

ПЕРМСКИЙ  
ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ  
ИССЛЕДОВАТЕЛЬСКИЙ  
УНИВЕРСИТЕТ

**ИНОСТРАННЫЙ ЯЗЫК  
В ПРОФЕССИОНАЛЬНОЙ СФЕРЕ  
ДЕЯТЕЛЬНОСТИ (АНГЛИЙСКИЙ):**

**ENGLISH FOR HISTORY STUDIES**



Пермь 2023

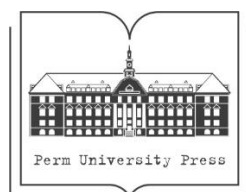
МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ

Федеральное государственное автономное  
образовательное учреждение высшего образования  
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ  
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

# **ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ СФЕРЕ ДЕЯТЕЛЬНОСТИ (АНГЛИЙСКИЙ):**

## **ENGLISH FOR HISTORY STUDIES**

*Допущено методическим советом  
Пермского государственного национального  
исследовательского университета в качестве  
учебно-методического пособия для студентов,  
обучающихся по направлению подготовки бакалавров  
«История»*



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УДК 811.111(075.8)  
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Учебно-методическое пособие включает в себя аутентичные тексты по истории, историографии и археологии и предназначено способствовать обучению студентов чтению и пониманию текстов по специальности, а также умению говорить на профессиональные темы; знакомит с элементами реферирования и аннотирования; развивает у студентов навыки презентации своей научной работы на английском языке; обеспечивает коммуникативную и профессиональную направленность обучения иностранному языку с учетом межкультурологического и страноведческого аспектов. Тематика текстов соответствует наиболее общим темам исторических курсов, читаемых на русском языке, и относится к истории древнего мира, средних веков, новой и новейшей истории, к различным периодам истории России, Великобритании, США, в пособие включен материал о выдающихся личностях. Комплекс упражнений направлен на активное овладение профессиональным языком, овладение всеми видами чтения для работы со специализированной аутентичной литературой, овладение навыками и умениями, необходимыми для участия в конференциях и дискуссиях по тематике профессионального характера.

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## ОТ СОСТАВИТЕЛЯ

Данное пособие предназначено для студентов ПГНИУ очной и заочной форм обучения, может применяться как для аудиторной, так и самостоятельной работы.

Пособие представляет собой подборку текстов и упражнений для изучения языка профессиональной коммуникации студентами историко-политологического факультета. Дисциплина предусматривает практические аудиторные занятия по английскому языку, а также самостоятельную работу.

Пособие является экспериментальным и базируется на следующих принципах:

1. Пособие представлено в электронной форме, но подобная форма – не механическая замена бумажного носителя на экран компьютера или смартфона. Это комплекс заданий для работы как с ИКТ, так и без них. Т.е. все тексты могут быть распечатаны и розданы, аудио проигрываться с телефона преподавателя и т.д. Таким образом, задания в пособии не привязаны к техническому оборудованию конкретной аудитории и не требуют от студентов обязательного использования компьютеров и иных электронных устройств.

2. Пособие строится на коммуникативном принципе, т.е. ставит основной своей целью стимулировать продуктивную речевую деятельность, особенно устную, в условиях парной и групповой работы на занятии.

3. Пособие также основано на принципе методической и профессиональной компетенции преподавателя. Так, сложность заданий может варьироваться в зависимости от уровня группы, к которому преподаватель самостоятельно адаптирует те или иные задания, идя при этом строго по плану занятия.

4. Пособие строится по принципу «структура» – «блок», когда одно или несколько заданий (блок) могут заменяться, упрощаться, либо усложняться, варьироваться иным способом, не нарушая при этом общую логику, структуру пособия (см. п.3).

5. Пособие необязательно загружать на какую-либо онлайн-платформу или в систему, поскольку работать можно через социальную сеть «ВКонтакте», где зарегистрировано большинство студентов. Заниматься можно и посредством различных мессенджеров или электронной почты. Строго говоря, студент может не работать ни с каким интерфейсом, поскольку большинство заданий (аудио, видео, тексты) представлены на сайтах, которые открываются через браузер.

**Цель курса:** на основе активного владения профессиональным словарем выработать у студентов навык понимания аутентичной исторической литерату-

ры, развить умение излагать информационный материал, научить вести беседу на темы по специальности на английском языке.

### **Основные задачи курса:**

1. Систематизировать и углубить знания по грамматике, лексике и другим аспектам английского языка.
2. Ознакомить студентов с лексико-грамматическими особенностями текстов по их специальности.
3. Расширить знания о деловом этикете в различных ситуациях профессионального общения.
4. Развить навыки аудирования, чтения, говорения и письма, в т.ч. академического, на английском языке, необходимые для успешного общения с зарубежными коллегами.

### **Компетенции, формируемые в рамках данного курса, согласно ФГОС 3++:**

- готовность к коммуникации в устной и письменной формах на государственном языке Российской Федерации и иностранном языке для решения задач профессиональной деятельности;
- осуществляет деловую коммуникацию, грамотно и аргументированно строит устную и письменную речь на русском и иностранном языках;
- осуществляет перевод текстов с иностранного языка на русский и с русского на английский.

### **В результате изучения дисциплины студенты-бакалавры должны:**

#### **ЗНАТЬ:**

- основные фонетические, лексико-грамматические и стилистические особенности английского языка и его отличие от русского языка;
- принципы построения монологического и диалогического высказывания, ведения дискуссии и написания информационных, публицистических и научных текстов профессиональной тематики на английском языке.

#### **УМЕТЬ:**

- общаться на профессиональные темы на английском языке;
- воспринимать и понимать письменные и устные тексты различных жанров.

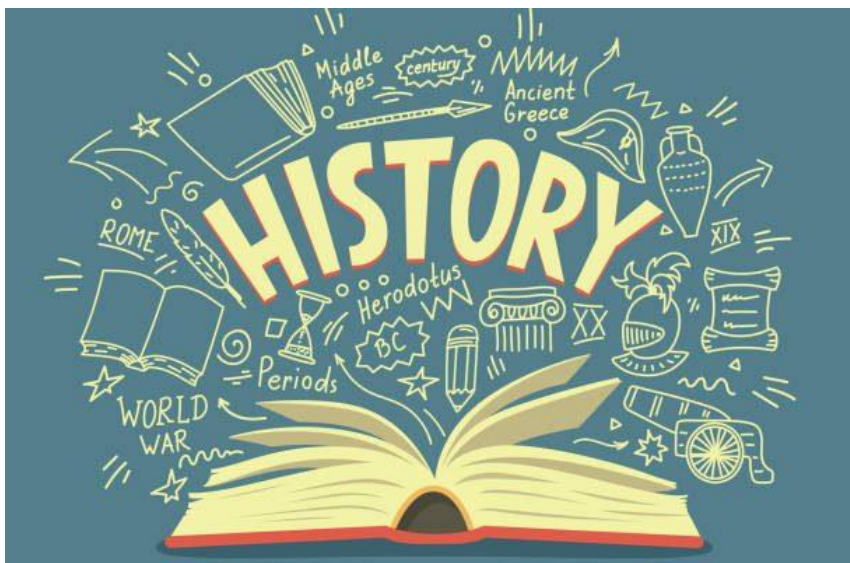
### **ВЛАДЕТЬ:**

- терминологией по своей специальности в достаточном объеме, позволяющем решать задачи профессиональной деятельности на английском языке;
- навыками построения монологических и диалогических высказываний определенной продолжительности на профессиональные темы, а также навыками создания письменных текстов определенных жанров (например, аннотации к научной статье) на английском языке;
- иноязычной коммуникативной компетенцией, необходимой для решения коммуникативных задач в ситуациях общения на английском языке в научно-академической среде.

**В качестве используемых информационных технологий применяется:** визуализация учебного материала с применением мультимедийных средств (видеопрезентации, Power Point презентации, аудио презентации, графические, поликодовые учебные материалы).

# UNIT 1. HISTORY AS A FIELD OF STUDY

## Lesson 1. History is my major



### LEAD-IN

#### Answer the questions:

1. What do you study in history?
2. What are the reasons to study history?
3. Why is it important to study history?

### LISTENING

Before you listen

#### Task 1. Answer the questions:

1. Why study history? What's the point?
2. How does learning about the past affect my life right now?

#### Task 2. Watch the video

<https://www.youtube.com/watch?v=MAADLQU3K14>

and answer the questions above.



After you listen

**Task 3. Discuss the question with a partner:** “It is important to study history. Besides the facts, what else history can teach us?”

To learn more go to <https://history.wisc.edu/undergraduate-program/history-careers/why-history/>



## **SPEAKING**

**Task 4. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

### **STUDENT A's QUESTIONS (Do not show these to student B)**

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 (Do not show these to student A)**

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

Before reading

### **Task 5. Answer the questions:**

1. Why did you choose to study history?
2. What are the duties of a historian?
3. What do you know about your faculty?

### **Task 6. Read the text and do the tasks after it.**

#### **MY MAJOR Psychology**

I study at Lomonosov Moscow State University. Our University is considered the oldest Russian university. It was founded in 1755. I study at the Faculty of Psychology. The Faculty of Psychology offers full-time 5-year Specialist's Degree programs and part-time 6-year Specialist's Degree programs. The dean of our faculty is Prof. Yury P. Zinchenko. I am a second year student. My major is General Psychology. I study a lot of subjects which are very interesting and necessary for my future speciality. The students study such subjects as: the history of Russia, philosophy, the history of foreign philosophy, the history of Russian philosophy, formal logic, sociology, economics, political science, foreign languages (English, German, French), pedagogy, the anatomy and morphology of the central nervous system, the physiology of the central nervous system, the physiology of sensor systems, mathematics, methods in mathematical psychology, general psychology, personality psychology, the history of psychology, experimental psychology, differential psychology, the basics of psychodiagnostics, methodological problems in psychology, psychology laboratory course, social psychology, clinical psychology, etc. The Faculty of Psychology comprises 11 departments: Department of General Psychology, Department of Personality Psychology, Department of Industrial and Engineering Psychology, Department of Social Psychology, Department of Neuropsychology and Psychopathology, Department of Psychophysiology, Department of Developmental Psychology, Department of Educational Psychology and Pedagogics, Department of Methodology of Psychology, Department of Extreme Psychology, Department of Psychogenetics, Department of Psychological Aid.

I have chosen this profession, as I want to help people. I want to understand people better and of course. It will help me to understand myself better too. My goal in life is to become a qualified psychologist.

My future profession is not easy but interesting. It is difficult to imagine how much a psychologist must know in modern condition. It demands patience, resistance and methodism.

The work of firefighters and rescuers is hard and dangerous. They are subjected to stress loads every day. So, the task of a psychologist is to help them to manage their stresses, to influence and control dangerous situations. He must be able to train firefighters and rescuers to effectively cope with difficult situations and also to help people to overcome an emergency and a stressful situation.

I think that psychology is a rapidly developing science and I'll always have an interesting job. This profession is much wanted in our country. After graduation from the University I'll become a psychologist in the field of fire protection and I'll do my best to be a good professional.

After reading

**Task 7. Change the text so that it will describe your field of study. Write the text down.**

**Task 8. Answer the following questions with a partner.**

1. What university do you study at?
2. Where is it situated?
3. What faculty do you study at?
4. What specialists does your faculty train?
5. What departments are there at your faculty?
6. What subjects do you study?
7. Do you like your future speciality?

## HOME ASSIGNMENT

**Task 1.** Make sure you can talk about your major (no less than 20 sentences) and answer the questions about your field of study and the faculty you study at.

**Task 2.** Go to

<https://www.youtube.com/watch?v=0Cl399F7Q0I&list=TLGGjkAf0lDaQhcxODA4MjAyMw&t=8s> and watch the video about History major.

Make a summary of the video (15-20 sentences).



## Lesson 2. Keeping history alive

### LEAD-IN

#### Answer the questions:

1. Should we keep history alive? Why?
2. How and where can we preserve the sources of history?
3. What types of museums do you know?
4. Which famous museums do you know?

### LISTENING

Before you watch

#### Task 1. Read the information.

Museums have been a part of human history for over 2,000 years – but they weren't always like the ones we visit today. J.V. Maranto uncovers the evolution of museums, from the first museum in 530 BC (curated by a princess) to PT Barnum's freak shows and beyond.

### Watch

**Task 2. Click here** <https://ed.ted.com/lessons/why-do-we-have-museums-j-v-maranto>  
**and watch the video entitled “The history of museums”.**



### Think

**Task 3. Click here** <https://ed.ted.com/lessons/why-do-we-have-museums-j-v-maranto#review>  
**and take the quiz. Share the results in class.**



### Dig Deeper

#### Task 4. Additional Resources for you to Explore

Interested in finding out more about the history and evolution of museums  
[https://archives.history.ac.uk/makinghistory/resources/articles/museums\\_and\\_history.html](https://archives.history.ac.uk/makinghistory/resources/articles/museums_and_history.html)?

Visit NPR's: Memory of Mankind:

<https://www.npr.org/2008/11/24/97377145/a-history-of-museums-the-memory-of-mankind> link and learn about the role of museums in both education and preserving the past.

Today, many museum professionals look at the evolution of museums and predict how museums can change to better suit the needs of learners in the future <https://www.aam-us.org/docs/default-source/center-for-the-future-of-museums/building-the-future-of-education-museums-and-the-learning-ecosystem.pdf?sfvrsn=2>. As information becomes more accessible to the public, museums have had to ask themselves "What is the role of the 21st century museum?" Many museums have altered significantly since their nascence by becoming more socially conscious and aiming to become a part of the community around them. Other museums have transformed their exhibits to be more interactive to engage viewers from all walks of life. How will art museums <https://www.archdaily.com/507467/archdaily-editors-select-20-amazing-21st-century-museums> and science museums change.

Read: [An Art Lab for the 21st](https://www.harvardmagazine.com/2014/11/an-art-laboratory-for-the-21st-century) <https://www.harvardmagazine.com/2014/11/an-art-laboratory-for-the-21st-century> and Science Friday's Rebooting Science Museums for the 21st Century, you might find the answers you are looking for.

Today's museums have digital collections in addition to their physical spaces to go beyond the confines of the exhibits and installations, as well as provide interactive experiences for visitors who cannot physically come to the museum. Visit the MoMA Multimedia site <https://www.moma.org/audio/> and interact with some of the collection.

Check out some online digital collections from:

- the Metropolitan Museum of Art <https://www.metmuseum.org/art/the-collection>,
- Chicago History Museum, The Smithsonian <https://www.si.edu/Collections>,
- The Louvre <https://www.louvre.fr/en/moteur-de-recherche-oeuvres>,
- and the Museum of Modern Art <https://www.moma.org/collection/>.

Our relationship with technology is drastically changing the topography of the museum world to enhance visitors' experiences. Read this article <https://www.smithsonianmag.com/smithsonian-institution/what-digitization-will-do-for-the-future-of-museums-2454655/> about the Smithsonian and how it is digitizing collections and crowdsourcing its research.

What will museums of the future look like, how will the museum experience change? Look through the article: "Museums and Society 2034" and find out the prediction.

For more lessons on museums from TED-Ed watch: The hidden worlds within natural history museums <https://ed.ted.com/lessons/the-hidden-worlds-within-natural-history-museums-joshua-drew>: Joshua Drew A brief history of religion in art <https://ed.ted.com/lessons/a-brief-history-of-religion-in-art-ted-ed>: Jeremiah Dickey Building a museum of museums on the web <https://ed.ted.com/lessons/building-a-museum-of-museums-on-the-web-amit-sood>: Amit Sood

Then, watch these TED Talks on museums: Museums of the Future <https://www.youtube.com/watch?v=YuT4I9eIJnk>: Sebastian Chan Weaving narratives in museum galleries [https://www.ted.com/talks/thomas\\_p\\_campbell\\_weaving\\_narratives\\_in\\_museum\\_galleries?language=en](https://www.ted.com/talks/thomas_p_campbell_weaving_narratives_in_museum_galleries?language=en): Thomas P. Campbell.

## **Discuss**

**Task 5. Discuss the question with your partner:** “What do you think is the next step in the evolution of museums?”

## **SPEAKING**

**Task 6. DISCUSSION on MUSEUMS. Work in pairs and take it in turns to ask and answer the questions.**

### **STUDENT A's QUESTIONS (Do not show these to student B)**

1. What comes to mind when you hear the word ‘museum’?
2. What’s the best museum you’ve ever been to?
3. What do you like most and least about museums?
4. Do you think museums should be free to enter?
5. What is the first museum you can remember going to?
6. Do you prefer going to museums alone or with others?
7. What do you think is the best museum in the world?
8. What kinds of museums are there in your town?
9. Would a museum dedicated to your life and times be interesting?
10. What exhibitions are on at the moment that you’d really like to see?

### **STUDENT B's QUESTIONS (Do not show these to student A)**

1. Are all museums important?
2. Do you think museums in other countries are more or less interesting than those in your own country?
3. If you could have one exhibit from any museum in the world, what would it be, and why?
4. Would you like to work in a museum?

5. Would you become really intelligent if you spent a year wandering through museums?
6. What's the strangest museum you've heard of?
7. Are all museums good for children?
8. If you had lots of money to start your own museum, what would you exhibit in it and what would you call it?
9. Which country has the best museums in the world?
10. Do you prefer museums with interactive exhibits or those you just look at?

## READING

Before reading

**Task 7. CONTINENTS: What do you know about these continents? What is best about them Complete this table with your partner(s). Share what you wrote in class.**

	What I Know	The Best Things
Africa		
Europe		
Antarctica		
South America		
Australia		
Asia		

**Task 8. MUSEUMS: Rank these with your partner. Put the best at the top. Share your rankings in class.**

- History museums
- Science museums
- Art galleries
- Local museums
- Virtual museums
- Children's museums
- Design museums
- Natural history museums

## **Task 9. Read the text and do the tasks after it.**

### **Pan-African Heritage Museum**

Yet-to-be-opened museum in Accra, Ghana is getting people across the world excited. The Pan African Heritage Museum is set to open in August 2023. TIME Magazine said it will be among the top 100 world's greatest places to visit. TIME wrote: "It will house archives, exhibits, galleries, and a theater, [and will be] a key destination for visitors interested in connecting with Africa's history and its people's heritage." Ghana's president said the museum will "provide a natural residence and resting place for all the looted cultural artefacts of our continent, which are housed in foreign museums and which will be returned to us". A digital version of the museum was launched on May the 5th.

The man who thought of the idea for the museum is Kojo Acquah Yankah. He is a former newspaper editor, MP and cabinet minister. He said the idea came to him after seeing 5,000 people of African descent at an event for the 375th anniversary of the forced arrival of Africans in the USA. He said: "This inspired me to create the museum to unite Africans and people of African descent." He wants "to raise the self-confidence of Africans as a people with a rich history and heritage". He added: "The museum is special because it's the only one bringing all African heritage together under one roof." He said there are fewer than 2,000 museums in Africa, compared with over 30,000 in Europe and in the USA.

#### *Sources*

<https://breakingnewsenglish.com/2206/220623-pan-african-heritage-museum.html>

<https://www.ghanaweb.com/GhanaHomePage/business/Executives-of-Pan-African-heritage-museum-pay-courtesy-call-on-minister-for-tourism-1550963>

<https://travelnoire.com/accras-pan-african-heritage-world-museum-listed-among-worlds-greatest-places>

<https://www.bbc.com/news/world-africa-61631437>

#### **After reading**

### **Task 10. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).**

1. The Pan African Heritage Museum opened in August 2021.    **T / F**
2. TIME Magazine said the museum would be in the world's top 10 sites.    **T / F**
3. Ghana's president said the museum would house stolen African art.    **T / F**
4. An online version of the museum opened on May 5, 2022.    **T / F**
5. The man whose idea the museum was once worked for a newspaper.    **T / F**
6. The man said the museum has a capacity for 5,000 visitors.    **T / F**
7. The man wants to increase the self-confidence of Africans.    **T / F**
8. There are 30,000 museums in Africa.    **T / F**

## Task 11. Comprehension questions

1. In what city will the museum open?
2. What magazine put the museum on a list of top places to visit?
3. What will the museum have besides archives, exhibits and galleries?
4. What did Ghana's president say would be returned to Africa?
5. What opened on May the 5th?
6. What job did the creator of the museum have at a newspaper?
7. How many people attended an anniversary event Mr Yankah went to?
8. What does Mr Yankah want to raise in Africans?
9. What does the museum bring together under one roof?
10. How many museums are there in Africa?

## WRITING

**Task 12. Go to** <http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>



Study some useful phrases for summary/rendering. **Render the article above** using the phrases for summary/rendering.

**Task 13. All African art should be returned to Africa. Do you agree or disagree with the statement? Write 5-10 sentences proving your point\*. Use linking words and phrases (First, Second, But etc)\*\*.**

### **\*Agreeing and disagreeing**

Here are some expressions you can use to agree and disagree. You will need to use these expressions in a discussion activity.

#### *Agreeing*

That's right!

Absolutely!

Exactly!

Me too!

Yes, I agree!

I totally agree!

I couldn't agree more!  
I see exactly what you mean!  
You're right. That's a good point.

#### *Disagreeing*

I don't agree!  
I totally disagree!  
Absolutely not!  
That's not right!  
I'm not sure about that.

#### *Partly agreeing*

I agree up to a point, but ...  
I see your point, but ...  
That's partly true, but ...  
I'm not so sure about that.

It is always a good idea to justify your opinions. Don't just say 'I agree', but say 'I agree because I think that ... (explain your reason).'

### **\*\*Linking words and phrases**

Using linking words within and between sentences and paragraphs helps to make your writing flow logically. These words act as signposts, assisting your reader to move easily from one idea to the next, and to see relationships between sentences or paragraphs. Linking words are particularly useful for indicating that you are going to explain something, to give an example or to use a time sequence, or to offer a contrasting view.

#### **Presenting Your Opinion:**

**In my opinion:** In my opinion, both the government and citizens of a country should come forward and fight corruption.

**I think:** I think, students at the university level should not be forced to attend the class.

**In my view:** In my view, mothers have more intimate relationships with their children and that is why they should spend more time with them.

**I believe:** This is undoubtedly a very good solution but I believe, there are better solutions than that.

**I admit:** I admit that we now have a busy life but that does not mean that we should not find time to take part in community programmes that are aimed to make our community a better place to live in.

### **Giving Examples:**

**To cite an example:** To cite an example, I started learning a second language at my primary school and that did not increase my study pressure at all.

**For example:** For example, most companies want their employees to enhance their skills so that they can better performance over time.

**For instance:** For instance, many developing countries are trying to improve their GDP through their export activities.

**Namely:** Namely, Australia and Canada have many charity organisations which work exactly for this cause.

**To illustrate:** To illustrate, universities, these days, offer a wide range of subjects than they used to do in the past.

**One clear example:** One clear example would be my sister who, despite her graduation in mathematics, works as a journalist in a daily newspaper.

**In other words:** In other words, fathers should share these responsibilities and let mothers enjoy some leisure hours. [N.B. Use this expression (i.e. in other words) to express or point something in a different way, to make it easier, clear and to emphasise.]

**To give an example:** To give an example, modern household appliances and kitchenware have made the cooking process easier and faster.

### **Listing Points:**

#### **First/ Firstly/ To begin with:**

First, public transportations are cheap and can carry many passengers at a time. Firstly, increasing the fuel price would affect the daily budget of all citizens. To begin with, old people has paid taxes and worked for the country for their whole life.

#### **Second/ Secondly:**

Second(ly), we do not have to worry about parking, garage, traffic rule violation and fuel cost when we do not own a car.

#### **Third(ly)... Fourth(ly):**

Third(ly), smoking does not have a single benefit but a pile of disadvantages. Fourth(ly), the ever-increasing population is a reason for increased house rent, competitive job market and pollution.

#### **Lastly/ Finally/ Last but not least:**

Lastly, rail is one of the safest transportation systems that can carry a huge number of passengers at a time.

Finally, parents spend more time with their children than a teacher does.

Last but not least, countries like Bangladesh, India, Pakistan and Nepal prove that violence and crime can be at a peak even under the woman leadership.

### **Reasons and Causes:**

**Since:** Since the developing countries have adopted technology in their agriculture sector, their yearly productions have increased significantly.

**Because:** Another group of people attend a night school because they work in the daytime.

**As:** As mothers mostly stay home, they have a greater responsibility in upbringing children.

**Due to:** Due to the widespread corruption in these less developed countries, the fund should be directly handled and utilised by the authority of the developed countries.

**Owing to:** (means because of/ on account of).

The new factory would have many negative effects and would destroy the serenity of our community owing to its location in the middle of our area.

### **Adding Information:**

**Additionally:** Additionally, computer games are addictive and can waste a large portion of the valuable time of a school-going child.

**Moreover:** Moreover, young people have better technological knowledge than the older generation.

**In addition:** In addition, fast food contains fat, preservative, and other harmful ingredients which are very detrimental to our health.

**Furthermore:** Furthermore, helping developing countries in terms of providing education facilities, can strengthen the relationship between two countries.

**And:** And the negative impacts of establishing a large factory in our community would trigger other adverse consequences which would be hard to tackle in the long run.

**Not only... but also:** Not only deforestation damages the natural habitats of many species but also is the main reason for global warming.

**Also:** Also, cities provide better job opportunities and a better living standard.

**As well as:** Too much dependency on technological devices as well as the internet would bring catastrophic consequences once something goes wrong.

### **Results and Consequences:**

**As a result:** As a result, lessons learned from our experiences have better effects on our life.

**Hence:** Hence, I completely disagree that the factory would be a good place for new jobs for the community people.

**So:** So, owning a private car would offer someone the freedom that he usually does not have without it.

**Therefore:** Therefore, television is the most popular media for entertainment in most of the countries in the world.

**Thus:** Thus, overreliance on technology can bring dreadful events in the upcoming future.

**Consequently:** Consequently, we remember such gifts and revere the good wishes that were conveyed through those gifts.

**For this reason:** For this reason, I would like to own a private car than always relying on public transportations.

### **To Indicate Time:**

**Subsequently:** Subsequently, the increasing population in the city areas are the main reason there are so many unemployed people in these cities.

**Eventually:** Eventually, the cost of medical health care would increase day by day and mass people would find it hard to get proper medical facilities.

**Meanwhile:** Meanwhile, a single international language would reduce the language barrier among the people of different countries to a great extent.

**Henceforth:** (Meaning – Hereafter, hence, subsequently, from now on.) Henceforth, the government should increase its budget and manpower for fighting corruption.

**Initially:** Initially, it can be supported by the government but in the long run, it should be people who should spontaneously support this cause both verbally and financially.

### **Highlighting & Emphasising:**

**Especially:** This step would be advantageous for people, especially for rural people, as it would increase the job opportunities in rural areas.

**Clearly:** Clearly, this law is a violation of people's privacy and that is why this law needs amendments.

**Obviously:** Obviously, automation in government sectors would reduce corruption to a great extent.

**Specifically:** Corruption in government sectors, specifically in countries like India and Bangladesh, is another hindrance in the overall progress.

