\_\_\_. The title depend

of Silent Spring refers to the fact that one day all the birds might be dead so they won't be able to sing in the springtime. The agricultural and (4) \_\_\_\_\_ industries reacted very \_\_\_\_\_ chemistry badly to the book and said she was (5) \_\_\_\_\_. But further \_\_\_\_\_ profession research by other scientists proved that she was right about the dangers of chemicals used to kill insects. Nowadays there is a growing movement for organic food (6) \_\_\_\_\_, but produce unfortunately things in general are still getting (7) \_\_\_\_\_, bad rather than better. We still need to read Rachel Carson's book and think about its message.

### **GLOSSARY**

pesticides	пестициды
a worm	червь
an insect	насекомое

#### **D. Put sentences in order. Then listen and check.**

- ( ) the person I would most like to have met: John Lennon. He
- ( ) in 1980 when he was only 40. I wonder what he would be doing if he was alive now.
- ( ) were written long before that, but when I listen
- ( ) solo. But although I love his music, what I admire about him is his dedication to universal
- ( ) of the Beatles' music, from the early pop songs to the very experimental music at the end of their time as a group. John Lennon
- ( ) a world where everyone can be equal, a world with no wars, no divisions between countries, no greed, no hunger,
- ( ) died a long time before I was born, and his most famous songs
- ( ) no material possessions ... I'd like to meet him because he was a lifelong rebel, and although he
- ( ) peace. It's amazing that the song *Imagine*, written in 1971, is still incredibly popular after all this time. It's about
- ( ) to his music I really feel as if he's speaking to me personally. I love the whole range
- ( ) could be a difficult person, he was original, clever and funny. It was awful that he was killed
- (1) **(Girl 2):** My choice of hero isn't very original, I'm afraid, but he's
- ( ) was the most innovative writer in the Beatles and he continued to create exciting music when he left and went

**E. Check your understanding: multiple choice. Circle which speaker (A, B, C or D) talks about...**

1. someone who was dedicated to world peace. A / B / C / D
2. someone who has been the victim of violence as a result of their campaigning. A / B / C / D
3. someone who left a more conventional job to help young people in their country. A / B / C / D
4. someone who was excluded from the professional community of the time. A / B / C / D
5. someone who she wishes she could meet. A / B / C / D
6. someone who wrote a book about the effect humans could have on nature. A / B / C / D
7. someone who made an important scientific discovery while still a child. A / B / C / D
8. someone who faced strong criticism from big business. A / B / C / D

**F. Check your understanding: multiple choice. Circle the best answer to complete the sentences.**

1. Mary Anning's discovery was important because it showed that \_\_\_\_\_.
  - a) fossils could teach us about the past
  - b) an animal could become extinct
  - c) the shape of the coast was constantly changing
2. Mary Anning's dog died because \_\_\_\_\_.
  - a) it fell off a cliff
  - b) a large amount of earth and rocks fell on it
  - c) it got stuck down a hole while looking for fossils
3. Mary Anning didn't write a famous book because \_\_\_\_\_.
  - a) she was too busy exploring the cliffs
  - b) she did not have access to a formal education
  - c) she believed only men could be scientists
4. Kailash Satyarthi first saw the problems of child slavery when he was \_\_\_\_\_.
  - a) 6 years old
  - b) 11 years old
  - c) 26 years old

5. Kailash Satyarthi has saved over \_\_\_\_\_ children from enforced labour.
- a) 18,000
  - b) 80,000
  - c) 800,000
6. Because of their work, two of Kailash Satyarthi's \_\_\_\_\_.
- a) friends were injured
  - b) children were attacked
  - c) co-workers were murdered
7. Rachel Carson first specialized in \_\_\_\_\_.
- a) human biology
  - b) the study of insects
  - c) marine biology
8. Rachel Carson's book made people realize that \_\_\_\_\_.
- a) using pesticides was damaging the ecosystem
  - b) birdsong is essential to humans
  - c) humans cannot control nature
9. These days, more and more people are buying \_\_\_\_\_.
- a) powerful pesticides
  - b) organic food
  - c) Rachel Carson's book
10. The speaker is apologetic because \_\_\_\_\_.
- a) she doesn't know very much about John Lennon
  - b) she gets upset when she thinks about John Lennon
  - c) John Lennon is an obvious choice of hero
11. The speaker likes \_\_\_\_\_.
- a) all the Beatles' songs and Lennon's solo music
  - b) all of the Beatles' music but not Lennon's solo music
  - c) only the Beatles songs that Lennon wrote
12. It's amazing that *Imagine* \_\_\_\_\_.
- a) is still so well-loved today
  - b) really changed the way things were
  - c) contained so many important themes

## READING C

**Ex. 15. Read the information and guess the right options to fill in the gaps.**

1. The world's most successful pirate in history was \_\_\_\_\_.
  - a) Ching Shih
  - b) Sir Henry Morgan
  - c) Sir Francis Drake
2. The word "gymnastics" which comes from the Ancient Greek words "gymnasia" and "gymnós" means \_\_\_\_\_.
  - a) "to be flexible"
  - b) "to develop muscles"
  - c) "to train naked"
3. Who did Julius Caesar say allegedly fabled words "you too, sweet child" to passing away after coup d'état?
  - a) Brutus
  - b) Gaius Cassius Longinus
  - c) Lucius Cornelius Balbus
4. What ancient building original name was the Amphitheatrum Flavium, or Flavian Amphitheatre, as it was constructed during the Flavian dynasty next to a 164-foot statue of Emperor Nero known as "the colossus of Nero"?
  - a) the Basilica Julia
  - b) the Colosseum
  - c) The Temple of Jupiter Stator
5. Why did, starting in 1942, the BBC issue a public appeal for postcards and photographs of mainland Europe's coast, from Norway to the Pyrenees?
  - a) Initiated by Lieutenant General Frederick Morgan, he was searching for the most beautiful beaches.
  - b) They organized a competition on the best photo of Europe.
  - c) The postcards were sent to the War Office and helped form part of the decision to choose Normandy as the location for the eventual D-Day landings.
6. Since 1945, all British tanks are equipped with \_\_\_\_\_.
  - a) shrapnel
  - b) tea-making facilities
  - c) fire-places

7. Albert Einstein was offered and turned down the presidency of \_\_\_\_\_ in 1952.

- a) Germany
- b) Israel
- c) Switzerland

8. What Roman Emperor fed criminals to animals, had conversations with the moon and even made one of his favorite horses a senator?

- a) Caligula
- b) Nero
- c) Julius Caesar

9. \_\_\_\_\_ has the world's oldest parliament in history, called the Althing and established in 930.

- a) Sweden
- b) Switzerland
- c) Iceland

10. In 2009, fossil hunters found the remains of..., proving that the Sahara Desert was a lush plain full of life 100 million years ago.

- a) crocodiles
- b) spiders
- c) snakes

11. Which university is older than the Aztec Empire?

- a) Cambridge
- b) Oxford
- c) Harvard

12. Who before becoming America's 16th president, was an avid wrestler only losing one fight out of 300?

- a) George Washington
- b) George H. W. Bush
- c) Abraham Lincoln

13. \_\_\_\_\_ was the first member of her dynasty to speak Ancient Egyptian along with 8 other languages including Ancient Greek, Ancient Iranian, Ancient Parthian, Syriac, Ethiopian, Troglodyte, Hebrew, and Arabic.

- a) Cleopatra
- b) Arsinoe
- c) Berenice

**14.** What country remains the world's only country without a written constitution?

- a) Switzerland
- b) Britain
- c) Afghanistan

**15.** In \_\_\_\_\_, Voodoo became a legally-established religion in 2001.

- a) Haiti
- b) Cuba
- c) Madagascar

**16.** Toothpaste originated from Ancient \_\_\_\_\_.

- a) India
- b) Japan
- c) Egypt

**17.** Ancient Greece originally held the Olympic games to honor \_\_\_\_\_.

- a) Apollo
- b) Zeus
- c) Ares

**18.** \_\_\_\_\_ carries the label of The Castle Capital of the World as more than 2000 castles and ruins are open for tourist visits, one of which, the St. Vitus Cathedral, serves as the burial place of kings and home to crown jewels.

- a) The Czech Republic
- b) Morocco
- c) Spain

**19.** \_\_\_\_\_ suffered the greatest environmental catastrophe in the history of humanity which occurred in April 1986 when the Chernobyl nuclear power plant flagged a catastrophic meltdown.

- a) Poland
- b) Ukraine
- c) Russia

**20.** \_\_\_\_\_ is responsible for the development of the oldest known writing system which is called the cuneiform (around 3200 B.C.) and made use of signs per word or syllable, instead of the modern-day alphabet.

- a) Iran
- b) India
- c) Iraq

## WRITING

**Ex. 16. Write a composition about a person whom you consider to be a hero not more than 200 words. Don't forget to give some facts of his / her biography, reasons of your choice and prove it.**

*E.g., There are a lot of people who can be considered as heroes. I would like to tell you about... I think this person undoubtedly can be called a hero because...*

## Unit 6. TRADITIONS AND RELIGIONS

### Perspectives

Students will:

- 1) learn the vocabulary of the topic “Traditions and religions”;
- 2) develop their skills in reading and translating texts about why people like holidays, about world religions and M. Gandhi and his views;
- 3) practice in giving their opinion answering questions and proving your opinion discussing quotations about the role of religion in our life;
- 4) try their hand in listening to the discussion about one of the most famous English traditions, having tea, and about one of the most famous festivals in the world, Mardi Gras;
- 5) revise their knowledge of conditional sentences and prepositions;
- 6) act as interpreters and translate information about wedding traditions in different countries of the world.



*At the end of the unit take Test 6 (p. 158) for self-assessment.*

### Lesson 6.1

#### Aims

1. Form the lexical and pronunciation skills on the topic “History as a branch of study”.
2. Develop speech skills in the forms of monologues and dialogues, in giving your opinion and proving it.
3. Develop skills in communication and interaction between students.
4. Improve your grammar and audio skills.

## VOCABULARY

### Word list

apostle	апостол
baptism	крещение (результат)
belief	вера
Bible	Библия
Buddhism	буддизм
Catholicism	католицизм
celebrate	праздновать
Christianity	христианство
church	церковь
Epiphany	Крещение (религиозный праздник)
fanaticism	фанатизм
faith	вера
festival	праздник
God	бог
gospel	Евангелие
Holy Spirit	святой дух
Hinduism	индуизм
idolism	поклонение идолам
Islam	ислам
Jesus Christ	Иисус Христос
Judaism	иудаизм
Muhammad	Мухаммед
muslim	мусульманин
New Testament	Новый Завет
Old Testament	Ветхий Завет
orthodoxy	православие
paganism	язычество
pantheism	пантеизм
prophet	пророк
Qur'an (Koran)	Коран
religion	религия
ritual	ритуал
saint	святой
Scientology	саентология
sect	секта

Sharia	шариат
Siddhartha Gautama Buddha	Сиддхартха Гаутама Будда
sin	грех
temple	храм
theology	богословие
tradition	традиция
worship	поклоняться

**Ex. 1. Match terms belonging to Pravoslavie (Orthodoxy) in the right column with their Russian equivalents in the left column.**

А	В
1 transfiguration	а Пасха
2 the Old Believers	б женский монастырь
3 prichetnik	с Жития Святых
4 metropolitan	д пономарь
5 Easter	е богадельня
6 Eparchy	ф преображение
7 nunnery	г протоиерей
8 sexton	h Божественная литургия
9 Hagiography	І причетник
10 archpriest	j епархия
11 almshouse	к раскольники
12 Divine liturgy	l митрополит
13 dignity	т ряса
14 cassock	п ладан
15 burning incense	о сан

**Ex. 2. Divide the given words into the groups under the given names:**  
 a chapel, a monastery, Palm Sunday, a moleben (a public prayer), Amvon, Christmas, a vicar, a cathedral, a bishop, Right Reverend, Trinity, Mosque, congregation, Catholicism, Jew, an icon lamp, chasuble, parish, Muslim, layman, Candlemas.

<i>Religion</i>	<i>Religious Holidays</i>	<i>Dignity</i>	<i>Everyday service</i>
<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>
<i>2</i>	<i>2</i>	<i>2</i>	<i>2</i>
<i>3</i>	<i>3</i>	<i>3</i>	<i>3</i>

## SPEAKING A

**Ex. 3. Work with the partner. Discuss the following questions.**

1. What holidays do you really look forward to and celebrate?
2. Are there holidays in other countries or religions that you wish were also celebrated in your country?
3. Are there any special occasions or anniversaries you think deserve to be a public holiday but are not?
4. Is it better to stay at home on holidays or go somewhere?
5. What are the pros and cons of spending holidays with your family, with your friends, or alone?
6. Do you think there should be a world holiday for everyone on Earth to celebrate together?
7. What comes to mind when you hear the word 'religion'?
8. What does religion mean to you?
9. Is religion always a good thing?
10. If religion is all about love and peace, why are many of the world's conflicts and wars caused by religion?
11. If religion teaches us that all men and women are equal and we must love everyone the same, why is there so much racism?
12. What do you think of the argument that religion is really modern-day superstition?
13. What would the world be like without religion?
14. Do you think there'll ever be a single world religion?
15. Money is more important than religion and shopping malls are more popular than places of worship. What do you think about this?

## READING A

**Ex. 4. A. Read the information and put words in the highlighted sentences in the correct order.**

I love holidays. *in / thing / best / the / are / They/ world / the*. The only problem is */ short / always / they / too / are*. Even summer holidays at school aren't long enough. I recently had an eight-week holiday and it flew by. It seems as though holiday */ on / are / we / when / quickly / goes / time*, and slowly when we are at school or work. I always really look forward to holidays — */ great / one / day / are / even / — holidays*. I live in a country that has many national holidays, so */ break / the / there's / a / around /*

corner / always. I feel sorry for some workers who only get two or three weeks holiday a year. *can't / go / do / anywhere / anything / They / or*. I love holidays even if I don't go away. Staying at home is / *just / somewhere / good / going / holiday / as / as / on*. *Sometimes / stressful / holiday / going / is / on*.

