

Владимирский государственный университет

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**АНГЛИЙСКИЙ ЯЗЫК
ДЛЯ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ
(ПРОФИЛЬ «ИСТОРИЯ. ОБЩЕСТВОЗНАНИЕ»)**

Учебно-практическое пособие



Владимир 2024

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«Владимирский государственный университет
имени Александра Григорьевича и Николая Григорьевича Столетовых»

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Содержит задания по обучению чтению, пересказу и монологическому высказыванию по темам коммуникативного подключения, а также переводу профессионально ориентированных аутентичных текстов. Цель пособия – формирование навыков работы с текстами на английском языке и их последующей интерпретации в устной и письменной формах.

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ПРЕДИСЛОВИЕ

В учебно-практическом пособии представлены тексты и задания, цель которых – обучение изучающему, ознакомительному и поисковому видам чтения, краткому пересказу и монологическому высказыванию по темам, соответствующим требованиям учебного плана, а также переводу аутентичных текстов профессиональной направленности.

Пособие состоит из 20 разделов, в которых представлены тексты и задания по бытовой, социально-культурной и учебно-профессиональной сферам общения. Цель оригинальных текстов по специальности (история, обществознание) – познакомить студентов со специальной терминологией, научить будущих специалистов работать с профессионально ориентированной литературой.

Пособие также содержит краткий грамматический справочник, упражнения и тесты для самопроверки. Грамматика в данном случае не является целью обучения и предполагает избирательное обращение к материалу в случае возникновения затруднений.

Содержание пособия предполагает как аудиторную, так и самостоятельную работу над учебным материалом и способствует формированию готовности к использованию английского языка в профессиональной деятельности, мотивирует студентов к использованию иноязычных печатных и электронных источников в совершенствовании профессиональной компетенции.

В процессе достижения цели обучения также решаются воспитательные и общеобразовательные задачи, способствующие расширению кругозора и повышению культурного и профессионального уровня студентов – будущих учителей истории и обществознания.

Unit I. FAMILY

WARM-UP

- Answer the questions about your family.

How many people are there in your family?

Can you tell me a little about your family members?

Do you live with your parents?

Who is your closest family member?

Do you have any family traditions?

Do you have any pets at home?

How do you feel when you spend time with your family?

- Ask your group mate about his/her family.
- Speak about your family in short.
- Speak about your friend's family.

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

Family Summary

Historically, in most cultures, the family was patriarchal, or male-dominated, where the male heads of the clans were allowed to have several wives. As a general rule, women had a rather low status.

In Roman times the family was still patriarchal, but polygamy was not practiced, and in general the status of women was somewhat improved, although they still were not allowed to manage their own affairs. The Roman family was an extended one. The family in medieval Europe was male-dominated and extended.

In the West, industrialization and the accompanying urbanization spawned many changes in family structure by causing a sharp change in life and occupational styles. Many people, particularly unmarried youths, left farms and went to urban centres to become

industrial workers. This process led to the dissolution of many extended families.

The modern family that emerged after the Industrial Revolution is different from the earlier model. For instance, patriarchal rule began to give way to greater equality between the sexes. Similarly, family roles once considered exclusively male or female broke down. Caring for the home and children, once the exclusive duty of the female, is often a shared activity. The structure of the family is also changing: couples choose not to marry legally and instead elect to have their children out of wedlock. Many of these informal relationships tend to be of short duration, and this—as well as the rise in levels of divorce—has led to a rapid increase in the number of one-parent households.

Statistics by Olivier Ballou showed that in 2013, just over 40% of US babies were born outside marriage. The Census bureau estimated that 27% of all children lived in a fatherless home. Europe has seen a surge in child-free adults. One in five 40-something women are childless in Sweden and in Switzerland, in Italy one in four, in Berlin one in three. So-called traditional societies are seeing the same trend. About one-sixth of Japanese women in their forties have never married and about 30% of all women that age are childless. However, Swedish statisticians reported in 2013 that, in contrast to many countries, since the 2000s, fewer children have experienced their parents' separation, childlessness had decreased in Sweden and marriages had increased. It had also become more common for couples to have a third child suggesting that the nuclear family was no longer in decline in Sweden.

<https://www.britannica.com>

- *Give Russian equivalents for the following words and word combinations.*

culture, family, patriarchal, clan, status, polygamy, industrialization, urbanization, structure, process, Industrial Revolution, model, sex, couple, statistics, bureau, traditional, trend, in contrast to

- Find the meaning of the following English verbs in the dictionary.

Use the verbs in the sentences below.

to allow, to practice, to improve, to spawn, to cause, to leave, to become, to lead to, to emerge, to give way to, to break down, to change, to choose, to elect, to tend, to estimate, to experience, to increase, to decrease, to become, to be no longer in decline

In a male-dominated family the male heads of the clans ... to have several wives.	gave way
In Roman times polygamy ... not	
In general the status of women ... somewhat ... in Roman times.	broke down
In the West industrialization ... a sharp change in life and occupational.	was ... improved
Many people ... farms and went to urban centers ... industrial workers.	caused
This process of industrialization and urbanization ... to the dissolution of many extended families.	left ... to become
The modern family ... after the Industrial Revolution is different from the earlier model.	is ... changing
Patriarchal rule ... to greater equality between the sexes.	choose
Family roles once considered exclusively male or female	tend
The structure of the family ... is ... nowadays.	led (2)
Couples ... not to marry legally to have their children out of wedlock.	emerged
Many of informal relationships ... to be of short duration.	were allowed
This has ... to a rapid increase in the number of one-parent households.	was ... practiced

- Match English word combination in left column with the Russian equivalents in the right column

<ol style="list-style-type: none"> 1. a male-dominated family 2. to manage one's own affairs 3. an extended family 4. medieval Europe 5. occupational style 6. caring for the home and children 7. the exclusive duty of the female 8. a shared activity 9. to have one's children out of wedlock 10. informal relationships 11. to be of short duration 12. the rise in levels of divorce 13. at increase in the number of child-free adults 14. a nuclear family 15. one-parent households 	<p>средневековая Европа</p> <p>самостоятельно вести дела</p> <p>забота о доме и детях</p> <p>исключительная обязанность женщины</p> <p>совместное занятие</p> <p>иметь внебрачных детей</p> <p>неформальные отношения</p> <p>род занятий</p> <p>быть кратковременными</p> <p>рост числа разводов</p> <p>увеличение числа взрослых, не имеющих детей</p> <p>домохозяйства с одним родителем</p> <p>семья, в которой доминируют мужчины</p> <p>большая, многочисленная семья</p> <p>малая, нуклеарная семья</p>
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- Word-building. Analyze the structure of the following words. State the meaning of prefixes and suffixes.

historically, dissolution, similarly, equality, exclusively, legally, fatherless, childless, childlessness, statisticians, separation, decreased

- Read the text again and answer these questions.

What is a patriarchal family?

What was the status of women in Roman times?

What was the family in medieval Europe?

What processes led to the dissolution of many extended families?

How is modern family different from the patriarchal family?

What did statistics by Olivier Ballou in 2013 show?

CROSS-CULTURAL NOTES

- Read the text about family life in the UK and the USA. Find in the text answers to the questions below.

What kind of family structure was prevalent in the 1950s in the USA?

What trends have been observed in the development of family relations in the last decade in the USA?

What were the marriage rate and total fertility rate in the United States in 2013?

What country has the highest divorce rates and the most one-person households in the world?

What is an option for couples instead of marriage?

How do most of Americans (62%) view the ideal marriage nowadays?

What are most children being raised by having career-focused parents?

What is typical for families between spouses of different race or ethnicity?

What substantial changes has the typical British family undergone during the twentieth century?

Why did British people get married and stay married in the past?

What do any couples, mostly in their twenties or thirties, prefer today instead of getting married?

What is the number of children in Britain born to unmarried (cohabiting) parents?

Why do people in the UK get married at a later age now and do not want to have children immediately?

Why is the number of single-parent families increasing?

Interesting Facts about Family Life in America

A family is a bond almost everyone on earth shares, but its cultures and patterns differ from every country. For the United States, the families have been more diverse and more baffling than ever. The so-called traditional family structure was prevalent in the 1950s, where the majority of families have two married adults: a breadwinner husband and a domestic wife who are both biological parents of children in their homes. But times have changed since then, as the modern American family structure accepted diversity is the new normal.

Here are some of the notable, interesting facts about family life in America nowadays:

1. Americans are putting off marriage and childbearing.

In 2013, the marriage rate in the United States has reached its all-time low, with only 6.8 marriages emerging per 1,000 people. On average, men have their first marriage when they are 29 years old, and for women, its 27 years old. For people aged 18 to 32, only 26% of them were married, but in 1960, 65% of Americans were. And only around 51% of all adults in the country are currently married, while back in 1960, the figure was 72%.

In the same year, an average American woman gives birth to her first child when was 25.6 years old. Back in 1970, first-time moms were usually 21.4 years old. Also, the total fertility rate has decreased to 1.9 children per mother, compared to 3.7 children in 1960.

2. Divorce rates soared, causing diversities on American family structure.

The United States has the highest divorce rates in the world. Americans marry, divorce and remarry in a rate not seen anywhere else. In 1950, 78% of households have a married couple, but today it decreased to less than a half. The United States is also home to most one-person households in the world.

Divorces caused great complexities in the American household structure. Turnover of partnerships and remarriage produced a lot of Americans with step-siblings and step-parents.

3. Cohabitation has increasingly become an option for couples, instead of marriage.

The rise of cohabitation in couples is also one of the striking features of American families. More than half of couples move in together before marrying, causing an increase in babies born to unmarried women. In 2011, 41% of births are out of wedlock.

Additionally, divorce rates for couples that lived together first are significantly higher than those who didn't. That is probably why one out of three children is not living with a father in their home.

This is all because the idea of marriage is intimidating for most Americans due to a number of reasons, like establishing a successful career first before tying the knot.

4. Women empowerment has caused drastic changes in American families.

The stereotypical housewife and stay-at-home mother image have been discouraged through the years. As more women have entered the workforce, 62% of the public view the ideal marriage as one in which the husband and wife both work and share household and parenting duties.

Most couples have matching academic attainment, but 28% of married women are better educated than their male partners. Only 19% of married men are better educated than their female counterparts nowadays – changing the trend drastically compared to the trend forty years ago.

Having career-focused parents, most children are being raised by television, movies, the Internet and video games. An average American has spent 10,000 hours playing video games by the time they reach 21.

5. People from the LGBT community have been parents or are pursuing parenthood.

In 2014, around 37% of the lesbian, gay, bisexual and transgender population have had offspring at some point in their lives. Due to sexual preferences, they might have been divorced, had same-sex marriage, or cohabited with a partner – affecting their family structures.

Some LGBT people are pursuing parenthood by surrogacy, adoption or sperm donation. The number of gay couples with children has doubled in the past decade, and over 100,000 same-sex couples are raising children.

6. Intermarriage of people between different races and ethnicity has caused changes in family cultures.

Families have evolved to become socially egalitarian and Americans are breaking the status quo. A growing number of blacks marry whites, Asians and Hispanics marry Americans. In 2010, 15% of marriages in America were between spouses of different race or ethnicity – a rate more than doubles that of the 1980s with only 7%.

Today, we can most likely find a traditional family in immigrant communities, especially Asian-American families. They are less likely to be divorced as compared to Americans in general. 80% of Asian-American children are raised by two married parents and only 16% of them are born out of wedlock.

<https://didyouknowhomes.com/interesting-facts-about-family-life-in-america/>

What is family life like in Britain?

Changing Values and Norms of the British Family

The family in Britain is changing. The once typical British family headed by two parents has undergone substantial changes during the twentieth century. In particular there has been a rise in the number of single-person households, which increased from 18 to 29 per cent of all households between 1971 and 2002. By the year 2020, it is estimated that there will be more single people than married people. Fifty years ago this would have been socially unacceptable in Britain.

In the past, people got married and stayed married. Divorce was very difficult, expensive and took a long time. Today, people's views on marriage are changing. Many couples, mostly in their twenties or thirties, live together (cohabit) without getting married. Only about 60% of these couples will eventually get married.

In the past, people married before they had children, but now about 40% of children in Britain are born to unmarried (cohabiting) parents. In 2000, around a quarter of unmarried people between the ages of 16 and 59 were cohabiting in Great Britain. Cohabiting couples are also starting families without first being married. Before 1960 this was very unusual, but in 2001 around 23 per cent of births in the UK were to cohabiting couples.

People are generally getting married at a later age now and many women do not want to have children immediately. They prefer to concentrate on their jobs and put off having a baby until late thirties.

The number of single-parent families is increasing. This is mainly due to more marriages ending in divorce, but some women are also choosing to have children as lone parents without being married.

<https://www.projectbritain.com/familylife.htm>

- *Make a presentation of statistic data on the modern family life in Russia.*

GRAMMAR FOCUS

- Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

What*family*?

... answer question “what ...*family* mean?” ... both difficult ... answer ... highly subjective... word has shifted ... meaning considerably since ... entered ... language, currently contains many different senses, and in ... least one ... these senses may signify different things ... different people.

... earliest uses ...*family* denoted “... group ... persons in ... service of ... individual,” ... sense that ... now archaic. Although this early meaning ... see far afield ... the way that most ... us use *family* today, it ... not surprising when we consider ... the word comes ... the Latin *familia*, ... meant “household,” ... designation that included ... servants ... relatives.

... modern use *family* ... refer ... one ... a number ... different groups ... people ... things collectively, such ... chemical compounds, related languages, plants ... animals, and people who may ... may ... share ancestry.

Family is often encountered ... legal use, but even within the jargon of the law it is ... restricted ... a single meaning. ... many legal contexts *family* denotes “individuals related ... blood, marriage, ... adoption,” but in others ... definition may ... somewhat broader, encompassing groups ... individuals not related ... these things.

DISCUSSION

- Discuss the following items.
 1. The importance of family in your life and the support it provides.
 2. The roles and responsibilities of family members in your culture.
 3. Different family structures and traditions across different societies and cultures.
 4. The role of family in child development, education, and socialization.
 5. The future of family in an evolving society.

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

What is Social Studies?

Social studies, often perceived as a conglomerate of various humanities subjects, actually serves as a rich tapestry of knowledge that allows us to understand our place in the world.

At its core, social studies seeks to explore the relationships between people and their environments, both in historical and contemporary contexts.

This article offers an in-depth look at social studies as a discipline, tracing its roots, objectives, and the crucial role it plays in shaping informed and active global citizens.

The origins of social studies can be traced back to ancient civilizations where early societies endeavored to record their histories, philosophies, and systems of governance. However, as a formalized discipline, it

Что такое обществознание?

Обществознание, часто понимаемое как совокупность различных гуманитарных дисциплин, на самом деле служит богатым источником знаний, который позволяет нам понять наше место в мире.

По своей сути обществознание направлено на изучение отношений между людьми и их окружением как в историческом, так и в современном контекстах.

В статье предлагается углубленный обзор обществознания как дисциплины, прослеживаются его корни, цели и решающая роль, которую оно играет в формировании информированных и активных граждан мира.

Истоки обществознания можно проследить до древних цивилизаций, где представители ранних обществ пытались записывать свою историю, философию и системы управления. Однако как

began to take shape in the early 20th century, primarily in the United States.

The National Education Association (NEA) formed the Committee on Social Studies in 1916, which aimed to consolidate various subjects such as history, geography, and civics into a unified curriculum.

This was driven by the broader goal of preparing students to be democratic citizens in an increasingly complex, interdependent world.

Over the years, as societies evolved, so did the scope of social studies. From the aftermath of World Wars to the age of globalization, the curriculum incorporated diverse perspectives, voices, and events that shaped the world. This evolution also reflected changing pedagogies and philosophies about how students should engage with the subject matter.

<https://socialstudieshelp.com/>

формализованная дисциплина оно начало формироваться в начале 20 века, прежде всего в Соединенных Штатах

Национальная ассоциация образования (NEA) сформировала Комитет по обществознанию в 1916 году, целью которого было объединить различные дисциплины, такие как история, география и гражданское право, в единую учебную программу.

Это было продиктовано более широкой целью подготовки студентов к тому, чтобы быть демократическими гражданами во все более сложном, взаимозависимом мире.

С годами, по мере развития обществ, менялись и масштабы социальных исследований. От последствий мировых войн до эпохи глобализации учебная программа включала в себя различные точки зрения, мнения и события, которые сформировали мир. Эта эволюция также отражала изменение педагогики и философии в отношении того, как учащиеся должны взаимодействовать с предметом.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English, hiding the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about:
 - Social Studies
 - The historical background on Social Studies

Key

What is a *family*?

To answer the question “what does *family* mean?” is both difficult to answer and highly subjective. The word has shifted its meaning considerably since it entered our language, currently contains many different senses, and in at least one of these senses may signify different things to different people.

The earliest uses of *a family* denoted “a group of persons in the service of an individual,” a sense that is now archaic. Although this early meaning may seem far afield from the way that most of us use *family* today, it is not surprising when we consider that the word comes from the Latin *familia*, it meant “household,” a designation that included both servants and relatives.

In modern use *family* may refer to one of a number of different groups of people or things collectively, such as chemical compounds, related languages, plants and animals, and people who may or may not share ancestry.

Family is often encountered in legal use, but even within the jargon of the law it is not restricted to a single meaning. In many legal contexts *family* denotes “individuals related by blood, marriage, or adoption,” but in others the definition may be somewhat broader, encompassing groups of individuals not related by these things.

Unit II. HOME

WARM-UP

1. Answer the questions about your home.

1. Where are you from?
2. Where do you live now?
3. Do you live with your family or separately from it? Why?
4. Do you have your own place to live or do you rent an apartment?
5. Have you ever lived in a dormitory or other accommodation with shared facilities? How was that experience?
6. Would you like to live in a student dormitory? Why?
7. What do you like about your home? What don't you like?
8. Are you a stay-at-home person or a going-out person?

2. Ask your group mate about his/her home.

3. Speak about your home in short.

4. Speak about your friend's home .

READING. HISTORY STORIES.

Read the text. What is the text about? What points does the text cover?

Home vs House

A **home**, or **domicile**, is a space used as a permanent or semi-permanent residence for one or more human occupants, and sometimes various companion animals. Homes provide sheltered spaces, for instance rooms, where domestic activity can be performed such as sleeping, preparing food, eating and hygiene as well as providing spaces for work and leisure such as remote working, studying and playing.

Physical forms of homes can be static such as a house or an apartment, mobile such as a houseboat, trailer or yurt or digital such as virtual space.

The aspect of 'home' can be considered across scales from the individual dwelling and direct surrounding area to the geographic area such as town, village, city, country or planet.

The earliest homes that humans inhabited were likely naturally occurring features such as caves. The earliest human fossils found in caves come from a series of caves near Krugersdorp and Mokopane in South Africa. There is numerous evidence for other early human species inhabiting caves from at least one million years ago in different parts of the world, Buildings such as huts and longhouses have been used for living since the late Neolithic.

The concept of home is one with multiple interpretations, influenced by one's history and identity. People of differing ages, genders, ethnicities and classes may have resultingly different meanings of home. Commonly, it is associated with various forms of abodes such as wagons, cars, boats or tents although it is equally considered to extend beyond the space, in mind and emotion. The space of a home need not be significant or fixed though the boundaries of home are often tied to the space.

The connection between home and family is pertinent to the extent that some scholars consider the terms to be synonymous.

A house is a single-unit residential building. It may range in complexity from a rudimentary hut to a complex structure of wood, masonry, concrete or other material, outfitted with plumbing, electrical, and heating, ventilation, and air conditioning systems.

The social unit that lives in a house is known as a household. Most commonly, a household is a family unit of some kind, although households may also be other social groups, such as roommates or, in a rooming house, unconnected individuals. Some houses only have a dwelling space for one family or similar-sized group; larger houses called townhouses or row houses may contain numerous family dwellings in the same structure.

A house may be accompanied by outbuildings, such as a garage for vehicles or a shed for gardening equipment and tools. A house may have a backyard or a front yard or both, which serve as additional areas where inhabitants can relax or eat.

Home and house are often used interchangeably, although their connotations may differ. As a proverb goes: "A house is not a home".

<https://en.wikipedia.org/wiki/Home>

- Give English equivalents for the following words and word combinations.

a) home, a house, residence, food, hygiene, leisure, static, mobile, digital, trailer, yurt, aspect, individual, individuals, rudimentary, concept, wagon, identity, tent, emotion, mind, boundaries, space, significant scholars, terms, synonymous, a household, unit, connotation, proverb

b) permanent or semi-permanent space, virtual space, human occupants, companion animals, geographic area, multiple interpretations, the social unit

- Group the words according to the topics:

<i>Sheltered spaces</i>	<i>Construction materials</i>	<i>Conveniences</i>	<i>Outbuildings and additional areas</i>
-------------------------	-------------------------------	---------------------	--

a garage for vehicles, ventilation, concrete, townhouse, a residential building, heating, a front yard, a rooming house, plumbing, a shed for gardening equipment and tools, electrical system, masonry, hut, a backyard, wood, an apartment, row houses, conditioning systems

- Find the meaning of the following English verbs in the dictionary. Use the verbs in the sentences below.

to provide, to perform, to inhabit, to influence, to be associated, to consider, to extend, to be tied, to fix, to outfit, to contain, to serve, to relax, to differ, to range, to know, to contain, to accompany

1. Homes ... sheltered spaces where domestic activity ...

2. The earliest homes that humans ... were likely caves.

3. The concept of home ... by one's history and identity.

4. Commonly, the word "home" ... beyond the space, in mind and emotion.

a. is known

b. may contain

c. may be accompanied

d. is ... outfitted

5. A house ... in complexity from a rudimentary hut to a complex structure.

6. A house ... usually ... with plumbing, electrical, and heating, ventilation, and air conditioning systems.

7. The social unit that lives in a house ... as a household.

8. A rooming house ... numerous family dwellings in the same structure.

9. A house ... by outbuildings, such as a garage for vehicles or a shed for gardening equipment and tools.

10. A house may have additional areas where inhabitants ... or eat.

11. *Home* and *house* are often used interchangeably, although their connotations

e. can relax

f. may differ

g. inhabited

h. is influenced

i. extends

j. provide, can be performed

k. may range

• Match English word combination in left column with the Russian equivalents in the right column

1. domestic activity

2. sheltered spaces

3. remote working

4. surrounding area

5. human fossils

6. numerous evidence

7. human species

8. the late Neolithic

9. people of differing ages, genders, ethnicities and classes

а. удаленная работа

б. окружающее пространство, прилегающая территория

с. домашняя деятельность, работа

д. человек, люди, человеческий род, вид

е. люди разного возраста, пола, национальности и класса

ф. поздний неолит

г. защищенные помещения, закрытое пространство

h. человеческие останки, ископаемые, окаменелости

і. многочисленные доказательства

• Word-building. Analyze the structure of the following words.

a) State the meaning of prefixes and suffixes:

naturally commonly, resultingly, equally, unconnected, roommates, additional, interchangeably, different, significant, complexity, connection, single-unit, similar-sized

b) Form verbal nouns from the following verbs:

to sleep ☐ **sleeping**, to prepare☐..., to eat☐..., to provide☐..., to study☐..., to play☐..., to dwell☐..., to live☐..., to build☐..., to mean☐...

5. Read the text again and answer these questions.

1. What is a home?
2. What do homes provide?
3. What can physical forms of homes be?
4. Is home an individual dwelling only?
5. What were likely the earliest homes that humans inhabited?
6. Where were the earliest human fossils found?
7. Since when have buildings such as huts and longhouses been used for living?
8. What is the concept of home influenced by?
9. What terms are considered synonymous by some scholars?
10. What is a house?
11. What is a household?
12. Does a house have a dwelling space for only one family?
13. What may a house be accompanied by?

CROSS-CULTURAL NOTES

6. Read the text about homes in the UK and the USA. Find the necessary information in the text to answer the questions below.

The USA

1. Why are houses in the USA large and have a lot of garden around them?
2. Where do many Americans prefer to live?
3. How many households in the US have a home with at least 5 rooms, more than one bathroom, a front yard and a back yard?
4. What do Americans rent in the city? What does it look like?
5. What is a studio (a loft)?
6. What is called a condominium (a co-op)?
7. Where may poor Americans live?
8. How many floors does a typical US house have?
9. What is there upstairs in a typical US house?
10. What is there downstairs in a typical US house?
11. Is it easy to find an apartment to rent in the USA?
12. How many US homes are owned by the people who live in them?
13. Where do students and young professional people tend to live?
14. Where do people prefer to live when they get married and have children?

The UK

1. Where do many people live in Britain? Why?
2. Why do many British people prefer to buy a house rather than renting one?
3. Who lives in rented accommodation? What are the options to save money?
4. What can people in the UK do if they cannot afford to buy a house outright?
5. What is the largest and most expensive type of house in the UK?
6. How is a detached house arranged?
7. Is it easy in Britain to move to a larger house as the size of the family increases?
8. How does a family deal with a lack of space in the house?

British and American Houses

In the **USA** there is plenty of space, except in big cities, so many houses are large and have a lot of garden around them. Most are detached, but there are also duplexes, which are similar to British semi-detached houses.

es. Ranch-style houses are built on one floor only. Mansions are very large houses where rich people live.

Many Americans prefer to live in suburbs rather than in a city centre, in order to have a pleasant environment and a lot of space. They often live on housing developments, areas where all the houses were built at the same time and are similar in style. Most of the 97 million households in the US have a home with at least 5 rooms and more than one bathroom. Most also have a front yard and a back yard.

In the cities many people rent an apartment in an apartment building. Apartments usually have no more than three bedrooms, and are often rented furnished. An apartment with only one room may be called a studio or a loft. A building in which the apartments are owned by the people who live in them is called a condominium or, in some places, a co-op.

Poor people may live in apartments in tenements in the downtown area of the city, in small, very basic houses or in mobile homes. Despite the name, many people keep their mobile home in a trailer park and never move it.

A typical US house has two storeys or floors. Upstairs there are several bedrooms and at least one bathroom. The parents share the master bedroom, which may have its own bathroom attached. Children often have their own bedrooms. Downstairs there is a kitchen, a living room and a dining room. There is usually also a bathroom or a half bath, which has only a toilet and a sink. Many houses have a porch where people sit when the weather is hot. Americans take pride in their homes and like to show visitors round.

Americans often move home from one city to another. Finding a new place to live is not difficult, except when moving to a very large city. It is usually possible to find an apartment to rent one day and to move into it the next.

About 65 percent of US homes are owned by the people who live in them. The costs of buying and selling are relatively low. People thinking of buying a house ask a real estate agent, or realtor, to show them several houses. When they decide on one, they discuss with the people who are selling it, and then arrange a mortgage (a loan) with a bank.

People look for different kinds of homes at different points in their lives. Students and young professional people tend to live in apartments near city centers. When people get married and have children they often move out of the city and buy a house in a suburb. In most suburbs it is possible to say how much money people have by the size of their houses and yards.

Towns and cities in **Britain** have grown a lot in size over the last two centuries. The oldest houses are usually those closest to the town centre. Many people live in the suburbs areas on the edge of a town. Some suburbs consist of new house estates, while others were originally villages that have become joined to the town as it has grown.

Some people prefer to live in a village and to commute to work into the nearby town. Villages are considered to be pleasant places to live, as they are quieter and less polluted than towns and are closer to the countryside. They usually contain a range of houses, including old cottages and new houses and bungalows.

Many British people prefer to buy a house rather than renting one, because they can decorate it or alter it to suit their own taste and because they believe they will have more privacy. Young people and those who cannot afford to buy a house live in rented accommodation. Some rent a furnished bedsit (or bed-sitting room), a combined bedroom and sitting room, and share washing and cooking facilities. Others rent a flat or a house often sharing the cost with friends.

Houses are bought and sold through estate agents. Few people can afford to buy a house outright, so they have to take out a mortgage (a loan) with a bank or a building society.

Most houses are built of brick with a tiled roof, though some, especially in the country, are built of stone. The largest and most expensive type of house is a detached house, which is not joined to other houses and has a garden all around. Detached houses have at least three bedrooms and one or more living rooms plus a separate dining room and a kitchen downstairs. Many large Victorian houses with three or four floors or storeys have now been converted into several flats.

Houses in Britain often seem small for the number of people living in them. In some cities house prices are very high so people cannot afford to move to a larger house as the size of their family increases. In many families with more than two children some of the children have to share a bedroom and only get a room of their own when an older brother or sister leaves home. Very often all the family shares one bathroom. In many houses there is only one living room plus a kitchen with a dining area. Some houses have two small living rooms. Children often play and do homework in their bedroom.

In order to overcome the problem of lack of space some people have a loft conversion to make a new bedroom in the roof space. Others add extra room or bathroom downstairs. There is often not much space to extend because neighbours' houses are close. In warm weather people like to sit outside on the patio or in the garden.

<https://dolecture.net/1-20939.html>

Draw/describe your dream house (money is no problem): materials, design, interior, landscaping etc. Make a presentation of your dream home.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

Mr. Brown's House

Mr. Brown lives ... a suburb ... London. ... house ... not ...large, ... is well-planned ...comfortable. ... is ... modern two-storeyed cottage ...an attic. ... cottage is made ... bricks ... perfectly painted. ... area ...the cottage is fenced ... the low stone wall with ...gate made ... black cast iron. ...are some powerful lanterns ...the fence.

There ... green lawn ... front ... the house. The grass ... the lawn ... always neatly cut. Mr. Brown ... fond ... growing evergreen plants such ... pines ... fir trees, junipers, cedars. That ... why there ... only juniper bushes, ... old oak and ... couple ... young fir-trees ... front ... house.

Beds ... flowers, ... little orchard ... a ... apple-trees ... it and ... small swimming-pool ... at ... back ... the house.

... the ground floor ...is ... spacious ... well-lit hall, ... kitchen ...built-up furniture, ... pantry, ... dining-room, ... living-room ... Mr. Brown's study. ... wide beautiful staircase ... the hall made ... pale yellow wood leads upstairs. The living-room ... one ... most picturesque places ... house. There ... large French windows there, ...make the whole place extremely splendid. ... view ... the window ... quite unbelievable! ... windows ... framed ... long fairy silk curtains. Two low ... comfortable settees ...a few cushions ... windows. Beside ... small table ... centre ... room there ... sofa also piled ... cushions. ... floor ... covered ... a large unseemly expensive Persian carpet. Opposite ... windows ... is ... fireplace ...a wide marble mantelpiece, where ... cat Susan, the pet ... family, usually sits steadily staring ... the window. ... the wall ... the mantelpiece there ... several marvelous Venetian lanterns. ... living-room was furnished ... Mrs. Brown, according ... taste. ... husband ...says ... it ... slightly full up ... he would ...enter it if there ... no ...a fantastic scenery ... windows.

On ... first floor ... are several rooms: four bedrooms ... bathrooms ...lavatories, ... nursery, ... room ... Mr. Brown's elder daughter and ... cosy sitting-room. ... narrow wooden staircase leads ... the attic, one ... the favourite places of ... whole family. ... is as comfortable ... neat ... the house itself. Mr. Brown has ... own billiards And sometimes ... Browns together with ...friends like ... spend ... leisure time upstairs in ... attic sitting ... the huge deep armchairs, having ... easy chat ... playing billiards.

<https://online-teacher.ru/blog/english-topic-house>

DISCUSSION

Discuss the following items.

1. If you could change anything about your present home, what would it be?

2. Which are the advantages and disadvantages of living in a small house/flat/ apartment? And living in a big one?
3. Is every house a home? What makes 'a house' into 'a home'?
4. Imagine you have arrived in a country where they don't speak your language. You have no money or friends there. What would you do for accommodation?
5. What do you think houses in the future will be like?

PROFESSIONAL ISSUES

7. Read the Russian version of the text first.
8. Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

Key Components and Disciplines within Social Studies

Social studies is not a monolithic discipline but rather a collaborative array of various fields that collectively provide a comprehensive understanding of human society. These key components include:

1. History
2. Geography
3. Civics and Government .
4. Economics
5. Anthropology
6. Sociology
7. Psychology
8. Others (archaeology, philosophy, and law)

Ключевые компоненты и дисциплины в рамках обществознания

Обществознание - это не монолитная дисциплина, а скорее совокупность различных областей, которые все вместе обеспечивают всестороннее понимание человеческого общества. К этим ключевым компонентам относятся:

1. История
2. География
3. Гражданское общество и государственное управление
4. Экономика
5. Антропология
6. Социология
7. Психология
8. Другие (археология, философия и юриспруденция).

The Future of Social Studies

1. Digital Integration:

The proliferation of technology will continue to reshape how students learn, with virtual reality, augmented reality, and AI-driven personalized learning taking center stage.

2. Interdisciplinary Approach:

As global challenges become more complex, social studies will increasingly intersect with fields like environmental science, technology, and even art.

3. Globalization's Impact:

As the world becomes more interconnected, curricula will need to reflect global perspectives, emphasizing intercultural understanding and cooperation.

4. Focus on Current Events:

Real-time integration of current events into the curriculum will make learning more dynamic and relevant for students.

Будущее обществознания

1. Цифровая интеграция:

Распространение технологий будет продолжать изменять методы обучения учащихся, при этом центральное место будут занимать виртуальная реальность, “дополненная” реальность и персонализированное обучение на основе искусственного интеллекта.

2. Междисциплинарный подход:

По мере усложнения глобальных проблем обществознание будет все чаще пересекаться с такими областями, как наука об окружающей среде, технологии и даже искусство.

3. Влияние глобализации:

По мере того, как мир становится все более взаимосвязанным, учебные программы должны будут отражать глобальные перспективы, делая упор на межкультурное взаимопонимание и сотрудничество.

4. Акцент на текущие события:

Интеграция текущих событий в учебный план в режиме реального времени сделает обучение более динамичным и актуальным для учащихся.

The Importance of Social Studies

Social studies stands at the crossroads of our past, present, and future, providing the tools and knowledge to navigate an increasingly complex world. While challenges persist, the resilience and adaptability of the field ensure that it remains a linchpin in the educational landscape. As society continues to evolve, so will social studies, reflecting our shared human experience and guiding the next generation of informed, empathetic, and active citizens.

<https://socialstudieshelp.com/>

Важность обществознания

Обществознание находится на перекрестке нашего прошлого, настоящего и будущего, предоставляя инструменты и знания для навигации во все более сложном мире. Несмотря на сохраняющиеся проблемы, устойчивость и адаптивность этой области знаний гарантируют, что она остается стержнем образовательного ландшафта. По мере того, как общество продолжает развиваться, будет развиваться и обществознание, отражающее наш общий человеческий опыт и направляющее следующее поколение информированных, способных к сопереживанию и активных граждан.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English, closing the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about:
 - Key components and disciplines within Social Studies
 - The future of Social Studies
 - The importance of Social Studies

Key

Mr. Brown's House

Mr. Brown lives in a suburb of London. His house is not very large, but it is well-planned and comfortable. It is a modern two-storeyed cottage with an attic. The cottage is made of bricks and perfectly painted. The area around the cottage is fenced by the low stone wall with the gate made of black cast iron. There are some powerful lanterns near the fence.

There is a green lawn in front of the house. The grass of the lawn is always neatly cut. Mr. Brown is fond of growing evergreen plants such as pines and fir trees, junipers, cedars. That is why there are only juniper bushes, an old oak and a couple of young fir-trees in front of the house. Beds of flowers, a little orchard with a few apple-trees in it and a small swimming-pool are at the back of the house.

On the ground floor there is a spacious and well-lit hall, a kitchen with built-up furniture, a pantry, a dining-room, a living-room and Mr. Brown's study. A wide beautiful staircase in the hall made of pale yellow wood leads upstairs. The living-room is one of the most picturesque places of the house. There are large French windows there, they make the whole place extremely splendid. The view from the window is quite unbelievable! The windows are framed with long fairy silk curtains. Two low and comfortable settees with a few cushions are near the windows. Beside a small table in the centre of the room there is a sofa also piled with cushions. The floor is covered with a large unseemly expensive Persian carpet. Opposite the windows there is a fireplace with a wide marble mantelpiece, where the cat Susan, the pet of the family, usually sits steadily staring at the window. On the wall over the mantelpiece there are several marvellous Venetian lanterns. The living-room was furnished by Mrs. Brown, according to her taste. Her husband often says that it is slightly full up and he would never enter it if there is no such a fantastic scenery from the windows.

On the first floor there are several rooms: four bedrooms with bathrooms and lavatories, a nursery, the room of Mr. Brown's elder daughter and a cosy sitting-room. A narrow wooden staircase leads to the attic, one of the favourite places of the whole family. It is as comfortable and neat as the house itself. Mr. Brown has his own billiards there. And sometimes the Browns together with their friends like to spend their leisure time upstairs in the attic sitting in the huge deep armchairs, having an easy chat or playing billiards.

<https://online-teacher.ru/blog/english-topic-house>

Unit III. DAILY ROUTINE

WARM-UP

Answer the questions about your daily routine.

- What time do you usually wake up in the morning?
- Can you describe your typical morning routine?
- Do you prefer cooking at home or eating out?
- How do you usually get to the University? How much does it take?
- How long do you usually stay at the University?
- What do you do to relax after a long day?
- What is your evening routine like before going to bed?
- Do you have any favorite hobbies or activities you do after work/school?
- What is your favorite part of the day?
- What would be your ideal daily routine, and why?

Ask your group mate about his/her daily routine.

Speak about your daily routine in short.

Speak about your friend's daily routine.

READING. HISTORY STORIES.

Read the text. What is the text about? What points does the text cover?

What it was like to live in ancient Rome

Historians have been able to piece together a clear picture of how the average Roman citizen spent their waking hours. This article was first published on Big Think in January 2022. It was updated in September 2023.

Mornings in ancient Rome

In his 1936 book, **Daily Life in ancient Rome**, historian **Jérôme Carcopino** describes the routines that defined the existence of city-dwellers during the Nerva-Antonine dynasty.

According to Carcopino, the citizens of ancient Rome started their day before sunrise: some, because they had to go to work; others, because the noise of the streets prevented them from sleeping any longer.

Living in a time before electric light, all Roman citizens were determined to make the most out of their day and finish any and all business before sundown. As such, it should come as no surprise that they wasted no time getting ready in the morning. Their breakfasts usually consisted of a glass of water, and washing was saved for the afternoon, when they would visit the local bathhouses.

Commuting to work could be a job in itself, depending on how far you had to go. Ancient Rome's rapid expansion and frequent fires turned the city layout into a tangled mess of streets and side roads, many of which were unpaved. To help ease traffic congestion, outside travelers were made to park their carts near the city gates and continue on foot. As decreed by Caesar, the only carts allowed on the street were those of building contractors.

Afternoon activities

For most Romans, the work day began at dawn and ended around noon. The entire afternoon was reserved for recreation. Ancient Rome had a lively leisure industry, meaning citizens could entertain themselves in any number of ways. They might see a play at the theater or watch races at the Circus Maximus. Of course, there was also the Colosseum.

The Colosseum had a diverse program. Aside from the famous gladiatorial matches, spectators could witness skilled hunters take down exotic animals imported from all four corners of the Empire. Hungry onlookers could purchase various snacks from concession stands, ranging from almonds and quinces to plums and pomegranates.

“On days when no spectacles or shows were provided,” continues Carcopino, “the Roman filled up the time until supper with strolling or gambling, exercise, or a bath at the *thermae*.” *The thermae*, or public bathhouses, were an indispensable part of Roman society.

Most baths also included enclosed gardens, promenades, and space to exercise. The Romans practiced several sports, including a type of tennis played with the palm of the hand instead of a racquet, and a ball game

called *harpastum* (запнастым) that is somewhat comparable to rugby. With so many different things to do, it was not uncommon for Roman citizens to spend multiple hours at the baths.

(to be continued)

<https://bigthink.com/the-past/ancient-rome-life-routine/>

- Give Russian equivalents for the following words and word combinations.

a) historians, routines, a dynasty, breakfast, morning, afternoon, a cart, local, traffic, congestion, races, spectacles, a snack, concession, a stand, a show, an exercise, a bath, a garden, promenades, tennis, rugby

b) a city layout, outside travelers, city gates, on foot, building contractors, at dawn, around noon, a leisure industry, a diverse program, gladiatorial matches, skilled hunters, exotic animals, space to exercise, a ball game, multiple hours

- Find the meaning of the following English verbs in the dictionary. Use the verbs in the sentences below.

to piece together, to spend, to publish, to update, to describe, to define, to prevent, to determine, to waste, to consist, to save, to visit, to commute, to depend, to turn into, to continue, to decree, to ease, to reserve, to entertain, to watch, to witness, to take down, to import, to purchase, to provide, to fill up, to include, to exercise, to practice

Historians have been able ... a clear picture of how the average Roman citizen ... their waking hours. This article ... first ... in 2022 and it ... in September 2023. In his 1936 book historian **Jérôme Carcopino** ... the routines that ... the daily routine of the citizens of ancient Rome

To commute, depended, To ease, to park, continue, decreed

Living in a time before electric light, all Roman citizens ... to make the most out of their day and finish all business before sundown. They ... no time getting ready

could witness, took down, were

in the morning. Their breakfasts usually ... of a glass of water. Washing for the afternoon, when they ... the local bathhouses.

... to work could be a job in itself. It ... on how far you had to go. ... traffic congestion, outside travelers were made ... their carts near the city gates and ... on foot. As ... by Caesar, the only carts allowed on the street were those of building contractors.

The entire afternoon ... for recreation. Ancient Rome had a lively leisure industry. Citizens ... themselves in any number of ways. They might see a play at the theater or ... races at the Circus Maximus. Of course, there was also the Colosseum.

Aside from the famous gladiatorial matches, spectators ... how skilled hunters ... exotic animals that ... from all four corners of the Empire. Hungry onlookers ... various snacks from concession stands.

On days when no spectacles or shows ... , the Roman ... the time until supper with strolling or gambling, exercise, or a bath at the *thermae*. Most baths also ... enclosed gardens, promenades, and space The Romans ... several sports.

imported,
could purchase

was reserved,
could entertain, watch

to piece together,
spent,
was ... published, was updated, describes, defined

were determined, wasted, consisted, was saved, visited

were provided, filled up, included, to exercise, practiced

- Match English words and word combination in left column with the Russian equivalents in the right column

ancient Rome
 the average Roman citizen
 waking hours
 living in a time before electric
 light
 it should come as no surprise
 could be a job in itself
 a tangled mess of streets and
 side roads
 as decreed by Caesar
 indispensable part of Roman
 society.
 the palm of the hand instead
 of a racquet

среднестатистический римский
 гражданин
 живя во времена, когда еще не
 было электрического света
 могла быть работой сама по себе
 ладонь руки вместо ракетки
 древний Рим
 часы бодрствования
 по указу Цезаря
 неудивительно
 запутанная беспорядок улиц и
 проселочных дорог
 неотъемлемая часть римского
 общества

- Word-building. Analyze the structure of the following words. State the meaning of prefixes and suffixes.

sunrise, sundown, lively, existence, city-dwellers, spectators, enclosed, bathhouses, unpaved, recreation, onlookers, comparable, different, uncommon, strolling, gambling,

Read the text again and answer these questions.

What did historian Jérôme Carcopino describe in his book *Daily Life in Ancient Rome* (1936)?

Why did the citizens of ancient Rome start their day before sunrise?

Why were all Roman citizens determined to make the most out of their day and finish any and all business before sundown?

What kind of breakfast did they have in the morning?

Why was washing saved for the afternoon?

What did commuting to work depend on?

What was done to help ease traffic congestion?

What carts were allowed on the street?

When did the work day begin and end for most Romans?

What was the entire afternoon reserved for?

- In what ways could citizens entertain themselves?
 What program did the Colosseum have?
 What did the Roman fill up the time until supper on days when no spectacles or shows in the Colosseum were provided?
 What did most baths also include?
 What sports did the Romans practice?

CROSS-CULTURAL NONES

Read the text about daily routine in the UK and the USA. Comment on the data presented below.

Example:

- *7:08 a.m. is the average wake-up time in America*
7:35 a.m. is the average wake-up time in Britain

- | | |
|--|---|
| <p>1. 7:08 a.m.
7:35 a.m</p> | <p>7. • <u>45% of UK workers</u>
• 21% of US workers</p> |
| <p>2. <u>80% of Americans</u>
83% of Brits</p> | <p>8. • <u>one in three Americans</u>
• <u>61% of Brits</u></p> |
| <p>3. a bowl of cereal In the US
a <u>quick slice of toast</u> In the UK</p> | <p>9. • 5.49 hours a day in the UK
• 5.13 hours per day in the USA</p> |
| <p>4. <u>25.4 minutes</u> in America
29 minutes in Great Britain</p> | <p>10 • 2.73 hours every day in the US
• 2.17 hours every day in the UK</p> |
| <p>5. one in five employees, pizza in the US
<u>54% of office workers</u>, soup and sandwiches in the UK</p> | <p>11 • TV dramas, documentaries and comedy shows in the UK
• TV dramas, comedy and reality shows in the US</p> |
| <p>6. 8.15 hours a day in America
7.42 hours of work in Britain</p> | <p>12 • 11:40 p.m. in the USA
• 11:57 p.m. in the UK</p> |

10 Differences and Similarities between American and British Daily Routines

By Lyndsey Reid

The daily grind is the same for most people. We wake up, go to work, come home. But when it comes to the intricacies of daily life, have you ever stopped to think about how your daily routine compares with others around the globe and just how much culture influences your behavior?

Business Insider took a deep dive into the daily routines of American and British people to discover just how unique our approaches to work, life, and health really are. Here's a taste of what the average day looks like on both sides of the pond:

Americans wake up earlier than British people. A report by Sleep Cycle found that the average wake-up time in America is 7:08 a.m. In Britain, they hit the snooze button for another 27 minutes, finally getting up at 7:35 a.m.

Most of us make time for breakfast — though what we eat differs. According to Harry Balzar, a food industry analyst for market research firm NPD Group, around 80% of Americans eat breakfast before they leave work. In Britain, the figure is slightly higher at 83%. In the US a study conducted by ABC News found the most popular breakfast cuisine is a bowl of cereal. Hot cereal like oatmeal came second, with bacon and eggs third. In the UK, a consumer insight report found that a quick slice of toast is the number one option, followed by cereal, then eggs. And of course, it's usually always washed down with a cup of tea.

In the UK, commutes are longer. Even if you love your job, getting there can be a nightmare for many people. A study by the University of the West of England found that long commutes can have an adverse effect on your wellbeing, reducing job and leisure time satisfaction, increasing strain, and worsening mental health. That must mean that American commuters, with an average commute time of 25.4 minutes, are slightly happier than British workers, who face a 29-minute commute each way.

Brits are more likely to take a lunch break. Most people who work in an office will, at some point, have eaten their lunch while sitting at their desk. The "sad desk lunch" is a common occurrence in pretty much every

American workplace, where it's estimated that only one in five employees eat lunch away from their desk, in spite of research that suggests taking a midday break is beneficial for productivity and creativity. Over in the UK workers are typically legally entitled to at least a 20-minute break away from their workstation, yet 54% of office workers admit to eating lunch in front of their computer. A survey that looked into the most popular lunchtime food choices found that Brits regularly tuck into soup and sandwiches, while pizza is the common option in the US.

The work day is longer in the US. The average full-time employee in America puts in 8.15 hours a day, as reported in the 2016 American Time Use Survey data from the US Bureau of Labor Statistics. The average hours of work for full-time employees in the UK is 7.42, according to a report by the UK Office for National Statistics, which looked at data from October to December 2017.

Happy hour is more popular in the UK. A survey from the temp agency Accountemps found nearly two thirds of workers and 57% of executives think productivity is boosted when coworkers are friends with each other.

While it may not be part of your job description to spend time with your colleagues outside of the office, after-work happy hours are a great way to socialize and build relationships — and it's something that 45% of UK workers do at least once a month. Sharing a drink with your cubicle buddy isn't quite as popular in the US, with 21% of workers going for a drink with their colleagues.

Brits hit the gym more regularly. Whether you love it or loathe it, there's no denying the health benefits of working out. Leading an active lifestyle and exercising regularly is one of the most important things you can do for your health, and the US Center for Disease Control guidelines state that we should be aiming for 150 minutes of physical activity every week. But fitting in regular sweat sessions seems to be tricky for us all, with just one in three Americans and 61% of Brits achieving the recommended amount of physical activity a week.