**Of course:** Of course, the government has a responsibility to support those older people. But that does not mean that children of such senior citizens are free from their own responsibilities towards their aged parents.

**In particular:** In particular, there is almost no university in such underdeveloped areas and a large number of students, due to this, move to the city areas each year.

### **Presenting Contrast:**

**Despite:** Despite its immense benefits, we should be wary of its usages in our daily life.

**In spite of:** In spite of remarkable progress in recent years, women are still suffering from social discrimination in many developing countries.

**By contrast:** By contrast, knowledge gained from travelling and from real-life experiences has a greater impact on our future course of actions in life.

**Alternatively:** Alternatively, the government can impose laws to control the market price of most essential commodities.

**Another opinion could be:** Another option could be restricting the number of children a family can have.

**On the other hand:** On the other hand, owning a car is expensive as it requires parking, fuel, servicing, maintaining and yearly renewal costs.

**Still:** Still, strictly controlling the number of children a family can have is not a feasible solution.

**However:** However, many destitute families rely on the earnings those young children bring to the family.

**Although:** Although implementing this would require a huge sum of money, this, in my opinion, is the most optimal solution.

**Even though:** Even though their arguments are somewhat convincing to listen to, in reality, the scenario is quite the opposite.

**But:** But, the investment in trade and finance alone does not guarantee a steady growth of the GDP for this country.

### **Presenting Comparison:**

**In comparison:** In comparison to the past century, people these days do not have a strong family tie.

**Admittedly:** Admittedly, severe punishments set examples to other people temporarily but it lacks any long term effect.

**Similarly:** Similarly, capital punishment is brutal and fail to establish a bridge between social unrest and reformation.

**Likewise:** Likewise, technological advancement creates new job opportunities both in developing and developed countries.

**In the same way:** In the same way, increasing the tax would not be a viable solution to address this issue.

### **Linking Words for Conclusion:**

**In conclusion:** In conclusion, we should strictly monitor the type of programmes our children watch each day.

**To conclude:** To conclude, university admission should be merit-based, not gender-based.

**To draw the conclusion:** To draw the conclusion, this is our world and we have to save it. Uncontrolled use of natural resources would endanger our very existence and that is why we should be much sensible of their usages.

**To sum up:** To sum up, it is up to us to judge the authenticity of the news. But the journalists also have a professional and moral obligation to present us the truth.

## SPEAKING

**Task 14. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

### **STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'Africa'?
3. What do you think of museums?
4. What do you know about Ghana?
5. Would you like to visit the Pan African Heritage Museum?
6. Why might the museum be one of the world's top 100 places to visit?
7. What do you think of African art?
8. Should foreign museums return their stolen art to the Ghana museum?
9. What do you think of a museum showing all of Africa's culture?
10. What's the best museum you've ever visited?

### **STUDENT B's QUESTIONS (Do not show these to student A)**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'museum'?
3. What do you think about what you read?
4. What do you know about the forced taking of Africans to the USA?
5. What do you know about the richness of Africa's cultures?
6. What's your favourite African country?
7. What do you think of music that comes from Africa?
8. What three adjectives best describe the continent of Africa?
9. How many museums have you been to?
10. What questions would you like to ask the museum's boss?

**Task 15. ROLE PLAY. Work in small groups, take one of the roles and act it out.**

**Role A – Science Museums**

You think science museums are best. Tell the others three reasons why. Tell them what is wrong with their museums. Also, tell the others which is the least interesting of these (and why): art, virtual or children's.

**Role B – Art Museums**

You think art are best. Tell the others three reasons why. Tell them what is wrong with their museums. Also, tell the others which is the least interesting of these (and why): science, virtual or children's.

**Role C – Virtual Museums**

You think virtual are best. Tell the others three reasons why. Tell them what is wrong with their museums. Also, tell the others which is the least interesting of these (and why): art, science or children's.

**Role D – Children's Museums**

You think children's are best. Tell the others three reasons why. Tell them what is wrong with their museums. Also, tell the others which is the least interesting of these (and why): art, virtual or science.

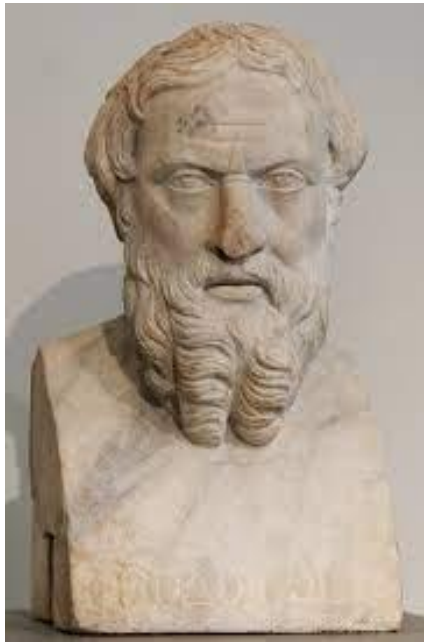
**HOME ASSIGNMENT**

**Task 1.** Choose a famous museum in your city (country) and write a brief description of it (15-20 sentences). Read the text out loud in class.

**Task 2.** Go to <https://www.livescience.com/history>, pick one news article and write its summary using the phrases for summary/rendering (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>). Write down new words and phrases from the article.



### Lesson 3. The Art of Time Travel: Historians and Their Craft



#### LEAD-IN

##### Answer the questions:

1. What is a historian?
2. Can the writers of historical novels be called historians or must historians be professionals doing research and writing about it?
3. What famous historians do you know?
4. Who can be called the first Russian historian?

#### READING

**Task 1. Read the text and tell what information is given about the profession of a historian.**

#### What does a historian do?

##### What is a Historian?

Historians study and write about the past, and typically focus on a specific time period, region, or topic. To do this, they collect and analyze primary sources such as letters, diaries, government records, and artifacts. Historians use critical thinking and research methods to develop insights into historical events and to challenge existing interpretations. They may also use ideas from other fields such as anthropology, soci-

ology, economics, and cultural studies to help explain the meaning and context of what happened.

Historians work in a variety of places, such as universities, museums, government agencies, archives, and non-profit organizations. They specialize in many different topics, such as political and military history, social and cultural history, gender and sexuality, environmental history, and the history of science and technology.

### **What does a Historian do?**

Historians play a vital role in shaping our understanding of the past and how it affects us today. They study the complex and varied experiences of people in the past, which helps us appreciate the different cultures and societies that have existed throughout history. By understanding these historical legacies and struggles, we can make better decisions about the policies and debates that affect us today.

### **Duties and Responsibilities**

The duties and responsibilities of a historian can vary depending on their area of specialization and the type of work they are engaged in. Here are some of the typical duties and responsibilities of a historian:

- **Research:** Historians are responsible for conducting research on a wide range of historical topics using a variety of sources such as archives, government records, diaries, newspapers, and other primary sources. They must be able to locate and evaluate sources, and to analyze them critically in order to construct an accurate historical narrative.
- **Interpretation:** Historians must be able to interpret the information gathered during their research and make sense of it in the context of the time period being studied. This requires them to understand the political, social, economic, and cultural factors that influenced historical events.
- **Analysis:** Historians must be able to analyze historical data and draw conclusions from it. This requires them to use critical thinking skills to evaluate sources, identify patterns and trends, and assess the validity of different interpretations.
- **Writing:** Historians must be able to communicate their research findings effectively through writing. This includes writing research papers, articles, and books, as well as presenting their research at conferences and other public events.
- **Teaching:** Many historians also have a responsibility to teach and educate others about historical events and their significance. This can involve teaching courses at the university level, presenting lectures, and conducting workshops for students and other audiences.
- **Preservation:** Historians also have a responsibility to help preserve historical artifacts, documents, and other materials for future generations. This can involve working with museums, archives, and other organizations to ensure that historical materials are properly stored and maintained.

- **Collaboration:** Historians often work collaboratively with other scholars, researchers, and experts in related fields to share information and ideas, and to advance the understanding of historical events.

### **Types of Historians**

Historians can be categorized into different types based on their areas of expertise, methodology, and focus. Here are some of the commonly recognized types of historians:

- **Social Historians:** Social historians focus on the interactions and relationships between people within a society. They analyze how class, race, gender, and other social factors shape historical events and social structures.

- **Political Historians:** Political historians study the political systems and power dynamics of a society. They analyze the actions and decisions of political leaders and examine how political events affect society and culture.

- **Cultural Historians:** Cultural historians focus on the cultural practices and beliefs of a society. They examine how cultural practices change over time and how culture influences historical events.

- **Economic Historians:** Economic historians study the economic systems and trade networks of a society. They analyze the impact of economic changes on social and political structures and study the causes and effects of economic crises and booms.

- **Military Historians:** Military historians focus on the history of warfare and military strategies. They analyze the causes and effects of wars and examine the social, political, and cultural impacts of military conflicts.

- **Intellectual Historians:** Intellectual historians study the history of ideas and intellectual movements. They analyze how ideas and theories change over time and how they shape historical events and social structures.

- **Environmental Historians:** Environmental historians focus on the interaction between humans and the natural environment throughout history. They analyze the impact of environmental changes on society and culture and study the ways in which humans have shaped and been shaped by the natural environment.

- **Gender Historians:** Gender historians study the role of gender in shaping historical events and social structures. They analyze how gender norms and stereotypes have changed over time and how they have affected people's lives.

- **Oral Historians:** Oral historians collect and study personal accounts of historical events and experiences. They often work with individuals or communities to document their stories and preserve them for future generations.

- **Public Historians:** Public historians work in museums, archives, and other public institutions to make history accessible to the public. They often work to engage with contemporary issues through the lens of history and may collaborate with other

professionals, such as educators or media specialists, to create educational programs or exhibits.

### **Are you suited to be a historian?**

Historians have distinct personalities. They tend to be investigative individuals, which means they're intellectual, introspective, and inquisitive. They are curious, methodical, rational, analytical, and logical. Some of them are also artistic, meaning they're creative, intuitive, sensitive, articulate, and expressive.

### **What is the workplace of a Historian like?**

The workplace of a historian can be quite diverse, as it depends on their area of expertise and the type of work they are engaged in. However, historians often work in academic or research settings, including universities and colleges, research institutions, museums, archives, and libraries.

In universities and colleges, historians often work as professors or instructors, teaching courses in history and conducting research. They may be responsible for developing course content, grading assignments and exams, and advising students. Historians in academia also regularly publish research articles and books, attend conferences and seminars, and participate in departmental meetings and committees.

Research institutions, including think tanks and government agencies, also employ historians to conduct research and provide historical perspective on a variety of issues. In these settings, historians may focus on a particular area of interest, such as political history, social history, or economic history, and work collaboratively with other researchers and analysts.

Museums, archives, and libraries are other common workplaces for historians. In these settings, historians may be responsible for preserving and interpreting historical artifacts and documents, curating exhibits, conducting research, and providing historical information and education to the public. They may also work as consultants to filmmakers, writers, and other media professionals, providing historical accuracy and context to their work.

*Source <https://www.careerexplorer.com/careers/historian/>*

After reading

### **Task 2. Answer the questions on the text.**

1. What is a Historian?
2. What does a Historian do?
3. What are the Duties and Responsibilities of a Historian?
4. What are the types of Types of Historians?
5. Are you suited to be a historian?
6. What is the workplace of a Historian like?

**Task 3. Summarize the text “What does a historian do?” in your own words (15-20 sentences).**

**Task 4. Practice the pronunciation of the proper names below. What do you know about these names?**

1. Herodotus [hə'rodətəs]
2. Halicarnassus [hal'ə kār nas'əs]
3. Achaemenid Empire ['ʃəmənɪd 'empaɪə]
4. Cyrus ['saɪərəs]
5. Cambyses ['kæmbəsiːz]
6. Darius [dɪ'raɪəs]
7. Xerxes ['zɜːksiːz]
8. Salamis [sə'laːmɪz]
9. Plataea [plataea]
10. Mycale [mycale]
11. Persian ['pɜːʒən]
12. Athens ['æθənz]

**Task 5. Learn more about Bible History by going to <https://bible-history.com/>**



## LISTENING

Before you watch

**Task 6. Read the information.**

About 2500 years ago, the writing of history as we understand it didn't really exist. Then, a man called Herodotus witnessed the Persian invasions of Greece and decided to find out why they happened. Mark Robinson investigates how the idea of "history" came into being.

## Watch

**Task 7. Click here <https://ed.ted.com/lessons/why-is-herodotus-called-the-father-of-history-mark-robinson> and watch the video entitled “Why is Herodotus called “The Father of History”?”**



## Think

**Task 8. Click here** <https://ed.ted.com/lessons/why-is-herodotus-called-the-father-of-history-mark-robinson#review>  
**and take the quiz. Share the results in class.**



**Task 9. Answer the questions on the video about Herodotus.**

1. What was Herodotus?
2. What does he describe in his book The Histories?
3. What is the most reliable source telling of his life?
4. Where was Herodotus born?
5. When did he live? How do we know about it?
6. Did he travel a lot? Where did he travel?
7. What does the fact that he was able to write tell us about?
8. Why do we think that he might have fought as a heavy armored infantryman?
9. Why are there only a few ancient writers that we know as well as Herodotus?
10. What is The Histories considered to be?
11. When was The Histories written and what language was it written in?
12. What kind of historical record is The Histories?
13. What is writing style like?
14. What is Herodotus esteemed by scholars?
15. How many books does The Histories consist of? How are they named?

**Task 10. Speak about Herodotus giving the summary of his life (10–11 sentences).**

## Dig Deeper

**Task 11. Additional Resources for you to Explore**

Herodotus's work is big, so you need to decide what you want to discover from it! Herodotus created "history" by establishing an overarching narrative with a clear aim in mind. He put together small stories to create a big story, building to a significant climax. Herodotus developed what Aristotle later called a "strung-along style," which reflects the way in which he constructed his inquiry. Herodotus recorded multiple sources and thus had to work to prove his knowledge; this explains why we get a string of stories, arguments, analogies, and eyewitness accounts. For a deeper explanation of Herodotus's methods, read this article: <http://www.historytoday.com/paul-cartledge/herodotus-historian-all-time>

It's probably wise not to just start reading from page one, but to regard it more like a library where you can dip into the different stories at your leisure. As a reader, you need to decide what most interests you. If you simply want to dive into his account of the Persian Wars, then go to Book 6 (the chapters are called "Books") of *The Histories* and you will find the tale of how the Wars unfolded. If, however, you are more interested in the world that Herodotus explores, then you need to look at different parts of his work. In Book 1, you can find out about the rise of the Persian Empire, while Books 2 and 3 give fascinating details about the history and customs of ancient Egypt. Meanwhile, Books 4 and 5 will tell you about the nature of Libyan, Athenian, and Spartan society. To build on your knowledge of the Persian Wars, it is worth exploring the British Museum site on the Persian Wars:

[http://www.ancientgreece.co.uk/war/home\\_set.html](http://www.ancientgreece.co.uk/war/home_set.html)

You could also listen to these two podcasts on the battles of Thermopylae and Salamis: <http://www.bbc.co.uk/programmes/p004y278> and <http://www.bbc.co.uk/programmes/b08j99jl>.

For more information about Herodotus, it is useful to look at a **map** that outlines his understanding of the geography of the areas that he writes about. For a really in-depth investigation of all the wonders that you can find in Herodotus, you can explore an interactive timeline, digital mapping of the text, and battle sites here: <http://www.open.edu/openlearn/history-the-arts/history/classical-studies/herodotus-the-histories-timeline#1>.

## Discuss

**Task 12. Discuss the question with your partner:** “How can students of history ensure that they do not fall prey to the partiality and mistakes of historians?”

## READING

Before reading

**Task 13. HISTORY:** What would you see and do if you went back to these times? Complete this table with your partner(s). Share what you wrote.

	See	Do
1966		
1930		
1700		
2,000 years ago		
10,000 years ago		
a million years ago		

## Task 14. Read the text and do the tasks after it.

### Ancient mummy found wearing Adidas boots (15th April, 2016)

An ancient mummy that was found in Mongolia has gone viral online because it seems to be wearing Adidas boots. Many people have been tweeting that the mummy is proof that time travel exists. The mummy was discovered in the Altai Mountains in a remote part of western Mongolia. Researchers say it is around 1,500 years old. The mummy's boots look very similar to a pair of snowboarding boots made by the sports-wear company Adidas. The mummy's boots have the same three stripes that Adidas is famous for putting on all its footwear. A picture of the boots has gone viral and people are saying the mummy is actually a modern human who travelled back in time.

The mummy's grave was first found in 2010 by local farmers. Last October, archaeologists started digging deeper as they thought the site contained many important things. Earlier this month, the archaeologists found horse's saddles, clay vases, wooden bowls, and metal kettles. The archaeologists said the site was the first complete Turkic burial ground found in Central Asia. The first Turkic people started living in a region between Central Asia and Siberia around 2,600 years ago. They had their own language, including a unique alphabet. Wolves and the colour blue were very important in their culture. Some historians say the word 'turquoise' comes from the word 'Turkish'.

#### Sources

<https://breakingnewsenglish.com/1604/160415-time-travel.html>

[http://news.xinhuanet.com/english/2016-04/13/c\\_135275784.htm](http://news.xinhuanet.com/english/2016-04/13/c_135275784.htm)

<http://marketbusinessnews.com/ancient-mummy-adidas-boots-found-mongolia-claims-time-travel-rife/131568>

<http://www.express.co.uk/news/weird/659975/Proof-of-time-travel-The-1-500-year-old-mummy-wearing-ADIDAS-boots>

#### After reading

### Task 15. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).

- |   |       |
|---|-------|
| a. The ancient mummy was found in Mongolia.                       | T / F |
| b. The mummy was found in the middle of a big city.               | T / F |
| c. Researchers say the mummy is 15,000 years old.                 | T / F |
| d. The mummy was wearing what look like Adidas soccer boots.      | T / F |
| e. Archaeologists first found the mummy's grave in the year 2000. | T / F |
| f. Archaeologists found vases that were made of clay.             | T / F |
| g. The mummy belonged to a group of people called the Turkics.    | T / F |
| h. The word "turquoise" may come from the word "Turkish".         | T / F |

**Task 16. SYNONYM MATCH:** Match the following synonyms from the article.

- |              |                     |
|--------------|---------------------|
| 1. ancient   | a. evidence         |
| 2. appears   | b. special          |
| 3. proof     | c. really           |
| 4. similar   | d. discovered       |
| 5. actually  | e. seems            |
| 6. found     | f. whole            |
| 7. contained | g. much the same as |
| 8. complete  | h. area             |
| 9. region    | i. age-old          |
| 10. unique   | j. included         |

**Task 17. Comprehension questions**

1. In which country was the mummy found?
2. What do some people say the mummy proves?
3. How old do researchers think the mummy is?
4. What kind of boots do the mummy's boots look like?
5. What kind of human are people saying travelled back in time?
6. When was the mummy's grave first found?
7. What kind of saddles did the archaeologists find?
8. When did the Turkic people first start living in Central Asia?
9. What did the Turkic people have that was unique?
10. What colour was important in Turkic culture?

**WRITING**

**Task 18. "Time travel would be a good thing". Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).**

**SPEAKING**

**Task 19. TIME TRAVEL DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

**STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What springs to mind when you hear the word 'ancient'?
3. What ancient things do you know about?
4. What do you think about what you read?

5. What do you think of time travel?
6. Do you think people believe the boots are from Adidas?
7. Would you like to go back or forward in time? Why?
8. What can mummies teach us?
9. What do you think of things that go viral online?
10. Do you think the mummy could be a time traveller?

### **STUDENT B's QUESTIONS (Do not show these to student A)**

1. Did you like reading this article? Why/not?
2. What do you think it is like to be an archaeologist?
3. What part of the world is best to work as an archaeologist?
4. How important is the job of an archaeologist?
5. How interested are you in archaeology?
6. What time would you like to go back to and why?
7. Do you think time travel will be possible one day?
8. What are the dangers of time travel?
9. Why is a mummy called a mummy and not a daddy?
10. What questions would you like to ask an archaeologist?

**Task 20. ROLE PLAY. Work in small groups, take one of the roles and act it out.**

#### **Role A – 1966**

You think 1966 is the best time to travel back to. Tell the others three reasons why. Tell them things that are wrong with their times. Also, tell the others which is the worst of these times (and why): 1990, 10,000 years ago or a million years ago.

#### **Role B – 1900**

You think 1990 is the best time to travel back to. Tell the others three reasons why. Tell them things that are wrong with their times. Also, tell the others which is the worst of these times (and why): 1966, 10,000 years ago or a million years ago.

#### **Role C – 10,000 years ago**

You think 10,000 years ago is the best time to travel back to. Tell the others three reasons why. Tell them things that are wrong with their times. Also, tell the others which is the worst of these times (and why): 1990, 1966 or a million years ago.

#### **Role D – A million years ago**

You think a million years ago is the best time to travel back to. Tell the others three reasons why. Tell them things that are wrong with their times. Also, tell the others which is the worst of these times (and why): 1990, 10,000 years ago or 1966.

## HOME ASSIGNMENT

### Task 1. Read the text and do the tasks after it.

Before reading the text answer the question, who was officially appointed a historiographer in Russia and what came out of this appointment?



### THE OFFICIAL HISTORIOGRAPHER

Nikolay Mikhailovich Karamzin, (born Dec. 12 [Dec. 1, Old Style], 1766, Mikhaylovka, Simbirsk [now Ulyanovsk] province, Russia – died June 3 [May 22], 1826, St. Petersburg), Russian historian, poet, and journalist who was the leading exponent of the sentimentalist school in Russian literature.

From an early age, Karamzin was interested in Enlightenment philosophy and western European literature. After extensive travel in western Europe, Karamzin described his impressions in his *Pisma russkogo puteshestvennika* *Letters of a Russian Traveller*, 1789–1790), the most important of his contributions to a monthly review, *Moskovsky zhurnal* (1791–92; “Moscow Journal”), that he founded on his return. Written in a self-revealing style influenced by Jean-Jacques Rousseau and Laurence Sterne, the “Letters” helped introduce to Russia the sentimental style then popular in western Europe. Karamzin’s tale “Bednaya Liza” (1792; “Poor Liza”), about a village girl who commits suicide after a tragic love affair, soon became the most celebrated work of the Russian sentimental school.

In 1803 Karamzin’s friendship with the emperor Alexander I resulted in his appointment as court historian. The rest of his life was devoted to his 12-volume *Istori-*

*ya gosudarstva rossiyskogo* (1816–29; “History of the Russian State”). Though based on original research, this first general survey of Russian history was conceived as a literary rather than an academic work. The history is, in effect, an apology for Russian autocracy. It is the first such Russian work to have drawn on a great number of documents, including foreign accounts of historical incidents. Uncompleted at his death, the work closes with the accession of Michael Romanov (1613). As history it has been superseded, but it remains a landmark in the development of Russian literary style; it provided a main source for Pushkin’s drama *Boris Godunov*. His *History* is also considered to have contributed much to the development of Russian literary language, for in it he sought to bring written Russian—then rife with cumbrous locutions—closer to the rhythms and conciseness of educated speech and to equip the language with a full cultural vocabulary.

Source <https://www.britannica.com/biography/Nikolay-Mikhaylovich-Karamzin>

Task 1. Ask 15 questions about life and work of Nikolai Mikhailovitch Karamzin.

Task 2. Using the questions as a plan and talk about Karamzin.

**Task 2. Prepare for Test 1.**

## UNIT 1. Test 1

**Task 1.** Make a dictionary of professional vocabulary (word in English – its translation into Russian), 30 words. Learn the words by heart. During the test show the printed dictionary or provide the dictionary electronically (5 points).

You can use these sources:

<https://www.tandfonline.com/loi/mrsh20>

<https://brill.com/view/journals/ruhi/ruhi-overview.xml>

<https://brill.com/view/journals/jmrh/jmrh-overview.xml>

[http://www.ijors.net/issue9\\_1\\_2020/issue9\\_1.php](http://www.ijors.net/issue9_1_2020/issue9_1.php)

<https://www.euppublishing.com/loi/cult?expanded=vcult-7>

<https://onlinelibrary.wiley.com/journal/14682281>

<https://history.howstuffworks.com/historical-events>

[https://en.wikipedia.org/wiki/List\\_of\\_history\\_journals](https://en.wikipedia.org/wiki/List_of_history_journals)

<https://www.athensjournals.gr/ajhis>

**Task 2.** Talk about your major (20-25 sentences). Be ready to answer questions about your studies, academic interests, work, career plans (10 points).

**Task 3.** Choose one of the articles by following one of the links <https://breakingnewsenglish.com/world-news.html>. The topic of the article should focus on History, Archaeology, Culture, World religions, Art etc. You should click on the title you choose, then select 2 page mini lesson (Print) to print the article in PDF format and 5 speeds-Medium-British English (Listen) to listen to it in audio format.

You should read the chosen article while simultaneously listening to it, retell it (7-10 sentences), using the phrases for summary/rendering (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>).

You should also write down new terms and expressions, discuss the issue, and complete writing assignments (True/False, Synonym Match) that follow the article. You should also provide written answers to the questions included in either Student A's or Student B's corresponding sets of questions. Moreover, be able to verbally respond to the questions. During Test 1, written tasks should be presented (10 points total).

## UNIT 2. HISTORICAL PERIODS

### Lesson 1. History and prehistory

#### LEAD-IN

#### Answer the questions:

1. What historical periods and events (or activities) can the pictures below be associated with?
2. What is the purpose of periodization in history?
3. How is history divided into different periods?
4. Is there any universal historical periodization?



#### READING

#### Before reading

**Task 1. Read the text, and find out what it tells about Historical periodization.**

### HISTORICAL PERIODIZATION

#### What is periodization?

It is the practice of dividing large content and / or documentation into smaller fragments, with the aim of being able to study each one of them in greater depth and thus obtain greater precision. In fact, to carry out any study where the content is extensive, it is a common practice.

Through the study of historical facts, periodization was born, in order to facilitate knowing the different historical facts. Periodization is an area of the social sciences that is responsible for segmenting history into different periods or times that

have some aspects in common and that are important enough to differentiate them in different periods.

From the point of view of history, they are referred to as ages to longer periods, and are called times the shorter. With regard to natural history or geology, periods are called eras, although in chronology historical periods are also called eras.

In addition, each era gives rise to different calendars. This term is also applied to periods that were dominated by some fact, historical character or process that is considered important enough. The geological age is part of what is known as the Geological Age.

### **Historical periodization**

There really is no unanimous agreement for historical periodization, but there is an academic consensus about the historical periods of Western Civilization, this is based on the terms provided by Cristóbal Cellarius where the classical world and its rebirth are placed as the basis which determined the division. Although this periodization is accused of being Eurocentric, this does not affect its importance, since in fact it is the most used.

The disadvantage that any type of periodization has occurs when it is made valid in a wide territorial area, since if the events originate in a specific place it takes much longer for the information to reach other nearby and not so close places, it is because This means that intermediate or transition terms appear.

### **Chronology and periodization of history**

Complete, chronological list of the different most important periods in history, beginning with Prehistory (millions of years ago) to the Contemporary Age (today).