## B. Tell something about your favourite holiday.

*E.g., As many other people I like holidays because I may have some rest, meet my friends and family, spend time on a hobby. I like different holidays but my favourite holiday is May Day.*

## GRAMMAR

### CONDITIONALS (IF-sentences)

#### GRAMMAR BOX

#### Characteristics of If-sentences

Type	Period of time the action refers to	Real or unreal situation the action refers to
0	Present	Real / true / rules
<b>If + Present Simple, Present Simple</b>		
<b>(if + is / are / am / do / does / can, is / are / am / do / does / can)</b>		
<i>E.g., If you <b>boil</b> the water, it <b>is</b> 100°C.</i>		
<i>E.g., If the Sun <b>rises</b> in the east, it <b>sets</b> in the west.</i>		
1	Present / future	Real
<b>If + Present Simple / Present Continuous, Future Simple / Future Continuous / Present Simple of modal verbs</b>		
<b>(if + is / are / am / do / does / can, will be / be doing / do / be able to do)</b>		
<i>E.g., If the weather <b>is</b> fine tomorrow, we <b>will go</b> to the beach.</i>		
<i>E.g., I think it's simple: I <b>can't go</b> to the beach <b>if I am preparing</b> for the exams now.</i>		
2	Present	Unreal
<b>If + Past Simple / Past Continuous, Future Simple / Continuous-in-the-Past</b>		
<b>(If + was / were / did / was doing / were doing, would do / be / be doing)</b>		
<i>E.g., If I <b>were</b> you, I <b>would try</b> to correct the mistake.</i>		
<i>E.g., If not for you, I <b>would be having</b> a sun <b>bathe</b> on the beach now.</i>		
3	Past	Unreal
<b>If + Past Perfect, Future Perfect-in-the-Past</b>		
<b>(If + had done, would have done)</b>		
<i>E.g., If she <b>had known</b> the information, she <b>wouldn't have agreed</b> to do it.</i>		
<i>E.g., If children <b>had done</b> their homework, they <b>would have got</b> excellent marks.</i>		

**Ex. 5. Complete sentences with verbs in brackets paying attention to the**

**1st Conditional.**

1. If you \_\_\_\_\_ (ride) your bicycle carelessly, you \_\_\_\_\_ (have) an accident.
2. My grandmother \_\_\_\_\_ (make) cupcakes, if I \_\_\_\_\_ (visit) her.
3. Henry \_\_\_\_\_ (get) cold, if he \_\_\_\_\_ (go) out today. It's  $-7^{\circ}\text{C}$ .
4. If Steven \_\_\_\_\_ (stay) in bed for a few days, he \_\_\_\_\_ (feel) better.
5. If it \_\_\_\_\_ (snow) this winter, Clara \_\_\_\_\_ (make) a big snowman in her garden.
6. Susan and William \_\_\_\_\_ (eat) popcorn, if they \_\_\_\_\_ (go) to the cinema.
7. If Martin \_\_\_\_\_ (not hurry), he \_\_\_\_\_ (miss) the school bus.
8. Your uncle \_\_\_\_\_ (get) angry, if you \_\_\_\_\_ (throw) a snowball on his face.
9. If you \_\_\_\_\_ (stay) under the sun for a long time, you \_\_\_\_\_ (have) a sunburn.
10. Joseph \_\_\_\_\_ (have) a backache, if he \_\_\_\_\_ (sit) in front of the computer for too long.
11. If you \_\_\_\_\_ (not go) to bed early, you \_\_\_\_\_ (be) very tired and sleepy at school tomorrow.
12. If our PE teacher \_\_\_\_\_ (give) permission, we \_\_\_\_\_ (play) basketball.
13. Mr Bright \_\_\_\_\_ (watch) the city view, if he \_\_\_\_\_ (reach) the top of the mountain.
14. If you \_\_\_\_\_ (take) a taxi to work, you \_\_\_\_\_ (not be) late for the meeting.
15. We \_\_\_\_\_ (see) the Colosseum, if we \_\_\_\_\_ (go) to Italy for holiday.

*E.g., If you ride your bicycle carelessly, you will have an accident.*

**Ex. 6. Match two halves to make whole sentences with the 2nd**

**Conditionals.**

1. If my mother took me to the shopping mall, a she would tell us a fairy tale.
2. If the weather were sunny and hot, b we would make some sandwiches.
3. If I had high grades on my school report, c we would play basketball with him.

4. If we didn't have our umbrellas with us, d I would buy a new pink dress.
5. If we had bread, sausage, tomato and onion, e we would go to the beach and swim.
6. If I were in Australia, f my parents would present me a bicycle.
7. If my aunt were here in this house, g I would see the kangaroos.
8. If my friend James weren't ill, h we would get soaked immediately.

**Ex. 7. Complete sentences with the 2nd Conditionals with your own ideas.**

1. If I had a lot of money, \_\_\_\_\_.
2. If I had a red sports car, \_\_\_\_\_.
3. If I lived in a small green village, \_\_\_\_\_.
4. If I were the manager of this company, \_\_\_\_\_.
5. If I knew her telephone number, \_\_\_\_\_.
6. If I had a pet dog, \_\_\_\_\_.
7. If my father didn't have a job, \_\_\_\_\_.
8. If I didn't have any homework to do, \_\_\_\_\_.

*E.g., If I had a red sports car, I would drive to school.*

**Ex. 8. Rewrite the following sentences using the 3d Conditionals.**

1. Lucia didn't go to school last Monday because she was ill.  
If Lucia \_\_\_\_\_.
2. I didn't cook dinner yesterday evening because my husband brought pizza.  
If my husband \_\_\_\_\_.
3. My father wasn't at home last night because he had an important meeting at the office.  
If my father \_\_\_\_\_.
4. Peter went out with his friends because he finished his homework on time.  
If Peter \_\_\_\_\_.

5. We were late for work yesterday morning so the boss was very angry with us.  
If we \_\_\_\_\_.
6. David and Claire didn't buy the house on Park Street because it didn't have a balcony.  
If the house on Park Street \_\_\_\_\_.
7. I couldn't get into the house because I forgot the key in the classroom.  
If I \_\_\_\_\_.
8. Mr Jerkins drove his car carelessly. He crashed into a tree.  
If Mr Jerkins \_\_\_\_\_.
9. Miss Eliot left her umbrella at home so she got soaked in the heavy rain last Sunday.  
If Miss Eliot \_\_\_\_\_.
10. Little boy refused to use the sun cream. He had terrible sunburn on his shoulders.  
If the little boy \_\_\_\_\_.
11. I didn't have my trainers with me so I couldn't play basketball with my friends.  
If I \_\_\_\_\_.
12. Helen couldn't telephone her friend James because she didn't know the telephone number.  
If Helen \_\_\_\_\_.

### LISTENING A

**Ex. 9 (R. 10). A. Match the words from the text about one of the British traditions – having tea for breakfast – to their definitions.**

- |               |  |
|---------------|--|
| 1 A tradition | a Go to see and spend time with someone.   |
| 2 An occasion | b Something to find out the opinions or experience of a group of people, based on a series of questions. |
| 3 A guest     | c A particular event, or the time at which it takes place.   |
| 4 To visit    | d A great liking for sweet-tasting food.   |
| 5 A survey    | e Becoming smaller, fewer, or less; decreasing.  |
| 6 A habit     | f An old custom or belief that has been passed down from one family to the next.                         |

- 7 A sweet tooth    g    An action or routine that someone does time after time (and can be difficult to stop).
- 8 Declining        h    A person who is invited to visit someone's home or attend a particular social event.

**B. Fill in the gaps with the words from the right column.**

<b>Breakfast Tea</b>	
<p>British people are (1) _____ tea drinkers. It is a tradition in Britain to drink tea for different occasions and reasons. People have it for breakfast, for when guests (2) _____, and for tea breaks at work. People even “have a cuppa” when they talk about their personal (3) _____. However, research from The Tea Group shows that herbal, fruit and other teas have become more (4) _____ than traditional English breakfast tea. Researchers conducted a (5) _____ of more than 2,000 tea lovers. Over half of people said their favourite tea was not the traditional (6) _____. Over a (7) _____ of people chose green tea as their favourite brew. Just over 20 per cent said Earl Grey was their (8) _____ one.</p> <p>Sales of traditional tea in the U.K. have been (9) _____. Three years ago, a survey found that 54 per cent of Britons preferred English breakfast tea. The new (10) _____ shows that breakfast tea is (11) _____ to continue to decline in popularity. The researchers found many other things about tea-drinking (12) _____ in the U.K. The biggest reason for drinking tea was to (13) _____. A quarter of Britons drink up to 10 cups a day. Brits seem to love (14) _____ and sugary tea. Around 85 per cent of people who drink Earl Grey and English breakfast put milk in it. Nearly 45 per cent of people (15) _____ their tea with sugar. Amazingly, people with a sweet (16) _____ put three teaspoons of sugar in their cup.</p>	<p><i>problems</i></p> <p><i>survey</i></p> <p><i>number</i></p> <p><i>big</i></p> <p><i>fifth</i></p> <p><i>popular</i></p> <p><i>visit</i></p> <p><i>variety</i></p> <p><i>sweeten</i></p> <p><i>likely</i></p> <p><i>relax</i></p> <p><i>declining</i></p> <p><i>tooth</i></p> <p><i>habits</i></p> <p><i>milky</i></p> <p><i>research</i></p>

**C. Listen to the information and check your choice.**



9. Nearly 25 per cent of people \_\_\_\_\_.

- a) sweeter their tea
- b) sweeten their tea
- c) sweet in their tea
- d) sweeting their tea

10. People with a sweet tooth put three teaspoons of sugar \_\_\_\_\_.

- a) in that cup
- b) in their cup
- c) in them cup
- d) in there cup

**F. Answer the questions.**

1. What images are in your mind when you hear the word 'tea'?
2. Are you a big tea drinker? What do you think of green tea?
3. What do you prefer to drink for breakfast?
4. What drink do you serve your guests?
5. What's the best kind of tea?
6. Which is better, tea or coffee?
7. What's the best way to make a cup of tea?
8. How many cups of tea or coffee do you drink a day?
9. How much of a sweet tooth do you have?
10. What are the health benefits of tea?

**G. Make up a discussion:**

**Role A – Tea:** You think tea is the best drink. Tell the others three reasons why. Tell them what is wrong with their drinks. Also, tell the others which is the worst of these (and why): milk, water or cola.

**Role B – Milk:** You think milk is the best drink. Tell the others three reasons why. Tell them what is wrong with their drinks. Also, tell the others which is the worst of these (and why): tea, water or cola.

**Role C – Water:** You think water is the best drink. Tell the others three reasons why. Tell them what is wrong with their drinks. Also, tell the others which is the worst of these (and why): milk, tea or cola.

**Role D – Cola:** You think cola is the best drink. Tell the others three reasons why. Tell them what is wrong with their drinks. Also, tell the others which is the worst of these (and why): milk, water or tea.

## TRANSLATION

### Ex. 10. Translate the text from Russian into English.

#### Свадебные традиции народов мира

У каждой народности есть собственные традиции, связанные со свадебным торжеством. Некоторые из них актуальны по сей день. Такие обряды максимально достоверно отражают менталитет жителей той или иной страны.

У русских свадьба ассоциируется с весельем и развлечениями, а вот в Австралии на первое место выходит рационализм и минимализм. Молодожены составляют список подарков, которые хотят получить. Приглашенные гости заранее знакомятся с ним и решают, кто и что приобретает.

Северяне не склонны к проявлению пылких эмоций. Это отражается и на свадебном торжестве. Одна из самых ярких и красивых традиций у норвежцев — гости едут на торжество в лодках, декорированных колокольчиками и прочими украшениями.

Одна из необычных венгерских традиций — утреннее умывание. На следующее утро после бракосочетания девушка вместе с гостями отправляется к колодцу и каждого из них собственноручно умывает, а затем вытирает полотенцем.

В Нидерландах в качестве угощения используют специальные конфеты, которые называются «сахар невесты». Лакомство отличается по вкусу и форме. Если двумя гостям достанутся сладости с идентичным вкусом, это к счастью.

## READING B

### Ex. 11. A. Read the text about world religions. Translate it.

#### Religions all over the world

The history of mankind has shown the influence of religion on man. The study of religion has become increasingly important in modern times. There are a lot of religious denominations all over the world. Religions are divided into several major branches, which are subdivided into numerous smaller schools and sects.

Christianity is a worldwide religion; about 1.2 billion people are Christians. Most of us are Christians too. Christians believe in one God with three aspects: God the Father, God the Son (Jesus Christ), and God the Holy Spirit. The main Christian denominations are the Eastern Orthodox, Roman Catholic, and Protestant Churches. The Protestant Church includes Anglicans, Methodists, Baptists, Presbyterians, and others.

Islam is based on the teaching of Koran. In Islam five obligations should be observed: to believe in Allah (God) and Muhammad (the prophet); to pray five times a day; to give money to charity; to fast between sunrise and sunset during Ramadan; and to visit Mecca, the holiest city of Islam in Saudi Arabia, at least once. Muslims pray in mosques, most mosques have one or more minarets, from which the Muslims are called to pray.

Judaism is the religion of the ancient Hebrews and their descendants, the Jews. The sacred writing of Judaism is the Hebrew Bible, which includes the Torah, historical and prophetic books. Jews pray in synagogues. There are three main synagogue associations: the Orthodox, the Conservative, and the Reform.

Buddhists try to follow the life of Buddha. The Buddha is the title given to Gautama Siddhartha, a wealthy man from India who gave up all his possessions and family to teach the ideas on which the religion of Buddhism is based. Buddhism is a religion of eastern, southern and central Asia, the main idea of which that one must become free of human desires in order to escape from suffering. The followers of this religion believe in reincarnation, which means that people are born again after they die. And their next life depends on how well they behaved in their previous life. All Buddhists are meditating to reach nirvana.

Hindus also believe in reincarnation. Hinduism is the main religion of India, which has no founder and no sacred writing. According to Hinduism there are three main gods: Brahma, Siva, Vishnu, and many other god-like beings. There are about 400 million followers of this religion all over the world.

### ***GLOSSARY***

denomination	концессия
Anglicans	представители Англиканской церкви
Methodists	методисты
Baptists	баптисты
Presbyterians	пресвитерианцы
obligation	обязанность, долг
to fast	поститься
Ramadan	Рамадан, мусульманский праздник
Mecca	Мекка, город в Саудовской Аравии
Hebrews	древние евреи
Brahma	Брахма

Siva  
Vishnu

Шива  
Вишну

**B. Find in the text English equivalents for these words and word combinations:**

1) история человечества, 2) влияние религии, 3) изучение религии, 4) религиозные вероисповедания, 5) по всему миру, 6) делятся, подразделяются, 7) большинство из нас, 8) христиане (исповедующие христианство), 9) православный, 10) римский, католический, 11) протестантский, 12) Англиканская церковь, 13) Пресвитерианская церковь, 14) основан, 15) пять обязательств, 16) пять раз в день, 17) на благотворительность, 18) поститься между восходом и закатом, 19) самый святой город, 20) по крайней мере, 21) в мечетях, 22) один раз или больше, 23) древние иудеи, 24) их потомки, 25) священное писание, 26) стараются следовать, 27) оставил свою семью, 28) человеческие желания, 29) чтобы избежать страданий, 30) верят в перевоплощение, 31) предыдущая жизнь.

**C. Match the words and their definitions.**

1 An obligation is...	a the time when the sun appears in the morning.
2 A prophet is...	b money or help given because of kindness and generosity towards people who are poor, sick, in difficulties.
3 Charity is...	c a condition or influence that makes it necessary for someone to do something.
4 Sunrise is...	d a building where Muslims pray.
5 Mosque is...	e a man (in the Christian, Jewish, and Muslim religions) who believes that he is directed by God to make known and explain God's will and/or to lead or to teach a religion.
6 A synagogue is...	f a tall thin tower on a mosque from which Muslims are called to prayer.
7 A minaret is...	g building where Jews are praying.

**READING C**

**Ex. 12. A. Read and number these lines in the correct order.**

**Mohandas "Mahatma" Gandhi**

- ( ) protests against British taxes and landlords, and walked across India encouraging
- ( ) to India to practice as a lawyer but was hampered by British officials, so he accepted a job in South Africa.