British people also spend more time on leisure activities, too. After a long day at the office, you've earned a bit of downtime to relax and

unwind. In the UK, Brits manage to carve out an average of 5.49 hours a day to spend on leisure activities, including watching TV, socializing, sports and hobbies. Americans spend 5.13 hours per day on leisure. Across the board, the most popular way to relax is by sitting down to enjoy some TV. The US Bureau of Labor Statistics shows that Americans spend 2.73 hours every day watching the TV, while the UK Office for National Statistics places the British average at 2.17 hours. And what's the most popular show to watch? Game of Thrones was the biggest show of 2016, which is hardly surprising considering both British and American audiences regularly watch TV dramas over any other genre. In the UK, documentaries and comedy shows are the second and third most popular genre to watch, while in the US comedy and reality shows are tied for second.

Americans go to bed earlier. As reported by Sleep Cycle, the average American bedtime is 11:40 p.m. People stay awake slightly longer in Britain, finally climbing back into bed at 11:57 p.m

<https://www.businessinsider.com/american-british-daily-routine-compared-2018-3#americans-go-to-bed-earlier-10>

Make a presentation about daily routine of an average student in Russia.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

250 words essay on Daily Routine

Introduction

... concept ... a daily routine ... often associated ... monotony ... rigidity, but it ... an indispensable tool ... achieving success. It ... a blueprint ... our day, providing structure ... a framework ... productivity, wellness, ... personal growth.

The Importance ... a Daily Routine

... well-crafted daily routine can ... a powerful tool. ... provides ... sense ... control over ... lives, reducing anxiety ... stress. ... fosters discipline, a vital trait ... students juggling academic, personal, ... social responsibilities. Moreover, routines promote healthy habits, such ... regular exercise ... balanced diet, enhancing overall well-being.

Creating ... Effective Daily Routine

Developing ... effective routine requires careful introspection ... planning. ... should reflect ... goals, priorities, ... personal rhythms. ... instance, if you ... a morning person, schedule intellectually demanding tasks early ... the day. Balance ... also crucial ... prevent burnout. Include leisure activities ... relaxation periods ... recharge.

Adapting ... Routine

... routine ... not a binding contract ... a flexible guide. Life ... unpredictable, and ... routine ... adapt ... changes. Regularly review ... revise ... routine based ... your evolving needs ... circumstances. ... flexibility prevents the routine ... becoming ... source ... stress itself.

Conclusion

... conclusion, ... daily routine ... a potent tool ... students. ... fosters discipline, promotes healthy habits, ... provides ... sense ... control. However, flexibility ... key. ... regularly reviewing ... adapting ... routine, we ... ensure it continues ... serve ... evolving needs ... goals.

<https://aspiringyouths.com/essay/daily-routine/>

DISCUSSION

Discuss the following items.

- Can you discuss the importance of a morning routine for productivity and starting the day on a positive note? What morning activities help you feel energized and focused for the day ahead? Can you share a fa-

favorite morning ritual or habit that you find beneficial for your well-being?

– Do different cultures have different morning routines and rituals? Can you comment on the potential cultural differences and variations in morning routines across different societies and lifestyles?

– Do you prefer to have a structured daily routine or a more flexible one? Why? Describe a time when your daily routine was disrupted. How did you handle it?

PROFESSIONAL ISSUES

Read the Russian version of the text first.

Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

History (derived from Ancient Greek ἱστορία (*historía*) 'inquiry ; knowledge acquired by investigation') is the systematic study and documentation of the human past.

The period of events before the invention of writing systems is considered prehistory. "History" is an umbrella term comprising past events as well as the memory, discovery, collection, organization, presentation, and interpretation of these events

История (от древнегреческого ἱστορία (*historía*) «исследование; знание, полученное путем исследования») — это систематическое изучение и документирование человеческого прошлого.

Период событий до изобретения письменности считается предисторией. «История» – это общий термин, охватывающий события прошлого, а также память, открытие, сбор, организацию, представление и интерпретацию этих событий.

Historians seek knowledge of the past using historical sources such as written documents, oral accounts, art and material artifacts, and ecological markers. History still has debatable mysteries.

History is an academic discipline which uses a narrative to describe, examine and analyze past events, and investigate their patterns of cause and effect. Historians debate the nature of history as an end in itself, and its usefulness in giving perspective on the problems of the present

Stories common to a particular culture, but not supported by external sources (such as the tales surrounding King Arthur), are usually classified as cultural heritage or legends. History differs from myth in that it is supported by verifiable evidence

History is taught as a part of primary and secondary education, and the academic study of history is a major discipline in universities.

Историки разыскивают знания о прошлом, используя исторические источники, такие как письменные документы, устные рассказы, произведения искусства и материальные артефакты, а также экологические маркеры. История до сих пор хранит спорные загадки.

История — это академическая дисциплина, которая использует повествование для описания, изучения и анализа прошлых событий, а также для исследования их причин и последствий. Историки спорят о природе истории как цели самой по себе и о ее полезности в видении проблем современности

Сказания, общие для конкретной культуры, но не подтвержденные внешними источниками (например, сказки о короле Артуре), обычно классифицируются как культурное наследие или легенды. История отличается от мифа тем, что она подкреплена проверяемыми доказательствами

История преподается как часть начального и среднего образования, а академическое изучение истории является основной дисциплиной в университетах.

Herodotus, a 5th-century BC Greek historian, is often considered the "father of history", as one of the first historians in the Western tradition, though he has been criticized as the "father of lies". Along with his contemporary Thucydides, he helped form the foundations for the modern study of past events and societies. Their works continue to be read today, and the gap between the culture-focused Herodotus and the military-focused Thucydides remains a point of contention or approach in modern historical writing.

<https://en.wikipedia.org/wiki/History>

Геродот, греческий историк V века до нашей эры, часто считается «отцом истории», одним из первых историков западной традиции, хотя его критиковали как «отца лжи». Наряду со своим современником Фукидидом он помог сформировать основы современного изучения прошлых событий и обществ. Их работы продолжают читать и сегодня, а разрыв между Геродотом, ориентированным на культуру, и Фукидидом, ориентированным на военное дело, остается предметом разногласий или подходов в современной исторической литературе.

It's your choice activities:

6. Make a list of terms.
7. Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.
8. Give a brief summary of the text.
9. Speak about:
 1. History as the systematic study and documentation of the human past.
 2. The modern study of history
 3. History as an academic discipline
 4. Herodotus, the "father of history", as one of the first historians in the Western tradition.

Key

250 words essay on Daily Routine

<https://aspiringyouths.com/essay/daily-routine/>

Introduction

The concept of a daily routine is often associated with monotony and rigidity, but it's an indispensable tool for achieving success. It's a blueprint for our day, providing structure and a framework for productivity, wellness, and personal growth.

The Importance of a Daily Routine

A well-crafted daily routine can be a powerful tool. It provides a sense of control over our lives, reducing anxiety and stress. It fosters discipline, a vital trait for college students juggling academic, personal, and social responsibilities. Moreover, routines promote healthy habits, such as regular exercise and balanced diet, enhancing overall wellbeing.

Creating an Effective Daily Routine

Developing an effective routine requires careful introspection and planning. It should reflect our goals, priorities, and personal rhythms. For instance, if you are a morning person, schedule intellectually demanding tasks early in the day. Balance is also crucial to prevent burnout. Include leisure activities and relaxation periods to recharge.

Adapting the Routine

A routine is not a binding contract but a flexible guide. Life is unpredictable, and our routine should adapt to changes. Regularly review and revise your routine based on your evolving needs and circumstances. This flexibility prevents the routine from becoming a source of stress itself.

Conclusion

In conclusion, a daily routine is a potent tool for college students. It fosters discipline, promotes healthy habits, and provides a sense of control. However, flexibility is key. By regularly reviewing and adapting our routine, we can ensure it continues to serve our evolving needs and goals.

Unit IV. FOOD AND COOKING

WARM-UP

Answer the questions about your daily meals and cooking.

- How many times a day do you have meals?
- What do you usually have for breakfast, for lunch, for dinner?
- Do you prefer to have meals at home or eating out?
- Do you like cooking?
- Can you name some common ingredients used in cooking?
- Do you enjoy trying different cuisines?
- What is your favorite dish to eat?
- Describe a food item you often eat.
- Describe a food you eat outside your home.
- Describe a food item you know how to cook.

Ask your group mate about his/her eating habits.

Speak about your meals during the day in short.

Speak about your friend's eating habits.

READING. HISTORY STORIES.

Read the text. Guess the meaning of the underlined words. What is the text about? What points does the text cover?

What it was like to live in ancient Rome

(continued from Unit III)

Supper in ancient Rome

The baths closed at sundown, though most left before that, so they would have ample time to eat. Supper was the most important meal in a Roman's day, considering breakfast consisted of water and lunch of bread with cheese and cold cuts. For patricians, supper could last anywhere between one and four hours. Banquets held by the most lavish emperors, meanwhile, were known to go on until midnight, sometimes even the early hours of the morning.

If you were well-off, supper was served in a dining room. In ancient Rome, dining rooms contained not tables and chairs but reclining couches. These couches were arranged around square tables where the food would be laid out. Willing and able to defy the forces of gravity, Romans ate while lying on their side, their weight supported on one arm while the other was used to consume food.

Households frequently invited guests. When they did, the host was expected to provide knives and spoons. These were used to prepare and serve food but not eat it. This the Romans did primarily with their hands. As a consequence of that custom, food was typically served in bite-sized format. Furthermore, it was considered proper etiquette for a Roman to wash his hands before and after eating, and preferably between courses as well.

Respectable suppers consisted of no less than seven courses: hors d'oeuvres (закуски), three entrees, two roasts, and one dessert. Greatest of all delicacies was the red mullet (красная форель), a fish so difficult to catch that serving them could sometimes send a host into bankruptcy.

During both dinner and supper, Romans drank various wines. These included honey wine and wine blended with resin and pine pitch (сосновая смола).

Rome at night

The walk home was not a leisurely stroll, especially if the banquet went on well into the evening. "In normal times," writes Carcopino, "night fell over the city like the shadow of a great danger... everyone fled to his home, shut himself in, and barricaded the entrance. The shops fell silent, safety chains were drawn across behind the leaves of the doors; the shutters of the flats were closed and the pots of flowers withdrawn from the windows they had adorned."

The daily routines of ancient Romans were markedly different from those of modern Europeans or even Italians. *Thermae* have long ceased to be the bedrock of Western civilization, and though lavish dinner parties still occur, they are now the exception rather than the norm. At the same time, we cannot help but see part of ourselves in this long-gone civilization, from the hustle and bustle that comes with living in a large city to the

many social institutions designed to keep us sane and foster a sense of community.

<https://bigthink.com/the-past/ancient-rome-life-routine/>

Give Russian equivalents for the following words and word combinations.

- supper, meal, lunch, patrician, banquet, midnight, food, weight, household, guest, host, knives, spoons, format, course, night, walk, barricade, entrance, sane
- ample time, the most lavish emperors, a dining room, reclining couch, square table, delicacies wines, daily routines, long-gone civilization, social institution, a sense of community

Find the meaning of the following English verbs in the dictionary. Use the verbs in the sentences below.

to leave, to consist, to last, to hold, to be well-off, to serve, to contain, to arrange, to lay out, to support, to consume, to invite, to expect, to prepare, to wash, to catch, to send, to drink, to include, to flee, to shut, to withdraw, to cease, to design, to keep, to foster

•Supper ... the most important meal in a Roman's day and it ... anywhere between one and four hours. Banquets ... by the most lavish emperors were known ... on until midnight, sometimes even the early hours of the morning.

•If you ... , supper ... in a dining room. In ancient Rome, dining rooms ... not tables and chairs but reclining couches. These couches ... around square tables where the food Romans ... while lying on their side, their weight ... on one arm while the other was used to ... food.

•Households frequently ... guests. The host ... to provide knives and spoons. These were used ... and serve

fled, shut, barricaded, fell silent, were drawn, were closed, withdrawn

invited, was expected, to prepare, was ... served, consisted, drank, included

food but not eat it. This the Romans did primarily with their hands, so food ... typically ... in bite-sized format. Respectable suppers ... of no less than seven courses. During both dinner and supper, Romans ... various wines. These ... honey wine and wine blended with resin and pine pitch.

•The walk home was not a leisurely stroll. Night fell over the city, everyone ... to his home, ... himself in, and ... the entrance. The shops ... , safety chains ... across behind the leaves of the doors; the shutters of the flats ... and the pots of flowers ... from the windows.

was, could
last, held, to
go

were well-off,
was served,
contained,
were ar-
ranged,
would be laid
out, ate, sup-
ported, con-
sume

Match English words and word combination in left column with the Russian equivalents in the right column

- able to defy the forces of gravity
- As a consequence of that custom
- was considered proper etiquette for a Roman
- could send a host into bankruptcy.
- a leisurely stroll
- went on well into the evening
- to be the bedrock of Western civilization
- lavish dinner parties
- the exception rather than the norm
- we cannot help but see part of ourselves
- the hustle and bustle

быть основой западной цивилизации
роскошные званые обеды
скорее исключение, чем норма
мы не можем не видеть часть себя
суэта и сует
способен бросить вызов силам гравитации
мог привести хозяина к банкротству.
неторопливая прогулка
продолжалось до позднего вечера
вследствие этого обычая
считалось правильным этикетом для римлянина

Word-building. Analyze the structure of the following words. State the meaning of prefixes and suffixes.

frequently, typically, bite-sized, eating, preferably, primarily, respectable, greatest, especially, markedly, different

Read the text again and answer these questions.

- What was the most important meal in a Roman's day?
- How long could supper last?
- How were dining rooms arranged?
- What was the proper eating etiquette for a Roman?
- What did respectable suppers consist of?
- What was Rome at night?
- Were the daily routines of ancient Romans markedly different from those of modern Europeans?

CROSS-CULTURAL NOTES

Read the text about eating habits and table etiquette in different countries. Find the necessary information to match columns.

Country	Eating habits
In England обязательно встряхните чашку, когда допьете, иначе Вам будут наливать еще.
In Italy...	... никогда не следует втыкать палочки для еды вертикально в рис. Доедание пищи на Вашей тарелке сигнализирует о том, что блюдо было вкусным и вы закончили.
In Tanzania...	... прихлебывать лапшу во время еды считается вежливым.
The Inuit people of Canada...	... доедание всей еды на вашей тарелке означает для хозяина, что вас недостаточно накормили.
In some parts of Asia пукают после еды, чтобы выразить свое восхищение едой.

In Korea хлеб обычно кладут прямо на стол, а не на тарелку Если вы хотите казаться "культурным", вам не следует резать салат ножом. Листья салата обычно накручиваются на вилку
In some cultures (Philippines, Cambodia, Korea, Egypt) не следует просить соль и перец, если их еще нет на столе. Это считается оскорбительным для приправочных способностей шеф-повара.
In Chile	... бананы следует есть вилок и ножом.
In France считается невежливым приходить вовремя к ужину. Вы должны опаздывать на 15-30 минут.
In Mexico...	... никогда не следует просить добавки сыра, если вам его не предложат. Сыра, с которым подается ваша пицца, достаточно.
In the Arab world...	... не берите вилку в рот. Лучше используйте ее, чтобы накладывать еду на ложку и есть с нее.
In the UK...	... напитки от пожилых людей принимают обеими руками. Также не следует начинать есть, пока этого не сделает старший мужчина за столом.
In China...	... ничего не едят руками, даже картофель фри.
In places like Japan. никогда не следует есть <i>tacos</i> вилок и ножом. Это все равно что есть бургер столовым серебром.
Bedouins in the Middle East...	... обязательно наклоняйте тарелку с супом подальше от себя.
In Thailand...	... люди не едят левой рукой, потому что эта рука обычно используется для уборки в ванной.
In Portugal...	... Вы должны отрыгивать за обеденным столом, если вам понравилась еда. Никогда не следует указывать на людей палочками для еды. Это серьезное оскорбление

Strange eating habits in different countries

Author: Irene

It's a well-known fact that things considered polite in one countries may be a sign of discourtesy in others. This is true also for food etiquette.

In Thailand don't put your fork in your mouth. Rather, use it to put the food on the spoon and eat from that

In the Arab world people don't eat with their left hand because that hand is typically used to clean up in the bathroom if you catch the drift

In the UK make sure to tilt the soup bowl away from you.

In China you should burp at the dinner table if you enjoyed the food.

In Mexico you should never eat tacos with a fork and knife. It's kind of like eating a burger with silverware.

In France the bread is typically placed directly on the table rather than on a plate.

In China flipping the fish over while cooking it is really bad luck. It's kind of like saying the fisherman's boat is going to capsize.

In Chile people typically don't eat anything with their hands, not even the French fries.

In Korea drinks from elders are accepted with both hands . Also in Korea, you shouldn't start eating until the eldest male at the table does so.

If you ever find yourself drinking coffee with Bedouins in the Middle East make sure to shake your cup when you are finished otherwise they will keep pouring you more.

You should never stick your chopsticks upright into your rice. This is yet another tradition associated with funerals in places like Japan.

In some parts of Asia, slurping while eating your noodles is considered polite.

In some cultures (Philippines, Cambodia, Korea, Egypt) finishing all the food on your plate signifies to the host that they did not feed you enough.

In other places, like Japan, finishing your plate signals that the meal was good and you are finished.

The Inuit people of Canada will fart after meals to express their appreciation of the food.

If you want to appear "cultured" you shouldn't cut your salad with a knife in France. The lettuce leaves are typically folded onto your fork.

In Tanzania it is considered rude to be on time for dinner. You should be between 15 and 30 minutes late.

In China you should never point at people with your chopsticks. Doing so is a serious insult.

In England bananas should be eaten with a fork and knife. In Italy you should never ask for extra cheese unless it is offered to you. The cheese your pizza comes with will have to do.

In Portugal you shouldn't ask for salt and pepper if they are not already on the table. It is considered offensive to the chef's seasoning abilities.

<https://en.fishki.net/1238026-strange-eating-habits-in-different-countries.html>

Make a presentation on culinary habits and food etiquette in English speaking countries, Russia.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

My favourite dish ... "Fried Rice, vegetables, chicken curry ... salad". This is, ... fact, ... most popular menu ... our country ... people often enjoy both ... home ... outside. I often devour ... dish ... I visit one ... my favourite eateries ... restaurants.

... prepare this menu, the rice ... first boiled in water ... about 25 minutes ... then fried ... some vegetables, spices, onions ... olive oil. ... chicken curry ... prepared separately using ... local spices and chicken, ... finally, the salad ... prepared using different seasonal vegetables ... fruits. Then ... vegetables and fruits ... cut ... pieces and mixed together ... mustard. ... these three items ... served together. This ... a delicious menu.

... eat this dish ... least 2 or 3 times ... week. This menu ... prepared at ... home, and sometimes I eat ... in a restaurant also. There ... some variations ... the way this food ... prepared and ... ingredients that ... used ... prepare it. Different restaurants have their own speciality in preparing and serving this dish.

This is ... favourite food ... many reasons. Firstly ... is very delicious ... healthy. This menu meets ... demand ... different food values our body needs, ... is ... second reason ... me ... often eat it. It ... available ... most parts of ... country ... is another reason many people love ... order it. Moreover, someone ... not require much effort ... prepare this dish, ... we ... easily cook it at home. For ... these reasons it is ... favourite dish.

<https://www.ielts-mentor.com/cue-card-sample/869-ielts-cue-card-sample-140-talk-about-your-favourite-food>

DISCUSSION

Discuss the following items.

- How are the eating habits of people different from their eating habits in the past?
- Why do you think different cultures have different table manners?
- How may eating habits change in the coming decades?
- How has technology changed the way we prepare our food these days?
- Why eating out is the best.

PROFESSIONAL ISSUES

Read the Russian version of the text first.

Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

What is prehistory?

Prehistory is the period comprising the emergence of the first hominids, around 2,500,000 years ago, until roughly 3000 BC, with the invention of writing in Lower Mesopotamia, which marked the beginning of human history.

This was an extended era whose origin dates back to the earliest known use of stone tools for hunting, followed by the evolution of the human species who learned to cultivate the land and introduced agriculture, culminating in the establishment of settlements and city-states governed by their own rules and religious rites, before the invention of writing systems.

Prehistory is divided into two main time periods:

The Stone Age. It lasted approximately from 2,500,000 years ago to 4000 BC. This period is divided into the Paleolithic, Mesolithic, and Neolithic.

Что такое предыстория?

Предыстория - это период, включающий появление первых гоминидов, около 2 500 000 лет назад, примерно до 3000 г. до н.э., с изобретением письменности в Нижней Месопотамии, что положило начало истории человечества.

Это была продолжительная эпоха, происхождение которой восходит к самому раннему известному использованию каменных орудий для охоты, за которым последовала эволюция человеческого вида, который научился обрабатывать землю и внедрил сельское хозяйство, кульминацией которой стало создание поселений и городов-государств, управляемых по своим собственным правилам и религиозным обрядам, до изобретения письменности.

Предыстория делится на два основных временных периода:

Каменный век. Он длился примерно с 2 500 000 лет назад по 4000 год до н.э. Этот период делится на палеолит, мезолит и неолит.

The Metal Ages. It stretched from 5000 to 1000 BC. This period is divided into the Copper Age, the Bronze Age and the Iron Age

Prehistory and History

Prehistory studies the past of humanity before the appearance of the historical civilizations of antiquity. This is associated with archaeological studies, since its sources of information come from unearthed artifacts. From these data are obtained about the material culture of the inhabitants of a geographical area in certain periods.

In turn, in various countries, prehistory is associated with paleoanthropology, a discipline that studies the physical evolution of human beings. Reason why prehistoric studies are also linked to biology.

On the other hand, history focuses on the study of mankind primarily through historical documents and records left behind by past societies. Through documentation, history seeks not only to discover what happened, but also to explain its causes and interpret the importance of such

Металлический век. Он длился с 5000 по 1000 год до нашей эры. Этот период делится на Медный век, Бронзовый век и Железный век.

Предыстория и История

Предыстория изучает прошлое человечества до появления исторических цивилизаций древности. Это связано с археологическими исследованиями, поскольку источниками информации являются найденные артефакты. Из этих данных получены сведения о материальной культуре жителей определенного географического района в определенные периоды.

В свою очередь, в разных странах предыстория ассоциируется с палеоантропологией, дисциплиной, изучающей физическую эволюцию человека. Причина, по которой доисторические исследования также связаны с биологией.

С другой стороны, история фокусируется на изучении человечества в первую очередь по историческим документам и летописям, оставленным обществами прошлого. С помощью документации история стремится не только выяснить, что произошло, но и объяснить его причины и интер-

events in the construction of the present.

<https://meaningss.com/prehistory>

претировать важность таких событий для построения настоящего.

It's your choice activities:

Make a list of terms.

Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.

Give a brief summary of the text.

Speak about:

What is prehistory?

What are two main time periods of Prehistory?

What is the difference between Prehistory and History?

Key

My favourite dish is "Fried Rice, vegetables, chicken curry and salad". This is, in fact, the most popular menu in our country that people often enjoy both at home and outside. I often devour this dish when I visit one of my favourite eateries or restaurants.

To prepare this menu, the rice is first boiled in water for about 25 minutes and then fried with some vegetables, spices, onions and olive oil. The chicken curry is prepared separately using some local spices and chicken, and finally, the salad is prepared using different seasonal vegetables and fruits. Then those vegetables and fruits are cut into pieces and mixed together with mustard. Then these three items are served together. This is a delicious menu.

I eat this dish at least 2 or 3 times a week. This menu is prepared at our home, and sometimes I eat it in a restaurant also. There are some variations in the way this food is prepared and the ingredients that are used to

prepare it. Different restaurants have their own speciality in preparing and serving this dish.

This is my favourite food for many reasons. Firstly it is very delicious, flavoursome and healthy. This menu meets the demand for different food values our body needs, which is the second reason for me to often eat it. It is available in most parts of our country which is another reason many people love to order it. Moreover, someone does not require much effort to prepare this dish, so we can easily cook it at home. For all these reasons it is my favourite dish.

<https://www.ielts-mentor.com/cue-card-sample/869-ielts-cue-card-sample-140-talk-about-your-favourite-food>

Unit V. HOBBIES AND INTERESTS

WARM-UP

Answer the questions about your hobbies.

1. What hobbies do you enjoy?
2. Do you have any special interests or activities that you like to do in your free time?
3. Can you name some hobbies that you find interesting?
4. Have you tried any new hobbies recently?
5. What is your favorite thing to do when you have free time?
6. Do you like doing hobbies alone or with other people?
7. What do you like about your hobbies?
8. How does doing hobbies make you feel?

Ask your group mate about his/her hobbies.

Speak about your hobbies in short.

Speak about your friend's hobbies.

READING. HISTORY STORIES.

Read the text. What is the text about? What points does the text cover?

What is a hobby

A **hobby** is considered to be a regular activity that is done for enjoyment during one's leisure time. Hobbies include collecting themed items and objects, engaging in creative and artistic pursuits, playing sports, or pursuing other amusements. A hobby is also called a **pastime**, derived from the use of hobbies to pass the time.

In the 16th century, the term "hobby" had the meaning of "small horse and pony". The term "hobby horse" was documented in 1557. The item, originally called a "Tourney Horse" ("Турнирный конь"), was made of a wooden or basketwork frame (плетеный каркас) with an artificial tail and head. It was designed for a child to mimic riding a real horse.

By 1816 the derivative "hobby" was introduced into the vocabulary. Over the course of subsequent centuries, the term came to be associated with recreation and leisure. In the 17th century, the term was used in a pejorative (уничижительном) sense by suggesting that a hobby was a childish pursuit. However, in the 18th century with more industrial society and more leisure time, hobbies took on greater respectability.

In 2018 the term "hobby" was identified to describe activities associated with making or collecting objects, especially when done alone.

A list of hobbies changes with renewed interests and developing fashions. Hobbies tend to follow trends in society. Deciding what to include in a list of hobbies provokes debate because it is difficult to decide which pleasurable pass-times can also be described as hobbies. During the 20th century the term hobby suggested activities, such as stamp collecting, embroidery, knitting, painting, woodwork, and photography. Typically the description did not include activities like listening to music, watching television, or reading. These latter activities bring pleasure, but lack the sense of achievement usually associated with a hobby. They are usually not structured, organized pursuits, as most hobbies are.

In the 21st century, the video game industry has been popular as a hobby involving millions of children and adults. Stamp collecting declined along with the importance of the postal system. Woodwork and knitting declined as hobbies, because manufactured goods provide cheap alternatives for handmade goods. Through the Internet, an online community has become a hobby for many people: sharing advice, information and support, and in some cases, allowing a traditional hobby, such as collecting, flourished in a new environment.

The pleasure of a hobby is usually associated with making something of value or achieving something of value. A hobby became an activity that is practiced regularly and usually with some worthwhile purpose. Hobbies are usually, but not always, practiced primarily for interest and enjoyment, rather than financial reward.

<https://en.wikipedia.org/wiki/Hobby>

1. Give Russian equivalents for the following words and word combinations.

a) a hobby, a pastime, a century, a term, a pony, a vocabulary, an object, interests, a fashion, a society, a debate, pass-time, an embroidery, a photography, music, television, pleasure, popular, a stamp, the Internet, an advice, information, value

b) a regular activity, leisure time, a childish pursuit, an industrial society, a list of hobbies, themed items and objects, artistic pursuits, an artificial tail, a video game industry, children and adults, manufactured goods, an online community, a new environment, financial reward

2. Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to be considered, to include, to be called, to derive, to pass, to be documented, to design, to introduce, to be associated, to identify, to describe, to change, to support, to provoke, to decide, to describe, to suggest, to bring, to lack, to involve, to decline, to achieve, to flourish, to practice

- | | |
|--|-------------------------------|
| 1. Hobbies ... collecting themed items and objects. | |
| 2. The term "hobby horse" ... in 1557. | |
| 3. By 1816 the word "hobby"... into the vocabulary. | |
| 4. In 2018 the term "hobby" ... to describe activities ... with making or collecting objects. | a. declined |
| 5. A list of hobbies ... with renewed interests and developing fashions. | b. flourished |
| 6. Deciding what to include in a list of hobbies ... debate. | c. was identified, associated |
| 7. It is difficult ... which pleasurable pass-times ... also ... as hobbies. | d. changes |
| 8. During the 20th century the term hobby ... activities, such as stamp collecting, embroidery, knitting, painting, woodwork, and photography. | e. provokes |
| 9. In the 21st century, the video game industry as a hobby ... millions of children and adults. | f. include |
| | g. involves |
| | h. is ... associated |
| | i. are ... practiced |
| | j. was documented |
| | k. was introduced |
| | l. to decide, can ... |

10. These activities ... pleasure, but ... the sense of achievement usually associated with a hobby.	be described m. suggested
11. Stamp collecting ... along with the importance of the postal system.	n. bring, lack
12. Through the Internet, a traditional hobby, such as collecting, ... in a new environment.	
13. The pleasure of a hobby ... usually ... with making something of value.	
14. Hobbies ... usually ... primarily for interest and enjoyment, rather than financial reward.	

3. Match English word combination in left column with the Russian equivalents in the right column

• to mimic riding a real horse	– дешёвые альтернативы изделиям ручной работы
• over the course of subsequent centuries	– что-то ценное
• took on greater respectability	– склонен следовать тенденциям
• tend to follow trends	– структурированные, организованные занятия
• structured, organized pursuits	– важность почтовой системы
• the importance of the postal system	– стоящая цель
• cheap alternatives for hand-made goods	– финансовое вознаграждение
• something of value	– имитировать езду на настоящей лошади
• worthwhile purpose	– в течение последующих столетий
• financial reward	– приобрёл большую респектабельность

4. Word-building. Analyze the structure of the following words. State the meaning of prefixes and suffixes.

a) renewed, pleasurable, woodwork, activities, enjoyment, amusements, recreation, description, the derivative, creative

- b) collecting to collect, engaging, playing, pursuing, meaning, making, developing, deciding, knitting, painting, listening, watching, reading, involving, sharing, allowing
- c) original originally, special ..., typical ... , regular ... , usual ...

Read the text again and answer these questions.

1. What is a hobby? What is another word for “hobby”?
2. What meaning did the term "hobby" have in the 16th century?
3. In what sense was the term “hobby” used in the 17th century?
4. How was “hobby” identified in 2018?
5. What do hobbies tend to follow? Give examples.
6. Why did a list of hobbies provoke debate?
7. How did the activities, suggested by the term hobby, change during the 20th century?
8. What is the pleasure of a hobby usually associated with?
9. What are hobbies primarily practiced for?

CROSS-CULTURAL NOTES

Read the text about unusual hobbies in the UK and the USA. Find in the text the names of hobbies, corresponding to the following descriptions.

The description of a hobby	A hobby
❖ Хобби, которое состоит в фотографировании или записи регистрационных номеров летающих кораблей.	The ear pull
❖ Соревнования по автогонкам на спринтерской дистанции 402 метра. Наиболее распространенными являются гоночные автомобили и мотоциклы с поршневыми двигателями.	Cheese-Rolling
❖ Энтузиасты этого вида хобби проводят время в локомотивном депо, на железнодорожных станциях или наблюдательных пунктах вдоль железнодорожных путей, записывая серийные номера проезжающих поездов и локомотивов. Их цель - увидеть все локомотивы, курсирующие по стране.	Stone skipping

❖ Это футбол, в котором принимает участие весь город. Задача - довести мяч до ворот соперника. Матч длится с 14-00 до 22-00. Горожане делятся на две команды. Воротами служат две мельницы, расположенные в разных частях города, а поле - это целый город.	Bubble Football
❖ Чувство соперничества заключается в том, чтобы догнать на крутой горке катящуюся головку двойного глостерского сыра. Победителем становится участник, который первым достиг подножия холма. Награда - головка сыра.	Royal Soccer
❖ Это вид автоспорта, в котором участники соревнуются на модифицированных газонокосилках. Оригинальные двигатели газонокосилок сохранены, но лезвия сняты в целях безопасности.	Geocaching
❖ Это использование старого компьютерного оборудования и программного обеспечения в наше время.	Trainspotting

Unusual British and American hobbies

Hobbies are a great British and American tradition. A hobby is a special interest or activity that you do in your time off.

A «hobby» is usually something that a person does alone. But American and British families sometimes like to do things together too. Some American families have quite a lot of money to spend on their recreation. They can all enjoy their holiday home or their boat somewhere in the country away from it. Americans love to get out of town into the wild and many go for holidays or long weekends into the thirty-five fabulous national parks.

Some people have animals as hobbies. They keep rabbits or go fishing. They train dogs to do tricks or keep pigeons to race and carry messages. Some are crazy about plants.

Others are mad about their car or their motorbike. They spend their Saturdays and Sundays washing them and painting them. But Americans do not only spend their free time having fun.

Children and teenagers are great collectors. Millions take part-time courses in writing, painting and music and at the weekends the museums, art galleries and concert halls are full. Everyone in these countries is very interested in culture.

In England, people have more fun, hobbies and interests outside of the routine of daily affairs than the Americans. Percentage who cares except associated with their business or profession, has a hobby, much higher than in America. The British like to joke on a hobby. And apart from the traditional lifestyle they love unusual hobby: starting with collecting bags with orange juice, finishing construction of oil towers of matches.

The most famous ones:

1. **Watching airplanes** (Наблюдение за самолетами) is a hobby that consists of photographing or recording of registration numbers flying ships. The Guard of the airbases used to people with cameras with powerful lenses, binoculars and radios behind the fence on the perimeter of the field.

2. **Drag racing** (Дрэг-рейсинг) is a motor-racing competition on the sprint distance of 402 meters. The first competition was in England, and therefore gave rise to the English tradition Drag racing. The most common subjects are race cars and motorcycles with piston engines.

3. **Trainspotting** (Трейнспоттинг) is one of the most unusual hobbies. This kind of hobby, practiced in the country where the trains run on a regular schedule, and that enthusiasts spend time at the locomotive depot, railway stations or observation posts along the railway track, recording the serial numbers of passing trains and locomotives. Their purpose is to see all locomotives plying in the country. They collect all information about the movement of trains on the railway network and exchange it. This hobby is most popular in the UK and the U.S.

4. **Royal Soccer** (Королевский футбол) (Ashbourne Royal Shrovetide Football). This is football, in which takes part the whole city. The task is to bring the ball to the opponent's goal. This competition is held annually in the English town of Ashbourne (Эшборн). The game got the title of «Royal» in the in 1928, when the Prince of Wales personally announced the start of the competition. The match lasts from 14-00 to 22-00. The citizens are

divided into two teams, living in the north of the river, are called «north-erners», to the south – «southerners». Two mills serve as gates located in different parts of the city, and field is a whole city.

5. **Cheese-Rolling** (Раскатывание сыра). The Cooper's Hill Cheese-Rolling and Wake is an annual event held on the Spring Bank Holiday at Cooper's Hill, near Gloucester in England. It is traditionally by and for the people who live in the local village of Brockworth, but now people from all over the world take part. Sense of competition is to catch up on a steep hill rolling head double Gloucester cheese.

The winner is the participant who first reached the foot of the hill. The award is head cheese.

6. **Lawn mower racing** (Гонки на газонокосилках) is a form of motor-sport in which competitors race modified lawnmowers, usually of the ride-on or self-propelled variety. The original mower engines are retained, but blades are removed for safety. The sport attracts all ages.

7. **Retrocomputing** (Ретрокомпьютинг). Retrocomputing is the use of older computer hardware and software in modern times. Retrocomputing is usually classed as a hobby and recreation rather than a practical application of technology; enthusiasts often collect rare and valuable hardware and software for sentimental reasons.

Now we speak about unusual hobbies of the USA, but they are very little. For examples,

1. **Trainspotting**

2. **Bubble Football** (soccer mixture with Zorbing) (смесь футбола с зорбингом) is the brainchild of two Norwegians Henrik Elvestad and Johan Colden. To football would be even more interesting, this couple came up to conclude players in transparent plastic balls - zorbing. Balls have a diameter of 1.8 meters, their weight is about ten pounds

3. **Stone skipping** (Прыжки с камнями) is a pastime which involves throwing a stone with a flattened surface across a lake or other body of water in such a way that it bounces off the surface of the water. The object of the game is to see how many times a stone can be made to bounce before sinking.

4. **The ear pull** (Перетягивание ушей) is a traditional game which tests the competitors' ability to endure pain. In the ear pull, two competitors sit facing each other, their legs straddled and interlocked. A two-foot-long loop of string, similar to a thick, waxed dental floss, is looped behind their ears, connecting right ear to right ear, or left to left.
5. **Geocaching** (ГеоКЭШИНГ) is both ancient and new game. Treasure Seekers create caches in interesting places on the Internet and put their GPS - coordinates on them other adventurers seeking treasure with various souvenirs.

<https://studfile.net/preview/4189381/page:3/>

Make a presentation on hobbies most popular in Russia.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

Monica's story

What started as ... activity ... entertain herself throughout COVID-19 isolation, ended ... helping Monica ... express ... creativity in ... fresh way, increasing ... self-esteem, and alleviating ... stress ... anxiety.

“I ... a very active ... curious person. ... have had so ... different hobbies ... my life. Before ... lockdown, ... exercised regularly ... week including spinning, gym, swimming, and occasionally nordic walking, golf ... tennis. I ... played cards one evening every week ... my friends. It ... exciting ... meet ... many people and ... share ... free time.

Due ... the lockdown, ... had ... suspend all ... activities. ... quickly became anxious, insecure ... depressed. Worries ... anxieties ... become inseparable companions. I knew ... this stress ... bound ...

increase if I ... not find valid strategies ... manage it. I realised ... needed ... start ... activity ... could help ... to clear ... mind and relax.

... the lockdown, my assistant's son ... born, ... I thought ... making ... cotton sweater ... him. ..., I started ... knit. And as ... say, the rest is history!

... hobby helps me ... distance myself ... everything that causes me tension, ... helps ... "lighten" ... mind ... little. When I ... knitting, I experience feelings ... calm ... happiness, and ... self-esteem ... increased too!

If you look ... the wonderful creations ... arise ... this hobby, ... understand how good ... is for ... psyche! As ... doctor, I know ... when we ... creative, ... brains release dopamine, which ... a natural antidepressant. Creativity ... requires great concentration and ... lead ... the feeling ... natural well-being. ... scientists believe ... there ... a link ... creative activities ... the ability ... reduce cognitive impairment associated ... ageing. Participating ... creative activities ... help alleviate depression. So... Cheers to knitting!"

<https://www.hey lady.io/post/the-power-of-having-a-hobby>

DISCUSSION

Discuss the following items.

1. Can you analyze the influence of social media and online platforms on hobbies, such as sharing, collaboration, and inspiration?
2. Can you discuss the potential benefits and challenges of monetizing hobbies and turning them into a source of income?
3. Can you discuss the future of hobbies in the digital age and the integration of technology in traditional hobbies?

PROFESSIONAL ISSUES

Read the Russian version of the text first.

Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

The Importance of History in Education

FAQ

1. Why is history considered an essential subject in schools?

History is a gateway to understanding our past – the triumphs, the failures, the moments that shaped humanity. It teaches students about different cultures, civilizations, and ideologies, fostering a sense of empathy and global awareness. Moreover, history encourages critical thinking, as students analyze events, discern patterns, and draw conclusions.

2. How does learning history benefit students?

Learning history equips students with the ability to think critically, reason logically, and express their thoughts coherently. It helps them understand the context of current events and the

Важность истории в образовании

Вопросы и ответы

1. Почему история считается важным предметом в школах?

История - это путь к пониманию нашего прошлого – триумфов, неудач, событий, которые сформировали человечество. Она знакомит студентов с различными культурами, цивилизациями и идеологиями, развивая чувство сопереживания и глобальной осведомленности. Более того, история поощряет критическое мышление, поскольку учащиеся анализируют события, выявляют закономерности и делают выводы.

2. Какую пользу приносит изучение истории учащимся?

Изучение истории развивает у студентов способность критически мыслить, логически рассуждать и связно выражать свои мысли. Это помогает им понять контекст текущих событий и взаимосвязь глобальных событий. Кроме того,

interconnectedness of global affairs. Plus, history inspires students by showcasing examples of human resilience, innovation, and achievement.

3. Isn't history just about memorizing dates and facts?

While dates and facts are elements of history, they're not the focus. History is more about understanding the causes and effects of events, analyzing different perspectives, and drawing lessons from the past. It's about connecting the dots and seeing the bigger picture.

4. How can teachers make history more engaging for students?

Teachers can leverage storytelling, role-play, field trips, and technology to bring history to life. Interactive activities, like debates and projects, can also engage students and stimulate their interest in history. The key is to present history as a dynamic and relevant subject, not a static collection of facts.

история вдохновляет студентов, демонстрируя примеры человеческой жизнестойкости, инноваций и достижений.

3. Разве история - это не просто запоминание дат и фактов?

Хотя даты и факты являются элементами истории, они не находятся в центре внимания. История - это скорее понимание причин и следствий событий, анализ различных точек зрения и извлечение уроков из прошлого. Речь идет о том, чтобы соединить точки и увидеть картину в целом.

4. Как учителя могут сделать историю более интересной для учащихся?

Учителя могут использовать повествование, ролевые игры, экскурсии и технологии, чтобы оживить историю. Интерактивные мероприятия, такие как дебаты и проекты, также могут заинтересовать учащихся и стимулировать их интерес к истории. Главное - представить историю как динамичный и актуальный предмет, а не как статичную совокупность фактов.

5. What can we do to promote history education in schools?

Advocacy is crucial. Parents, educators, and community leaders can lobby for a robust history curriculum in schools. Additionally, integrating history with other subjects, like literature and science, can underscore its relevance. We must also celebrate and support teachers who are passionate about teaching history and can inspire students.

Remember, history isn't just about the past; it's about understanding our present and shaping our future. By teaching history in schools, we are equipping the next generation with the knowledge, skills, and perspective to navigate an increasingly complex world.

<https://theteachingcouple.com/the-importance-of-history-in-education>

5. Что мы можем сделать для продвижения исторического образования в школах?

Пропаганда имеет решающее значение. Родители, педагоги и общественные лидеры могут лоббировать создание надежной учебной программы по истории в школах. Кроме того, интеграция истории с другими предметами, такими как литература и естественные науки, может подчеркнуть ее актуальность. Мы также должны отмечать и поддерживать учителей, которые увлечены преподаванием истории и могут вдохновлять студентов

Помните, история - это не только прошлое; это понимание нашего настоящего и формирование нашего будущего. Преподавая историю в школах, мы наделяем следующее поколение знаниями, навыками и перспективой ориентироваться во все более сложном мире.

It's your choice activities:

1. Make a list of terms.
2. Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.

3. Give a brief summary of the text.
4. Speak about: The Importance of History in Education

Key

Monica's story

What started as an activity to entertain herself throughout COVID-19 isolation, ended up helping Monica to express her creativity in a fresh way, increasing her self-esteem, and alleviating her stress and anxiety.

“I am a very active and curious person. I have had so many different hobbies in my life. Before the lockdown, I exercised regularly every week including spinning, gym, swimming, and occasionally nordic walking, golf and tennis. I also played cards one evening every week with my friends. It was exciting to meet so many people and to share our free time.

Due to the lockdown, I had to suspend all these activities. I quickly became anxious, insecure and depressed. Worries and anxieties had become inseparable companions. I knew that this stress was bound to increase if I couldn't find valid strategies to manage it. I realised I needed to start an activity that could help me to clear my mind and relax.

During the lockdown, my assistant's son was born, and I thought about making a cotton sweater for him. So, I started to knit. And as they say, the rest is history!

This hobby helps me to distance myself from everything that causes me tension, and helps to "lighten" my mind a little. When I am knitting, I experience feelings of calm and happiness, and my self-esteem has increased too!

If you look at the wonderful creations that arise from this hobby, as our wise grandmothers have often shown and taught us, we understand how good it is for our psyche! As a doctor, I know that when we are creative,

our brains release dopamine, which is a natural antidepressant. Creativity usually requires great concentration and can lead to the feeling of natural well-being. Many scientists believe that there is a link between creative activities and the ability to reduce cognitive impairment associated with ageing. Participating in creative activities can help alleviate depression. So... Cheers to knitting!”

<https://www.heylady.io/post/the-power-of-having-a-hobby>

Unit VI. SPORTS

WARM-UP

Answer the questions about sport.

- What is your favorite sport?
- Do you play any sports?
- Can you name some popular sports?
- Have you ever been to a sports event?
- What is your favorite sports team?
- Do you like watching sports on TV?
- What do you like about sports?
- How do you feel when you play or watch sports?

Ask your group mate about his/her doing sports.

Speak about your favorite sport in short.

Speak about your friend's sport priorities.

READING. HISTORY STORIES.

Read the text. Guess the meaning of the underlined words. What is the text about? What points does the text cover?

History of Sports

Most sports of today only developed in their current form in the 19th and 20th centuries, though many take their origins from more primitive sports and pastimes of ancient times. Here is a brief article about the history of sports, useful for those students studying sports or history.

What is the first sport ever played?

Although it is impossible to know for sure, it is usually considered that wrestling and boxing were the first sports ever played. Competitions using the simple mode of human transport, running, would also have been among the first sports played.

Competitions involving hitting, kicking, throwing a ball-like object, as well as sports related to hunting and throwing would also be expected to

have been played in early times.

Many sports have developed as competitions from means of early transportation, such as horse riding and canoeing, and from military activities such as rifle shooting and archery.

Some of the sports in the past are not played anymore as they became superseded with a better version or changed due to improved technology, while some are lost altogether as sporting and leisure trends come and go.

At the first recorded ancient Olympic Games in 760 BC, there was only one event, a footrace. Later Games included other events such as wrestling, boxing, equestrian, discus, javelin, and jumping. From around the same time, the only sport mentioned in the Bible is said to be wrestling.

The most popular sport played around the world today, Association football (soccer), has its origins in China. There is evidence in China that military forces around the 2nd and 3rd century BC (Han Dynasty) played a game, originally named "Tsu Chu", that involved kicking a leather ball stuffed with fur into a small hole. Like Soccer, no hands were permitted during the play of the game.

<https://www.topendsports.com/resources/history.htm>

Give Russian equivalents for the following words and word combinations.

○ history, sports, century, primitive, ancient, a student, a competition, a rifle, an archery, an event, a footrace, equestrian, a discus, a javelin, an origin, an evidence, a hand, soccer, popular

○ a brief article, a ball-like object, early times, horse riding, military activities, a better version, Association football (soccer), military forces, a small hole

• Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to develop, to relate, to expect, to be played, to become, to supersede, to lose, to record, to mention, to name, to be stuffed, to permit

Most sports of today only ... in their current form in the 19th and 20th centuries.

Competitions using the simple mode of human transport, were among the first sports

Sports ... to hunting and throwing ... in early times.

Many sports ... as competitions from means of early transportation,

Some of the sports in the past ... anymore.

Some sports ... with a better version or changed due to improved technology.

Some sports ... altogether as sporting and leisure trends come and go.

The first ancient Olympic Games ... in 760 BC.

The only sport ... in the Bible is said to be wrestling.

There is evidence in China that military forces around the 2nd and 3rd century BC (Han Dynasty) ... a game, originally ... "Tsu Chu",

"Tsu Chu", involved kicking a leather ball ... with fur into a small hole.

Like soccer, no hands ... during the play of the game.

- developed
- played
- related, have been played
- have developed
- are not played
- were superseded
- are lost
- were recorded
- mentioned
- played, named
- stuffed
- were permitted

• Match English words and word combination in left column with the Russian equivalents in the right column

in their current form
many take their origins
to know for sure
the first sports ever played
the simple mode of human
transport means
early transportation
due to improved technology
leisure trends come and go

ранние виды транспорта
благодаря усовершенствованным
технологиям
первые зафиксированные древние
Олимпийские игры
примерно в то же время
кожаный мяч, набитый мехом
во время игры
в их нынешнем виде
многие берут свое начало

the first recorded ancient
Olympic Games
from around the same time
a leather ball stuffed with fur
during the play of the game

чтобы знать наверняка
первые виды спорта, в которые
когда-либо играли
простой вид транспорта для
людей
тенденции в сфере досуга прихо-
дят и уходят

- Word-building. Analyze the structure of the following words. State what part of speech the word belongs to.

useful, impossible, usually, competitions, originally, transportation, activity, canoeing, sporting, improved, a footrace, football, later, stuffed

to study ☞ studying, to wrestle ☞ ... , to box ☞ ... , to use ☞ ... , to involve ☞ ... , to hit ☞ ... , to kick ☞ ... , throw ☞ ... , to run ☞ ... , to hunt ☞ ... , to shoot ☞ ... , jump ☞ ...

Read the text again and answer these questions.