**PREHISTORIA** – is defined as prehistory to the period since it appeared early hominids, these were the ancestors of homo sapiens, to the time when the first written documents existed. This event first occurred in the Near East around 3300 BC and then spread to the rest of the planet.

**STONE AGE** – The main material was stone, a material used both for building and hunting. Within this Age, we have 3 periods.

**PALEOLITHIC** – The Paleolithic is the longest period in the existence of human beings, in fact it began more or less 2.59 million years ago and its end was about 12 thousand years ago and constitutes one of the periods that make up the Stone Age, which is known by this name for the type of utensils they used.

**MESOLITHIC** – This period of history lasted approximately four thousand years, extending from 10,000 BC to 6,000 BC Mesolithic cultures were nomadic, in winter they settled and in summer they formed camps. However, in some coastal regions of Europe and the Near East they began to live sedentary.

**NEOLITHIC** – This term means “new stone” and refers to the polished stone tools that characterized the Neolithic, which lasted between 6,000 BC and 2,000 BC, and make a great difference from the Palaeolithic, where man used rougher tools.

**METAL AGE** – They begin to work with greater precision, therefore this prevents them from working with new materials, metals, which, being more malleable then, allowed them to have a wide range of options. Three ages emerge:

**COPPER AGE** – It begins with the first samples of copper smelting, a period that was called the Copper Age, which ranged from approximately 6,500 to 2,800 BC. In this period, metallurgy began, since man realized that he could separate copper from other minerals and use it to make different tools.

**BRONZE AGE** – Later, the Bronze Age began, which ranged from 2,800 to 1,000 BC approximately. In this period the smelting process was known, which allowed to extract a metal such as copper or iron from a mineral and thus use it to create work tools.

**IRON AGE** – Finally, came the period called the Iron Age, which began around 1,000 BC in the southwest of the Asian continent and in approximately 500 BC, in the region of Eurasia. The interesting thing about this period is that the change from bronze to iron does not occur because iron is better than bronze, but rather because iron was easier to obtain and more abundant in different parts of the planet than bronze. . Thus began an era in which iron tools and weapons are produced on a larger scale and in more regions.

**PROTOHISTORY** – This is a phase that is not very well defined and is little accepted. It is situated between the end of prehistory and the beginning of ancient history. It is believed that in this period of history some primitive political entities developed that gave rise to metallurgy and also to writing, elements that allowed the beginning of history as such.

**ANCIENT AGE** – This period is defined by the emergence and evolution of civilizations that used writing, which is why they are called ancient civilizations. By tradition, this has been the initial period of history, which began with the invention of writing, and is preceded by prehistory. This period spanned about 5,500 years, specifically from 4,000 BC to AD 476 with the demise of the Western Roman Empire.

**MIDDLE AGES** – This is the historical period belonging to the Western civilization and includes between the 5th and 15th centuries. Traditionally, its beginning is placed in the year 476 together with the fall of the Western Roman Empire, and the end in 1492 with the arrival of Europeans to America, or also with the fall of the Byzantine Empire in 1453, a date that coincides with the invention of the printing press and the end of the Hundred Years War.

**MODERN AGE** – This is the third historical period into which universal history is divided, spanning from the 15th to the 18th centuries. Its beginning coincides with the fall of Constantinople (1453) or also with the discovery of America (1492) and the end is situated with the French Revolution or the end of the previous decade, with the independence of the United States (1776).

**CONTEMPORARY AGE / TODAY** – This period is understood from the French Revolution or the independence of the United States to the present day and is characterized by the development of societies. This period of history is marked by the development of the Industrial Revolution, which resulted in the advancement and consolidation of capitalism, as well as struggles between nations for territorial dominance.

It was in this period that the First and Second World Wars took place, where different nations were grouped on different sides in a struggle without equal over several years. Countries that were considered developed, committed heinous acts, causing the death of millions of people worldwide.

*Source <https://englopedia.com/what-is-periodization-in-history/>*

After reading

**Task 2. Talk about major periods in world history using the text above.**

**Task 3. Read the text about history and prehistory. What is the main idea of the text?**

## **HISTORY AND PREHISTORY**

History can be defined as the study of the past, including the people, cultures, events, and trends that have shaped our world. It helps us to understand who we are and where we came from.

History is more than just a list of dates and facts. It also includes the stories, traditions, and values that have been passed down through generations. These help us to understand the present and make informed decisions about the future.

Prehistory is the time before history, or the time before people began writing. This means that prehistory is everything that happened before people wrote down what happened. Historians can use archaeological evidence to piece together a story of humanity's past. This evidence tells us about the way people lived, what they ate, and how they interacted with their surroundings. Prehistory is very important because it helps us understand how people lived in the past and how they came to live the way they do today.

Prehistory is divided into three main periods:

- Stone Age
- Bronze Age
- Iron Age

Source <https://researchmethod.net/what-is-history/>

**Task 4. Answer the questions on the text from Task 3.**

1. What Is Called Prehistory?
2. What Separates Prehistory From History?
3. What Are The Major Sources Of Prehistory?
4. What Are The 3 Prehistoric Periods?
5. How Is Prehistory Important?

**Task 5. Read the text and learn the vocabulary to describe the primitive society.**

### **THE PRIMITIVE COMMUNITY**

The history of mankind begins with the primitive community. The appearance of new tools and new methods of labour led to the replacement of the human herd by the clan. Several clans, i.e. communities, or related individuals formed a tribe. Both the tribe and the clan were governed by elders who were chosen for their life experience and knowledge. The human herd and the clan were two consecutive stages in the development of primitive society.

The related members of the clan jointly owned their hunting grounds and the lands which they tilled. They lived and worked together, and consumed in common the products of their labour. Since they lived together in groups, they could provide themselves with food and keep fires burning.

The primitive human herd possesses the simplest tools: a handaxe, a digging stick and a wooden club. Thousands of years passed before stone tools were replaced by those made of metal (bronze, iron). When people invented the harpoon, they took up fishing. The invention of bows and arrows helped to start cattle-breeding, and axes made it possible to go over to farming. In primitive society there was no private property, therefore there were no classes and no exploitation – that is, appropriation by the rich of the fruits of other men's labour. Since there were no classes, there was no state system that is no armed forces, no prisons, no courts, no overseers, and no government bodies.

Source Павлова О.Ю. *Английский язык для студентов исторических факультетов: учебно-методическое пособие: на английском языке; поясн. записка и список литературы на русском языке* / О. Ю. Павлова, А. В. Зырянова, Л. Ф. Велиева; Южно-Уральский государственный гуманитарно-педагогический университет. – [Челябинск]: Южно-Уральский научный центр РАО, 2022. – 85 с.

### **Task 6. Find the English equivalents in the text from Task 5.**

Первобытная община, первобытное общество, человеческое стадо, род, племя, образовать племя, старейшины, орудия труда (металлические, бронзовые, железные, каменные), дубинка, лук, топор, стрела, мотыга, управлять, заниматься (охотой, рыбной ловлей, сельским хозяйством, разведением скота), выбирать, владеть, обеспечивать, изобретать, заменять, еда, огонь, совместно, сообща.

### **Task 7. Sum up the content of the text by answering the following questions.**

1. What does the history of mankind begin with?
2. What led to the replacement of the human herd by the clan?
3. Who governed the clan?
4. What tools had the people?
5. What was their main occupation?
6. What was the structure of primitive society?

## **LISTENING**

Before you watch

### **Task 8. Read the information.**

Though people are most familiar with Plato's fictional Atlantis, many real underwater cities actually exist. Peter Campbell explains how sunken cities are studied by scientists to help us understand the lives of our ancestors, the dynamic nature of our planet, and the impact of each on the other.

### **Watch**

**Task 9. Click here** <https://ed.ted.com/lessons/real-life-sunken-cities-peter-campbell>  
**and watch the video entitled “Real life sunken cities”.**



### **Think**

**Task 10. Click here** <https://ed.ted.com/lessons/real-life-sunken-cities-peter-campbell#review> **and take the quiz. Share the results in class.**

## Dig Deeper

### Task 11. Additional Resources for you to Explore

Atlantis appears in two philosophical discussions written by Plato in the 5<sup>th</sup> century BC, **Timaeus** and **Critias**. But it was not until the penny dreadfuls and adventure stories of 19<sup>th</sup> century Britain that people transferred **Atlantis** from a philosophical device to a discussion of a “real” city. While Plato was clearly using a fictional place for his argument, sunken cities from around Greece would have been known to him and would have acted as inspiration. For instance, Helike was sunk by a tsunami during Plato’s lifetime and it would have been big news. If Plato had sailed around southern Greece then he could have seen the half submerged ruins of Palvopetri, which was abandoned over 500 years before his lifetime. Given the prevalence of tectonic activity in the Mediterranean, ancient peoples would have known about sunken cities.

There is a lot to learn about the past from the cities discussed in this lesson. For instance, the excavations at **Alexandria** has led to incredible discoveries about life and trade in the ancient Mediterranean. UNESCO has compiled a report of sources and findings from **Port Royal**. The lagoon that formed over **Helike** silted up to form a delta, which is currently part of a large archaeological project. The BBC made a documentary on Pavlopetri and life in the Bronze Age, which you can watch **here**. Click and learn more! The British Museum has an exhibit called Sunken Cities: **Egypt’s Lost Worlds** that will run from May 19 to November 27, 2016.

The different mechanisms of submergence show us how dynamic our planet can be. Earthquakes are a major force behind cities’ submergence, whether from displacement, liquefaction, or tsunamis. You can learn more about the different hazards of **earthquakes here**. NOAA has a great website with resources about **tsunamis**. More information about **isostatic sea level change can be found here**

Another form of sea level change which was not discussed in the lesson is **eustatic** which differs from **isostatic** because its effect is global due to an increase in water in the world’s oceans. Eustatic sea level change mostly occurred between 19,000 years ago when the ice caps melted to 5,000 years ago when the water level reached equilibrium. Since most cities do not date older than 5,000 years ago, eustatic sea level change is not a common mechanism for submerging cities; however, settlements and other parts of life have been found in drowned landscapes dating to the periods prior to 5,000 years ago.

**Nic Flemming** is the pioneer of studying the changing earth through sunken cities. His book **Cities in the Sea** examines cities around the Mediterranean and the reasons behind their submergence. Flemming has published many academic articles, as well as the latest overview of land submergence in an EU paper that can be downloaded for **free here**. For submerged settlements even older than cities, see the book **Submerged Prehistory**.

Want to find out more about underwater research? **MaritimeArchaeology.com** has resources and news from archaeologists. Interested in the sunken cities, shipwrecks, and underwater caves that the educator is working on? **Check out this website** to explore the projects that he directs around the world.

## Discuss

**Task 12. Discuss the question:** “Humans have always adapted to a dynamic planet. Today human-induced climate change is causing sea levels to rise. How can sunken cities and past adaptation inform our current crisis?”

## READING

Before reading

**Task 13. ANCESTORS: How different would their life be from today? Complete this table with your partner(s). Share the results in class.**

	How different?	Better / worse than today?
Family life		
Stress		
Transportation		
Food		
Entertainment		
Safety		

**Task 14. DISCOVERIES: What are the most important ones ever made? Rank these and share your rankings with your partner. Put the best at the top. Share your rankings.**

fire

how to use metal

the computer

penicillin

the printing press

television

music

hamburgers

**Task 15. Read the text and do the tasks after it.**

**Early Humans Used Fire Million Years Ago (4th April, 2012)**

The argument among scientists about when our human ancestors first used fire is a long-running one. A new study centred on a cave in South Africa casts new light on the debate. Prehistoric ash and the remains of burnt bones prove early humans used fire a million years ago. Scientists working at South Africa's Wonderwerk Cave have found evidence of multiple fires deep inside the cave, some over 30 metres from the entrance. This means it is very unlikely the fires were started naturally, by lightning strikes or from nearby bush fires. Scientists have also discounted the possibility that the fires were as a result of bat guano spontaneously combusting – a very rare but possible natural event.

The scientists are still none the wiser what our cave ancestors used fire for. They found no signs of a place for fire preparation, like a hearth or a deep hole in the ground. It is clear, however, that they started the fires by burning leaves, grass and small twigs. Scientists are now wondering about the burnt bones. Some say our ancestors could have cooked the meat, while others say they could have eaten the meat raw and tossed the bones into the fire. Cave researcher Francesco Berna of Boston University said other possible uses could be for warmth, light or protection from wild animals. The discovery means our ancestors used fire 300,000 years earlier than previously thought.

Source <https://breakingnewsenglish.com/1204/120404-ancestors.html>

After reading

**Task 16. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).**

- |   |       |
|---|-------|
| a. Scientists have debated for a long time about humans' first use of fire. | T / F |
| b. Remains of ash and bones were found in an old house in South Africa.     | T / F |
| c. Scientists have pretty much concluded lightning did not start the fires. | T / F |
| d. It is possible that bat droppings can catch alight spontaneously.        | T / F |
| e. Scientists have a much clearer idea about why early humans used fire.    | T / F |
| f. Scientists found that early humans started fires by using animal fat.    | T / F |
| g. The researchers discovered the cave dwellers only ate raw meat.          | T / F |
| h. Humans started using fire 300,000 years earlier than earlier thought.    | T / F |

**Task 17. SYNONYM MATCH: Match the following synonyms from the article.**

- |                |                 |
|----------------|-----------------|
| 1. argument    | a. unmistakable |
| 2. ancestors   | b. threw        |
| 3. casts       | c. proof        |
| 4. evidence    | d. earlier      |
| 5. rare        | e. forefathers  |
| 6. still       | f. pondering    |
| 7. clear       | g. debate       |
| 8. wondering   | h. uncommon     |
| 9. tossed      | i. throws       |
| 10. previously | j. until now    |

**SPEAKING**

**Task 18. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

**STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What springs to mind when you hear the word 'ancestors'?
3. What do you think about what you read?
4. How interesting is this news to you?
5. How important a discovery is this?
6. How did our ancestors start a fire?
7. Do you have any experiences with starting fires?
8. What do you think life was like a million years ago for our ancestors?
9. What do you think early humans would make of our modern world?
10. Do you think early humans were happier than we are?

**STUDENT B's QUESTIONS (Do not show these to student A)**

1. Did you like reading this article?
2. What would change in our understanding about our ancestors if scientists knew what the early humans used fire for?
3. How do you think the knowledge of how to use fire spread around the pre-historic world?
4. What do you know about early human life in your country?
5. What do you think of meat that is cooked over an open fire?
6. What other things do you think early humans used fire for?
7. Do you think early humans were happier than we are?
8. Is it important that we now know that our ancestors used fire 300,000 years earlier than previously thought? Why?
9. What questions would you like to ask cave researcher Francesco Berna?

## WRITING

### Task 19. Study how to write an abstract.

**What is an abstract?** An abstract is a self-contained, short, and powerful statement that describes a larger work. As there is no universal formula for writing a successful abstract, components vary according to your discipline. An abstract of a social science or scientific work may contain the scope, purpose, results, and contents of the work. An abstract of a humanities work may contain the thesis, background, and conclusion of the larger work.

**Why write an abstract?** You may write an abstract for various reasons. The two most important are selection and indexing. Abstracts allow readers who may be interested in a longer work to quickly decide whether it is worth their time to read it. Also, many online databases use abstracts to index larger works. Therefore, abstracts should contain keywords and phrases that allow for easy searching.

**When do people write an abstract?** • When submitting articles to journals • When applying for research grants • When writing a book proposal or book chapter • When completing the Ph.D. dissertation or M.A. thesis • When writing a proposal for a conference paper

**How do I write an abstract? What are the Components?** The format of your abstract will depend on the basic tenets and conventions of your academic discipline. An abstract of a more scientifically oriented research paper will contain elements not found in an abstract of a literature article, and vice versa. However, all abstracts share several mandatory components, and there are also some optional parts that you can decide to include or not. When preparing to draft your abstract, consult some major publication outlets (e.g., journals articles, edited books, reports, etc.) in your discipline to get acquainted with format, style, prose, and other components. As well, keep the following key process elements in mind:

**1) Background and objectives:** What is the importance of the research? What is your work's scientific, theoretical, methodological, or scholarly contribution to your field? Provide some background to your research concisely. What general and specific problem(s) does your work address? What is the scope of the project? Explicitly and clearly state your main objective/argument/thesis/claim.

**2) Methodology and approach:** An abstract of a scientific work may include specific models, approaches, or protocols used. Other abstracts may describe the types of evidence used in the research. Analyzing plays, interviewing human subjects, using animal models in a laboratory setting, collecting data in a field setting,

inventing a scientific instrument, translating a book, and reviewing existing body of literature are examples of methods for researchers to conduct research and to produce results.

**3) Results:** Conducting research using procedures described in step 2, what did you learn/accomplish/invent/show? Abstract of a scientific work may include a hypothetical and deductive testing, or specific quantitative or qualitative data that indicate the results of the project. Other abstracts may discuss the findings in a more general, inductive, and/or descriptive way.

**4) Significance and broader implications:** What is unique about your work and how does it add to the body of knowledge on the topic? What are the broader implications of your findings regarding your specific research questions as described in step 1 and 2?

**All abstracts include:**

- A full citation of the source, preceding the abstract.
- The most important information first.
- The same type and style of language found in the original, including technical language.
- Key words and phrases that quickly identify the content and focus of the work.
- Clear, concise, and powerful language.

**Abstracts may include:**

- The thesis of the work, usually in the first sentence.
- Background information that places the work in the larger body of literature.
- The same chronological structure as the original work.

**Abstracts do not include:**

- Extensive references to other works.
- Information not presented in the original work.
- Lengthy definitions and description of concepts or methodological protocols.
- Citations.
- Tables or graphs.

Source [https://www.unlv.edu/sites/default/files/page\\_files/27/OUR\\_Abstract\\_Guidelines.pdf](https://www.unlv.edu/sites/default/files/page_files/27/OUR_Abstract_Guidelines.pdf)

**Types of abstracts.**

There are two types of abstracts: descriptive and informative. They have different aims, so as a consequence they have different components and styles. There is also a third type called critical, but it is rarely used.

### ***(1) Descriptive abstracts***

Descriptive abstracts are generally used for humanities and social science papers or psychology essays. This type of abstract is usually very short (50-100 words). Most descriptive abstracts have certain key parts in common.

They are:

- ☐ background
- ☐ purpose
- ☐ particular interest/focus of paper
- ☐ overview of contents (not always included)

### ***(2) Informative abstracts***

Informative abstracts are generally used for science, engineering or psychology reports. You must get the essence of what your report is about, usually in about 200 words. Most informative abstracts also have key parts in common. Each of these parts might consist of 1-2 sentences.

The parts include:

- ☐ background
- ☐ aim or purpose of research
- ☐ method used
- ☐ findings/results
- ☐ conclusion

## **Study Examples of Abstracts.**

### **Example Abstract 1**

Tinikova Elena E. Approaches to the study of the Russian model of urbanization in the view of modern historical science // Toms State University Journal of History. 2022. № 76. P. 120–127. DOI: 10.17223/19988613/76/14

The article discusses the main directions of the development of historical urbanism in Russia in the modern period. A problem of evaluation of the Russian model of urbanization as an integral part of these kinds of researches is still a debatable question. The purpose of the article is to identify main approaches to the study of the Russian model of urbanization in historical science in the Post-Soviet period. Despite the presence of theoretical and methodological pluralism and the increase of the number of publications on the problem of urbanization, historians still do not have a common

problem research field. It is mainly due to a large amount of papers with factographic contents and a small amount of papers aimed at theoretical understanding of urbanization. Today we can distinguish some amount of basic vectors in researches development process in the field of Russian historical urbanization. One of these vectors is the use of cross-disciplinary approach in urban researches. The works based on combinations of historical and sociological methods are becoming very popular. That is because only socialists were the first who appealed to a city as an independent research subject within the scope of social-humanitarian science. At the same time historical research based on the use of sociological principles and methods of urban study starts developing from socio-cultural and anthropological theoretical and methodological positions. In authors' opinion, the use of cross-disciplinary approach in research of the Russian urbanization model seems very prospective. First of all, historical urbanization can successfully interact with different socio-humanitarian disciplines (sociology, ecology and economy) and also uses accumulated experience in studying urbanization in other sciences (e.g. geography) on interdisciplinary and transdisciplinary basis. Secondly, if the existent trend of cross-disciplinary urban history researches development will continue, the attention of Russian historians necessarily will be attracted by modern sociological theories of urban development. Adherents of socio-cultural and anthropological urban theories mainly tend to critical evaluation of Russian urbanization model in contrast to supporters of the modernization and macro-historical approaches. This phenomenon can be explained by the content of modernization concept and in general by the Russian historiographical tradition to highlight the specific features of the development of Russia/USSR, based on the identification of "echelons" of modernization, its different stages and characteristics of the process. At present time researchers with rare exceptions bypass problems, related to the history of Post-soviet Russian urbanization. However, the need for this kind of research is already ripe. In general, the range of the problems that historical urbanization faces now can be solved only by using the integrated approach with the support of urban sociology and geourbanistics classics.

Source [http://journals.tsu.ru/history/&journal\\_page=archive&id=2224&article\\_id=50115](http://journals.tsu.ru/history/&journal_page=archive&id=2224&article_id=50115)

## **Example Abstract 2**

History/ Social Science Julie Pham (2001) "Their War: The Perspective of the South Vietnamese Military in Their Own Words"

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature

is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualitative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War. This study is part of a growing body of research on non-American perspectives of the war. In using a largely untapped source of Vietnamese history; oral histories with Vietnamese immigrants; this project will contribute to future research on similar topics.

### Example Abstract 3

Color codes used in the abstract examples below:

Background and objectives, Methods and approach, Results, Conclusions and broader implications.

The replacement of Neanderthals by Anatomically Modern Humans has typically been attributed to environmental pressure or a superiority of modern humans with respect to competition for resources. Here we present two independent models that suggest that no such heatedly debated factors might be needed to account for the demise of Neanderthals. Starting from the observation that Neanderthal populations already were small before the arrival of modern humans, the models implement three factors that conservation biology identifies as critical for a small population's persistence, namely inbreeding, Allee effects and stochasticity. Our results indicate that the disappearance of Neanderthals might have resided in the smallness of their population(s) alone: even if they had been identical to modern humans in their cognitive, social and cultural traits, and even in the absence of inter-specific competition, Neanderthals faced a considerable risk of extinction. Furthermore, we suggest that if modern humans contributed to the demise of Neanderthals, that contribution might have had nothing to do with resource competition, but rather with how the incoming populations geographically restructured the resident populations, in a way that reinforced Allee effects, and the effects of inbreeding and stochasticity.

## Study Abstract Worksheet.

### Purpose/Problem

What is the problem?

What is your purpose?

### Methods

What are the three most important details about your methodology? Do these relate to your purpose?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Results

What are your three most important findings?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Conclusion/Implications

How do your results connect to your purpose \_\_\_\_\_

So what? Why is this important? \_\_\_\_\_

## CLICHES AND PHRASES FOR ABSTRACTS

### 1. THE GENERAL CHARACTERISTICS OF THE WORK (ARTICLE, CHAPTER OF THE BOOK, PAPER, ETC.)

As the title implies, the article discusses...	Как следует из названия, статья обсуждает...
The article deals with/ analyzes/ describes/ evaluates/ explores...	Статья касается/ анализирует/ описывает/ оценивает/ исследует...
The article is devoted to the problem of...	Статья посвящена проблеме...
The article focuses on...	Статья посвящена...
The article summarizes...	Статья обобщает (вкратце излагает)...
The article tackles/ addresses the issue of...	Статья затрагивает проблему...
The article compares X with Y.	Статья сравнивает X с Y.

## 2. AIMS AND OBJECTIVES

The aim of the study is to determine/ analyze/ propose...	Цель исследования – определить/ проанализировать/ предложить...
The study aims to investigate...	Цель исследования – изучить...
The purpose of this research was to create a framework...	Целью этого исследования было создать модель...
The study offers the following hypotheses: ...	Исследование выдвигает следующие гипотезы:
It was hypothesized that X would be negatively related to Y.	Было выдвинуто предположение, что X отрицательно связан с Y.
The author of the article aims to prove that...	Автор статьи ставит перед собой цель доказать, что...
The author aims to inform the audience of...	Автор ставит перед собой цель проинформировать аудиторию о...
The author intends to dismantle the myth that...	Автор намерен развеять миф о том, что...
The author's aim is to convince/persuade the audience that...	Автор ставит перед собой цель убедить аудиторию в том, что...
The purpose of the article is to provide information about...	Цель статьи – предоставить информацию о...

## 3. THEORETICAL BASIS AND METHODOLOGY

Researchers conducted a survey/a laboratory experiment/...	Исследователи провели опрос/лабораторный эксперимент...
Researchers employed multiple methods to test...	Исследователи использовали несколько методов, чтобы проверить...
Using a sample of X individuals (firms, banks, nurses), researchers collected data from...	Используя выборку из X человек (фирм, банков, медсестёр), исследователи собрали данные из...
Using data from the national survey, researchers explored...	Используя данные из национального опроса, учёные исследовали...

## 4. THE RESULTS OF THE WORK

The study found that...	Исследование показало, что...
The findings showed/ indicated/ demonstrated that...	Результаты показали, что...
The article gives a detailed analysis of...	Статья даёт подробный анализ...
Much attention is given to...	Большое внимание уделяется...

The author reports/ notes/ states/ argues that...	Автор сообщает/отмечает/утверждает, что...
First, ... Second, ... Third, ...	Во-первых, ... Во-вторых, ... В-третьих, ...
However, ...	Однако, ...
In contrast, ...	Напротив, ... (используется для сравнения)
Furthermore / In addition / Moreover, ...	Кроме того, ...

## 5. CONCLUSIONS AND THE ASSESSMENT OF THE WORK.

The author concludes that...	Автор пришёл к выводу, что...
The article emphasizes/ highlights the role of...	Статья подчёркивает роль...
Results of the research suggest that...	Результаты исследования показывают, что...
In conclusion, the authors provide recommendations...	В заключение, авторы дают рекомендации...
The article is of great help to...	Эта статья окажет большую помощь...
The article is of interest to...	Эта статья представляет интерес для...
The results of the study bring into question the use of X in...	Результаты исследования ставят под сомнение использование X в...
The findings offer insights into...	Подученные результаты дают представление о...
The findings prompt a re-thinking of...	Полученные данные заставляют переосмыслить...
The findings support the prediction/ model/ hypothesis...	Полученные результаты подтверждают прогноз/модель/гипотезу...

**Task 20. Write an abstract for the text “Early Humans Used Fire Million Years Ago (4th April, 2012)” given above (50-100 words). Use Abstract Worksheet as well as cliches and phrases for writing Abstracts.**

## HOME ASSIGNMENT

Task 1. Go to <https://learnenglish.britishcouncil.org/general-english/video-series/britain-is-great/heritage-is-great-part-2> and watch a video about Richard going further back in time – 4,500 years back! With the help of Susan Greaney, he investigates one of Britain's greatest and most mysterious sites – Stonehenge. Use the transcript if needed. Do Tasks 1-4. Render the videotext. Go to <https://www.youtube.com/watch?v=-sY3-RGFnI0> and to <https://www.youtube.com/>

[watch?v=iy0CfYd1hWg](https://www.youtube.com/watch?v=iy0CfYd1hWg) to learn more about Stonehenge. Answer the questions: What is the oldest monument in your culture? Have you ever been there? Is it worth spending government money to find out more about sites like these?