- ( ) 2nd October, is commemorated worldwide as the International Day of Non-Violence.
- ( ) of passive resistance he developed in South Africa.
- ( ) and tolerance for all people. He got married at the age of 13. When he was 19, he went to London to study law. He returned
- ( ) non-cooperation with the British. He was arrested and imprisoned for creating unrest. Gandhi's fame spread all
- ( ) Father of the Nation. His non-violent protests led to independence for India from the British. His beliefs and
- (1) Mohandas "Mahatma" Gandhi was India's most important political and spiritual leader. He is honoured in India as
- ( ) of the British in India. He returned to India in 1915, ready to put to work the concept
- ( ) In South Africa, Gandhi faced discrimination and hardship wherever he went. He was treated as a third-class
- ( ) citizen by white people. This awakened in him questions about social justice and the role
- ( ) actions have inspired civil rights movements across the globe. He is an icon of world peace. His birthday,
- ( ) Gandhi was born in Gujarat, Western India, in 1869. He grew up surrounded by religious traditions of compassion, vegetarianism,
- ( ) Between 1916 and 1945, Gandhi campaigned tirelessly to set India free from British rule. He started by leading
- ( ) over the nation. He was assassinated in 1948. Two years later, India became an independent republic.

**B. Match the words from the article on the left with their synonyms on the right.**

- |                |                    |
|----------------|--------------------|
| 1 protests     | a acceptance       |
| 2 icon         | b remembered       |
| 3 commemorated | c blocked          |
| 4 compassion   | d demonstrations   |
| 5 tolerance    | e symbol           |
| 6 hampered     | f care             |
| 7 hardship     | g dealt with       |
| 8 treated      | h enthusiastically |
| 9 resistance   | i killed           |
| 10 tirelessly  | j suffering        |

- |                 |            |
|-----------------|------------|
| 11 unrest       | k struggle |
| 12 assassinated | l disorder |

**C. Match the following phrases from the article:**

- |   |                               |
|---|-------------------------------|
| 1 India's most important political      | a civil rights movements      |
| 2 His non-violent protests led to       | b for creating unrest         |
| 3 His beliefs and actions have inspired | c hardship wherever he went   |
| 4 surrounded                            | d and spiritual leader        |
| 5 hampered by British                   | e resistance                  |
| 6 Gandhi faced discrimination and       | f British taxes and landlords |
| 7 He was treated as a                   | g by religious traditions     |
| 8 the concept of passive                | h independence for India      |
| 9 leading protests against              | i officials                   |
| 10 arrested and imprisoned              | j third-class citizen         |

**D. Make up a dialogue discussing life and actions of M. Gandhi.**

**SPEAKING B**

**Ex. 13. Work in groups. Discuss the given quotations of famous people about religion. Choose one which you support most of all.**

- Religion is to do right. It is to love, it is to serve, it is to think, it is to be humble (Ralph Waldo Emerson, American poet, lecturer and essayist, 1803–1882).
- If there were no God, it would have been necessary to invent him (Voltaire, French philosopher and writer, 1694–1778).
- We can live without religion and meditation, but we cannot survive without human affection (Dalai Lama, Head of the Dge-lugs-pa order of Tibetan Buddhists, 1989 Nobel Peace Prize).
- The church is always trying to get other people to reform; it might not be a bad idea to reform itself a little, by way of example (Mark Twain, American humorist, writer and lecturer, 1835–1910).
- Those who say religion has nothing to do with politics do not know what religion is (Mahatma Gandhi, Indian philosopher, internationally esteemed for his doctrine of nonviolent protest, 1869–1948).

*E.g., I would like to talk on the quotation by Ralph Waldo Emerson. To my mind it is true. Religious commandments teach us moral rules, norms of behaviour and attitude to each other.*

## GRAMMAR

### PREPOSITIONS

#### GRAMMAR BOX

Prepositions are a class of words used to express spatial or temporal relations or mark various semantic roles. They are used to connect nouns, pronouns and phrases in any sentence.

#### Types of prepositions

Simple prepositions:	Compound prepositions:	Phrase prepositions:	Double prepositions:
in / on / at / to / from / with / by / etc.	about / across / among / between / beside / before / etc.	according to / in spite of / in account of / in front of / in order to / for the sake of / by means of / with reference to / in addition to / due to / etc.	out of / because of / from behind / by outside of / etc.

*E.g., I am not coming **with** you.*

*E.g., We are **between** two states.*

*E.g., She is now **in front of** me.*

*E.g., We have to solve two questions **out of** five.*

#### Meaning of prepositions

Prepositions of place:	Prepositions of time:	Prepositions of direction / movement:	Preposition of relation / quality / reason:	Preposition of manner:
in / on / at / over / from / by / after / behind / about / etc.	in / on / at / from / during / about / since and for (with Perfect Tense)	to / towards / through / into / across / along / after / etc.	of	with

*E.g., My brother is a manager. He is **at** work now.*

*E.g., We usually get up **at** 8 o'clock.*

*E.g., I am going **to** your mother to complain **about** you.*

*E.g., Mark walked **across** the road.*

*E.g., Rahul is the monitor **of** my class.*

*E.g., He went to Gujarat **with** his brother.*

**Ex. 14. There are many religious festivals in Russia. One of them is Epiphany.**

**A. Fill in the gaps in the article with the correct preposition.**

Foreigners are **amazed** (1) \_\_\_\_\_ Russians who during freezing weather (2) \_\_\_\_\_ Epiphany take a dip ... (3) \_\_\_\_\_ an ice-hole. The tradition (4) \_\_\_\_\_ bathing (5) \_\_\_\_\_ an ice-hole (6) \_\_\_\_\_ Epiphany came (7) \_\_\_\_\_ long time ago. It is believed that this rite emerged (8) \_\_\_\_\_ the Baptism (9) \_\_\_\_\_ Russia (10) \_\_\_\_\_ 988.

of (×4)  
for (×2)  
with (×3)  
about  
on (×3)  
after (×3)  
in (×13)  
to (×3)

January 19 is the day when the faithful Christians (11) \_\_\_\_\_ Russia celebrate Epiphany. This spiritual festival is **dedicated** (12) \_\_\_\_\_ the great biblical event, the Baptism (13) \_\_\_\_\_ Jesus Christ (14) \_\_\_\_\_ the waters (15) \_\_\_\_\_ the Jordan River. These days (16) \_\_\_\_\_ Russia are **famous** (17) \_\_\_\_\_ a wonderful tradition – Epiphany bathing. **According** (18) \_\_\_\_\_ the Bible any water (19) \_\_\_\_\_ this day is considered to be healing and miraculous. The best way to get healthier (20) \_\_\_\_\_ body and spirit is to bathe (21) \_\_\_\_\_ the baptismal rite font immediately (22) \_\_\_\_\_ the festive worship service. It must be mentioned that Epiphany bathing today is very popular among Russians, despite the icy water (23) \_\_\_\_\_ the freezing cold! It's amazing, but no one has ever got sick (24) \_\_\_\_\_ the ritual. (25) \_\_\_\_\_ villages, believers do it (26) \_\_\_\_\_ the river, (27) \_\_\_\_\_ cities (28) \_\_\_\_\_ temples they place wooden vessels (29) \_\_\_\_\_ bathing. **Next** (30) \_\_\_\_\_ them there are fair booths (31) \_\_\_\_\_ which all visitors are **treated** (32) \_\_\_\_\_ tea, honey and cakes.

**B. Translate sentences from Russian into English using phrases highlighted in bold.**

1. Я вам удивляюсь.
2. Они удивлялись маминому спокойствию.
3. Россия знаменита своими просторами и природными ресурсами.
4. Шекспир известен своими комедиями и трагедиями.
5. Его новая книга посвящена истории города Тольятти.

6. Студенты посвятили концерт своим преподавателям.
7. 10 лет Мик сидел за одной партией с Грэггом в школе.
8. Рядом с нашим домом находится красивый парк.
9. Гостей угощали икрой и шампанским на вечеринке.
10. Я хочу угостить вас домашним тортом.
11. В соответствии с вашим докладом, жизнь крестьян в любые времена и в любой стране была трудной.
12. Многие люди стараются жить в соответствии с нравственными законами.

**Ex. 15. A. Complete the phrases with the correct prepositions:**

- 1) be ashamed \_\_\_\_\_ having failed;
- 2) an answer \_\_\_\_\_ the question;
- 3) be proud \_\_\_\_\_ his son;
- 4) be famous \_\_\_\_\_ breath-taking sights;
- 5) to supply the customers \_\_\_\_\_ the right products;
- 6) be similar \_\_\_\_\_ mine;
- 7) be respected \_\_\_\_\_ being an honest politician;
- 8) to deal \_\_\_\_\_ the problem later;
- 9) be sorry \_\_\_\_\_ having done something wrong;
- 10) to provide her \_\_\_\_\_ everything she needs;
- 11) be responsible \_\_\_\_\_ employing new workers;
- 12) an expert \_\_\_\_\_ astronomy;
- 13) be fond \_\_\_\_\_ romantic films;
- 14) be interested \_\_\_\_\_ pursuing a career;
- 15) be capable \_\_\_\_\_ getting to the top;
- 16) to take pride \_\_\_\_\_ what you do;
- 17) be short \_\_\_\_\_ money;
- 18) to praise her \_\_\_\_\_ doing such a good job;
- 19) to cooperate \_\_\_\_\_ the competitor.

**B. Make up your own sentences with some of these phrases.**

*E.g., I am **interested in** history and **fond of** documentary films.*

## LISTENING B

Ex. 16 (R. 11). A. Before listening to the information about Mardi Gras festival match the following phrases from the article.

### Paragraph 1

- |   |                            |
|---|----------------------------|
| 1 a celebration that takes place on the | a before Ash Wednesday     |
| 2 the beginning of the 40-day           | b tradition worldwide      |
| 3 the final day of a three-             | c period of Lent           |
| 4 People eat well the day               | d back hundreds of years   |
| 5 The tradition of Mardis Gras goes     | e day before Ash Wednesday |
| 6 missionaries exported the             | f day period               |

### Paragraph 2

- |  |                          |
|--|--------------------------|
| 7 Mardi Gras is a riot                 | g all over the world     |
| 8 Many people dress up in              | h the Venetian streets   |
| 9 Thousands of people from             | i and lesbian community  |
| 10 Venice is home to one of the oldest | j spectacular costumes   |
| 11 mask-wearing revelers fill          | k of colour              |
| 12 celebrated by the city's gay        | l carnivals in the world |

### B. Listen to the article. Fill in the gaps in the article.

“Mardi Gras” is French for “Fat Tuesday”. It is the  
(1) \_\_\_\_\_ of a celebration that takes place on the day *tradition*  
(2) \_\_\_\_\_ Ash Wednesday, which marks the beginning of *final*  
the 40-day (3) \_\_\_\_\_ of Lent. Mardi Gras is the (4) \_\_\_\_\_ *name*  
day of a three-day period which starts on the Sunday before *over*  
Ash Wednesday. In Catholic countries, people fast *before*  
(5) \_\_\_\_\_ lent. People eat well the day before Ash *during*  
Wednesday and hold celebrations. These can be wonderful, *settlers*  
colourful carnivals all (6) \_\_\_\_\_ the world. The most *period*  
famous are those in Rio de Janeiro, New Orleans and  
Venice. The (7) \_\_\_\_\_ of Mardis Gras goes back hundreds  
of years in Catholic Europe. Explorers, (8) \_\_\_\_\_ and  
missionaries exported the tradition worldwide.

Today, Mardi Gras is a riot of colour, (9) \_\_\_\_\_ carnivals, marching bands, dancing and all-(10) \_\_\_\_\_ partying in the streets. Many people dress up in spectacular costumes and wear beautiful (11) \_\_\_\_\_. The biggest Mardis Gras carnivals are in Rio de Janeiro, Brazil, and New Orleans, Louisiana. Thousands of people from all (12) \_\_\_\_\_ the world visit these cities to join in the fun. Venice is home to one of the (13) \_\_\_\_\_ carnivals in the world, called Carnevale di Venezia. This dates back to 1268. Thousands of mask-wearing revelers (14) \_\_\_\_\_ the Venetian streets and (15) \_\_\_\_\_ special masked balls. In Sydney, Australia, Mardis Gras is celebrated by the city's gay and lesbian (16) \_\_\_\_\_ with street parades and costumes.

*attend  
masks  
oldest  
community  
street  
over  
fill  
night*

**C. Translate sentences from Russian into English.**

1. День чревоугодия, Марди Грас, является одним из старейших и красочных карнавалов в мире.
2. Здесь было тихо, как в великий пост в Новом Орлеане!
3. В пост верующие обычно постятся.
4. Жители и гости Венеции во время карнавала совсем не спят.
5. Участники карнавала обычно носят маски и разноцветные костюмы.
6. Впервые Венецианский карнавал прошел в 1268 году.
7. Говорят, карнавал в Рио-де-Жанейро самый веселый. Я бы хотел посетить Бразилию когда-нибудь.

**D. Make up sentences using words from the article.**

*E.g., Local community discussed the problem of lining the oldest streets with trees and flowers.*

*At night streets are filled with masked people.*

## GRAMMAR BOX

### Difference in prepositions IN / ON / AT

#### Talking about place

In (inside something: city, country, house, building, book, etc.)	On (on the surface of something: table, face, book, etc.)	At (at some point which is rather abstract: work, etc.)
In Haryana or India / in the bedroom / in the shop / in my bag / in the building / in the newspaper or magazine / in the sky / in the corner	On the roof / on the sofa / on the bike / on the cover / on the page / on the bus or train or plane / on the radio or laptop or TV / on the right or left / on the way / on a business trip	At the end of the line / at the exit / at the entrance / at the corner / at work / at home / at office / at college / at school / at the side

#### Talking about time

In (for months, year, decades, and for a long time)	On (for dates, weekdays)	At (for precise time)
In March / in 2000 / in the 80's / in this century / in the morning / in the afternoon / in the evening	On Monday / on Sunday afternoon / on his birthday / on the 1st of May / on Easter day	At nine o'clock / at 2:30 p.m. / at the moment / at the same time / at present time / at sunrises / at sunset / at noon / at night / at Christmas
<i>E.g., I was <b>in</b> India last year.</i>	<i>E.g., I was <b>on</b> Indian beaches last year.</i>	<i>E.g., I was <b>at</b> the corner of an Indian street.</i>
<i>E.g., We will meet <b>in</b> the morning.</i>	<i>E.g., We will meet <b>on</b> Monday morning.</i>	<i>E.g., We will meet <b>at</b> sunrise.</i>

### Ex. 17. A. Complete the phrases with the correct prepositions: in / on / at.

1. to be excellent \_\_\_\_\_ something
2. he is experienced \_\_\_\_\_ writing emails
3. concentrate \_\_\_\_\_ something important
4. succeed \_\_\_\_\_ making a lot of money
5. keen \_\_\_\_\_ going to the cinema
6. congratulate him \_\_\_\_\_ his success

### B. Translate sentences from Russian into English using phrases above. Mind prepositions.

1. Коллеги поздравили его с днем рождения.
2. По субботам мой отец любит ходить на рыбалку.
3. В школьные годы Джон показывал прекрасные знания в географии.

4. Чтобы достичь свои цели, необходимо сконцентрировать свое внимание и силы.
5. Все знают, что он преуспел в живописи.
6. Я всегда хотела потренироваться в прыжках с парашютом.