- When did most sports of today develop?
- What were the first sports ever played?
- What have many sports developed from?
- Why are some of the sports in the past not played anymore?
- What was the only one event at the first recorded ancient Olympic Games?
- What other sports did later Olympic Games include?
- What is the most popular sport played around the world today?
- What country and when did football (soccer) originate from?

CROSS-CULTURAL NOTES

Read the text about sports culture UK and the USA. Find the necessary information to match the statements below to the proper country.

	The USA	The UK
... major sporting nation.		
Basketball, football, and baseball are the most popular sports in the		
... are bigger fans of sports like soccer, tennis, cricket, and horseracing.		
Most ... pubs are family-orientated, ... families frequently enjoy watching a game of cricket or soccer together at their local pub.		
... prefer to get together and watch a game of football at home or at any of the numerous live sporting events.		
... are avid sports fans.		
... have a massive food culture that is closely connected to their sports culture.		
... enjoy indulging in foods like hotdogs, pizza, chips, and corndogs.		
... prefer a good old slice of pie or fish and chips while watching major sporting events.		
Online sports betting is a popular activity in		
Online gambling and sports betting are legal in		
Online gambling is still considered illegal throughout the majority of		
Sportsbooks tend to offer more promotions, bonuses and rewards in		
Sportsbooks tend to be more traditional in their approach in		
... sports are more structured in their play.		
... sports tend to have more variables such as periods of overtime.		
The popularity of different sports varies throughout		
Soccer is the most popular sport in		

British vs American Sports Culture

By jonathan

The United Kingdom of Great Britain and the United States of America – what do these two countries have in common in terms of sports culture? Besides the fact that both of these nations have English as their national language, when it comes to sports culture, the UK and the USA don't share too many similarities. Both the United Kingdom and the United States are major sporting nations where sport has been woven into the very fabric of their culture since the beginning of their inception. In this article, we will be taking a look at some of the differences in British vs. American sports culture.

Types of Sport

One of the main differences in British vs. American sports culture is the different types of sports that these two nations prefer. While basketball, football, and baseball are the most popular sports in the United States, residents of the UK are bigger fans of sports like soccer, tennis, cricket, and horseracing. Since most British pubs are family-orientated, British families frequently enjoy watching a game of cricket or soccer together at their local pub. Americans prefer to get together and watch a game of football at home or at any of the numerous live sporting events.

Traditional Cuisine

Watching sports tournaments wouldn't be the same without the addition of those favourite treats and snacks that tend to accompany sporting events. Not only are both British and Americans avid sports fans, but both of these nations also have a massive food culture that is closely connected to their sports culture. While Americans enjoy indulging in foods like hotdogs, pizza, chips, and corndogs, the British prefer a good old slice of pie or fish and chips while watching major sporting events.

Online Sports betting

Online sports betting is a popular activity in both the United Kingdom and the United States. While online gambling and sports betting are legal in the UK, it is still considered illegal throughout the majority of the United States. There are only a small handful of states within the US where online gambling is legal and these include Nevada, Delaware and

the state of New Jersey. It is illegal to place wagers online in most parts of the US, however, it is legal to partake in online betting in New Jersey.

Sportsbooks (букмекерские конторы) that are focused more on American sports such as football, basketball, and baseball tend to offer more promotions and rewards when compared to the UK sportsbooks. UK sportsbooks tend to be more traditional in their approach whereas US sportsbooks place a larger focus on the aspects of promotions, bonuses, and competitions. British sports are also more structured in their play whereas American sports tend to have more variables such as periods of overtime. The popularity of different sports varies throughout the United States whereas soccer is by far the most popular sport in Britain. For this reason, most UK sportsbooks will offer promotions based on major soccer events without placing focus on any other sports. After all, this is exactly what British punters are looking for.

<https://londontopia.net/news-features/british-vs-american-sports-culture/>

Make a presentation on sport culture in Russia.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

Sport ... Australia

Australians ... lucky. ... have ... perfect climate, and ... endless amount ... land. ... have wonderful waves ... surfers on ... beaches. They ... have ... strong wish ... win. ... fact, Australia has ... very high number ... world champions, in ... kinds ... sports for ... country ... only 16 million people.

Around ... country you ... find plenty ...opportunities ... golf, squash, tennis, trail riding (horse ... motorcycle), fishing and ... on. Surfing ... almost a religion ... many Australians ... follow the waves around ... country and there ... a number ... important surfing contests.

You ... find football of assorted types including ... unique

Australian Rules Football. Then there ... motor racing ... motorcycle racing, horse racing, yacht racing, cricket matches and lots

... best thing, ... course, ... to play sport yourself. But if you ... not, or you do ... want to, then ... can watch ... people doing it. Every year, more ... 100,000 people go ... the final of Australian Rules Football. Crowds ... more than 90,000 watch the big cricket matches ... India, Pakistan, New Zealand and England.

There ... sport happenings ... holidays ... Australia year

DISCUSSION

Discuss the following items.

- Can you discuss the importance of sports for physical fitness and overall well-being?
- Can you discuss the impact of sports on personal development and character building?
- Can you analyze the role of sports in building national pride and identity?
- Can you discuss the ethical considerations in sports, such as fair play and doping?
 - How do you think sports can contribute to peace and diplomacy among nations?

PROFESSIONAL ISSUES

Read the Russian version of the text first.

Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

Purpose and Goals of Social Studies

The foundational purpose of social studies is to prepare young minds to become

Цель и задачи обществознания

Основополагающая цель обществознания - подготовить молодые умы к тому, чтобы стать информ-

informed, responsible, and active participants in a democratic society. This overarching goal can be further delineated as follows:

1.Preparing Informed Citizens.

Social studies provides students with a grounding in history, civics, and contemporary global issues, ensuring they possess the knowledge to make informed decisions and participate meaningfully in societal discourse.

2.Developing Critical Thinking Skills.

By analyzing events, ideologies, and patterns of behavior, students are trained to think critically, discern facts from opinions, and make judgments based on evidence.

3.Understanding Global Interconnectedness.

With the world becoming increasingly interconnected, it's vital for students to grasp global dynamics, relations

рованными, ответственными и активными участниками демократического общества. Эту всеобъемлющую цель можно дополнительно обозначить следующим образом:

1. Подготовка информированных граждан.

Обществознание дает студентам основы истории, гражданского права и современных глобальных проблем, гарантируя, что они обладают знаниями, необходимыми для принятия обоснованных решений и значимого участия в общественном дискурсе.

2. Развитие навыков критического мышления.

Анализируя события, идеологии и модели поведения, учащиеся учатся критически мыслить, отличать факты от мнений и выносить суждения, основанные на фактических данных.

3. Понимание глобальной взаимосвязанности.

Поскольку мир становится все более взаимосвязанным, студентам жизненно важно понимать глобальную динамику, отношения между

between nations, and the interplay of cultures, economies, and political systems.

4. Cultivating Respect for Diversity.

Social studies exposes students to diverse cultures, traditions, and histories, fostering empathy, understanding, and respect for differences.

5. Empowering Active Participation.

Beyond passive knowledge, the discipline also encourages students to participate actively in their communities, be it through voting, community service, or public advocacy.

In essence, social studies does not just dwell in the past; it prepares students for an informed and engaged future, emphasizing the core values and principles that underpin democratic societies.

<https://socialstudieshelp.com>

нациями и взаимодействие культур, экономик и политических систем.

4. Воспитание уважения к разнообразию:

Обществознание знакомит студентов с различными культурами, традициями и историей, способствуя сопереживанию, пониманию и уважению различий.

5. Стимулирование активного участия.

Помимо пассивных знаний, дисциплина также поощряет студентов к активному участию в жизни своих сообществ, будь то посредством голосования, общественных работ или общественной пропаганды.

По сути, обществознание - это не просто изучение прошлого; оно готовит студентов к осознанному и заинтересованному будущему, подчеркивая основные ценности и принципы, лежащие в основе демократических обществ.

It's your choice activities:

Make a list of terms.

Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.

Give a brief summary of the text.

Speak about purpose and goals of social studies

Key**Sport in Australia**

Australians are lucky. They have a perfect climate, and an endless amount of land. They have wonderful waves for surfers on their beaches. They also have a strong wish to win. In fact, Australia has a very high number of world champions, in all kinds of sports, for a country of only 16 million people.

Around the country you'll find plenty of opportunities for golf, squash, tennis, trail riding (horse or motorcycle), fishing and so on. Surfing is almost a religion for many Australians who follow the waves around the country and there are a number of important surfing contests.

You'll find football of assorted types including the unique Australian Rules Football. Then there's motor racing and motorcycle racing, horse racing, yacht racing, cricket matches and lots more.

The best thing, of course, is to play sport yourself. But if you can't, or you don't want to, then you can watch other people doing it. Every year, more than 100,000 people go to the final of Australian Rules Football. Crowds of more than 90,000 watch the big cricket matches against India, Pakistan, New Zealand and England.

There are sport happenings and holidays in Australia year round. Here are some of them.

Unit VII. HEALTH AND FITNESS

WARM-UP

Answer the questions about your health.

- How do you stay healthy?
- Do you exercise regularly? What activities do you enjoy?
- What is your favorite healthy food?
- How many hours of sleep do you usually get?
- What do you do to relax and reduce stress?
- What are some common unhealthy habits?
- Do you have any bad habits that affect your health?
- What is your favorite outdoor activity?

Ask your group mate about his/her health.

Speak about your health in short.

Speak about your friend's health .

READING. HISTORY STORIES.

Why are Health and Fitness so Important?

Read the text. Guess the meaning of the underlined words. What is the text about? What points does the text cover?

In common usage and medicine **health**, according to the World Health Organization (WHO), is "a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity".

The meaning of health has evolved over time. Early definitions of health focused on the theme of the body's ability to function; health was seen as a state of normal function that could be disrupted from time to time by **disease**. In 1948, in a radical departure from previous definitions, the WHO proposed a definition that aimed higher, linking health to **well-being**, in terms of "physical, mental, and social well-being, and not merely the absence of disease and infirmity".

Physical activity plays a crucial role in enhancing overall well-

being. It not only keeps our bodies fit but also has significant positive effects on mental and emotional health. Regular exercise helps in reducing stress, improving mood, boosting self-esteem, and promoting better cognitive function.

Physical training has been present in human societies throughout history. Usually, it was performed for the purposes of preparing for physical competition or display, improving physical, emotional and mental health, and looking attractive. It took a variety of different forms but quick dynamic exercises were favoured over slow or more static ones. For example, running, jumping, wrestling, gymnastics and throwing heavy stones are mentioned frequently in historical sources and emphasised as being highly effective training methods. Notably, they are also forms of exercise which are readily achievable for most people to some extent or another.

Physical training was widely practiced by the athletes of Ancient Greece. However, after the original Olympic Games were banned by the Romans in 394, such culturally significant athletic competitions were not held again until the 19th century. In 1896, the Olympic Games were reintroduced after a gap of some 1,500 years. In the years in between, formalised systems of physical training had become more closely aligned with military training. Whilst there were differences in how the training manifested itself based upon what it was in preparation for there were also obvious similarities, and similar training methods and focuses can be seen to recur throughout European history

From Wikipedia, the free encyclopedia\

Give Russian equivalents for the following words and word combinations.

medicine, health, a term, a disease, a theme, radical, a body, stress, purposes, a competition, a display, static, quick, slow, gymnastics, the Romans World Health Organization a state of normal function, physical activity, overall well-being, positive effects, regular exercise, a better cognitive function, a physical training, a human society, improving physical, emotional and mental health, different forms, dynamic exercises, historical sources, highly effective training methods, athletes of Ancient Greece,

the original Olympic Games, significant athletic competitions, formalised systems of physical training, similar training methods and focuses

Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to evolve, to focus on, to disrupt, to propose, to aim, to link, to enhance, to keep, to help, to be present, to perform, to favour over, to mention, to emphasize, to practice, to ban, to hold, to reintroduce, to manifested oneself, to be aligned with, to base upon, to recur

The meaning of health ... over time.

Early definitions of health ... on the body's ability to function.

Health ... from time to time by **disease**.

In 1948 the WHO ... a definition ... health to **well-being**.

Physical activity plays a crucial role in ... overall well-being.

Regular exercise ... in reducing stress.

Physical training ... in human societies throughout history.

Quick dynamic exercises ... slow or static ones.

Running ... frequently in historical sources as highly effective training method.

Physical training ... widely ... by the athletes of Ancient Greece.

The original Olympic Games ... by the Romans in 394.

In 1896, the Olympic Games ... after a gap of some 1,500 years.

In the years in between, formalised systems of physical training had become more closely ... military training.

could be disrupted
proposed, linking
aligned with
enhancing
helps
has been present
was ... practiced
were banned
has evolved
focused
were reintroduced
were favoured over
is mentioned

Match English words and word combination in left column with the Russian equivalents in the right column

in common usage	психическое и эмоциональное
a state of complete physical, mental and social well-being	здоровье
the body's ability to function	в той или иной степени
previous definitions	разрыв примерно в 1500 лет
the absence of disease and infirmity	предыдущие определения
plays a crucial role	связан с военной подготовкой
to keep bodies fit	также были очевидные сходства
mental and emotional health	играет решающую роль
to some extent or another	отсутствие болезней и немощи
a gap of some 1,500 years	играет решающую роль
aligned with military training	в обычном употреблении
there were also obvious similarities	состояние полного физического, психического и социального благополучия
	способность организма функционировать
	поддерживать тело в форме

Word-building. Analyze the structure of the following words. State what part of speech the word belongs to.

- usage, absence, merely, infirmity, meaning, closely, definition, departure, significant, throughout, usually, attractive, variety, frequently, notably, culturally, difference, preparation, reintroduced, achievable, readily
- reducing stress ☐ to reduce stress, improving mood ☐ to ... , boosting self-esteem ☐ to ... , promoting better cognitive function ☐ to ... , preparing for physical competition ☐ to ... , improving physical, emotional and mental health ☐ to ... , looking attractive ☐ to ... , throwing heavy stones ☐ to ... , being highly effective training methods ☐ to ...

Read the text again and answer these questions.

- How is health defined by the World Health Organization?
- 2. What were early definitions of health focused on?
- 3. What did the WHO propose to link health to?
- 4. What activity plays a crucial role in enhancing overall well-being?
- 5. What were the purposes of physical training in human societies throughout history?
- 6. What exercises were favoured in historical sources as highly effective training methods?

CROSS-CULTURAL NOTES

Read the text about fitness trends in the UK and the USA. Find the necessary information to match the description and the name of the fitness trends below.

Name	Description	Popular in ...
Yoga	Эти занятия на открытом воздухе предназначены для людей с разным уровнем физической подготовки. Это групповые занятия под руководством бывших ... тренеров, которые считаются разновидностью тренировок, которые проходятТренировка интенсивная и, как говорят, сжигает на 30 процентов больше калорий, чем стандартная тренировка в помещении с тем же интервалом и интенсивностью.	
Functional Fitness	... , представляющий собой смесь ... и ... , предназначен для повышения вашей выносливости, наращивания мышечной массы и сжигания калорий. Элементы	

	<p>тренировки по ... также помогут развить гибкость, в то время как ... аспект этого фитнес направления поможет повысить вашу ловкость. Вся тренировка рассчитана на то, чтобы выполнять ее в утяжеленных перчатках для повышения интенсивности, но энергичная музыкальная дорожка делает тренировку увлекательной.</p>	
<p>Tower Running</p>	<p>Бег на длинные дистанции на открытом воздухе или на беговой дорожке, похоже, уступает место Проще говоря, это когда гонщики взбегают по лестнице высотного здания. Например, в марте 2014 года бегуны приняли участие в забеге “Вертикальный рывок”, в ходе которого они пробежали 42 этажа башни 42 в Лондоне. При часовом беге сжигается около 700 калорий, и это направление бега значительно увеличит скорость.</p>	.
<p>Military fitness</p>	<p>Групповые занятия на ... , которые можно устанавливать в наклонное положение, доступны в фитнес-студиях по всей стране. Существуют даже удобные варианты соревнований, где вы можете посоревноваться со своими коллегами-... , чтобы узнать, кто катается дальше или дольше.</p>	
<p>Piloxing</p>	<p>Это базовая тренировка, в которой вы будете использовать собственный вес тела для обеспечения сопротивления, необходимого для тренировки, вместо свободных весов, гантелей и тому подобного. В основном отжимания, подтягивания, приседания и аналогичные</p>	

	упражнения используются поверх жима лежа, жима ногами и других упражнений по поднятию тяжестей.	
Body Weight Training	<p>Пожилые люди ищут способы оставаться в форме и активными в повседневной жизни и обращаются за помощью к фитнес-программам, специально разработанным для их диапазона движений. Например, если кто-то хочет набраться сил, чтобы самостоятельно подстричь газон газонокосилкой, он может обратиться к фитнес-тренеру, который разработает программу тренировок, специально разработанную для укрепления мышц, необходимых для ручной стрижки газона. Этот стиль фитнеса также популярен среди молодых людей, которые могут быть недостаточно подвижны или восстанавливаются после травмы.</p>	
Indoor Cycling	<p>В то время как персональные тренировки раньше представляли собой индивидуальные тренировки, при которых индивидуальное внимание уделялось исключительно тренеру, ... , похоже, в наши дни более популярны. В основном это связано с рецессией в США. Из-за экономического спада тренеры начали предлагать скидки на групповые занятия, чтобы стимулировать бизнес. Эти ... обычно состоят из одного тренера и трех клиентов, поэтому каждый человек по-прежнему получает то внимание, которого он ожидал бы от индивидуальных занятий, но по сниженной цене.</p>	

<p>Group Personal Training</p>	<p>Это популярное направление в фитнесе приобрело новые формы, поскольку специализированные студии ... заменяют индивидуальные занятия ... в более крупном помещении. Основы ... остались прежними, но теперь вы можете расширить свой опыт, участвуя в таких занятиях, как антигравитационная ... (сочетание акробатики и поз ... , выполняемых в подвешенном состоянии в воздухе), "брога" (... , ориентированная на мужчин) и даже караоке-... (направлена на укрепление ГОЛОСОВЫХ СВЯЗОК И конечностей).</p>	
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UK & US Fitness Trends

Exercise is universal and all cultures have their own versions of fitness routines that seem to fit their average daily lives properly. The UK and the US are no exceptions to this.

Health and wellness is considered important in both societies, but sometimes the way the two go about fitness can differ in the trends and training styles that vary with every changing year. Here are a few of the current fitness trends that have become popular on both sides of the Atlantic.

UK Fitness Trends

In the UK it seems that people are opting for individual classes that cater to certain programs, instead of the full service membership gym that offers different programs and equipment for individual use. These studios either specialize in one specific fitness activity or they offer individual programs instead of a complete exercise facility. Some of the latest fitness trends that can be found throughout the UK are:

Military fitness. These outdoor classes are designed for all different fitness levels. They are group sessions led by ex-military trainers and are considered to be a variation of the bootcamp training soldiers go through.

The workout is intense and is said to burn 30 percent more calories than a standard indoor workout of the same interval and intensity.

Piloxing. A mix of Pilates and boxing, Piloxing is designed to increase your stamina, build lean muscle, and burn calories. The Pilates elements of the workout will also help with flexibility while the boxing side of this fitness trend will help with your agility. The whole workout is designed to be done while wearing weighted gloves to increase the intensity of the routine, but a high-energy music track keeps this workout fun.

Tower Running. Long distance running outdoors or on a treadmill seems to be taking a backseat to tower running. Simply put, this is when racers run up the stairwell of a high rise building. For example, in March 2014 runners took part in the “Vertical Rush” race where they ran up the 42 floors in the Tower 42 in London. While running for an hour burns approximately 700 calories, this running trend will increase the rate dramatically.

Indoor Cycling. Spinning classes were a trend in the US for a while but it seems to have tapered off there while gaining popularity in the UK. Group sessions and classes on stationary bicycles that can be set to inclined or declined positions are available at fitness studios across the country. There are even friendly competitive options where you can compete with your fellow cyclists to see who cycles further or longer.

US Fitness Trends

While the UK is engrossed with indoor cycling and military style training sessions, the US seems to be on a more fundamental training style nowadays. The US seems to be eliminating specialized equipment and sometimes gyms and studios all together with these trends. However, boutique fitness salons like Heroic Fitness Studio and Personal Training in Illinois are still popular. This is mainly because of their specialized programs and personal training offers. For example, Heroic Fitness offers yoga and Latin dance classes and provides tailored programs for those looking for personal training. The following trends have taken the place of routines like Zumba, Pilates, and stationary ball training:

- **Body Weight Training.** This is a back-to-basics workout where you’ll use your own body weight to provide the resistance necessary for the workout instead of free weights, dumbbells, and the like. Basically, push-

ups, pull-ups, sit-ups, and similar exercises are used over bench presses, leg presses, and other weight-lifting activities.

- **Functional Fitness.** In the US it seems like the older population is looking for ways to stay fit and active in their daily lives and is turning to fitness routines specifically designed for their range of motion for help. For example, if someone is looking to regain the strength to mow their own lawn with a push mower they can go to a fitness trainer who will create a workout routine specifically designed to help strengthen the muscles needed to mow a lawn manually. This style of fitness is also popular with younger people who may lack mobility or are recovering from an injury.
- **Group Personal Training.** While personal training used to be a one-on-one workout with the individual getting the sole attention of the trainer, group personal training sessions seem to be more popular nowadays. This is mainly due to the recession in the US. Due to a downturn in the economy trainers began offering discounted group rates in order to drum up business. These group sessions are usually comprised of one trainer and three clients, so each person still gets the attention they'd expect from a one-on-one session but at a discounted rate.
- **Yoga.** This ever-popular fitness trend has taken on new forms as dedicated yoga studios are taking the place of individual yoga classes in a larger facility. The basics of yoga remain the same, but now you can broaden the experience by participating in things like anti-gravity yoga (a mix of acrobatics and yoga poses done while suspended in the air), "broga" (yoga geared toward men), and even karaoke yoga (a trend that is meant to strengthen the vocal chords along with your limbs).

https://www.netfit.co.uk/articles/fitness_articles/uk-and-us-fitness-trends.htm

Make a presentation on popular fitness trends in Russia.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

Engaging ... sports ... fitness activities promotes the release ... endorphins, which ... known ... “feel-good” hormones. ... hormones help ... reducing feelings ... depression ... anxiety while inducing ... sense ... relaxation ... happiness. Moreover, physical activity stimulates ... production ... serotonin, a neurotransmitter ... regulates mood ... promotes better sleep patterns.

... addition ... the mental benefits, regular physical activity ... contributes ... maintaining ... healthy weight and preventing chronic diseases such ... cardiovascular diseases, diabetes, ... certain types ... cancer. ... improves cardiovascular health ... strengthening the heart muscles ... improving blood circulation. Exercise ... aids ... regulating blood pressure levels ... reducing cholesterol levels.

Furthermore, participating ... sports ... fitness activities fosters social interaction ... teamwork skills. Whether it ... playing on a team ... joining group exercise classes, engaging ... others who share similar interests ... boost social connections ... create ... sense ... belonging.

Overall, incorporating physical activity ... our daily lives ... vital ... achieving optimal well-being. ... prioritizing sports ... fitness activities, we ... experience improved mental health, reduced risk ... diseases, enhanced physical fitness, increased social connections, and ... overall better quality ... life.

<https://historyofsports.info/sports-and-fitness-how-physical-activity-enhances-overall-wellbeing>

DISCUSSION

Discuss the following items.

- What are some current trends or advancements in the field of health and fitness that interest you?
- Can you share any tips or strategies for staying motivated and consistent in your health routines?
- Can you share any healthy recipes or cooking tips?
- How do you prioritize self-care in your busy schedule?

PROFESSIONAL ISSUES

Read the Russian version of the text first.

Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

Why Are We Learning This? Teaching History to Inspire Today's Students

When your students ask the question, “Why are we learning this?” they may actually be on to something. Understanding the real-world context of lessons and stories not only makes them more meaningful, but it also makes the material easier to remember.

Articulating the meaning of history lessons can be particularly challenging, especially because the past is rife with stories of inequality, injustice and political turmoil. Still, helping students understand the past is essential for turning them into the informed citizens of the present. Teaching history with these ideas and lesson plans can help you demonstrate the relevance of our past while inspiring students to make a difference now.

Зачем мы этому учимся? Преподаем историю, чтобы вдохновлять сегодняшних студентов

Когда ваши ученики задают вопрос: “Зачем мы это изучаем?”, они, возможно, действительно что-то понимают. Понимание реального контекста уроков и историй не только делает их более значимыми, но и облегчает запоминание материала.

Разъяснение смысла уроков истории может быть особенно сложной задачей, особенно потому, что прошлое изобилует историями о неравенстве, несправедливости и политических потрясениях. Тем не менее, помощь студентам в понимании прошлого необходима для превращения их в информированных граждан настоящего. Преподавание истории с использованием этих идей и планов уроков может помочь вам продемонстрировать актуальность нашего прошлого и вдохновить студентов изменить ситуацию к лучшему уже сейчас.

Why Does History Matter?

Understanding the importance of history can make you better prepared to answer questions about why it matters. It can also help you realize the invaluable benefits of sharing, and learning from, the past. On a fundamental level, learning from history is important because it helps us be better both as individuals and as contributors to society. “Understanding the linkages between past and present is absolutely basic for a good understanding of the condition of being human,” says historian Penelope J. Corfield.

Part of the reason teaching history thoughtfully is so important, is because it is often nuanced and complex. It demands that we think beyond our current frame of reference to see other points of view. When discussing sensitive topics like war, racism or genocide, students are challenged to understand multiple perspectives at the same time.

Почему история имеет значение?

Понимание важности истории может помочь вам лучше подготовиться к ответам на вопросы о том, почему это важно. Это также может помочь вам осознать неопределимые преимущества обмена опытом и извлечения уроков из прошлого. На фундаментальном уровне изучение истории важно, потому что это помогает нам быть лучше как отдельным людям, так и тем, кто вносит свой вклад в развитие общества. “Понимание связей между прошлым и настоящим абсолютно необходимо для хорошего понимания условий человеческого существования”, - говорит историк Пенелопа Дж. Корфилд.

Одна из причин, по которой так важно вдумчиво преподавать историю, заключается в том, что она часто многогранна и сложна. Это требует, чтобы мы выходили за рамки нашей нынешней системы отсчета, чтобы видеть другие точки зрения. При обсуждении таких деликатных тем, как война, расизм или геноцид, студентам приходится понимать несколько точек зрения одновременно.

Aside from learning to communicate ideas and engage in debates, history demonstrates clearly that many problems in life have no clear answer, says associate professor of history Erika Bsumek at Life & Letters. Realizing these complexities allows students to cultivate flexibility, problem-solving skills and an openness towards other people's perspectives.

<https://blog.planbook.com/teaching-history>

Помимо обучения передаче идей и участию в дебатах, история ясно демонстрирует, что на многие жизненные проблемы нет четкого ответа, говорит доцент кафедры истории Эрика Бсумек из Life & Letters. Осознание этих сложностей позволяет студентам развивать гибкость, навыки решения проблем и открытость к мнению других людей.

It's your choice activities:

Make a list of terms.

Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.

Give a brief summary of the text.

Speak about:

Does history matter?

Why are we learning history?

Key

Engaging in sports and fitness activities promotes the release of endorphins, which are known as “feel-good” hormones. These hormones help in reducing feelings of depression and anxiety while inducing a sense of relaxation and happiness. Moreover, physical activity stimulates the production of serotonin, a neurotransmitter that regulates mood and promotes better sleep patterns.

In addition to the mental benefits, regular physical activity also contributes to maintaining a healthy weight and preventing chronic

diseases such as cardiovascular diseases, diabetes, and certain types of cancer. It improves cardiovascular health by strengthening the heart muscles and improving blood circulation. Exercise also aids in regulating blood pressure levels and reducing cholesterol levels.

Furthermore, participating in sports and fitness activities fosters social interaction and teamwork skills. Whether it's playing on a team or joining group exercise classes, engaging with others who share similar interests can boost social connections and create a sense of belonging.

Overall, incorporating physical activity into our daily lives is vital for achieving optimal well-being. By prioritizing sports and fitness activities, we can experience improved mental health, reduced risk of diseases, enhanced physical fitness, increased social connections, and an overall better quality of life.

<https://historyofsports.info/sports-and-fitness-how-physical-activity-enhances-overall-wellbeing>

Tips for Teaching Bias in History

Written by Teach and Thrive in General

What is Bias Analysis?

Bias analysis is the process of examining potential preconceptions that may have influenced the interpretation and telling of historical events. It involves looking at a range of sources and perspectives when researching an event and considering how certain points of view. Bias analysis is essential to understanding history and providing a fair

Советы по преподаванию предвзятости в истории

Автор : Teach and Thrive in General

Что такое анализ предвзятости?

Анализ предвзятости - это процесс изучения потенциальных предубеждений, которые могли повлиять на интерпретацию и изложение исторических событий. Он включает в себя рассмотрение ряда источников и точек зрения при исследовании события и рассмотрение того, как определенные точки зрения. Анализ предвзятости необходим для понимания истории и предоставления учащимся честного и достоверного изображения

and accurate portrayal of events to students. Following are some ideas on how to actually implement it.

Bias When Teaching Social Studies

Bias analysis is an important topic to consider when teaching history. It can be difficult to recognize potential biases in the past, but it is essential to ensure that students receive a fair and accurate portrayal of events.

Current events often serve as examples of how bias can affect the way we perceive and interpret history. As educators, it is our responsibility to be aware of any potential biases and examine them objectively in order to provide an unbiased perspective on historical topics.

It's important to ask ourselves questions like: Is there something in the narrative that could lead me to believe a certain view or interpretation of the events?

How did the author's culture or background affect

событий. Ниже приведены некоторые идеи о том, как на самом деле его реализовать.

Предвзятость при преподавании обществознания

Анализ предвзятости - важная тема, которую следует учитывать при преподавании истории. Может быть трудно распознать потенциальные предубеждения в прошлом, но важно убедиться, что учащиеся получают справедливое и точное описание событий.

Текущие события часто служат примерами того, как предвзятость может повлиять на то, как мы воспринимаем и интерпретируем историю. Как педагоги, мы несем ответственность за то, чтобы быть осведомленными о любых потенциальных предубеждениях и объективно изучать их, чтобы обеспечить непредвзятый взгляд на исторические темы.

Важно задавать себе такие вопросы, как: есть ли в повествовании что-то, что могло бы натолкнуть меня на определенную точку зрения или интерпретацию событий?

Как культура или происхождение автора повлияли на его способность

their ability to interpret what happened? And are there any competing interpretations or points of view worth considering?

Considering Bias as One Factor of Planning Lessons

By recognizing possible biases, we can adjust our curriculum and discussion topics accordingly in order to use multiple perspectives and sources when providing context for why certain things happened.

This also allows us to give meaningful insight into why people make certain decisions today that may have been shaped by past experiences.

Concrete Examples

Let's look at bias during the Cuban Missile Crisis. Two documents you can use with your students are Krushchev's Letter to President Kennedy and Fidel Castro's Letter to Krushchev:

интерпретировать то, что произошло? И существуют ли какие-либо конкурирующие интерпретации или точки зрения, которые стоит рассмотреть?

Учет предвзятости как одного из факторов планирования уроков

Признавая возможные предубеждения, мы можем соответствующим образом скорректировать нашу учебную программу и темы для обсуждения, чтобы использовать различные точки зрения и источники при объяснении контекста того, почему произошли те или иные события.

Это также позволяет нам дать содержательное представление о том, почему люди принимают определенные решения сегодня, которые, возможно, были сформированы прошлым опытом.

Конкретные примеры

Давайте рассмотрим предвзятость во время Карибского кризиса. Два документа, которые вы можете использовать со своими учениками, - это письмо Хрущева президенту Кеннеди и Письмо Фиделя Кастро Хрущеву.

Unit VIII. READING BOOKS

WARM-UP

- Answer the questions about reading books
 1. Do you like reading books?
 2. What is your favorite book?
 3. Have you read any interesting books recently?
 4. Do you prefer fiction or non-fiction books?
 5. Who is your favorite author?
 6. What is your favorite genre?
 7. What do you like about reading books?
 8. Do you prefer reading physical books or e-books? Why?
- Ask your group mate about his/her favorite book.
- Speak about your favorite book in short.
- Speak about your friend's favorite book .

READING. HISTORY STORIES.

- Read the text. Guess the meaning of the underlined words. What is the text about? What points does the text cover?

The history of books

The history of books became an acknowledged academic discipline in the 1980s. Its key purpose is to demonstrate that the book as an object, not just the text contained within it, is a conduit of interaction between readers and words.

The earliest forms of writing were attached on stone slabs, transitioning to palm leaves and papyrus in ancient times. Parchment and paper later emerged as important substrates for bookmaking, introducing greater durability and accessibility. Across regions like China, the Middle East, Europe, and South Asia, diverse methods of book production evolved. The Middle

Ages saw the rise of illuminated manuscripts, intricately blending text and imagery.

Prior to the invention of the printing press, made famous by the Gutenberg Bible, each text was a unique handcrafted valuable article, personalized through the design features incorporated by the scribe, owner, bookbinder, and illustrator.

The invention of the printing press in the 15th century marked a pivotal moment, revolutionizing book production. Innovations like movable type and steam-powered presses accelerated manufacturing processes and contributed to increased literacy rates. Copyright protection also emerged, securing authors' rights and shaping the publishing landscape. The Late Modern Period introduced chapbooks, catering to a wider range of readers, and mechanization of the printing process further enhanced efficiency.

The 20th century witnessed the advent of typewriters, computers, and desktop publishing, transforming document creation and printing. Digital advancements in the 21st century led to the rise of e-books, propelled by the popularity of e-readers and accessibility features. While discussions about the potential decline of physical books have surfaced, print media has proven remarkably resilient, continuing to thrive as a multi-billion dollar industry.

Additionally, efforts to make literature more inclusive emerged, with the development of Braille for the visually impaired and the creation of spoken books, providing alternative ways for individuals to access and enjoy literature.

From Wikipedia, the free encyclopedia

- *Give Russian equivalents for the following words and word combinations.*

a) an object, a text, words, papyrus, parchment, substrates, a paper, an imagery, prior to, famous, unique, an article, scribe, a century, a process, chapbooks, efficiency, digital, features, efforts, literature, an advent, individuals,

b) a key purpose, forms of writing, stone slabs, palm leaves, ancient times, a printing press, movable type, a steam-powered press, authors' rights, a

printing process, document creation, an illuminated manuscript, the rise of e-books, desktop publishing, print media, spoken books, alternative ways, the Late Modern Period, a multi-billion dollar industry

- Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to become, to demonstrate, to contain, to etch, to emerge, to introduce, to evolve, to blend, to incorporate, to mark, to personalize, to accelerate, to contribute, to increase, to secure, to shape, to enhance, to witness, to transform, to lead, to propel, to surface, to prove, to thrive, to provide, to access, to enjoy

- | | |
|---|---|
| <ol style="list-style-type: none">1. The history of books ... an acknowledged academic discipline in the 1980s.2. The earliest forms of writing ... on stone slabs.3. Later parchment and paper ... as important substrates for bookmaking,4. The Middle Ages saw the rise of illuminated manuscripts ... text and imagery.5. The invention of the printing press in the 15th century ... a pivotal moment, revolutionizing book production.6. Copyright protection also emerged, ... authors' rights and ... the publishing landscape.7. Mechanization of the printing process further ... efficiency.8. The 20th century ... the advent of typewriters, computers, and desktop publishing.9. Digital advancements in the 21st century ... to the rise of e-books,10. Discussions about the potential decline of physical books... .11. Print media ... remarkably resilient, continuing ... as a multi-billion dollar industry.12. Efforts to make literature more inclusive emerged, ... alternative ways for individuals ... and ... literature. | <ol style="list-style-type: none">a. have surfacedb. has proven, to thrivec. blendingd. markede. providing, to access, enjoyf. becameg. were etchedh. emergedi. securing, shapingj. enhancedk. witnessedl. led |
|---|---|

• Match English words and word combination in left column with the Russian equivalents in the right column

1. acknowledged academic discipline
2. a conduit of interaction
3. diverse methods of book production
4. the invention of the printing press
5. handcrafted valuable article personalized through the design features
6. a pivotal moment
7. literacy rates
8. to shape the publishing landscape.
9. copyright protection
10. catering to a wider range of readers
11. potential decline of physical books
12. to make more inclusive
13. Braille for the visually impaired
14. print media has proven remarkably resilient

- a.** формировать издательский ландшафт
- b.** признанная академическая дисциплина
- c.** сделать более инклюзивным
- d.** защита авторских прав
- e.** печатные СМИ оказались удивительно устойчивыми обслуживание более широкого круга читателей
- f.** Брайль для слабовидящих.
- g.** канал взаимодействия
- h.** разнообразные методы книжного производства
- i.** ценное изделие ручной работы, персонализированное благодаря особенностям дизайна
- j.** изобретение печатного станка
- k.** поворотный момент
- l.** уровень грамотности
- m.** потенциальное снижение количества книг в бумажном виде

• Word-building. State what part of speech the word belongs to.

within, reader, earliest, greater, owner, durability, accessibility, bookbinder, bookmaking, illustrator, invention, production, innovation, intricately, mechanization, advancement, popularity, e-readers, accessibility, discussions, remarkably, resilient, additionally, development, creation, typewriters, computers

• Read the text again and answer these questions.

1. When did the history of books become an acknowledged academic discipline and what was its purpose?
2. What were the earliest forms of writing etched on?
3. What was each text like prior to the invention of the printing press?
4. What invention and when revolutionized book production?
5. What innovations in book production occurred in the 20-21st centuries?

CROSS-CULTURAL NOTES

• Read the text about global book reading statistics in the world for 2022 and 2023. Find the necessary information to tick (✓) the country corresponding to the reading habits listed below.

	Reading book habit	American readers	British readers	Canadian readers
1.	... and ... readers tended to be high consumers of books.			
2.	... tended to be lighter readers.			
3.	... were much less interested in history.			
4.	... readers showed a strong interest in fantasy.			
5.	... are much less interested in history, and much more interested in science fiction.			
6.	... readers want to read a lot more “other fiction” (horror, poetry, children’s books, philosophy, spiritual and comics (like manga and graphic novels).			
7.	... are less interested in paper books and somewhat more interested in all other formats.			
8.	Among ... two-thirds of respondents were women.			

Global book reading statistics for 2022 and 2023 (complete survey data)

by David Leonhardt

Reading is alive and well. What are the most popular books in the world? We asked 945 book readers in 56 countries what genre of books they read in 2022 and what they plan to read in 2023. People around the world responded to our reading survey, we heard from Americans and Canadians, from British and Australians, from Indians and Irish, and from people across Europe, Asia, Africa and South America. Here are some of the key findings of the global survey results.

Key finding 1: Most people read either a few books or a lot of books.

We asked people how many books they read in 2022. It turns out there are many light readers, and quite a few dedicated bookworms, but much fewer moderately-committed readers.

Survey says: according to the latest book reading statistics, 27% said they read over 20 books in 2022, whereas 32% said they read one to five books. Just 18% said they read six to 10 books, and 19% read 11 to 20 books in 2022.

Regionally, American and British readers tended to be high consumers of books (39% and 44% respectively reading more than 20 books), whereas Canadians tended to be lighter readers (23% reading more than 20 books).

Key finding 2: People plan to read more in 2023.

Predictions about the end of books have proven to be premature. If books are to fade into obscurity one day, that day is not yet on the horizon. In fact, the data shows that people plan to read even more in 2023 than they did in 2022.

Survey says: according to the latest book reading statistics, 64% of readers plan to read more books in 2023 than they did in 2022. Just 3% plan to read fewer books. These results are fairly similar across all regions.

Key finding 3: The top books people love reading are history, mystery and biography.

We asked people about the books they are reading. We wanted to

know if they were reading fiction or non-fiction. And we wanted to know what genres were their books. Let's see what the statistics show.

Survey says: according to the latest book reading statistics, the top three genres around the world in 2022 were:

- History (34%)
- Mystery (33%)
- Biography/memoir (31%)

We noted some minor regional differences. Canadians were much less interested in history. Meanwhile, UK readers showed a strong interest in fantasy.

Other well-read genres were fantasy, science fiction and self-help. Both other fiction and other non-fiction were selected by many readers (36% and 34% respectively), meaning that next year we will have to add more categories. At very least, we'll need to add horror, poetry, children's books, philosophy, spiritual and comics (like manga and graphic novels).

Key finding 4: Readers want to read more history, mystery and biography.

If people said they plan to read more in 2023, it should come as no surprise that more people plan to read each genre in 2023 than in 2022.

Survey says: according to the latest book reading statistics, the three top genres people around the world plan to read in 2023 are:

- History (39%)
- Mystery (35%)
- Biography/memoir (34%)

Other in-demand genres were fantasy, science fiction and adventure. Both other fiction and other non-fiction were selected by many readers (38% and 35% respectively).

Again, we noted some minor regional differences. Canadians were much less interested in history, and much more interested in science fiction. Meanwhile, American readers want to read a lot more "other fiction". This strengthens our need to add more categories, such as poetry, horror and comics/manga, next year.

Key finding 5: People still love paper books.

The demise of books has been predicted – and disputed – for over a decade. Yet, people are still reading them.

I wrote about the pros and cons of eBooks in 2017, citing more pros than cons. Yet, I still read paper. Am I the only one? That's not what the book reading statistics in our survey say. We asked people to name the one format they read the most in 2022.

Survey says: 57% of people read paper (print books) most – 41% paperback and 16% hard cover. 32% of readers chose eBooks – 20% Kindle and 12% other eBooks. Another 8% listened to audio books and 3% chose “other” (which might include comic books, brail or some other format).

That is a strong vote of confidence in paper around the world, but with some equally strong regional differences. Americans are less interested in paper and somewhat more interested in all other formats. Striking is the 29% of American readers who love their Kindles. Canadians show the exact opposite inclination, with 67% reading mostly paper, including 53% paperbacks, and just 23% opting for eBooks.

Key finding 6: People like the length of their books.

Writers sometimes struggle with their manuscripts. Have I included too much? Do I need more detail? Will people find my book too short or too long?

Writers: just keep doing what you are doing.

Survey says: according to the latest book reading statistics, 86% of readers think their books are just the right length. 11% think they are too long in this age of short attention spans, but 3% of dedicated can't-get-enough readers think their books are too short.

Key finding 7: Readers come in all ages.

If you thought that the enduring popularity of books, and paper books in particular, was due to old-timers having difficulty adapting to new technology, this survey suggests otherwise.

Survey says: according to the latest book reading statistics, there are roughly equal number of readers 25-34, 35-44, 45-54 and 55-64.

Key finding 8: More women see themselves as readers than men.

Who reads more, women or men?

Survey says: according to the latest book reading statistics, 56% of respondents were women, 42% were men and 1% identified as other. This

divide was even more pronounced in the United States, where two-thirds of respondents were women. This is consistent with other research that shows girls and women around the world read more books.

One Kenyan reader summed up the mood of the survey: “I enjoyed all the reading this year. I’m looking forward to reading more.” In the words of one Australian reader: “I just love reading, it’s my favourite pastime.”

<https://thgmwriters.com/blog/global-book-reading-statistics-2022-2023-complete-survey-data/>

- *Make a presentation on your favourite book.*

GRAMMAR FOCUS

- *Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.*

The History ... Reading

Reading ... a fundamental human activity that ... evolved throughout history. ... origins ... reading can ... traced back ... ancient civilizations such ... Mesopotamia, Egypt, ... China. ... Mesopotamia, ... earliest form ... writing ... cuneiform, ... consisted ... wedge-shaped marks made ... clay tablets. ... Egyptians used hieroglyphics, which ... pictorial representations ... words ... sounds, and ... Chinese developed ... system ... ideograms, where ... character represented a concept ... idea.

Over time, ... development ... alphabets and ... printing press revolutionized ... way people read ... shared information. ... Greek alphabet, developed in ... 8th century BCE, ... the first alphabet ... use letters instead ... symbols ... pictures. ... innovation made reading and writing ... accessible ... the masses.

... the 15th century, Johannes Gutenberg invented ... printing press, ... revolutionized ... production ... books and made ... more affordable ... accessible. Prior ... the invention ... the printing press, books ... hand-copied and only available ... the wealthy.

The Evolution ... Reading

... way people read ... consume information ... evolved dramatically over ... years. ... the early days ... printing, books ... mainly read ... religious ...

scholarly purposes. However, ... the rise ... literacy rates ... increased access ... books, reading became ... popular form ... entertainment.

With ... advent ... the digital age, reading ... continued ... evolve. The rise ... e-books ... audiobooks ... made reading ... convenient and accessible. E-readers ... tablets ... made it possible ... carry thousands ... books in ... single device, while audiobooks allow people ... listen ... books while commuting, exercising, ... doing ... activities.

DISCUSSION

- Discuss the following items.
 1. Can you discuss any recent trends or themes in literature?
 2. How have books influenced society and shaped historical events?
 3. Can you discuss the relationship between books and other forms of media, such as movies and TV adaptations?
 4. Can you share your thoughts on the future of books in the digital age?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

Tips for Teaching Bias in History

Written by Teach and Thrive in General

What is Bias Analysis?

Bias analysis is the process of examining

Советы по преподаванию предвзятости в истории

Автор : Teach and Thrive in General

Что такое анализ предвзятости?

Анализ предвзятости - это процесс изучения потенциальных

potential preconceptions that may have influenced the interpretation and telling of historical events. It involves looking at a range of sources and perspectives when researching an event and considering how certain points of view. Bias analysis is essential to understanding history and providing a fair and accurate portrayal of events to students. Following are some ideas on how to actually implement it.

Bias When Teaching Social Studies

Bias analysis is an important topic to consider when teaching history. It can be difficult to recognize potential biases in the past, but it is essential to ensure that students receive a fair and accurate portrayal of events.

Current events often serve as examples of how bias can affect the way we perceive and interpret history. As educators, it is our responsibility to be aware of any potential biases and examine them objectively in order to provide an unbiased

предубеждений, которые могли повлиять на интерпретацию и изложение исторических событий. Он включает в себя рассмотрение ряда источников и точек зрения при исследовании события и рассмотрение того, как определенные точки зрения. Анализ предвзятости необходим для понимания истории и предоставления учащимся честного и достоверного изображения событий. Ниже приведены некоторые идеи о том, как на самом деле его реализовать.

Предвзятость при преподавании обществознания

Анализ предвзятости - важная тема, которую следует учитывать при преподавании истории. Может быть трудно распознать потенциальные предубеждения в прошлом, но важно убедиться, что учащиеся получают справедливое и точное описание событий.

Текущие события часто служат примерами того, как предвзятость может повлиять на то, как мы воспринимаем и интерпретируем историю. Как педагоги, мы несем ответственность за то, чтобы быть осведомленными о любых потенциальных предубеждениях и объективно изучать их, чтобы

perspective on historical topics.

It's important to ask ourselves questions like: Is there something in the narrative that could lead me to believe a certain view or interpretation of the events?

How did the author's culture or background affect their ability to interpret what happened? And are there any competing interpretations or points of view worth considering?

Considering Bias as One Factor of Planning Lessons

By recognizing possible biases, we can adjust our curriculum and discussion topics accordingly in order to use multiple perspectives and sources when providing context for why certain things happened.

This also allows us to give meaningful insight into why people make certain decisions today that may have been shaped by past experiences.

Concrete Examples

Let's look at bias during the Cuban Missile Crisis. Two

обеспечить непредвзятый взгляд на исторические темы.

Важно задавать себе такие вопросы, как: есть ли в повествовании что-то, что могло бы натолкнуть меня на определенную точку зрения или интерпретацию событий?

Как культура или происхождение автора повлияли на его способность интерпретировать то, что произошло? И существуют ли какие-либо конкурирующие интерпретации или точки зрения, которые стоит рассмотреть?

Учет предвзятости как одного из факторов планирования уроков

Признавая возможные предубеждения, мы можем соответствующим образом скорректировать нашу учебную программу и темы для обсуждения, чтобы использовать различные точки зрения и источники при объяснении контекста того, почему произошли те или иные события.

Это также позволяет нам дать содержательное представление о том, почему люди принимают определенные решения сегодня, которые, возможно, были сформированы прошлым опытом.