Task 2. Write an abstract for the text given below (50-100 words). Use Abstract Worksheet as well as cliches and phrases for writing Abstracts.

### **Scientists solve mystery of Stonehenge (6th August, 2018)**

Scientists say they have uncovered details about who built the 5,000-year-old prehistoric monument Stonehenge. The ancient stones in the southwest of England are famous all over the world. How Stonehenge was built has been a mystery for thousands of years. A new study shows that the architects and builders of Stonehenge could have come from Wales, which is more than 160 kilometres away. Researchers wrote in the Scientific Reports journal that some human bones found at the site were from the Preseli Mountains in west Wales. The researchers said the oldest human remains discovered so far date back to about 3000 BC, which is over 5,000 years ago.

Stonehenge is a ring of standing monoliths – giant stones. Each standing stone is around four metres high and 2.1 metres wide. They each weigh around 25 tons. Scientists say Stonehenge was first used as a burial mound. The giant monoliths also came from the Preseli Mountains. Scientists are not sure how ancient people transported the giant stones the 160 km to their site in Stonehenge. They now believe the people who are buried at Stonehenge helped transport, position and erect the stones. Researcher John Pouncett said: "People from the Preseli Mountains not only supplied the bluestones used to build the stone circle but moved with the stones and were buried there too."

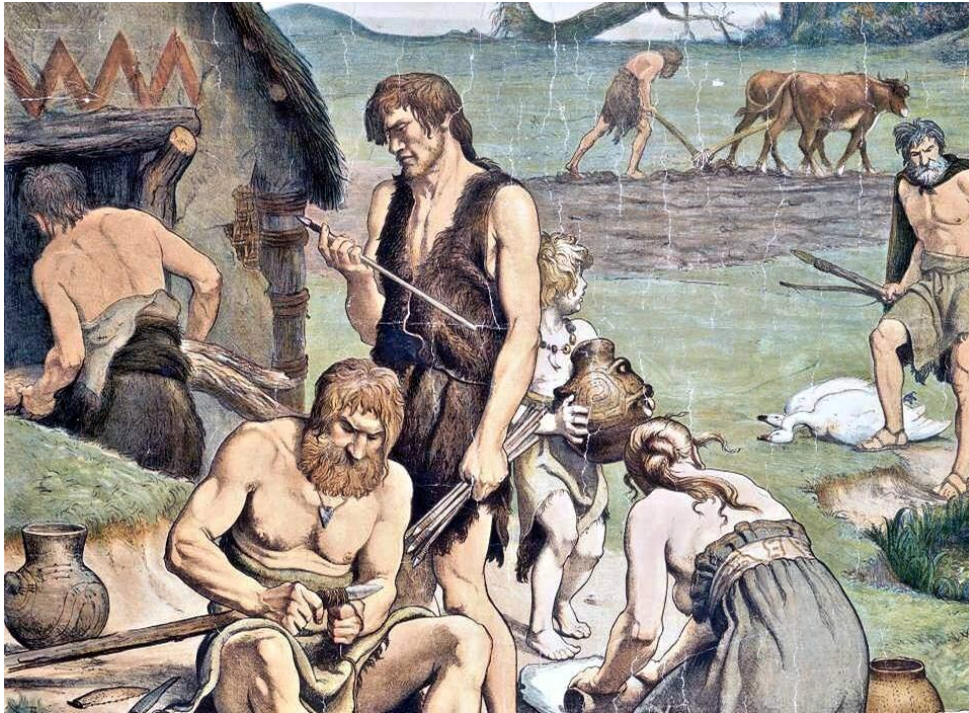
Source <https://breakingnewsenglish.com/1808/180806-stonehenge.html>

<https://www.npr.org/2018/08/03/635363118/builders-of-stonehenge-may-have-been-from-wales-more-than-100-miles-away>

<https://www.independent.co.uk/news/uk/home-news/who-built-stonehenge-ancient-druids-britons-pre-roman-a8474381.html>

<https://www.theguardian.com/science/2018/aug/02/revealed-stonehenge-buried-welsh>

## Lesson 2. The Stone Age



### LEAD-IN

#### Answer the questions:

1. Look at the picture above and describe it.
2. What comes to your mind when you hear the phrase “The Stone Age”
3. What was the Stone Age?
4. How long did the Stone Age last?
5. What are the three periods of the Stone Age?
6. Why is it called the Stone Age?
7. What were early humans like?

### ACTIVE VOCABULARY

#### Task 1. Click here

<https://www.enchantedlearning.com/history/prehistory/stoneagewordlist.shtml>

**and learn Stone Age Vocabulary. Make up 5 sentences using some of the words/phrases given.**



## LISTENING

Before you listen

### Task 2. Read some information about the Stone Age.

The Stone Age is the longest period of pre-history, which lasted from the moment of the emergence of man to the beginning of the development of metal tools by him. Find out about what is the Stone Age, how long did the Stone Age last, why is it called the Stone Age, what are the three periods of the Stone Age, what were early humans like, what was life like in the Stone Age, what were Stone Age houses made from, what are cave paintings, what did cavemen wear, what did prehistoric humans eat. These Stone Age facts answer many of the common questions people ask when they're learning about the Stone Age.

Watch

**Task 3. Click here** <https://www.youtube.com/watch?v=PoA305dIWYU> and watch the video entitled “Stone Age | Prehistoric age | Paleolithic | Mesolithic | Neolithic | Stone Age Humans”.



After you watch

**Task 4. Talk about the Stone Age and its periods using the videotext and the phrases for summary/rendering** (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>) (15-20 sentences).



**Task 5. Choose the correct answer.**

1. Into how many periods was the Stone Age divided?  
a) 2    b) 3    c) 4    d) 5
2. Which of the following was developed earliest?  
a) the fish hook  
b) the fist hatchet  
c) the bow and arrow  
d) pottery
3. Which of the following developments is NOT related to the conditions of the Ice Age?  
a) farming  
b) clothing  
c) using fire  
d) using water
4. Which period lasted longest?  
a) Paleolithic  
b) Ice Age  
c) Mesolithic  
d) Neolithic
5. Which of the following periods saw people develop a more communal form of living?  
a) Paleolithic  
b) Ice Age  
c) Mesolithic  
d) Neolithic
6. The video states that the Stone Age was so named because  
a) it was very durable  
b) the tools and weapons were made of stone  
c) there was little vegetation  
d) the people lived in caves

**SPEAKING**

**Task 6. Work in pairs. Take it in turns and tell each other at least 10 facts about the Stone Age. Use this website <https://planbee.com/pages/stone-age-facts> to find out more facts.**



## READING

Before reading

**Task 7. EARLY HUMANS: How do you think the life of early humans was different to our life today? Complete this table with your partner(s). Share what you wrote in class.**

	Good Things	Bad Things
Food		
Exercise		
Stress		
Friends		
Hobbies		
Skills		

**Task 8. ART: Rank these with your partner. Put the best kinds of art at the top. Share your ranking in class.**

- modern art
- graffiti art
- religious art
- installation art
- cave paintings
- Japanese art
- African art
- Aboriginal art

**Task 9. Read the text and do the tasks after it.**

### **Early humans were bad at drawing (13th February, 2018)**

An early species of humans who lived between 120,000 and 35,000 years ago were not as good at drawing as early modern humans. The species is called Neanderthal man. They became extinct tens of thousands of years ago. They had large brains and made complex tools to hunt, but they never showed the ability to draw recognizable images. This is unlike early modern humans who drew animals and other figures on rocks and cave walls. Professor Richard Coss, an expert on pre-historic drawings, studied ancient photos and video film of early art. He studied charcoal drawings

and engravings of animals made by human artists from 28,000 to 32,000 years ago in southern France.

A professor said the difference in artistic skills could be because of the way they hunted. Neanderthal man hunted tamer animals that were easier to kill. However, early modern humans hunted more dangerous animals. This needed better hand-eye coordination. Professor Coss said: "Neanderthals could mentally visualize previously seen animals from working memory, but they were unable to translate those mental images effectively into the coordinated hand-movement patterns required for drawing." Professor Coss said early modern humans used drawings to plan hunts and to focus on and discuss which parts of an animal's body to target.

*Sources*

<https://breakingnewsenglish.com/1802/180213-drawing.html>

<https://www.davisenterprise.com/local-news/ucd/neanderthals-were-good-hunters-bad-artists/>

<https://www.sciencedaily.com/releases/2018/02/180209100727.htm>

[http://www.dailygalaxy.com/my\\_weblog/2018/02/why-there-were-no-neanderthal-picassos-a-new-theory-of-evolution.html](http://www.dailygalaxy.com/my_weblog/2018/02/why-there-were-no-neanderthal-picassos-a-new-theory-of-evolution.html)

After reading

**Task 10. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).**

1. A species of humans who lived 100,000 years ago were great artists.    **T / F**
2. Neanderthal man did not have the ability to make tools.    **T / F**
3. The article says early modern humans were able to draw 3D images.    **T / F**
4. A professor studied 30,000-year-old charcoal drawings in France.    **T / F**
5. The professor said hunting affected people's drawing skills.    **T / F**
6. More modern humans killed less dangerous animals.    **T / F**
7. Neanderthal man lacked the hand-eye coordination for drawing.    **T / F**
8. Early modern humans used drawings to help them hunt better.    **T / F**

**Task 11. Comprehension questions.**

1. When did Neanderthal man become extinct?
2. What did Neanderthal man make?
3. What kind of walls did early modern humans draw on?
4. What is professor Richard Coss an expert in?
5. In which part of France did a professor study charcoal drawings?
6. What kind of animals did Neanderthal man hunt?
7. What kind of animals did early modern humans hunt?
8. What could Neanderthals see from their working memory?
9. What were hand-movement patterns needed for?
10. What did early modern humans use drawings to plan?

**Task 12. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

**STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'drawing'?
3. What do you know about early humans?
4. What was life like 100,000 years ago?
5. How good are you at drawing?
6. How important is cave art and the drawings of early modern man?
7. Do you prefer cave art or modern art?
8. What do know about Neanderthal man?
9. How important is the ability to draw?
10. Why can some people draw well and others can't?

**STUDENT B's QUESTIONS (Do not show these to student A)**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'humans'?
3. What do you think about what you read?
4. Is a 50,000-year-old cave painting more important than the Mona Lisa?
5. What artistic skills do you have?
6. What would it be like to hunt for your food every day?
7. How good is your hand-eye coordination?
8. What would you do if you went back 50,000 years in time?
9. What is your favourite drawing, and why?
10. What questions would you like to ask the professor?



## LISTENING

Before you watch

### **Task 13. Read the information and try to answer the question.**

What we call language is something more specific than communication. Language is about sharing what's in our minds: stories, opinions, questions, the past or future, imagined times or places, ideas. It is fundamentally open-ended, and can be used to say an unlimited number of things. *So what does language mean for humanity, and how did we come to have it?* Michael Corballis investigates.

### Watch

**Task 14. Click here** <https://ed.ted.com/lessons/evolution-s-great-mystery-language-michael-corballis>  
**and watch the video entitled “Evolution’s great mystery: Language”.**



### Think

**Task 15. Click here** <https://ed.ted.com/lessons/evolution-s-great-mystery-language-michael-corballis#review>  
**and take the quiz. Share the results in class.**



### Dig Deeper

### **Task 16. Additional Resources for you to Explore**

Human speech is quite unlike the way other animals communicate with each other. It is much more open-ended and flexible than animal calls, dolphin whistles, or even birdsong. Could it have originated in something other than vocal sounds?

For more on the evolution of language, check out the educator of this lesson's website at [michaelcorballis.com](http://michaelcorballis.com). The website gives various publications on the topic.

In his book, *The Truth about Language* (Princeton, 2017), Michael explores the slow process of language's evolution rooted in grammatical systems of dating back in our evolutionary history.

Check out Michael's work on cognitive science trends including:  
Corballis, M.C. 2013. Mental time travel: **A case for evolutionary continuity.**  
**Trends in Cognitive Sciences**, 17, 5-6.

Corballis, M.C. 2017. **Language evolution: A changing perspective**. Trends in Cognitive Sciences, 27, 229-236.

Check out the author of Eat, Pray, Love's speech on **creative genius**: or cognitive scientist Lera Boroditsky's piece on how **language shapes the way we think**



Interested in learning how language evolved from manual gestures? Check out Michael's **TEDx talk**



For more on the importance of gestures, check out this **video**



### Discuss

**Task 17. Discuss the questions with your partner:** “Is it really true that only humans are capable of true language? If so, how did it evolve? Could it be that birds or dolphins have language that we haven't yet decoded?”

### HOME ASSIGNMENT

Task 1. Go to <https://theconversation.com/curious-kids-how-did-people-talk-in-the-stone-age-183491>

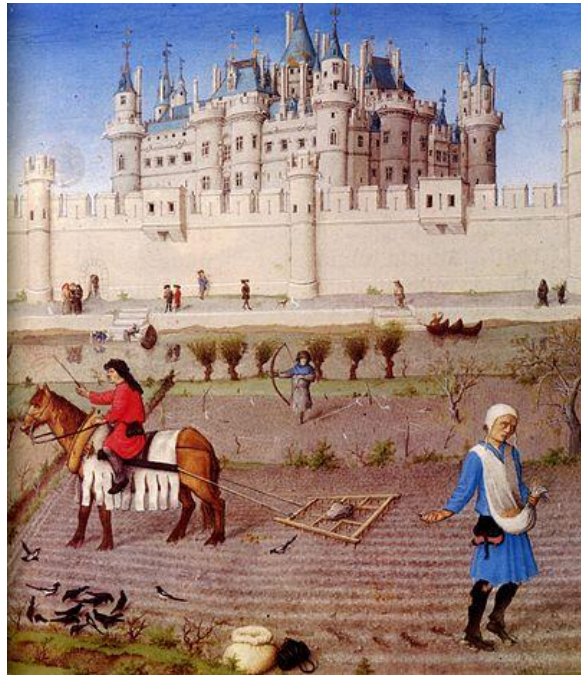


and read the text entitled “Curious Kids: how did people talk in the Stone Age?” Write an abstract for the text (100-150 words). Use Abstract Worksheet as well as Cliches and Phrases for writing Abstracts (Lesson 4).

Task 2. Learn more about The Stone Age by going to <https://www.history.com/topics/pre-history/stone-age>.



## Lesson 3. The Middle Ages



### LEAD-IN

#### Answer the questions:

1. Look at the picture above and you describe it.
2. What comes to mind when you think of Middle Ages?
3. When did the Middle Ages start and end?
4. What do you know about what happened in the Middle Ages?
5. What are 5 facts about the Middle Ages?

### ACTIVE VOCABULARY

#### Task 1. Click here

<https://www.enchantedlearning.com/wordlist/timeperiods/middleages.shtml>  
and learn Middle Ages Vocabulary.

Look through Table of Contents as well as Middle Ages Word List, pick one word/term/notion/topic from each section (People, Historical Events, Inventions/Innovations/ Artwork/Literature, Agriculture, Places, Religion – 6 in total), define it, talk about it. Use the Internet if needed.

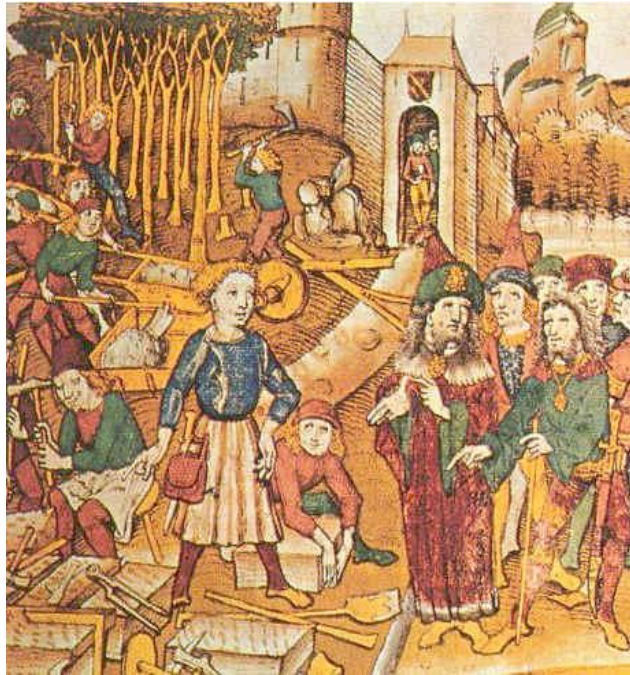


## READING

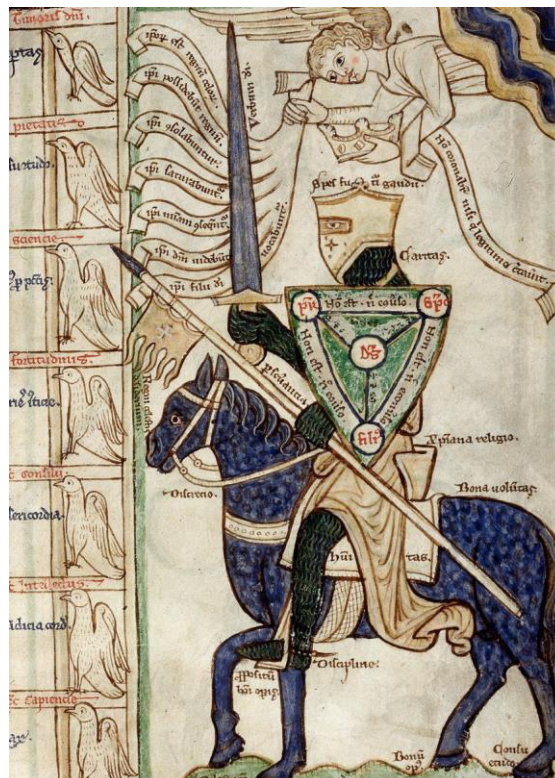
Before reading

**Task 2. Look at the pictures below and describe them. What events (or activities) in the Middles Ages can the pictures below be associated with?**

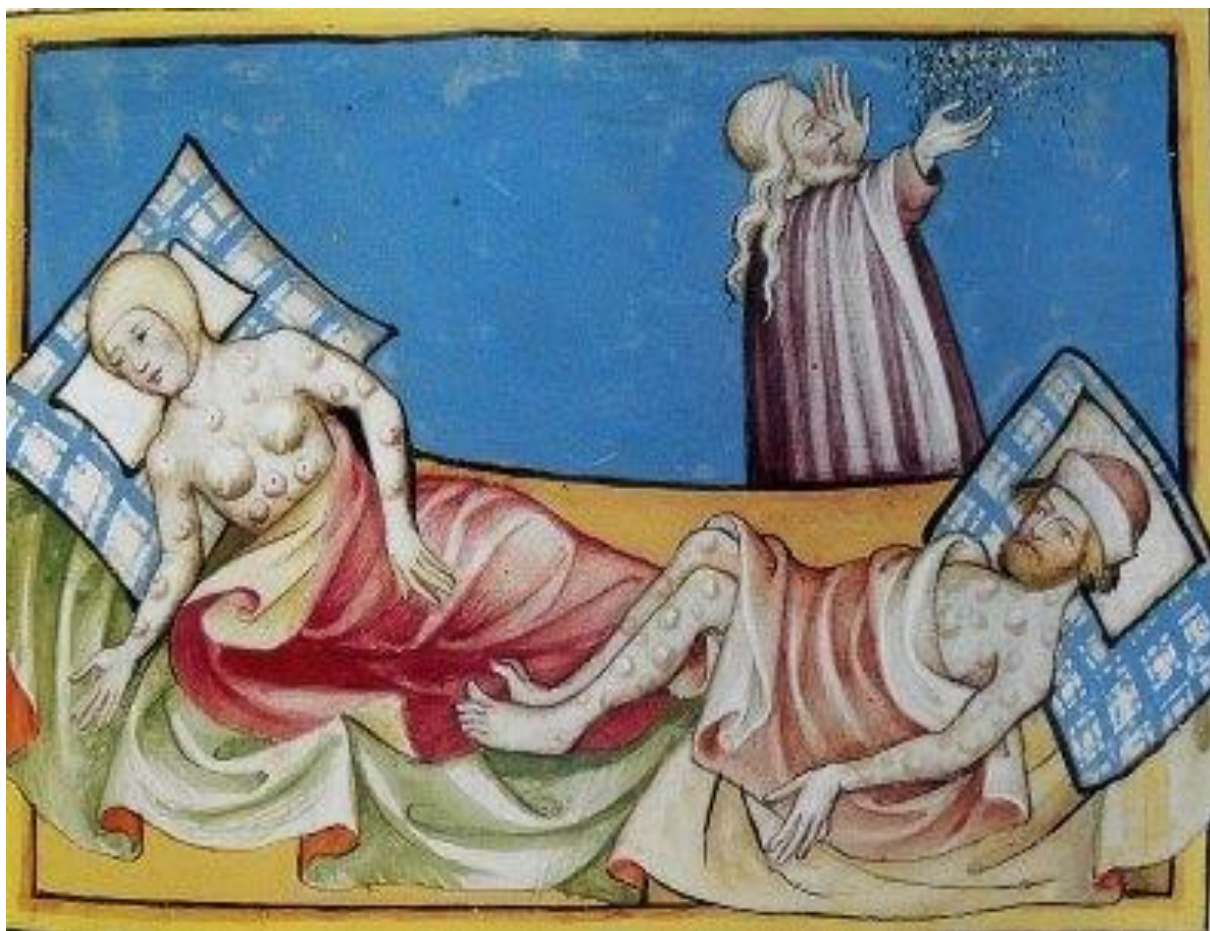
Picture 1



Picture 2



Picture 3



Picture 4



# The Middle Ages

## The Middle Ages: Birth of an Idea

67

themselves instead in what 18th-century English historian Edward Gibbon called “barbarism and religion.”

*Did you know? Between 1347 and 1350, a mysterious disease known as the "Black Death" (the bubonic plague) killed some 20 million people in Europe—30 percent of the continent's population. It was especially deadly in cities, where it was impossible to prevent the transmission of the disease from one person to another.*

This way of thinking about the era in the “middle” of the fall of Rome and the rise of the Renaissance prevailed until relatively recently. However, today’s scholars note that the era was as complex and vibrant as any other.

### **The Catholic Church in the Middle Ages**

After the fall of Rome, no single state or government united the people who lived on the European continent. Instead, the Catholic Church became the most powerful institution of the medieval period. Kings, queens and other leaders derived much of their power from their alliances with and protection of the Church.

In 800 CE, for example, Pope Leo III named the Frankish king Charlemagne the “Emperor of the Romans”—the first since that empire’s fall more than 300 years before. Over time, Charlemagne’s realm became the Holy Roman Empire, one of several political entities in Europe whose interests tended to align with those of the Church.

Ordinary people across Europe had to “tithe” 10 percent of their earnings each year to the Church; at the same time, the Church was mostly exempt from taxation. These policies helped it to amass a great deal of money and power.

### **The Middle Ages: The Rise of Islam**

Meanwhile, the Islamic world was growing larger and more powerful. After the prophet Muhammad’s death in 632 CE, Muslim armies conquered large parts of the Middle East, uniting them under the rule of a single caliph. At its height, the medieval Islamic world was more than three times bigger than all of Christendom.

Under the caliphs, great cities such as Cairo, Baghdad and Damascus fostered a vibrant intellectual and cultural life. Poets, scientists and philosophers wrote thousands of books (on paper, a Chinese invention that had made its way into the Islamic world by the 8th century). Scholars translated Greek, Iranian and Indian texts into Arabic. Inventors devised technologies like the pinhole camera, soap, windmills, surgical instruments, and an early flying machine. And religious scholars and mystics translated, interpreted and taught the Quran and other scriptural texts to people across the Middle East.

### **The Crusades**

Toward the end of the 11th century, the Catholic Church began to authorize military expeditions, or Crusades, to expel Muslim “infidels” from the Holy Land. Crusaders, who wore red crosses on their coats to advertise their status, believed that

their service would guarantee the remission of their sins and ensure that they could spend all eternity in Heaven. (They also received more worldly rewards, such as papal protection of their property and forgiveness of some kinds of loan payments.)

The Crusades began in 1095, when Pope Urban summoned a Christian army to fight its way to Jerusalem, and continued on and off until the end of the 15th century. In 1099, Christian armies captured Jerusalem from Muslim control, and groups of pilgrims from across Western Europe started visiting the Holy Land. Many of them, however, were robbed and killed as they crossed through Muslim-controlled territories during their journey.

Around 1118, a French knight named Hugues de Payens created a military order along with eight relatives and acquaintances that became the Knights Templar, and they won the eventual support of the pope and a reputation for being fearsome fighters. The Fall of Acre in 1291 marked the destruction of the last remaining Crusader refuge in the Holy Land, and Pope Clement V dissolved the Knights Templar in 1312.

No one “won” the Crusades; in fact, many thousands of people from both sides lost their lives. They did make ordinary Catholics across Christendom feel like they had a common purpose, and they inspired waves of religious enthusiasm among people who might otherwise have felt alienated from the official Church. They also exposed Crusaders to Islamic literature, science and technology—exposure that would have a lasting effect on European intellectual life.

### **The Middle Ages: Art and Architecture**

Another way to show devotion to the Church was to build grand cathedrals and other ecclesiastical structures such as monasteries. Cathedrals were the largest buildings in medieval Europe, and they could be found at the center of towns and cities across the continent.

Between the 10th and 13th centuries, most European cathedrals were built in the Romanesque style. Romanesque cathedrals are solid and substantial: They have rounded masonry arches and barrel vaults supporting the roof, thick stone walls and few windows. (Examples of Romanesque architecture include the Porto Cathedral in Portugal and the Speyer Cathedral in present-day Germany.)

Around 1200, church builders began to embrace a new architectural style, known as the Gothic. Gothic structures, such as the Abbey Church of Saint-Denis in France and the rebuilt Canterbury Cathedral in England, have huge stained-glass windows, pointed vaults and pointed arches (a technology perfected in the Islamic world), and spires and flying buttresses. In contrast to heavy Romanesque buildings, Gothic architecture seems to be almost weightless. Medieval religious art took other forms as well. Frescoes and mosaics decorated church interiors, and artists painted devotional images of the Virgin Mary, Jesus and the saints.

Also, before the invention of the printing press in the 15th century, even books were works of art. Craftsmen in monasteries (and later in universities) created illuminated manuscripts: handmade sacred and secular books with colored illustrations, gold and silver lettering and other adornments. Convents were one of the few places women could receive a higher education, and nuns wrote, translated, and illuminated manuscripts as well. In the 12th century, urban booksellers began to market smaller illuminated manuscripts, like books of hours, psalters and other prayer books, to wealthy individuals.