## WRITING

**Ex. 18. Be ready with the composition “Traditions in the contemporary world”.**

While you are considering the main idea discuss the following questions:

1. Are traditions important to you?
2. Is it necessary to keep the traditions?
3. What is more important: to follow religious or common traditions?
4. Do we live in the world of uprooting traditions?

Mind the composition:

- the exposition;
- the main part (different arguments);
- the conclusion.

The composition should contain approximately 250 words.

## SELF-ASSESSMENT PART

### Test 1

#### A. Fill in the gaps with the word that suits.

<p>People live in the (1) _____. They plan for and worry about the (2) _____. History, however, is the study of the (3) _____. But why should we study history? History should be studied because it is essential to individuals and to (4) _____, and because it harbors beauty. There are many ways to (5) _____ the real functions of the subject as there are many different (6) _____ talents and many different paths to historical meaning. All definitions of history's utility, however, rely on two fundamental facts. History, then, (7) _____ the only extensive materials available to study the human condition. It also focuses (8) _____ on the complex processes of social change, including the factors that are causing change around us today. Here, at base, are the two related (9) _____ many people become enthralled with the examination of the past and why our society requires and encourages the study of history as a major (10) _____ in the schools.</p>	<p>a provides b future c attention d discuss e historical f subject g reasons h past i society j present</p>
---	--

#### B. With the help of suffixes form new words to fill the gaps.

<p>In the first place, history offers a storehouse of (11) _____ about how people and societies behave. Major aspects of a society's (12) _____, like mass elections, missionary activities, or military alliances, cannot be set up as precise experiments. The second reason history is inescapable as a subject of serious study follows (13) _____ on the first. The past causes the present, and so the future. These two fundamental reasons for (14) _____ history underline more specific and quite diverse uses of history in our own lives. History well told is beautiful. Many of the (15) _____ who most appeal to the general reading public know the importance of dramatic and skillful writing as well as of accuracy.</p>	<p>inform  operate  close  study  history</p>
---	---



29. No one can ever deal with the present as the \_\_\_\_\_ deals with the past.  
a) teacher                      b) historian                      c) scholar
30. Learning history helps one to identify definite \_\_\_\_\_.  
a) books                      b) data and dates                      c) people

## Test 2

### A. Choose the correct variant of using *gerund* or *infinitive*.

1. He enjoys **to listen** / **listening** to music.
2. Her mum doesn't like **cooking** / **to cook**.
3. Can you help me **moving** / **to move** this table?
4. He wants **to marry** / **marrying** her.
5. I hate **washing** / **to wash** dishes.
6. I decided **learning** / **to learn** German.
7. It's no use **talk** / **talking** to Bob; he won't change his mind.
8. The man suggested **calling** / **to call** the police in, to investigate.
9. I can't get used to **live** / **living** in such a hot country.
10. He admitted **to rob** / **robbing** the bank.
11. The kitchen windows need **cleaning** / **clean**.

### B. Read the text and define whether the following statements are true or false. Write T if it is true, F – false.

#### Ancient Buildings

##### 1) The Lighthouse of Alexandria

The Lighthouse of Alexandria was one of the Seven Wonders of the Ancient World. Built on the ancient island of Pharos, off the city's coast, it worked day and night to mark the harbour and make sure that sailors could safely sail the dangerous waters into the harbour.

The ruler of Egypt, Ptolemy Soter, began building the Lighthouse, which was completed during the reign of Ptolemy II (283–246 BC). Sostratus was the architect and calculations for the building were carried out at the famous Alexandria Library. At the time, the Lighthouse was the tallest building on Earth, rising over 40 storeys high. Built in three layers, the lowest was rectangular, the middle layer was octagonal and the top was circular.

At the top of the Lighthouse a fire was kept burning all night to guide ships into the harbour. The Lighthouse's most impressive feature was a

mysterious mirror. According to legend, the mirror was a weapon. It could direct sunrays onto enemy ships and burn them.

The Lighthouse stood for about 1500 years before it was destroyed by an earthquake.

## **2) Stonehenge, southern England**

Stonehenge is found on Salisbury Plain in southern England. It was built in three stages starting from 3000 BC onwards and finishing in 2000 BC. It formed a perfect circle of huge rectangular stones that were linked by beams. The stones were stood precisely so that the sunrise and moonrise could be seen at certain times of the year. Today a visitor to Stonehenge can see parts of two circles of stone blocks.

No one is actually sure who built these mysterious giant stone circles or why. One theory suggested that the Romans built Stonehenge, while another suggested it was the Druids, a group of Celtic priests. In the 20th century, archaeologists proved these theories wrong. They showed that work on Stonehenge began 2000 years before the Celts or Romans arrived in the area.

Today it is widely believed that Neolithic people in Britain built Stonehenge. But there's still a lot of mystery surrounding this fascinating stone circle.

## **3) The Palace of Knossos**

The Palace of Knossos is filled with the myths of the Ancient Minoan civilization of Crete. Legend says that King Minos built the palace. The first palace was built around 2000 BC and was destroyed by an earthquake around 1700 BC. A second, more luxurious palace, which can still be seen today, was built straight after, during the peak of the Minoan civilization.

The royal palace was several storeys high and was made of wood, stone and clay. Its rooms were connected by narrow passageways that probably gave rise to the myth of the Labyrinth. The royal apartments lay around a central courtyard. The public rooms were upstairs. Inside, there were apartments for royalty, rooms for religious ceremonies, banquet halls, storage rooms and a school. Around 1400 BC the palace was damaged by a fire of uncertain origin.

The palace is famous for the beautiful paintings that covered its walls. Some of the wall paintings showed people jumping over bulls, a favourite sport of the Minoans. Even now, you can see some of these magnificent wall paintings at Knossos.

	True	False
12. The Lighthouse of Alexandria was located on an island.		
13. The Lighthouse was fourteen floors high.		
14. Stonehenge was built in two stages.		
15. Stonehenge took many years to finish.		
16. There is one theory what for Stonehenge was build.		
17. All the mysteries of Stonehenge are solved.		
18. In 1400 BC an earthquake damaged the Palace of Knossos.		
19. The Palace of Knossos has paintings of sport that Minoans liked.		

**C. Read the text and for questions 20–26, choose the best answer, A, B, C or D.**

20. The Lighthouse of Alexandria was built...
- a) by an Egyptian ruler.                      c) in three floors.  
b) by Sostratus.                                d) near an island.
21. A fire was continually burning on top of the Lighthouse of Alexandria to...
- a) impress people.                              c) burn enemy ships.  
b) help ships reach the harbour.            d) light up the building.
22. The Lighthouse of Alexandria was destroyed...
- a) by people    b) by aliens    c) by nature    d) by war
23. Which of the following describes Stonehenge as it is today?
- a) A perfect circle of rectangular stones.  
b) A set of beams which are lined up.  
c) Two full circles made up of stone blocks.  
d) Two circles with some parts missing.
22. Which of the following best describes the Palace of Knossos?
- a) A beautiful ancient palace which has survived a huge fire and an earthquake.  
b) A mythical palace full of labyrinths which excites the imagination.  
c) The remains of a legendary palace, decorated with beautiful paintings.  
d) The remains of a once great palace which was home to King Minos.

25. Which of the buildings tell us about ancient sport?  
 a) the Palace of Knossos  
 b) The Lighthouse of Alexandria  
 c) Stonehenge  
 d) None of them
26. Which of the buildings can we still see today?  
 a) None of them  
 b) All of them  
 c) The Palace of Knossos and Stonehenge  
 d) Stonehenge and the Lighthouse of Alexandria

**D. Multiple-choice test on modal verbs.**

27. Jack \_\_\_\_\_ go to hospital yesterday.  
 a) had to                      b) should                      c) has to                      d) must
28. You look tired. You \_\_\_\_\_ go to bed.  
 a) would                      b) should                      c) could                      d) must
29. \_\_\_\_\_ you wait a moment, please?  
 a) Can                      b) Need                      c) Should                      d) Must
30. My grandfather \_\_\_\_\_ speak six languages many years ago.  
 a) need                      b) may                      c) must                      d) could

**Test 3**

**A. Read the text and fill in the gaps with the appropriate words.**

<p>About two (1) _____ years ago the present British Isles were inhabited by the (2) _____ who originally came from continental Europe. During the next one thousand years there were many invasions. The (3) _____ came from Italy in AD 43 and, in calling the country (4) _____, gave Britain its name. The (5) _____ and Saxons came from (6) _____, Denmark and the Netherlands in the (7) _____, and England gets its name from the invasion – Angle-land. The (8) _____ arrived from Denmark and Norway throughout the 9th century, and in 1066, the one date in history which every British school-child knows, the (9) _____ invaded from France. These (10) _____ drove the Celts into what is now Wales and Scotland, and they remained, of course, in (11) _____. The English, on the other hand, are the (12) _____ of all the invaders, but are more Anglo-Saxon than anything else. These various (13) _____</p>	<p>a Romans          b Germany          c thousand          d Ireland          e invasions          f Britannia          g legal          h Vikings          i Celts          j 5th century          k Angles          l descendants          m Normans          n origins</p>
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explain many of the differences to be found between England, Wales, Scotland and Ireland – differences in religion, education, the (14) _____ systems, but most obviously, in language.	
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**B. Mark the true statements and the false ones.**

	True	False
15. The Celts who came from continental Europe inhabited the British Isles about 2000 years ago.		
16. In AD 43 the Romans invaded the present Britain.		
17. The Romans called it Angle-land.		
18. The Angles and Saxons came from Germany, Denmark and the Netherlands in the 4th century.		
19. The Vikings invaded England from Norway and Denmark in the 9th century.		
20. All parts of the country have the same traditions and language.		

**C. Multiple-choice test**

21. The boy asked his girlfriend: “Give me one more chance.” – The boy asked his girlfriend...
- to give him one more chance.
  - give me one more chance.
  - give him one more chance.
  - to give me one more chance.
22. Fred said: “I forgot my umbrella.” – Fred said that...
- I had forgotten my umbrella.
  - he forgot his umbrella.
  - he had forgotten his umbrella.
  - I forgot my umbrella.
23. My friend said to me: “Where were you yesterday?” – My friend...
- said to me where was I yesterday.
  - asked me where I was yesterday.
  - said to me where I was the day before.
  - asked me where I had been the day before.

24. Jane asked: “Will you come to my party tomorrow, Kate?” – Jane asked...
- a) Kate if she would come to her party the next day.
  - b) if would you come to my party tomorrow, Kate.
  - c) Kate would she come to her party the next day.
  - d) if Kate will come to her party tomorrow.
25. She says: “I have already finished my test.” – She says that...
- a) she had already finished her test.
  - b) she have already finished her test.
  - c) she has already finished her test.
  - d) I have already finished my test.
26. Mother said to her son: “Don’t put your dirty shoes on the carpet.” – Mother told...
- a) her son not put his dirty shoes on the carpet.
  - b) to her son not to put his dirty shoes on the carpet.
  - c) her son don’t put his dirty shoes on the carpet.
  - d) her son not to put his dirty shoes on the carpet.
27. He thought: “Where can my friend be at this moment?” – He thought where...
- a) could his friend be at this moment.
  - b) his friend could be at that moment.
  - c) my friend could be at that moment.
  - d) his friend can be at this moment.
28. Mary wondered: “Did they buy this fresh meat two hours ago?” – Mary wondered if they..
- a) bought that fresh meat two hours before.
  - b) had bought that fresh meat two hours ago.
  - c) had bought that fresh meat two hours before.
  - d) buy this fresh meat two hours before.
29. Greg asks his friend: “Are you tired?” – Greg asks his friend...
- a) if he is tired.            b) is he tired.
  - c) if you are tired.        d) if he tired.
30. Nina asked: “Where is Tom?” – Nina asked where...
- a) is Tom.    b) was Tom.    c) Tom was.    d) Tom.

## Test 4

### A. Choose an appropriate word from the box and insert it in a sentence:

a) rebellion, b) massacre, c) independence, d) temple, e) antiquities,  
f) apprentice, g) knight.

1. The USA celebrates ... Day on July 4.
2. During this ... died many people.
3. The king made him a ... and gave him a sword.
4. The museum of Roman ... is situated on this street.
5. The ... of Karnak dates from around 2055 BC.
6. After being for a short time ... to a captain, he became a good sailor.
7. It was a ... of slaves led by a gladiator named Spartacus.

### B. Put the words into the correct order to make questions.

8. her / met / last night / we / at the bus station / didn't we / ?
9. in Greece / will / your brother / spend / next summer / who / with / ?
10. send / you / a letter / did / ?
11. he / seen / this / film / hasn't / before / has he / ?
12. she / drink / coffee / why / doesn't / ?
13. how / you / old / are / ?

### C. Choose the right *Participle*.

- 14 *Having landed* / *landing*, the admiral (Columbus) saw trees very green, and much water, and fruits of diverse kind.
- 15 It was *surprising* / *surprised* that we passed the exam.
- 16 We were *disappointing* / *disappointed* with this movie.
- 17 *Analyzing* / *having analyzed* the data in the table we can make the following conclusions.
- 18 It was a really *terrifying* / *terrified* experience.
- 19 *Having received* / *receiving* much money, Sally moved to another place to live.
- 20 There's no need to get *annoyed* / *annoying* just because I'm a few minutes late.

### D. Read the text and decide whether statements are true or false.

Victoria (Alexandrina Victoria 24 May 1819 – 22 January 1901) was the Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837, and the first Empress of India of the British Raj from 1 May 1876, until her death. Her reign as the Queen lasted 63 years and 7 months,

longer than that of any other British monarch before or since, and her reign is the longest of any female monarch in history. The time of her reign is known as the Victorian era, a period of industrial, cultural, political, scientific, and military progress within the United Kingdom.

Victoria was of mostly German descent, the daughter of Prince Edward, Duke of Kent and Strathearn and Princess Victoria of Saxe-Coburg-Saalfeld. She was married to Prince Albert and had 9 children and 42 grandchildren. She arranged marriages for all of them across the continent, tying Europe together and earning her the nickname “the grandmother of Europe”. She was the last British monarch of the House of Hanover; her son King Edward VII belonged to the House of Saxe-Coburg and Gotha.

Victoria ascended the throne at a time when the United Kingdom was already an established constitutional monarchy, in which the king or queen held relatively few direct political powers and exercised influence by the prime minister’s advice; but she still served as a very important symbolic figure of her time. Victoria’s reign was marked by a great expansion of the British Empire. During this period, it reached its zenith and became the foremost global power of the time.

	True	False
21. Queen Victoria belonged to the House of Hanover.		
22. Queen Victoria had a big family.		
23. The United Kingdom was an absolute monarchy when Queen Victoria ruled the country.		
24. Her husband’s name was Alex.		
25. Her son King Edward VII belonged to the House of Hanover, too.		
26. Queen Victoria reigned the country nearly sixty-four years.		
27. She was the first Empress of India.		
28. Her reign is the longest of any monarch in history.		
29. The head of the constitutional monarchy holds relatively few direct political powers and exercises influence by the prime minister’s advice.		
30. The British Empire was at the peak of its development at Queen Victoria’s time.		