Конкретные примеры

Давайте рассмотрим предвзятость во время Карибского кризиса. Два

documents you can use with your students are Krushchev's Letter to President Kennedy and Fidel Castro's Letter to Krushchev:

документа, которые вы можете использовать со своими учениками, - это письмо Хрущева президенту Кеннеди и Письмо Фиделя Кастро Хрущеву.:

Letter from Krushchev to Kennedy: (excerpt)

I have already said that our people, our Government, and I personally, as Chairman of the Council of Ministers, are concerned solely with having our country develop and occupy a worthy place among all peoples of the world in economic competition, in the development of culture and the arts, and in raising the living standard of the people. This is the most noble and necessary field for competition, and both the victor and the vanquished will derive only benefit from it, because it means peace and an increase in the means by which man lives and finds enjoyment.

In your statement you expressed the opinion that the main aim was not simply to come to an agreement and take measures to prevent contact between our vessels and consequently a deepening of the crisis which could, as a result of such contacts spark a military conflict, after which all negotiations would be superfluous because other forces and other laws would then come into play--the laws of war. I agree with you that this is only the first step. The main thing that must be done is to normalize and stabilize the state of peace among states and among peoples.

Letter from Fidel Castro to Krushchev: (Excerpt)

You can be sure that we will resist with determination, whatever the case. The Cuban people's morale is extremely high and the people will confront aggression heroically.

I would like to briefly express my own personal opinion.

If the second variant takes place and the imperialists invade Cuba with the aim of occupying it, the dangers of their aggressive policy are so great that after such an invasion the Soviet Union must never allow circumstances in which the imperialists could carry out a nuclear first strike against it.

Students can first identify the different points of view in the letters. But let's dig deeper. Why do the 2 men see

Учащиеся могут сначала определить различные точки зрения в письмах. Но давайте копнем глубже. Почему двое

the crisis in a different light?

Krushchev was a veteran of World War 2. He fought on the front lines. Krushchev had experienced the horrors of war firsthand. *“Any fool can start a war.” (Nikita Krushchev)*

On the other hand, you have Fidel Castro, a revolutionary. He studied Marx and believed armed resistance was often necessary.

His personality was very different from Krushchev’s. Even as a young boy Castro had extreme tendencies. He was expelled from boarding school for being too disruptive. He once bet a schoolmate five dollars that he could drive his bicycle into a wall. He was knocked unconscious and hospitalized, but he won the five bucks!

Now students are understanding not just differing points of view, but the mindset that shaped them.

<https://teachnthrive.com/teaching-ideas/>

мужчин видят кризис в другом свете?

Хрущев был ветераном Второй мировой войны. Он сражался на передовой. Хрущев испытал ужасы войны на собственном опыте.

“Любой дурак может начать войну”. (Никита Хрущев)

С другой стороны, у вас есть Фидель Кастро, революционер. Он изучал Маркса и считал, что вооруженное сопротивление часто было необходимо.

Его личность сильно отличалась от личности Хрущева. Даже в детстве у Кастро были экстремистские наклонности. Его исключили из школы-интерната за то, что он был слишком разрушительным. Однажды он поспорил с одноклассником на пять долларов, что сможет въехать на велосипеде в стену. Он потерял сознание и был госпитализирован, но выиграл пять долларов!

Теперь учащиеся понимают не только различные точки зрения, но и образ мышления, который их сформировал.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about bias in history writing and teaching.

Key

The History Of Reading

Reading is a fundamental human activity that has evolved throughout history. The origins of reading can be traced back to ancient civilizations such as Mesopotamia, Egypt, and China. In Mesopotamia, the earliest form of writing was cuneiform, which consisted of wedge-shaped marks made on clay tablets. The Egyptians used hieroglyphics, which were pictorial representations of words and sounds, and the Chinese developed a system of ideograms, where each character represented a concept or idea.

Over time, the development of alphabets and the printing press revolutionized the way people read and shared information. The Greek alphabet, developed in the 8th century BCE, was the first alphabet to use letters instead of symbols or pictures. This innovation made reading and writing more accessible to the masses.

In the 15th century, Johannes Gutenberg invented the printing press, which revolutionized the production of books and made them more affordable and accessible. Prior to the invention of the printing press, books were hand-copied and only available to the wealthy.

The Evolution Of Reading

The way people read and consume information has evolved dramatically over the years. In the early days of printing, books were mainly read for religious or scholarly purposes. However, with the rise of literacy rates and increased access to books, reading became a popular form of entertainment. With the advent of the digital age, reading has continued to evolve. The rise of e-books and audiobooks has made reading more convenient and accessible. E-readers and tablets have made it possible to carry thousands of books in a single device, while audiobooks allow people to listen to books while commuting, exercising, or doing other activities.

Unit IX. TRAVEL

WARM-UP

Answer the questions about your

- Do you enjoy traveling?
- Have you been on a trip recently?
- Can you name some places you would like to visit?
- Have you ever been to a different country?
- What is your favorite thing about traveling?
- Do you like taking photos when you travel?
- Can you describe a memorable trip you've had?
- What do you like to do when you go on a trip?
- Do you ever get tired of traveling?
- How does traveling make you feel?

Ask your group mate about travelling

Speak about your last trip in short.

Speak about your friend's last trip.

READING. HISTORY STORIES.

Read the text. Guess the meaning of the underlined words. What is the text about? What points does the text cover?

How people started to travel

Travel dates back to antiquity where wealthy Greeks and Romans traveled for leisure to their summer homes and villas in cities such as Pompeii and Baiae. While early travel tended to be slower, more dangerous, and more dominated by trade and migration, cultural and technological advances over many years have tended to mean that travel has become easier and more accessible.

Travel in the Middle Ages offered hardships and challenges, though it was important to the economy and to society. The wholesale sec-

tor depended, for example, on merchants dealing with/through caravans or sea-voyagers. Pilgrimages were common in both the European and Islamic world and involved streams of travelers both locally and internationally.

In the late 16th century, it became fashionable for young European aristocrats and wealthy upper-class men to travel to significant European cities as part of their education in the arts and literature. This was known as the Grand Tour, and included cities such as London, Paris, Venice, Florence, and Rome. However, the French Revolution brought with it the end of the Grand Tour.

Travel by water often provided more comfort and speed than land-travel, at least until the advent of a network of railways in the 19th century. Travel for the purpose of tourism is reported to have started around this time when people began to travel for fun as travel was no longer a hard and challenging task. This was capitalized on by people like Thomas Cook selling tourism packages where trains and hotels were booked together.

Humankind has come a long way in transportation since Christopher Columbus sailed to the New World from Spain in 1492, an expedition which took over 10 weeks to arrive at the final destination; to the 21st century when aircraft allows travel from Spain to the United States overnight. Airships and airplanes took over much of the role of long-distance surface travel in the 20th century, notably after the Second World War where there was a surplus of both aircraft and pilots. Air travel has become so ubiquitous in the 21st century that one woman, Alexis Alford, visited all 196 countries before the age of 21.

From Wikipedia free encyclopedia

Give Russian equivalents for the following words and word combinations.

a travel, an antiquity, dangerous, leisure, a challenge, an economy, a society, a merchant, a caravan, sea-voyagers, pilgrimages, significant, comfort, speed, land-travel, a task, a train, a hotel, an expedition, an aircraft, a century, age

wealthy Greeks and Romans, summer homes and villas, the Middle Ages, European and Islamic world, streams of travelers, European cities,

the French Revolution, the purpose of tourism, tourism packages, the final destination, a long-distance surface travel, the Second World War

Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to date back, to tend, to dominate, to mean, to offer, to depend, to deal, to involve, to include, to bring, to provide, to report, to capitalize, to sell, to book, to sail, to arrive, to allow, to visit

- Travel ... to antiquity.
- Early travel ... to be slower, more dangerous, and more ... by trade and migration.
- Travel in the Middle Ages ... hardships and challenges.
- The wholesale sector ... , for example, on merchants ... with/through caravans or sea-voyagers.
- Pilgrimages ... streams of travelers both locally and internationally.
- The Grand Tour ... cities such as London, Paris, Venice, Florence, and Rome.
- The French Revolution ... with it the end of the Grand Tour.
- Travel by water often ... more comfort and speed than land-travel.
- Travel for the purpose of tourism ... to have started around this time when people began to travel for fun.
- Thomas Cook ... tourism packages where trains and hotels ... together.
- Air travel has become so ubiquitous in the 21st century that one woman, Alexis Alford, ... all 196 countries before the age of 21.

provided
is reported
was selling,
were booked
included
brought
visited
depended, dealing
involved
dates back
tended, dominated
offered

Match English words and word combination in left column with the Russian equivalents in the right column

• trade cultural and technological advances	путешествовать ради удовольствия
• to become more accessible	избыток как самолетов, так и пилотов
• the wholesale sector	путешествия стали повсеместными
• European aristocrats and wealthy upper-class men	торговля, культурный и технологический прогресс
• in the arts and literature	стать более доступным
• the advent of a network of railways	сектор оптовой торговли
• to travel for fun	появление сети железных дорог
• a surplus of both aircraft and pilots	Европейские аристократы и богатые представители высшего класса
• travel has become ubiquitous	в искусстве и литературе

Word-building. State what part of speech the word belongs to.

migration, easier, hardships, locally, internationally, fashionable, education, challenging, humankind, transportation, overnight, airship, airplane, notably

Read the text again and answer these questions.

- Who were the first travelers in antiquity?
- What was travel in the Middle Ages important to?
- What became fashionable in the late 16th century?
- When people began to travel for fun? Why?
- What means of transportation took over much of the role of long-distance surface travel in the 20th - 21st centuries?

CROSS-CULTURAL NOTES

Read the text about travel habits in the UK and the USA. Find the necessary information to fill in the gaps in the sentences below.

Not many ... (UK/US) citizens travel internationally compared to their ... (UK/US) counterparts.

42% of ... (Americans/Brits) have passports, compared to 76% of ... (American/British) citizens.

In the ... (UK/US), people will complain that a one-hour drive is too far.

In the ... (UK/US), a one hour drive is nothing.

In the ... (UK/US), driving six hours to vacation is considered easy while in the ... (UK/US), even a one-hour drive is seen as exhausting.

Many ... (UK/US) citizens use trains to travel domestically: it's relatively inexpensive.

In ... (UK/US) it's common and relatively inexpensive to get around by train.

... (UK/US) citizens generally use planes to get around at home.

Traveling by train isn't quite as common in the states as in the ... (UK/US).

When traveling domestically, ... (UK/US) citizens generally use planes to get from city to city.

Traveling internationally is much cheaper from the ... (UK/US).

To get from the ... (UK/US) to any other country costs about \$502 on average.

Traveling from the ... (UK/US) to other parts of Europe can cost as little as \$20.

... (UK/US) citizens are less likely to travel internationally.

... (Americans/Brits) are more likely to travel domestically than ... (American/British) citizens on holiday.

... (UK/US) citizens tend to travel out of the country more regularly

People in the ... (UK/US/ US and UK) are both fans of taking buses to travel domestically.

... (American/British) currency is more valuable than ... (American/British) currency abroad.

... (American/British) currency is the fifth highest valued currency in the world.

... (Americans/Brits) are worse off financially than ... (Americans/Brits) traveling in the EU.

Many ... (Americans/Brits) are bilingual — ... (Americans/Brits) less so. ... (Americans/Brits) are more likely to be bilingual than ... (Americans/Brits).

Only 20% of ... (Americans/Brits) can carry a conversation in a language other than English.

8 surprising differences between traveling in the US and the UK

By Tiana Attride

US and UK travel have some major differences.

Traveling in the US and "travelling" in the UK are two vastly different ventures, and in more ways than just driving on opposite sides of the road.

While not many US citizens travel internationally compared to their UK counterparts — about 42% of Americans have passports, compared to 76% of British citizens — even domestic journeys come with their variations. From cars and trains to buses and planes, people in both places have preferred methods of getting around, as well as preferred places to get to.

Below are eight of the surprising ways that traveling differs across the pond.

In the UK, people will complain that a one-hour drive is too far. In the US, a one hour drive is nothing.

There's a major difference in driving habits between the US and the UK. In the US, driving six hours to vacation is considered easy; in the UK, even a one-hour drive is seen as exhausting.

It all boils down to the size of the two nations. To drive from the top to the bottom of England takes just under 10 hours, so one hour seems like a relatively long time. In the US, it takes 14 hours to drive across Texas alone, so six hours in the car is a relatively quick journey.

Many UK citizens use trains to travel domestically ... It's relatively inexpensive.

Because the island of Great Britain is so small, it's common and relatively inexpensive to get around by train. To go from Edinburgh, the capital of Scotland, all the way down to London is only about a four-and-a-half hour journey by train, and even the ferry required to cross over to Northern Ireland is included in the price of a train ticket.

... while US citizens generally use planes to get around at home.

There are a ton of domestic flights available.

Although there are some beautiful rail routes available in North America, traveling by train isn't quite as common in the states as in the UK. When traveling domestically, citizens generally use planes to get from city to city. This is likely due to the massive size of the US, which is also reflected in ticket cost: a \$352 average for domestic travel.

Traveling internationally is much cheaper from the UK.

There's a large price difference.

One of the most shocking things about international travel in the UK compared to the US is the cost difference. To get from the US to any other country — including Mexico and Canada — costs about \$502 on average. Across the pond, on the other hand, traveling from the UK to other parts of Europe can cost as little as £15 (or \$20) round trip (minus luggage fees of course) thanks to budget airlines.

US citizens are less likely to travel internationally. When they do leave the country, it's commonly to places like Italy, Spain or France.

When picking out vacation destinations, Americans are more likely to travel domestically than British citizens on holiday — in fact, 85% of American trips are domestic, according to MMGY Global. UK citizens tend to travel out of the country more regularly, their favorite destinations including Spain, France, and Italy.

People from both places love buses. Their prices are often lower than other travel methods.

People in the US and the UK are both fans of taking buses to travel domestically. In the US in 2014 alone, 604 million passengers traveled on a motorcoach bus; in the UK, 1 billion people a year travel by motorcoach. Although buses make for longer journeys than trains or planes, the low prices make them a near-irresistible option.

British currency is more valuable than American currency abroad. It's the fifth highest valued currency in the world.

Citizens of both places who go abroad will find that their money becomes more valuable in most other countries. However, Americans are worse off financially than Brits traveling in the EU and the Cayman Islands.

Many Brits are bilingual — Americans less so. They're more likely to be bilingual than Americans.

According to a 2012 study, 39% of Brits are bilingual; meanwhile, only 20% of Americans can carry a conversation in a language other than English. Still, English-speakers from both countries have nothing against places like Scandinavia, where it is common to speak at least two or more languages.

<https://www.insider.com/uk-vs-us-travel-differences-2018-8>

Make a presentation on your last trip.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

People ... not live ... travel now. Tourism ... become ... highly developed business. There ... express trains, cars ... jet-air liners ... provide you ... comfort ... security.

What choice ... make? It's up ... you ... decide. ... you travel ... pleasure ... would like ... enjoy picturesque places you ... passing You ... have ... good opportunity ... enjoy wonderful monuments ... cultural ... historical places, ... learn ... lot about ... world around ... , to meet people ... different nationalities, ... learn ... their traditions, customs, culture. In ... words you ... broaden ... mind.

Nowadays people travel ... only for pleasure ... also ... business. ... go ... other countries ... take part ... different negotiators, sign contacts, participate ... different exhibitions ... order ... exhibit the goods of ... firms ... companies. Travelling ... business helps you ...

get ... information ... achievements ... other companies, which ...
make ... own business ... successful.

<https://www.bibliofond.ru/view.aspx?id=63525>

DISCUSSION

Discuss the following items.

- How do different cultures and traditions influence the way we travel and experience new places?
- Can you describe a favorite travel destination and what makes it special?
- Can you analyze the role of travel media, such as travel blogs and documentaries, in shaping our travel experiences and choices?
- Can you discuss the relationship between travel and education, considering the benefits of educational travel programs and study abroad opportunities?
- Can you discuss the future of travel and the potential challenges and opportunities that lie ahead?

PROFESSIONAL ISSUES

Read the Russian version of the text first.

Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

8 Reasons:

Why Is Social Studies Important For Students?

Students learn skills through social studies that help them succeed in further education as well as life. Here are the ways learning social studies benefits kids and society together:

8 причин:

Почему обществознание важно для студентов?

С помощью обществознания учащиеся приобретают навыки, которые помогают им преуспеть в дальнейшем образовании, а также в жизни. Вот способы, с помощью которых изучение обществознания приносит пользу детям и обществу в целом:

1. Better Reading And Learning

Social studies is one area in education where content integration is key. Students are given reading material that corresponds with the current learning topics. Giving reading materials in context helps students become better readers. They also become better learners because they are asked to use analysis, critical thinking, and writing to show understanding.

2. Citizen Responsibilities And Values

Students need an understanding of history, political science, culture, and all humanities to be able to understand why it is important to be a good citizen.

3. Cultural Understanding

Not every student has the opportunity to interact with other cultures on a daily basis. We need students to learn about, understand, and appreciate cultural differences if we expect them to have meaningful interactions with people of all backgrounds in the future.

1. Лучше читать и усваивать

Обществознание - это одна из областей образования, где интеграция контента является ключевой. Учащимся предоставляются материалы для чтения, соответствующие текущим учебным темам. Предоставление материалов для чтения в контексте помогает учащимся стать лучшими читателями. Они также становятся лучшими учениками, потому что их просят использовать анализ, критическое мышление и письменную форму изложения, чтобы продемонстрировать понимание.

2. Гражданские обязанности и ценности

Студентам необходимо разбираться в истории, политологии, культуре и всех гуманитарных науках, чтобы понять, почему важно быть хорошим гражданином.

3. Понимание культуры

Не у каждого учащегося есть возможность ежедневно взаимодействовать с представителями других культур. Нам нужно, чтобы студенты изучали, понимали и ценили культурные различия, если мы ожидаем, что в будущем у них будет значимое взаимодействие с людьми любого происхождения.

4. Economic Education

Economics is a crucial part of social studies, whether studied on its own, or as a part of history, anthropology, or political science. By learning economics, young people understand how their financial decisions have an impact on their future, as well as the future of society.

5. Critical Thinking

Students are taught to evaluate others' decisions and make connections between influences and circumstances. Young people get the opportunity to learn from others' mistakes through social sciences.

6. Real-World Understanding

Studying social sciences gives students an understanding of the real world around them. Students learn about places, cultures, and events around the world, what conspired to make them the way they are, and can make inferences about how the rest of the world works.

4. Экономическое образование

Экономика является важнейшей частью обществознания, независимо от того, изучается ли она сама по себе или как часть истории, антропологии или политологии. Изучая экономику, молодые люди понимают, как их финансовые решения влияют на их будущее, а также на будущее общества.

5. Критическое мышление

Студентов учат оценивать решения других людей и устанавливать связи между влияниями и обстоятельствами. Молодые люди получают возможность учиться на чужих ошибках с помощью социальных наук.

6. Понимание реального мира

Изучение обществознания дает студентам понимание реального мира вокруг них. Студенты узнают о местах, культурах и событиях по всему миру, о том, что сделало их такими, какие они есть, и могут делать выводы о том, как устроен остальной мир.

7. Political Skills

From social studies classes, students learn about government, political ideas, country economy and resources, and more. Students gain political skills by analyzing and evaluating existing systems and imagining the future of the place in which they live.

8. Respect History

History is what made the world the way it is, and it is essential that people study it in order to have an appreciation for and understanding of the way the world works. Learning about history is what makes it possible to learn from the past and plan for the future.

<https://www.uopeople.edu/blog/why-is-social-studies-important/>

7. Политические навыки

На уроках обществознания студенты узнают о правительстве, политических идеях, экономике страны и ресурсах и многом другом. Студенты приобретают политические навыки, анализируя и оценивая существующие системы и представляя будущее того места, в котором они живут.

8. Уважение к истории

История - это то, что сделало мир таким, какой он есть, и важно, чтобы люди изучали ее, чтобы оценить и понять, как устроен мир. Изучение истории - это то, что позволяет извлекать уроки из прошлого и планировать будущее.

It's your choice activities:

Make a list of terms.

Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.

Give a brief summary of the text.

Speak about why Social Studies is important for students?

Key

People can't live without travel now. Tourism has become a highly developed business. There are express trains, cars and jet-air liners that provide you with comfort and security.

What choice to make? It's up to you to decide. If you travel for pleasure you would like to enjoy picturesque places you are passing through. You will have a good opportunity to enjoy wonderful monuments of cultural and historical places, to learn a lot about the world around us, to meet people of different nationalities, to learn about their traditions, customs, culture. In other words you will broaden your mind.

Nowadays people travel not only for pleasure but also on business. They go to other countries and take part in different negotiators, sign contacts, participate in different exhibitions in order to exhibit the goods of their firms or companies. Travelling on business help you to get more information about achievements of other companies, which will make your own business more successful.

Unit X. SOCIAL MEDIA

WARM-UP

Answer the questions about social media.

- Do you use social media? Which platforms do you like?
 - How often do you check your social media accounts?
 - What kind of posts do you like to share on social media?
 - Have you made new friends through social media?
 - What are some advantages of using social media?
 - Do you think social media is important for staying connected with friends and family?
 - Can you name some popular social media platforms?
 - How has social media changed the way we communicate?

Ask your group mate about social media.

Speak about using social media in short.

Speak about your friend's experience in using social media.

READING. HISTORY STORIES.

Read the text. Guess the meaning of the underlined words. What is the text about? What points does the text cover?

Social Media History

By Matthew Jones

When did social media start? Before we answer the question, we need to define what social media is.

Social media is understood as the different forms of online communication used by people to create networks, communities, and collectives to share information, ideas, messages, and other content, such as videos.

Using this definition, we can understand social media platforms to be a wide range of things, such as messaging apps like WhatsApp and Viber, profile-based platforms such as Facebook and LinkedIn, video portals such

as YouTube, and also email clients such as G-mail. However, there are many other social networking sites out there, especially once you start looking at how people use social media platforms around the world.

Many people like to link the history of social media to the growth in communications technology that has been occurring since the end of the 19th century. A common starting point is Samuel Morse's first telegraph, which he sent in 1844 between Washington, D.C. and Baltimore.

However, going off our definition from before, this type of communication does not qualify as social media history. First, it did not take place "online," and second, telegrams do not contribute to any larger community or collective. Instead, they are used to send individual messages between two people. So, while it's interesting to think of social media as being part of a much larger continuum, the real history of social media starts in the 1970s with the emergence of the Internet.

The Internet has its roots in the 1960s and 1970s when various private and public organizations were working to try and find ways to get computers to communicate with one another. In a sense, this can be considered as the beginning of online social media. However, it wasn't until the 1980s, and really the 1990s, that personal computers became more normal, which set the stage for the emergence of social media.

Additionally, the emergence of blogging in the 1990s helped to usher in the age of social media. The idea that an average person could log on to the Internet and write about what they were thinking, feeling, doing, and their personal news, and that these posts could be read by anyone at any time, and responded to, helped people begin to understand the full significance of the Internet.

Using our definition of social media above, the first two social media platforms were Six Degrees (1997) and Friendster (2002), both of which are no longer around, despite playing an influential role in starting what has become a social media revolution.

Today, social media is an integral part of how people connect with friends and family. Overall, there are some 2.62 billion social media users around the world, and this number is expected to grow to over 4 billion by 2025.

In general, today's market is dominated by a handful of companies like Facebook, Twitter, and Instagram, but their pursuit of new users in an increasingly competitive market has ensured they continue to innovate their offerings. New companies will emerge, and, as people's preferences change, old ones will die or merge into something else, rewriting the history of social media as they do.

<https://historycooperative.org/the-history-of-social-media>

Give Russian equivalents for the following words and word combinations.

A community, a collective, an idea, videos, a telegraph, online, a telegram, roots, a computer, a post, billion, a company
 the growth in communications technology, a common starting point, a type of communication, an individual message, an average person, personal news, an integral part, social media users, today's market, in general, people's preferences

Study the terms. How do you word them in Russian?

social media	video portals	WhatsApp
online communication	email clients	Viber
networks	social networking	Facebook
messages	sites	LinkedIn
content	personal computer	YouTube
media platforms	blogging	G-mail
messaging apps	the Internet	Twitter
profile-based platforms	social media platforms	Instagram

Find the meaning of the following English verbs in the dictionary. Use the verbs in the sentences below.

to define, to create, to share, to understand, to link, to occur, to send, to go off, to qualify, to take place, to contribute, to be used to, to communicate, to consider, to usher, to log on, to respond, to connect, to expect, to grow

to, to dominate, to ensure, to continue, to innovate, to change, to emerge, to die, to merge into

We need ... what social media is.

Social media is used by people ... networks and ... information.

Many people like ... the history of social media to the growth in communications technology.

A starting point is Samuel Morse's first telegraph, which he ... in 1844 between Washington, D.C. and Baltimore.

This type of communication ... as social media history because, first, it ... "online," and, second, telegrams ... to any larger community or collective.

To get computers ... with one another ... as the beginning of online social media.

The emergence of blogging in the 1990s helped ... in the age of social media.

An average person could ... to the Internet and write about their personal news.

Today, social media is an integral part of how people ... with friends and family.

There are some 2.62 billion social media users around the world, and this number ... to over 4 billion by 2025.

Today's market ... by a handful of companies like Facebook, Twitter, and Instagram.

New companies ... , and, as people's preferences ... , old ones ... or ... something else.

- a. log on
- b. connect
- c. does not qualify, did not take place, do not contribute
- d. is expected to grow
- e. to create, to share
- f. to link
- g. is dominated
- h. will emerge, change, will die, merge into
- i. to define
- j. sent
- k. to communicate, can be considered
- l. to usher

Match English words and word combination in left column with the Russian equivalents in the right column.

1. a wide range	а. ПОДГОТОВИТЬ ПОЧВУ ДЛЯ ПОЯВЛЕНИЯ
2. social media platforms around the world	социальных сетей
3. being part of a much larger continuum .	б. ЧТОБЫ ПОНЯТЬ ВСЮ ЗНАЧИМОСТЬ
4. in a sense	Интернета
5. to set the stage for the emergence of social media	с. больше нет рядом
6. to understand the full significance of the Internet.	д. несмотря на то, что они играют
7. are no longer around	влиятельную роль
8. despite playing an influential role	е. горстка компаний
9. a handful of companies	ф. растущая конкуренция на рынке
10. an increasingly competitive market	г. платформы социальных сетей по всему миру
	h. БЫТЬ ЧАСТЬЮ ГОРАЗДО БОЛЬШЕГО
	континуума
	и. широкий спектр
	ж. в некотором смысле

Word-building. State what part of speech the word belongs to.

information, definition, especially, user, additionally, emergence, revolution, offering, rewriting

Read the text again and answer these questions.

What is social media?

What do many people link the history of social media to?

Does this type of communication (the telegraph) qualify as social media history? If not, why?

When does the real history of social media start?

What years does the Internet have its roots in?

When was the stage for the emergence of social media set?

The emergence of what helped to usher in the age of social media?

What helped people begin to understand the full significance of the Internet.

What were the first two social media platforms?

How many social media users are there around the world today?

What social media companies is today's market dominated by?

CROSS-CULTURAL NOTES

Read the text about differences in Social media use between the UK and the USA. Find the necessary information to tick (☐) the country corresponding to the social media use habits listed below.

Social media users habits	In the UK	In the USA	In both countries
1. ... 56 percent of the population are users of the most popular social network in their country.			
2. ... 57 percent of the population are users of the most popular social network in their country.			
3. Facebook, Twitter and LinkedIn leading the popularity stakes ...			
4. The fastest growing social networks ... are Instagram, Pinterest and Tumblr,			
5. 87% of Internet users have a social media account			
6. 92 % of Internet users have a social media account			
7. ... 40% of small and medium enterprises are using social networks.			
8. ... 81%. of small and medium enterprises are using social networks.			
9. ... users flock to Twitter to seek connection and conversation.			
10. ... users are more likely to re-tweet content from a friend, a celebrity or a content curator.			

11. ... users are more likely to share their opinions about anything – it really doesn't matter whether they're prompted or not.			
12. ... Twitter users tend to be most active in the late morning or early afternoon, peaking between 10am and 1pm.			
13. ... Twitter usage peaks are in the evening, after 6pm, which seems to indicate that they have more free time in the evenings, and are less likely to tweet throughout the day.			
14. ... Twitter users are less comfortable expressing raw emotions such as anger or disgust. They tend to stay pretty neutral and are actually more positive than their counterparts.			
15. ... users see Twitter as a tool for self-expression, they are more inclined to 'let it all hang out'. This can manifest in feelings of anger, frustration and disappointment.			
16. ... when a brand is mentioned it is usually to share a specific experience the user has had in relation to quality, customer service etc.			
17. ... brands are more likely to be mentioned in a negative context, when a user has had a bad experience. This is mirrored by the overall trend for more negative Twitter usage			

Differences in Social Media Use Between the UK and USA

By Alex Roach

Geography, access to technology, national culture and the popularity of different platforms all have an impact on social media use. For that reason, no two countries will use social media in exactly the same way. For example, people in one country may prefer to engage with social media at different times of the day. They have varying motivations that drive their social media use.

In this post, we're going to take a closer look at the differences in social media use between the US and the UK. On the face of it, there are plenty of similarities between the two countries. But, dig a little deeper... You'll soon find significant cultural discrepancies which shape our behaviour and the language we use online. That's why you need to be aware of differences between US and UK consumers.

Social Media Penetration in USA vs. UK

Perhaps not surprisingly, the level of social media penetration in both the US and UK market is extremely high. According to research by eConsultancy, 56 percent of the US population and 57 percent of the UK population are users of the most popular social network in each country.

Like the penetration figures, the level of popularity of each of the social platforms is also very similar. With Facebook, Twitter and LinkedIn leading the popularity stakes in both countries. The fastest growing social networks in both countries are Instagram, Pinterest and Tumblr, with user numbers increasingly significantly.

Social Media Usage in UK and USA

There's very little to choose between the two countries in terms of personal social media usage. With 87 percent of Internet users having a social media account in the UK compared to 92 percent in the US. However, there is a distinct difference between the countries when it comes to business use. In the UK 40 percent of small and medium enterprises are using social networks. In the USA it comes up to 81%.

Twitter use differences – Top 5 Discrepancies between USA and UK in Twitter use

A study of a randomised sample of 400 Twitter posts revealed some interesting differences between the ways the users in UK and US use Twitter. Getting smarter with Social Media Analytics will make your mark

- **Motivation**

In the UK, users flock to Twitter to seek connection and conversation. 67 percent of the conversations sampled in the UK were part of an ongoing back-and-forth with another Twitter user. On the other hand, US users are 82 percent more likely to re-tweet content from a friend, a celebrity or a content curator. The primary motivations for US Twitter users are

validation and self-expression. As such, they are more likely to share their opinions about anything – it really doesn't matter whether they're prompted or not.

Behaviour

There are also big differences in the usage behaviour of the two countries. In the UK, Twitter users tend to be most active in the late morning or early afternoon, peaking between 10am and 1pm. In the US, Twitter usage peaks in the evening, after 6pm, which seems to indicate that American Twitter users have more free time in the evenings, and are less likely to tweet throughout the day.

- **Emotion**

Perhaps unsurprisingly, UK Twitter users are less comfortable expressing raw emotions such as anger or disgust. Instead, most users tend to stay pretty neutral and are actually more positive than their American counterparts. As American users see Twitter as a tool for self-expression, they are more inclined to 'let it all hang out'. This can manifest in feelings of anger, frustration and disappointment.

Brand mentions

Brand mentions make up a relatively small proportion of the Twitter conversations in both markets. However, in the UK, when a brand is mentioned it is usually to share a specific experience the user has had in relation to quality, customer service etc. In the US, brands are more likely to be mentioned in a negative context, when a user has had a bad experience. This is mirrored by the overall trend for more negative Twitter usage in the US.

Differences between UK and US consumers in social media use

The findings show that despite the fact that UK and US consumers are often viewed as one and the same, there are actually very distinct differences in social media use between the two. Social media marketers will need to carefully consider how they target users in each market. A well-thought out, strategic plan that's localised to meet user behaviour is the most reliable route to success.

<https://blog.miappi.com/social-media-use-uk-versus-usa>

Make a presentation on social media in Russia.

GRAMMAR FOCUS

Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.

Pre-Internet chronological history of social media

By Christopher McFadden

Social media, in ... form ... another, ... quite old.

Since antiquity, communication ... great distances has ... accomplished ... everything ... smoke signals ... the written word. ... changed very little ... the advent ... the telegraph ... 1792.

... revolutionary technology finally offered ... "faster ... horse" method ... communication ... long distances. ... were, ... course, ... methods ... communication aside ... letter-writing, but ... utility ... limited ... line of sight.

1865 saw ... development ... the pneumatic post, which you ... still see ... banks ... supermarkets. ... allowed ... an even greater communication speed over ... much shorter distance. Then, everything changed ... the telephone ... radio hit the scene in ... 1800s. With ... ability ... provide, more ... less, instant communication, ... world would ... go back. They ... remain fundamental methods ... media to ... very day.

The technological explosion ... computing after ... 1940s paved ... way ... the social media world ... see today. Initially humble ... scale, ... localized computer networks, CompuServe came ... being in ... 1960s.

... Internet, as ... know it, ... not too far behind. Primitive emails first appeared ... 1966. ... 1970s saw further development, with 1979 seeing ... advent of ... Usenet, which allowed people ... communicate ... virtual newsletters, articles, ... posts ... newsgroups.

... decade also saw the introduction ... home computers ... the type ... social media we ... recognize today developing soon after. Usenet systems ... the brainchild ... Tom Truscott ... Jim Ellis. True social media came ... step closer ... the 1980s

<https://interestingengineering.com/lists/a-chronological-history-of-social-media>

DISCUSSION

Discuss the following items.

- Can you discuss the impact of social media on society and interpersonal relationships?
- Can you share your opinion on the privacy and security concerns related to social media?
- Can you discuss any cultural differences in social media usage and etiquette?
- Can you share your thoughts on the future of social media and its potential impact on society?
- How does social media shape public opinion and influence behavior?
- How does social media affect mental health and self-esteem?

PROFESSIONAL ISSUES

Read the Russian version of the text first.

Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

How Publishers and Providers Can Use Technology to Develop High-Quality History Lessons

We all know that history hasn't always been a popular subject with students. Many students were put off by dry textbooks and boring lectures. But today's publishers and providers are able to use technology to help students truly engage with history les-

Как издатели и поставщики услуг могут использовать технологии для разработки высококачественных уроков истории

Мы все знаем, что история не всегда была популярным предметом среди студентов. Многих студентов отпугивали сухие учебники и скучные лекции. Но современные издатели и провайдеры могут использовать технологии, чтобы помочь учащимся по-настоящему погрузиться в уроки истории. У

sons. From virtual reality field trips to interactive lessons, publishers have many options. There are countless ways that technology can be used to create an engaging and effective history curriculum.

Primary Sources

Publishers can incorporate digitized original documents and artifacts from a particular time period. Therefore, students get a firsthand look at what life was like during that time. Instead of reading tedious retellings, they can read diaries and newspaper stories from the relevant time period. Thus, students can analyze and examine important documents themselves.

One tool that can be particularly useful for this is the Internet Archive, which is a digital library of Internet sites and other cultural artifacts in digital form. History lessons can easily be designed around this vast collection of primary sources. So providers can in-

издателей есть множество вариантов - от экскурсий в виртуальной реальности до интерактивных уроков. Существует бесчисленное множество способов, благодаря которым технологии могут быть использованы для создания увлекательной и эффективной учебной программы по истории.

Первоисточники

Издатели могут использовать оцифрованные оригиналы документов и артефактов определенного периода времени. Таким образом, учащиеся получают представление из первых рук о том, какой была жизнь в то время. Вместо того, чтобы читать утомительные пересказы, они могут читать дневники и газетные статьи соответствующего периода времени. Таким образом, учащиеся могут сами анализировать и изучать важные документы.

Одним из инструментов, который может быть особенно полезен для этого, является интернет-архив, представляющий собой цифровую библиотеку интернет-сайтов и других культурных артефактов в цифровой форме. Уроки истории можно легко спроектировать на

clude newspapers, photographs, and even audio recordings of historical figures in their curriculum design.

Virtual Reality Field Trips

One exciting way to use technology in history lessons is through virtual reality, or VR, experiences. With VR-based lessons and activities, publishers can help teachers take their students on virtual field trips to historic sites and landmarks.

Consequently, students will get the opportunity to explore and learn about these places in a whole new way. For example, students can visit ancient civilizations like Egypt or Greece. They can also visit important landmarks like the White House or the Great Wall of China. So providers can give them a firsthand look at these iconic structures.

In addition to virtual field trips, teachers can also use

основе этой обширной коллекции первоисточников. Таким образом, провайдеры могут включать газеты, фотографии и даже аудиозаписи исторических личностей в свою учебную программу

Экскурсии в виртуальной реальности

Одним из интересных способов использования технологий на уроках истории является использование виртуальной реальности. С помощью уроков и мероприятий, основанных на виртуальной реальности, издатели могут помочь учителям водить своих учеников на виртуальные экскурсии по историческим местам и достопримечательностям.

Следовательно, учащиеся получают возможность исследовать эти места совершенно по-новому. Например, учащиеся могут посетить древние цивилизации, такие как Египет или Греция. Они также могут посетить важные достопримечательности, такие как Белый дом или Великая китайская стена. Таким образом, поставщики услуг могут дать им возможность из первых рук взглянуть на эти знаковые сооружения.

В дополнение к виртуальным экскурсиям учителя также могут

technology to create interactive lessons that help students learn about different historical events and figures. For example, they can use interactive maps to show the spread of civilizations over time.

Digital Projects

Using technology in history lessons shouldn't be limited to helping students learn new information. Students can synthesize the information they've learned through many different kinds of digital projects. For instance, students can generate interactive timelines covering material that they need and/or want to learn. Interactive timelines allow students to create graphic representations of events, inputting the information that's most important to them. Another option would be for publishers to allow students to create mock social media pages or blog posts from historical figures. Students could even create status updates that reflect how that figure might think about the goings-on of their times (or of ours!).

использовать технологии для создания интерактивных уроков, которые помогают учащимся узнать о различных исторических событиях и личностях. Например, они могут использовать интерактивные карты, чтобы показать распространение цивилизаций с течением времени

Цифровые проекты

Использование технологий на уроках истории не должно ограничиваться помощью учащимся в усвоении новой информации. Учащиеся могут обобщать информацию, которую они узнали, с помощью множества различных цифровых проектов. Например, учащиеся могут создавать интерактивные временные рамки, охватывающие материал, который им нужен и / или которые они хотят выучить. Интерактивные временные рамки позволяют учащимся создавать графические представления событий, вводя наиболее важную для них информацию. Другой вариант - издатели могут разрешить учащимся создавать макеты страниц в социальных сетях или записей в блогах исторических личностей. Учащиеся могут даже создавать обновления статуса,

If providers would like to extend the projects, they could have students make their own historical documentaries. History lessons can come alive as students gather research, text, narration, images, videos, and audio pieces to tell stories that are important to them. Students are then active participants in their own learning.

Conclusion

Technology has revolutionized the way we approach education. It has made it possible for publishers and providers to bring history lessons to life in the classroom. From virtual reality field trips to interactive lessons, there are countless ways that technology can be used to create engaging and effective history lessons.

<https://apasseducation.com/education-blog/incorporating-technology-in-history-lessons>

отражающие то, что этот деятель может думать о происходящем в их время (или в наше!).

Если провайдеры захотят расширить проекты, они могли бы попросить студентов снять свои собственные исторические документальные фильмы. Уроки истории могут оживать, когда учащиеся собирают исследования, тексты, повествования, изображения, видео и аудиоматериалы, чтобы рассказать важные для них истории. В этом случае учащиеся становятся активными участниками собственного обучения.

Заключение

Технологии произвели революцию в нашем подходе к образованию. Это позволило издателям и поставщикам услуг воплощать уроки истории в жизнь в классе. От экскурсий в виртуальной реальности до интерактивных уроков существует бесчисленное множество способов использования технологий для создания увлекательных и эффективных уроков истории.

It's your choice activities:

Make a list of terms.

Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.

Give a brief summary of the text.

Speak about possible ways that technology can be used to create an engaging and effective history learning.

Key

Pre-Internet chronological history of social media

Social media, in one form or another, is quite old.

Since antiquity, communication across great distances has been accomplished through everything from smoke signals to the written word. This changed very little until the advent of the telegraph in 1792.

This revolutionary technology finally offered a "faster than horse" method of communication over long distances. There were, of course, other methods of communication aside from letter-writing, but their utility was limited to line of sight.

1865 saw the development of the pneumatic post, which you might still see in banks and supermarkets. This allowed for an even greater communication speed over a much shorter distance. Then, everything changed when the telephone and radio hit the scene in the 1800s. With their ability to provide, more or less, instant communication, the world would never go back. They both remain fundamental methods of media to this very day.

The technological explosion in computing after the 1940s paved the way for the **social media** world we see today. Initially humble in scale, with localized computer networks, CompuServe came into being in the 1960s.

The Internet, as we know it, was not too far behind. Primitive emails first appeared in 1966.

The 1970s saw further development, with 1979 seeing the advent of the Usenet, which allowed people to communicate through virtual newsletters, articles, or posts to newsgroups.

This decade also saw the introduction of home computers with the type of **social media** we would recognize today developing soon after. Usenet systems were the brainchild of Tom Truscott and Jim Ellis. True **social media** came one step closer during the 1980s.

Unit XI. TECHNOLOGY AND GADGETS

WARM-UP

- Answer the questions about technology and gadgets
 1. What is your favorite gadget or device?
 2. Do you enjoy using technology and gadgets?
 3. Can you name some common technological devices?
 4. Do you install new apps often?
 5. How does technology make your life easier or more enjoyable?
- Ask your group mate about technology and gadgets.
- Speak about gadgets you use.
- Speak about gadgets your friend uses.

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

History of Gadgets

People were using gadgets since the beginning of history. At the very beginning people were gathering berries, plants roots, fruits and vegetables they were finding to feed themselves. Then they started hunting using sticks and rocks to kill animals. So the best gadget created at that time was a simple bow. Bow hunters were the most successful and they also used bows to protect themselves from other people.

Perhaps one of the earliest, most well known gadgets created is the wheel, many millennia ago. Take a ride in your car and witness how truly revolutionary such a gadget became and how much we now rely on it for transportation.

However, as the result of their wheel creation we have cars and all the things that use round things. For example, watches have gear wheels, our cars have wheels, most of mechanical devices have something that looks and functions like wheels.

One more revolution gadget that had changed the world is their Laptop.

It has nothing to do with Mac, Sony Via, HP, those brands did not even exist back then. These Laptops make millions calculations per second, however the first one was capable of making about 1 to 10 calculations per minute. Its name is Abacus the first non-electronic counting frame; this is what humans used to convert how much of their money it will cost them to buy an iPhone and how many years they had to earn money for that.

A more recent gadget, the Apple iPhone, appears to be the beginning stages of yet another gadget-turned-necessity that will reshape communications.

<https://abtgadgets.blogspot.com/p/history-of-gadgets.html>

- Give Russian equivalents for the following words and word combinations.

a) gadgets, berries, plants, roots, fruit, vegetables, a stick, a rock, an animal, a ride, a bow, a wheel, a result, watches, Laptop, Mac, Sony Via, HP, a brand, Abacus, humans, money, an iPhone

b) take a ride, gear wheels, mechanical devices, millions calculations per minute, a more recent gadget, the Apple iPhone

- Find the meaning of the following English verbs in the dictionary. Use the verbs in the sentences below.

to gather, to find, to feed, to hunt, to create, to protect, to rely, to witness, to know, to look like, to function, to exist, to convert, to cost, to buy, to earn, to appear, to reshape

1. At the very beginning people ... berries, plants roots, fruits and vegetables.
2. They ... using sticks and rocks to kill animals.
3. The best gadget ... at that time was a simple bow.
4. They also used bows ... themselves from other people.
5. One of the earliest, most well ... gadgets

- a. to protect
- b. known
- c. looks ... functions like
- d. were gathering
- e. appears ... will re-

created is the wheel.

6. Most of mechanical devices have something that ... and ... wheels.

7. A more recent gadget, the Apple iPhone, ... and ... communications.

shape

f. were hunting

g. created

- Match English words and word combination in left column with the Russian equivalents in the right column

1. many millennia ago

2. looks and functions like wheels

3. to have nothing to do with

4. did not even exist back then

5. to make millions calculations per second

6. to be capable of making

7. the first non electronic counting frame

8. the beginning stages

9. another gadget-turned-necessity

a. быть способным производить

b. первая неэлектронная счетная система

c. не имеет ничего общего с

d. производить миллионы вычислений в секунду

e. начальные этапы

f. еще один гаджет, ставший необходимостью много тысячелетий назад

g. выглядит и функционирует как колеса

h. тогда даже не существовало

- Word-building. State what part of speech the word belongs to.

hunters, successful, earliest, truly, revolutionary, transportation, creation, revolution, calculations, beginning, reshape, communication

- Read the text again and answer these questions.

1. Since when were people using gadgets?

2. What was the best gadget created in ancient times?

3. What is one of the earliest, most well known gadgets?

4. What was the result of wheel creation?

5. What is one more revolution gadget that had changed the world?

6. What is a more recent gadget that will reshape communications?

CROSS-CULTURAL NOTES

- Read the text about statistics on computer usage the UK and the USA.
Find the necessary information to comment on the data below.

How Many Computers Are There in the UK and USA in 2022?

Written by Nikola Dimovski

Computers changed the world during the 20th century and continue to do so to this very day. They altered the way we work and the way we communicate, and improved education, as well as our overall standard of living.

But, how many computers are there in the UK and USA in 2022? What is the computer ownership rate by country, household, demographic, and market success?

Let's take a look at the numbers.

The Most Important UK and US Computer Stats You Need to Know In 2022

- Almost 93% of UK households have at least one working computer.
- 95% of US households own a computer device.
- 25% of adolescents and adults in the UK have used their devices for gaming.
- Almost 40% of adolescents and adults in the UK have played games on their phones.
 - 57% of gamers in the US said they preferred gaming device was a PC/laptop.
 - 50% of male Brits use a computer to access the Internet.
 - 74% of female Brits use a tablet.
 - Laptop PC sales in the UK reached 142.46 million GBP.
 - In 2020, the US PC market generated \$59 billion in revenue.
- The average replacement cycle of desktops and laptops in the US is under 5 years. The replacement cycle for tablet computers was shorter (4.2 years).

- Google has the highest market share in the UK, with almost 85% of the desktop search engine market.
- Microsoft and Apple own a combined 93.6% market share of desktop operating systems in the UK.
 - 29% of UK users prefer HP over other laptop brands.
 - HP is on top of the list of most popular laptop brands in the UK, followed by Acer and MacBook, which are used by 19% of people in the UK.
 - Dell is more popular than Lenovo (by 1%), making Lenovo the least popular of the top 5 laptop brands, with only 17% of users in the UK.
 - HP comes out at the top in the US too, with 35% of people saying it's their favourite brand. Dell takes second place with 26% popularity, followed by MacBook at 24%, and Lenovo and Acer, with 13% and 12% popularity rates respectively.

Computers are one of humanity's greatest inventions. Although their usage can get out of hand, and certain critics believe we might be better off, there's no denying that computers changed society for the better.

Statistics on computer usage show that not only are they part of our day-to-day life but they're also incorporated into any field you can think of. What's more, it would be hard to live without one, even if you wanted to.

<https://dontdisappoint.me.uk/resources/electronics/how-many-computers-are-there-in-the-uk-and-usa/>

- *Make a presentation on statistics on computer usage in Russia.*

GRAMMAR FOCUS

- *Put auxiliary words (articles, prepositions, conjunctions, pronouns, particles, auxiliary verbs, modal verbs, etc.) instead of dots.*

Should schools permit digital devices?

... school districts ... seen great improvements by allowing digital devices ... the classroom. ... thing ... clear: if digital devices ... permitted, there should ... guidelines ... rules in place

Students *need* ... be taught online safety, ... use ... judgment in determining good quality sources ... information, and restraint ... personal use

in ... classroom. In ... words, ... need ... learn all ... digital literacy ... digital citizenship.

There ... many resources ... teaching ... concepts, and a great place ... start ... the International Society ... Technology ... Education (ISTE). ... comprehensive standards focus ... the skills ... qualities students ... have in order ... be successful ... the digital world. ISTE also teamed up ... Google ... developed ... online digital citizenship game called Interland. ... educates kids ... digital citizenship ... interactive ways. Students learn ... to be good digital citizens as well ... how ... combat hackers, phishers, overshakers, ... bullies.