*Did You Know? Juliana Morell, a 17th-century Spanish Dominican nun, is believed to be the first woman in the Western world to earn a university degree.*

Chivalry and courtly love were celebrated in stories and songs spread by troubadours. Some of medieval literature's most famous stories include "The Song of Roland" and "The Song of Hildebrand."

### **The Black Death**

Between 1347 and 1350, a mysterious disease known as the "Black Death" (the bubonic plague) killed some 20 million people in Europe—30 percent of the continent's population. It was especially deadly in cities, where it was impossible to prevent the transmission of the disease from one person to another.

The plague started in Europe in October 1347, when 12 ships from the Black Sea docked at the Sicilian port of Messina. Most sailors aboard the ships were dead, and those who were alive were covered in black boils that oozed blood and pus. Symptoms of the Black Death included fever, chills, vomiting, diarrhea, terrible aches and pains – and then death. Victims could go to bed feeling healthy and be dead by morning.

The plague killed cows, pigs, goats, chickens and even sheep, leading to a wool shortage in Europe. Understandably terrified about the mysterious disease, some people of the Middle Ages believed the plague was a divine punishment for sin. To obtain forgiveness, some people became "flagellants," traveling Europe to put on public displays of penance that could include whipping and beating one another. Others turned on their neighbors, purging people they believed to be heretics. Thousands of Jews were murdered between 1348 and 1349, while others fled to less populated areas of Eastern Europe.

Today, scientists know the plague was caused by a bacillus called *Yersinia pestis*, which travels through the air and can also be contracted through the bite of an infected flea.

### **The Middle Ages: Economics and Society**

In medieval Europe, rural life was governed by a system scholars call "feudalism." In a feudal society, the king granted large pieces of land called fiefs to noble-

men and bishops. Landless peasants known as serfs did most of the work on the fiefs: They planted and harvested crops and gave most of the produce to the landowner. In exchange for their labor, they were allowed to live on the land. They were also promised protection in case of enemy invasion.

During the 11th century, however, feudal life began to change. Agricultural innovations such as the heavy plow and three-field crop rotation made farming more efficient and productive, so fewer farm workers were needed—but thanks to the expanded and improved food supply, the population grew. As a result, more and more people were drawn to towns and cities. Meanwhile, the Crusades had expanded trade routes to the East and given Europeans a taste for imported goods such as wine, olive oil and luxurious textiles. As the commercial economy developed, port cities in particular thrived. By 1300, there were some 15 cities in Europe with a population of more than 50,000.

In these cities, a new era was born: the Renaissance. The Renaissance was a time of great intellectual and economic change, but it was not a complete “rebirth”: It had its roots in the world of the Middle Ages.

Source <https://www.history.com/topics/middle-ages/middle-ages>

After reading

**Task 4. Write down a list of new words and phrases from the text that you wish to learn and make notes about their meanings and usages.**

**Task 5. Answer the questions:**

1. What was the social structure like during the Middle Ages?
2. How did the Catholic Church hold so much power during this time period?
3. What role did feudalism play in the Middle Ages?
4. How did the Black Death impact Europe during the Middle Ages?
5. What were the major cultural and artistic achievements of the Middle Ages?
6. What was daily life like for peasants during the Middle Ages?
7. How were women treated in the Middle Ages?
8. What were the Crusades and what impact did they have on the Middle Ages?
9. How did the Middle Ages lay the groundwork for the modern world?
10. Why is the term “Dark Ages” sometimes used to describe the Middle Ages?

**Task 6. Give the main characteristics of the Middle Ages and retell the text (12-15 sentences).**

## SPEAKING

**Task 7. DISCUSSION.** Work in pairs and answer the questions with your partner.

1. During the Middle Ages, daily life greatly differed for the nobles and peasants/serfs. Why do you think the political (feudalism) and economic systems (manorial system) that were created stayed in place for such a long period of time? Explain.

2. Who or what was the greatest accomplishment of the Middle Ages? Or were there not any? Explain.

3. During the times of the Middle Ages, the Church had unprecedented power. Do you think that Church had more power than society or did society have more power than the Church? Explain with examples.

4. What do you think contributed the most to ending the Middle Ages? Explain.

## LISTENING

Before you watch

**Task 8. Answer the question.** During the middle ages, the majority of people lived in rural villages rather than urban cities or large towns. *But what was everyday life like in a medieval village?*

### Watch

**Task 9.** Click here <https://www.youtube.com/watch?v=yq3q7KMIvw0> and watch the video entitled “Life in a Medieval Village”.



After you watch

**Task 10.** Talk about the Life in a Medieval Village using the videotext and the phrases for summary/rendering (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>) (15-20 sentences).

**Task 11.** Make 5 questions to the video. Ask your partner to answer them.

**Task 12.** Go to <https://www.historytoday.com/archive/behind-times/goodbye-vikings> and write an abstract for the text “Goodbye to the Vikings” (50-100 words). Use Abstract Worksheet as well as cliches and phrases for writing Abstracts.



### Task 13. Click here

<https://www.thatquiz.org/tq/practicetest?rw5adcdx13i69>

**and take the quiz on The Middle Ages Vocabulary. Share the results in class.**



### HOME ASSIGNMENT

Task 1. Click here <https://www.wondriumdaily.com/quiz-test-your-knowledge-on-the-middle-ages-around-the-world/> and test Your Knowledge on the Middle Ages around the World.



Task 2. Go to <https://www.history.com/news/chivalry-knights-middle-ages>

and write an abstract for the text “Chivalry Was Established to Keep Thuggish, Medieval Knights in Check” (100-200 words). Use Abstract Worksheet as well as cliches and phrases for writing Abstracts.



Task 3. Click here <https://ed.ted.com/lessons/why-plague-doctors-wore-beaked-masks>

and watch a video entitled “Why plague doctors wore beaked masks”.

Talk about topic using the videotext and the phrases for summary/rendering (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>) (15-20 sentences). Answer the question: “Why do you think the image of the European plague doctor has become so widespread and what does the outfit tell us about pre-modern understandings of disease?”



## Lesson 4. Modern History

### LEAD-IN

#### Answer the questions:

1. What comes to mind when you think of Modern History?
2. What period of time does Modern History include?
3. What are the main events and theories of Modern history?

### ACTIVE VOCABULARY

**Task 1. Click here <https://alphahistory.com/history-words/> and learn History words. Make up 5 sentences using some of the words/phrases given.**



**Task 2. Look at the pictures below and describe them. What events (or activities) in the Modern era can the pictures below be associated with?**

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



## READING

Before reading

### **Task 3. Answer the questions:**

1. How would you describe the Modern era?
2. What were the major events in the Modern Era?

### **Task 4. Read the text and do the tasks after it.**

#### **The Modern era**

The term modern period or modern era (sometimes also called modern history or modern times) is the period of history that succeeds the Middle Ages (which ended approximately 1500 AD). This terminology is a historical periodization that is applied primarily to European and Western history.

The modern era can be further divided as follows:

The early modern period lasted from c. AD 1500 to 1800 and resulted in wide-ranging intellectual, political and economic change. It brought with it the Age of Enlightenment, the Industrial Revolution and an Age of Revolutions, beginning with those in America and France and later spreading in other countries, partly as a result of upheavals of the Napoleonic Wars.

The late modern period began around 1800 with the end of the political revolutions in the late 18th century and involved the transition from a world dominated by imperial and colonial powers into one of nations and nationhood following the two great world wars, World War I and World War II, and the Cold War. The period following the end of World War II in 1945 and continuing to the present is called contemporary history, which is alternatively considered either a subperiod of the late modern period or a separate period beginning after the late modern period.

The modern period has been a period of significant development in the fields of science, politics, warfare, and technology. It has also been an age of discovery and globalization. During this time, the European powers and later their colonies, began a political, economic, and cultural colonization of the rest of the world.

By the late 19<sup>th</sup> and early 20<sup>th</sup> century, modernist art, politics, science and culture has come to dominate not only Western Europe and North America, but almost every civilized area on the globe, including movements thought of as opposed to the western world and globalization. The modern era is closely associated with the development of individualism, capitalism, urbanization and a belief in the positive possibilities of technological and political progress.

The brutal wars and other problems of this era, many of which come from the effects of rapid change, and the connected loss of strength of traditional religious and ethical norms, have led to many reactions against modern development. Optimism and the belief in constant progress have been most recently criticized by postmodernism, while the dominance of Western Europe and North America over other continents has been criticized by postcolonial theory.

Source [https://en.wikipedia.org/wiki/Modern\\_era](https://en.wikipedia.org/wiki/Modern_era)

After reading

**Task 5. Answer the questions:**

1. What is the Modern Era of History?
2. What are the historical time periods of the Modern Era and what happened during them?
3. What time period is contemporary history?
4. What are the theories of Modern history mentioned in the text?
5. What is your favourite event in Modern History?

**Task 6. Render the article using the phrases for summary/rendering** (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>) (12-15 sentences).

## WRITING

**Task 7. “The lack of a sense of history is the damnation of the modern world”, Robert Penn Warren. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view. Use linking words and phrases (First, Second, But etc).**

## LISTENING

Before you watch

**Task 8. Answer the questions:** What do you know about the French Revolution? What rights do people have, and where do they come from? Who gets to make decisions for others, and on what authority? And how can we organize society to meet people’s needs? Tom Mullaney shows how these questions challenged an entire nation during the upheaval of the French Revolution.

Watch

**Task 9. Click here** <https://ed.ted.com/lessons/what-caused-the-french-revolution-tom-mullaney>  
**and watch the video entitled “What caused the French Revolution?”**



After you watch

**Task 10. Click here** <https://ed.ted.com/lessons/what-caused-the-french-revolution-tom-mullaney#review> **and do the quiz.**

**Task 11. Talk about the French Revolution using the videotext and the phrases for summary/rendering (15-20 sentences).**

**Task 12. Additional Resources for you to Explore.**

We view these events at a distance of more than two hundred years. But one contemporary observer was Thomas Jefferson, author of the Declaration of Independence and future US president. Jefferson served as the US minister to France in the 1780s. **Read what Jefferson thought about King Louis XVI.** How does it compare what you learned about King Louis in the video?

The Third Estate’s decision to break from the Estates-General was an enormously significant event on the path to revolution. **Look at how it was depicted in art at the time.** Art played a large role in the revolution. View **the paintings of Jacques-Louis David** who documented revolutionary events.

The revolution culminated with the rise of Napoleon. Consider arguments for and against Napoleon’s actions in **this TED-Ed lesson.**



The French Revolution continues to be a powerful moment in human history. Read **this article that uses the revolution to describe the Republican party’s 2016 presidential primary.** The author compares candidates to Robespierre and Napoléon. Do these revolutionary leaders help us understand modern politicians?



Lastly, **Nick Hanauer argues we are living in a time where “the pitchforks are coming.”**

How does the inequality Hanauer describes compare to inequality in pre-revolutionary France?

**Task 13. Make 5 questions to the video. Ask your partner to answer them.**

## **SPEAKING**

**Task 14. Discuss the question in pairs: What lessons can we apply from the French Revolution to present-day efforts to make society more equitable?**

**Task 15. Basic World History Quiz: Do You Know Enough To Pass This Test? Click here** <https://www.propofs.com/quiz-school/story.php?title=basic-world-history-quiz>  
**and take the quiz. Share the results in class.**



## **READING**

Before reading

**Task 16. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?**

slavery / the past / United Nations / forced labour / marriage / figure / cost of living / aim / refuse / violence / abuse / nations / mistake / problem / quarter / high income  
Have a chat about the topics you liked.

**Task 17. CRISES: Rank these with your partner. Put the most worrying crises at the top. Share your rankings in class.**

- Modern slavery
- Forced marriages
- War
- Coronavirus
- Cost of Living
- Climate change
- Cybercrime
- Terrorism

**Task 18. Read the text and do the tasks after it.**

### **UN says 50 million are in 'modern slavery' (15th September, 2022)**

Many of us think slavery is a thing of the past. It isn't. A new report from the United Nations says there are about 50 million people in modern-day slavery. This includes being trapped in forced labour or in forced marriages. The International Labour Or-

ganization (ILO) is an agency of the UN. It created the report. The ILO said around one in 150 people in the world is enslaved in some way. This figure has increased by 20 per cent in the past few years. It is still growing. This is because of the coronavirus pandemic, climate change, and the cost of living crisis. These things have made many people poor or forced them into debt. The only way they can survive is to work in terrible conditions or be forced into unwanted marriages.

The UN hoped to end modern slavery by 2030. However, since creating this aim in 2016, the number of people in forced labour or forced marriage shot up by 10 million. The ILO said modern slavery happens when people "cannot refuse or cannot leave because of threats, violence, deception, abuse of power or other forms of [force]". The ILO said this problem existed in rich countries as well as poor nations. An ILO spokesperson said: "It would be a mistake to believe that forced labour is solely the problem of poor countries." He added that more than half of cases of forced labour and a quarter of forced marriages are in "upper-middle-income or high-income countries". Women and children are at the most risk.

#### *Sources*

<https://breakingnewsenglish.com/2209/220915-modern-slavery.html>

<https://www.aljazeera.com/news/2022/9/12/modern-slavery-swells-to-50-million-on-any-given-day-un>

<https://edition.cnn.com/2022/09/12/asia/modern-slavery-forced-marriage-climate-health-intl-hnk/index.html>

<https://www.reuters.com/world/modern-slavery-rise-crises-fuel-poverty-un-report-2022-09-12/>

#### After reading

#### **Task 19. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).**

1. We all think slavery is a thing of the past.    **T / F**
2. Many people are forced into marriages or work.    **T / F**
3. One in 150 of the world's population is enslaved.    **T / F**
4. Coronavirus and climate change have forced people into debt.    **T / F**
5. The U.N. says all modern slavery will end by 2030.    **T / F**
6. The number of enslaved people has increased by 10 million since 2016.    **T / F**
7. Forced marriages only happen in poor countries.    **T / F**
8. The article says women are more at risk than children.    **T / F**

#### **Task 20. Comprehension questions.**

1. What do many of us think slavery is a thing of?
2. What two things does the article say people are forced into?
3. What is the ILO an agency of?
4. By how much has modern slavery increased in the past few years?
5. Why is slavery growing, besides the pandemic and climate change?
6. When does the UN hope to end modern slavery by?
7. What do people abuse by enslaving people?

8. Where did the ILO say slavery existed besides poor countries?
9. How many forced marriages are in richer nations?
10. Who does the article say are at most risk?

**Task 21. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

**STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'slavery'?
3. What is your image of slavery?
4. What do you know about slavery today?
5. What forms of slavery exist in your country?
6. Why is there slavery today?
7. When will slavery disappear?
8. How can we stop forced marriage?
9. How can we stop forced labour?
10. Do you know any famous companies that used slave labour?

**STUDENT B's QUESTIONS (Do not show these to student A)**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'marriage'?
3. What do you think about what you read?
4. Can the UN end slavery by 2030?
5. What should happen to those who enslave people?
6. How can slavery exist in rich countries?
7. What advice do you have for someone in enforced labour?
8. What advice do you have for a woman in a forced marriage?
9. What three adjectives best describe this story?
10. What questions would you like to ask the United Nations?

**HOME ASSIGNMENT**

Task 1. Go to <https://www.smithsonianmag.com/history/what-comb-tell-us-history-written-word-180981552/> and write an abstract for the text “What a Comb Can Tell Us About the History of the Written Word” (100-200 words). Use Abstract Worksheet as well as cliches and phrases for writing Abstracts.



Task 2. Prepare for Test 2.

## UNIT 2. Test 2

**Task 1.** Write an abstract for the text given by the teacher in class (150-200 words). Use Abstract Worksheet as well as clichés and phrases for writing Abstracts\*. Criteria for evaluation: 1. structure and content (0–5 points); 2. use of clichés and phrases for writing Abstracts (0–5 points); 3. logicity and consistency, accessibility and completeness of the article (0–5 points); 4. language, specialized vocabulary, academic vocabulary (0–5 points); 5. grammar (0–5 points).  
Total: 25 points.

### \*CLICHES AND PHRASES FOR ABSTRACTS

#### 1. THE GENERAL CHARACTERISTICS OF THE WORK (ARTICLE, CHAPTER OF THE BOOK, PAPER, ETC)

As the title implies, the article discusses...	Как следует из названия, статья обсуждает...
The article deals with/ analyzes/ describes/ evaluates/ explores...	Статья касается/ анализирует/ описывает/ оценивает/ исследует...
The article is devoted to the problem of...	Статья посвящена проблеме...
The article focuses on...	Статья посвящена...
The article summarizes...	Статья обобщает (вкратце излагает)...
The article tackles/ addresses the issue of...	Статья затрагивает проблему...
The article compares X with Y.	Статья сравнивает X с Y.

#### 2. AIMS AND OBJECTIVES

The aim of the study is to determine/ analyze/ propose...	Цель исследования – определить/ проанализировать/ предложить...
The study aims to investigate...	Цель исследования – изучить...
The purpose of this research was to create a framework...	Целью этого исследования было создать модель...
The study offers the following hypotheses: ...	Исследование выдвигает следующие гипотезы:
It was hypothesized that X would be negatively related to Y.	Было выдвинуто предположение, что X отрицательно связан с Y.
The author of the article aims to prove that...	Автор статьи ставит перед собой цель доказать, что...
The author aims to inform the audience	Автор ставит перед собой цель проин-

of...	формировать аудиторию о...
The author intends to dismantle the myth that...	Автор намерен развеять миф о том, что...
The author's aim is to convince/persuade the audience that...	Автор ставит перед собой цель убедить аудиторию в том, что...
The purpose of the article is to provide information about...	Цель статьи – предоставить информацию о...

### 3. THEORETICAL BASIS AND METHODOLOGY

Researchers conducted a survey/a laboratory experiment/...	Исследователи провели опрос/лабораторный эксперимент...
Researchers employed multiple methods to test...	Исследователи использовали несколько методов, чтобы проверить...
Using a sample of X individuals (firms, banks, nurses), researchers collected data from...	Используя выборку из X человек (фирм, банков, медсестёр), исследователи собрали данные из...
Using data from the national survey, researchers explored...	Используя данные из национального опроса, учёные исследовали...

### 4. THE RESULTS OF THE WORK

The study found that...	Исследование показало, что...
The findings showed/ indicated/ demonstrated that...	Результаты показали, что...
The article gives a detailed analysis of...	Статья даёт подробный анализ...
Much attention is given to...	Большое внимание уделяется...
The author reports/ notes/ states/ argues that...	Автор сообщает/отмечает/утверждает, что...
First, ... Second, ... Third, ...	Во-первых, ... Во-вторых, ... В-третьих, ...
However, ...	Однако, ...
In contrast, ...	Напротив, ... (используется для сравнения)
Furthermore / In addition / Moreover, ...	Кроме того, ...

## 5. CONCLUSIONS AND THE ASSESSMENT OF THE WORK

The author concludes that...	Автор пришёл к выводу, что...
The article emphasizes/ highlights the role of...	Статья подчёркивает роль...
Results of the research suggest that...	Результаты исследования показывают, что...
In conclusion, the authors provide recommendations...	В заключение, авторы дают рекомендации...
The article is of great help to...	Эта статья окажет большую помощь...
The article is of interest to...	Эта статья представляет интерес для...
The results of the study bring into question the use of X in...	Результаты исследования ставят под сомнение использование X в...
The findings offer insights into...	Полученные результаты дают представление о...
The findings prompt a re-thinking of...	Полученные данные заставляют переосмыслить...
The findings support the prediction/ model/ hypothesis...	Полученные результаты подтверждают прогноз/модель/гипотезу...

## UNIT 3. ARCHAEOLOGY, CHRONOLOGY & CHRONICLES

### Lesson 1. Archaeology is the study of the past



#### LEAD-IN

#### Answer the questions:

1. What is archaeology?
2. What do archaeologists do?
3. TRUE / FALSE: Guess if the sentences below are true (T) or false (F):
  - Archaeologists study dinosaurs.
  - Archaeologists study the earth by examining rocks and minerals.
  - Archaeologists study people by examining the tools they used and the places they lived.
  - Archaeologists, like Indiana Jones, go on treasure seeking adventures.
  - Archaeologists spend comparatively little time on excavations and more time on research and laboratory analysis.

#### ACTIVE VOCABULARY

##### Task 1. Click here

<https://education.nationalgeographic.org/resource/archaeology/>  
**and learn Archaeology words. Make up 5 sentences using some of the words/phrases given.**



**Task 2. Click here** <https://www.britannica.com/quiz/archaeology-great-discoveries-quiz>

**and take the quiz. Share the results in class.**



## READING

Before reading

**Task 3. Answer the questions:**

1. What do you know about the History of Archaeology?
2. What are disciplines of archaeology?

**Task 4. Read the text and do the tasks after it.**

### Archaeology

*Archaeology* is the study of the human past using material remains. These remains can be any objects that people created, modified, or used.

*Portable* remains are usually called artifacts. *Artifacts* include tools, clothing, and decorations. Non-portable remains, such as *pyramids* or *post-holes*, are called *features*. *Archaeologists* use artifacts and features to learn how people lived in *specific* times and places. They want to know what these people's daily lives were like, how they were *governed*, how they interacted with each other, and what they believed and valued.

Sometimes, artifacts and features provide the only clues about an *ancient community* or civilization. Prehistoric *civilizations* did not leave behind written records, so we cannot read about them.

Understanding why ancient cultures built the giant stone circles at *Stonehenge*, England, for instance, remains a challenge 5,000 years after the first *monoliths* were erected. Archaeologists studying Stonehenge do not have ancient *manuscripts* to tell them how cultures used the feature. They rely on the *enormous* stones themselves – how they are arranged and the way the site developed over time.

Most cultures with writing *systems* leave written records that archaeologists consult and study. Some of the most valuable written records are everyday items, such as shopping lists and *tax* forms. *Latin*, the language of ancient Rome, helps archaeologists understand artifacts and features discovered in parts of the *Roman Empire*. The use of Latin shows how far the empire's *influence* *extended*, and the records them-

selves can tell archaeologists what *foods* were *available* in an area, how much they cost, and what buildings belonged to families or businesses.

Many ancient civilizations had *complex* writing systems that archaeologists and *linguists* are still working to *decipher*. The written system of the Mayan language, for instance, remained a mystery to scholars until the 20th century. The Maya were one of the most powerful *pre-Columbian* civilizations in North America, and their Central American *temples* and manuscripts are *inscribed* with a collection of squared *glyphs*, or symbols. A series of circles and lines represents numbers.

By deciphering the *Mayan* script, archaeologists were able to trace the *ancestry* of Mayan kings and chart the development of their calendar and agricultural seasons. Understanding the basics of the Mayan writing system helps archaeologists discover how Mayan culture functioned – how they were governed, how they *traded* with some neighbors and went to war with others, what they ate, and what gods they worshipped.

As archaeologists become more *fluent* in Mayan writing, they are making new discoveries about the culture every day. Today, some archaeologists work with linguists and poets to preserve the once-lost Mayan language.

### History of Archaeology

The word “archaeology” comes from the Greek word “arkhaios,” which means “ancient.” Although some archaeologists study living cultures, most archaeologists concern themselves with the distant past.

People have dug up *monuments* and collected artifacts for *thousands* of years. Often, these people were not scholars, but *looters* and *grave robbers* looking to make money or build up their personal collections.

For instance, grave robbers have been *plundering* the *magnificent tombs* of Egypt since the time the Pyramids were built. Grave robbing was such a common crime in ancient Egypt that many tombs have hidden chambers where the family of the *deceased* would place treasures.

In Egypt in the mid-1800s, an Egyptian man searching for a lost goat stumbled across the tomb of *Pharaoh* Ramses I. (Many archaeologists doubt this story and say grave robbers, working as an organized group, routinely scouted and plundered many tombs in the area.) Ramses I ruled for a short time in the 1290s BCE. Besides the body of the pharaoh, the tomb held artifacts such as *pottery*, paintings, and sculpture. The man sold the mummies and artifacts from the tomb to anyone who would pay.

The *mummy* of Ramses I wound up in a *museum* in Niagara Falls, Ontario, Canada, where it remained until the museum closed in 1999. The Canadian museum sold the Egyptian collection to the Michael C. Carlos Museum in Atlanta, Georgia, United States, which confirmed the mummy’s royal status through the use of *CT*

[scanners], [X-rays], [radiocarbon dating], computer imaging, and other techniques. Ramses I was returned to Egypt in 2003.

One of the most well-known archaeological finds is the tomb of Pharaoh [Tutankhamun], also known as King Tut. Unlike many other Egyptian tombs, grave robbers had never discovered King Tut. His resting place lay undisturbed for [thousands] of years, until it was discovered in 1922. In addition to mummies of Tutankhamun and his family, the tomb contained some 5,000 artifacts.

Many early archaeologists worked in the service of invading armies. When Gen. [Napoleon Bonaparte] of France successfully invaded Egypt in 1798, he brought artists, archaeologists, and historians to document the [conquest]. Napoleon's [troops] took home hundreds of tons of Egyptian artifacts: columns, [coffins], stone tablets, monumental statues. Today, these Egyptian antiquities take up entire floors of the Louvre Museum in Paris, France.

Some archaeologists of this time were [wealthy] adventurers, [explorers], and [merchants]. Often, they were from Western European colonial powers from places different from where they [excavated]. These [amateur] archaeologists often had a [sincere] interest in the culture and artifacts they studied. However, their work is also tied to [colonialism] and cultural [exploitation]. They profited off cultures that was not their own, and took sacred objects and remains away from their historical and traditional sites. The so-called [Elgin Marbles] are an example of this [controversy].

In 1801, Greece had been taken over by the [Ottoman Empire]. The British [ambassador] to the Ottoman Empire, Lord Elgin, received permission to remove half of the sculptures from the famous [Acropolis] of Athens, Greece. These [marble] sculptures were a part of buildings such as the [Parthenon]. Lord Elgin claimed he wanted to [protect] the valuable sculptures from damage caused by [conflict] between the Greeks and the Ottomans.

The [government] of Greece has been [lobbying] for the return of the Elgin Marbles ever since. Most Greeks view the sculptures as part of their [cultural heritage]. Greece has cut off [diplomatic relations] to the United Kingdom several times, demanding the return of the sculptures, which remain in the British Museum in London.

Eventually, archaeology evolved into a more systematic [discipline]. Scientists started using standard weights and measures and other [formalized] methods for recording and removing artifacts. They required detailed drawings and drafts of the en-

tire dig site, as well as individual pieces. Archaeologists began to work with *classicists*, historians, and linguists to develop a unified picture of the past.

In the 20th century, archaeologists began to *re-assess* their impact on the cultures and *environments* where they dig. Today, in most countries, archaeological remains become the property of the country where they were found, regardless of who finds them. Egypt, for example, is scattered with archaeological sites sponsored by American universities. These teams must *obtain* permission from the Egyptian government to dig at the sites, and all artifacts become the property of Egypt.

### **Disciplines of Archaeology**

Archaeology is based on the *scientific method*. Archaeologists ask questions and develop hypotheses. They use evidence to choose a dig site, then use scientific sampling techniques to select where on the site to dig. They observe, record, categorize, and interpret what they find. Then they share their results with other scientists and the public.