**Test 5**

**A. Read the first part of the article “Anger as work starts on Machu Picchu airport”. Make new words from the given ones to fit the gaps.**

<p>The world-(1) _____ Inca site Machu Picchu in Peru is going to get an airport. Peru’s (2) _____ started preparing the ground for the airport earlier this week. Around one million (3) _____ visit Machu Picchu every year. Government officials hope the new Chinchero (4) _____ Airport will make it easier for tourists to reach the site. Getting to Machu Picchu currently takes time and requires a bus and train. The (5) _____ airport is 120 kilometers away in the city of Cuzco. The new airport will allow direct international flights into the heart of the Machu Picchu area. The government says this will be a boost for the country’s tourism industry. More than 7 million (6) _____ a year may use the airport.</p>	<p>fame govern  tour nation  near  pass</p>
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**B. Read the second part of the article “Anger as work starts on Machu Picchu airport”. Fill in the gaps with the appropriate word.**

<p>Machu Picchu was built in the 15th century by the Inca people. They built it 2430 meters up on a misty peak in the (7) _____. It became a UNESCO World (8) _____ site in 1983. Many people are (9) _____ about the building of the new airport. (10) _____ say it will cause a lot of damage to (11) _____ and its surrounding (12) _____ communities. Peruvian (13) _____ Abel Traslaviña said: “The airport ... endangers the conservation of one of the most important historical and archaeological sites in the world. An airport in the surroundings of the Sacred Valley will affect the (14) _____ of a complex Inca landscape and will cause (15) _____ damage due to noise, traffic and uncontrolled (16) _____.”</p>	<p>Machu Picchu Heritage archaeologist integrity Andes Mountains urbanization conservationists irreparable unhappy rural</p>
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## Test 6

### A. Multiple-choice test

World (1) \_\_\_\_\_ Day takes place every year (2) \_\_\_\_\_ the third Sunday in January. Its aim is to help people understand religions other than their own. It hopes to promote understanding and harmony by (3) \_\_\_\_\_ the things that are common to all religions: things like love, forgiveness, treating others with respect and protecting our world. The World Religion Day website says that “Religion must be the cause of unity”. The site also says that World Religion Day is “dedicated towards encouraging the leaders and (4) \_\_\_\_\_ of every religion to acknowledge the similarities in each of our sacred (5) \_\_\_\_\_.” World Religion Day is a time for all of us to understand that we are all one people of the Earth and we must act and work together for peace.

On World Religion Day, it is a good idea to understand how similar the great world religions are in their beliefs. Look at these (6) \_\_\_\_\_ from different religions. Are they similar to your own religion’s teaching? Buddhism states: “Hurt not others in ways that you yourself would find hurtful.” This is similar to (7) \_\_\_\_\_, which teaches us to: “Do unto others as you would have them do to you,” and Judaism: “What is hateful to you, do not to your fellow man.” The Bahai Faith tells us that: “(8) \_\_\_\_\_ is he who prefers his brother before himself.” This (9) \_\_\_\_\_ is very similar to Islam, which says: “No one of you is a believer until he desires for his brother that which he desires for himself.” In Sikhism you can find: “No one is my enemy, none a stranger and everyone is my (10) \_\_\_\_\_.”

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| 1. a) Religious  | b) Respectful   | c) Religion     |
| 2. a) on         | b) in           | c) at           |
| 3. a) focus on   | b) focusing on  | c) focused in   |
| 4. a) foes       | b) followers    | c) friends      |
| 5. a) faithful   | b) songs        | c) Faiths       |
| 6. a) writings   | b) inscriptions | c) paper        |
| 7. a) Christ     | b) Christie     | c) Christianity |
| 8. a) Bright     | b) Blessed      | c) Bored        |
| 9. a) teaching   | b) writing      | c) reading      |
| 10. a) colleague | b) friend       | c) co-worker    |

**B. Multiple-choice test.**

11. If you don't invite Jack to your party, ...  
a) he will bring you a present                      b) he won't come to your party  
c) he will buy you flowers                              d) he won't watch a film
12. If it rains a lot tomorrow, we...  
a) won't go for a picnic                                b) won't watch the DVD  
c) will water the carrots                                d) will sunbathe in the garden
13. She will forgive you, if you...  
a) shout at her    b) break her pencil  
c) hit her in the head                                      d) say you are sorry
14. My sister will fail in the exam, if she goes on...  
a) having breakfast                                        b) studying every day  
c) wearing this red dress                                d) playing computer games
15. If you stay awake all night, you will ... tomorrow.  
a) be very energetic                                        b) be very slim  
c) be very tired    d) be very successful
16. If my father goes to Istanbul, he...  
a) buys me Turkish delight                              b) is buying me Turkish delight  
c) will buy me Turkish delight                        d) bought me Turkish delight
17. If I need your help with the project, I...  
a) will telephone you                                      b) won't telephone you  
c) telephone you    d) don't telephone you
18. If the weather is bad this weekend, ...  
a) we will swim in the lake                              b) we won't swim in the lake  
c) we swim in the lake                                      d) we don't swim in the lake
19. If Rachel eats too many sweets, she will...  
a) play hopscotch    b) feel sick soon  
c) read a book    d) take a shower
20. If Peter doesn't have enough money, ...  
a) he won't buy a new laptop                            b) he will buy a new laptop  
c) he won't do his homework                            d) he will do his homework
21. If Michael doesn't hurry, he will...  
a) watch the news    b) go to work  
c) visit his grandma                                        d) miss the bus

22. If the electricity goes out tonight, we...
- a) will watch TV                      b) will listen to music  
c) will go to bed early              d) will play the organ
23. If you go on sleeping more, ...
- a) you will be late for work        b) your boss will be happy  
c) you will lose weight              d) you will get a promotion
24. If people cut down more and more trees, ...
- a) they will have more parks        b) they will be healthier  
c) there will be a traffic jam        d) there will be air pollution
25. I will feel very scared, if I...
- a) feed my cat and fish              b) watch this horror movie  
c) lose my slippers                  d) wash my face and hands
26. If my father catches some fish, we...
- a) will have some tea                b) won't have any tea  
c) will have a barbecue              d) won't have a barbecue
27. If you take a taxi right now, you...
- a) won't buy the newspaper        b) will buy the newspaper  
c) won't be late for the concert    d) will be late for the concert
28. If he forgets to take his umbrella, he...
- a) won't keep fit                      b) will keep fit  
c) won't get wet                      d) will get wet
29. If our PE teacher gives us permission, we...
- a) should play basketball          b) will play basketball  
c) must play basketball              d) are playing basketball
30. If Pamela and Joseph go to the cinema, they will...
- a) eat some popcorn                b) buy a piano  
c) act in the movie                  d) study for the exam

### Final test

The reign of the Tudors (1485–1603) is one of the most fascinating periods in (1) \_\_\_\_\_ history. Henry VII restored political order and the financial power of the crown. In 1536, Henry VIII brought about the political union of (2) \_\_\_\_\_. Henry and his minister (3) \_\_\_\_\_ greatly expanded the central administration. During Henry's reign commerce flourished and the New Learning of the Renaissance came to England. When the pope refused to grant Henry a divorce from Katharine of Aragón



10. The new nation declared \_\_\_\_\_ in July 1776 as the United States of America.  
 a) War      b) revolution      c) independence      d) borders
11. The US joined the Allied Forces of World War II in December 1941 after the Japanese attack on \_\_\_\_\_.  
 a) Vietnam    b) Korea      c) London      d) Pearl Harbor
12. Nowadays the \_\_\_\_\_ on the American flag represent the original 13 colonies, the \_\_\_\_\_ represent the 50 states of the Union.  
 a) stripes/suns    b) stripes/stars    c) stars/stripes    d) rounds/stars
13. Vladimir chose for Russia the \_\_\_\_\_.  
 a) Greek Orthodox brand of Christianity      b) Protestantism  
 c) Catholic brand of Christianity      d) Islam
14. Under the famous tsar Ivan The Terrible \_\_\_\_\_.  
 a) Russia conquered the USA  
 b) Russia acquired access to the Red Sea  
 c) the colonization of Siberia started  
 d) Russia sold Alaska
15. In 1682 tsar \_\_\_\_\_ started to reign in Russia.  
 a) Alexander      b) Paul      c) Ivan      d) Peter
16. I'm cold.  
 a) I think, I'll have the same.      b) Is it my turn?  
 c) Do you really like it?      d) Shall I close the window?
17. I suppose there are few good shows on television.  
 a) Just so.      b) No, thank you. I've had a lot.  
 c) My best wishes.      d) You are very kind.
18. Have a nice weekend.  
 a) Anytime.      b) I'm glad you enjoyed it.  
 c) The same to you.      d) I'm sorry.
19. I'm awfully sorry. I've torn your book.  
 a) You are welcome.      b) That doesn't matter.  
 c) I don't like reading now.      d) I wish I could but I can't.
20. Wife: "Could you do some shopping?" Husband: "\_\_\_\_\_".  
 a) Right away.      b) That sounds like a good idea.  
 c) Things do happen.      d) I see your point.

21. Agent: "British Railways. Can I help you?" Customer:  
 "\_\_\_\_\_".
- a) Look! I want to know the times of fast trains to Edinburgh.  
 b) Good afternoon. Can you give me the times of fast trains to Edinburgh, please?  
 c) Hi, I need some info about the times of fast trains to Edinburgh.  
 d) Hi. Can I buy two tickets to this performance?
22. He was born in \_\_\_\_\_ small Russian town.  
 a) an                      b) a                      c) –                      d) the
23. \_\_\_\_\_ Petrovs are our neighbours.  
 a) a                      b) an                      c) the                      d) –
24. \_\_\_\_\_ ice-cream is made of milk and sugar.  
 a) a                      b) an                      c) the                      d) –
25. Have you heard that the Ivanovs have got \_\_\_\_\_ new flat?  
 a) the                      b) some                      c) a                      d) –
26. I'm going to revise \_\_\_\_\_ words and grammar of Lesson 13.  
 a) a                      b) some                      c) the                      d) –
27. I will buy \_\_\_\_\_ milk and 5 apples.  
 a) a                      b) some                      c) the                      d) \_
28. Look, \_\_\_\_\_ snow near \_\_\_\_\_ factory is almost black.  
 a) the, –                      b) the, the                      c) a, the                      d) –, the
29. Moscow stands on \_\_\_\_\_ Moskva River.  
 a) the                      b) a                      c) –                      d) an
30. Please give me \_\_\_\_\_ milk; I like \_\_\_\_\_ milk for dinner.  
 a) a, the                      b) –, –                      c) the, –                      d) the, the
31. I want \_\_\_\_\_ paper to write \_\_\_\_\_ letter.  
 a) a, some                      b) some, a                      c) no, some                      d) no, a
32. You need \_\_\_\_\_ sharp knife to cut \_\_\_\_\_ wood.  
 a) a, –                      b) some, a                      c) a, a                      d) –, –
33. John gave me \_\_\_\_\_ good advice, but I didn't take \_\_\_\_\_ notice.  
 a) any, some                      b) a, any                      c) some, any                      d) a, a
34. I went to the manager to get \_\_\_\_\_ information.  
 a) any                      b) no                      c) some                      d) an
35. I have \_\_\_\_\_ paper to write \_\_\_\_\_ letter to my friend now.  
 a) a, some                      b) no, a                      c) no, some                      d) a, no

36. I'd like \_\_\_\_\_ cup of coffee and \_\_\_\_\_ water, please.  
a) any, a      b) a, some      c) some, no      d) a, a
37. There aren't \_\_\_\_\_ easy ways of learning languages.  
a) no      b) some      c) any      d) no
38. Do you want \_\_\_\_\_ more coffee?  
a) any      b) no      c) some      d) a
39. Can \_\_\_\_\_ of you help me to finish the work?  
a) some      b) any      c) no      d) —
40. \_\_\_\_\_ of them told me that the Petrovs had moved to Moscow.  
a) no      b) some      c) any      d) some one
41. The sun \_\_\_\_\_ brightly, look how beautiful it is.  
a) shines      b) is shining      c) has shone      d) will shine
42. She \_\_\_\_\_ the house daily.  
a) cleans      b) is cleaned      c) has cleaned      d) clean
43. The news bulletin \_\_\_\_\_ at 9 p.m.  
a) will begun      b) begins      c) has began      d) begin
44. I'm still \_\_\_\_\_ for an answer to my questions.  
a) waits      b) waiting      c) waited      d) wait
45. The children generally \_\_\_\_\_ their homework at school.  
a) is doing      b) make      c) do      d) makes
46. Some people try to improve their English by \_\_\_\_\_ the BBC World Service.  
a) listening      b) to listen      c) listening to      d) listen to
47. In some places \_\_\_\_\_ almost every day.  
a) it is raining      b) rain      c) there rains      d) it rains
48. The sun \_\_\_\_\_ in the East.  
a) is rising      b) will rise      c) rise      d) rises
49. Don't interrupt her, she \_\_\_\_\_ her homework.  
a) is doing      b) do      c) doing      d) does
50. When everybody \_\_\_\_\_ we shall begin the meeting.  
a) is coming      b) comes      c) will come      d) came
51. Do you \_\_\_\_\_ classical or rock music?  
a) rather      b) prefer      c) both      d) more
52. He has \_\_\_\_\_ breakfast.  
a) ate      b) eating      c) eaten      d) eat

53. The \_\_\_\_\_ have seen it before.  
 a) childs      b) child      c) children      d) childrens
54. I've never met this actor \_\_\_\_\_ .  
 a) before      b) never      c) already      d) after
55. Have you \_\_\_\_\_ been on a winter sports holiday?  
 a) yet      b) always      c) ever      d) soon
56. I can't \_\_\_\_\_ another language.  
 a) speaking      b) spoke      c) to speak      d) speak
57. \_\_\_\_\_ old is their car?  
 a) What      d) Why      c) When      d) How
58. If the weather \_\_\_\_\_ good tomorrow we \_\_\_\_\_ visit the castle.  
 a) will be / will      b) is / will      c) is / was      d) would / will
59. Stephen \_\_\_\_\_ to visit his parents.  
 a) will be      b) will      c) going      d) is going
60. Anne is the most \_\_\_\_\_ person in our class. As the result, she always gets good marks for her work.  
 a) hard-working      b) hospitable      c) talkative      d) active
61. We \_\_\_\_\_ like to see the mountains.  
 a) would      b) will      c) are      d) is going to
62. They won't come, \_\_\_\_\_ they?  
 a) won't      b) come      c) are      d) will
63. He \_\_\_\_\_ know how to spell it.  
 a) is      b) doesn't      c) hasn't      d) don't
64. Your work is \_\_\_\_\_ better.  
 a) being      b) doing      c) getting      d) falling
65. We \_\_\_\_\_ lunch when you telephoned.  
 a) was having      b) had      c) were having      d) are having
66. They are going \_\_\_\_\_ in America next month.  
 a) to be      b) will be      c) be      d) being
67. This is the cinema \_\_\_\_\_ we saw the film.  
 a) when      b) which      c) that      d) where
68. Have you ever \_\_\_\_\_ in a jazz band?  
 a) seen      b) played      c) listened      d) wanted
69. Who was \_\_\_\_\_ the door?  
 a) at      b) on      c) in      d) of





96. Few people like him \_\_\_\_\_ of his bad manners.  
a) since      b) though      c) because      d) in case
97. I haven't been able to see Mr Brown because when I eventually found his office, he \_\_\_\_\_ to lunch with some foreign visitors.  
a) went      b) has gone      c) was going      d) had gone
98. Shall I send the letter? – No, don't worry about it. It \_\_\_\_\_.  
a) has already been sent      b) has already sent  
c) is already sending      d) was already sending
99. The train \_\_\_\_\_ in a minute later, the two brothers parted.  
a) to be coming      b) coming      c) to have come      d) having come
100. We fastened our seatbelts and soon the plane took...  
a) off      b) out      c) over      d) up

## KEYS

### Unit 1

**Ex. 4. B.** 1 d, 2 i, 3 g, 4 h, 5 a, 6 b, 7 f, 8 j, 9 c, 10 e.

**Ex. 7.** 1) subject, 2) history, 3) famous people, 4) famous events, 5) study, 6) describes, 7) wars, 8) inventions, 9) fascinating, 10) watching, 11) provides, 12) background.