If ... school ... going ... allow and/or encourage the use ... digital devices ... the classroom, ... teachers also need proper support ... terms ... training, professional development, ... curriculum. They ... start ... curriculum and PD resources such ... those provided ... Common Sense Media, but ... order ... fully utilize ..., teachers need time ... plan ... collaborate. Digital devices should only ... used ... there ... specific goals ... mind, focusing ... student safety, digital citizenship, critical thinking, collaboration, advancement, ... equity.

<https://resilienteducator.com/classroom-resources/pros-and-cons-of-allowing-digital-devices-in-the-classroom/>

DISCUSSION

- Discuss the following items.

1. Can you discuss the impact of technology on our daily lives?
2. Can you describe a recent technological advancement that has fascinated you?
3. Do you think technology has more positive or negative effects? Why?
4. Can you discuss any recent trends or developments in the field of technology and gadgets?
5. Can you share a favorite gadget or device that you find particularly useful or innovative?
6. Can you discuss the potential benefits and risks of virtual reality?
7. How do you think technology will continue to shape the future of healthcare and wellness?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

Researchers find innovative ways to teach history

By Betty Kyakuwa

History teaching and learning is perceived by many to be boring. This according to students is because history is often presented in such a way that students have to memorize names, dates, and events. Others argue that it is not relevant anymore. But scholars have argued that people who think that history is irrelevant aren't getting the message that history can repeat itself and by not learning from the mistakes of the past, one is likely to repeat them in the future.

For this reason, scholars at the College of Education and External Studies have worked with their counterparts from Gulu University and Kabale University to find innovative ways of teaching history studies. Headed by Dr. Harriet

Исследователи

находят инновационные способы преподавания истории

Автор: Бетти Кьякува

Преподавание истории многими воспринимается как скучное занятие. По мнению студентов, это связано с тем, что история часто преподносится таким образом, что студентам приходится запоминать имена, даты и события. Другие утверждают, что это больше не актуально. Но ученые утверждают, что люди, которые думают, что история не имеет значения, не понимают, что история может повториться, и, не учась на ошибках прошлого, человек, скорее всего, повторит их в будущем.

По этой причине ученые Колледжа *Education and External Studies* работали со своими коллегами из Университетов Гулу и Кабале, чтобы найти инновационные способы преподавания истории. Возглавляемая доктором Харриет Набушаво команда определи-

Nabushawo, the team has identified the use of ICTs in history as one way of “spicing up” the teaching and learning of history.

Dr. Nabushawo said the research team had discovered that history teaching can be spiced up by using **VOKI** and **Screencast-O-matic** applications.

Voki, is a software which allows for the teacher to create avatars to replace the teacher in voice and form while **Screencast-O-Matic** is used to make videos, images, illustrations, animations and maps. The two applications help kill monotony of text and voice.

Screencast-O-Matic is an Application that allows one to easily create, edit and communicate with videos and images. Educators and students turn to Screencast-O-Matic for easy video communication. Videos are used in the classroom for flipped/blended learning, Video Messaging, student assignments, feedback and more. The App has simple and

ла использование ИКТ в истории как один из способов придать “пикантности” преподаванию истории.

Доктор Набушаво сказал, что исследовательская группа обнаружила, что преподавание истории можно разнообразить с помощью приложений **VOKI** и **Screencast-O-matic**.

Voki представляет собой программное обеспечение, которое позволяет учителю создавать аватары, заменяющие учителя по голосу и форме, в то время как **Screencast-O-Matic** используется для создания видео, изображений, иллюстраций, анимации и карт. Эти два приложения помогают избавиться от монотонности текста и голоса.

Screencast-O-Matic это приложение, которое позволяет легко создавать, редактировать видео и изображения и обмениваться ими. Преподаватели и студенты обращаются к Screencast-O-Matic для упрощения видеосвязи. Видео используются в классе для комбинированного обучения, видеосообщений, выполнения заданий студентами, обратной связи и многого другого. В приложении есть

intuitive tools to share ideas.

Voki App allows one to create Avatars, dress them up, give them the words to say and share with the learners. It is an engaging, collaborative, empowering and fun way to teach and learn.

The research team under their title, “*Using Emerging Technologies to innovate the Teaching and Learning of Public Universities in Uganda (eHistory)*” have trained lecturers in Makerere University, Gulu University and Kabale Universities in using these ICTs. The team has also developed an application where all the teaching content has been uploaded. The same has been uploaded on the different learning platforms of the respective universities such as MUELE.

eHistory App

This is a groundbreaking educational tool that seamlessly integrates eLearning platforms from three universities to enhance and enrich the teaching of history.

простые и интуитивно понятные инструменты для обмена идеями.

Приложение **Voki** позволяет создавать аватары, наряжать их, давать им слова для высказывания и делиться ими с учащимися. Это увлекательный, совместный, расширяющий возможности и увлекательный способ преподавать и учиться.

Исследовательская группа под названием "Использование новейших технологий для внедрения инноваций в преподавание в государственных университетах Уганды (eHistory)" обучила преподавателей УниверситетаMakerере, Университета Гулу и университетов Кабале использованию этих ИКТ. Команда также разработала приложение, в которое был загружен весь учебный контент. То же самое было загружено на различные учебные платформы соответствующих университетов, таких как MUELE

Приложение eHistory

Это новаторский образовательный инструмент, который органично объединяет платформы электронного обучения трех университетов для улучшения и обогащения преподавания истории.

eHistory App also provides a friendly learning environment for the 21st Century student who wants to study anywhere, any time.

The app aims to provide students and instructors with an immersive and collaborative learning experience.

The existence of computer facilities in public universities has made it possible to embrace this new technology.

The team recognizes the fact that the 21st Century students are digital natives who prefer learning experiences that involve ICT enhanced tools such as audios, visuals and audio-visuals.

Dr. David Kabugo encouraged the team to extend the innovation to secondary schools as well, saying the innovation is important for the country and large and will rejuvenate interest in history learning. He called for adoption of this mode of teaching for humanities subjects for the innovation has allowed a blend of sciences into humanities.

Приложение eHistory также обеспечивает дружественную учебную среду для студента 21^{го} века, который хочет учиться где угодно и в любое время.

Цель приложения - предоставить студентам и преподавателям захватывающий опыт совместного обучения.

Наличие компьютерной техники в государственных университетах сделало возможным внедрение этой новой технологии.

Команда признает тот факт, что студенты 21-го века являются выходцами из цифровых технологий, которые предпочитают обучение с использованием усовершенствованных ИКТ инструментов, таких как аудио, видеоматериалы и аудиовизуальные средства.

Доктор Дэвид Кабуго призвал команду распространить нововведение и на средние школы, заявив, что нововведение важно для страны в целом и возродит интерес к изучению истории. Он призвал к внедрению такого способа преподавания гуманитарных предметов, поскольку нововведение позволило объединить естественные науки с гуманитарными.

<https://news.mak.ac.ug/2023/07/researchers-find-innovative-ways-to-teach-history/>

Screencast-O-Matic <https://screencast-o-matic.com/>

VOKI <https://1-www.voki.com/>

eHistory

App

<https://drive.google.com/file/d/1KI3RRcVPW4AvmLg5IKhe-UylfFGll42X/view?usp=sharing>

It's your choice activities:

- *Make a list of terms.*
- *Translate the paragraphs from English into Russian or from Russian into English. closing the right hand or left hand columns respectively.*
- *Give a brief summary of the text.*
- *Speak about innovative ways to teach history.*

Key

Should schools permit digital devices?

Some school districts have seen great improvements by allowing digital devices in the classroom. One thing is clear: if digital devices are permitted, there should be guidelines and rules in place.

Students *need* to be taught online safety, the use of judgment in determining good quality sources of information, and restraint from personal use in the classroom. In other words, they need to learn all about digital literacy and digital citizenship.

There are many resources for teaching these concepts, and a great place to start is the International Society for Technology in Education (ISTE). Their comprehensive standards focus on the skills and qualities students should have in order to be successful in the digital world. ISTE also teamed up with Google and developed an online digital citizenship game called Interland. It educates kids about digital citizenship in interactive ways. Students learn how to be good digital citizens as well as how to combat hackers, phishers, overshakers, and bullies.

If a school is going to allow and/or encourage the use of digital devices in the classroom, then teachers also need proper support in terms of training,

professional development, and curriculum. They can start with curriculum and PD resources such as those provided by Common Sense Media, but in order to fully utilize them, teachers need time to plan and collaborate. Digital devices should only be used when there are specific goals in mind, focusing on student safety, digital citizenship, critical thinking, collaboration, advancement, and equity.

<https://resilienteducator.com/classroom-resources/pros-and-cons-of-allowing-digital-devices-in-the-classroom/>

Unit XII. LEARNING FOREIGN LANGUAGES

WARM-UP

- Answer the questions about your experience in learning foreign languages.

1. Why do you learn English?
2. How long have you been learning English and how did you start?
3. Have you ever traveled to an English-speaking country? If yes, where did you go?
4. Do you enjoy watching movies or TV shows in English? Which ones do you recommend?
5. Have you ever read a book in English? What was it about?
6. Have you used English outside of the classroom? If so, how?
7. Why is it important to speak English?
8. What ways of learning English do you like?
9. What other foreign languages do you speak?

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

Learning Foreign Languages in Antiquity: How did They Do It?

By Eleanor Dickey

The Ancient Greeks were in principle ostentatiously monolingual, unwilling to sully their tongues with any language but Greek. In practice, however, many Greek speakers learned Latin, because the language of their Roman overlords conveyed certain practical advantages.

Meanwhile Roman intellectuals, who largely agreed with the Greeks on the relative merits of the two languages, were (mostly) proud of knowing Greek: for example Cicero, Caesar, and Augustus all conspicuously spoke Greek. So there was a good deal of multilingualism in the ancient world, even without counting all the other languages (e.g. Oscan, Etruscan, Gaulish, Aramaic, Egyptian, Phrygian) that Latin and Greek speakers sometimes knew and whose speakers sometimes knew

Latin and/or Greek. And as anyone who has ever tried to learn a foreign language is aware, multilingualism is not that easy to achieve, except for those with the good fortune to grow up in multilingual households. In the absence of apps, computers, recordings and even printed books, how did ancient people without such good fortune learn languages?

Ancient learners seem to have started by reading, memorising and reciting little stories and dialogues that provided basic vocabulary and grammar in naturalistic contexts. These texts (and they seem to have always been coherent texts, never isolated sentences such as modern learners often practise on) covered topics such as getting dressed in the morning (and how to manage the slaves who helped with that task), going to school (and evading punishment for not having been there yesterday), visiting a sick friend (and how to find an individual unit in a Roman apartment block), trading insults (and how to concede a fight gracefully), or getting a new job. The texts were presented bilingually in two narrow columns, the language you were learning on the left and the one you already knew on the right, with the columns matching line for line: each line was effectively a glossary, while each column was a text.

The early stages of language learning also involved intensive vocabulary building. A popular way of increasing vocabulary was to memorise lists of words on different topics, one topic per lesson: gods' names, goddesses' names, heavenly bodies, temples, sacrifices, festivals, winds, parts of the body, temperaments, kinship, foods, beverages, plants, fish, birds, animals, etc.

Greek speakers learning Latin sometimes used word lists in Greek transliteration, either because they had not yet mastered the Roman alphabet or because they wanted only to speak Latin and had no plans to learn its alphabet at all.

Learners moved on to monolingual texts as soon as they had absorbed enough grammar and vocabulary to do so. Latin speakers learning Greek often read Homer, and Greek speakers learning Latin Virgil; Cicero, Sallust and Terence were also possibilities.

Greek speakers learning Latin seem usually to have had more modest ambitions, but at least some practised translating Greek into Latin. They

seem never to have worked on isolated sentences; instead the preferred materials for translation were fables, usually about a paragraph long and in fairly simple language to begin with.

Students did not necessarily own the books they used: the only ways to acquire books were to copy them out by hand oneself or to pay someone else to copy them, so learners often borrowed books from their teachers.

Some students also learned to write a foreign language. Numerous Latin speakers have left boasts about how good their Greek composition skills were, though samples of their efforts rarely survive.

How much conversation practice ancient learners did is hard to judge. On the one hand, the ancient descriptions of language classes do not mention exercises in active conversation, but on the other hand it is clear that many learners had the goal of being able to speak their new languages and many achieved that goal. Perhaps language classes were conducted in the language being learned and therefore naturally provided conversation practice as the students answered the teacher's questions, or perhaps conversation was an extra-curricular activity.

<https://antigonejournal.com/2022/07/learning-languages-antiquity/>

• *Give Russian equivalents for the following words and word combinations.*

- a) Greek, Latin, Roman, Homer, Virgil, Cicero, Sallust, Terence
- b) antiquity, tongues, overlord, intellectuals, apps, computers, recordings, stories, dialogues, grammar, topics, slaves, task, trading, insults, a glossary, text, transliteration, alphabet, fables, books, teachers, the goal, contexts
- c) topics (one topic per lesson): gods' names, goddesses' names, heavenly bodies, temples, sacrifices, festivals, winds, parts of the body, temperaments, kinship, foods, beverages, plants, fish, birds, animals, etc.
- d) foreign languages, Ancient Greeks, practical advantages, good fortune, multilingual households, printed books, ancient people, basic vocabulary, isolated sentences, a sick friend, in two narrow columns, on the left, on the right, a new job, early stages, lists of words, the Roman grammar and vocabulary, monolingual texts, isolated sentences, a paragraph long, numer-

ous Latin speakers, composition skills, conversation practice, language classes, exercises in active conversation the teacher's questions

- Find the meaning of the following English verbs in the dictionary. Use the verbs in the sentences below.

to sully, to learn, to convey, to agree, to be proud, to count, to try, to be aware, to grow up, to recite, to provide, to practice, to cover, to manage, to evade, to find, to visit, to present, to get dressed, to match, to increase, to involve, to memorise, to master, to move on, to absorb, to translate, to prefer, to acquire, to own, to copy, to pay, to borrow, to teach, to survive, to judge, to mention, to be able to, to achieve, to conduct, to answer

- | | |
|---|--|
| 1. Many Greek speakers learned Latin, because the language of their Roman overlords ... certain practical advantages. | a. did not own, to acquire, to copy, to borrowed |
| 2. Roman intellectuals ... of knowing Greek. | |
| 3. Anyone who ... ever ... to learn a foreign language ... , multilingualism is not that easy | b. to judge |
| 4. Ancient learners seem to have started by reading, memorising and reciting little stories and dialogues that ... basic vocabulary and grammar in naturalistic contexts. | c. moved on, had absorbed |
| 5. The texts ... topics such as getting dressed in the morning and how ... the slaves, going to school, ... a sick friend and how ... an individual unit in a Roman apartment block, etc. | d. practiced, preferred |
| 6. The texts ... bilingually in two narrow columns, the language you were learning on the left and the one you already knew on the right, with the columns ... line for line. | e. were presented, matching |
| 7. The early stages of language learning also ... intensive vocabulary building. | f. involved |
| 8. A popular way of increasing vocabulary was ... | |

lists of words on different topics, one topic per lesson:	g. to memorise
9. Learners ... to monolingual texts as soon as they ... enough grammar and vocabulary to do so.	h. provided
10. Greek speakers ... translating, the ... materials for translation were fables, usually about a paragraph long and in fairly simple language to begin with.	i. covered, to manage, visiting, to find
11. Students ... the books they used: the only ways ... books were ... them out by hand oneself or ... books from their teachers.	j. were proud
12. How much conversation practice ancient learners did is hard	k. has ... tried, is aware, to achieve
13. Language classes ... in the language being learned.	l. were conducted
	m. conveyed

• Match English words and word combination in left column with the Russian equivalents in the right column

1. unwilling to sully their tongues with	a. довольно простым языком
2. relative merits	b. переписывать что-либо от руки самостоятельно
3. a good deal of multilingualism	c. оставить хвастовство,
4. to be not that easy to achieve	d. отдельная квартира в многоквартирном доме
5. coherent texts	e. изящно уступать в драке
6. an individual unit in an apartment block	f. иметь более скромные амбиции
7. to concede a fight gracefully	g. хотя образцы их усилий редко выживают
	h. трудно судить

fully	i. внеклассное мероприятие
8. line for line	j. не желая пачкать свои языки
9. intensive vocabulary building	k. относительные достоинства
10. a popular way of increasing vocabulary	l. строка за строкой
11. to have more modest ambitions	m. интенсивное пополнение словарного запаса
12. in fairly simple language	n. популярный способ увеличения словарного запаса
13. to copy smth out by hand oneself	o. в значительной степени многоязычны
14. to leave boasts	p. быть не так-то легко достижимыми
15. though samples of their efforts rarely survive	q. связные тексты
16. is hard to judge	
17. an extra-curricular activity	

• Word-building. State what part of speech the word belongs to.

unwilling, speakers, largely, multilingualism, absence, punishment, bilingually, effectively, learners, possibility, necessarily, conversation, descriptions, naturally, ostentatiously, monolingual, conspicuously, naturalistic

• Read the text again and answer these questions.

1. What foreign languages were studied in the antiquity?
2. Was multilingualism easy to achieve?
3. What did ancient learners started by when learning foreign languages?
4. What topics did texts cover?
5. How were the texts presented?
6. What was a popular way of increasing vocabulary?
7. Why did Greek speakers learning Latin sometimes use word lists in Greek transliteration?
8. What monolingual texts did foreign language speakers often read and translate?

9. How much conversation practice did ancient learners do?

CROSS-CULTURAL NOTES

• Read the text about the latest facts, figures, and trends about various languages. Find the necessary information to answer the questions below.

1. How many languages are spoken today in the world?
2. What language has 74 alphabets/ 123 words/ 141 sounds/ 12 letters?
3. How many people around the globe speak English?
4. In how many countries is English spoken as the native language?
5. How many words are there in the English language if counted liberally?
6. What is the second most spoken language in the United States?
7. How many Americans do not have any interest in learning a second language?
8. People of what age group can speak more than one second language in the USA?
9. Which are the second and third most spoken languages in the world?
10. How many people in the world are bilingual?
11. Which language is the top first language around the globe?
12. What is the second most used language on the websites.
13. How many students have enrolled in language classes in the United States?
14. How many students aged between 12 to 24 years wish to learn a new language in the United Kingdom.
15. How much can people who know more than one language earn more?
16. How many people are learning a new language?
17. What country has four official languages/ 800 languages/ 35 different native languages/ 850 languages?
18. How many languages are reported to be endangered today?

Language Statistics For 2023 (Trends, Facts & Data)

By [Richard Rogers](#)

Approximately 7,151 languages are spoken today. English, Mandarin, Hindi, and Spanish are the top four languages that are most spoken around the globe.

If you want to know more fascinating facts about different [languages spoken](#) around the globe, you are in the right place. In the following article, we have compiled all the latest facts, figures, and trends about various languages.

Language Statistics At A Glance

- Toki Pona has just 123 words in its vocabulary. It has the least words of all languages.
- Khmer, the official language of Cambodia, has 74 alphabets. It is spoken by 16 million people.
- There are just 12 letters in the Rotokas language. It is spoken by 4,300 people in the eastern part of Papua New Guinea.
- Tax is spoken by approximately 4,200 people in Botswana. It has 141 sounds.

English Language Statistics

Nearly 1.5 billion people around the globe speak English. It is the most spoken language worldwide. However, it is the first language of more than 494.7 million people. Let us take a look at some stats related to the English Language.

- According to research from Google and Harvard University, English has more than 1,022,000 words. This number is estimated to increase by 8,500 each year.
- With 1.5 billion speakers, including native and non-native speakers, English is the most widely spoken language in the world.
- 273.63 million people are native English speakers, while 1,453 million are non-native speakers.
- English is the dominant language on the Internet, as 54% of the World Wide Web is in the English language.
- More than 50% of the scientific and technical periodicals are written in the English language.

- In 118 countries, English is spoken as the native language.
- English is recognized as an official language in 59 countries.
- As per Oxford Dictionary, 171,476 words are currently in use in the English language.
- There are 750,000 words in the English language if counted liberally.
- Native speakers who are born and brought up in English-speaking countries have a vocabulary size of 25-30,000 words.
- Non-native speakers typically have a vocabulary of 2000 to 3000 words.

Which Languages Are Spoken In The United States?

The United States is home to people with multiple cultures, races, and colors. Hence, various languages are spoken in the country. But the official language of the people in the United States is American English. Here are a few statistics related to the languages that are spoken by the citizens of the United States.

- The second most spoken language in the [United States is Spanish](#).
- There were 3.5 million Chinese speakers and 1.5 million Tagalog speakers in the United States.
- 1.57 million Vietnamese speakers were found in the nation.
- 40% of Americans reported that they do not have any interest in learning a second language.
- Only 10% of Americans can speak a second language.
- 22.4% of the females reported that they could not speak any second language but wanted to learn one.
- People between the age group of 18 to 44 can speak more than one-second language.

Which Are The Most Spoken Languages Worldwide?

Yes, you guessed it right. English is the most spoken language in the world. But what about other languages? Which are the second and third most spoken languages in the world?

- English is the most spoken language in the world. 1500 million people speak English.
- The second most spoken language in the world is Chinese (Mandarin), with 1,100 million speakers.

- 602.2 million people worldwide speak the Hindi language.
- Spanish and French were the fourth and fifth most spoken languages in the world.

How Many People Speak More Than One Language?

A maximum population in recent years spoke only one language. However, most people today are curious to learn foreign languages, while due to settling in different countries, many people are bilingual and trilingual.

- 34 varieties of Arabic are spoken by more than 313 million to 466 million people around the world.
- More than 129,601,230 people speak German as their second or first language.
- Approximately 3.3 billion people in the world are bilingual.
- 43% of the world's population speaks two or more languages.
- According to the sources, 40% of the world population is monolingual while 43% are bilingual.

Which Are The Top First Languages Used By People Around The Globe?

People with different cultures and ethnicity speak different languages. The first language of the population may vary from region to region. Surprisingly English is not the first language spoken by the maximum population around the globe. Then which language is the top first language?

- More than 955 million people around the globe speak Mandarin Chinese as their first language.
- Hindi (excluding Urdu) is reportedly spoken by 344 million people as their first language. (53.6%)
- 1.7% of the people speak Japanese as their first language.
- 12.3% of the people in the globe speak Mandarin Chinese.

Which Languages Are Most Used On the Internet?

The Internet is full of different languages. Most people prefer English to surf the Internet, and very few people prefer other languages. Here are a few astonishing figures related to the languages used on the Internet.

- 58.6% of websites use the English language.

- Russian is the second most used language on the websites. It is used by 5.3% of websites around the world.
- The third and the fourth most used languages on the websites are Spanish and French, respectively.
- All other languages are used in less than 0.5% of the websites on the Internet.
- Some websites contain content in multiple languages.
- 66% of the content on YouTube is in the English language.
- The Spanish language is used by 15% of the content creators on YouTube.
- 7% of the content on YouTube is in Portuguese, while 5% is in Hindi.
- 25.9% of Internet users use the English language to browse the Internet.
- The Chinese language is used by 19.4% of Internet users.

How Many People Want To Learn Other Languages?

With the growing inquisitiveness towards foreign languages, most people are working on learning a new language. Primarily the young population is attracted to learning another language.

- Only 20% of the students have enrolled in language classes in the United States.
- 70% of students aged between 12 to 24 years wish to learn a new language in the future in the United Kingdom.
- In China, 67% of the students reported that they studied foreign languages in school.
- People who know more than one language can earn 2 to 15% more.
- Around 1.2 billion people are learning a new language.

What Countries Have The Most Languages?

Many countries around the world consist of people that speak multiple languages.

- There are more than 850 languages spoken in Papua New Guinea. It has the most languages in the world.
- Around 800 languages are spoken in Indonesia.
- There are 35 different native languages in South Africa. Out of these, only 10 of them gained recognition as the official languages.

- Singapore has four official languages. These include Mandarin Chinese, Tamil, English, and Malay.

How Many Languages Are Endangered?

Since ancient times many languages have become extinct. The languages with no of their alphabets or wording are lost forever. Besides, some major languages were left behind by the changing societies and cultures.

2900 languages are reported to be endangered today. That counts up to approximately 42% of the languages in the world. They have a low possibility of being preserved in the future. 50 to 90% of the dying languages may vanish by the next century.

Currently, 573 known languages have become extinct. These are no longer studied or spoken. Between the years 1950 and 2010, 230 languages were declared extinct.

Wrapping Up: Language Statistics

The language learning market is expected to have a 20.3% compound annual growth rate (CAGR) from the year 2023. These figures draw our attention to the fact that more people are attracted to learning a new language.

Knowing more than one language opens many new opportunities for learners. Many foreign language speakers enthusiastically enter the travel and tourism industry, while some are in foreign trade. Moreover, learning new languages as a recreational activity will surely open new doors for you.

<https://myclasstracks.com/language-statistics/>

- *Make a presentation on learning foreign languages in Russia.*

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

each with their own peculiarities	integrated itself into many languages
loaned their words out to English	that claim English as their native language
be assumed that	are found in every corner
Similarly	from the United States to New Zealand
continue to gain new	spread throughout the world
is inarguably English	

So is English the International Language?

If an international language exists today, it (1) Not only is it the default language of international business, it has (2) ... through loanwords. Loanwords span from “Internet” to common phrases like “Ok”.

There are more than 350 million people (3) ... , and 430 million more people speak it as their second language. English speakers (4) ... of the world, so it’s hard to ignore its status as an international language.

English is a West Germanic language that spans the globe, (5) It’s estimated that there are around 2 billion English speakers of varying nationalities (6) There are many varieties of English as well, ranging from British to South African English, (7)

Just as English has loaned words out to other languages, other languages have (8) ... as well. The English language gains words like “ballet” from French, “kindergarten” from German, “patio” from Spanish, “tsunami” from Japanese, and “moped” from Swedish. It can (9) ... , as English spreads throughout the world, it will continue to gain new vocabulary from other languages. (10) ... , other languages will (11) ... vocabulary from English.

<https://bilingua.io/english-the-international-language>

DISCUSSION

- *Discuss the following items.*

1. What do you find most and least challenging about learning English?
2. Can you discuss a specific challenge you faced while learning English and how you overcame it?
3. How has learning English opened up new opportunities for you in terms of travel, work, or personal relationships?
4. What do you think are the most effective ways to maintain and further develop your English skills?

PROFESSIONAL ISSUES

- *Read the Russian version of the text first.*
- *Read the text in English paying attention to the vocabulary and grammar structure of the sentences.*

Using mobile technologies in the history classroom

By [Dan Moorhouse](#)

In 2007 I led a Historical Association project on the use of emerging handheld technologies. The idea of the project was to look at the way in which technological advances could be used positively within the history classroom, or beyond. Technologies considered were quite literally any that were handheld, electronic, devices. Much of the work therefore revolved around PDA's, early tablets, netbooks /

Использование мобильных технологий на уроках истории

Автор [Дэн Мурхаус](#)

В 2007 году я руководил проектом Исторической ассоциации по использованию новейших портативных технологий. Идея проекта состояла в том, чтобы посмотреть, как технологические достижения могут быть положительно использованы на уроках истории или за их пределами. Рассматриваемые технологии были в буквальном смысле любыми портативными электронными устройствами. Поэтому большая

chromebooks. Some consideration was also given to mobile phone use.

The primary function of many of these devices was communication. They were light, portable, reasonably powerful and, increasingly being seen, like it or not, in the hands of pupils. This led to three distinct views on things such as the mobile phone in relation to education. First, 'ban them' was a prevalent view of governing bodies, senior leaders and many teachers. They were quite simply viewed as a distraction.

A contrasting group saw potential. The technology was available, it was being used in industry, it was being marketed as having cpd potential, so let's see what it can do. Ranging from 'geeks' who had the technical ability to design and use early 'apps' to teachers who were happy to embrace anything that had the potential to engage, this

часть работы была посвящена КПК, ранним планшетам, нетбукам/хромбукам. Некоторое внимание также уделялось использованию мобильных телефонов.

Основной функцией многих из этих устройств была связь. Они были легкими, портативными, достаточно мощными и, нравится вам это или нет, все чаще оказывались в руках учеников. Это привело к появлению трех различных взглядов на такие вещи, как мобильный телефон, применительно к образованию. Во-первых, 'запретить их' было распространенным мнением руководящих органов, старших руководителей и многих учителей. Они просто рассматривались как отвлекающий маневр.

Противоположная группа увидела потенциал. Технология была доступна, ее использовали в промышленности, ее рекламировали как обладающую cpd (*continuing professional development* = непрерывное профессиональное развитие) потенциалом, так что давайте посмотрим, что она может сделать. Численность этой группы была разумно ограничена - от

group was reasonably limited in number.

The third group were those who were a little mystified by the culture shift that was taking place. Mobile phones in schools were still a relatively new thing. Investment in Interactive Whiteboards and Virtual Learning Environments had seen an element of ICT overload for some. It was quite simply an area that was either confusing, or just not an issue either way.

What's interesting is that ten years after the end of this project, much of the technology available then, still isn't regularly used now. Despite the leaps in the capabilities of mobile technologies, the actual usage of them, on the face of it, is little different. Common practice now may, for example, see a tablet or two in a classroom. They are generally used in much the same way as a PC would have been,

'тиков", имевших технические возможности разрабатывать и использовать ранние 'приложения', до учителей, которые были рады принять все, что могло заинтересовать.

Третью группу составили те, кто был немного озадачен происходящим культурным сдвигом. Мобильные телефоны в школах все еще были относительно новой вещью. Инвестиции в интерактивные доски и виртуальные учебные среды для некоторых стали причиной перегрузки ИКТ. Попросту говоря, это была область, которая либо сбивала с толку, либо просто не являлась проблемой в любом случае.

Интересно то, что спустя десять лет после окончания этого проекта большая часть технологий, доступных тогда, все еще не используется регулярно. Несмотря на стремительный рост возможностей мобильных технологий, их фактическое использование, на первый взгляд, мало чем отличается. В настоящее время обычной практикой является, например, использование одного-двух планшетов в классе. Обычно

just a little easier to move around with. You see more frequent use of apps, some excellent ones being developed, such as the Mozaic3D app or Edtech Apps for Primary History.

Despite there clearly being some good usage, is this a case of an area being underdeveloped? The potential was there a decade ago, has progress been made? What still holds back the use of these technologies or ideas? Is it lack of equipment / training, or just that the available options offer little that can't be achieved more easily through other teaching methods? <https://schoolshistory.org.uk/topic/s/using-mobile-technologies-in-the-history-classroom/>

они используются почти так же, как если бы это был компьютер, просто с ними немного легче передвигаться. Вы видите более частое использование приложений, некоторые из которых разрабатываются превосходно, например, приложение Mozaic3D, или приложение Edtech для начальной истории.

Несмотря на очевидное хорошее использование, является ли это примером слаборазвитой области? Потенциал был заложен десять лет назад, достигнут ли прогресс? Что все еще сдерживает использование этих технологий или идей? Это из-за нехватки оборудования / обучения или просто из-за того, что доступные варианты предлагают мало того, чего нельзя было бы достичь более легко с помощью других методов обучения?

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about using mobile technologies in the history classroom

Key

So is English the International Language?

If an international language exists today, it is inarguably English. Not only is it the default language of international business, it has integrated itself into many languages through loanwords. Loanwords span from “Internet” to common phrases like “Ok”.

There are more than 350 million people that claim English as their native language, and 430 million more people speak it as their second language. English speakers are found in every corner of the world, so it’s hard to ignore its status as an international language.

English is a West Germanic language that spans the globe, from the United States to New Zealand. It’s estimated that there are around 2 billion English speakers of varying nationalities spread throughout the world. There are many varieties of English as well, ranging from British to South African English, each with their own peculiarities.

Just as English has loaned words out to other languages, other languages have loaned their words out to English as well. The English language gains words like “ballet” from French, “kindergarten” from German, “patio” from Spanish, “tsunami” from Japanese, and “moped” from Swedish. It can be assumed that, as English spreads throughout the world, it will continue to gain new vocabulary from other languages. Similarly, other languages will continue to gain new vocabulary from English.

<https://bilingua.io/english-the-international-language>

Unit XIII. CULTURE DIFFERENCES

WARM-UP

- Answer the questions about culture
 1. Do cultural differences influence the way people communicate?
 2. Can you name a traditional custom from another culture?
 3. Have you ever experienced a cultural difference?
 4. Can you share a story about a cultural misunderstanding you had?
 5. How do you adapt to cultural differences?
 6. What is something you appreciate about your own culture?
 7. How do cultural differences contribute to the diversity and richness of our world?

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

Where Did Modern Human Culture Begin?

Culture existed long before there was a term denoting it. For the first time this word is found in ancient Rome, in written sources I-II centuries BC. It was a labor of farming. It belonged to Cato the Elder, who in his treatise wrote not only about how to work the land, but also on how well you need to choose a site for agriculture. The word sounded in Latin meaning "to cultivate anything."

Later this term got some more values: education, development, worship. In Europe, in the period of XVII–XVIII centuries the word "culture" was first used in the writings of the historian Pufendorf. Interestingly, he called "a man of culture" the man who was brought up, as opposed to uneducated individuals.

The German scholar Johann Christoph Adelung made the term commonly used. He wrote an essay in which he gave his explanation. Under the culture he understood self-education activities of individuals and peoples.

It should be noted that each century adds a bit to the definition of the word, and this process is likely to be not yet over.

We define culture as the collection of beliefs and behaviors that distinguish between one group and others. This includes language, music, literature, technology, architecture, and clothing in the 21st century, but tens of thousands of years ago “modern” human cultures would have been differentiated by less stark differences.

Language was probably one of the chief differentiating factors. Human groups that had been separated from each other for hundreds of thousands of years almost certainly spoke different languages. Tools and weapons would have been another differentiating factor.

And, of course, different genetic (ethnic) makeups for local populations would reflect the gradual differentiation in culture between once-closely related groups. But why did these groups separate from each other? We can only guess at the probable reasons. The number one hypothesis is that as human populations grew the competition for resources would have forced some groups to leave the homeland and find other resources. But was it really that simple?

We must ask questions and propose hypotheses to answer those questions. Then we must seek out evidence to support or disprove the hypotheses.

Each country, ethnic group or nation has its own special culture. Sometimes the differences may be invisible, but more often they are immediately apparent. Caucasians hardly see the difference between the culture of the peoples of the Incas and Mayans. There is not much difference in his eyes between the art of ancient China and Japan. But it is easy to distinguish the culture of any European country from Asia.

We will never know the full story of what happened 100,000 to 200,000 years ago but we are finally learning many more pieces of the tale of modern humanity’s cultural history. It is time to look at the growing collection of pieces and see what we can make of the puzzle. Let us do so by asking some questions.

<https://history.sf-fandom.com/where-did-modern-human-culture-begin/>

<https://tipings.com/en/pages/80533>

• Give Russian equivalents for the following words and word combinations.

a) ancient Rome, Caucasian, the Incas, the Mayans, China, Japan, European country, Asia

b) culture a term, a land, education, development, worship, centuries, individuals, an essay, a bit, a process, a language, music, literature, technology, architecture, clothing, tools, weapons, question, country, nation, the puzzle

c) a labor of farming, a site for agriculture, as opposed, “modern” human cultures, human groups, for hundreds of thousands of years, local populations, the probable reasons, the number one hypothesis, human populations, the competition for resources, ethnic groups, its own special culture

• Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to exist, to denote, to find, to belong, to choose, to sound, to mean, to cultivate, to bring up, to give, to understand, to be noted, to add, to define, to distinguish between, to include, to differentiate, to separate, to reflect, to guess, to grow, to force, to leave, to propose, to happen

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Culture ... long before there was a term ... it. 2. For the first time this word ... in ancient Rome, in written sources I-II centuries BC. 3. It ... to Cato the Elder, who in his treatise wrote not only about how to work the land, but also on how well you need ... a site for agriculture. 4. The word ... in Latin meaning "... anything." 5. The historian Pufendorf called "a man of culture" the man who ... as opposed to uneducated individuals. 6. It ... that each century ... a bit to the definition of the word "culture". 7. We ... culture as the collection of beliefs and behaviors that ... between one group and others. 8. Human groups that ... from each other for hundreds of thousands of years almost certainly spoke dif- | <ol style="list-style-type: none"> a. was brought up b. should be noted, adds c. define, distinguish d. sounded, to cultivate e. propose f. to distinguish g. happened h. had been separated i. would have |
|--|---|

ferent languages.	forced
9. The competition for resources ... some groups to leave the homeland and find other resources.	j. existed, denoting
10. We must ask questions and ... hypotheses to answer those questions.	k. is found
11. But it is easy ... the culture of any European country from Asia.	l. belonged, to choose
12. We will never know the full story of what ... 100,000 to 200,000 years ago.	

• Match English words and word combination in left column with the Russian equivalents in the right column

1. written sources I-II centuries BC	a. фрагменты истории культуры современного человечества
2. in his treatise	b. искать доказательства
3. later this term got some more values	c. подтверждающие или опровергающие гипотезы
4. the term commonly used	d. один из главных отличительных факторов
5. self-education activities of individuals and peoples.	e. различные генетические (этнические) составы
6. is likely to be not yet over	f. постепенная дифференциация в культуре между некогда близкородственными группами
7. the collection of beliefs and behaviors	g. позже этот термин приобрел еще несколько значений
8. tens of thousands of years ago	h. деятельность по самообразованию отдельных людей и народов.
9. less stark differences	i. скорее всего, еще не закончена
10. one of the chief differentiating factors	j. десятки тысяч лет назад
11. different genetic (ethnic) makeups	k. они сразу бросаются в глаза
12. the gradual differentiation in culture between once-closely related groups	l. письменные источники I-II вв. до н.э.

13. to seek out evidence to support or disprove the hypotheses.
14. they are immediately apparent
15. pieces of the tale of modern humanity's cultural history.

м. в его трактате
п. совокупность верований и моделей поведения
о. общеупотребительный термин
р. менее резкие различия

• Word-building. State what part of speech the word belongs to.

Historian, interestingly, uneducated, scholar, explanation, definition, homeland, differences, invisible, finally

• Read the text again and answer these questions.

1. When is the word "culture" found for the first time?
2. What values did this term get later?
3. What did the German scholar Johann Christoph Adelung understand under the culture?
4. How do we define culture? What does this definition include?
5. What was probably one of the chief differentiating factors?
6. What were other differentiating factors?
7. Why did closely related human groups separate?
8. Why should historians seek out evidence?
9. Are cultural differences always apparent?
10. Will we ever know the full story of what happened 100,000 to 200,000 years ago?

CROSS-CULTURAL NOTES

• Read the text about differences in social media use between the UK and the USA. Find the necessary information to tick (☐) the country corresponding to the cultural habits listed below.

Cultural habits	American culture	British culture
1. Dress code is often considered to be conservative.		
2. Hugging is much less common.		
3. People like a winner.		
4. People are less openly patriotic.		
5. Dress code has a casual nature.		
6. Afternoon tea time is a tradition.		
7. There is no official national day.		
8. It's not rare for colleagues to go for a drink at the end of the working day.		
9. People drive just about anywhere, no matter how short the distance.		
10. People tend towards self-deprecation.		
11. People walk rather than take the car if they only need to travel a few blocks.		
12. People drive on the left side.		
13. Office holiday parties are customary.		
14. People tend to nurture a more optimistic outlook on life.		
15. Sense of humor can be characterized as drier, more sarcastic and definitely more ironic.		
16. People are less direct, less loud and less apt to wear their hearts on their sleeves.		

5 cultural differences between the UK and US

by Anne-Lise Vassoille

The British playwright George Bernard Shaw once famously observed that “England and America are two countries separated by the same language.” It’s true that American English, with its differences in vocabulary and accents, has diverged quite a bit from British English. And yet, language is far from the only element that separates the two countries.

One could even argue that there are more differences than similarities between the cultures of the UK and the US.

1. Brits tend to show more reserve

Ah, the famous British stiff upper lip! And yet, there is some truth beyond the stereotype. British people are generally less direct, less loud and less apt to wear their hearts on their sleeves than US Americans. So, you may need more time to break the ice in Great Britain. This sense of reserve also reveals itself in a number of quintessentially British attitudes and polite phrases. Hugging is much less common than in the US, and you'll often hear British people say "Sorry!" even for the smallest peccadillo.

For a similar reason, Brits tend to be less over-the-top when giving compliments. You're much less likely to hear a British person say that something is "awesome." In fact, such praise may sound exaggerated (and even potentially fake) in the UK.

2. The British sense of humor tends to be darker

On the whole, the British sense of humor can be characterized as drier, more sarcastic and definitely more ironic than its American counterpart. While Americans tend to nurture a more optimistic outlook on life, British people tend towards self-deprecation. They typically won't hesitate to mock others and laugh at themselves in turn, highlighting the absurdities in our world along the way. It may sound nasty if you're not used to it, but it's simply part of the daily banter.

While Americans like a winner, British people have a thing for losers. Many British comic characters are the opposite of successful people.

3. Brits are less openly patriotic than Americans

Unless there is a game of soccer (or "football," if you favor the English term), you're unlikely to see people wearing a t-shirt with the British flag on it in the UK. The Union Jack is also much less likely to fly proudly outside British homes than the Stars and Stripes is in the USA. In fact, this may even be frowned upon, as it may be linked to certain political trends among the extreme right wing of British politics. It's also telling that contrary to the celebrations of Independence Day in the US, there is no official national day in the United Kingdom.

4. Pub culture is a real thing in Great Britain

Much more than a place to toss back a drink or two, British pubs

remain a staple of social life in the UK. Every area has at least one pub where locals can meet to watch a game, play pool, listen to a band or take part in a pub quiz. On a Sunday, you can go for lunch with your family to enjoy the famous Sunday roast. During the week, it's not rare for colleagues to go for a drink at the end of the working day.

5. Driving habits are different in the US vs. UK

One of the most enduring American habits is to drive just about anywhere, no matter how short the distance. But in the UK, as in pretty much everywhere in Europe, you'll walk rather than take the car if you only need to travel a few blocks. Drive-thrus are also much more rare in the UK than in the US. In big cities like London, it's fairly common to forgo a car entirely, as public transportation and taxis are widely used. If you do take your car, don't forget that people drive on the left side in the UK.

Conclusion About The Differences Between British And American Culture

The British culture is traditionally more formal than the American one. The dress code in England is often considered to be much more conservative, with people wearing ties and dresses that are appropriate for work or social events. This can lead to a feeling of formality when it comes to interactions between strangers, which differs from the casual nature of many Americans interacting with each other.

The British have their own set of traditions not found in America such as afternoon tea time, while some American customs like office holiday parties may seem strange or even offensive in Britain. It's important to remember these differences if you're traveling across borders because they could make your stay uncomfortable or awkward at best.

Of course, there are many more cultural differences between the UK and the US. Yet, they give a good inkling of how Great Britain diverges from America, both in its approach to life and in its daily customs and habits. As such, they'll help you to navigate your way through everyday life, no matter which side of the pond you happen to be on.

<https://blog.lingoda.com/en/cultural-differences-between-uk-and-us/>
<https://questionscity.com/british-vs-american-culture/>

- Make a presentation on cultural habits in Russia.

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

a. tools began about	f. The early human beings learned
b. the development of writing	g. developed in prehistoric times
c. also learned the habits	h. By 3500 B.C.,
d. plant crops and rear animals	i. was developed about 3500 B.C.
e. form generation to generation	j. was one of the most

From the History of Human Culture

The foundations for human culture (1) Important steps in the growth of culture include the development of tools, the start of farming, the growth of cities, and (2)

The development of (3) ... 2 million years ago. (4) ... to make stone tools and kill animals for food. Prehistoric people probably made things of bone, hair, skin, and wood. The hunters (5) ... of the animals. Such learning is a simple kind of scientific knowledge.

Then people had to (6) ... for food. They became the first farmers. It occurred about 9000 B.C., and so it (7) ... important steps in the growth of human culture.

(8) ... cities had appeared and people, became artists and builders, judges and priests. All their new knowledge and skills made up the growth of culture.

The development of writing is one of the most important steps. The first system of writing (9) People could record their thoughts and aspects of their culture and could pass them in a written (10).

DISCUSSION

- Discuss the following items.

1. How do cultural differences impact communication styles, gestures, and body language?
2. What are some challenges and benefits of living in a multicultural society?
3. How do cultural differences influence our perceptions of time, punctuality, and scheduling?
4. How do cultural differences shape our perspectives on gender roles, family structures, and social hierarchies?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

A brief history of Western culture (part 1)

Essay by Dr. Beth Harris and Dr. Steven Zucker

History has no natural divisions. A woman living in Florence in the 15th century did not think of herself as a woman of the Renaissance. Historians divide history into large and small units in order to make characteristics and changes clear to themselves and to students. It's important to remember that any historical period is a construction and a simplification. Below are

Краткая история западной культуры (часть 1)

Эссе доктора Бет Харрис и доктора Стивена Цукера

История не имеет естественных разделений. Женщина, жившая во Флоренции в 15 веке, не считала себя женщиной эпохи Возрождения. Историки делят историю на большие и малые единицы, чтобы сделать характеристики и изменения понятными для себя и студентов. Важно помнить, что любой исторический период - это конструирование и упрощение. Ниже приведены некоторые важные ос-

some important basics to get you started

As you read the timeline below, please keep in mind that equally momentous developments have occurred in Africa, Asia, the Americas and in the Pacific.

Prehistoric (before c. 3000 B.C.E.)

The term “prehistoric” refers to the time before written history. In the West, writing was invented in ancient Mesopotamia just before 3000 B.C.E., so this period includes visual culture (paintings, sculpture, and architecture) made before that date. The oldest decorative forms we can recognize as art come from Africa and may date back to 100,000 B.C.E. In contrast, the oldest cave paintings known are about 40,800 years old, and although we used to think that only our species, Homo Sapiens, made art—anthropologists now speculate that Neanderthals may have made at least some of these very early images.

новы, с которых вы сможете начать.

Читая приведенную ниже хронологию, пожалуйста, имейте в виду, что столь же важные события произошли в Африке, Азии, Северной и Южной Америке и в Тихоокеанском регионе.

Доисторический период (до 3000 г. до н.э.)

Термин “доисторический” относится ко времени, предшествовавшему письменной истории. На Западе письменность была изобретена в древней Месопотамии незадолго до 3000 года до н.э., поэтому этот период включает визуальную культуру (живопись, скульптуру и архитектуру), созданную до этой даты. Древнейшие декоративные формы, которые мы можем признать искусством, происходят из Африки и могут датироваться 100 000 годом до н.э. Напротив, древнейшим известным наскальным рисункам около 40 800 лет, и хотя раньше мы думали, что искусство создавал только наш вид, Homo Sapiens, — антропологи теперь предполагают, что неандертальцы, возможно, создали по крайней мере некоторые из этих очень ранних изображений.

The Neolithic revolution, one of the most profound developments in all of human history, occurs during the Prehistoric Era. This is when our ancestors learned to farm and domesticate animals, allowing them to give up their nomadic ways, and settle down to build cities and civilizations.

Ancient

(c. 3000 B.C.E. to c. 400 C.E.)

This period includes the great early civilizations of the ancient Near East (think Babylonia), ancient Egypt, ancient Greece, the Etruscans, and the Romans—everything that comes after the invention of writing and before the fall of the Roman Empire. Keep in mind the disintegration of the Roman Empire took centuries, but to simplify, c. 400 will do.

It was during this period that the ancient Greeks first applied human reason to their observations of the natural world and created some of the earliest naturalistic images of human beings. This period is often credited with the birth of Western philosophy, mathematics, theater, science, and democracy. The

Неолитическая революция, одно из самых глубоких событий во всей истории человечества, произошла в доисторическую эпоху. Именно тогда наши предки научились возделывать землю и одомашнивать животных, что позволило им отказаться от кочевого образа жизни и осесть, чтобы строить города и цивилизации.

Древний

(ок. 3000 г. до н.э. - ок. 400 г. н.э.)

Этот период включает в себя великие ранние цивилизации древнего Ближнего Востока (вспомним Вавилонию), Древний Египет, древнюю Грецию, этрусков и римлян - все, что произошло после изобретения письменности и до падения Римской империи. Имейте в виду, что распад Римской империи занял столетия, но для упрощения подойдет ок. 400.

Именно в этот период древние греки впервые применили человеческий разум к своим наблюдениям за миром природы и создали одни из самых ранних натуралистических изображений людей. Этому периоду часто приписывают зарождение западной философии, математики, театра, естественных наук и демокра-

Romans in turn created an empire that extended across most of Europe, and all the lands that surround the Mediterranean Sea. They were expert administrators and engineers and they saw themselves as the inheritors of the great civilizations that came before them, particularly, Greece and Egypt (which they conquered).