*Underwater archaeologists* study materials at the bottom of lakes, rivers, and oceans. Underwater archaeology encompasses any prehistoric and historic periods, and almost all sub-disciplines as archaeology. Artifacts and features are simply *submerged*.

Artifacts studied by underwater archaeologists could be the remains of a *shipwreck*. In 1985, National Geographic *Explorer-in-Residence* Dr. *Robert Ballard* helped locate the wreck of RMS *Titanic*, which sank in the North Atlantic Ocean in 1912, killing about 1,500 people. Ballard and other scientists used *sonar* to locate the wreck, which had been lost since the ocean liner sank. By exploring *Titanic* using remote-controlled cameras, Ballard and his crew discovered facts about the shipwreck (such as the fact the ship broke in two large pieces as it sank) as well as hundreds of artifacts, such as furniture, lighting fixtures, and children's toys.

Underwater archaeology includes more than just shipwrecks, however. Sites include hunt camps on the *continental shelf* of the Gulf of Mexico, and portions of the ancient city of Alexandria, Egypt, submerged due to *earthquakes* and *sea level rise*.

This basic framework carries across many different disciplines, or areas of study, within archaeology.

### **Prehistoric and Historic Archaeology**

There are two major disciplines of archaeology: *prehistoric archaeology* and historic archaeology. Within these groups are *subdisciplines*, based on the time period studied, the civilization studied, or the types of artifacts and features studied.

Prehistoric archaeology deals with civilizations that did not develop writing. Artifacts from these societies may provide the only clues we have about their lives. Archaeologists studying the *Clovis people*, for instance, have only arrowheads—called *projectile points*—and stone tools as artifacts. The unique projectile points were first discovered in Clovis, New Mexico, in the United States, and the culture was named after the town. So-called *Clovis points* establish the Clovis people as one of the first *inhabitants* of North America. Archaeologists have dated Clovis points to about 13,000 years ago.

A subdiscipline of prehistoric archaeology is *paleopathology*. Paleopathology is the study of *disease* in ancient cultures. (Paleopathology is also a subdiscipline of historical archaeology). Paleopathologists may investigate the presence of specific diseases, what areas lacked certain diseases, and how different communities reacted to disease. By studying the history of a disease, paleopathologists may contribute to an understanding of the way modern diseases progress. Paleopathologists can also find clues about people's overall health. By studying the teeth of ancient people, for example, paleopathologists can *deduce* what kinds of food they ate, how often they ate, and what *nutrients* the foods contained.

Historic archaeology incorporates written records into archaeological research. One of the most famous examples of historic archaeology is the discovery and decipherment of the *Rosetta Stone*. The Rosetta Stone is a large *slab* of marble discovered near Rashid, Egypt, by French archaeologists in 1799. It became an important tool of historic archaeology.

The stone is inscribed with a *decree* made on behalf of Pharaoh *Ptolemy V*. The decree was written and carved into the stone in three different languages: hieroglyphic, *demotic*, and Greek. *Hieroglyphics* are the picture-symbols used for formal documents in ancient Egypt. Demotic is the informal script of ancient Egypt. Before the discovery of the Rosetta Stone, *Egyptologists* did not understand hieroglyphics or demotic. They could, however, understand Greek. Using the Greek portion of the Rosetta Stone, archaeologists and linguists were able to translate the text and decipher hieroglyphs. This knowledge has contributed *vastly* to our understanding of Egyptian history.

Historic archaeology contributes to many disciplines, including religious studies. The *Dead Sea Scrolls*, for instance, are a collection of about 900 documents. The tightly rolled *parchment* and other writing sheets were found between 1947 and 1956 in 11 caves near Qumran, West Bank, near the Dead Sea. Among the *scrolls* are texts from the *Hebrew Bible*, written in Hebrew, Aramaic, and Greek.

The Dead Sea Scrolls are the oldest versions of Biblical texts ever found, dating from between the third century BCE to the first century CE. The scrolls also contain texts, *psalms*, and prophecies that are not part of today's *Bible*. Discovery of the scrolls has increased our knowledge of the development of *Judaism* and *Christianity*.

A subdiscipline of historic archaeology is *industrial archaeology*. *Industrial* archaeologists study materials that were created or used after the *Industrial Revolution* of the 1700s and 1800s. The Industrial Revolution was strongest in Western Europe and North America, so most industrial archaeologists study artifacts found there.

One of the most important sites for industrial archaeologists is the *Ironbridge Gorge* in Shropshire, England. The River Severn runs through the gorge, and during the Industrial Revolution, it allowed for the transport of *raw materials* such as *coal*, *limestone*, and iron. In fact, the world's first iron bridge spans the Severn there. By studying artifacts and features (such as the iron bridge), industrial archaeologists are able to trace the area's *economic* development as it moved from *agriculture* to *manufacturing* and trade.

### **Other Disciplines**

*Ethnoarchaeologists* study how people use and organize objects today. They use this knowledge to understand how people used tools in the past. Archaeologists researching the ancient San culture of southern Africa, for instance, study the way modern San culture functions. Until the mid-20th century, the San, maintained a somewhat *nomadic* lifestyle based on hunting and gathering. Although the San culture had evolved *significantly*, archaeologists studying the tools of the modern San could still study the way ancient San tracked and hunted animals and gathered native plants.

*Environmental archaeologists* help us understand the environmental conditions that influenced people in the past. Sometimes, environmental archaeology is called human paleoecology. Environmental archaeologists discovered that the expansion of the Taquara/Itararé people of the Brazilian *highlands* is closely linked with the expansion of the *evergreen* forest there. The forest grew as the *climate* became wetter. As the forest provided more resources to the Taquara/Itararé people (*timber*, as well as plants and animals that depended on the evergreen trees), they were able to expand their *territory*.

*Experimental archaeologists* replicate the techniques and processes people used to create or use objects in the past. Often, re-creating an ancient workshop or home helps experimental archaeologists understand the process or method used by ancient

people to create features or artifacts. One of the most famous examples of experimental archaeology is the *Kon-Tiki*, a large raft built by Norwegian explorer *Thor Heyerdahl*. In 1947, Heyerdahl sailed the Kon-Tiki from South America to *Polynesia* to show that ancient *mariners*, with the same tools and *technology*, could have *navigated* the vast Pacific Ocean.

*Forensic archaeologists* sometimes work with *geneticists* to support or question *DNA* evidence. More often, they *excavate* the remains of victims of *murder* or *genocide* in areas of conflict. Forensic archaeology is important to the understanding of the “*Killing Fields*” of Cambodia, for instance. The Killing Fields are the sites of *mass graves* of thousands of victims of the *Khmer Rouge regime* of the 1970s. After the fall of the Khmer Rouge, forensic archaeologists studied the remains of the bodies in the Killing Fields, discovering how and when they died. The forensic archaeologists helped establish that the Khmer Rouge used *starvation* and *overwork*, as well as direct killing, to silence opponents of the regime.

Archaeologists working in the field of *cultural resource management* help assess and preserve remains on sites where construction is scheduled to occur. Archaeologists working as cultural resource managers often collaborate with local governments to balance the *infrastructure* and *commercial* needs of a community with historic and cultural interests represented by artifacts and features found on construction sites.



### Where to Dig?

Most archaeology involves digging. *Winds* and *floods* carry sand, dust and *soil*, depositing them on top of *abandoned* features and artifacts. These deposits build up over time, burying the remains. Sometimes *catastrophes*, like *volcanic eruptions*, speed up this burial process. In places where earth has been carved away–

like in the *Grand Canyon* in the U.S. state of Arizona—you can actually see the layers of soil that have built up over the centuries, like layers of a cake.

Cities and communities also tend to be built in layers. Rome, Italy, has been an *urban center* for thousands of years. The streets of downtown Rome today are several meters higher than they were during the time of *Julius Caesar*. Centuries of Romans have built it up – *medieval* home on top of ancient home, modern home on top of medieval home.

Establishing a dig site in an inhabited area can be a very difficult process. Not only are the inhabitants of the area *inconvenienced*, archaeologists don't know what they may find. Archaeologists looking for an ancient Roman *fortress*, for instance, may have to first excavate a *Renaissance* bakery and medieval hospital.

Because most artifacts lie underground, scientists have developed methods to help them figure out where they should dig. Sometimes they choose sites based on old *myths* and stories about where people lived or where events occurred. The ancient city of *Troy*, written about by Greek poet *Homer* as early as 1190 BCE, was thought to be a work of *fiction*. Homer's epic poem the *Iliad* was named after Troy, which the Greeks knew as Ilion. Using the *Iliad* as a guide, German amateur archaeologist *Heinrich Schliemann* discovered the ruins of the city near the town of Hisarlik, Turkey, in 1870. Schliemann's find helped provide evidence that the *Trojan War* may have actually taken place, and that ancient manuscripts may be based on fact.

Sometimes, archaeologists use *historical maps* to find ancient artifacts. In 1973, for instance, archaeologists used historical maps and modern technology to locate the wreck of the USS *Monitor*, an "*ironclad*" ship used by the *Union* during the *Civil War*. The *Monitor* sunk in a *storm* off the *coast* of Cape Hatteras, North Carolina, in 1862. After archaeologists identified the ironclad, the United States *designated* the area as the nation's first *marine sanctuary*.

Before securing a site, an archaeological team *surveys* the area, looking for signs of remains. These might include artifacts on the ground or unusual mounds in the earth. New technology has greatly increased their ability to survey an area. For example, aerial and *satellite imagery* can show patterns that might not be visible from the ground.

Other technologies give clues about what lies under the surface. These techniques involve *radar* and sonar. Radar and sonar technologies often use *radio waves*, electrical *currents*, and *lasers*. Archaeologists send these signals into the

earth. As the signals hit something solid, they bounce back up to the surface. Scientists study the time and paths the signals take to *familiarize* themselves with the underground *landscape*.

Accidental finds can also lead archaeologists to dig sites. For instance, farmers *plowing* their fields might come across *sherds* of pottery. A construction crew might discover ruins beneath a building site.

Another monumental discovery was made by accident. In 1974, agricultural workers in Xian, China, were digging a well. They discovered the remains of what turned out to be an enormous *mausoleum* for *Qin Shi Huangdi*, China's first *emperor*. The complex includes 8,000 life-sized clay soldiers, horses, *chariots*, and *artillery*, popularly known as the *Terra Cotta Warriors*. The archaeological research surrounding the Terra Cotta Warriors has provided insight on the organization and leadership style of Qin Shi Huangdi and the development of Chinese culture.

Once a site is chosen, archaeologists must get permission to dig from the landowner. If it is public land, they must obtain the proper *permits* from the local, state, or federal government.

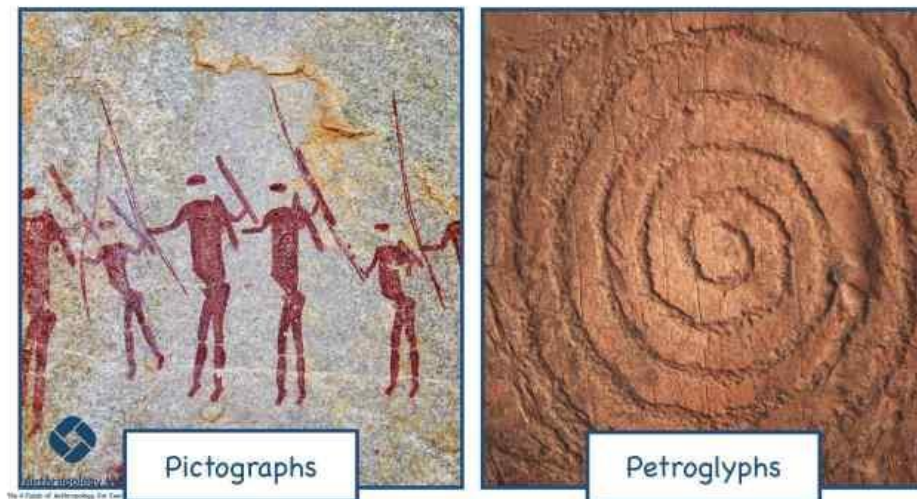
Before moving a single grain of dirt, archaeologists make maps of the area and take detailed photographs. Once they begin digging, they will destroy the original landscape, so it is important to record how things looked beforehand.

The last step before digging is to divide the site into a *grid* to keep track of the location of each find. Then archaeologists choose sample squares from the grid to dig. This allows the archaeological team to form a complete study of the area. They also leave some plots on the grid untouched. Archaeologists like to preserve portions of their dig sites for future scientists to study—scientists who may have better tools and techniques than are available today.

For example, during the *Great Depression* in the 1930s, programs to create jobs led to many archaeological digs around the United States. Some scientists on these digs removed artifacts, such as pottery, but threw away *charcoal* and animal bones. These items were considered junk. Today, scientists are able to *carbon-date* the charcoal and analyze the bones to see what kinds of animals people were domesticating and eating at the time. It is important that archaeologists today keep some parts of each site *pristine*.

Not all archaeology involves digging in the earth. Archaeologists and *engineers* work with *sophisticated* technology to probe the earth below without disturbing the ground. National Geographic *Emerging Explorer* Dr. Albert Yu-Min

Lin leads an *innovative* archaeological project centered in Mongolia. The Valley of the Khans project is using *digital imaging*, *aerial photography*, radar, and digital surveying to locate the tomb of *Genghis Khan*. Using satellite technology, Lin and his team can access information about the project without disturbing the land or even going to Mongolia.



### The Big Dig

The process of researching and securing a dig site can take years. Digging is the field work of archaeology. On occasion, archaeologists might need to move earth with *bulldozers* and *backhoes*. Usually, however, archaeologists use tools such as brushes, hand shovels, and even toothbrushes to scrape away the earth around artifacts.

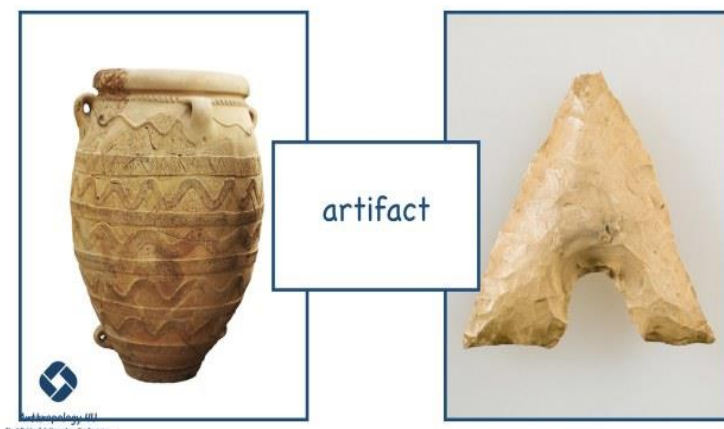
The most common tool that archaeologists use to dig is a flat *trowel*. A trowel is a hand-held shovel used for smoothing as well as digging. Archaeologists use trowels to slowly scrape away soil. For very small or delicate remains, archaeologists might also dig with *dental picks*, spoons, or very fine blades. Often, they will *sift* dirt through a fine *mesh* screen. Tiny remains, such as beads, can often be found this way.

Archaeologists take lots of notes and photographs along each step of the process. Sometimes they include audio and video recordings. *Global positioning system (GPS)* units and *data* from geographic information systems (GIS) help them map the location of various features with a high level of precision.

When archaeologists find remains, they are often broken or damaged after hundreds or even thousands of years underground. Sunlight, rain, soil, animals, *bacteria*, and other natural processes can cause artifacts to *erode*, *rust*, rot, break, and *warp*.

Sometimes, however, natural processes can help preserve materials. For example, *sediments* from floods or volcanic eruptions can *encase* materials and preserve

them. In one case, the chill of an *Alpine glacier* preserved the body of a man for more than 5,300 years! The discoverer of the so-called “*Iceman*,” found in the *Alps* between Switzerland and Italy, thought he was a recent victim of murder, or one of the *glacier*’s *crevasses*. Forensic archaeologists studying his body were surprised to learn that he was a murder victim—the crime just took place more than 5,000 years ago.



### Uncovered Artifacts

As artifacts are uncovered, the archaeological team records every step of the process through photos, drawings, and notes. Once the artifacts have been completely removed, they are cleaned, labeled, and classified.

Particularly *fragile* or damaged artifacts are sent to a *conservator*. Conservators have special training in preserving and restoring artifacts so they are not destroyed when exposed to air and light. *Textiles*, including clothing and bedding, are especially threatened by exposure. Textile conservators must be familiar with climate, as well as the chemical composition of the cloth and *dyes*, in order to preserve the artifacts.

In 1961, Swedish archaeologists recovered the ship *Vasa*, which sank in 1628. Conservators protected the delicate oak structure of *Vasa* by spraying it with polyethylene glycol (PEG). The ship was sprayed with PEG for 17 years, and allowed to dry for nine. Today, *Vasa* sits in its own enormous museum, a hallmark of Swedish *heritage*.

Then the artifacts are sent to a lab for *analysis*. This is usually the most *time-consuming* part of archaeology. For every day spent digging, archaeologists spend several weeks processing their finds in the lab.

All of this analysis—counting, weighing, categorizing—is necessary. Archaeologists use the information they find and combine it with what other scientists have discovered. They use the combined data to add to the story of humanity’s past. When did people develop tools, and how did they use them? What did they use to make clothing? Did their clothing styles indicate their social ranks and roles? What did they eat? Did they live in large groups or smaller family units? Did they trade with people from other regions? Were they warlike or peaceful? What were their religious practices? Archaeologists ask all of these questions and more.

The scientists write up their findings and *publish* them in *scientific journals*. Other scientists can look at the data and *debate* the interpretations, helping us get the most *accurate* story. Publication also lets the public know what scientists are learning about our history.

Source <https://education.nationalgeographic.org/resource/archaeology/>

After reading

**Task 5. Write down a list of new words and phrases from the text that you wish to learn and make notes about their meanings and usages.**

**Task 6. Answer the questions:**

1. What is archaeology?
2. Why should we care about archaeology and history?
3. What is an artifact?
4. What are archaeological sources of history?
5. What limits does archaeological evidence have as a historical source?
6. Why do you have to dig to find stuff?
7. How do you know where to dig?
8. What kinds of tools do you use to dig?
9. What kinds of stuff do you find?
10. How do you know how old stuff is?
11. What happens to the stuff you find?

**Task 7. Work in pairs. Make 5 questions to the text and ask your partner to answer them.**

**Task 8. Render the article using the phrases for summary/rendering** (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>) (12-15 sentences).

## LISTENING

Before you listen

**Task 9. Answer the questions:** Do you know how to make presentations in English? Do you know how to structure your presentation? How can you make your presentation effective?



**Task 10. Go to <https://www.youtube.com/watch?v=ATfY8dvbuFg>, watch the video and spot the mistakes for delivering a bad presentation.**

**Task 11. Go to <https://www.youtube.com/watch?v=5utoLhjUuAI>, watch the video, compare it to the first one and identify the good techniques.**



**Task 12. Go to <https://www.youtube.com/watch?v=Ze3liHsHuIA>, watch the video and listen out for the tips on making your presentation effective.**



## SPEAKING

**Task 13. Study Vocabulary and Phrases for Making Presentations in English. Memorize the new words and phrases for giving Presentations.**

### Vocabulary and Phrases for Making Presentations

Section of presentation	Signpost language
Introducing the topic	The subject/topic of my talk is ...
	I'm going to talk about ...
	My topic today is...
	My talk is concerned with ...
Overview (outline of presentation)	I'm going to divide this talk into four parts.
	There are a number of points I'd like to make.
	Basically/ Briefly, I have three things to say.
	I'd like to begin/start by ...
	Let's begin/start by ...

	<p>First of all, I'll...</p> <p>... and then I'll go on to ...</p> <p>Then/ Next ...</p> <p>Finally/ Lastly ...</p>
Finishing a section	<p>That's all I have to say about...</p> <p>We've looked at...</p> <p>So much for...</p>
Starting a new section	<p>Moving on now to ...</p> <p>Turning to...</p> <p>Let's turn now to ...</p> <p>The next issue/topic/area I'd like to focus on ...</p> <p>I'd like to expand/elaborate on ...</p> <p>Now we'll move on to...</p> <p>I'd like now to discuss...</p> <p>Let's look now at...</p>
Analysing a point and giving recommendations	<p>Where does that lead us?</p> <p>Let's consider this in more detail...</p> <p>What does this mean for...?</p> <p>Translated into real terms...</p> <p>Why is this important?</p> <p>The significance of this is...</p>
Giving examples	<p>For example,...</p> <p>A good example of this is...</p> <p>As an illustration,...</p> <p>To give you an example,...</p> <p>To illustrate this point...</p>
Summarising and concluding	<p>To sum up ...</p> <p>To summarise...</p> <p>Right, let's sum up, shall we?</p> <p>Let's summarise briefly what we've looked at...</p> <p>If I can just sum up the main points...</p> <p>Finally, let me remind you of some of the issues we've covered...</p> <p>To conclude...</p> <p>In conclusion ...</p> <p>In short ...</p> <p>So, to remind you of what I've covered in this talk, ...</p> <p>Unfortunately, I seem to have run out of time, so I'll conclude very briefly by saying that .....</p> <p>I'd like now to recap...</p>

Paraphrasing and clarifying	Simply put...
	In other words.....
	So what I'm saying is....
	To put it more simply....
Invitation to discuss / ask questions	To put it another way....
	I'm happy to answer any queries/ questions.
	Does anyone have any questions or comments?
	Please feel free to ask questions.
	If you would like me to elaborate on any point, please ask.
	Would you like to ask any questions?
	Any questions?

**Task 14. Read the article below, render it and present it orally using Vocabulary and Phrases for Making Presentations.**

### **Algeria is the new 'cradle of civilization' (3rd December, 2018)**

For many decades, scientists believed the earliest humans originated in East Africa. This belief has changed because of a collection of 2.4-million-year-old stone tools found in Algeria. Scientists now believe that Algeria and not East Africa is the cradle of civilization – where humankind began. The new find consists of 250 tools. There were also 296 animal bones. The scientists say the animal bones show that early humans were butchering meat. Dr Mohamed Sahnouni, leader of the project, said: "The evidence from Algeria changes the earlier view that East Africa was the cradle of humankind." He added: "Actually, the whole of Africa was the cradle of humankind."

Archaeologists have been digging at various sites on this project for 25 years. The sharp-edged tools and bones were discovered near the city of Setif, about 200 miles east of Algeria's capital, Algiers. In particular, the animal bones excited the scientists. Dr Sahnouni said it is now clear that humans were butchering animals for meat 600,000 years earlier than previously thought. A Spanish archaeologist said: "The effective use of sharp-edged tools ...suggests that our ancestors were not mere scavengers." She said it wasn't clear whether or not they hunted, but they did compete with other animals to get access to meat. Dr Sahnouni now hopes to find the tool-makers and even older stone tools.

#### *Sources*

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<https://edition.cnn.com/2018/11/30/world/human-tools-north-africa-humanity-scli-intl/index.html>

<http://www.sci-news.com/archaeology/oldowan-stone-tools-ain-boucherit-algeria-06672.html>

<https://www.dw.com/en/algeria-the-new-cradle-of-civilization/a-46515910>

## LISTENING

Before you watch

**Task 15. Answer the question:** Ancient skeletons can tell us a great deal about the past, including the age, gender and even the social status of its former owner. *But how can we know all of these details simply by examining some old, soil-caked bones?* Farnaz Khatibi examines a fascinating branch of science known as biological anthropology.

### Watch

**Task 16. Click here** <https://ed.ted.com/lessons/what-can-you-learn-from-ancient-skeletons-farnaz-khatibi> **and watch the video entitled “What can you learn from ancient skeletons?”**



After you watch

### Think

**Task 17. Click here** <https://ed.ted.com/lessons/what-can-you-learn-from-ancient-skeletons-farnaz-khatibi#review> **and do the quiz.**

**Task 18. Use the videotext and the phrases for summary/rendering and answer the question “What can anthropologists learn from ancient bones?” (15-20 sentences).**

### Dig Deeper

**Task 19. Additional Resources for you to Explore.**

In archaeological studies of human migration, **stable isotopic tracers** have been employed for mapping movements of species and materials. Since the 1980s, chemical analysis (trace elements, **radiocarbon dating**, isotopic studies) have been used frequently in archaeological investigations of prehistoric population. Strontium, oxygen, and **lead** are three elements indicating possible residential/material changes.

**Oxygen** is the most abundant element on Earth. Oxygen-18 in minerals can help indicate ancient water temperatures and evaporation cycles. Because the oxygen isotope value in **mammalian tissues (like tooth enamel)** varies according to the water ingested during an organism's lifetime, it reflects the composition of precipitation where it lived.

**Strontium** is a trace element found in metamorphic rocks, sedimentary rocks, and natural materials. Strontium has four naturally-occurring isotopes: three non-radiogenic isotopes, Strontium-84 (0.560%), Strontium-86 (9.870%), and  $^{88}\text{Sr}$  (82.53%), and one radiogenic isotope, Strontium-87 (7.040%), which is formed by the radioactive decay of Rubidium-87. In natural materials, **strontium isotope** composition (Strontium-87/Strontium-86) is generally between 0.700 and 0.750. Rocks older than ten million years have higher Strontium-87/Strontium-86 fractionation because of their large atomic mass.

Mammalian, including human, tooth enamel (hydroxyapatite) has an **isotopic signature** derived from food digested during an organism's lifetime. This information helps provide insight regarding the food web, diet, and trophic level. The strontium signature of bedrock is transferred by streams to the soil, from the soil into plants, and from plants into the food web with minimal isotopic fractionation.

Some suggested resources from the author of this lesson include: **Stable Isotope Analysis of Humans**, **Isoscapes: Understanding movement, pattern, and process on earth through isotope mapping**, and **ANALYTICAL CHEMISTRY IN ARCHAEOLOGY**.

## SPEAKING

### Discuss

#### **Task 20. Work in pairs and discuss the questions:**

Biological anthropologists face an array of ethical issues as they engage in fieldwork around the world. Many native/local people argue against reopening their ancestral burials. Often, using a human skeleton for laboratory research is against ethical/religious codes. In some cases, when anthropologists are dealing with contemporary remains, some insist the disposition of these remains should be controlled by descendent groups. *What do you think about the relation between studying human remains and ethics? If one day some anthropologists want to study the remains of your relatives, will you help them? What might be your concerns?*

## READING

Before reading

**Task 21. ANCIENT:** What do you know about these ancient places? What do you want to know? Complete this table with your partner(s). Share what you wrote in class.

	What I know	What I want to know
The Pyramids		
Machu Picchu		
Angkor Wat		
Petra		
Stonehenge		
The Colosseum		

**Task 22. ARTIFACTS:** Rank these with your partner. Put the best artifacts to find in an archaeological dig at the top. Share your rankings.