**Ex. 19. A.** 1) Paleontologists, 2) fossils, 3) Researchers, 4) bones from dinosaurs, 5) footprints species, 6) species, 7) ecosystem, 8) ancient.

**B.** 1 F, 2 F, 3 T, 4 F, 5 F, 6 T, 7 T, 8 T.

**C.** 1 g, 2 d, 3 j, 4 c, 5 a, 6 i, 7 e, 8 f, 9 h, 10 b.

**Ex. 20. D.** 1) excavation, 2) ruins, 3) reconstruct, 4) artifacts, 5) ancient, 6) archaeologists.

**E.** 1 d, 2 a, 3 b, 4 c, 5 g, 6 e, 7 f.

**Ex. 23. A.** Martin Luther King, Jr., a social activist and Baptist minister (born Michael King Jr.; January 15, 1929 – April 4, 1968);

**B.** Ernesto “Che” Guevara (14 June 1928 – 9 October 1967), an Argentine Marxist revolutionary, physician, author, guerrilla leader, diplomat, and military theorist, a major figure of the Cuban Revolution;

**C.** In the military, D-Day is the day on which a combat attack or operation is to be initiated. The best-known D-Day is during World War II, on June 6, 1944 – the day of the Normandy landings – initiating the Western Allied effort to liberate western Europe from Nazi Germany;

**D.** The Great Wall of China, a series of fortifications that were built across the historical northern borders of ancient Chinese states and Imperial China as protection against various nomadic groups from the Eurasian Steppe from as early as the 7th century BC till the time of the Ming dynasty (1368–1644);

**E.** *The Beatles*, an English rock band formed in Liverpool in 1960 comprised John Lennon, Paul McCartney, George Harrison and Ringo Starr;

**F.** Liberation of Crimea and Sevastopol in 1944.

## Unit 2

**Ex. 8.** A. 1) Egyptian capital, 2) pharaoh, 3) new techniques, 4) archaeologists, 5) Tourists, 6) UNESCO World Heritage Site, 7) tourist destination, 8) chambers, 9) treasures, 10) sarcophagi.

B. 1 F, 2 F, 3 T, 4 F, 5 T, 6 F, 7 T, 8 T.

**Ex. 14.** 1) must, mustn't, 2) must, 3) mustn't, 4) must, 5) mustn't, 6) mustn't, 7) mustn't, 8) must, 9) must, 10) mustn't, 11) mustn't.

**Ex. 15.** 1) can't, 2) can, 3) can, 4) can't, 5) can't, 6) can't, 7) can, 8) can, 9) can, 10) can.

**Ex. 17.** 1) must be, 2) may/might/could start, 3) must have already left, 4) can't be talking, 5) may/might/could be looking, 6) must have stayed, 7) must be joking, 8) can't have been, 9) must become, 10) may/might/could be sitting or chatting, 11) must have lost, 12) may/might/could be, 13) can't be, 14) must have studied, 15) may/might not have understood.

## Unit 3

**Ex. 3.** A. 1 F, 2 T, 3 F, 4 T, 5 T, 6 F.

B. 1 d, 2 e, 3 f, 4 b, 5 c, 6 a.

C. 1 d, 2 h, 3 f, 4 a, 5 g, 6 b, 7 c, 8 e.

E. 1 d, 2 f, 3 b, 4 e, 5 a, 6 c.

**Ex. 5.** a) compass, b) maracas, c) bicycles parking, d) Alexander S. Wolcott's photo camera, e) Big Dipper, f) Pablo Picasso's "Young girl reading a book on the beach" (1937).

**Ex. 6.** C. a) Rurik gained control of Kiev, b) the earliest mention of Moscow, c) Rurik led his people to the city of Novgorod, d) Kiev, a Slavic city had arisen along the Dnepr River, e) the Scandinavian people known as the Vagrancies crossed the Baltic Sea and landed in Eastern Europe, f) the kingdom extended to as far south as the Black Sea, the Caucasus Mountains, and the lower reaches of the Volga River.

D. 1 T, 2 F, 3 F, 4 F, 5 T, 6 F.

G. I. 1) Russian history, 2) Russian tsar, 3) Rurik Dynasty, 4) Romanov Dynasty, 5) Polish-Lithuanian Commonwealth.

II. 1) invasion, 2) Mongolian generals, 3) combined force, 4) full-scale, 5) breakup, 6) division.

**Ex. 9. B.** a) Batu Khan, a grandson of Jenghiz Khan launched an invasion into Kievan Rus', b) the invasion of the Livonian Brothers of the Sword, c) Kulikovo Field battle, d) Ivan IV adopted the title of tsar, e) Ivan IV conquered and sacked Astrakhan, f) Ivan IV struck his son and heir Ivan with an iron rod, killing him, g) the Poles were ousted from Moscow, h) the Russian Revolution brought an end to the Tsarist state.

**Ex. 11.** 1. She said that she would buy a new pink dress for Julia's wedding ceremony. 2. He said that he was going to give a concert in a big city in England the following Friday. 3. She said that she got up early in the morning and had breakfast with omelet and orange juice. 4. He said that he didn't work anymore because he was a retired man. 5. He said that he was very happy because his wife and he were going to have a baby soon. 6. She said that her son usually went out and played with his friends in the playground. 7. She said that she didn't think she would drink coke because it was dangerous for her health. 8. She said that she would be very happy if her husband bought her a red sports car. 9. She said that she worked as a fortune teller at a circus and she travelled around the world. 10. He said that he was the sheriff of the town but he didn't know how he would catch those robbers. 11. She said that she had to leave then because she had a lot of housework to do. 12. He said that his daughter was going to fly to Florida for a business meeting.

#### **Unit 4**

**Ex. 2.** 1 d, 2 c, 3 a, 4 e, 5 b.

**Ex. 4. A.** 1) French, 2) independent, 3) government, 4) supremacy, 5) declaration, 6) Independence, 7) Revolutionary.

**B.** b) In 1773 colonists dressed as Indians held what history would call the Boston Tea Party. c) On morning of April 19, 1775, British soldiers sent to seize arms faced by local militiamen across the green at Lexington, Massachusetts. d) Congress unanimously approved the Declaration of Independence in Philadelphia on July 4, 1776. e) The war continued until 1781. f) In 1783 British Parliament recognized the United States of America.

**Ex. 5. A.** 1) What images spring to mind when you hear the country China? 2) Who are the most famous Argentinian people you know? 3) What is your idea of a typical Russian person? 4) What things about the USA do you think Americans are proud of? 5) Why does your body need sleep? 6) Can you study anywhere? 7) Would you like to know nothing like a baby? 8) Have you ever fallen asleep in an English lesson? 9) Why do you like history? 10) What is the most essential knowledge that children should get at school? 11) Do you believe sources of information that you can get news from? 12) Which place do you consider to be the cradle of civilization? 13) Where would you like to go to have an archaeological practice? 14) Is it necessary to invent a time machine? 15) When did you decide to become a historian?

**B.** 1 f, 2 m, 3 a, 4 j, 5 o, 6 b, 7 h, 8 c, 9 i, 10 e, 11 n, 12 l, 13 d, 14 k, 15 g.

**Ex. 7. A.** 1) His parents divorced, 2) worked his way, 3) and student loans, 4) from the heartland, 5) of getting ahead, 6) he taught law at, 7) He was elected to, 8) him a rising star in, 9) a strong opponent of, 10) coincided with the, 11) sought a fairer, 12) mission that led to.

**Ex. 9.** 1 f, 2 d, 3 h, 4 a, 5 b, 6 g, 7 e, 8 c.

**Ex. 11.** 9 / 12 / 6 / 10 / 5 / 11 / 1 / 14 / 2 / 7 / 4 / 8 / 13 / 3.

**Ex. 12. B.** 1 a, 2 d, 3 d, 4 d.

**C.** 1 T, 2 F, 3 F, 4 T.

**Ex. 14.** Participle I: 1, 3, 5, 7. Participle II: 2, 4, 6, 7, 8, 9.

**Ex. 15.** 1) Tom fell asleep watching the film. 2) The pupils opened their textbooks looking for the answer. 3) Julia lived in Milan for 3 years training to be a designer. 4) Being vegetarians they don't eat meat. 5) Jane found some old letters tidying up her bedroom.

**Ex. 16.** 1) tired, 2) charming, 3) frightening, 4) excited, 5) annoying, 6) relaxed, 7) bored, 8) scared, 9) tiring, 10) exhausted, 11) shocked, 12) exciting, 13) pleased, 14) relaxing, 15) boring, 16) sickening.

## Unit 5

**Ex. 5.** C. 1 T, 2 F, 3 F, 4 F, 5 F, 6 T, 7 T, 8 F, 9 F, 10 T.

**Ex. 8.** 1) King was assassinated in 1968. 2) A black woman, Rosa Lee Parks, was arrested in December, 1955 in Montgomery, Alabama. 3) She was arrested because she didn't move to the back of the bus. 4) A successful black boycott of the buses was organized by Dr. King. 5) Civil Rights Act was passed by the Congress in 1964.

**Ex. 9.** 1 d, 2 n, 3 i, 4 o, 5 h, 6 m, 7 l, 8 k, 9 j, 10 b, 11 e, 12 a, 13 g, 14 f, 15 c.

**Ex. 11.** A. 1) has not been, 2) discharged, 3) have been succeeded, 4) declare, 5) have impelled, 6) love, 7) has been, 8) has been made, 9) have been comforted, 10) occupied, 11) lay down, 12) shall not fail, 13 have.

**Ex. 12.** 1 b, 2 c, 3 a, 4 c, 5 b, 6 c, 7 c, 8 c, 9 c, 10 b, 11 a, 12 b, 13 a, 14 c, 15 a, 16 a.

**Ex. 14.** A. 1 h, 2 b, 3 f, 4 a, 5 c, 6 d, 7 e, 8 g.

B. 1) years, 2) children, 3) shoes, 4) school, 5) money, 6) textbooks, 7) children, 8) job, 9) things, 10) factories, 11) rugs, 12) bottles, 13) colleagues, 14) people.

C. 1) interested, 2) biologist, 3) interdependent, 4) chemical, 5) unprofessional, 6) production, 7) worse.

D. 2 / 13 / 4 / 8 / 6 / 10 / 3 / 11 / 9 / 12 / 1 / 7.

E. 1 d, 2 b, 3 b, 4 a, 5 d, 6 c, 7a, 8 c.

F. 1 b, 2 b, 3 b, 4 a, 5 b, 6 c, 7 c, 8 a, 9 b, 10 c, 11 a, 12 a.

**Ex. 15.** 1 a, 2 c, 3 a, 4 b, 5 c, 6 b, 7 b, 8 a, 9 c, 10 a, 11 b, 12 c, 13 a, 14 b, 15 a, 16 c, 17 b, 18 a, 19 b, 20 c.

## Unit 6

**Ex. 1.** 1 f, 2 k, 3 i, 4 l, 5 a, 6 j, 7 b, 8 d, 9 c, 10 g, 11 e, 12 h, 13 o, 14 m, 15 n.

**Ex. 4.** I love holidays. They are the best thing in the world. The only problem is they are always too short. Even summer holidays at school aren't long enough. I recently had an eight-week holiday and it flew by. It seems as though time goes quickly when we are on holiday, and slowly when we are at school or work. I always really look forward to holidays – even one-day holidays are great. I live in a country that has many national

holidays, so there's always a break around the corner. I feel sorry for some workers who only get two or three weeks holiday a year. They can't do anything or go anywhere. I love holidays even if I don't go away. Staying at home is just as good as going on holiday somewhere. Sometimes going on holiday is stressful.

**Ex. 6.** 1 d, 2 e, 3 f, 4 h, 5 b, 6 g, 7 a, 8 c.

**Ex. 9.** A. 1 f, 2 c, 3 h, 4 a, 5 b, 6 g, 7 d, 8 e.

B. 1) big, 2) visit, 3) problems, 4) popular, 5) survey, 6) fifth, 7) number, 8) variety, 9) declining, 10) research, 11) likely, 12) habit, 13) relax, 14) sweeten, 15) milky, 16) tooth.

D. 1 T, 2 F, 3 T, 4 F, 5 F, 6 T.

E. 1 b, 2 d, 3 c, 4 a, 5 b, 6 a, 7 c, 8 a, 9 d, 10 c.

**Ex. 11.** C. 1 c, 2 e, 3 b, 4 a, 5 d, 6 g, 7 f.

**Ex. 12.** A 13 / 7 / 4 / 11 / 6 / 14 / 2 / 1 / 10 / 8 / 9 / 3 / 5 / 12 / 15.

B. 1 d, 2 e, 3 b, 4 f, 5 a, 6 c, 7 j, 8 g, 9 k, 10 h, 11 l, 12 i.

C. 1 d, 2 h, 3 a, 4 g, 5 i, 6 c, 7 j, 8 e, 9 f, 10 b.

**Ex. 14.** A. 1) with, 2) on, 3) in, 4) of, 5) in, 6) on, 7) about, 8) after, 9) of, 10) in, 11) in, 12) to, 13) of, 14) in, 15) of, 16) in, 17) for, 18) to, 19) on, 20) in, 21) in, 22) after, 23) in, 24) after, 25) in, 27) in, 28) with, 29) for, 30) to, 31) in, 32) with.

**Ex. 15.** A. 1) of, 2) to, 3) of, 4) for, 5) with, 6) to, 7) for, 8) with, 9) for, 10) with, 11) for, 12) on/in, 13) of, 14) in, 15) of, 16) in, 17) of, 18) for, 19) with.

**Ex. 16.** A. 1 e, 2 c, 3 f, 4 a, 5 d, 6 b, 7 k, 8 j, 9 g, 10 l, 11 h, 12 i.

B. 1) name, 2) before, 3) period, 4) final, 5) during, 6) over, 7) tradition, 8) settlers, 9) street, 10) night, 11) masks, 12) over, 13) oldest, 14) fill, 15) attend, 16) community.