It's important to remember that although history is often presented as a series of discrete stories, in reality narratives often overlap making history both more complex and more interesting. For example, it was also during the Roman Empire that the figure we now call Jesus lived. Jesus and his apostles were Jewish men living in what is today Israel, but which was then part of the Roman Empire.

<https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/brief-histories-apah/a/a-brief-history-of-western-culture>

тии. Римляне, в свою очередь, создали империю, которая простиралась на большую часть Европы и все земли, окружающие Средиземное море. Они были опытными администраторами и инженерами и считали себя наследниками великих цивилизаций, которые были до них, в частности, Греции и Египта (которые они завоевали).

Важно помнить, что, хотя историю часто представляют как серию отдельных историй, на самом деле повествования часто накладываются друг на друга, что делает историю более сложной и интересной. Например, фигура, которую мы сейчас называем Иисусом, также жила во времена Римской империи. Иисус и его апостолы были евреями, жившими на территории современного Израиля, но которая тогда была частью Римской империи.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about history of western culture in prehistoric and ancient times.

Key

FROM THE HISTORY OF HUMAN CULTURE

The foundations for human culture developed in prehistoric times. Important steps in the growth of culture include the development of tools, the start of farming, the growth of cities, and the development of writing.

The development of tools began about 2 million years ago. The early human beings learned to make stone tools and kill animals for food. Pre-historic people probably made things of bone, hair, skin, and wood. The hunters also learned the habits of the animals. Such learning is a simple kind of scientific knowledge.

Then people had to plant crops and rear animals for food. They became the first farmers. It occurred about 9000 B.C., and so it was one of the most important steps in the growth of human culture.

By 3500 B.C., cities had appeared and people, became artists and builders, judges and priests. All their new knowledge and skills made up the growth of culture.

The development of writing is one of the most important steps. The first system of writing was developed about 3500 B.C. People could record their thoughts and aspects of their culture and could pass them in a written form from generation to generation.

Unit XIV. CUSTOMS, TRADITIONS AND HOLIDAYS

WARM-UP

- Answer the questions about customs, traditions and holidays.
 1. What is your favorite holiday?
 2. Can you describe a memorable holiday experience you've had?
 3. What do you like to do on holidays?
 4. Do you have any family holiday traditions or customs?
 5. Can you name some popular holidays around the world?
 6. Can you describe a favorite holiday dish or dessert?
 7. What do you like most about holidays?
 8. Do you prefer spending holidays with family or friends?

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

Christmas History, Customs and traditions

Christmas is the most popular and colourful holiday celebrated by Christians all over the world. The word Christmas comes from "Christ's Mass", the Mass said in the Roman Catholic Church to honour the birth of Jesus Christ. It is generally held on December 25th, but the Russian and other Eastern Orthodox churches (they follow the Julian calendar) celebrate Christmas on January 7th.

Although Christmas is celebrated on December 25th, the actual date of Christ's birth is not known. The earliest Christians did not even set aside a special day for observing the Nativity, or Christ's birth. For more than three centuries Christ's Mass was a movable feast.

The celebration of Christ's birth on December 25th began in Rome in the 4th century. It replaced the two pagan celebrations - the festival of rebirth of the sun and the feast of the god Saturn (Saturnalia). That is why it is not surprising that so many Christmas customs go back to pagan times.

From Rome, the December holiday spread to others Christians everywhere. For several centuries Christmas was kept only as a church

festival. Gradually ,however, it became a public holiday marked by feasting and merrymaking.

In 1644 the English Puritans forbade the keeping of Christmas by Act of Parliament, on the grounds that it was a pagan festival. It was revived when Charles II came to throne in 1660.

There are a lot of traditions connected with Christmas. Some of them go back to pagan times, others are relatively new.

The Christmas tree that now spreads its lighted and decorated branches every year in so many different countries came originally from Germany. In pre-Christian times evergreens, plants that remain green all the year-round were worshipped as symbols of eternal life. In medieval Germany, an evergreen hung with apples was part of a Christmas play about the Garden of Eden. The first trees had no candles.

The custom of having a Christmas tree decorated with candles and hung with presents came to Britain with the craze for German things that followed Queen Victoria's marriage to Prince Albert (he was German). In 1841 they had a lighted tree at Windsor Castle. The event was widely reported, naturally. A few years later, nearly every house in Britain had a Christmas tree.

Very soon the Christmas tree spread outwards from the home into the churches and streets. Now all big cities have Christmas trees set up in squares and parks.

Perhaps the most famous Christmas tree stands every year in Trafalgar Square, close to Nelson's Column. It is a gift from the people of Norway. The tree is immensely tall and brilliantly decorated. Right at the top is a large shining star. Bright, shining balls of different colours and different sizes cover the tree from top to bottom. No wonder whole families - boys and girls, and grown-ups too come to look at it.

https://dzen.ru/a/X_CCe7sU1U_7BPOI

<https://res.cloudinary.com/dq82ikfq4/image/upload/>

• Give Russian equivalents for the following words and word combinations.

a) Christmas, Roman, Catholic, Jesus Christ, Christians, Russian and other Eastern Orthodox churches, Julian calendar, the Nativity, Christ's Mass, the god Saturn (Saturnalia), English Puritans, Act of Parliament, Charles II, pre-Christian times, medieval Germany, the Garden of Eden, Britain, Queen Victoria's marriage, Prince Albert, Windsor Castle, Trafalgar Square, Nelson's Column, Norway

b) a custom, a tradition, a church, birth, feast, throne, pagan, a festival, a plant, a candle, a present, an event, a square, a park, a gift
a popular holiday, the actual date, several centuries, pagan times, a public holiday, immensely tall, lighted and decorated branches

c) a large shining star, shining balls of different colours, different sizes

• Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to celebrate, to honour, to hold, to follow, to observe, to begin, to replace, to go back, to spread, to be kept, to become, to mark, to forbid, to keep, to be revived, to connect, to spread, to remain, to be worshipped, to decorate, to hang, to alight, to cover

1. Christmas is the most popular and colourful holiday ... by Christians all over the world.

a. was kept

2. The word Christmas comes from "Christ's Mass" ... the birth of Jesus Christ.

b. connected

3. It ... generally ... on December 25th, but the Russian and other Eastern Orthodox churches ... Christmas on January 7th.

c. were worshipped

4. The celebration of Christ's birth on December 25th ... in Rome in the 4th century.

d. cover

5. It ... the two pagan celebrations that is why so many Christmas customs ... **to** pagan times.

6. From Rome, the December holiday ... to other Christians everywhere.

e. celebrated

7. For several centuries Christmas ... only as a church festival.	
8. Gradually it ... a public holiday ... by feasting and merrymaking.	f. to honour
9. In 1644 the English Puritans ... the keeping of Christmas by Act of Parliament.	g. is ... held, celebrate
10. The holiday ... when Charles II came to throne in 1660.	
11. There are a lot of traditions ... with Christmas.	h. became, marked
12. In pre-Christian times evergreens ... as symbols of eternal life.	i. forbade
13. Bright, shining balls of different colours and different sizes ... the tree from top to bottom.	j. was revived
	k. began
	l. replaced, go back
	m. spread

- Match English words and word combination in left column with the Russian equivalents in the right column

1. all over the world	a. рождественская пьеса об Эдемском Саду
2. to set aside	b. праздник возрождения солнца
3. the festival of rebirth of the sun	c. повальное увлечение немецкими вещами
4. the feast of the god Saturn (Saturnalia).	d. сверху донизу
5. on the grounds	e. во всем мире
6. symbols of eternal life.	

- | | |
|--|--|
| 7. an evergreen hung with apples | f. праздник бога Сатурна (Сатурналии). |
| 8. a Christmas play about the Garden of Eden | g. по причине, на основании |
| 9. with the craze for German things | h. символы вечной жизни. |
| 10. from top to bottom | i. отменить |
| | j. вечнозеленое растение, увешанное яблоками |

- Word-building. State what part of speech the word belongs to.
colourful, generally, movable, celebration, everywhere, relatively, gradually, feasting, merrymaking, originally, evergreens, widely, outwards, brilliantly, grown-ups

- Read the text again and answer these questions.

1. What is the most popular and colourful holiday celebrated by Christians all over the world?
2. When is Christmas generally held in the world?
3. When and where did celebration of Christ's birth on December 25th begin?
4. Why do Christmas customs go back to pagan times?
5. Why was the holiday forbidden in 1644?
6. When was it revived?
7. Where did the Christmas tree come originally from?
8. As a symbol of what were evergreens worshipped in pre-Christian times?

CROSS-CULTURAL NOTES

- Read the text about holidays, customs and traditions in the UK and the USA. Find the necessary information to fill in the gaps the sentences below.

1. It wasn't until ... that fireworks were used in Great Britain to celebrate the New Year's Day.

a) 2020 b) 1900 c) 2000

2. In the U.S., it's traditional ... at midnight.
- a) to give presents b) to kiss loved ones c) to open the back door
3. In Great Britain, at the stroke of midnight, it's traditional
- a) to give presents b) to kiss loved ones c) to open the back door
4. The Christian holiday of Easter is celebrated by ... by decorating eggs, visits from the Easter bunny and egg hunts.
- a) Americans b) both Americans and British c) British
5. Great Britain has additional, popular Easter customs, such as
- a) egg rolling b) car driving c) fireworks
6. Both countries celebrate Halloween in ... , by dressing up in costumes, bobbing for apples, and going trick-or-treating.
- a) In different ways b) by grown-ups only c) in the same way
7. ... isn't celebrated in Great Britain.
- a) Guy Fawkes Day b) Easter c) Thanksgiving
8. The British place ... importance on Christmas Eve than other countries.
- a) more b) no c) less
9. In both the U.S. and Britain, Santa or Father Christmas comes
- a) in the morning b) at night c) at midday
10. In Britain, it was traditional for ... to broadcast a message on Christmas Day.
- a) President of the country b) Father Frost c) Queen Elizabeth
11. Boxing Day, which is celebrated on December 26 in Britain, is the time ... friends, servants, and trades people.
- a) to box with b) to visit pubs with c) to give gifts to

12. ... isn't observed by Americans.

a) Boxing Day b) Easter c) Thanksgiving

British Holidays Vs. American Holidays

by Anne Boynton

Although Great Britain and the U.S. have the English language in common, they are two unique nations with different cultures, government systems, and traditions. Holidays and celebrations also vary between the two countries. Even Christmas and other Christian holidays, although celebrated by both countries, have some key differences.

New Year

New Year's Eve and New Year's Day are celebrated by both Great Britain and the U.S. on December 31 and January 1 every year. According to ProjectBritain.com, it wasn't until 2000 that fireworks were used in Great Britain to celebrate the holiday, although this tradition has been long-established in the U.S. In the U.S., 10 seconds before midnight, a countdown from 10 to one takes place, and it's traditional to kiss loved ones at midnight. In Great Britain, at the stroke of midnight, it's traditional to open the back door, letting the old year out, and to ask the first dark-haired man who's spotted to bring salt, coal, and bread through the front door. These represent, respectively, money, warmth and food, meaning that the new year will bring a sufficient amount of these. In both countries, a New Year parade takes place on New Year's Day: the Rose Bowl Parade in Pasadena, California in the U.S. and the New Year's Day Parade in London, England, which starts when the famous Big Ben clock strikes noon.

- New Year's Eve and New Year's Day are celebrated by both Great Britain and the U.S. on December 31 and January 1 every year.
- According to ProjectBritain.com, it wasn't until 2000 that fireworks were used in Great Britain to celebrate the holiday, although this tradition has been long-established in the U.S.
- In the U.S., 10 seconds before midnight, a countdown from 10 to one takes place, and it's traditional to kiss loved ones at midnight.

Easter

The Christian holiday of Easter is celebrated by both Americans and British by decorating eggs, visits from the Easter bunny and egg hunts. Great Britain has additional, popular Easter customs, such as egg rolling: rolling hard-boiled eggs down hills in a competition.

Autumn Holidays

The differences between American and British holidays is especially evident during the autumn, although both countries celebrate Halloween in the same way, by dressing up in costumes, bobbing for apples, and going trick-or-treating. Thanksgiving isn't celebrated in Great Britain. Americans observe this holiday with a great feast on the fourth Thursday of November. The British celebrate Guy Fawkes Day on November 5 in remembrance of the Gunpowder Plot in 1605, a plan by Guy Fawkes and others to blow up the Houses of Parliament to protest the fact that King James didn't change Queen Elizabeth I's anti-Catholic laws. Today the holiday is commemorated by fireworks and burning Guy Fawkes effigies on bonfires.

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Christmas and Boxing Day

According to LearnEnglish.de, the British place less importance on Christmas Eve than other countries. Instead, they pay more attention to Christmas Day and Boxing Day. In both the U.S. and Britain, Santa or Father Christmas comes at night; American children leave milk and cookies for him, whereas British children leave mince pies and sherry or milk. Some traditional British Christmas Eve activities include singing Christmas carols, attending midnight church services, and going out to a pub. In the U.S., Christmas Eve is celebrated in many ways, such as by opening one present each, singing Christmas carols, attending midnight mass, or eating a special dinner. In both countries, Christmas Day is celebrated by opening presents in the morning and eating a turkey dinner, although other entrées are also popular in the U.S., such as crown roast. In

Britain, it was traditional for Queen Elizabeth to broadcast a message on Christmas Day. Boxing Day, which is celebrated on December 26 in Britain, is the time to give gifts to friends, servants, and trades people. It has become a big shopping holiday in Britain, similar to Black Friday, the day after Thanksgiving, in the U.S. Boxing Day isn't observed by Americans.

- According to LearnEnglish.de, the British place less importance on Christmas Eve than other countries.
- In the U.S., Christmas Eve is celebrated in many ways, such as by opening one present each, singing Christmas carols, attending midnight mass, or eating a special dinner.

https://www.ehow.co.uk/info_8145055_british-holidays-vs-american-holidays.html

- *Make a presentation on holidays, customs and traditions in Russia.*

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

and ten complete strangers out of place and rude my host with a sharp glare as we entered that allow you to buy	waiting for streetlights who was raised in the United States are owned by farmers more people onto be a safer place
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5 of the Most Interesting Customs Around the World

by Dawn Musil

1. Switzerland - Honesty shopping. Tiny little shops in the middle of the Swiss Alps share the idealism of this society in the form of honesty shops. These are little shops (1) ... your fresh cheese, milk, bread, honey, and butter without anyone there to watch you. In fact, most of the day, no

one watches these shops because they (2) ... who are out taking care of the animals, so all you do is leave your money behind in a little basket.

2. South Korea — NOT tipping. For someone (3) ... and has worked in the food service industry throughout university, tipping is in my blood. But no sooner did I attempt to display my gratitude in a charming cafe in Seoul, then my tip was snatched quickly by (4) In South Korea along with many other countries, employees in the food service industry are given fair wages and take pride in their work, and it is insulting to attempt to tip them.

3. China — Noodle slurping. After a long train ride, we were starving and were drawn to a ramen restaurant by its alluring aroma and the promise of warmth. But as soon (5) ... , we were hit by the sound of slurping. For such a polite Asian culture, this seemed (6) Clearly, this was a custom I had yet to understand, but as soon as my host explained it, I was excited to partake. The slurping makes the food more enjoyable, the meal more comical and tells your host you loved it.

4. Japan — Pushers on the subway. Just like any other metro system, Japan's subway is crowded during rush hours. But instead of settling for the inefficiency that personal space demands, Japan has "pushers." They are exactly what they sound like — employees whose sole job during rush hour is to push (7) ... the train cars. You thought there wasn't space enough for you? Wrong. There's space for you (8)

5. Germany — Crossing the street. One of the best German organizational habits that should be adopted worldwide, is pedestrians (9) In New York if you don't jaywalk, you're an obvious tourist; in Vietnam traffic NEVER stops for pedestrians; and in Mexico, pedestrians are just as sporadic as drivers. If the whole world was to adopt the organized and predictable street of Germany, the world would (10)

<https://matadornetwork.com/read/10-interesting-customs-around-world/>

DISCUSSION

- Discuss the following items.

1. Can you discuss the cultural significance and meaning of holidays in different societies?
2. Can you discuss any unique or unusual holiday traditions that you've heard of?
3. Can you discuss any recent trends or changes in how holidays are celebrated?
4. Can you discuss the historical and cultural origins of major holidays celebrated worldwide?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

A brief history of Western culture (part 2)

Essay by Dr. Beth Harris and Dr. Steven Zucker

Middle Ages (c. 400 C.E. to c. 1400 C.E.)

The first half of this thousand-year period witnessed terrible political and economic upheaval in Western Europe, as waves of invasions by migrating peoples destabilized the Roman Empire. The Roman emperor Constantine established Constantinople (now Istanbul, Turkey) as a new capital in the

Краткая история западной культуры (часть 2)

Эссе доктора Бет Харрис и доктора Стивена Цукера

Средние века (ок. 400 - ок. 1400 гг. н.э.)

Первая половина этого тысячелетнего периода стала свидетелем ужасных политических и экономических потрясений в Западной Европе, поскольку волны вторжений мигрирующих народов дестабилизировали Римскую империю. Римский император Константин основал Константинополь (ныне Стамбул, Турция) в качестве

East in 330 C.E. and the Western Roman Empire broke apart soon after. In the Eastern Mediterranean, the Byzantine Empire (with Constantinople as its capital), flourished.

Christianity spread across what had been the Roman Empire—even among migrating invaders (Vandals, Visigoths, etc.). The Christian Church, headed by the Pope, emerged as the most powerful institution in Western Europe, the Orthodox Church dominated in the East.

It was during this period that Islam, one of the three great monotheistic religions, was born. Within little more than a century of the death of the Prophet Muhammad in 632 C.E., Islam had become an empire that stretched from Spain across North Africa, the Middle and Near East, to India. Medieval Islam was a leader in science and technology and established some of the world's great centers of learning (Cordoba, for example). Islamic culture played an important role in preserving and translating ancient Greek texts at a time

новой столицы на Востоке в 330 году н.э., и вскоре после этого Западная Римская империя распалась. В Восточном Средиземноморье процветала Византийская империя (со столицей в Константинополе).

Христианство распространилось по территории бывшей Римской империи - даже среди мигрирующих захватчиков (вандалов, вестготов и т.д.). Христианская церковь, возглавляемая Папой Римским, стала самым могущественным институтом в Западной Европе, православная церковь доминировала на Востоке.

Именно в этот период зародился ислам, одна из трех великих монотеистических религий. Немногим более чем за столетие после смерти пророка Мухаммеда в 632 году н.э. ислам превратился в империю, простиравшуюся от Испании через Северную Африку, Ближний и Средний Восток до Индии. Средневековый ислам был лидером в области науки и технологий и основал несколько крупнейших мировых центров обучения (Кордова, например). Исламская культура сыграла важную роль в сохранении и переводе древнегреческих текстов в то вре-

when much of the knowledge created during the ancient world was lost.

Petrarch (a writer who lived in the 1300s) described the early Medieval period as the "Dark Ages" because to him it seemed to be a period of declining human achievement, especially when he compared it to the Ancient Greeks and Romans. The "Middle Ages" got its name because Renaissance scholars saw it as a long barbaric period that separated them from the great civilizations of ancient Greece and Rome that they both celebrated and emulated.

Medieval society was organized into clearly defined strata. At the top was the king. Below were lesser nobles. These lords in turn, ruled over peasants and serfs (the vast majority of the population). Serfs were laborers who were permanently bound to work the land owned by their lord.

мя, когда большая часть знаний, созданных в древнем мире, была утрачена.

Петрарка (писатель, живший в 1300-х годах) описал период раннего средневековья как "Темные века", потому что ему это казалось периодом упадка человеческих достижений, особенно когда он сравнивал его с древними греками и римлянами. "Средние века" получили свое название потому, что ученые эпохи Возрождения рассматривали их как длительный варварский период, отделявший их от великих цивилизаций Древней Греции и Рима, которые они одновременно прославляли и которым подражали.

Средневековое общество было организовано на четко определенные слои. Наверху был король. Внизу были представители более мелкой знати. Эти лорды, в свою очередь, правили крестьянами и крепостными (подавляющее большинство населения). Крепостные были рабочими, которые были постоянно обязаны обрабатывать землю, принадлежащую их господину.

The basic unit of this system, known as Feudalism, was the lord/vassal relationship. The vassal would provide labor (in the fields or in battle) to the lord in exchange for land and protection. Mobility between strata was very rare.

Of course, the thousand years of the Middle Ages saw the creation of many great works of art and literature, but they were different from what Petrarch valued. The works of art created in the Middle Ages were largely focused on the teachings of the Church.

It is important to remember that during the Middle Ages it was rare that anyone except members of the clergy (monks, priests, etc.) could read and write. Despite expectations that the world would end in the year 1,000, Western Europe became increasingly stable, and this period is sometimes referred to as the Late (or High) Middle Ages. This period saw the renewal of large scale building and the re-establishment of sizable towns. Monasteries, such as Cluny, became wealthy and important centers of learning.

Основной единицей этой системы, известной как феодализм, были отношения между господином и вассалом. Вассал предоставлял господину рабочую силу (на полях или в битве) в обмен на землю и защиту. Мобильность между слоями населения была очень редкой. Конечно,

за тысячу лет средневековья было создано множество великих произведений искусства и литературы, но они отличались от того, что ценил Петрарка. Произведения искусства, созданные в средние века, были в значительной степени сосредоточены на учении Церкви.

Важно помнить, что в средние века редко кто, кроме представителей духовенства (монахов, священнослужителей и т.д.), умел читать и писать. Несмотря на ожидания, что конец света наступит в 1000 году, Западная Европа становилась все более стабильной, и этот период иногда называют поздним (или Высоким) средневековьем. В этот период возобновилось крупномасштабное строительство и были восстановлены крупные города. Монастыри, такие как Клуни, стали богатыми и важными центрами обучения.

Within the Middle Ages, there are subdivisions in art history, including Early Christian, Byzantine, Carolingian, Ottonian, Romanesque and Gothic. When we look closely at much of the art and politics of the 1,000 years of the Middle Ages, we find a complex and ongoing relationship with the memory and legacy of the ancient Roman empire and this is the foundation for the Renaissance.

Renaissance (c. 1400 to 1600)

In part, the Renaissance was a rebirth of interest in ancient Greek and Roman culture. It was also a period of economic prosperity in Europe—particularly in Italy and in Northern Europe. In art history, we study both the Italian Renaissance and the Northern Renaissance. We talk about a way of looking at the world called Humanism, which—at its most basic—placed renewed value on human knowledge, and the experience of this world (as opposed to focusing largely on the heavenly realm), using ancient Greek and Roman literature and art as a model.

В средние века в истории искусства есть подразделения, включая раннехристианское, византийское, каролингское, оттоновское, романское и готическое. Когда мы внимательно смотрим на большую часть искусства и политики 1000-летнего Средневековья, мы обнаруживаем сложную и непрерывную связь с памятью и наследием древней Римской империи, и это основа Возрождения.

Эпоха Возрождения (ок. 1400-1600)

Отчасти Эпоха Возрождения была возрождением интереса к древнегреческой и римской культуре. Это был также период экономического процветания в Европе, особенно в Италии и в Северной Европе. В истории искусств мы изучаем как итальянское Возрождение, так и Северное Возрождение. Мы говорим о способе видения мира, называемом гуманизмом, который — в своей основе — придавал новую ценность человеческим знаниям и опыту этого мира (в отличие от сосредоточения в основном на небесном царстве), используя древнегреческую и римскую литературу и искусство в качестве модели.

There are only a handful of moments in history that we can point to that changed everything. The invention and adoption of the printing press was certainly one. As a result of the wider availability of books, literacy rates in Europe dramatically increased. Readers were empowered and in many ways we can trace the origin of our own information revolution to 15th-century Germany and Gutenberg's first printing press.

In 1517 a German theologian and monk, Martin Luther, challenged the authority of the Pope and sparked the Protestant Reformation. His ideas spread quickly, thanks in part to the printing press. By challenging the power of the Church, and asserting the authority of individual conscience (it was increasingly possible for people to read the bible in the language that they spoke), the Reformation laid the foundation for the value that modern culture places on the individual.

В истории есть лишь несколько моментов, на которые мы можем указать, которые изменили все. Изобретение и внедрение печатного станка, безусловно, было одним из них. В результате более широкой доступности книг уровень грамотности в Европе резко возрос. Читатели получили новые возможности, и во многом мы можем проследить происхождение нашей собственной информационной революции в Германии 15 века и первого печатного станка Гутенберга.

В 1517 году немецкий теолог и монах Мартин Лютер бросил вызов авторитету папы Римского и положил начало протестантской реформации. Его идеи быстро распространились, отчасти благодаря печатному станку. Бросая вызов власти Церкви и утверждая авторитет индивидуальной совести (люди все чаще могли читать Библию на том языке, на котором они говорили), Реформация заложила основу ценности, которую современная культура придает личности.

It is also during this period that the Scientific Revolution began and observation replaced religious doctrine as the source of our understanding of the universe and our place in it. Copernicus up-ended the ancient Greek model of the heavens by suggesting that the sun was at the center of the solar system and that the planets orbited in circles around it. However, there were still problems with getting this theory to match observation.

At the beginning of the 17th century, Kepler theorized (correctly!) that the planets moved in elliptical orbits (not circular ones) and that the speed of the orbits varied according to the planets' distance from the sun. So much for the ideal geometries of the Greeks!

<https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/brief-histories-apah/a/a-brief-history-of-western-culture>

Также в этот период началась Научная революция, и наблюдение заменило религиозную доктрину как источник нашего понимания вселенной и нашего места в ней. Коперник перевернул древне-греческую модель неба, предположив, что солнце находится в центре солнечной системы и что планеты обращаются вокруг него по кругам. Однако все еще были проблемы с приведением этой теории в соответствие с наблюдениями.

В начале 17 века Кеплер теоретизировал (правильно!) что планеты двигались по эллиптическим орбитам (а не по круговым) и что скорость обращения варьировалась в зависимости от расстояния планет от солнца. Вот вам и идеальная геометрия греков!

It's your choice activities:

- *Make a list of terms.*
- *Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.*
- *Give a brief summary of the text.*
- *Speak about history of Western culture: Middle Ages and Renaissance.*

Key

5 of the Most Interesting Customs Around the World

by Dawn Musil

1. Switzerland - Honesty shopping. Tiny little shops in the middle of the Swiss Alps share the idealism of this society in the form of honesty shops. These are little shops that allow you to buy your fresh cheese, milk, bread, honey, and butter without anyone there to watch you. In fact, most of the day, no one watches these shops because they are owned by farmers who are out taking care of the animals, so all you do is leave your money behind in a little basket.

2. South Korea — NOT tipping. For someone who was raised in the United States and has worked in the food service industry throughout university, tipping is in my blood. But no sooner did I attempt to display my gratitude in a charming cafe in Seoul, then my tip was snatched quickly by my host with a sharp glare. In South Korea along with many other countries, employees in the food service industry are given fair wages and take pride in their work, and it is insulting to attempt to tip them.

3. China — Noodle slurping. After a long train ride, we were starving and were drawn to a ramen restaurant by its alluring aroma and the promise of warmth. But as soon as we entered, we were hit by the sound of slurping. For such a polite Asian culture, this seemed *out of place and rude*. Clearly, this was a custom I had yet to understand, but as soon as my host explained it, I was excited to partake. The slurping makes the food more enjoyable, the meal more comical and tells your host you loved it.

4. Japan — Pushers on the subway. Just like any other metro system, Japan's subway is crowded during rush hours. But instead of settling for the inefficiency that personal space demands, Japan has "pushers." They are exactly what they sound like — employees whose sole job during rush hour is to push more people onto the train cars. You thought there wasn't space enough for you? Wrong. There's space for you and ten complete strangers.

5. Germany — Crossing the street. One of the best German organizational habits that should be adopted worldwide, is pedestrians waiting for streetlights. In New York if you don't jaywalk, you're an obvious tourist; in Vietnam traffic NEVER stops for pedestrians; and in Mexico, pedestrians are just as sporadic as drivers. If the whole world was to adopt the organized and predictable street of Germany, the world would be a safer place.

<https://matadornetwork.com/read/10-interesting-customs-around-world/>

Unit XV. FAMOUS PEOPLE

WARM-UP

- Answer the questions about your
 1. Can you name some famous persons from your country?
 2. Who is your favorite famous person? Describe a famous person you admire.
 3. Do you like reading or hearing about famous people's lives?
 4. Can you share a story or fact about a famous person?
 5. What do you know about famous people from history?
 6. What would you do if you met a famous person?

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

What Is The Difference Between A Celebrity And A Famous Person?

by Campher

In today's world, the terms "celebrity" and "famous person" are often used interchangeably. However, there are distinct differences between the two. While both types of individuals are well-known and recognized by the public, the reasons for their fame and the ways in which they are perceived are different. In this article, we will explore the differences between celebrities and famous people.

A celebrity is someone who is famous for being famous. This means that their fame is often tied to their persona, rather than their specific accomplishments or talents. Celebrities are often associated with the entertainment industry, but they can come from any field, including sports, politics, and business.

One key characteristic of a celebrity is that their image is carefully curated and managed. They often have a team of publicists, managers, and agents who work to create a specific public image for them. This image is often based on their physical appearance, personality, or lifestyle. Celebrities are also frequent in the public eye, appearing in magazines, on TV, and on social media.

A famous person, on the other hand, is someone who is well-known for a specific achievement or talent. They are recognized for their accomplishments in a particular field, such as sports, science, or the arts. Famous people may also be recognized for their contributions to society or their impact on history.

Unlike celebrities, famous people often do not have a carefully curated image or public persona. Their fame is based on their achievements, and they may not have the same level of visibility or media attention as celebrities. While they may be interviewed or appear in the media from time to time, their focus is often on their work or accomplishments, rather than their personal life or image.

As mentioned, the main difference between celebrities and famous people is the source of their fame. Celebrities are famous for being famous, while famous people are famous for their achievements or contributions to society.

Celebrities often have a carefully curated public image, which is designed to appeal to their fans and maintain their status as a celebrity. They may spend a lot of time and money on their appearance, lifestyle, and social media presence. Famous people, on the other hand, often have a more low-key public image, focusing more on their work or accomplishments than on their personal life or image.

Celebrities are often highly visible in the media, appearing on TV, in magazines, and on social media. They may also attend events and parties where they can be seen by the public. Famous people may have a lower profile, with less media attention and fewer public appearances.

Celebrities often have a large and dedicated fan base, who are attracted to their image and persona. Famous people may also have fans, but their fan base is often more focused on their work or accomplishments, rather than their personal life or image.

Celebrities may earn a significant amount of money from their image and public persona, through endorsements, sponsorships, and appearances. Famous people, on the other hand, may earn more from their work or accomplishments, such as through book sales, speaking engagements, or royalties.

In conclusion, while the terms “celebrity” and “famous person” are often used interchangeably, there are distinct differences between the two. Celebrities are famous for being famous, while famous people are famous for their achievements or contributions to society. Celebrities often have a carefully curated public image, while famous people may have a lower profile. While both types of individuals may have fans, their fan base may be different in terms of what they are attracted to.

<https://www.dydepune.com/what-is-the-difference-between-a-celebrity-and-a-famous-person/>

- Give Russian equivalents for the following words and word combinations.

a) celebrity, terms, distinct, types, public, reasons, fame, article, persona, field, sports, politics, business, image, team, agents, magazines, sports, science, the arts, society, fans, status, time, money, events, parties, the public

b) famous person, today’s world, specific talents, entertainment industry, key characteristic, social media a particular field, public persona, media attention, media focus, personal life, the source of fame, on TV, on social media, fan base, in conclusion, distinct differences, significant amount of money

- Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to recognize, to perceive, to explore, to tie, to associate, to include, to curate, to manage, to create, to be based on, to appear, to interview, to design, to appeal, to maintain, to spend, to focus, to attend, to dedicate, to attract, to earn

- | | |
|---|--|
| <p>1. In this article, we ... the differences between celebrities and famous people.</p> <p>2. Both famous people and celebrities ... well-known and ... by the public.</p> <p>3. The reasons for their fame and the ways in which they ... are different.</p> <p>4. The fame of a celebrity ... often ... to their persona, rather than their specific accomplishments or talents.</p> <p>5. Celebrities ... often ... with the entertainment industry, but they can come from any field, ... sports, politics, and business.</p> <p>6. One key characteristic of a celebrity is that their image is carefully ... and</p> <p>7. They often have a team of publicists, managers, and agents who work ... a specific public image for them which ... often ... on their physical appearance, personality, or lifestyle.</p> <p>8. Celebrities ... a lot of time and money on their appearance, lifestyle, and social media presence.</p> <p>9. Famous people ... more on their work or accomplishments than on their personal life or image.</p> <p>10. Celebrities ... also ... events and parties where they can be seen by the public.</p> <p>11. Celebrities often have a large and ... fan base, who ,, to their image and persona.</p> <p>12. Celebrities ... a significant amount of money from their image and public persona, through endorsements, sponsorships, and appearances.</p> | <p>a. to create, is ... based</p> <p>b. may spend</p> <p>c. focus</p> <p>d. may earn</p> <p>e. are ... associated, including</p> <p>f. will explore</p> <p>g. are ... recognized</p> <p>h. are perceived</p> <p>i. is ... tied</p> <p>j. curated ... managed</p> <p>k. may ... attend</p> <p>l. dedicated, are attracted</p> |
|---|--|

- Match English words and word combination in left column with the Russian equivalents in the right column

<ol style="list-style-type: none"> 1. to create a specific public image 2. physical appearance, personality, or lifestyle 3. frequent in the public eye 4. on the other hand 5. impact on history 6. level of visibility 7. a carefully curated public image 8. social media presence 9. a more low-key public image 10. famous people may have a lower profile 11. fewer public appearances 12. through endorsements, sponsorships, and appearances 13. through book sales, speaking engagements, or royalties 	<ol style="list-style-type: none"> a. влияние на историю b. за счет продажи книг, выступлений с докладами или авторских отчетов c. уровень известности d. тщательно подобранный публичный имидж e. присутствие в социальных сетях f. более сдержанный публичный имидж g. меньше появлений на публике h. за счет одобрения, спонсорства и выступлений i. известные люди могут быть менее заметны j. часто попадающий в поле зрения общественности k. для создания определенного публичного имиджа l. внешность, личность или образ жизни m. с другой стороны
--	--

- Word-building. State what part of speech the word belongs to.

difference, interchangeably, well-known, someone, accomplishment, carefully, publicist, manager, achievement, contribution, unlike, attention, visibility, appearance, lifestyle

- Read the text again and answer these questions.

1. What types of individuals are terms “celebrity” and “famous person” used for?

2. What is a celebrity famous for? What is their fame tired to?
3. What are celebrities often associated with?
4. Who work to create a specific public image for celebrities? What is it of-ten based on?
5. What is a famous person well-known/recognized for?
6. Do famous people have the same level of visibility or media attention as celebrities?
7. So what is the main difference between celebrities and famous people?
8. What may famous people and celebrities earn money from?

CROSS-CULTURAL NOTES

- Read the text about famous people born in the UK and the USA. Find the necessary information to match the left and right columns..

Martin Luther King	Один из самых известных американцев. Этот гениальный предприниматель является создателем и основным акционером Microsoft. Кроме того, известен своей благотворительной деятельностью, В 2005 году предприниматель получил звание рыцаря-командора ордена Британской империи за борьбу с бедностью в мире.
Charles Robert Darwin.	Был выдающимся баптистским проповедником, оратором и лидером движения за гражданские права чернокожих в США. стал первым борцом против расизма, дискриминации и сегрегации. В 1964 году он был удостоен Нобелевской премии мира за вклад в демократизацию американского общества
Edgar Allan Poe.	Был знаменитым инженером и важной фигурой промышленной революции. В основном использовал свое инженерное мастерство для создания аппаратов и машин для пароходов и при строительстве железных дорог.

Winston Churchill.	Величайший натуралист и путешественник. Был одним из самых первых, кто высказал идею эволюции и естественного отбора всего живого; Открытия и идеи по-прежнему лежат в основе современной биологии и синтетической теории эволюции.
Bill Gates	Он был британским политиком и государственным деятелем. Кроме того, был блестящим военным, талантливым журналистом и писателем с острым пером. В 1953 году стал лауреатом Нобелевской
Isambard Kingdom Brunel	Великий американский писатель, поэт, литературный критик и редактор. Писательская карьера началась под псевдонимом Бостон. Из-за нехватки денег был вынужден вступить в армию. Знаменитый писатель умер в бедности, так и не признанный своими современниками.

What Famous People Were Born In England And The USA

Author: Antonio Harrison

Famous politicians, writers, composers and other significant figures in the world were not always born in the country in which they reached the top. England in this respect has a significantly longer list of influential people than the United States, whose year of formation is only 1776.

One of the most famous Englishmen is Winston Churchill. He was a British politician and statesman who served as Prime Minister of Great Britain from 1940-1945 and 1951-1955. In addition, Winston Churchill was a brilliant military man, a talented journalist and writer with a sharp pen. In 1952, Churchill became an honorary member of the British Academy, and in 1953 - a laureate of the Nobel Prize in Literature.

Isambard Kingdom Brunel was a celebrated British engineer and an important figure in the Industrial Revolution. Brunel began his career building a tunnel under the Thames. Basically, Izambard used his engineering craft to create apparatuses and machines for steamers and in the construction of railways. In 1833, Isambard Brunel became the chief engineer of the Great Western Railway.

The greatest English naturalist and traveler was Charles Robert Darwin. Darwin was one of the very first to express the idea of evolution and natural selection of all living things; he described his theory in detail in his book "The Origin of Species". Darwin's discoveries and ideas are still the basis of modern biology and synthetic theory of evolution.

Volumes of biographies have been written about famous Englishmen. The list alone, where William Shakespeare, Guy Fawkes, John Lennon, Cromwell, James Cook and Aleister Crowley are in the same row, takes up a whole volume.

But Bill Gates is one of the most famous Americans. This ingenious entrepreneur is the creator and major shareholder of Microsoft. In addition, Bill Gates is famous for his charitable activities, in particular, he is the co-chairman of the "Bill and Melinda Gates Foundation". In 2005, the entrepreneur received the title of Knight Commander of the Order of the British Empire for the fight against poverty in the world.

During his lifetime, Martin Luther King King was an outstanding American. Martin was a prominent Baptist preacher, speaker, and leader of the US Black Civil Rights Movement. King became the first fighter against racism, discrimination and segregation. Martin opposed US colonial aggression, including in Vietnam. In 1964, he was awarded the Nobel Peace Prize for his contribution to the democratization of the US society. In 2004, Martin Luther King was posthumously awarded the Congressional Gold Medal.

The great American writer, poet, literary critic, and editor was Edgar Allan Poe. Poe's writing career began under the pseudonym Boston. It was under this pseudonym that the collection of poems "Tamerlane and Other Poems" was published, which never came out. Due to lack of money, Edgar was forced to join the army, where he received the rank of sergeant major in a year of service. The famous writer died in poverty, never recognized by his contemporaries.

Despite its youth, the United States has its own rather impressive list of celebrities, including John Fitzgerald Kennedy and Ernest Hemingway, Walt Disney and Franklin Roosevelt, Mark Twain and Edwin Hubble.

<https://cultureoeuvre.com/10806551-what-famous-people-were-born-in-england-and-the-usa>

- Make a presentation on a famous Russian person or celebrity.

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

a. For example	f. in the classroom is poor
b. between these important figures	g. a huge amount of attention from
c. more relevant to the learners	h. discussing the causes of this problem
d. In conclusion	i. to generate more interest in
e. students to learn facts	j. knowledge is severely limited

Celebrities vs Historical Figures

by Nick Kemp

Question: *Many young people today know more about international pop and movie stars than about famous people in history in their country. Why is this? What can be done to increase young people's interest in famous people in the history of their country.*

Answer:

It is claimed that the current young generations are likely to be hugely aware and knowledgeable about pop culture, while their historical (1) In this essay, I will be (2) ... , which are a lack of engagement in the classroom. Furthermore I suggest making full use of technology in order (3) ... historical figures.

It is an undisrupted fact that youngsters all over the world have little fascination for history because of lackluster teaching methods. Firstly, despite the development of advanced technological visual aids, the uptake of this (4) ... because teachers are either inflexible or lack the skills to utilize it effectively. This is compounded by the fact that History often requires (5) ... rather than try to relate it to modern life.

These issues therefore result in low student engagement in both history and historical figures. Celebrities, meanwhile, attract (6) ... the public thanks to their skilful use of social media aided by their media managers to maximize the effect.

Improving teaching methods are a practical method for tackling this problem. Technology should be taken full advantage of to make history lessons more tempting. (7) ..., teachers can show historical animations during lessons or supplement the learning process with interactive computer games. Another measure is to make sure students can relate to these individuals, allowing them to make meaningful connections (8) ... , their achievements or struggles and the students' own lives.

(9) ..., the major reason behind this issue is the teaching method so teachers should make it more engaging by using up to date technology and making lessons (10) This change could be considered a long term approach but it should allow young people to recognise the importance of eminent people in history.

<https://www.ieltsnick.co/post/task-2-essay-famous-people-from-history>

DISCUSSION

- Discuss the following items.
 1. Can you discuss the influence of famous people in today's society and popular culture?
 2. Can you discuss the role of media and social media in creating and shaping famous personalities?
 3. Can you share a biography or autobiography of a famous person that you have read or heard about?
 4. How do famous people balance their personal lives with their public image?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

A brief history of Western culture (part 3)

Essay by Dr. Beth Harris and Dr. Steven Zucker

Early Modern (c. 1600 - 1800)

It might seem strange to date the beginning of the "modern era" to so long ago, but in many ways it was the scientific, political and economic revolutions of the 17th and 18th centuries that have most shaped our own society.

Art historians study the Baroque style of the 17th century. This was a time of extended and often violent conflict between Catholics and Protestants made all the more complex because of the growing power of Europe's great monarchies. It was a time when nations grew in size, wealth and autonomy and when national boundaries were hardened, prefiguring the countries we know today (France, Spain and England for example).

This was also a period of colonization, when European powers divided and exploited the world's natural resources and people for their own benefit (think

Краткая история западной культуры (часть 3)

Эссе доктора Бет Харрис и доктора Стивена Цукера

Раннее современное время (ок. 1600-1800)

Может показаться странным датировать начало "современной эры" таким давним временем, но во многих отношениях именно научные, политические и экономические революции 17 и 18 веков в наибольшей степени сформировали наше собственное общество.

Историки искусства изучают стиль барокко 17 века. Это было время продолжительных и часто жестоких конфликтов между католиками и протестантами, которые становились все более сложными из-за растущего могущества великих монархий Европы. Это было время, когда нации увеличивались в размерах, богатстве и автономии, а также когда национальные границы укреплялись, прообразив страны, которые мы знаем сегодня (например, Францию, Испанию и Англию).

Это был также период колонизации, когда европейские державы делили и эксплуатировали мировые природные ресурсы и людей в своих собственных интересах

especially of the African slave trade, or the subjugation and forced conversion of the indigenous peoples of the Americas).

The 1700s is often called the Enlightenment. In many ways, it furthers the interest in the individual seen in the Italian Renaissance and more widely during the Protestant Reformation. Thinkers such as Rousseau, Voltaire and Diderot asserted our ability to reason for ourselves instead of relying on the teachings of established institutions, such as the Church. In art history we study the Rococo and Neoclassical styles.

The American and French Revolutions date to this period. The emerging middle classes (and later the working-classes) began a centuries-long campaign to gain political power, challenging the control of the aristocracy and monarchy. Successive reform movements (in this period and the 19th century) and revolutions gradually extended the franchise (the right to vote). Previously suffrage had been limited to males who owned land or who paid a

(особенно вспомните африканскую работорговлю или порабощение и насильственное обращение коренных народов Америки).

1700-е годы часто называют эпохой Просвещения. Во многих отношениях это способствовало росту интереса к личности, проявленного в итальянском Возрождении и более широко во время протестантской реформации. Такие мыслители, как Руссо, Вольтер и Дидро, утверждали нашу способность рассуждать самостоятельно, вместо того чтобы полагаться на учения устоявшихся институтов, таких как Церковь. В истории искусств мы изучаем стили рококо и неоклассицизм

Американская и французская революции относятся к этому периоду. Зарождающиеся средние классы (а позже и рабочие классы) начали многовековую кампанию за получение политической власти, бросив вызов контролю аристократии и монархии. Последовательные движения за реформы (в этот период и в 19 веке) и революции постепенно расширяли избирательное право (право голоса). Ранее избирательное право было ограничено мужчинами, которые владели землей

certain amount in taxes. It was only in the second half of the 19th and the 20th centuries that universal suffrage became the norm in Europe and North America.

Modern (after c. 1800)

Capitalism became the dominant economic system during this period (though it had its roots in the Renaissance). Individuals risked capital to produce goods in a currency-based market which depended on inexpensive, waged labor. Labor eventually organized into unions (latter-day guilds) and in this way, asserted considerable influence. More broadly shared political power was bolstered by overall increases in the standard of living and the first experiments in public education.

Steam-powered machines and unskilled laborers in factories began to replace skilled artisans. London, Paris, and New York led the unprecedented population growth of cities during this period, as people moved from the countryside or emigrated to find a higher standard of living.

или платили определенную сумму налогов. Всеобщее избирательное право стало нормой в Европе и Северной Америке только во второй половине 19-го и 20-го веков.

Современность (после 1800 г.)

Капитализм стал доминирующей экономической системой в этот период (хотя своими корнями он уходит в эпоху Возрождения). Люди рисковали капиталом, производя товары на валютном рынке, который зависел от недорогой наемной рабочей силы. Рабочие в конечном итоге организовались в профсоюзы (современные гильдии) и таким образом завоевали значительное влияние. Более широкое разделение политической власти было подкреплено общим повышением уровня жизни и первыми экспериментами в области государственного образования.

Паровые машины и неквалифицированные рабочие на фабриках начали заменять квалифицированных ремесленников. Лондон, Париж и Нью-Йорк привели к беспрецедентному росту населения городов в этот период, поскольку люди переезжали из сельской местности или эмигрировали в поисках более высокого уровня жизни.

The 20th Century was the most violent in history. It included two world wars, the Cold War, the dismantling of colonialism and the invention of the Totalitarian state. Dictators (Mussolini, Hitler, Stalin, Idi Amin, Pol Pot, the successive leaders of North Korea, etc.) imposed extreme political systems that caused mass starvation, mass dislocations and genocide. At the same time, the 20th Century was marked by the struggle for human rights and the rise of global capitalism.

Where artists had previously worked under the instructions of wealthy patrons associated with the church or state, in this period, art became part of the market economy, and art itself came to be seen as personal self-expression. The high value placed on the individual, which emerged in ancient Greece and Rome and then again in the Renaissance, became the primary value of Western culture. Where artistic styles (for example, Baroque) had once covered numerous artists working over broad regions and periods of time, in the late Nineteenth and through the 20th Century, successive styles of art

20-й век был самым жестоким в истории. Он включал две мировые войны, холодную войну, демонтаж колониализма и создание тоталитарного государства. Диктаторы (Муссолини, Гитлер, Сталин, Иди Амин, Пол Пот, сменявшие друг друга лидеры Северной Кореи и т.д.) навязали экстремальные политические системы, которые вызвали массовый голод, массовые беспорядки и геноцид. В то же время 20 век был отмечен борьбой за права человека и подъемом глобального капитализма.

Если раньше художники работали по указанию богатых покровителей, связанных с церковью или государством, то в этот период искусство стало частью рыночной экономики, а само искусство стало рассматриваться как личное самовыражение. Высокая ценность личности, возникшая в Древней Греции и Риме, а затем снова в эпоху Возрождения, стала главной ценностью западной культуры. Там, где художественные стили (например, барокко) когда-то охватывали множество художников, работавших в обширных регионах и периоды времени, в конце девятнадцатого и на протяжении всего 20 века сменяющие друг дру-

change with increasing speed and fracture into a kaleidoscope of individual artistic practices

Where do we fit in?

We are immersed in our own time and it can be difficult to see the world around us objectively. One of the modern definitions of an artist, in fact, is someone who is particularly insightful about their own cultural moment. Thanks to global capitalism, social media and the Internet, we are more interconnected and interdependent than at any other time in history. Some see this as a utopian moment.

With Internet access, we can all contribute to and benefit from what is being called the Information Revolution. For others, the prevalence of technology in our lives threatens our individuality and privacy, and reduces us to a data point that can be monetized by corporations like Facebook, Google, and Apple. One thing is certain, throughout the time periods sketched above, art has meant different things, and it is

га стили искусства меняются с возрастающей скоростью и превращаются в калейдоскоп индивидуальных художественных практик.