- pots and jars
- weapons
- jewellery
- farming tools
- statues
- manuscript
- wall paintings
- mummies

**Task 23. CHAT:** In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

archaeologists / cemetery / sand / ancient / statues / excavation / moon / wisdom / dig / excited / colleagues / historic / treasures / internal organs / tourists / revolution

**Task 24. Read the text and do the tasks after it.**

**Egypt archaeologists find large 'city of the dead' (1st March, 2018)**

Archaeologists in Egypt have discovered a huge cemetery hidden under the sands south of Cairo. The 2,000-year-old necropolis was found south of Egypt's capital in the Nile Valley city of Minya. The word necropolis is from ancient Greek and means "city of the dead". The necropolis contains thousands of artifacts, including coffins and statues. Archaeologists started excavation work on the site late last year. They found tombs belonging to priests of Thoth. He was the ancient god of the moon and wisdom. Thoth was also believed to be the inventor of writing. Egypt's Antiquities Minister, Khaled al-Anani, said: "We will need at least five years to work on the necropolis. This is only the beginning of a new discovery."

Mostafa Waziri, the head of the archaeological dig, said he was very excited about the contents of the site. He said he and his colleagues have uncovered eight tombs so far. He expects many more to be found soon. The tombs contain a wealth of historic treasures. One tomb includes more than 1,000 statues and four pottery jars that contain the remains of the internal organs of important ancient Egyptians. Mr Waziri also said there were 40 sarcophagi. A sarcophagus is a stone coffin in which dead bodies were placed. Waziri hopes the new site will help to attract more tourists to Egypt. There has been a downturn in tourism since the revolution that took place there in 2011.

*Sources*

<https://breakingnewsenglish.com/1803/180301-necropolis.html>

<https://www.cbsnews.com/news/ancient-egyptian-necropolis-contains-message-from-the-afterlife/>

<https://www.reuters.com/article/us-egypt-archaeology/egypt-uncovers-ancient-necropolis-south-of-cairo-idUSKCN1G80QI>

<http://www.newsweek.com/ancient-egypt-spectacular-2000-year-old-tomb-complex-discovered-40-sarcophagi-819863>

**After reading**

**Task 25. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).**

1. A large cemetery was found under the sand north of the city of Cairo. **T / F**
2. The cemetery is about 2,000 years old. **T / F**
3. Archaeologists first started digging on the site in 2011. **T / F**
4. An Archaeologist said he needs 50 years to work on the site. **T / F**
5. The head of the dig said 80 tombs have been discovered. **T / F**
6. There were over 1,000 statues in one tomb. **T / F**
7. Archaeologists found the remains of people's internal organs in jars. **T / F**
8. Tourism is suffering in Egypt because of the 2011 revolution. **T / F**

**Task 26. SYNONYM MATCH: Match the following synonyms from the article.**

- a. discovered
- b. huge
- c. ancient
- d. excavation
- e. inventor
- f. head
- g. colleagues
- h. placed
- i. attract
- j. took place

- 1. very, very old
- 2. tempt
- 3. creator
- 4. very, very big
- 5. co-workers
- 6. digging
- 7. happened
- 8. found
- 9. put
- 10. leader

**Task 27. Comprehension questions.**

- 1. How old is the necropolis?
- 2. What ancient language does the word 'necropolis' come from?
- 3. When did archaeologists start digging on the site?
- 4. What do people believe Thoth invented?
- 5. What did a minister say was just beginning?
- 6. How many tombs have the archaeologists uncovered so far?
- 7. How many statues did archaeologists find in one tomb?
- 8. Where did archaeologists find the internal remains of ancient Egyptians?
- 9. What is a sarcophagus usually made of?
- 10. What has there been a downturn of in Egypt since 2011?

## **SPEAKING**

**Task 28. DISCUSSION.** Work in pairs and take it in turns to ask and answer the questions.

**STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'Egypt'?
3. How interested are you in archaeology?
4. What would it be like to be an archaeologist?
5. What do you know about ancient Egypt?
6. What do you know about the ancient history of your country?
7. Why is the necropolis so important?
8. How did someone invent writing?
9. What is your favourite image of Egypt?
10. What else do you think the archaeologists will find?

**STUDENT B's QUESTIONS (Do not show these to student A)**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'ancient'?
3. What do you think about what you read?
4. How would you feel about entering ancient tombs?
5. How valuable are the historic treasures?
6. In which country would you like to dig for ancient treasures?
7. What should happen to all the treasures?
8. How good a place is Egypt to visit?
9. What do you know about Egypt's revolution?
10. What questions would you like to ask the archaeologists?

**Task 29. ROLE PLAY.** Work in small groups, take one of the roles and act it out.

### **Role A – Statues**

You think statues are the best artifacts to find on an archaeological dig. Tell the others three reasons why. Tell them what is wrong with their artifacts. Also, tell the others which is the least interesting of these (and why): manuscripts, weapons or jewellery.

### **Role B – Manuscripts**

You think manuscripts are the best artifacts to find on an archaeological dig. Tell the others three reasons why. Tell them what is wrong with their artifacts. Also, tell the others which is the least interesting of these (and why): statues, weapons or jewellery.

### **Role C – Weapons**

You think weapons are the best artifacts to find on an archaeological dig. Tell the others three reasons why. Tell them what is wrong with their artifacts. Also, tell the others which is the least interesting of these (and why): manuscripts, statues or jewellery.

### **Role D – Jewellery**

You think items of jewellery are the best artifacts to find on an archaeological dig. Tell the others three reasons why. Tell them what is wrong with their artifacts. Also, tell the others which is the least interesting of these (and why): manuscripts, weapons or statues.

## **HOME ASSIGNMENT**

Task 1. Click here <https://www.world-archaeology.com/category/news/>, pick one piece of news, render it, make a PowerPoint Presentation using Vocabulary and Phrases for Making Presentations (3-4 slides, 3-4 mins).

Task 2. Go to <https://ed.ted.com/lessons/who-built-great-zimbabwe-and-why-breeanna-elliott> and watch the video entitled “Who built Great Zimbabwe? And why?” Render the videotext. Answer the questions: Still today, much of African history is often clouded by the perspective of non-Africans. Why is it important to explore the past from more than just written records and designate proper ownership of historical and cultural achievements?

## Lesson 2. Meet the Archaeologists!



### READING

Before reading

#### Task 1. Answer the questions:

1. What do archaeologists do?
2. What types of archaeologists are there?
3. How can you work in this field?
4. How do archaeologists work with cultural heritage?
5. What can you do with an archaeology degree?

## **Task 2. Read the text and interview about the work of an archaeologist.**

### **MEET THE ARCHAEOLOGISTS**

Archaeologists examine ancient sites and objects to learn about the past. They may specialise in particular geographical areas, historical periods, or types of object, such as pottery, coins or bones. Excavations, commonly called 'digs', are only part of an archaeologist's work, which also includes recording, analysing and interpreting archaeological remains. Archaeologists are also involved in the preservation and conservation of artifacts, historic sites and monuments, curating, publicising and displaying artifacts and carrying out research and educational work. Many love the actual work of digging and get tired of tedious but necessary paperwork. Their most common trait is that they all share a love for archaeology, and are enthusiastic even after many years of work in the subject.

Dr. Elizabeth Chilton is an assistant professor of archaeology at Harvard University and director of the New England Archaeology Laboratory. She is most interested in the archaeology and history of native peoples in north-eastern North America. Here is her interview about her work

**Sam:** When did you become an archaeologist or how old were you when you started?

**Dr. Chilton:** I became an archaeologist in college, when I was 21 years old. That was in 1984.

**Sam:** What got you interested in archaeology?

**Dr. Chilton:** I love the combination of scientific and humanistic, of creativity and logic. I also liked working outdoors, even though excavation is only one small part of what a professional archaeologist does.

**Sam:** What training or education has helped you most as an archaeologist?

**Dr. Chilton:** I received a B.A. degree in anthropology, but graduate school provided me with the best training. I received a Ph.D. after 7 years of graduate school (that was after four years of college, and two years of working as a "contract archaeologist" (which is archaeological work in advance of construction projects). You don't need to have a Ph.D. to be a professional archaeologist, but you need to have a B.A., for the most part, and a Masters degree helps.

**Sam:** What kind of archaeological work or what field do you work in?

**Dr. Chilton:** New England prehistoric archaeology. I study Native Americans who lived between 11,000 and 400 years ago in the New England region. I often direct excavations in the summer and do lab work, research, and teaching during the rest of the year.

**Sam:** Can you tell me about any interesting field experiences you've had?

**Dr. Chilton:** Right after college, I volunteered on a project in Belize studying the Maya (volunteering is a great way to get experience!). We excavated Maya buildings and discovered a tomb that was more than 1,000 years old. Even though I enjoyed the experience in Belize a great deal, I decided to focus on prehistoric Native Americans in New England because we know so little about them.

**Sam:** Where have you found your most interesting artifacts?

**Dr. Chilton:** When doing research on museum collections! But also when digging on Martha's Vineyard in Massachusetts.

**Sam:** How many hours a day do you work at a dig?

**Dr. Chilton:** My digs are usually only 5 – 8 weeks in the summer. But when we are digging, we work from 8 in the morning to 5 in the afternoon, Monday through Friday. Sometimes if we find something interesting or important we may stay late.

**Sam:** What tools do you use?

**Dr. Chilton:** A trowel, a shovel, a screen (for sifting dirt), a measuring tape and line levels (for taking depth measurements). Cameras and note-taking are also very important for recording information.

**Sam:** What is your favourite thing about archaeology?

**Dr. Chilton:** Digging! And learning about time periods for which we have not written history

**Sam:** Is there anything you don't like about archaeology?

**Dr. Chilton:** Sometimes the note-taking and all of the laboratory work that needs to be done can become boring and tedious at times.

**Sam:** What would you say to a child who was thinking about archaeology for a career?

**Dr. Chilton:** First of all, you will never make a lot of money being a professional archaeologist. You need to do it because you love it. Luckily, in the United States there are PLENTY of jobs in archaeology. So even though you may not get rich doing it, you still can make a decent living. The most important thing I would say it that archaeology is NOT treasure hunting. We are interested in objects for what they can tell us about past peoples. We are NOT interested in the monetary value of the things we dig up. Also, archaeology is never something you should try on your own without thorough training.

*Source Матяр Т. И. Изучаем историю по-английски [Текст] = Learning history in English: учебное пособие по английскому языку / Т. И. Матяр, Л. В. Новикова, О. В. Попкова ; Владимирский гос. ун-т им. Александра Григорьевича и Николая Григорьевича Столетовых. – Владивосток: ВлГУ, 2013. – 133, [1] с.*

After reading

**Task 3. Ask 10 questions on the text and retell it (10-15 sentences).**

**Task 4. Make a dialogue (an interview) with a Russian archaeologist about the work at Sungir dig, at the dig in Vladimir (Suzdal) or any other place.**

SPEAKING

**Task 5. Work with a partner and tell each other about your archaeological practice.**

**Task 6. Role Play interview for a Job. Take it in turns to ask and answer Archaeology Interview Questions by going to**  
<https://www.jobinterviewquestions.com/archaeology>



**Task 7. Look through the text and tell why Novgorod is so interesting for the archaeologists.**

### VELIKIY NOVGOROD

The Russian medieval city of Novgorod, known for its trading, skilled craftsmen, and artifacts was founded in early 950 A.D. Throughout history, archeologists have uncovered Novgorod's rich historical artifacts such as bone combs, stone beads, birch bark manuscripts, and pagan amulets. Dated back to 1100 A.D., these antiquities remained preserved as a result of the rich clay soil. Most notable of these artifacts, Artemiv Artsikhovsky uncovered the famous Birch bark letters which helped historians understand the beginnings of the Russian language. Novgorod or "New Town" was founded in the early ninth century which makes it the oldest Russian city.



Artemiy Artsikhovsky, the lead archeologist in Veliky Novgorod found the Russian birch bark writings on July 26, 1951. Since 1932 the Russian city has been excavated numerous times by different people. Artsikhovsky is the first to lead an expedition on these grounds. In the early 70's excavations were focused on the the more ancient part of the town. This area had mansions, a court house, and even a city treasury.

In 2000, an expedition led by Valentin Yanin discovered wax tablets. The finding of the birch bark by Artsikhovsky turned a new page in understanding the Russian language. These bark letters have profanity on them and the archaeologists refused to release them to the public. A father wrote to his son on a birch bark letter that was recovered.



*Most famous birch bark manuscript was written by a young boy that got halfway through writing the alphabet but gave up and drew*

“Send me a shirt, towel, trousers, reins, and, for my sister, send fabric,” the father, whose name was Onus, wrote to his son, Danilo, the block letters of Old Novgorod language, a precursor to Russian, neatly carved into the wood with a stylus. Onus ended with a bit of humor. “If I am alive,” he wrote, “I will pay for it” (Herszenhorn).

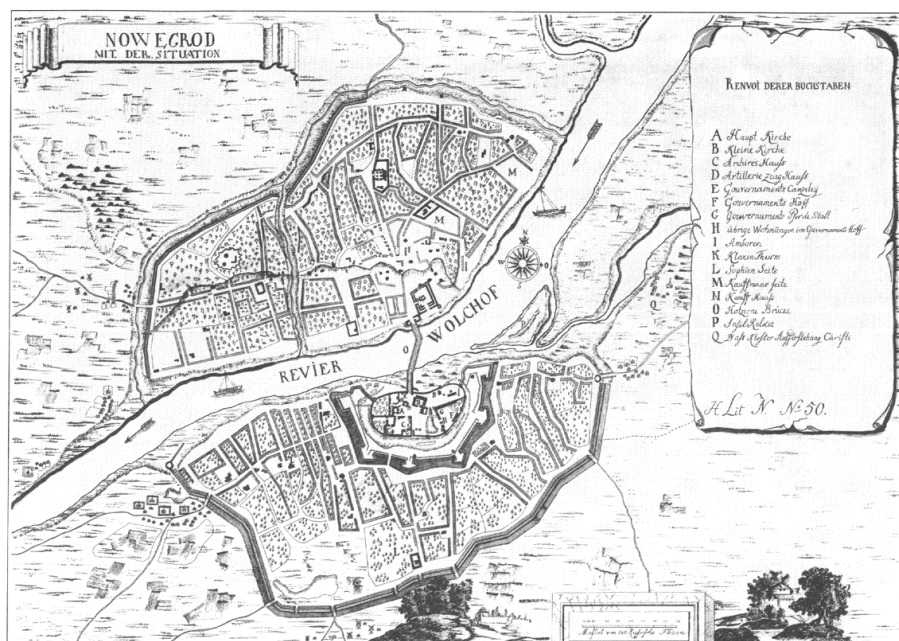
The people in this time period new life was very fragile and that anything could happen. Nina Akulova was responsible for finding the “Novgorod Birch-Bark Saga.” This first inscription became known as “Gramota no. 1.” Nina Fedorovna Akulova dug without any historical or philological training, but handled the bark with care making sure it didn’t fall apart. The reason that these antiquities are preserved so well in Novgorod is due to the rich clay soil. Novgorod was built on compacted clay strata which prevents drainage from water. The soil above this clay is saturated with moisture which is good for preservation. When trash and waste built up it formed a layer. Since the damp environment allows little oxygen to release to the older material the area was preserved well. The wood that was uncovered was so well preserved that the archaeologists were able to use tree-ring dating. The tree ring data gave archaeolo-

gists a rough estimate as to when structures were built. Artsikhovsky has found over 130,000 artifacts like bone combs, stone beads, harps, wooden combs, keys, walking canes, pots, leather masks, felt hats and pagan amulets.



*One of the several leather masks found*

In the 20th century, he found nearly 700 of these birch-bark manuscripts. Many of these letters were either for records of contracts or even personal love letters. Novgorod was the center of many ethnic groups that covered its vast territory. These groups of people were the Slavs, Krivichi, and Urge-Finnish tribes. The site is near the river Volchov and north of lake Ilmen which allowed for clean drinking water and trade routes. Novgorod was a major trading route on the Baltic and the Black sea. This made Novgorod the primary power in Russia until Ivan the Third in the late 15th century. Moscow was small and didn't take on much trade until the 13th century. Novgorod was first a fortress that was confined to a citadel hill which was also complemented by an open-air market. The area near the river would eventually become the heart of the city but not for another century.



*Map of Medieval Veliky Novgorod*

The first housing districts in Novgorod were wooden houses built on rectangular lots. Many beams and joists have survived from the houses and archaeologists have concluded that some of the houses were actually three stories tall.



*Housing being unearthed*

Many historians used to believe that Russia lacked skilled craftsmen and was forced to trade. Although only 2% of Novgorod has been studied, archaeologists have found over 140 workshops that specialized in locks, leather products, jewelry, and metal. Even with skilled craftsmen, trade was still an important aspect of Novgorod. They have found pottery from Iraq and Syria.

On July 26, 1951, the first Russian birch bark manuscript was found. In 1960 the Novgorod city council passed a law that prohibits construction until archaeologists have studied the area. The archaeologists would be able to bore holes in the ground which they could read off cultural layers. These archaeologists were able to map the size of the city at each stage of its growth. Most of the excavations occurred in Troitza which covers nearly 6,000 square meters. Before 1960 excavations began in 1930 but stopped when WWII started and since many buildings were destroyed this allowed for excavations which Artsikhovsky capitalized on.

Source <https://thedebrisfield.wordpress.com/2017/11/21/novgorod/>

**Task 8. Ask 10 questions on the text and retell it.**

## HOME ASSIGNMENT

Task 1. Go to <https://ed.ted.com/lessons/from-slave-to-rebel-gladiator-the-life-of-spartacus-fiona-radford> and watch the video entitled “From enslavement to rebel gladiator: The life of Spartacus” Read the videotext. Answer the questions: Spartacus has become a symbol of freedom and the ‘underdog’ who fights against oppression. This image has been projected in numerous plays, novels, even histories, and in the 20th and 21st centuries, in movies and television programs. Arguably the most famous adaptation is Stanley Kubrick’s 1960 film Spartacus, officially based on the 1951 novel by Howard Fast and influenced by Arthur Koestler’s novel, The Gladiators (1939). In this film, Spartacus ends up fighting for the sake of slaves everywhere and for the cause of freedom – not just his own, but freedom in the larger sense. Why do you think this is the case and is it justified?

Make a summary of the video with a use of a PowerPoint Presentation and Vocabulary and Phrases for Making Presentations (3-4 slides, 3-4 mins).

## Lesson 3. What is chronology?

### LEAD-IN

#### Answer the questions:

1. What is chronology and how do historians use it?
2. Why do historians organize history chronologically?
3. What is an example of using chronology in history?
4. Is history just a chronological order of what happened in the past?

### READING

#### Before reading

**Task 1. Before reading the text about chronology tell whether chronology is important for history and why; read the epigraph to the text and comment on it; explain the origin and meaning of the word "chronology".**

**Task 2. Read the text and do the tasks after it.**

### CHRONOLOGY

*Life is not dated merely by years.  
Events are sometimes the best calendars.*  
Benjamin Disraeli

Chronology is the science of arranging events in their order of occurrence in time, such as the use of a timeline or sequence of events. It is also "the determination of the actual temporal sequence of past events".

Chronology is part of periodization. It is also part of the discipline of history, including earth history, the earth sciences, and study of the geologic time scale.

Chronology is the science of locating historical events in time, basically a timeline history and the use of and is distinct from, but relies upon chronometry or time-keeping, and historiography, which examines the writing of historical methods. Radiocarbon dating estimates the age of formerly living things by measuring the proportion of carbon-14 isotope in their carbon content.

The familiar terms *calendar* and *era* (within the meaning of a coherent system of numbered calendar years) concern two complementary fundamental concepts of chronology. For example during eight centuries the calendar belonging to the Christian era, which was taken in use in the 8th century by Bede, was the Julian calendar,

but after the year 1582 it was the Gregorian calendar. Dionysius Exiguus (about the year 500) was the founder of that era, which is nowadays the most widespread dating system on earth. *Ab Urbe condita* is Latin for "from the founding of the City (Rome)", traditionally set in 753 BC. It was used systematically for the first time only about the year 400, by the Iberian historian Orosius. Pope Boniface IV, in about the year 600, seems to have been the first who made a connection between these this era and Anno Domini. (AD 1 = AUC 754.)

While of critical importance to the historian, methods of determining chronology are used in most disciplines of science, especially astronomy, geology, palaeontology and archaeology.

In the absence of written history, with its chronicles and king lists, late 19th century archaeologists found that they could develop relative chronologies based on pottery techniques and styles. Known wares discovered at strata in sometimes quite distant sites, the product of trade, helped extend the network of chronologies. Some cultures have retained the name applied to them in reference to characteristic forms, for lack of an idea of what they called themselves: "The Beaker People" in northern Europe during the 3rd millennium BCE, for example. The study of the means of placing pottery and other cultural artifacts into some kind of order proceeds in two phases, classification and typology: Classification creates categories for the purposes of description, and typology seeks to identify and analyse changes that allow artifacts to be placed into sequences. Laboratory techniques including radiocarbon dating developed particularly in the 20th century helped constantly revise and refine the chronologies developed for specific cultural areas.

*Source Матяр Т. И. Изучаем историю по-английски [Текст] = Learning history in English: учебное пособие по английскому языку / Т. И. Матяр, Л. В. Новикова, О. В. Попкова ; Владимирский гос. ун-т им. Александра Григорьевича и Николая Григорьевича Столетовых. – Владивосток: ВлГУ, 2013. – 133, [1] с.*

After reading

**Task 3. Ask 10 questions to the text and make a short summary of it using your questions as a plan.**

**Task 4. What is a chronicle?**

**Chronicle**, a usually continuous historical account of events arranged in order of time without analysis or interpretation. Examples of such accounts date from Greek and Roman times, but the best-known chronicles were written or compiled in the Middle Ages and the Renaissance. These were composed in prose or verse, and, in addition to providing valuable information about the period they covered, they were used as

sources by William Shakespeare and other playwrights. Examples include the Anglo-Saxon Chronicle, Geoffrey of Monmouth's *Historia regum Britanniae* (*History of the Kings of Britain*), Andrew of Wyntoun's *Orygynale Cronykil*, and Raphael Holinshed's *Chronicles of England, Scotlande, and Irelande*. The word is from the Middle English *cronicle*, which is thought to have been ultimately derived from the Greek *chrónos*, "time."

## WRITING

**Task 5. Can you name the most famous chronicles?**

Go to <https://en.wikipedia.org/wiki/Chronicle>,

**pick one of the chronicles from «Alphabetical list of notable chronicles» and describe it (12 – 15 sentences).**



## HOME ASSIGNMENT

**Task 1.** Read the article entitled "Russia and Ukraine Are Trapped in Medieval Myths" <https://foreignpolicy.com/2022/02/06/russia-and-ukraine-are-trapped-in-medieval-myths>. Render the article using the phrases for summary/rendering (<http://dinintohead.blogspot.com/2017/11/how-to-render-article.html>) (12-15 sentences).

**Task 2.** Prepare for Test 3.

## UNIT 3. Test 3

**Task 1.** Within your major/specialty, provide an oral report and a PowerPoint presentation. The oral report and PowerPoint presentation should be on any of your academic/professional interests, or on the topic/problem for which you are writing your term paper. The material must be covered in a brief, informative, and fascinating manner. The presentation should be done in a way that shows off your preparation. A lot of text copied from Wikipedia on the slides, as well as inarticulate material in place of a story, will be scored very poorly.

✓ On your topic, you may consult any Internet sources as well as English-language journals.

✓ Presentation prerequisites:

1) The presentation is given in English.

2) Presentation time (oral report and PowerPoint presentation (5-7 slides)) – 5-7 minutes.

3) Criteria for evaluation: 1. structure and content (0-5 points); 2. use of various forms of information presentation (text, tables, charts, lists, graphs, images, video) (0-5 points); 3. logic and consistency, presentation accessibility, correspondence to the oral message (not reading from the sheet), eye contact with the audience, use of words and phrases for structuring your presentation from the Vocabulary and Phrases for Making Presentations file (0-5 points); 4. language, vocabulary on specialty, academic vocabulary (0-5 points); 5. grammar, pronunciation (0-5 points).

Total: 25 points.

## UNIT 4. HISTORICAL FIGURES, EVENTS & PLACES

### Lesson 1. Historical figures



#### LEAD-IN

##### Answer the questions:

1. Look at the photos above. How many historical figures can you name? What do you know about them?
2. Which historical figure do you admire?
3. Who is a great figure in history?
4. Why is it important to know historical figures?

#### LISTENING

Before you watch

##### Task 1. Answer the question: What do you know about Queen Elizabeth II?



**Task 2. Click here** <https://learnenglish.britishcouncil.org/general-english/video-zone/day-elizabeth-became-queen>

**and watch the video to find out how she became Britain's longest-reigning monarch. But before you watch do the preparation task first. Then watch the video and do the exercises.**



After you watch

**Task 3. Go to** <https://learnenglish.britishcouncil.org/general-english/video-zone/day-elizabeth-became-queen> **and do Task 1. Put the events in the correct order.**

**Task 4. Go to** <https://learnenglish.britishcouncil.org/general-english/video-zone/day-elizabeth-became-queen> **and do Task 2. Complete the sentences.**

## SPEAKING

**Task 5. Discuss the question with your partner:** “Which other famous queens or kings do you know?”

## READING

Before reading

**Task 6. NOTABLE FIGURES: Who are the most notable figures in your country? What is so notable about them? Complete this table with your partner(s). Share what you wrote in class.**

	Who?	Why?
Science		
Sports		
Literature		
Music		
Business		
Politics		

**Task 7. THE SCIENCES: Rank these with your partner. Put the most important at the top. Share your rankings in class.**

- chemistry
- biology
- geology
- neuroscience
- physics
- computing
- astronomy
- maths

**Task 8. Read the text and do the tasks after it.**

### **Father of modern computing to appear on banknote (22nd July, 2019)**

Alan Turing, the man widely recognised as being the father of modern computer science, has been honored by being selected to appear on a United Kingdom banknote. Mr Turing was chosen ahead of a wealth of notable British historical figures and luminaries to be the face of the new £50 note. Turing was instrumental in helping Britain and its allies win World War II. He led a team of codebreakers to crack the Enigma code the Nazis used to send messages to warships and military commanders. He invented the now famous British Bombe to do this. This was a giant computer, which ushered in the birth of modern computing and the beginnings of artificial intelligence.

Alan Turing was a mathematical genius who also excelled in the sciences. He was born in London in 1912. He graduated from Cambridge University and then outlined his vision for creating an algorithm-based computing machine. He said of his invention: "This is only a foretaste of what is to come, and only the shadow of what is going to be." His idea is central to the computers we use today. His brilliance led to his being asked to join the WWII code-breaking team. Despite his pivotal role in ending that war, he was persecuted in the post-war years for being homosexual. Being gay was illegal in the UK until 1967. He chose to be chemically castrated rather than go to prison. Turing died in 1954, aged 41, in an apparent suicide.