**Ex. 17.** A. 1) at, 2) in, 3) on, 4) in, 5) on, 6) on.

## Self-assessment part

### Test 1

- A. 1 j 2 b 3 h 4 i 5 d 6 e 7 a 8 c 9 g 10 f
- B. 11 information 12 operation 13 closely 14 studying 15 historians
- C. 16 c 17 e 18 b 19 a 20 d
- D. 21 a 22 c 23 b 24 a 25 c 26 b 27 a 28 c 29

### Test 2

- A. 1 listening 2 cooking 3 to move 4 to marry 5 washing 6 to learn  
7 talking 8 calling 9 living 10 robbing 11 clean
- B. 12 T 13 F 14 F 15 T 16 F 17 F 18 F 19 T
- C. 20 a 21 b 22 c 23 d 24 c 25 a 26 c
- D. 27 a 28 b 29 a 30 d

### Test 3

- A. 1 c 2 i 3 a 4 f 5 k 6 b 7 j 8 h 9 m 10 e 11 d 12 l 13 n 14 g
- B. 15 T 16 T 17 F 18 F 19 T 20 F
- C. 21 a 22 c 23 d 24 a 25 c 26 d 27 b 28 c 29 a 30 c

### Test 4

- A. 1 c 2 b 3 g 4 e 5 d 6 f 7 a
- B. 8 We met her at the station last night, didn't we? 9 Who will your brother spend next summer in Greece with? 10 Did you send a letter? 11 He hasn't seen this film before, has he? 12 Why doesn't she drink coffee? 13 How old are you?
- C. 14 having landed 15 surprising 16 disappointed 17 analyzing 18 testifying  
19 having received 20 annoyed
- D. 21 T 22 T 23 F 24 F 25 F 26 T 27 T 28 F 29 T 30 T

### Test 5

- A. 1 world-famous 2 government 3 tourists 4 International 5 nearest  
6 passengers
- B. 7 Andes Mountains 8 Heritage 9 unhappy 10 Conservationists 11 Machu Picchu  
12 rural 13 archaeologist 14 integrity 15 irreparable 16 urbanization
- C. 17 F 18 T 19 F 20 F 21 F 22 T
- D. 23 d 24 d 25 b 26 b 27 c 28 a 29 a 30 c

**Test 6**

A. 1 c 2 a 3 b 4 b 5 c 6 a 7 c 8 b 9 a 10 b

B. 11 b 12 a 13 d 14 d 15 c 16 c 17 a 18 b 19 b 20 a 21 d 22 c 23 a 24 d 25 b  
26 c 27 c 28 d 29 b 30 a

**Final test**

1 a	2 b	3 d	4 b	5 c	6 a	7 d	8 c	9 a	10 c
11 d	12 b	13 a	14 c	15 d	16 d	17 a	18 c	19 b	20 b
21 b	22 b	23 c	24 d	25 c	26 c	27 b	28 b	29 a	30 c
31 b	32 b	33 c	34 c	35 b	36 b	37 c	38 c	39 b	40 b
41 b	42 a	43 b	44 b	45 c	46 c	47 d	48 d	49 a	50 b
51 b	52 c	53 c	54 a	55 c	56 d	57 d	58 b	59 d	60 a
61 a	62 d	63 b	64 c	65 c	66 a	67 d	68 b	69 a	70 c
71 d	72 d	73 c	74 a	75 d	76 a	77 a	78 c	79 d	80 a
81 d	82 c	83 b	84 b	85 c	86 c	87 b	88 d	89 a	90 b
91 d	92 c	93 b	94 a	95 c	96 c	97 d	98 a	99 b	100 a

## SCRIPTS

### Unit 1

#### Ex. 7. Recording 1

My favourite subject at school was history. I don't know why. I loved reading the stories about famous people and famous events. When I was little, history was just stories. As I got older, I realized history is the study of how we got here today. It's a long journey that describes all the wars, great people, inventions, disasters, etc. that have brought us to this point in time. I now love any kind of history. It's fascinating to visit a new country and learn about its history. Watching the news today is like seeing history unfold. Lots of the things I learnt at school now make the news more interesting. History provides us with the perfect background information to a news story.

#### Ex. 19. Recording 2

This year will see one of the world's biggest ever dinosaur digs. Paleontologists from across the globe will go to a special site in the US state of Wyoming to join the dig. A paleontologist is someone who studies fossils. The dig is called Mission Jurassic. Researchers from the USA, England and Holland will join the Mission Jurassic team. They will try to find bones from dinosaurs that lived in the area 150 million years ago, in the Jurassic Era. The site of the dig is known as the Jurassic Mile. It is roughly 2.6 square kilometers in size. Scientists have already uncovered many interesting things over the past two years. These include dinosaur footprints, plant fossils and the bones of a 30-metre-long Diplodocus.

The bones found at the dig will go on display in Indianapolis – at the world's largest children's museum. Professor Paul Barrett, a researcher at the museum and a co-leader of the dig, said: "This is an area that hasn't been... extensively studied... The hope is to find new material of previously described species and, if we're lucky, new species of dinosaurs and the animals and plants that lived around them." Another museum professor, Richard Herrington, said: "This site offers a rare opportunity to build a picture of what the real Jurassic ecosystem would have looked like 150 million years ago." He hopes to find fossils, "from plants and invertebrates to ancient crocodiles, mammals, lizards and marine life".

## Unit 2

### Ex. 6. Recording 3

Can you name the Seven Wonders of the World? I can't. That's because only one of them is still around today. That's the Great Pyramid of Giza. Some of the other wonders sound great. I wish they had survived. The Hanging Gardens of Babylon sounds amazing. So does the Temple of Artemis and the Colossus of Rhodes. Today, there are different wonders of the world. No one can really agree what the wonders of the ancient world are. Experts include Stonehenge, the Panama Canal, the Great Wall of China and Machu Picchu in this. And then there are the seven wonders of the natural world. These include Mount Everest, the Great Barrier Reef and the Grand Canyon. Maybe future wonders will be in space.

### Ex. 8. Recording 4

Egypt has opened two of its oldest pyramids. The pyramids are in Dahshur, about 40 kilometers south of the Egyptian capital city Cairo. They are now open to the public for the first time since 1965. Hundreds of people gathered outside the Bent Pyramid at a special opening ceremony on Saturday. The Bent Pyramid was built 4,600 years ago. It was built for the ancient Egyptian pharaoh Sneferu. It is 101 meters high. Builders used new techniques to build it and archaeologists say it was an important step in the development of pyramid building. Tourists can also enter an 18-metre high "side pyramid" next to the Bent Pyramid. This was built for King Sneferu's wife Hetepheres.

The two pyramids are part of the Memphis Necropolis, a UNESCO World Heritage Site. Egypt hopes the opening of the pyramids will boost the country's tourism industry. Egypt was a top tourist destination but tourist numbers fell after the 2011 uprising. Ancient sites in Egypt are on the bucket lists of many people around the world. At the Bent Pyramid, tourists will be able to go through a 79-meter narrow tunnel to reach two chambers deep inside. They will also be able to see ancient treasures found inside the pyramid. Egyptian archaeologists uncovered a collection of stone, clay and wooden sarcophagi – the coffins people were buried in. Some of the sarcophagi contained mummies.

## Unit 3

### Ex. 3. Recording 5

The Middle Ages for kids – 5 things you should know

The Middle Ages were a very long period of time in history. It began with the fall of the Roman Empire in 476 AD and ended with the discovery of America in 1492 and the end of the Middle Ages is also related to the fall of the Byzantine Empire and the invention of the printing press.

After the fall of the Roman Empire in the fifth century Europe was divided in many territories the majority of them were dominated by territorial monarchies, a ruling system where kings had come to power.

Society was based around the feudal system. Do you know what feudal system means? Picture pyramid: it's top part would be the king who like we said before had the power and ruled over the land with clerical consent. Right below the king and the clergy were the nobles. They ruled over the lands allocated to them by the king in exchange for swearing allegiance and defending the country during warfare.

Nobles had authority over peasants and vassals known as serfs who worked the land and lived there. They worked for protection in exchange peasants paid high taxes to their Lords.

As we said before the Middle Ages lasted more than 1,000 years that's why we divide this period in two phases: the early Middle Ages from the 5th to the 10th century and the late Middle Ages from the 11th to the 15th century. What's the difference about each phase? During the early Middle Ages, the nobility and the clergy had a lot of power. In contrast during the late Middle Ages the monarchy took power back. During the Middle Ages agriculture and cattle raising were solely a means of sustenance that is to say to feed the people. By contrast during the late Middle Ages there was an increase in production and commercial activity. While in the early Middle Ages people lived on fees during the late Middle Ages there was a resurgence of the cities that became the new economic centers.

During the Middle Ages warfare was very common. The importance of Knights derived from this fact as they played a key role defending their king and noble. Knights were taught fighting skills and were trained with all sorts of weapons. They wore heavy armour and a helmet which protected them. Many Knights were members of the gentry. Apart from warfare Knights also participated in tournaments and jousts risking their reputation and prestige.

Have you ever seen a medieval castle? Castles were fortified structures typically built in the Middle Ages. They were situated on high ground which made defending the territory much easier as you could see far into the distance. Castles were usually protected by defensive walls and sometimes there was a moat surrounding them. The king and the noblemen lived in the castles.

Medieval markets were just a place to buy food, grain, spices, fabrics or jewelry. Peasants sold their farming products and cattle while artisans sold handmade objects. In the Middle Ages artisans of the same trade formed associations called craft guilds, for example the blacksmith's guild, the bread baker's guild or the stonemasons guild.

These are the five things you should know about the Middle Ages.

## **Unit 4**

### **Ex. 7. Recording 6**

Barack Obama is the 44th President of the USA. He was born in Hawaii in 1961 to a Kenyan father and American mother. His parents divorced and his mother married an Indonesian man, thus Obama lived in Indonesia between the ages of six to ten, before returning to Hawaii in 1972. He worked his way through college with the help of scholarships and student loans and went on to Harvard Law School.

Barack's story is the American story – values from the heartland, a middle-class upbringing in a strong family, hard work and education as the means of getting ahead, and the conviction that a life so blessed should be lived in service to others. At Harvard, he became the first African-American president of the Harvard Law Review. After graduating, he taught law at the University of Chicago.

Obama served as State Senator for Illinois between 1997 and 2004. He was elected to the US Senate in 2004, winning by a landslide. This made him a rising star in the Democratic Party. He was a strong opponent of the Iraq War. His presidential campaign was the first to make full use of social media. His slogan "Yes, we can" helped him become America's first African-American president in 2009.

Obama's term in office coincided with the global financial collapse of 2008. He inherited one of America's worst ever economies. In 2009 he received the Nobel Peace Prize. He introduced major reforms to America's

healthcare system and sought a fairer taxation system. He began the troop withdrawal from Afghanistan and Iraq. He also authorized the mission that led to the death of Osama Bin Laden. He was re-elected for a second term in November, 2012.

### **Ex. 11. Recording 7**

Bastille Day is France's most important national holiday. It is celebrated on the 14th of July every year. Every city, town and village becomes red, white and blue as everyone hangs out the French tricolour flag. The holiday's name in French is Fête Nationale, which means "National Celebration". The 14th of July commemorates the storming of the Bastille on the 14th of July, 1789. The Bastille was a prison that held prisoners who disagreed with the French monarchy. The biggest celebrations are on Paris' famous Champs-Élysées. There are parades, military bands and festivities during the day, and fireworks displays in the evening. It is a wonderful, happy occasion when French people show their pride in their country.

Bastille Day celebrates the most important day in French history. The storming of the Bastille prison marked the beginning of the French Revolution. The prison was a symbol of the total power of King Louis the 16th. Most French people were very poor and hated how the monarchy and its supporters were so wealthy. The Bastille only had seven prisoners when Parisians attacked it, but it signalled Louis 16th's power was no longer absolute. Parisians believed their actions meant they were free. It led to the creation of the first French republic in 1792 and the three French ideals of liberty, equality, and fraternity. The French national anthem, La Marseillaise, was written that same year and became official in 1795.

## **Unit 5**

### **Ex. 11. Recording 8**

*Edward VIII (1894–1972) became King of England upon the death of his father, George V, on January 20, 1936.*

*Nearly 42-years-old and a bachelor, Edward then made known his desire to marry an American woman named Wallis Warfield Simpson, whom he had known since 1931. He sought the approval of his family, the Church of England, and the political establishment to marry her, but met with strong*

*opposition. She had been married twice before and her second divorce was still pending.*

*The love affair and possible royal marriage resulted in sensational newspaper headlines around the world and created a storm of controversy, but did not sway Edward. On December 10, 1936, King Edward VIII submitted his abdication and it was endorsed by Parliament the next day. He thus became the only British monarch ever to resign voluntarily.*

*The speech below is from December 11th, when Edward publicly announced his decision via radio to a worldwide audience.*

*His younger brother, George VI, took the throne and immediately gave Edward the title, Duke of Windsor. The Duke and Simpson were married in France on June 3, 1937 and lived in Paris. During World War II, Edward served as governor of the Bahamas. He died in Paris on May 28, 1972. His wife died there, April 24, 1986.*

At long last I am able to say a few words of my own. I have never wanted to withhold anything, but until now it has not been constitutionally possible for me to speak.

A few hours ago, I discharged my last duty as King and Emperor, and now that I have been succeeded by my brother, the Duke of York, my first words must be to declare my allegiance to him. This I do with all my heart.

You all know the reasons which have impelled me to renounce the throne. But I want you to understand that in making up my mind I did not forget the country or the empire, which, as Prince of Wales and lately as King, I have for twenty-five years tried to serve.

But you must believe me when I tell you that I have found it impossible to carry the heavy burden of responsibility and to discharge my duties as King as I would wish to do without the help and support of the woman I love.

And I want you to know that the decision I have made has been mine and mine alone. This was a thing I had to judge entirely for myself. The other person most nearly concerned has tried up to the last to persuade me to take a different course.

I have made this, the most serious decision of my life, only upon the single thought of what would, in the end, be best for all.

This decision has been made less difficult to me by the sure knowledge that my brother, with his long training in the public affairs of this country and with his fine qualities, will be able to take my place forthwith without

interruption or injury to the life and progress of the empire. And he has one matchless blessing, enjoyed by so many of you, and not bestowed on me – a happy home with his wife and children.

During these hard days I have been comforted by her majesty my mother and by my family. The ministers of the crown, and in particular, Mr Baldwin, the Prime Minister, have always treated me with full consideration. There has never been any constitutional difference between me and them, and between me and Parliament. Bred in the constitutional tradition by my father, I should never have allowed any such issue to arise.

Ever since I was Prince of Wales, and later on when I occupied the throne, I have been treated with the greatest kindness by all classes of the people wherever I have lived or journeyed throughout the empire. For that I am very grateful.

I now quit altogether public affairs and I lay down my burden. It may be some time before I return to my native land, but I shall always follow the fortunes of the British race and empire with profound interest, and if at any time in the future I can be found of service to his majesty in a private station, I shall not fail.

And now, we all have a new King. I wish him and you, his people, happiness and prosperity with all my heart. God bless you all! God save the King!