Куда мы вписываемся?

Мы погружены в свое время, и нам может быть трудно объективно видеть окружающий мир. Фактически, одно из современных определений художника - это тот, кто особенно проницателен в отношении своего собственного культурного момента. Благодаря глобальному капитализму, социальным сетям и Интернету мы стали более взаимосвязанными и взаимозависимыми, чем в любое другое время в истории. Некоторые считают это утопическим моментом.

Имея доступ в Интернет, мы все можем внести свой вклад в то, что называется Информационной революцией, и извлечь из нее выгоду. Для других преобладание технологий в нашей жизни угрожает нашей индивидуальности и неприкосновенности частной жизни и превращает нас в точку данных, которую могут монетизировать такие корпорации, как Facebook, Google и Apple. Одно можно сказать наверняка: на про-

likely to be differently defined in the future.

The history of humanity is recorded in our visual culture. Like the fate of previous civilizations, time will eventually destroy much of the visual culture that we are familiar with today. Future art historians will seek to reconstruct the world we now live in, to better understand the nuanced meanings that are so familiar to us. Perhaps someday an art historian will puzzle over an Internet meme, a Torqued Ellipse by Richard Serra, or school-yard graffiti.

<https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/brief-histories-apah/a/a-brief-history-of-western-culture>

тяжении описанных выше периодов времени искусство означало разные вещи, и, вероятно, в будущем оно будет определяться по-другому.

История человечества записана в нашей визуальной культуре. Подобно судьбе предыдущих цивилизаций, время в конечном итоге уничтожит большую часть визуальной культуры, с которой мы знакомы сегодня. Будущие историки искусства будут стремиться реконструировать мир, в котором мы сейчас живем, чтобы лучше понять нюансы значений, которые нам так знакомы. Возможно, когда-нибудь историк искусства задумается над интернет-мемом, закрученным эллипсом Ричарда Серры или граффити на школьном дворе.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about brief history of Western culture: Early Modern (c. 1600 – 1800) and Modern (after c. 1800). Where do we fit in?

Key

Celebrities vs Historical Figures

by Nick Kemp

Question: *Many young people today know more about international pop and movie stars than about famous people in history in their country. Why is this? What can be done to increase young people's interest in famous people in the history of their country.*

Answer:

It is claimed that the current young generations are likely to be hugely aware and knowledgeable about pop culture, while their historical knowledge is severely limited. In this essay, I will be discussing the causes of this problem, which are a lack of engagement in the classroom. Furthermore I suggest making full use of technology in order to generate more interest in historical figures.

It is an undisrupted fact that youngsters all over the world have little fascination for history because of lackluster teaching methods. Firstly, despite the development of advanced technological visual aids, the uptake of this in the classroom is poor because teachers are either inflexible or lack the skills to utilize it effectively. This is compounded by the fact that History often requires students to learn facts rather than try to relate it to modern life. These issues therefore result in low student engagement in both history and historical figures. Celebrities, meanwhile, attract a huge amount of attention from the public thanks to their skilful use of social media aided by their media managers to maximise the effect. The use of the latest technological advances which are used in music videos and hollywood blockbusters including the 3-D effect and holograms.

Improving teaching methods are a practical method for tackling this problem. Technology should be taken fully advantage of to make history lessons more tempting. For example, teachers can show historical animations during lessons or supplement the learning process with interactive computer games. Another measure is to make sure students can relate to these individuals, allowing them to make meaningful connections between these important figures, their achievements or struggles and the students' own lives.

In conclusion, the major reason behind this issue is the teaching method so teachers should make it more engaging by using up to date technology and making lessons more relevant to the learners. This change could be considered a long term approach but it should allow young people to recognize the importance of eminent people in history.

<https://www.ieltsnick.co/post/task-2-essay-famous-people-from-history>

Unit XVI. ENVIRONMENTAL PROTECTION

WARM-UP

- Answer the questions about environmental protection.
 1. Can you name some environmental issues that concern you?
 2. How do you save energy at home?
 3. Have you ever planted a tree or a plant?
 4. Can you think of ways to reduce plastic waste in your daily life?
 5. Do you recycle at home? What items do you recycle?
 6. How do you feel when you see animals in their natural habitat?
 7. What can you do to help protect the environment?

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

Green history

It is often said that Palaeolithic hunter-gatherers lived in harmony with nature. During the Palaeolithic time of harmony there was plenty of food and resources for humans and the conception of nature was that humans were part of it and that time and nature was cyclical.

During the Neolithic period when agriculture was introduced a split between human culture and nature emerged. Humans increasingly regarded themselves as separated from nature, and that nature was designed and created for their benefit. If land was not suitable, humans had the ability to alter it and make it useful. The result of the emergence of agriculture was that peoples became increasingly adept at and aggressive in their endeavours to humanise the landscape.

On the other hand, the increasing reliance also made them aware that their civilizations depended on nature but also of their distinctiveness of nature. As a result of this contradiction they devised increasingly abstract and complicated explanatory schemes to explain human separation and domination of nature but also failure to control nature, for example in the case of flooding or drought.

The limitations of mastery over nature were explained with forces beyond human control such as deities. But in general the landscape was regarded as divine and designed for humans to live in, to alter at will and to dominate.

The period before the Renaissance was monistic rather than dualistic, which means that the cosmos was regarded as a whole in which humans were microcosms in a larger order. The medieval view of nature was that the world was a divine organism in which every plant, creature, every thing had its place given by God. This place was to be found on the “Chain of Being”. This chain hung from the top of the hierarchy, the place where God resided, to the four basic elements, earth, air, water and fire. God was the source of life bringing life to the things lower on the chain. In this way all things were linked and interdependent as an organic whole and if one part of the chain was removed, the whole chain of being was in jeopardy.

During the Renaissance nature was seen as a book made up of a system of signs and this book needed to be carefully read and studied in order to understand the cosmos and our place in it. The endeavour to “read the book of nature” carried the seed for the Scientific Revolution. The search for the cosmic order led to the discovery of the heliocentric cosmos, Kepler’s laws of the planets’ orbits and ultimately Newton’s laws describing gravity.

In the 17th century scientists and philosophers tried to understand God’s creation with the new scientific paradigm that was emerging. They saw the scientific method as an instrument to read the book of nature. Anyone who could read the book and understand nature was able to understand the will of God. HE was regarded as the supreme designer and engineer of nature which was made in His image and according to His plan.

However, it became soon clear that the founders of modern scientific thought, among them Bacon and Descartes, abandoned the theological foundations of science. For Bacon the aim of science was “to lay the foundation, not of any sect or doctrine, but of human utility and power” in order to “conquer nature in action”. To achieve this goal the scientific method was seen as the foundation of all human knowledge. Mathematics

became the language to describe real knowledge about the world. According to Descartes nature is governed by “natural laws”, which can be measured but as a result nature disappears behind a facade of measurable and abstract quantities. For Descartes nature was a realm that cannot be observed by our own sense but can only be known through the power of reason, what means by rational thinking. In this way nature is reduced to a tool that can be used for the benefit of human society.

During the Enlightenment the idea of human progress was extended. Science was to be not just the means of improving society’s material circumstances, but also the means of commanding human nature to improve social and moral conditions.

It is fashionable within environmentalist and conservationist cycles to regard Descartes and Bacon as villains who are guilty of degrading nature from a living organism into a dead mechanism that can be manipulated at will.

The period during which European society regarded nature as something that could be used at will and changed limitlessly to meet our needs did not last for long. Already during the 17th century the destruction of nature in Europe intensified to such an extent that it was probably more visible for the people than our contemporary environmental problems are for us.

Evelyn published in 1664 “*Silva: or a Discourse of Forest Trees*” in which he pointed at the destruction of the last forests in England. He was among the first to plead for conservation and a sustainable management of the forests. This classic of the so-called Conservation Movement was followed by many publications repeating the same message: “There are limits to human exploitation of nature. To avoid an environmental crisis humanity must behave more responsibly and act as a steward managing and protecting nature.”

If we look at the history of the relationship between humans and nature, one can only be very sceptical. In spite of all several warnings of the past three centuries human impact on nature has intensified manifold since the 17th century. It seems that modern proposals for solving environmental problems are merely old ideas in new guise. We are

reinventing the wheel and present sustainable development and good stewardship as new solutions to recent problems. It appears that our current problems and the rise of modern environmental concern in the last forty years or so are working as a lens that obscures the past. The 19th century debate about climatic change caused by the clearing of the Indian forest and the debate about the effects of overpopulation (Malthus) shows that concern for the environment is a continuous story. Studying environmental history shows us that our current problems are not so new and unique as many of us think and that they are the products of a long historical process.

<https://www.eh-resources.org/environmental-history-between-science-and-philosophy/>

- *Give Russian equivalents for the following words and word combinations.*

a) Palaeolithic time, Neolithic period, the Renaissance, “Chain of Being”, God, the Scientific Revolution, Kepler’s laws of the planets’ orbits, Newton’s laws describing gravity, Bacon, Descartes, the Enlightenment, European society, Conservation Movement

b) nature, a split, agriculture, humans, flooding, drought, the landscape, the cosmos, microcosms, earth, air, water, fire, the endeavour, the search, supreme, goal, natural laws, a realm, science, cycle, villains, forests, message, limits, a steward, skeptical, proposals, debate

c) plenty of food and resources, the conception of nature, the emergence of agriculture, abstract and complicated explanatory schemes, mastery over nature, in the case of, the medieval view of nature, a divine organism, top of the hierarchy, the four basic elements, the source of life, an organic whole a system of signs, the new scientific paradigm, the scientific method, modern scientific thought, the theological foundations of science, aim of science, the foundation of all human knowledge, our own sense, the power of reason, rational thinking, the idea of human progress, a living organism, a dead mechanism, to such an extent, contemporary environmental problems, environmental crisis, in spite of all several warnings, human impact on nature, environmental problems, recent problems, current problems, climatic change, concern for the environment, a continuous story.

- Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to introduce, to emerge, to regard, to alter, to adept, to be aware, to depend, to devise, to explain, to dominate, to reside, to link, to remove, to lead, to emerge, to abandon. to conquer, to achieve, to describe, to govern, to measure, to disappear, be observe, to extend, to be guilty. to degrade, to manipulate, to change, to meet smb's needs, to intensify, to publish, to point, to plead, to follow, to repeat, to avoid, to behave, to act, to solve, to present, to cause

1. During the Neolithic period a split between human culture and nature	a.were explained
2. Humans ... themselves as separated from nature.	
3. If land was not suitable, humans had the ability ... it and make it useful.	b.were linked, was removed
4. The limitations of mastery over nature ... with forces beyond human control such as deities.	
5. In this way all things ... and interdependent as an organic whole and if one part of the chain ... , the whole chain of being was in jeopardy.	c.published, pointed, to plead
6. However, it became soon clear that the founders of modern scientific thought ... the theological foundations of science.	d.was followed
7. Mathematics became the language ... real knowledge about the world.	e.To avoid, must behave, act
8. According to Descartes nature ... by “natural laws”, which ... but as a result nature disappears behind a facade of measurable and abstract quantities.	f. abandoned
9. For Descartes nature was a realm that ... by our own sense but can only be known through the power of reason, what means by rational thinking.	g.emerged
10. In this way nature ... to a tool that can be used for the benefit of human society.	h.regarded
	i. to alter

11. During the Enlightenment the idea of human progress ...	j. to describe
12. The period during which European society regarded nature as something that could be used at will and changed limitlessly to meet our needs ... for long.	k. is governed, can be measured
13. Evelyn ... in 1664 " <i>Silva: or a Discourse of Forest Trees</i> " in which he ... at the destruction of the last forests in England. He was among the first ... for conservation and a sustainable management of the forests.	l. was extended
14. This classic of the so-called Conservation Movement ... by many publications repeating the same message:	m. cannot be observed
15. "There are limits to human exploitation of nature. ... an environmental crisis humanity ... more responsibly and ... as a steward managing and protecting nature."	n. is reduced o. did not last

Match English words and word combination in left column with the Russian equivalents in the right column

1. became increasingly adept at and aggressive	a. могут использоваться по желанию
2. endeavours to humanise the landscape	b. старые идеи в новом обличье.
3. the increasing reliance	c. считался божественным
4. failure to control nature	d. изменялся по желанию
5. was regarded as divine	e. заложил основу научной революции
6. to alter at will	f. рост современной заботы об окружающей среде
7. carried the seed for the Scientific Revolution	g. как линза, скрывающая прошлое
8. the discovery of the heliocentric cosmos	h. становился все более искусственным и агрессивным
9. human utility and power	i. стремления очеловечить
10. behind a facade of measura-	

ble and abstract quantities	ландшафт
11. the means of improving society's material circumstances	j. неспособность контролировать природу
12. could be used at will	к. открытие гелиоцентрического космоса
13. old ideas in new guise	л. полезность и могущество человека
14. are reinventing the wheel	м. за фасадом измеримых и абстрактных величин
15. the rise of modern environmental concern	п. средства улучшения материальных условий общества
16. as a lens that obscures the past	о. изобретаем велосипед заново р. растущая зависимость

• Translate parts of the sentences from Russian into English and visa versa.

1. Palaeolithic hunter-gatherers lived в гармонии с природой.
2. During the Neolithic period when agriculture was introduced возник раскол между человеческой культурой и природой.
3. Humans increasingly regarded themselves as отделенными от природы, and that nature was designed and created для их блага.
4. If land was not suitable, humans had the ability изменить ее и сделать полезной.
5. The limitations of mastery over nature were explained with силами , неподвластными человеку, такими как божества.
6. The period before the Renaissance был скорее монистическим, чем дуалистическим.
7. Средневековый взгляд на природу was that the world was a божественным организмом, in which every plant, creature, every thing had свое место, данное Богом. This place was to be found on the «Цепь Бытия».
8. All things были связаны и взаимозависимы as an organic whole and if one part of the chain была удалена, the whole chain of being оказалась под угрозой.

9. В эпоху Возрождения nature was seen as a book and this book, состоящая из системы знаков, needed to be carefully read and studied in order понять космос и наше место в нем.

10. In the 17th century ученые и философы tried to understand Божье творение with the новой научной парадигмы. They saw the scientific method as как инструмент для чтения книги природы; anyone who could read the book and understand nature был способен понять волю Бога.

11. Nature природа сводится к инструменту that can be used на благо человеческого общества.

12. В эпоху просвещения science was to be not just the means of improving society's material circumstances, but also средством управления человеческой природой для улучшения социальных и моральных условий.

• Word-building. State what part of speech the word belongs to.

hunter-gatherers, cyclical, increasingly, ability, useful, ultimately, civilization, distinctiveness, contradiction, separation, domination, limitation, creature, interdependent, carefully, scientist, philosopher, creation, designer, engineer, founder, mathematics, fashionable, environmentalist, conservationist, limitlessly, destruction, visible, conservation, sustainable, management, publication, exploitation, humanity, responsibly, relationship, development, stewardship, solution, overpopulation, historical

• Read the text again and answer these questions.

1. What was the conception of nature during the Palaeolithic time?
2. What split emerged During the Neolithic period? How did humans regard themselves?
3. How were the limitations of mastery over nature explained?
4. What was the medieval view of nature?
5. What does the "Chain of Being" mean?
6. How was nature seen during the Renaissance?
7. What discoveries did the search for the cosmic order lead to?

8. What was the new scientific paradigm that was emerging in the 17th century?
9. What did the founders of modern scientific thought abandon? What was nature reduced to?
10. What were Descartes and Bacon regarded to be guilty of?
11. What must humanity do to avoid an environmental crisis?
12. Do you agree with the opinion that “modern proposals for solving environmental problems are merely old ideas in new guise” and that “we are reinventing the wheel as new solutions to recent problems”?

CROSS-CULTURAL NOTES

- Read the text about most prominent environmental movements in English speaking countries. Find the necessary information to tick (☐) the country corresponding to the environmental movements listed below.

Environmental Movement	The USA	The UK	Australia	Canada
The Anti-liter Movement				
Prevention of Cruelty to Animals				
Green Environment Movement				
Economy over Environment				

Most Prominent List of Environmental Movements, History, Action and Outcome that Change the World

by Atiqur Rahman Mollick

5 Most Successful Environmental Movements in the History

Unnumbered environmental activities took place in the world, but each of them couldn't be successful; let's see 5-successful movements in history:

- *Back to Nature Movement*
- *Early Movement in the USA*
- *Green Political Movement*

- *Chipko Movement*
- *Green Party Movement*

Back to Nature or Back to the Land movement was agricultural activities; it depicts self-sufficiency, autonomy, social, and land reform. On the other hand, the USA's early movement was a revolution; John Muir and Henry David Thoreau contributed a lot.

Moreover, everything got a new direction after setting up the Sierra Club; the rest of the 3-movements are also regional and international successful activities.

However, many laws and acts like Clean Water, Clean Air, Ozone Gas Protection, etc. are also successful ones during recent times besides the organizations and parties' positive results.

Many other strikes and peaceful movements for the environment and justice, but this list of environmental movements is what you can't escape.

5-Top Most Environmental Movement in the USA

Let's see the top-5 environmental movements in USA for environmental betterment that deserve to be mentioned.

- *Environmental Justice Movement (in 1980)*
- *Rachael Carson's Movement (in 1962)*
- *John Muir's Movement (in 1903)*
- *Green Environment Movement (between 1830-1840)*
- *Community Right-to-know Act(1986)*

The first one mentioned in the list of environmental movements is one of the most significant activities; it started in 1982 after the then-president decided to bring 6000 trucks of soil with a toxic substance.

Moreover, another issue that came up was racism among people; the communities with black persons and the minorities were looked down upon. So, the purpose was to preserve the soil and essential natural items besides ensuring the minor communities' safety.

The movement took a lot of time to succeed; the law passed in the 1st stage of the 21st century when George W. Bush was the American president, and he took notice. Thus, the government started to treat the people equally and took the necessary actions to protect the people living near industries.

5-Top List of Environmental Movements in Australia

If you want to know the list of environmental movements, you must include the Australian ones; let's check the list:

- *The land care Movement (1986)*
- *The Anti-liter Movement (1964)*
- *The Rise of Green Movement (the 1860s)*
- *Anti-nuclear Movement (1972-73)*
- *Major Government Action (2009)*

The Land care movement's purpose was to provide the wildlife a better space and prevent soil erosion; the green & anti-nuclear was also an international platform. Moreover, the anti-nuclear movement opposed uranium mining; the Friends of Earth & Australian Conservation Foundation was involved in the activism.

Top 5 List of Environmental Movements in Canada

The early awareness built up from the 18th century, but it took a lot of time to spread and take a strong position; let's have the list:

- *National & Provincial Parks Set up (after the 1860s)*
- *The Enlargement of Environmentalism (in the early 1900s)*
- *Conservation Movement (19th century)*
- *Economy over Environment (1980)*
- *Youth Movement in Canada (2019)*

Each of them has specific purposes; all of them are useful and successful; however, the Australian groups preserved the natural elements; the last one, "Youth Movement" has been a recent activism, after 2000.

Top 5 List of Environmental Movements in the UK

The UK has always been advanced in environmental movements since the Victorian era or 18th century; so, the nation has witnessed much activism for our nature, and let's see the list:

- *Prevention of Cruelty to Animals (1824)*
- *The Amenity Movement (between the 1930s-1940s)*
- *Voluntary Movements by the National Trust (1926)*
- *Protecting Nature's Balance (1988)*
- *Environmental Direct Action Movement (1991)*

The last one in the list is one of the recent movements, launched

in 1991 by the Earth First group; that was the most prominent activism in the modern era, and other groups also joined.

Moreover, people from various societies participated in the whole process, and the utmost purpose was to protest against the excessive usage of nuclear energy.

<https://ecowowlife.com/list-of-environmental-movements-history/>

- Make a presentation on the most prominent environmental movements in Russia.

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

α. in more than one way	φ. are economic and social
β. forms of packaging	γ. to throw away containers
χ. make our life better	η. new cars produce
δ. are expensive	ι. our desire for convenience
ε. in order to produce plastics	ο. developed to save people time

Causes of pollution

Technological advances (1) ... , but many of them also bring harm to the environment. Besides, there (2) ... causes of pollution.

Through the years, cars have been made more and more powerful. The (3) ... much more polluting exhaust than the older ones did. So, the motorcar engine is an example of a very useful technological development that harms the environment.

Some products of advanced technology contribute to environmental pollution (4) For example, plastics. First, they are a troublesome solid waste because they will not break down and cannot be absorbed by the soil. Second, plastics indirectly cause pollution when are being produced. Large amounts of electricity are required (5) Third, electric power plants that burn fuel, such as coal, are a major source of air pollution.

Methods of preventing pollution (6) Many pollution problems

have developed because of this. Many waste products could be reused some way but costs involved in reprocessing waste products are high.

(7) ... is another cause of pollution. Many synthetic materials that pollute the environment were (8) ... , work, or money. The use of throwaway packaging materials is an example of how demands for convenience cause environmental pollution. Such (9) ... as aluminum and steel cans and glass bottles could be saved and reused, but many people prefer (10) ... and, therefore, they litter streets and countryside.

DISCUSSION

- Discuss the following items.

1. Can you discuss the importance of environmental conservation for future generations?
2. Can you discuss the role of international agreements and organizations in addressing global environmental challenges?
3. What are some innovative technologies and practices for sustainable waste management and resource utilization?
4. How can we promote a sense of environmental stewardship and responsibility among individuals and society as a whole?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

How Other Countries Teach American History

By Thomas A. Brown

"History is a set of lies that people have agreed upon," said Napoleon Bonaparte (although he may not have coined the

Как в других странах преподают американскую историю

Автор Томас А. Браун

"История - это набор лжи, с которой люди согласились", - сказал Наполеон Бонапарт (хотя, по словам исследователя цитат,

phrase, according to Quote Investigator). What if people accept the good general's cynical observation? What happens when people agree to different lies? Well, what is a lie? What is history? The answer to those questions will very often really depend on who the people in question are and what story they're telling. Which is exactly how world history works.

As much as history is anything, it is the stories people tell themselves about themselves. In fact, the first entry for Merriam-Webster's "history" is "Tale, Story." Different people have different stories, however, sometimes the same story will be different depending on who's telling it. American history can yield a much different set of stories, some of the characters appear far different, depending on whose history people are reading.

Columbus Day is Very Different in South and Central America

No matter how you slice it, Christopher Columbus was a

возможно, не он придумал эту фразу). Что, если люди согласятся с циничным замечанием доброго генерала? Что происходит, когда люди соглашаются на различную ложь? Ну, а что такое ложь? Что такое история? Ответ на эти вопросы очень часто действительно зависит от того, кто эти люди и какую историю они рассказывают. Именно так устроена мировая история.

История - это то, что люди сами рассказывают о себе. Действительно, первое значение слова "История" в словаре Мерриам-Вебстер - это "Сказка. Предание". У разных людей разные истории, однако иногда одна и та же история будет отличаться в зависимости от того, кто ее рассказывает. Американская история может давать совершенно разные истории, некоторые персонажи выглядят совершенно по-разному, в зависимости от того, чью историю читают люди.

День Колумба сильно отличается в Южной и Центральной Америке

Как ни крути, Христофор Колумб был ключевой фигурой в

pivotal figure in history, and his voyage to the Americas eventually changed the world. He is certainly remembered mostly respectfully in the U.S. "In 1492, Columbus sailed the ocean blue" explains the poem that every American elementary school kid knows the first line of. Columbus Day is an official federal U.S. holiday and, according to The Business Journals, almost 3 million Americans live in 54 different communities named after Columbus.

Columbus is only "mostly" fondly remembered by Americans. However some Americans have different cultural memories, demonstrated by an updated version of the 1492 poem, published in Indian Country Today – "But everything else in the childhood rhyme, Ignores the historic details and genocide." In fact, tens of millions of Americans don't actually celebrate Columbus Day, as shown by Pew Research. The legislatures of 12 states plus Washington, D.C., have renamed it after the native or Indigenous people on

истории, и его путешествие в Америку в конечном итоге изменило мир. В США его, безусловно, в основном вспоминают с уважением "В 1492 году Колумб переплыл голубой океан", - объясняет стихотворение, первую строку которого знает каждый американский ученик начальной школы. День Колумба является официальным федеральным праздником США, и, по данным деловых журналов, почти 3 миллиона американцев живут в 54 различных общинах, названных в честь Колумба.

Американцы "в основном" с любовью вспоминают Колумба. Однако у некоторых американцев другие культурные воспоминания, о чем свидетельствует обновленная версия стихотворения 1492 года, опубликованная в Indian Country Today: "Но все остальное в детской рифме игнорирует исторические детали и геноцид". На самом деле, как показывает Pew Research, десятки миллионов американцев на самом деле не празднуют День Колумба. Законодательные органы 12 штатов плюс Вашингтон, округ Колумбия, переименовали ее в честь аборигена или коренного народа, получившего известие о

the receiving end of his "discovery." его "открытии".

Columbus' legacy in South and Central America is evolving. While he is remembered in the U.S. for discovery, in places like Venezuela and Nicaragua, per NPR, the Day of Indigenous Resistance marks his colonial brutality. Columbus Day has been replaced, Culture Trip explains, by the Day of the Discovery of Two Worlds in Chile, the Day of Respect for Cultural Diversity in Argentina, and the Day of Decolonization in Bolivia.

Наследие Колумба в Южной и Центральной Америке развивается. В то время как в США его помнят за открытия, в таких местах, как Венесуэла и Никарагуа, согласно NPR, День сопротивления коренных народов отмечает его колониальную жестокость. Как объясняет Culture Trip, День Колумба был заменен Днем открытия двух миров в Чили, Днем уважения культурного разнообразия в Аргентине и Днем деколонизации в Боливии.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.
- Give a brief summary of the text.
- What is history? Does the answer to the questions really depend on who the people telling the story are and what story they're telling. Do you agree with this opinion?

Key

Causes of pollution

Technological advances make our life better, but many of them also bring harm to the environment. Besides, there are economic and social, causes of pollution.

Through the years, cars have been made more and more powerful. The new cars produce, much more polluting exhaust than the older ones did. So, the motorcar engine is an example of a very useful technological development that harms the environment.

Some products of advanced technology contribute to environmental pollution in more than one way. For example, plastics. First, they are a troublesome solid waste because they will not break down and cannot be absorbed by the soil. Second, plastics indirectly cause pollution when are being produced. Large amounts of electricity are required in order to produce plastics . Third, electric power plants that burn fuel, such as coal, are a major source of air pollution.

Methods of preventing pollution are expensive . Many pollution problems have developed because of this. Many waste products could be reused some way but costs involved in reprocessing waste products are high.

Our desire for convenience is another cause of pollution. Many synthetic materials that pollute the environment were developed to save people time, work, or money. The use of throwaway packaging materials is an example of how demands for convenience cause environmental pollution. Such forms of packaging, as aluminum and steel cans and glass bottles could be saved and reused, but many people prefer to throw away containers and, therefore, they litter streets and countryside.

Unit XVII. JOBS AND PROFESSIONS

WARM-UP

- Answer the questions about jobs and professions.
 1. What is your dream job?
 2. Have you ever had a part-time job?
 3. What is your (future) profession?
 4. What jobs are common in your country?
 5. What is the most interesting job you've heard of?
 6. What skills do you think are important for your (future) job?
 7. What do you want to learn in order to be successful in your future career?
 8. Do you have any hobbies or interests that could turn into a profession?

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

What was the first job to exist?

In the early days of civilization, humans were hunter-gatherers, and their main focus was on hunting wild animals and gathering edible plants for survival. Hunter-gathering was the primary occupation of early humans for thousands of years, starting around 2.5 million years ago. During this time, they lived in a pre-agrarian society, meaning they did not have the knowledge or technology to cultivate crops and raise animals for food. They had to rely on the resources available in their immediate environment.

This lifestyle continued for thousands of years until the emergence of agricultural societies. As hunter-gatherers, they developed various survival techniques, such as crafting tools and weapons from natural resources, creating fire, and making shelters out of available materials. These skills were vital for their survival, and they were passed down from generation to generation.

As civilizations began to develop, it became necessary for people to have specialized skills and tasks to fulfill the needs of the community. The first jobs that can be traced back to recorded history were related to agriculture, which started about 10,000 years ago when humans began to domesticate crops and animals. The people responsible for planting, harvesting, and storing food were considered the first farmers or agricultural workers.

As ancient societies advanced, there were other jobs like blacksmiths, metalworkers, weavers, potters, builders, and carpenters, who provided essential equipment and infrastructure for the community. These jobs were vital for the well-being of the society as they produced goods and services that were necessary for everyday living.

As more significant towns and cities began to emerge, there was a need for specialized administrative roles, such as scribes, priests, and accountants. The scribes were responsible for recording important events for future generations, priests for religious ceremonies, and accountants for managing the community's finances.

Moreover, in some instances, there were different classes in ancient civilizations, and specific job roles became hereditary, indicating that the profession required a particular set of unique skills that were passed down from one generation to another.

<https://www.coalitionbrewing.com/what-was-the-first-job-to-exist/>

• Give Russian equivalents for the following words and word combinations.

a) a job, civilization, humans, plants, the knowledge, technology, crops, resources, weapons, fire, shelters, skills, agriculture, a blacksmith, a metalworker, a weaver, a potter, a builder, a carpenter, a town, a city, scribes, priests, accountants

b) main focus, wild animals, for survival, primary occupation, early humans, agricultural societies, a pre-agrarian society, natural resources, specialized skills, recorded history, essential equipment, different classes, ancient civilizations, from one generation to another, ancient societies

- Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to exist, to hunt, to gather, to cultivate, to rely, to continue, to develop, to craft, to create, to make, to be traced back, to be related to, to plant, to harvest, to store, to consider, to domesticate, to advance, to provide, to emerge, to indicate, to pass down

- | | |
|---|--|
| <p>1. In the early days of civilization, humans were hunter-gatherers, and their main focus was on ... wild animals and ... edible plants for survival.</p> <p>2. Pre-agrarian people did not have the knowledge or technology ... crops and raise animals for food.</p> <p>3. They had ... on the resources available in their immediate environment.</p> <p>4. This lifestyle ... for thousands of years until the emergence of agricultural societies.</p> <p>5. As hunter-gatherers, they ... various survival techniques, such as ... tools and weapons from natural resources, ... fire, and ... shelters out of available materials.</p> <p>6. These skills were vital for their survival, and they ... from generation to generation.</p> <p>7. The first jobs that can ... to recorded history ... to agriculture.</p> <p>8. 10,000 years ago humans began crops and animals.</p> <p>9. The people responsible for ... , ... and ... food ... the first farmers or agricultural workers.</p> <p>10. As ancient societies ... , there were other jobs like blacksmiths, metalworkers, weavers, potters, builders, and carpenters, who ... essential equipment and infrastructure for the community.</p> <p>11. As more significant towns and cities began ... , there was a need for specialized administrative roles, such as scribes, priests, and accountants.</p> | <p>a. to domesticate</p> <p>b. planting, harvesting, ... storing, were considered</p> <p>c. developed, crafting, creating, making</p> <p>d. were passed down</p> <p>e. to emerge</p> <p>f. be traced back, were related</p> <p>g. advanced, provided</p> <p>h. hunting, gathering</p> <p>i. to cultivate</p> <p>j. to rely</p> <p>k. continued</p> |
|---|--|

- Match English words and word combination in left column with the Russian equivalents in the right column

<ol style="list-style-type: none"> 1. to raise animals for food 2. available in their immediate environment 3. various survival techniques 4. out of available materials 5. were vital for their survival 6. were passed down from generation to generation 7. tasks to fulfill the needs of the community 8. infrastructure for the community 9. a need for specialized administrative roles 10. in some instances 11. specific job roles became hereditary 12. the profession required a particular set of unique skills 	<ol style="list-style-type: none"> a. были жизненно важны для их выживания b. потребность в специализированных административных функциях c. в некоторых случаях d. конкретные профессии стали передаваться по наследству e. передавались из поколения в поколение f. задачи по удовлетворению потребностей общины g. инфраструктура для общины h. профессия требовала определенного набора уникальных навыков i. выращивать животных для еды j. доступные в ближайшем окружении k. различные методы выживания l. из доступных материалов
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- Translate parts of the sentences from Russian into English and visa versa.

1. In the early days of civilization, люди были охотниками-собирателями.
2. В это время they lived in a доаграрном обществе, , meaning they did not have знаний и технологий to cultivate crops and raise animals животных для пропитания..

3. They developed различные методы выживания, such as изготовление tools and weapons from natural resources, разведение fire, and создание shelters out of доступных материалов.
4. The people responsible for посадку, сбор урожая и хранение пищи, were considered первыми фермерами или сельскохозяйственными рабочими.
5. Были other jobs like кузнецы, металлурги, ткачи, гончары, строители и плотники,, who provided essential equipment and инфраструктуру для общества.
6. These jobs были жизненно важны для благосостояния общества as they produced товары и услуги that were necessary для повседневной жизни.
7. Писцы were responsible for запись важных событий for future поколений, priests for религиозных церемоний, а бухгалтеры for managing the community's финансы.

- Word-building. State what part of speech the word belongs to.

civilization, hunter-gatherers, survival, edible, lifestyle, natural, agricultural, emergence, specialized, recorded, metalworkers, equipment, accountants

- Read the text again and answer these questions.

1. What did humans in the early days of civilization focus on?
2. What survival techniques did hunter-gatherers develop?
3. What were the first jobs that can be traced back to recorded history related to?
4. What were the first farmers or agricultural workers responsible for?
5. What jobs provided essential equipment and infrastructure for the community?
6. What jobs emerged with the growth of towns and cities?
7. What were scribes, priests, and accountants responsible for?

CROSS-CULTURAL NOTES

- Read the text about jobs and professions in the UK and the USA. Find the necessary information to answer the questions below.

What are the top 3 most loved professions in the USA?

- 1.
- 2.
- 3.

What are the top 3 most hated professions in the USA?

- 1.
- 2.
- 3.

What are the top 3 most loved professions in the UK?

- 1.
- 2.
- 3.

What are the top 3 most hated professions in the UK?

- 1.
- 2.
- 3.

Most Loved and Hated Professions or Jobs in the USA and UK

By [Irfan Ahmad](#)

You can tell a lot from the tone of people's tweets. In fact, analyzing what we post online is one of the quickest and easiest ways to gauge public opinion.

So when it came to finding out how we feel about different types of professions, job experts Resume.io turned to Twitter. It looked at the percentage of negative Twitter mentions per job title and came up with several charts highlighting [the US and UK's most loved and hated occupations](#).

But which jobs made it onto the lists? Find out below.

Least loved professions in the USA

While many legal professionals are essentially good people, the American public sees some truth in the joke. And that's because a lawyer is officially the least loved occupation in the USA; 61% of mentions including lawyers expressed frustration or anger toward the profession.

With 56% negative mentions, journalists come next. And their inclusion should come as no surprise. The media landscape in the USA is more divided than ever; both sides of the political spectrum believe they're being lied to and manipulated on a daily basis.

"90% of politicians give the other 10% a bad name," said US Statesman Henry Kissinger. The American people seem to agree. Half of their tweets mentioning politicians were negative, making it the third most hated occupation.

US citizens have also got major issues with construction workers, accountants, and CEOs.

The most loved occupations in the USA

Receptionists are the friendly, welcoming face of their organization. They're responsible for creating a positive first expression for customers or clients walking through the door.

US receptionists are excelling at their task, according to the research by Resume.io. Only 5% of receptionist related tweets express some hostile sentiment toward the profession. That makes them the most loved occupation in the USA.

With just 11% of bad tweets, chefs are the second most loved workers. It proves that keeping people fed is an excellent way to keep them happy.

Realtors and cashiers also made it into the top five. So did dentists, which is pretty impressive. Because if you're drilling people's teeth and still getting their love, you must be doing something right.

State by state breakdown of the least loved US professionals

The disdain for lawyers runs deep. Even on a state by state basis, they're still the least liked professionals in the USA. They had the most negative Twitter mentions in 14 States, including Texas, Colorado, and New Mexico.

Journalists maintained their second place in the state by state research. They're the most unpopular professionals in 11 states. Journalists and news reporters are not looked fondly upon in California, Arizona, or Georgia.

The third least-loved workers on a state by state basis are teachers. The nine states where educators receive the highest percentage of hostile social shout-outs include New York, Ohio, and Delaware.

Social commentators believe America's dislike for its teachers is linked to the (ongoing) failure of high-profile reform programs and the public's failure to appreciate the pressures of working within such a demanding and bureaucratic system.

Most loved US professions on the state level

Students receive the most Twitter love on the state level. The people in 12 US states, including Wyoming and New Mexico, tweet mostly good things about their students.

And, yes, we get it; being a student isn't a 'real' profession. But for every 'beer pong major' who skips Monday morning class, there's a medical student or PhD candidate busting their 'you know what' for 70 hours a week. So we're going to let the students have this one.

Again, chefs are the US's second most appreciated workers. They're particularly well-loved in Florida, California, and Maryland.

Vermont is the only US state (and maybe the only place in the world) where politicians are appreciated more than any other professional. Then again, Vermont has voted democratic in every election since 2004. So its enthusiasm for those currently in power could be an overreaction to the exit of Donald Trump.

The least liked professions in the UK

Across the pond, people in the UK haven't got much respect for their journalists, politicians, or lawyers. All three appear in the top 5 least-loved occupations in the UK.

But none of them gets as many negative Twitter mentions as estate agents; 68% of estate agent tweets in the UK are bad. Common criticisms include deliberately overvaluing properties, pushy sales tactics, and outright lies. Many people also notice that the quality of customer service plummets once you've signed on the dotted line and handed over your

deposit. And then there are those fees. \$500 admin for the printing of a few pieces of paper? A deep cleaning charge to remove stains you could only see with a microscope? No wonder estate agents are rubbing Brits the wrong way.

Construction workers are also aggravating the British public. Noisy road work, traffic congestion, and crass language are regularly complained out by Twitter users. You'll see this kind of stuff in one out of every two construction-related tweets from the UK.

The occupations that British people love

With a negative tweet ratio of just 15%, receptions are the most appreciated workers in the United Kingdom.

Accountants are second. Only 16% of their Twitter mentions read negatively. They must be working really hard to keep those UK tax bills down.

Chefs take the third spot in the UK rankings (18%), followed by students; only 24% of their Twitter mentions are unkind.

Unlike many of their US cousins, the Brits value and respect the teaching profession. Less than 30% of teaching tweets are negative, earning educators a place in the UK's top 10 list of most respected jobs.

Mechanics (27%) and electricians (28%) occupy two more spots. The rest belong to traders (25%), managers (29%), and CEOs (31%).

Most people - whatever their job title - try to do their best. So maybe we should all try and be a little kinder to each other - on Twitter and in real life.

<https://www.digitalinformationworld.com/2022/03/most-hated-professions-or-jobs-in-usa.html>

- *Make a presentation on jobs and professions in Russia.*

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

- a. medicine, law, and religion
- b. mostly based on customs and explain the mysteries of the world
- c. earliest records of these professions can
- d. various medicinal plants, minerals, and animals
- e. the human body's functioning, which
- f. played a vital role in maintaining social order
- g. role in shaping human civilization
- h. a significant impact

What are the three original professions?

The three original professions are believed to be (1) These professions have been identified as some of the oldest professions that existed from ancient times. The (2) ... be traced back to the ancient civilizations of Egypt, Greece, and Mesopotamia.

Medicine, as a profession, was primarily focused on the treatment of illnesses and injuries. The ancient physicians used (3) ... to treat their patients. They had a deep understanding of anatomy, physiology, and (4) ... helped them diagnose and treat a variety of ailments.

Law, as a profession, was primarily focused on maintaining order in society and resolving disputes. In ancient times, laws were (5) ... traditions passed down by the elders. However, over time, codes of law were developed to create a system of governance that helped settle disputes and crimes.

Religion, as a profession, was primarily focused on guiding people towards a moral and ethical way of life. The earliest religions were based on mystical and spiritual beliefs that sought to (6) Religious leaders such as priests, shamans, and holy men (7) ... and spiritual well-being.

Medicine, law, and religion are considered the three original professions that have played an important (8) These professions have evolved over time, and today they continue to have (9) ... on our lives.

<https://www.coalitionbrewing.com/what-was-the-first-job-to-exist/>

DISCUSSION

- Discuss the following items.

1. What do you think makes a job satisfying?
2. What is the most rewarding aspect of your current or previous job?
3. How do you see your career progressing in the next few years?
4. Can you discuss any recent trends or changes in your industry or field of interest?
5. What are some ethical considerations that professionals in your field need to be aware of?
6. Can you discuss the role of continuous learning and professional development in your career?
7. How do cultural differences impact global business practices, negotiations, and work environments?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

History Teacher Job Description

Learn about the key requirements, duties, responsibilities, and skills that should be in a history teacher job description.

by Paul Peters

History teachers work with students in middle and high school, teaching them about significant events in various time periods. They prepare lessons, grade papers, assist with school

Должностная инструкция учителя истории

Узнайте о ключевых требованиях, обязанностях и навыках, которые должны быть указаны в должностной инструкции учителя истории.

автор Пол Питерс

Учителя истории работают с учащимися средней и старшей школы, рассказывая им о значимых событиях в различные периоды времени. Они готовят

events, and may also accompany students on field trips.

History Teacher Job Description Template

We are searching for a highly dependable history teacher to join our faculty. The history teacher's responsibilities include preparing lessons and curricula, teaching students to analyze different texts, providing academic support, and fostering good relationships. You should be comfortable working to strict deadlines and also be open to feedback.

To be successful as a history teacher, you should be tolerant of different opinions and be able to create a learning environment where students respect each other. Outstanding candidates should be approachable, caring, and able to convey their passion to students.

History Teacher Responsibilities:

Analyzing all prescribed texts and resources to develop

уроки, оценивают работы, помогают в проведении школьных мероприятий, а также могут сопровождать учащихся в экскурсиях.

Шаблон описания вакансии учителя истории

Мы ищем надежного учителя истории для работы на нашем факультете. В обязанности учителя истории входит подготовка уроков и учебных программ, обучение студентов анализу различных текстов, оказание академической поддержки и укрепление хороших отношений. Вам должно быть комфортно работать в сжатые сроки, а также вы должны быть открыты для обратной связи.

Чтобы быть успешным учителем истории, вы должны быть терпимы к различным мнениям и уметь создавать среду обучения, в которой учащиеся уважают друг друга. Выдающиеся кандидаты должны быть доступными, заботливыми и способными передать студентам свою страсть.

Обязанности учителя истории:

– Анализ всех предписанных текстов и ресурсов для раз-

quality lesson plans and curricula.

– Collaborating with fellow teachers and learning from their methods, teaching strategies, and classroom management techniques.

– Delivering engaging History lessons on different time periods, movements, and other historical events and figures.

– Grading exams, tests, quizzes, assignments, and presentations, and contacting parents and other faculty members to discuss concerns and schedule interventions.

– Sourcing guest speakers and organizing events and educational field trips.

– Keeping abreast of current events/movements and using these themes to keep historical content relevant.

– Ensuring all curriculum, and school, and state requirements are met.

– Providing extra support to struggling students and additional resources to those who display exceptional interest in History.

работки качественных планов уроков и учебных программ.

– Сотрудничайте с другими учителями и перенимайте их методы, стратегии преподавания и методы управления классом.

– Проведение увлекательных уроков истории, посвященных различным периодам времени, движениям и другим историческим событиям и фигурам.

– Принимать экзамены, тесты, викторины, задания и презентации, а также связываться с родителями и другими преподавателями для обсуждения проблем и планирования мероприятий.

– Подбор приглашенных докладчиков и организация мероприятий и познавательных экскурсий.

– Быть в курсе текущих событий / движений и использовать эти темы для поддержания актуальности исторического контента.

– Обеспечение соответствия всем учебным планам, школьным и государственным требованиям.

– Оказание дополнительной поддержки испытывающим трудности ученикам и дополнительных ресурсов тем, кто про-

- Using digital technology to improve learning and keep accurate student records.
- Constantly expanding educational networks and participating in workshops, lectures, and other learning opportunities.

History Teacher Requirements:

- A bachelor's degree in history or a similar discipline.
- A master's degree is preferable.
- A relevant certification or license may be required.
- A completed apprenticeship or experience as a teacher's aid is recommended.
- A passion for history and the ability to inspire students.
- Excellent communication and interpersonal skills.
- The ability to engage with young people and develop lesson plans that resonate with them.
- The willingness to work overtime.
- Compassion and a personable manner.

являет исключительный интерес к истории.

- Использование цифровых технологий для улучшения процесса обучения и ведения точных записей учащихся.
- Постоянное расширение образовательных сетей и участие в семинарах, лекциях и других возможностях обучения.

Требования к учителю истории:

- Степень бакалавра в области истории или аналогичной дисциплины.
- Предпочтительнее степень магистра.
- Может потребоваться соответствующая сертификация или лицензия.
- Рекомендуется пройти стажировку или иметь опыт работы в качестве помощника учителя.
- Страсть к истории и способность вдохновлять студентов.
- Отличные коммуникативные навыки и межличностное общение.
- Умение взаимодействовать с молодежью и разрабатывать планы уроков, которые находят отклик у них.
- Готовность работать сверхурочно.

– Resilience and the ability to work with students from multiple backgrounds.

<https://www.betterteam.com/history-teacher-job-description>

– Сострадание и представительные манеры.

– Жизнестойкость и умение работать с учащимися из разных слоев общества.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about:
 1. History Teacher Responsibilities
 2. History Teacher Requirements

Key

What are the three original professions?

The three original professions are believed to be medicine, law, and religion. These professions have been identified as some of the oldest professions that existed from ancient times. The earliest records of these professions can be traced back to the ancient civilizations of Egypt, Greece, and Mesopotamia.

Medicine, as a profession, was primarily focused on the treatment of illnesses and injuries. The ancient physicians used various medicinal plants, minerals, and animals to treat their patients. They had a deep understanding of anatomy, physiology, and the human body's functioning, which helped them diagnose and treat a variety of ailments.

Law, as a profession, was primarily focused on maintaining order in society and resolving disputes. In ancient times, laws were mostly based on customs and traditions passed down by the elders. However, over time, codes of law were developed to create a system of governance that helped settle disputes and crimes.

Religion, as a profession, was primarily focused on guiding people

towards a moral and ethical way of life. The earliest religions were based on mystical and spiritual beliefs that sought to explain the mysteries of the world. Religious leaders such as priests, shamans, and holy men played a vital role in maintaining social order and spiritual well-being.

Medicine, law, and religion are considered the three original professions that have played an important role in shaping human civilization. These professions have evolved over time, and today they continue to have a significant impact on our lives.

<https://www.coalitionbrewing.com/what-was-the-first-job-to-exist/>

Unit XVIII. SCHOOL

WARM-UP

- Answer the questions about your learning experience at school.
 1. What was your favorite/least favorite subject at school?
 2. Who was your favorite teacher and why?
 3. Have you ever participated in any school clubs or organizations?
 4. What was the hardest part about going to school?
 5. What extracurricular activities were available at school?
 6. How did you balance your schoolwork with your personal life?
 7. Have you ever had any unique or memorable experiences at school?

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

History of Schools and Education

From the Stone Age to the end of the Middle Ages, most children never went to school at all. They stayed home until they were able to work, maybe five to ten years old, and then they worked, at home or in the fields, or in workshops, or in the mines. Only a few children could go to school.

Stone Age education. In the Stone Age, there were no schools at all. Whatever children learned, they learned from their parents and their friends, or from being apprenticed to a specialist like a flint-knapper or a weaver. Nobody knew how to read or write yet anyway.

Bronze Age: the first schools. By the Bronze Age, around 3000 BC, there were schools in Egypt and West Asia and (later, around 1500 BC) Greece for a few boys, who learned to read and write and do math (so they could keep accounts). These boys grew up to be scribes, who were a sort of combination secretary/accountant/lawyer for kings and rich people. The schools were often in the king's palace, or run by priests. The boys' parents probably paid for their education. Schools like this probably operated in the Olmec kingdom in Mexico too, starting about the same time as in Greece.

Nobody knows much about these schools, not even whether boys and

girls went to the same schools. But still most children did not learn to read or write or count, and did not go to school at all.

Iron Age – the alphabet. In the Iron Age, after about 1000 BC, the invention of the alphabet made it a lot easier to learn to read and write, and so professional scribes stopped being so important. More children learned to read and write, and to keep accounts. A teacher rented a room, or picked a place in a park or square, and set up a school, charging parents so much a month for their kids to go there. Of course you could only go if your parents could afford it, and if they wanted you to go. Most children, still, didn't go to school, and didn't learn to read or write.