*Sources*

[https://breakingnewsenglish.com/1907/190722-alan-turing.](https://breakingnewsenglish.com/1907/190722-alan-turing)

[html#:~:text=Alan%20Turing%2C%20the%20man%20widely,on%20a%20United%20Kingdom%20banknote](https://www.bbc.com/news/uk-england-manchester-48994393)

<https://www.theguardian.com/science/2019/jul/15/alan-turing-father-of-modern-computing-50-pound-note>

<https://www.telegraph.co.uk/science/2019/07/15/alan-turing-face-new-50-note-first-lgbt-community/>

<https://www.bbc.com/news/uk-england-manchester-48994393>

After reading

**Task 9. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).**

1. The article said Alan Turing isn't widely recognized in computing.    **T / F**
2. Alan Turing will appear on a new £100 note.    **T / F**
3. Turing helped crack a World War II code called Commando.    **T / F**
4. Alan Turing helped bring about the emergence of artificial intelligence.    **T / F**
5. Turing excelled in maths and the sciences.    **T / F**
6. Alan Turing graduated from Cambridge University in 1912.    **T / F**
7. Alan Turing played a pivotal role in ending WWII early.    **T / F**
8. It is believed Mr Turing took his own life.    **T / F**

**Task 10. Comprehension questions**

1. Who was Mr Turing chosen ahead of to appear on a banknote?
2. What denomination of banknote will Mr Turing appear on?
3. What is the name of the code that Alan Turing cracked?
4. What is the name of the computer that Alan Turing made?
5. What is Alan Turing usher in the birth of?
6. When was Alan Turing born?
7. What was Mr Turing's vision of computers based on?
8. What did Mr Turing say his vision was only a shadow of?
9. What was Alan Turing persecuted for in the UK after WWII?
10. In what year did Alan Turing die?

**SPEAKING**

**Task 11. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

**STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'computing'?
3. What do you know about Alan Turing?
4. What do you know about the people on your banknotes?
5. How did the beginnings of computing begin?
6. Who do you think are the biggest historical figures?
7. How do you think Alan Turing helped in World War II?

- 8.What will computers be like in 50 years from now?
- 9.How useful is it to study computer science?
- 10.What do you know about artificial intelligence?

**STUDENT B's QUESTIONS (Do not show these to student A)**

- 1.Did you like reading this article? Why/not?
- 2.What do you think of when you hear the word 'banknote'?
- 3.What do you think about what you read?
- 4.What would you like to be a genius at?
- 5.How good were you at sciences?
- 6.How has Alan Turing changed the world?
- 7.What is an algorithm?
- 8.What three adjectives best describe this story?
- 9.How sad was the end of Alan Turing's life?
- 10.What questions would you like to ask an Alan Turing biographer?

**WRITING**

**Task 12. The computer is the greatest invention in the past 200 years. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view\*. Use linking words and phrases (First, Second, But etc)\*\*.**

**Task 13. Click here** <https://www.buzzfeed.com/williambarrios/can-you-identify-36-historical-figures>  
**and take the quiz “Can You Correctly Guess Who These Historical Figures Are?”. Share the results in class.**



**HOME ASSIGNMENT**

Task 1. Go to [ed.ted.com/lessons/history-vs-christopher-columbus-alex-gendler](https://ed.ted.com/lessons/history-vs-christopher-columbus-alex-gendler) and watch the video entitled “History vs. Christopher Columbus” Render the videotext. Answer the questions: Human history all over the globe is full of wars and conquests. In this context, does it make sense to highlight European colonization of other continents? What do you think are some factors that might make it unique or more of a moral concern today?

## Lesson 2. Historical events

### LEAD-IN

#### Answer the questions:

1. What are some of the most important historical events?
2. Which historical event do you find most interesting?
3. What historical event would you like to know the truth about?

**Task 1. Click here** <https://www.britannica.com/quiz/guess-that-historical-event-quiz>  
**and take the quiz “Guess That Historical Event!”. Share the results in class.**



### LISTENING

Before you watch

#### Task 2. Read the information.

On August 13, 1961, construction workers began tearing up streets and erecting barriers in Berlin. This night marked the beginning of one of history's most infamous dividing lines: the Berlin Wall. Construction continued for a decade as the wall cut through neighborhoods, separated families, and divided not just Germany, but the world. Konrad H. Jarausch details the history of the Berlin Wall.

### Watch

**Task 3. Click here** <https://ed.ted.com/lessons/the-rise-and-fall-of-the-berlin-wall-konrad-h-jarausch>  
**and watch the video entitled “The rise and fall of the Berlin Wall”.**



### Think

**Task 4. Click here** <https://ed.ted.com/lessons/the-rise-and-fall-of-the-berlin-wall-konrad-h-jarausch#review>  
**and take the quiz. Share the results in class.**



## Dig Deeper

### **Task 5. Additional Resources for you to Explore**

Interested in further information on the **Berlin Wall** and its history? Visit the **Berlin Wall Memorial webpage**.

What was the point of building this massive barrier in the first place? Hope Harrison's book, **Driving the Soviets up the Wall: Soviet-East German Relations, 1953-1961 (Princeton, 2003)**, delves into the decision.

What happened when the Berlin Wall fell? How did this come about? Hans-Hermann Hertle gives an account of the fall of the wall in **Der Fall der Mauer: Die unbeabsichtigte Selbstaflösung des SED-Staates (Opladen, 1996)**. This copy is in German.

Who were the people most affected by the Berlin Wall? Hans-Hermann Hertle and Maria Nooke give a thorough investigation in **The Victims at the Berlin Wall 1961-1989: A Biographical Handbook (Berlin, 2011)**.

## Discuss

**Task 6. Discuss the question with your partner:** “Was the Wall an antifascist protection barrier as claimed in the East or a fundamental violation human rights as argued by the West?”

### READING

Before reading

### **Task 7. Answer the questions:**

1. When was the emancipation of the serfs in Russia?
2. What led to the emancipation of the serfs?
3. Who ended serfdom?
4. What happened after the serfs were freed in Russia?
5. How did the emancipation of serfs help the Russian economy?

## **Task 8. Read the text and do the tasks after it.**

### **The Emancipation of the Russian Serfs, 1861**

In 1861 serfdom, the system which tied the Russian peasants irrevocably to their landlords, was abolished at the Tsar's imperial command. Four years later, slavery in the USA was similarly declared unlawful by presidential order. Tsar Alexander II (1855-81) shared with his father, Nicholas I, a conviction that American slavery was inhumane. This is not as hypocritical as it might first appear. The serfdom that had operated in Russia since the middle of the seventeenth century was technically not slavery. The landowner did not own the serf. This contrasted with the system in the USA where the negro slaves were chattels; that is, they were regarded in law as the disposable property of their masters. In Russia the traditional relationship between lord and serf was based on land. It was because he lived on his land that the serf was bound to the lord.

The Russian system dated back to 1649 and the introduction of a legal code which had granted total authority to the landowner to control the life and work of the peasant serfs who lived on his land. Since this included the power to deny the serf the right to move elsewhere, the difference between slavery and serfdom in practice was so fine as to be indistinguishable. The purpose behind the granting of such powers to the Russian dvorians (nobility of landowners) in 1649 had been to make the nobles dependent on, and therefore loyal to, the tsar. They were to express that loyalty in practical form by serving the tsar as military officers or public officials. In this way the Romanov emperors built up Russia's civil bureaucracy and the armed services as bodies of public servants who had a vested interest in maintaining the tsarist state.

The serfs made up just over a third of the population and formed half of the peasantry. They were most heavily concentrated in the central and western provinces of Russia.

#### **Why was it necessary to end Serfdom?**

In a number of respects serfdom was not dissimilar to the feudalism that had operated in many parts of pre-modern Europe. However, long before the 19th century, the feudal system had been abandoned in western Europe as it moved into the commercial and industrial age. Imperial Russia underwent no such transition. It remained economically and socially backward. Nearly all Russians acknowledged this. Some, known as slavophiles, rejoiced, claiming that holy Russia was a unique God-inspired nation that had nothing to learn from the corrupt nations to the west. But many Russians, of all ranks and classes, had come to accept that reform of some kind was unavoidable if their nation was to progress.

It became convenient to use serfdom to explain all Russia's current weaknesses: it was responsible for military incompetence, food shortages, over population, civil disorder, industrial backwardness. These were oversimplified explanations but there was some truth in all of them: serfdom was symptomatic of the underlying difficulties that held Russia back from progress. It was, therefore, a particularly easy target for the intelligentsia, those intellectuals who in their writings argued for the liberalising of Russian society, beginning with the emancipation of the exploited peasants.

As often happened in Russian history, it was war that forced the issue. The Russian state had entered the Crimean War in 1854 with high hopes of victory. Two years later it suffered a heavy defeat at the hands of the Allied armies of France, Britain and Turkey. The shock to Russia was profound. The nation had always prided itself on its martial strength. Now it had been humiliated.

### **Alexander II's Role**

By an odd twist of fate, defeat in the war proved of value to the new Tsar. Although he had been trained for government from an early age, foreign observers had remarked on how diffident and unsure he appeared. The war changed all that. Coming to the throne in 1855 in the middle of the conflict, Alexander II was unable to save Russia from military failure, but the humiliation convinced him that, if his nation was to have stability and peace at home and be honoured abroad, military and domestic reforms were vitally necessary. The first step on that path would be the removal of serfdom, whose manifest inefficiency benefited neither lord, peasant, nor nation. Alexander declared that, despite Russia's defeat, the end of the war marked a golden moment in the nation's history. Now was the hour when every Russian, under the protection of the law, could begin to enjoy 'the fruits of his own labours'.

Alexander was right in thinking the time was propitious. It had long been appreciated that some land reform was necessary. To the social and economic arguments were now added powerful military ones. The army was the great symbol of Russia's worth. As long as its army remained strong Russia could afford to ignore its backwardness as a nation. But the Crimean defeat had undermined this notion of Russia's invincibility. Few now had reasoned objections to reform. Serfdom was manifestly not working. It had failed to provide the calibre of soldier Russia needed.

So it was that in 1856, the second year of his reign, Alexander II (1855- 81) announced to the nobles of Russia that 'the existing condition of owning souls cannot remain unchanged. It is better to begin to destroy serfdom from above than to wait until that time when it begins to destroy itself from below'. These words have often been quoted. What is less often cited is his following sentence: 'I ask you, gentlemen, to figure out how all this can be carried out to completion.' Alexander was determined on emancipation, but he shrewdly judged that – by making over to the land-

owners the responsibility for detailing how this was to be done – he had made it very difficult for them either to resist his command or to blame him if their plans were subsequently shown to be faulty. This was evidence of the remarkable power and influence that the tsar exercised as absolute ruler.

Over the next five years, thousands of officials sitting in a range of committees drafted plans for the abolition of serfdom. When their work was done they presented their proposals to Alexander who then formally issued them in an Imperial Proclamation. When it was finally presented, in 1861, the Emancipation statute, which accompanied the Proclamation, contained 22 separate measures whose details filled 360 closely printed pages of a very large volume. Alexander declared that the basic aim of emancipation was to satisfy all those involved in serfdom, serfs and land owners alike:

*Called by Divine Providence We vowed in our hearts to fulfil the mission which is entrusted to Us and to surround with Our affection and Our Imperial solicitude all Our faithful subjects of every rank and condition.*

### **Betrayal of the Peasants?**

Impressive though these freedoms first looked, it soon became apparent that they had come at a heavy price for the peasants. It was not they, but the landlords, who were the beneficiaries. This should not surprise us: after, it had been the dvoriane who had drafted the emancipation proposals. The compensation that the landowners received was far in advance of the market value of their property. They were also entitled to decide which part of their holdings they would give up. Unsurprisingly, they kept the best land for themselves. The serfs got the leftovers. The data shows that the landlords retained two-thirds of the land while the peasants received only one-third. So limited was the supply of affordable quality land to the peasants that they were reduced to buying narrow strips that proved difficult to maintain and which yielded little food or profit.

Moreover, while the landowners were granted financial compensation for what they gave up, the peasants had to pay for their new property. Since they had no savings, they were advanced 100 per cent mortgages, 80 per cent provided by the State bank and the remaining 20 by the landlords. This appeared a generous offer, but as in any loan transaction the catch was in the repayments. The peasants found themselves saddled with redemption payments that became a lifelong burden that then had to be handed on to their children.

The restrictions on the peasants did not end there. To prevent emancipation creating too much disruption, the government urged the peasants to remain in their localities. This was easy to achieve since, for obvious reasons, the great majority of the ex-serfs bought their allotments of land from the estates where they were already liv-

ing. It was also the case that the land available for purchase came from a stock of land granted to the village and was then sold on to individual peasants.

A further aid to the authorities in maintaining control was the reorganisation of local government, which was one of the key reforms that followed in the wake of emancipation. The government, through its land ‘commandants’ (officials appointed to oversee emancipation) insisted that the mir (the village commune) become the focus of life in the countryside. The motive was not cultural but administrative. The mir would provide an effective organisation for the collection of taxes to which the freed serfs were now liable; it would also be a controlling mechanism for keeping order in the countryside. Arguably, after 1861, the freed Russian peasant was as restricted as he had been when a serf. Instead of being tied to the lord, the peasant was now tied to the village.

What all this denoted was the mixture of fear and deep distaste that the Russian establishment traditionally felt towards the peasantry. Often contemptuously referred to as the ‘dark masses’, the peasants were seen as a dangerous force that had to be kept down. Beneath the generous words in which Emancipation had been couched was a belief that the common people of Russia, unless controlled and directed, were a very real threat to the existing order of things. Whatever emancipation may have offered to the peasants, it was not genuine liberty.

### **The Significance of Emancipation**

Emancipation proved the first in a series of measures that Alexander produced as a part of a programme that included legal and administrative reform and the extension of press and university freedoms. But behind all these reforms lay an ulterior motive. Alexander II was not being liberal for its own sake. According to official records kept by the Ministry of the Interior (equivalent to the Home Office in Britain) there had been 712 peasant uprisings in Russia between 1826 and 1854. By granting some of the measures that the intelligentsia had called for, while in fact tightening control over the peasants, Alexander intended to lessen the social and political threat to the established system that those figures frighteningly represented. Above all, he hoped that an emancipated peasantry, thankful for the gifts that a bountiful tsar had given them, would provide physically fitter and morally worthier recruits for Russia’s armies, the symbol and guarantee of Russia’s greatness as a nation.

There is a sense in which the details of Emancipation were less significant than the fact of the reform itself. Whatever its shortcomings, emancipation was the prelude to the most sustained programme of reform that imperial Russia had yet experienced (see the Timeline). There is also the irony that such a sweeping move could not have been introduced except by a ruler with absolute powers; it could not have been done in a democracy. The only comparable social change of such magnitude was President

Lincoln's freeing of the negro slaves in 1865. But, as a modern Russian historian (Alexander Chubarov, *The Fragile Empire*, New York, 1999, p.75) has provocatively pointed out: 'the [Russian] emancipation was carried out on an infinitely larger scale, and was achieved without civil war and without devastation or armed coercion'.

Yet when that achievement has been duly noted and credited, hindsight suggests that emancipation was essentially a failure. It raised expectations and dashed them. Russia gave promise of entering a new dawn but then retreated into darkness. This tends to suggest that Alexander II and his government deliberately set out to betray the peasants. This was certainly the argument used by radical critics of the regime. It is important to consider, however, that land reform always takes time to work. It can never be a quick fix. Alexander's prime motive in introducing emancipation was undoubtedly the desire to produce results that were beneficial to his regime. But this is not to suggest that he was insincere in his wish to elevate the condition of the peasants.

Where he can be faulted is in his failure to push reform far enough. The fact is that Alexander II suffered from the besetting dilemma that afflicted all the reforming tsars from Peter the Great onwards – how to achieve reform without damaging the interests of the privileged classes that made up imperial Russia. It was a question that was never satisfactorily answered because it was never properly faced. Whenever their plans did not work out or became difficult to achieve, the Romanovs abandoned reform and resorted to coercion and repression.

Emancipation was intended to give Russia economic and social stability and thus prepare the way for its industrial and commercial growth. But it ended in failure. It both frightened the privileged classes and disappointed the progressives. It went too far for those slavophiles in the court who wanted Russia to cling to its old ways and avoid the corruption that came with western modernity. It did not go far enough for those progressives who believed that a major social transformation was needed in Russia.

There is a larger historical perspective. It is suggested by many historians that, for at least a century before its collapse in the Revolution of 1917, imperial Russia had been in institutional crisis; the tsarist system had been unable to find workable solutions to the problems that faced it. If it was to modernise itself, that is to say if it was to develop its agriculture and industry to the point where it could sustain its growing population and compete on equal terms with its European and Asian neighbours and international competitors, it would need to modify its existing institutions. This it proved unable or unwilling to do.

Therein lies the tragedy of Emancipation. It is an outstanding example of tsarist ineptitude. Its introduction held out the possibility that Russia could build on this fundamentally progressive measure and modify its agricultural economy in such a

manner as to cater for its vast population, which doubled to 125 million during the second half of the 19th century. But the chance was lost. So reduced was the peasant as an agricultural worker by 1900 that only half of his meagre income came from farming. He had to sustain himself by labouring. So much for Alexander II's claim that he viewed the task of improving the condition of the peasants as 'a sacred inheritance' to which he was honour bound.

Source <https://www.historytoday.com/archive/emancipation-russian-serfs-1861>

After reading

**Task 9. Write down a list of new words and phrases from the text that you wish to learn and make notes about their meanings and usages.**

**Task 10. Ask 10 questions on the text and retell it (15-20 sentences).**

SPEAKING

**Task 11. Discuss the questions with your partner:**

1. To what extent did defeat in the Crimean War provide Alexander II with an ideal opportunity to introduce major reforms?
2. In what ways were the Russian peasants better off because of Emancipation, in what ways worse off?
3. Do you accept the view that the Emancipation of the Serfs was symptomatic of the unwillingness of the tsarist system to embrace much needed root and branch reform?

HOME ASSIGNMENT

Task 1. Go to <https://learnenglish.britishcouncil.org/general-english/video-zone/black-british-history>, do the preparation task first. Then watch the video entitled "Black British history" and do the exercises. Remember you can read the transcript at any time. What did you learn from the video?

## Lesson 3. Historical places

### LEAD-IN

#### Answer the questions:

1. What is an example of a historical site?
2. What historical sites have you visited?
3. What historical sites would you recommend to visit? Why?

#### Task 1. Click here

[https://www.westlandlondon.com/articles/view,historical-landmarks-quiz\\_27.asp](https://www.westlandlondon.com/articles/view,historical-landmarks-quiz_27.asp)

**and take the quiz “Test your knowledge of famous & historical landmarks in the United Kingdom”. Share the results in class.**



**Task 2. Click here** <https://www.nomadicmatt.com/travel-blogs/ten-historical-sites/>

**and read about THE TOP 16 HISTORICAL SITES IN THE WORLD.**



**Would you add any historical sites of your choice? Why?**

### SPEAKING

**Task 3. Work in pairs. Think of three historical sites, describe them to your partner so they can guess the names.**

### LISTENING

Before you watch

#### Task 4. Read the information.

It's 1631. Mumtaz Mahal, beloved wife of Emperor Shah Jahan, is giving birth to their 14th child. A healthy girl is born, but Mumtaz dies soon after. Sobbing uncontrollably, the emperor decides to build a tomb worthy of his queen: a replica of paradise to embody their love and project the power of the Mughal Empire for all time. Stephanie Honchell Smith details the construction of the Taj Mahal.

## Watch

**Task 5. Click here** <https://ed.ted.com/lessons/the-taj-mahal-a-monument-to-eternal-love-stephanie-honchell-smith>  
**and watch the video entitled “The Taj Mahal: A monument to eternal love”.**



## Think

**Task 6. Click here** <https://ed.ted.com/lessons/the-taj-mahal-a-monument-to-eternal-love-stephanie-honchell-smith#review>  
**and take the quiz. Share the results in class.**



## Dig Deeper

### **Task 7. Additional Resources for you to Explore**

The **Taj Mahal** was built in the 17<sup>th</sup> century by the Mughal Emperor, Shah Jahan (r. 1628-1658), as both a mausoleum for his beloved wife, Mumtaz Mahal, and a grand display of Mughal power. Want to know more about the empire that built the Taj Mahal? Check out The Rise and Fall of the Mughal Empire and **Crash Course World History: The Mughal Empire and Historical Reputation**.

To learn more about the history and architecture of the Taj Mahal complex, see the works of **Ebba Koch** and **Laura Parodi**. You can even take a virtual tour of the site on **Google Earth**. Perhaps unsurprisingly, the Taj Mahal had a lasting impact on Mughal and Indian architecture, which art historian Chanchal Dadlani discusses in this **podcast** from Yale Press. In addition to architecture, the Mughals excelled at other forms of art, including painting, which is explored in James Farago’s article for *The New York Times*, **“What a Tiny Masterpiece Reveals About Power and Beauty.”**

Today, the future of the Taj Mahal is threatened by pollution and other factors, leading to questions about what can be done to save the world’s most famous monument to love. You can learn more about environmental threats and preservation efforts in **this article** from *Smithsonian Magazine*.

## Discuss

**Task 8. Discuss the question with your partner:** “What were Shah Jahan’s goals in building the Taj Mahal and how were they accomplished through the design of the complex?”

## READING

Before reading

**Task 9. SCARY PLACES: How scary are these places? Why? Complete this table with your partner(s). Share what you wrote in class.**

	How Scary	Why?
Haunted house		
Deep forest		
Prison		
Graveyard		
In a nightmare		
The city at night		

**Task 10. FEROCIOUS: Rank these with your partner. Put the most ferocious animals at the top. Share your rankings.**

- shark
- hyena
- rat
- lion
- hornet
- centipede
- bear
- rattle snake

**Task 11. Read the text and do the tasks after it.**

**Sahara was most dangerous place in Earth's history (1st May, 2020)**

A team of paleontologists has uncovered what they believe was the most dangerous place in the history of the Earth. It is not a crime-ridden, inner-city ghetto or a

hellish war zone. It was an area of the Sahara Desert in Morocco that 100 million years ago was a scary place to be. The team of fossil hunters said an area near the Morocco-Algeria border was home to a terrifying array of ferocious predators – rather like the beasts from Jurassic Park, but on steroids. The paleontologists have dubbed the area as being the "most dangerous place in the history of planet Earth". Their claim is based on the discovery of an array of fossils found in ancient rock formations called the Kem Kem group deep in the Sahara.

Professor David Martill wrote about the significance of the study. He said: "This is the most comprehensive piece of work on fossil vertebrates from the Sahara in almost a century." He added: "This place was filled with absolutely enormous fish...probably four or even five times larger than today's...There was an enormous freshwater saw shark...with the most fearsome of teeth. They are like barbed daggers, but beautifully shiny." Dr Nizar Ibrahim, lead author of the report into the research, said it was a truly inhospitable habitat. He said it was, "a place where a human time-traveller would not last very long". He said the study provides "a window into Africa's age of dinosaurs".

#### *Sources*

<https://breakingnewsenglish.com/2005/200501-dangerous-place.html>

<https://www.newsweek.com/prehistoric-sahara-ferocious-predators-dangerous-place-earth-1500389>

<https://www.sciencealert.com/palaeontologists-say-ancient-sahara-was-most-dangerous-place-in-earth-s-history>

<http://www.sci-news.com/paleontology/kem-kem-predators-08367.html>

After reading

**Task 12. TRUE / FALSE: Guess if 1-8 below are true (T) or false (F).**

1. The most dangerous place on earth is a war zone in the Sahara.    **T / F**
2. The most dangerous place was found to be 100 million years ago.    **T / F**
3. The dinosaurs they found fossils of were in the movie Jurassic Park.    **T / F**
4. The fossils they found were in an area called Kem Kem.    **T / F**
5. The research is the most comprehensive ever done on fossils.    **T / F**
6. The area in the study was full of huge fish 100 million years ago.    **T / F**
7. The article described a whale with very sharp teeth.    **T / F**
8. A researcher said the place was a great place for time-travellers.    **T / F**

### **Task 13. Comprehension questions**

1. Who believes they uncovered a dangerous place?
2. How long ago do people think the place was very dangerous?
3. Near what border was the dangerous place?
4. What did the article say were ferocious?
5. What is the name of the ancient rock formations?
6. Who is David Martill?
7. How much larger were the fish mentioned in the article than today's fish?
8. What did the fish have that were fearsome?
9. Who did a researcher say would not last long in the dangerous place?
10. What did a researcher say the study provided a window into?

### **SPEAKING**

**Task 14. DISCUSSION. Work in pairs and take it in turns to ask and answer the questions.**

#### **STUDENT A's QUESTIONS (Do not show these to student B)**

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'dangerous'?
3. What do you think is the most dangerous place on Earth?
4. How dangerous is your town?
5. What's the most dangerous place you've been to?
6. What do you think of paleontology?
7. What do you think of fossils?
8. How important is it to find fossils?
9. What are the most terrifying beasts in the world today?
10. What do you know about the Sahara Desert?

#### **STUDENT B's QUESTIONS (Do not show these to student A)**

1. Did you like reading this article? Why/not?
2. What do you think of when you hear the word 'Earth'?
3. What do you think about what you read?
4. What is the most dangerous time in history?
5. How dangerous is the world today?
6. Would you like to be a paleontologist?
7. Do you think scientists should use DNA to bring dinosaurs back?
8. If you were a time-traveller, what time would you go to?
9. What would you like to know about the age of the dinosaurs?
10. What questions would you like to ask the paleontologists?

## WRITING

**Task 15. Life on Earth in the past was more dangerous than it is now. Do you agree or disagree with the statement? Write 5-10 sentences proving your point of view\*. Use linking words and phrases (First, Second, But etc)\*\*.**

## HOME ASSIGNMENT

Task 1. Prepare for Test 4.

## UNIT 4. Test 4

**Task 1.** Make up a digital story on the topic “A Day in the Life of One of the Historical Figures”. As you work on the digital story, cover the following questions:

- What does this person look like?
- What does he/she consume?
- What does he/she do?
- Describe his/her personal relationship.
- Where does he/she live?
- What objects (reality of the chosen historical era) surround him?
- What does he/she do for a living?
- Describe his/her working relationship.
- How does he/she get around?
- What are his/her goals?

Use History Vocabulary. Use the Present Simple tense to describe the person (20-25 sentences or more). The narrative should be told in the first or third person. To make animations or movies, you can use PowerPoint as well as the websites:

- <https://l-www.voki.com/>,
- <https://storybird.com/>,
- <https://padlet.com/>,
- [www.pixton.com](http://www.pixton.com),
- <https://canva.com>,
- <https://spark.adobe.com>,
- <https://sketch.io/sketchpad/>, <https://krita.org/en/>.

During Test 4, you will be required to present your work verbally by displaying drawings, slides, or a movie.

✓ On your topic, you may consult any Internet sources as well as English-language journals.

✓ Digital story prerequisites:

- 1) The digital story is given in English.
- 2) Presentation time – 5-7 minutes.

3) Criteria for evaluation: 1. structure and content (0-5 points); 2. use of various forms of information presentation (graphs, images, video) (0-5 points); 3. logic and consistency, presentation accessibility, correspondence to the oral message (not reading from the sheet), eye contact with the audience (0-5 points); 4. language, vocabulary on specialty (0-5 points); 5. grammar, pronunciation (0-5 points).

Total: 25 points.

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