Edward VIII – December 11, 1936

#### **Ex. 14.** Recording 9

My hero

A (Girl 1): My hero isn't very famous, but she ought to be. She's Mary Anning, who was only 12 years old and from a poor family when she made an amazing discovery. She found the first dinosaur skeleton, that of an ichthyosaur, on the cliffs of Lyme Regis in the south of England. That was in 1811, and until then people had thought that it was impossible for an animal to become extinct. Because she was a woman and didn't have enough money for a proper education, she wasn't able to take part properly in the scientific community of the time. But she read as much scientific literature as she could and continued to search for fossils, often risking her own life to get them by climbing dangerous cliffs. She once nearly died in a landslide which killed her dog. Although she didn't write famous books about fossils, her contribution to paleontology, the study of

fossils, is said to be enormous. I admire her because she kept on trying to make new discoveries at a time when usually only men, and men with money, were allowed to be scientists. After her death the writer Charles Dickens said that ‘the carpenter’s daughter has won a name for herself, and has deserved to win it’.

B (Boy 1): My hero is Kailash Satyarthi, who has been campaigning against child slavery for years. He is from India and first became aware of the problem of children working when he was 6 and noticed that a boy younger than himself had to spend all day polishing shoes and was unable to go to school. When he was 11, he began to collect money to help buy textbooks for other children, and when he was 26 he gave up his job as an electrical engineer to fight child slavery in India, by doing things like raiding factories where children were forced to work, making rugs or glass bottles. He introduced a programme first called Rug Mark, now known as Good weave, which puts tags on child-labour-free rugs made in factories. He has saved many thousands of children, over 80,000, from a terrible life of enforced labour in South Asia and helped them to get an education. He has often been physically attacked for helping children, for example for trying to free Nepalese children forced to work in a circus. He regularly risks his life to fight injustice; two of his colleagues have been murdered. I believe that the best thing he has done is to change how people think about child slavery and to make it an international issue.

C (Boy 2): I’m really interested in ecology and my hero, or heroine, is Rachel Carson because she first got people thinking about the way we humans are causing permanent damage to the Earth’s ecosystems. She began as a biologist, specializing in writing about the sea, but she gradually became aware of the danger of using pesticides like DDT and the way they can harm the whole of the food chain, from the worm to humans! She wrote her classic book *Silent Spring* in 1962 to explain this to the general public, to explain how humans and nature are interdependent. The title of *Silent Spring* refers to the fact that one day all the birds might be dead so they won’t be able to sing in the springtime. The agricultural and chemical industries reacted very badly to the book and said she was unprofessional. But further research by other scientists proved that she was right about the dangers of chemicals used to kill insects. Nowadays there is a growing movement for organic food production, but unfortunately things in general

are still getting worse, rather than better. We still need to read Rachel Carson's book and think about its message.

D (Girl 2): My choice of hero isn't very original, I'm afraid, but he's the person I would most like to have met: John Lennon. He died a long time before I was born, and his most famous songs were written long before that, but when I listen to his music I really feel as if he's speaking to me personally. I love the whole range of the Beatles' music, from the early pop songs to the very experimental music at the end of their time as a group. John Lennon was the most innovative writer in the Beatles and he continued to create exciting music when he left and went solo. But although I love his music, what I admire about him is his dedication to universal peace. It's amazing that the song *Imagine*, written in 1971, is still incredibly popular after all this time. It's about a world where everyone can be equal, a world with no wars, no divisions between countries, no greed, no hunger, no material possessions... I'd like to meet him because he was a lifelong rebel, and although he could be a difficult person, he was original, clever and funny. It was awful that he was killed in 1980 when he was only 40. I wonder what he would be doing if he was alive now.

## Unit 6

### Ex. 9. Recording 10

#### Breakfast Tea

British people are big tea drinkers. It is a tradition in Britain to drink tea for different occasions and reasons. People have it for breakfast, for when guests visit, and for tea breaks at work. People even "have a cuppa" when they talk about their personal problems. However, research from The Tea Group shows that herbal, fruit and other teas have become more popular than traditional English breakfast tea. Researchers conducted a survey of more than 2,000 tea lovers. Over half of people said their favourite tea was not the traditional variety. Over a fifth of people chose green tea as their favourite brew. Just over 20 per cent said Earl Grey was their number one.

Sales of traditional tea in the U.K. have been declining. Three years ago, a survey found that 54 per cent of Britons preferred English breakfast tea. The new research shows that breakfast tea is likely to continue to decline in popularity. The researchers found many other things about tea-drinking habits in the U.K. The biggest reason for drinking tea was to relax.

A quarter of Britons drink up to 10 cups a day. Brits seem to love milky and sugary tea. Around 85 per cent of people who drink Earl Grey and English breakfast put milk in it. Nearly 45 per cent of people sweeten their tea with sugar. Amazingly, people with a sweet tooth put three teaspoons of sugar in their cup.

**Ex. 16. Recording 11**

“Mardi Gras” is French for “Fat Tuesday”. It is the name of a celebration that takes place on the day before Ash Wednesday, which marks the beginning of the 40-day period of Lent. Mardi Gras is the final day of a three-day period, which starts on the Sunday before Ash Wednesday. In Catholic countries, people fast during lent. People eat well the day before Ash Wednesday and hold celebrations. These can be wonderful, colourful carnivals all over the world. The most famous are those in Rio de Janeiro, New Orleans and Venice. The tradition of Mardis Gras goes back hundreds of years in Catholic Europe. Explorers, settlers and missionaries exported the tradition worldwide.

Today, Mardi Gras is a riot of colour, street carnivals, marching bands, dancing and all-night partying in the streets. Many people dress up in spectacular costumes and wear beautiful masks. The biggest Mardis Gras carnivals are in Rio de Janeiro, Brazil, and New Orleans, Louisiana. Thousands of people from all over the world visit these cities to join in the fun. Venice is home to one of the oldest carnivals in the world, called Carnevale di Venezia. This dates back to 1268. Thousands of mask-wearing revelers fill the Venetian streets and attend special masked balls. In Sydney, Australia, Mardis Gras is celebrated by the city’s gay and lesbian community with street parades and costumes.

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Ex. 15, р. 29	<a href="https://media.baamboozle.com/uploads/images/770298/1669216305_1921257.png">https://media.baamboozle.com/uploads/images/770298/1669216305_1921257.png</a> (дата обращения: 18.09.2023)
Ex. 23, р. 39	A. <a href="https://www.peta.org/wp-content/uploads/2015/01/Martin_Luther_King_Jr-e1610912102599.jpg">https://www.peta.org/wp-content/uploads/2015/01/Martin_Luther_King_Jr-e1610912102599.jpg</a> (дата обращения: 20.09.23) B. <a href="https://artdecory.ru/pictures/full_77706.jpg?t=1&amp;bst=1&amp;f=0&amp;mr=0">https://artdecory.ru/pictures/full_77706.jpg?t=1&amp;bst=1&amp;f=0&amp;mr=0</a> (дата обращения: 20.09.23) C. <a href="https://avatars.dzeninfra.ru/get-zen_doc/61319/pub_5bad2d2095fd3e00ab563cc3_5baddeb000bb8600aef57891/scale_1200">https://avatars.dzeninfra.ru/get-zen_doc/61319/pub_5bad2d2095fd3e00ab563cc3_5baddeb000bb8600aef57891/scale_1200</a> (дата обращения: 20.09.23) D. <a href="https://sun9-40.userapi.com/I2OPsngyXRtW0CR3b2aCd_vB1kHLxSX8zc1zg/0m4WCv4Jl3M.jpg">https://sun9-40.userapi.com/I2OPsngyXRtW0CR3b2aCd_vB1kHLxSX8zc1zg/0m4WCv4Jl3M.jpg</a> (дата обращения: 20.09.23) E. <a href="https://www.mansfield.ox.ac.uk/sites/www.mansfield.ox.ac.uk/files/inline-images/the-beatles-509069_1920.jpg">https://www.mansfield.ox.ac.uk/sites/www.mansfield.ox.ac.uk/files/inline-images/the-beatles-509069_1920.jpg</a> (дата обращения: 20.09.23) F. <a href="https://avatars.dzeninfra.ru/get-zen_doc/5218804/pub_6196473908d23140bd96d0da_6196476708d23140bd96e000/scale_1200">https://avatars.dzeninfra.ru/get-zen_doc/5218804/pub_6196473908d23140bd96d0da_6196476708d23140bd96e000/scale_1200</a> (дата обращения: 20.09.23)
Perspectives (Unit 2), р. 40	<a href="https://sportishka.com/uploads/posts/2022-03/1646381030_34-sportishka-com-p-grecheskii-parfenon-tu">https://sportishka.com/uploads/posts/2022-03/1646381030_34-sportishka-com-p-grecheskii-parfenon-tu</a> (дата обращения: 20.09.23)
Perspectives (Unit 3), р. 57	<a href="https://shareslide.ru/img/thumbs/2d7303326622fbf5ec29d2757d1a8911-800x.jpg">https://shareslide.ru/img/thumbs/2d7303326622fbf5ec29d2757d1a8911-800x.jpg</a> (дата обращения: 20.09.23)

Стр.	Ссылка
<p>Ex. 5, p. 62–63</p>	<p>A. <a href="https://i.pinimg.com/originals/e2/cb/f0/e2cbf0bba485e7d6dd5012bc50295418.jpg">https://i.pinimg.com/originals/e2/cb/f0/e2cbf0bba485e7d6dd5012bc50295418.jpg</a> (дата обращения: 20.09.23)  B. <a href="https://3tone.me/upload/iblock/4c1/4c1479f81811db4cac926e29a9e2e30d.jpeg">https://3tone.me/upload/iblock/4c1/4c1479f81811db4cac926e29a9e2e30d.jpeg</a> (дата обращения: 21.09.23)  C. <a href="https://a.allegroimg.com/original/11f4c0/a8b1199647bf8b70659e1b6142e0/STOJAK-NA-ROWERY-3-ROWERY-ROWER-ROWEROWY-OCYNK-PL">https://a.allegroimg.com/original/11f4c0/a8b1199647bf8b70659e1b6142e0/STOJAK-NA-ROWERY-3-ROWERY-ROWER-ROWEROWY-OCYNK-PL</a>  D. <a href="https://i.pinimg.com/originals/e7/92/23/e79223c45179b0c14f095132c73d8abb.jpg">https://i.pinimg.com/originals/e7/92/23/e79223c45179b0c14f095132c73d8abb.jpg</a> (дата обращения: 18.09.2023).  E. <a href="https://pravdaastrologiya.ru/images/wp-content/uploads/bolshaya-medvedica-sozvezdie.jpg">https://pravdaastrologiya.ru/images/wp-content/uploads/bolshaya-medvedica-sozvezdie.jpg</a> (дата обращения: 20.09.23)  F. <a href="https://legacy-time.ru/img/content/picasso/pikasso-zachteniem-1937.jpg">https://legacy-time.ru/img/content/picasso/pikasso-zachteniem-1937.jpg</a> (дата обращения: 20.09.23)</p>
<p>Perspectives (Unit 4), p. 77</p>	<p><a href="https://rossaprimavera.ru/static/files/5d7e055cbf68.jpg">https://rossaprimavera.ru/static/files/5d7e055cbf68.jpg</a> (дата обращения: 20.09.23)</p>
<p>Ex. 17, p. 95</p>	<p>A. <a href="https://i.pinimg.com/originals/92/d0/20/92d020a601d67410b9b7de1cac48ba65.jpg">https://i.pinimg.com/originals/92/d0/20/92d020a601d67410b9b7de1cac48ba65.jpg</a> (дата обращения: 20.09.23)  B. <a href="https://cdn.culture.ru/images/dd4dae7b-3073-58c6-a435-fd27e1dfc5c4">https://cdn.culture.ru/images/dd4dae7b-3073-58c6-a435-fd27e1dfc5c4</a> (дата обращения: 20.09.23)</p>
<p>Perspectives (Unit 5), p. 97</p>	<p><a href="https://avatars.dzeninfra.ru/get-zen_doc/4457333/pub_60793e27a3948366d7dcca76_607940ce348356605658">https://avatars.dzeninfra.ru/get-zen_doc/4457333/pub_60793e27a3948366d7dcca76_607940ce348356605658</a> (дата обращения: 20.09.23)</p>
<p>Ex. 4, p. 100–101</p>	<p>A. Moscow. <a href="https://sportishka.com/uploads/posts/2022-04/1650690613_5-sportishka-com-p-pokrovskii-sobor-v-moskve-krasivo-foto-5.jpg">https://sportishka.com/uploads/posts/2022-04/1650690613_5-sportishka-com-p-pokrovskii-sobor-v-moskve-krasivo-foto-5.jpg</a> (дата обращения: 20.09.23)  White House. <a href="https://static.tonkosti.ru/tonkosti/table_img/g142/e3e3/57276396.jpg">https://static.tonkosti.ru/tonkosti/table_img/g142/e3e3/57276396.jpg</a> (дата обращения: 20.09.23)  B. The pyramid of Cheops.  <a href="https://kadet39.ru/wp-content/uploads/2/9/2/29275bcc75866d781afb19a41a6fec47.jpeg">https://kadet39.ru/wp-content/uploads/2/9/2/29275bcc75866d781afb19a41a6fec47.jpeg</a> (дата обращения: 20.09.23)  The pyramid of Djoser. <a href="https://www.timetravelturtle.com/wp-content/uploads/2019/05/Egypt-2019-1582_new.jpg">https://www.timetravelturtle.com/wp-content/uploads/2019/05/Egypt-2019-1582_new.jpg</a> (дата обращения: 20.09.23)</p>

Стр.	Ссылка
	<p>C. Napoleon.  <a href="https://ae01.alicdn.com/kf/HTB1YWrASXXXXXXBaXXXq6xXFXXe/Oil-Painting-Reproduction-on-Linen-Canvas-napoleon-bonaparte-in-his-study-at-the-by-Jacques-Louis.jpg">https://ae01.alicdn.com/kf/HTB1YWrASXXXXXXBaXXXq6xXFXXe/Oil-Painting-Reproduction-on-Linen-Canvas-napoleon-bonaparte-in-his-study-at-the-by-Jacques-Louis.jpg</a> (дата обращения: 20.09.23)  Alexander I.  <a href="https://arthive.net/res/media/img/ox800/work/f3c/196378.jpg">https://arthive.net/res/media/img/ox800/work/f3c/196378.jpg</a>  (дата обращения: 20.09.23)  D. Tehran Conference. <a href="https://upload.wikimedia.org/wikipedia/commons/b/be/Roosevelt_Churchill_and_Stalin_at_Tehran_Conference_1943_%2824108049170%29.jpg">https://upload.wikimedia.org/wikipedia/commons/b/be/Roosevelt_Churchill_and_Stalin_at_Tehran_Conference_1943_%2824108049170%29.jpg</a>  Casablanca Conference. <a href="https://upload.wikimedia.org/wikipedia/commons/thumb/8/8f/80-G-38559_%2825601980716%29.jpg/742px-80-G-38559_%2825601980716%29.jpg">https://upload.wikimedia.org/wikipedia/commons/thumb/8/8f/80-G-38559_%2825601980716%29.jpg</a> (дата обращения: 20.09.23)</p>
Perspectives (Unit 6), р. 123	<a href="https://upload.wikimedia.org/wikipedia/commons/thumb/7/79/Religion_collage_updated.jpg/1600px-Religion_collage_updated.jpg">https://upload.wikimedia.org/wikipedia/commons/thumb/7/79/Religion_collage_updated.jpg/1600px-Religion_collage_updated.jpg</a> (дата обращения: 20.09.23)