The first universities. Around 500 BC Greeks developed a more organized system of education, where boys of different ages went to different teachers. Greek girls seem not to have gone to school much. Instead, their parents taught them at home, if they learned anything. (Though Sappho seems to have run a kind of school for girls). In the 400s BC, Buddhist monks in Mauryan India started advanced schools – universities – at Nalanda and Taxila and other places. Soon afterwards, Plato and Aristotle started advanced academies in Greece, too, and by the late 300s there was also a university in Alexandria, in Egypt.

By this time, schools were also getting going in China, where the government hired men based on how well they did on special tests, so if you wanted one of those jobs, you had to go to school.

School in the Roman Empire. The Romans greatly admired the Greek system of education, and didn't change it much, though at least some Roman girls certainly went to school. Romans who wanted their children to get a good education sent them to Greece for college. At the same time, the Germans in northern Europe mainly did not have schools at all. Historians argue about how many of the Romans learned to read or write. Some historians think that most Romans could read and write. Other historians think very few could, and that people in the country mostly could not.

Islamic schools. With the fall of Rome, in the Islamic Empire in West Asia, North Africa, and East Africa, after about 700 AD, a lot of mosques also opened schools. These schools taught reading and math,

and also had their students memorize the Quran. Islamic universities opened in Baghdad and Cairo.

Monastery schools in Europe. Fewer people in Europe learned to read or write. Even a lot of Christian priests could not even read the Bible, though the bishops tried to make sure all the priests could read a little. Because of this, a lot of churches and monasteries began to run free schools for boys who were going to be monks or priests. Some girls who became nuns also learned to read and write.

Medieval universities. In the Middle Ages in Europe, most schools continued to be under the control of the Catholic Church or the Jewish synagogues. Gradually more advanced schools, called universities, began to grow up in some places. The most important ones were at Paris and Oxford and Bologna. All the teachers at these universities were monks or priests. This made it hard for girls to get an education, because only boys could become monks or priests. And still, most children never went to school.

<https://quatr.us/people-2/history-schools-education.htm>

• *Give Russian equivalents for the following words and word combinations.*

α) the Stone Age, the Middle Ages, Egypt, West Asia, 1500 BC, Greece, Mexico, the Iron Age, Sappho, Buddhist monks, Plato, Aristotle, Alexandria, China, the Roman Empire, the Germans, Northern Europe, the Islamic Empire, West Asia, North Africa, East Africa, the Quran, Baghdad, Cairo, Christian priests, the Bible, Medieval universities, Europe, Catholic Church, the Jewish synagogues, Paris, Oxford, Bologna

β) a school, education, children, a workshop, the mines, parents, a flint-knapper, a weaver, scribes, a secretary, an accountant, a lawyer, a king, a kingdom, the alphabet, kids, a university, the government, a job, a college, a country, mosques, academies, students, a monastery, the bishops, the priests, churches, monks, priests, nuns

γ) in the fields, a sort of, at least, rich people, the king's palace, of different ages, special tests, the Romans system of education, the fall of Rome, advanced schools, Islamic schools

- Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to stay, to learn, to grow up, to pay for, to operate, to do math, to read, to write, to count, to keep accounts, to rent, to pick, to set up, to charge, to afford, to develop, to hire, to do well, to admire, to change, to send, to get to, to argue, to memorize, to run, to continue

1. Most children ... home until they were able to work,
2. Children ... from their parents and their friends,
3. The boys' parents ... their education.
4. Schools ... in Mexico too, starting about the same time as in Greece.
5. But still most children did not learn ... , and did not go to school at all.
6. Of course you could only go if your parents ... it, and if they wanted you to go.
7. Around 500 BC Greeks ... a more organized system of education, where boys of different ages went to different teachers.
8. The Romans greatly ... the Greek system of education, and ... it much.
9. Romans who wanted their children ... a good education ... them to Greece for college.
10. Historians ... about how many of the Romans learned to read or write.
11. Islamic schools taught reading and math, and also had their students ... the Quran.
12. A lot of churches and monasteries began ... free schools for boys who were going to be monks or priests.
13. In the Middle Ages in Europe, most schools ... to be under the control of the Catholic

- a. paid for
- b. to run
- c. could afford
- d. to get, sent
- e. argue
- f. continued
- g. developed
- h. admired, didn't change
- i. to grow up
- j. operated
- k. to read or write or

Church or the Jewish synagogues.

14. Gradually more advanced schools, called universities, began ... in some places.

count

l. memorize

m. stayed

n. learned

• Match English words and word combination in left column with the Russian equivalents in the right column

1. to be apprenticed to a specialist

2. run by priests

3. picked a place in a park or square

4. a more organized system of education

5. started advanced schools

6. began to run free schools for boys

7. under the control of the Catholic Church or the Jewish synagogues

a. стали открывать бесплатные школы для мальчиков

b. под контролем католической церкви или еврейских синагог

c. поступить в ученики к специалисту

d. открыли передовые школы

e. управляемый священниками

f. выбирали место в парке или на площади

g. более организованная система образования

• Translate parts of the sentences from Russian into English and visa versa.

1. Они оставались дома until they were able to work, может быть, лет в пять-десять, and then they worked, at home или в поле, или в мастерских, или в шахтах.

2. Whatever children learned, они учились у своих родителей and their friends, or from в учениках у такого специалиста like a flint-knapper or a weaver.

3. There were schools в Египте, Западной Азии и (позже, около 1500 г. до н.э.) в Греции for a few boys, who учились читать, писать и заниматься математикой.
4. These boys выросли to be scribes, who were a sort of combination секретарем/бухгалтером/юристом for kings and богатых людей.
5. Изобретение алфавита made it a lot easier обучение чтению и письму, more children learned to read and write, and вести учет.
6. A teacher снимал комнату, or picked a place in a park or square, and устраивал школу, charging родителей столько-то денег в месяц за то, for their kids to go there.
7. All the teachers at these universities были монахами или священниками, из-за этого девочкам было трудно получить образование, because only boys could become monks or priests.

• Read the text again and answer these questions.

1. Who did children learn from in the Stone Age?
2. What did boys learn to do at schools in Egypt, West Asia and Greece around 3000 BC-1500 BC?
3. What were scribes?
4. Was this education free of charge? Who paid for the education?
5. What invention made it a lot easier to learn to read and write in the Iron Age?
6. What else did children learn besides reading and writing?
7. Where and when were the first advanced schools – universities and academies – started?
8. Where did the Romans send their children to get a good education? Why?
9. Why did a lot of churches and monasteries begin to run free schools for boys in Europe?
10. Under what control were schools in the Middle Ages in Europe?
11. Where were the most important universities situated? Who were the teachers at these universities?

CROSS-CULTURAL NOTES

- Read the text about schools in the UK and the USA. Find the necessary information to tick (☐) the country corresponding to the statements listed below.

	In the UK	In the USA
Schools generally give students around 10-12 weeks of vacation.		
1. Kids can wear what they want to school.		
2. School bus system is fairly standard: every student who attends a public school has the opportunity to take ‘the cheese’ to and from school		
Schools generally end their academic year in mid-July and begin the first week of September. This gives students about 6 weeks of a summer holiday.		
3. There are no school buses in this country. Students rely on public transportation or a ride from their parents each day.		
4. Students also receive at least two weeks holiday over both Christmas and Easter holidays.		
5. The school uniform nearly always consists of a blazer, sweater, dress shirt, trousers or a skirt for girls. Uniforms are made in the school’s designated colors.		
6. The first formal year of school is called ‘Kindergarten’.		
7. There is more unity in the course of study. Schools (unless they are independent) must follow the National Curriculum.		
8. Students spend ages 5-10 in primary schools. Secondary schools have students ages 11-18. There are no middle schools.		

9. Students call their lunchroom a ‘Canteen’.		
10. School cafeterias are not pleasant places.		
11. School children are absolutely forbidden to eat food in class. They are only allowed to drink fruit juices or water. Soda is banned from a classroom.		
12. Students are separated into numerous ability levels and can be changed and regrouped throughout the year.		
13. At the end of a class period, students must stand at their desks and wait for a teacher to say they are dismissed.		
14. When the bell rings, you run.		
15. Kids enjoy Red Bull or Mountain Dew with a hefty bag of Cheetos for breakfast in a first period class.		
16. Schools offer classes that are usually either general or advanced. Students mostly pick which type of class they’d like to take.		
17. School teachers experience a substantial amount of freedom in what they can teach and when.		
18. Until recently, schools were compulsory for kids until they were only sixteen years old.		

British vs American Schools

by Sunny London

‘What are the differences between British vs American schools?’ is a question I receive often because I have written several advice posts on American expat life in London. For this reason, I thought it might be fun to highlight some of the biggest differences here on the blog.

Who has more Class?

In America, schools generally give students around 10-12 weeks of vacation. They can release students anywhere from the end of May to mid August, or mid-June to the beginning of September.

British schools are quite different. They generally end their academic year in mid-July and begin the first week of September. This gives students about 6 weeks of a summer holiday.

However, British students receive much more time away from school during the academic year, in comparison to American students. Nearly all British schools have a half-term, one week break in October, February and May. They also receive at least two weeks holiday over both Christmas and Easter holidays.

School Uniform

American kids can wear what they want to school. I remember days in Florida when I wore a bathing suit top under my t-shirt so I could fast track it to the beach when the last bell rang.

The British school uniform nearly always consists of a: blazer, sweater, dress shirt, trousers (with the option of a skirt for girls). Most schools have students wear a tie, regardless of gender. Students must ask a teacher's permission if they want to remove their blazer during class if they are too hot.

Uniforms are made in the school's designated colors. Mr. Sunny's (my husband) uniform at Hill House School was gold, rust and grey.

Where's the Bus?

There are no school buses in London. Students rely on public transportation or a ride from their parents each day. In London, they refer to this as the 'school run.' It's definitely a time you want to avoid being on the road or on a London bus.

In America, our school bus system is fairly standard. Every student who attends a public school has the opportunity to take 'the cheese' to and from school.

The big yellow buses chauffeur kids to and from their educational destination each and every day that school is in session. Most kids work part time jobs in an effort to buy a car so that they can transport themselves to school and other places.

What's the plan?

British students spend ages 5-10 in primary schools. Secondary schools have students ages 11-18. There are no middle schools, unlike

America and these schools accept students based on their school catchment areas. Until recently, British schools were compulsory for kids until they were only sixteen years old.

In America, we say students are in ‘Seventh Grade.’ British students of the same age are in ‘Year 8’. They are labeled a higher number in comparison to the US because we call the first formal year of school ‘Kindergarten’, which is the equivalent to ‘Year 1’ in England.

British school years are further broken in to groups called Key Stages. For example, Years 7-9 are classified as Key Stage 3. Students ages 16-18 are in Key Stage 5, which is called Sixth Form.

When looking at study plans as differences between British and American schools, there is more unity in the British course of study. Schools (unless they are independent) must follow the National Curriculum. American school teachers experience a substantial amount of freedom in comparison to what they can teach and when against their British counterparts.

Instruction for British secondary students focuses on the GCSE subject exams and the A Levels. In America, the SAT and ACT are the only real standardized tests that students take at a national level.

The SAT is most popular and is taken on a Saturday morning, usually at the beginning of a student’s junior year. It is quite honestly - dreadful. It features three sections: math, critical reading and writing. For nearly four hours, students struggle to answer questions that seem to have no reflection on what they study in school each day. However, the results of this test have a substantial effect on a student’s ability to apply for a university.

At the end of a class period, British students must stand at their desks and wait for a teacher to say they are dismissed. In America, when the bell rings, you run.

Food for Thought

American school cafeterias are not pleasant places. For lunch, kids wait in a line to be served a piece of soggy cardboard with two thick slices of pseudo-pepperoni, a thick red paste and chewy cheese that was probably manufactured from particles in the bottom of a bin in a science class weeks before. Next to their pizza is a watery, dull yellow substance called ‘Apple

sauce.’ Finally, there’s a scoop of fruit salad. It’s usually hard to tell what fruits are featured because they’re all a greenish grey color and are very squishy.

British students call their lunchroom a ‘Canteen’. A random week at a British boarding school features Main Course lunch selections such as:

- Ratatouille with Mediterranean Herb Couscous
- Vegetable Moussaka
- Vegetarian Sausage Cassoulet
- Asparagus, Sunblush Tomato and Mozzarella Risotto
- Pea and Asparagus Girasole with a Cream and Chive Sauce with Fresh Parmesan Flakes

School children in England are absolutely forbidden to eat food in class. They are also only allowed to drink fruit juices or water. Soda is banned from a classroom. American kids enjoy Red Bull or Mountain Dew with a hefty bag of Cheetos for breakfast in a first period class.

To Level or not to Level?

American schools offer classes that are usually either general or advanced. Students mostly pick which type of class they’d like to take. Those that want the higher level need a teacher’s recommendation to register.

This is not the case in British schools. Students are separated in to numerous ability levels and can be changed and regrouped throughout the year. Therefore, it is clear to *everyone* what type of progress a student is or is not making.

<https://sunnyinlondon.com/differences-between-british-vs-american-schools/>

- Make a presentation on schools in Russia.

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

a. ability to impart knowledge	f. far as Byzantine Empire
b. of his closeness to the court	g. the first institution of higher learning
c. zoology, logic, aesthetics, poetry, music	h. can only make them
d. written records	i. at the age of 17
e. Alexander the Great	j. of the wisest persons in Greece

History's Greatest Teachers & Their Brilliant Students

Socrates was an ancient Greek philosopher, who was born in 470 BC (an estimated date). He is credited as one of the founders of western philosophy.

Socrates first job was as a stone mason, followed by a citizen soldier in army of Athens, but it was his philosophical side, that brought him into prominence in Athens. He was one (1) ... , but always tried to avoid any glory and instead chose to lead a simple life.

Socrates never kept any (2) Most of the things we know about his life come from the writing of his most famous student – **Plato**. Plato was a genius student of an equally genius teacher, and was a great philosopher in his own right. He was also the founder of (3) ... in western world – The Academy in Athens (going a step further from Socrates, who never founded a formal school and questioned the concept of a teacher's (4) One of his famous quotes proves this point, where Socrates said: "I can not teach anybody anything, I (5) ... think".)

Taking a lesson from his teacher Plato took care to write down his entire work with the result that his work has survived for the last 2300 years. His teachings spread as (6) ... and the Islamic world in the

future. Modern western poets like William Wordsworth and Percy Shelly also found encouragement in Plato's work.

Aristotle was an erudite Greek philosopher, and along with his teacher Plato, he is called "Father of western Philosophy". He came to the Academy founded by Plato from northern Greece , joined there (7) ... and stayed there for the next 20 years, first as a student of Plato and then as a teacher in the Academy till Plato's death. Although one of the best students of Plato, he was passed over as Plato's successor in the Academy after Plato's death because (8) ... of Macedonia.

Aristotle was a polymath (a person whose expertise spans a significant number of different subjects), which can be seen from his writings on – physics, metaphysics , (9) ... , psychology, economics, politics and government. Soon after Plato died, Aristotle left Athens, at the request of King Philip II of Macedonia, to tutor his son – (10)

<https://www.guidebooktolife.com/historys-greatest-teachers-their-brilliant-students>

DISCUSSION

- Discuss the following items.
 1. Share your views on the role of teachers in motivating and inspiring students.
 2. Discuss your opinions on the benefits of multicultural classrooms.
 3. Discuss your thoughts on the impact of technology in the classroom.
 4. What are some alternative approaches to education that you find interesting?
 5. Share your thoughts on the potential benefits and drawbacks of homeschooling.

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

The Future of Schooling: Challenges and Opportunities

by James Hardy

Despite progress in expanding access to education, educational inequities persist in many parts of the world. Socioeconomic disparities, gender biases, and geographic isolation are among the factors that hinder equal educational opportunities for all. In the future, addressing these challenges will require targeted efforts to ensure that marginalized communities have access to quality education.

This includes investing in schools in underserved areas, providing scholarships and financial aid to disadvantaged students, and implementing policies that promote inclusivity and diversity in the classroom.

Additionally, leveraging technology can play a significant role in enhancing educational access. Online learning platforms and digital resources can reach students in remote areas and provide flexible learning opportunities for individuals with diverse needs.

Будущее школьного образования: вызовы и возможности

Автор Джеймс Харди

Несмотря на прогресс в расширении доступа к образованию, неравенство в образовании сохраняется во многих частях мира. Социально-экономическое неравенство, гендерные предубеждения и географическая изоляция входят в число факторов, препятствующих равным образовательным возможностям для всех. В будущем решение этих проблем потребует целенаправленных усилий по обеспечению доступа маргинализированных сообществ к качественному образованию.

Это включает инвестиции в школы в районах с недостаточным уровнем обслуживания, предоставление стипендий и финансовой помощи учащимся из неблагополучных семей и реализацию политики, способствующей инклюзивности и разнообразию в классе.

Кроме того, использование технологий может сыграть значительную роль в расширении доступа к образованию. Платформы онлайн-обучения и цифровые ресурсы могут охватить учащихся в отдаленных районах и предоставить гибкие возможности обучения для людей с различными потребностями.

Embracing Technological Advancements in Education

The future of schooling will undoubtedly be shaped by technological advancements. Integrating technology into the classroom can enhance teaching and learning experiences by allowing for personalized instruction and interactive engagement.

Virtual reality, augmented reality, and artificial intelligence have the potential to revolutionize education by creating immersive learning environments, adaptive learning experiences, and intelligent tutoring systems.

These technologies can cater to individual learning styles, identify areas for improvement, and provide real-time feedback to enhance student understanding.

Additionally, online learning platforms, open educational resources, and digital collaboration tools can expand access to high-quality education beyond traditional classroom settings.

Внедрение технологических достижений в образование

Будущее школьного образования, несомненно, будет определяться технологическими достижениями. Интеграция технологий в классную комнату может улучшить процесс преподавания и усвоения материала, обеспечивая персонализированное обучение и интерактивное взаимодействие.

Виртуальная реальность, дополненная реальность и искусственный интеллект способны произвести революцию в образовании, создавая иммерсивные учебные среды, адаптивный опыт обучения и интеллектуальные системы репетиторства.

Эти технологии могут соответствовать индивидуальным стилям обучения, определять области для улучшения и обеспечивать обратную связь в режиме реального времени для улучшения понимания учащимися.

Кроме того, платформы онлайн-обучения, открытые образовательные ресурсы и инструменты цифровой совместной работы могут расширить доступ к высококачественному образованию за пределы традиционных классных комнат.

Reimagining Schooling for a Changing World

As the world undergoes rapid transformations, schools must adapt to prepare students for the challenges and opportunities of the future. Education needs to foster essential skills, such as critical thinking, problem-solving, digital literacy, and adaptability.

Interdisciplinary approaches that bridge traditional subject boundaries can encourage creativity, innovation, and a deeper understanding of complex global issues.

Encouraging project-based learning and hands-on experiences can help students apply knowledge to real-world scenarios, preparing them for a diverse range of careers and challenges.

Moreover, embracing a global perspective in education can foster cultural awareness, empathy, and understanding, enabling students to become responsible global citizens.

Переосмысление школьного образования в меняющемся мире

Поскольку мир претерпевает стремительные преобразования, школы должны адаптироваться, чтобы подготовить учащихся к вызовам и возможностям будущего. Образование должно развивать важнейшие навыки, такие как критическое мышление, решение проблем, цифровая грамотность и адаптивность.

Междисциплинарные подходы, преодолевающие традиционные предметные границы, могут способствовать творчеству, инновациям и более глубокому пониманию сложных глобальных проблем.

Поощрение обучения на основе проектов и практического опыта может помочь учащимся применять знания в реальных ситуациях, подготавливая их к разнообразным профессиям и вызовам.

Более того, учет глобальных перспектив в образовании может способствовать повышению осведомленности о культуре, сопереживанию и взаимопониманию, позволяя учащимся стать ответственными гражданами мира..

In the future, schools must embrace a growth mindset, continually evolving to meet the needs of a changing world and equipping students with the skills and values to thrive in an increasingly interconnected and dynamic global society.

<https://historycooperative.org/who-invented-school/>

В будущем школы должны придерживаться установки на рост, постоянно развиваясь для удовлетворения потребностей меняющегося мира и прививая учащимся навыки и ценности, необходимые для процветания во все более взаимосвязанном и динамичном глобальном обществе.

It's your choice activities:

- Make a list of terms.
- Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.
- Give a brief summary of the text.
- Speak about the future of schooling

Key

History's Greatest Teachers & Their Brilliant Students

Socrates was an ancient Greek philosopher, who was born in 470 BC (an estimated date). He is credited as one of the founders of western philosophy.

Socrates first job was as a stone mason, followed by a citizen soldier in army of Athens, but it was his philosophical side, that brought him into prominence in Athens. He was one of the wisest persons in Greece, but always tried to avoid any glory and instead chose to lead a simple life.

Socrates never kept any written records. Most of the things we know about his life come from the writing of his most famous student – **Plato**. Plato was a genius student of an equally genius teacher, and was a great philosopher in his own right. He was also the founder of the first institution of higher learning in western world – The Academy in Athens (going a step further from Socrates, who never founded a formal school and questioned the concept of a teacher's ability to impart knowledge. One

of his famous quotes proves this point, where Socrates said: “I can not teach anybody anything, I can only make them think”.)

Taking a lesson from his teacher Plato took care to write down his entire work with the result that his work has survived for the last 2300 years. His teachings spread as far as Byzantine Empire and the Islamic world in the future. Modern western poets like William Wordsworth and Percy Shelly also found encouragement in Plato’s work.

Aristotle was an erudite Greek philosopher, and along with his teacher Plato, he is called “Father of western Philosophy”. He came to the Academy founded by Plato from northern Greece , joined there at the age of 17 and stayed there for the next 20 years, first as a student of Plato and then as a teacher in the Academy till Plato’s death. Although one of the best students of Plato, he was passed over as Plato’s successor in the Academy after Plato’s death because of his closeness to the court of Macedonia.

Aristotle was a polymath (a person whose expertise spans a significant number of different subjects), which can be seen from his writings on – physics, metaphysics, zoology, logic, aesthetics, poetry, music, psychology, economics, politics and government. Soon after Plato died, Aristotle left Athens, at the request of King Philip II of Macedonia, to tutor his son – Alexander the Great.

<https://www.guidebooktolife.com/historys-greatest-teachers-their-brilliant-students>

Unit XIX. PEDAGOGY

WARM-UP

- Answer the questions about your learning experience at the university.

1. What is your favorite subject at the university? Why?
2. Do you like English class? Why yes or why not?
3. What is the biggest challenge you face at the university?
4. Do you prefer studying alone or in a group? Why?
5. Do you think homework is important for students? Why yes or why not?
6. What do you think could be done to improve the quality of education at your university?
7. Do you think it's better to have a strict teacher or a lenient teacher? Why?
8. Have you ever had a teacher who inspired you?

-

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

The history of pedagogy

Pedagogy has a different beginning than education, despite the fact that their stories go hand in hand. Pedagogy was born at the moment in which the process of the transmission of knowledge or trades, education acquires sufficient relevance in ancient society to become the very object of reflections.

The first objectively thought and designed teaching methods arose in the Ancient East (India, China, Persia or Egypt) and soon had their counterpart in Ancient Greece. The teaching was planned from religion and the preservation of local traditions.

In the Greek case it was differentiated into different philosophical schools, in charge of distinguished teachers such as Socrates, Plato or Aristotle. Each of them proposed their particular teaching methods.

Socrates, for example, relied on dialogue and made his disciples walk alongside him while they debated a topic. Hence, Plato, one of his students, later wrote the *Socratic Dialogues* as a way of remembering the teachings of his teacher.

The Roman Empire proposed one of the earliest and best-known pedagogical concepts in the West, known as the Trivium and Quadrivium, with an emphasis on rhetoric, grammar, and dialectics. At that time the role of the teacher as an official of the polis was established, with Marco Fabio Quintilliano being the main Roman pedagogue. This was repeated throughout the Empire.

Later, the Muslim conquest of southern parts of Europe and North Africa imposed Muslim schools. Thus the first Western university was founded in Córdoba, Spain. When it was administered by feudalism, it allowed access to formal education only to the children of nobles, aristocrats and kings, or the clergy, who exercised control of the letter.

During the Middle Ages, universities were designed from the exercise of religious faith. The education of the peasants and the lower classes was in charge of their own parents or in workshops and popular schools, where they basically learned a trade.

The traditional pedagogy began in the seventeenth and eighteenth centuries, in France, thanks to the consolidation of the Jesuits in the school institution, and the efforts of Saint Ignatius of Loyola. It started from the idea that the child should be separated and protected from the adult world until it was formed. That is why boarding schools were created, in which young people from different social strata lived together.

From then on, reflection on the way of educating was commonplace in the work of thinkers such as René Descartes, Jean Jacques-Rousseau or Immanuel Kant.

The modern facet of pedagogy (соврем аспект пед) was born in the 19th century and revolutionized educational concepts. It incorporated women into educational work and established the idea that learning could take place through the friendly collaboration of the student and the teacher. A teaching was proposed in an open-air environment, which progressed at the student's own pace, and not the teacher's .

But the founding at the beginning of the 20th century of modern disciplines such as psychology, sociology and psychoanalysis forever altered the idea of existing pedagogy, thanks to the contributions of A. Pavlov, J. Watson and E. Thorndike, BF Skinner, Jean Piaget, or the Belgian pedagogue Ovide Decroly.

In terms of contemporary trends, pedagogy dabbles in much more liberal

areas of the science of teaching . It uses methods ranging from self-learning to teaching through art forms or other similar models.

<https://crgsoft.com/pedagogy-what-it-is-history-types-uses-and-characteristics/>

• Give Russian equivalents for the following words and word combinations.

a) Ancient East, India , China , Persia, Egypt, Ancient Greece, Socrates, Plato, Aristotle, Socratic Dialogues, the Roman Empire, the West, the Trivium and Quadrivium, Marco Fabio Quintillano, Roman pedagogue, the Muslim conquest, North Africa, Córdoba, Spain, the Middle Ages, the Jesuits, Saint Ignatius of Loyola, France, Saint Ignatius of Loyola, René Descartes, Jean Jacques-Rousseau, Immanuel Kant, A. Pavlov, J. Watson, E. Thorndike, B F Skinner, Jean Piaget, the Belgian pedagogue Ovide Decroly

b) Pedagogy, relevance, sufficient, a counterpart, religion, a dialogue, disciples, an access, a topic, a pedagogue, emphasis, rhetoric, grammar, dialectics, feudalism, nobles, aristocrats, kings, the clergy, a peasant, parents, workshops, a trade, a child, an adult, pace, world, different, women, psychology, sociology, psychoanalysis, contribution, a method

c) ancient society, philosophical schools, distinguished teachers, pedagogical concepts, an official of the polis, formal education, the lower classes, popular schools, traditional pedagogy, social strata, boarding schools, open-air environment, modern disciplines

• Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to be born, to acquire, to arise, to plan, to differentiate, to propose, to rely on, to debate, to remember, to repeat, to establish, to impose, to found, to administer, to allow, to access, to exercise, to design, to be in charge of , to separate, to protect, to create, to revolutionize, to form, to incorporate, to take place, to progress, to alter, to exist, to dabble, to range, to use

1. The first objectively thought and designed teaching methods ... in the Ancient East	a. was proposed, progressed
2. The teaching ... from religion and the preservation of local traditions.	b. dabbles
3. In the Greek case it ... into different philosophical schools,	c. should be separated ... protected, was formed
4. Distinguished teachers such as Socrates, Plato or Aristotle ... their particular teaching methods.	d. was differentiated
5. Later, the Muslim conquest of southern parts of Europe and North Africa ... Muslim schools.	e. proposed
6. Thus the first Western university ... in Córdoba, Spain.	f. imposed
7. During the Middle Ages, universities ... from the exercise of religious faith.	g. was planned
8. It <i>The traditional pedagogy</i> started from the idea that the child ... and ... from the adult world until it	h. was founded
9. That is why boarding schools ..., in which young people from different social strata lived together.	i. uses, ranging
10. A teaching ... in an open-air environment, which ... at the student's own pace, and not the teacher's .	j. arose
11. In terms of contemporary trends, pedagogy ... in much more liberal areas of the science of teaching.	k. were designed
12. It ... methods ... from self-learning to teaching through art forms or other similar models.	l. were created

• Match English words and word combination in left column with the Russian equivalents in the right column

1. to go hand in hand	1. были созданы школы-интернаты
2. the first objectively thought and designed teaching methods	2. с точки зрения современных тенденций
3. the preservation of local traditions	3. сохранение местных традиций
4. in charge of	4. ответственный за
5. particular teaching methods	5. благодаря
6. to exercised control of the letter	6. идти рука об руку
7. the exercise of religious faith	7. первые объективно продуманные и разработанные методы обучения
8. thanks to	8. особые методы обучения
9. boarding schools were created	9. осуществлять контроль над
10. in terms of contemporary trends	письмом
	10. отправление/осуществление религиозной веры

• Translate parts of the sentences from Russian into English and visa versa.

1. Педагогика родилась at the moment in which процесс передачи знаний или воспитания acquires sufficient актуальность in ancient society to become the объектом размышлений..

2. В случае с Грецией it was differentiated на различные философские школы , in charge of выдающимися учителями such as Сократ, Платон или Аристотель. Each of them предлагал their особые методы обучения.

3. Римская империя proposed one of the earliest and известных педагогических концепций на Западе with an emphasis риторику, грамматику и диалектику.

4. Сократ, for example, опирался на диалог and made his учеников walk alongside him while они обсуждали ту или иную тему. Plato, один из его учеников, later wrote the "Сократические диалоги", as a way of remembering the учение своего учителя.

5. At that time the role of the teacher as должностного лица полиса was established, with Marco Fabio Quintillano being главным римским педагогом.

6. When it was administered by feudalism, it allowed доступ к формальному образованию only to the children дворян, аристократов и королей, или духовенства.

7. Образование крестьяне и низшие классы was in charge of своих родителей или в мастерских и народных школах,, where they basically learned a ремеслу.

8. Традиционная педагогика зародилась in the seventeenth and eighteenth centuries, in France, благодаря the consolidation of the иезуитов in the school institution, and the efforts of святого Ignatius of Loyola.

9. From then on, размышления о способах воспитания was commonplace in the work of мыслителей such as Рене Декарт, Жан Жак-Руссо или Иммануил Кант.

10. The modern facet of pedagogy зародилась in the 19th century and произвела переворот в образовательных концепциях. It приобщил женщин к педагогической деятельности and established the idea that learning может происходить в дружеском сотрудничестве ученика и учителя.

11. The founding at the beginning of 20-го века of modern disciplines such как психология, социология и психоанализ, как психология, социология и психоанализ, forever altered the idea of existing pedagogy, благодаря вкладу А. Павлова, Дж. Уотсона и Э. Торндайка, Б.Ф. Скиннера, Жана Пиаже или бельгийского педагога Овиде Декроли.

12. С точки зрения современных тенденций, pedagogy dabbles in much more liberal areas науки о преподавании. It uses methods варьирующиеся от самообучения to teaching through art forms или других подобных моделей.

• Read the text again and answer these questions.

1. When and where was pedagogy born?

2. What was the teaching planned from?

3. What distinguished teachers proposed their particular teaching methods in the Greek case?

4. What pedagogical concepts did the Roman Empire propose?

5. Where was the first Western university founded?
6. What were universities designed from during the Middle Ages?
7. Who was the education of the peasants and the lower classes in charge of?
8. When and where did the traditional pedagogy begin?
9. Why were boarding schools created?
10. When was the modern facet of pedagogy born?
11. How were educational concepts revolutionized?
12. What has altered the idea of existing pedagogy at the beginning of the 20th century?

CROSS-CULTURAL NOTES

- Read the text about modern teaching methods from across the globe.
Find the necessary information to define the country/region the following statements belong to..

1. School-leavers are considered among the best educated in the world. Many schools offer students a combination of teaching methods with a focus on the pupil as an individual.

- a) The UK b) The USA c) Europe d) China

2. Schools are tailoring learning opportunities to individuals' preferred learning styles, such as creating visual opportunities for visual learners, etc.

- a) Europe b) China c) Scandinavia d) Australia

3. Pupils were offered two streams of learning, academic and general, which covered more vocational subjects, and lessons were teacher-led with traditional classroom setup.

- a) Australia b) Canada c) The UK d) The USA

4. Testing is regular, with students subject to both ongoing assessment and periodic exam-like testing to determine progress.

- a) The UK b) Europe c) China d) Scandinavia

5. Teacher-led learning takes precedence over allowing students to explore topics in their own way.

- a) The UK b) Europe c) Australia d) The USA

6. Schools are big on gamification, technology and coding with brand-new technology.

- a) China b) Scandinavia c) Australia d) Canada

7. The teacher-led methodology nurtures some of the best mathematicians in the world with a heavy focus on learning the concepts and logic behind problems.

- a) Europe b) China c) The UK d) The USA

8. Teaching doesn't just take place in a traditional classroom, teachers are encouraged to use the outside in their lessons and many schools feature flexible learning spaces.

- a) Australia b) Scandinavia c) The USA d) China

Modern Teaching Methods From Across the Globe

The main principle of teaching, imparting knowledge to students in order to prepare them for an independent and rewarding career and life, is the same across the world. Teaching practices and methods can vary vastly – we've covered some of the most popular countries for teachers to work in here!

What Are The Most Prevalent Teaching Methods Across The Developed World?

Scandinavians have a reputation for their innovative and successful education system that enables children to flourish in more natural and less exam-focused way than their European counterparts. Compulsory education doesn't start until child is 7, and they aren't subjected to mandatory exams until they reach 16. Students of all abilities are taught together and it's suggested that this may contribute to the smallest gap between the highest achieving students and the lowest. Nordic schools are big on gamification, technology and coding with brand-new

technology. Teaching doesn't just take place in a traditional classroom, teachers are encouraged to use the outside in their lessons and many schools feature flexible learning spaces.

Teachers in the **US** have a focus on the core subjects, with the goal of all pre-16 education to pass exams and land a place in college. This can mean that teacher-led learning takes precedence over allowing students to explore topics in their own way. Popular teaching methods vary widely. In more traditional and conservative states across 'Middle America' teaching methods haven't changed much for many students over the last 25 years, whereas in progressive states such as Florida, New York and much of the East Coast, students can expect reformed education policy that encourages more high-tech, student-led learning.

The **Chinese**' teacher-led methodology nurtures some of the best mathematicians in the world with a heavy focus on learning the concepts and logic behind problems. There's also a completely different attitude towards teaching and learning – China's One-Child policy has meant that a heavy expectation is placed on the single child of a family, and educational success rests almost entirely on passing the College Entrance Exam. Lessons are mainly teacher-led and Western teachers might be surprised by the discipline shown in classes by even the youngest pupils – the lecture style of the majority is hard to visualise working in any other culture.

The majority of **European** schools have a focus on passing various exams throughout the compulsory education years, with the ultimate goal being acceptance to University or College. Popular teaching methods vary widely across Europe. In France, for example, there's a growing movement of technology-centric learning and more discussion, projects and pupil-led teaching. School hours are considered long compared to the rest of the world with some students in France, Germany, Switzerland and Spain expected to attend school on Saturday mornings. European school-leavers are considered among the best educated in the world and many schools offer students a combination of teaching methods with a focus on the pupil as an individual.

Teaching in the **UK** has undergone somewhat of a transition in the

last decade. More traditional teaching methods are seen as old-fashioned, with a move towards an increasingly holistic environment for learning, especially with the introduction of Free Schools which are allowed to set their own curriculum. In classrooms, learning is a mixture of discussion games, practical work and projects, with the majority of teachers adverse to spending long periods of time at the blackboard delivering instruction. Testing is regular, with students subject to both ongoing assessment and periodic exam-like testing to determine progress. All students aim towards passing exams at 16.

Australian schools are undergoing a period of transition, moving away from the traditional teaching-led teaching model to a more pupil-led classroom. Curriculums are based around children learning best when active, with a significant move towards utilising technology in the classroom and a particular focus on ‘gamification’, applying elements of gaming such as quests, levels to the learning process. Schools are also tailoring learning opportunities to individuals’ preferred learning styles, such as creating visual opportunities for visual learners, etc.

The **Canadian** education system places the responsibility for deciding curriculum and testing on individual states. This means that education systems can vary widely across the country. Traditionally, pupils were offered two streams of learning, academic and general, which covered more vocational subjects, and lessons were teacher-led with traditional classroom setup. In recent years, classrooms across Canada have been moving towards a more flexible and holistic approach to learning with the focus on concept-based learning, literacy and numeracy whilst supporting deeper understanding of problem-solving.

What Type Of Teaching Is Most Effective?

The majority of developed countries have seen a significant shift towards a more pupil-centric, tech-led system of imparting knowledge. Across the world, traditional teaching methods are being cast aside in favour of more modern and effective strategies with a

view to developing deeper understanding and critical thinking abilities in pupils. There is no single metric that can analyse the success of a country's education policy – as teaching methods evolve and new research is published, education professionals must make their own judgments on the most effective methods to implement in their own teaching. If you want further reading, there's some fantastic research and information on [traditional teaching vs. newer methods here](https://engage-education.com/blog/modern-teaching-methods-from-across-the-globe/)
<https://engage-education.com/blog/modern-teaching-methods-from-across-the-globe/>

- *Make a presentation on outstanding Russian pedagogues.*

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

- | |
|---|
| <p>a. love his profession and
b. infancy, childhood, adolescence, maturity
c. into account the individual characteristics
d. also to develop mental abilities
e. an important contribution to the development
f. qualities of the teacher
g. set of requirements to activate
h. emphasized that the degree of success
i. with the word "didactics".
j. the nature and psyche of the child</p> |
|---|

Distinguished Pedagogues of the XVI-XX centuries

Pedagogues who lived in European countries in the XVI-XX centuries made (1) ... of school-educational and pedagogical ideas, the professional activity and moral (2)

Jan Amos Comenius (1592-1670), the great Czech pedagogue, developed the class-lesson system in school education for the first time in history. The school should provide comprehensive knowledge to children, develop their intelligence, morals, emotions and will.

According to Comenius, upbringing should be in harmony with nature, he emphasizes the need to take (3) ... of the child in upbringing, the characteristics of the child's age in education. Comenius divides human development into four stages: (4)

At the time when Comenius lived, there was a custom to express the terms of education, upbringing, teaching (5) The continuity of didactic teachings can be seen in the teachings of Russian pedagogues **K.D. Ushinsky, N.G. Chernyshevsky and N.A. Dobrolyubov.**

In the XVIIIth century, the Swiss pedagogue **Heinrich Pestalozzi** (1746-1827) founded the system of principles of developmental education. According to Pestalozzi, education should be carried out in harmony with (6) ... , and education should start from the simplest and gradually and consistently move to the complex. According to Pestalozzi, the task of education is not only to acquire certain knowledge, but (7)

In the XIXth century, a German pedagogue, **Friedrich Adolph Wilhelm Diesterweg (1790-1866)** proposed a whole (8) ... the learning process. Diesterweg (9) ... of education depends not on the content of the textbook or the method of teaching, but also on the teacher himself. A good teacher should master his subject thoroughly, (10) ... children. According to Diesterweg, a good teacher firmly implements his educational principles and never deviates from them.

<https://www.savol-javob.com/en/the-history-of-the-development-of-world-pedagogy/?ysclid=ls1lps018i511201033>

DISCUSSION

- *Discuss the following items.*

1. What challenges do you think teachers face in today's educational system?
2. What role do parents play in a child's education?
3. What do you think about online education?
4. How has education influenced your life so far?

PROFESSIONAL ISSUES

- Read the Russian version of the text first.
- Read the text in English paying attention to the vocabulary and grammar structure of the sentences.

Methods and Pedagogy in Social Studies

Social studies education thrives on a blend of traditional and innovative teaching methods, ensuring dynamic, engaging, and effective learning experiences for students.

1. Inquiry-based Learning:

Rooted in questioning, this approach encourages students to explore topics by asking questions, investigating sources, and drawing conclusions based on evidence.

2. Role of Primary and Secondary Sources:

Authentic documents, artifacts, diaries, letters, and more serve as primary sources, offering firsthand accounts of events. Secondary sources, on the other hand, provide interpretations, giving students a layered understanding.

Методы и педагогика в обществознании

Образование в области обществознания основывается на сочетании традиционных и инновационных методов обучения, обеспечивающих динамичное, увлекательное и эффективное обучение студентов.

1. Обучение, основанное на запросах:

Основанный на анкетировании, этот подход побуждает студентов изучать темы, задавая вопросы, исследуя источники и делая выводы на основе фактических данных.

2. Роль первичных и вторичных источников:

Подлинные документы, артефакты, дневники, письма и многое другое служат первичными источниками, предлагая рассказы о событиях из первых рук. Вторичные источники, с другой стороны, предлагают интерпретации, давая студентам многоуровневое понимание.

3. Use of Multimedia and Technology:

From documentaries to interactive digital timelines and simulations, technology plays a pivotal role in modern social studies classrooms.

4. Community Engagement and Service-learning:

Direct engagement with the community—be it through interviews, visits, or community projects—helps bridge the gap between theoretical knowledge and real-world applications.

5. Discussion and

Debate: Open forums for discussion and debate cultivate critical thinking, allowing students to express viewpoints, challenge opinions, and learn through dialogue.

6. Project-based Learning:

This method encourages students to undertake comprehensive projects on specific topics, fostering research skills, collaboration, and deep understanding.

3. Использование мультимедиа и технологий:

От документальных фильмов до интерактивных цифровых хронологии и симуляций технологии играют ключевую роль в современных классах обществознания.

4. Вовлечение сообщества и “обучение служению”:

Прямое взаимодействие с сообществом — будь то посредством интервью, визитов или общественных проектов - помогает преодолеть разрыв между теоретическими знаниями и практическими приложениями.

5. Обсуждение и

дебаты: Открытые форумы для обсуждения и полемики развивают критическое мышление, позволяя студентам выражать точки зрения, оспаривать мнения и учиться посредством диалога.

6. Обучение на основе проектов:

Этот метод поощряет студентов к выполнению комплексных проектов по конкретным темам, развивая исследовательские навыки, сотрудничество и глубокое понимание.

7. Field Trips and Experiential Learning: Visits to historical sites, museums, and cultural centers enrich the learning experience, providing tangible connections to the curriculum.

Effective pedagogy in social studies is centered around making learning relevant, fostering critical thinking, and ensuring students are active participants in their own education journey.

<https://socialstudieshelp.com/>

7. Экскурсии и обучение на собственном опыте: Посещения исторических мест, музеев и культурных центров обогащают учебный процесс, обеспечивая ощутимую связь с учебной программой.

Эффективная педагогика в области обществознания сосредоточена на том, чтобы сделать обучение актуальным, способствовать развитию критического мышления и обеспечить активное участие учащихся в их собственном образовательном пути.

It's your choice activities:

- *Make a list of terms.*
- *Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.*
- *Give a brief summary of the text.*
- *Speak about methods and pedagogy in Social Studies*

Key

Distinguished Pedagogues of the XVI-XX centuries

Pedagogues who lived in European countries in the XVI-XX centuries made an important contribution to the development of school-educational and pedagogical ideas, the professional activity and moral qualities of the teacher.

Jan Amos Comenius (1592-1670), the great Czech pedagogue, developed the class-lesson system in school education for the first time in history. The school should provide comprehensive knowledge to children, develop their intelligence, morals, emotions and will.

According to Comenius, upbringing should be in harmony with nature, he emphasizes the need to take into account the individual characteristics of the child in upbringing, the characteristics of the child's age in education. Comenius divides human development into four stages: infancy, childhood, adolescence, maturity.

At the time when Comenius lived, there was a custom to express the terms of education, upbringing, teaching with the word "didactics". The continuity of didactic teachings can be seen in the teachings of Russian pedagogues **K.D. Ushinsky, N.G. Chernyshevsky and N.A. Dobrolyubov.**

In the XVIIIth century, the Swiss pedagogue **Heinrich Pestalozzi** (1746-1827) founded the system of principles of developmental education. According to Pestalozzi, education should be carried out in harmony with the nature and psyche of the child, and education should start from the simplest and gradually and consistently move to the complex. According to Pestalozzi, the task of education is not only to acquire certain knowledge, but also to develop mental abilities.

In the XIXth century, a German pedagogue, **Friedrich Adolph Wilhelm Diesterweg (1790-1866)** proposed a whole set of requirements to activate the learning process. Diesterweg emphasized that the degree of success of education depends not on the content of the textbook or the method of teaching, but also on the teacher himself. A good teacher should master his subject thoroughly, love his profession and children. According to Diesterweg, a good teacher firmly implements his educational principles and never deviates from them.

<https://www.savol-javob.com/en/the-history-of-the-development-of-world-pedagogy/?ysclid=ls1lps018i511201033>

Unit XX. MY FUTURE PROFESSION

WARM-UP

Pedagogy MCQs with Answers for NTS Tests

(Контрольная работа по педагогике с ответами для тестов NTS)

1. What is the Most Important Work of a Teacher?

- (a) *To take care of children* (b) *To Evaluate the students*
(c) *To deliver the lecture in Class* (d) *To organize teaching Work*

2. As a teacher if you receive a greeting card from you student on Teacher's day. What will you do?

- (a) *Do Nothing* (b) *Say Thanks to Them*
(c) *Ask them to not to waste money* (d) *reciprocate good wishes to them*

3. Most important thing while writing on Whiteboard is _____?

- (a) *Writing Clear Words* (b) *Writing Small words*
(c) *Writing Big Words* (d) *Good Writing*

4. You have a choice to choose one of the following professions. Which one you will choose for you?

- (a) *Army* (b) *Bank* (c) *Teacher* (d) *Bank*

5. Women teachers are good than male teachers at primary level because of __

- (a) *they are ready to work with low salary*
(b) *They do not get chances to be selected in other professions*
(c) *They are more patient with Children*
(d) *Higher Qualification is not needed in this profession*

6. It is good to teach in Mother language at primary level because ____

- (a) *It is easy for students to understand*
(b) *It develops self-confidence in children*
(c) *It helps children in learning in natural atmosphere*
(d) *It is helpful in intellectual development*

7. What is the main work of giving students Homework?

- (a) *to keep them busy at home* (b) *to develop habit of self study*
(c) *to check how intelligent they are* (d) *to check how much they care about study*

8. How to teacher can motivate the students?

- (a) *by giving them suitable prizes* (b) *giving them examples*
(c) *delivering motivational speech in class* (d) *giving proper guidance*

9. Why is Environmental education necessary for schools?

- (a) *to provide a job to teacher* (b) *it is important part of life*
(c) *we can't escape from environment* (d) *to decrease environmental pollution*

10. A Good Teacher Should be ___.

- (a) *Honest* (b) *dutiful* (c) *punctual* (d) *all of them*

11. If you fail to get a teacher job, what will you do next?

- (a) *will choose another profession* (b) *keep applying for teaching*
(c) *start giving tuition at home* (d) *will remain at home until get a job*

12. While your lecture if a student asks an irrelevant question to the topic. What will be your reaction?

- (a) *Punish him considering it indiscipline act*
(b) *You'll answer the question after the class*
(c) *You'll allow him to ask irrelevant questions*
(d) *You'll not allow him to ask such questions*

13. If a student of your class comes late in class, what you will do?

- (a) *call his father* (b) *punish him*
(c) *try to know the reason* (d) *its alright and no need to pay attention*

14. If the student fails in any subject, it can be understand that

-
- (a) *its due to bad teaching* (b) *the text-books failure*
(c) *It;s an individual student's failure* (d) *the system failure*

15. What is the purpose of basic educational scheme?

- (a) *to vocationalize the education*
(b) *to universalize primary education*
(c) *to make education compulsory to all children*
(d) *to fulfill basic need of persons through education*

16. What is the main success of a teacher?

- (a) *his good teaching* (b) *keeping good character*
(c) *high numbers of students in exam* (d) *good traits of his personality*

17. You are a teacher and your student is not paying respect to you, what you will do?

- (a) *ignore his attitude* (b) *talk to his parents*
(c) *give him less marks in exam* (d) *rebuke him*

18. What will you like to do if a fair is being organized in your school?

- (a) *take part in function* (b) *only visit the fair*
(c) *to take a shop to sell something* (d) *arrange free water to visitors*

19. According to you what is the main trait of a student?

- (a) *obedience* (b) *speak truth*
(c) *co-operation in teacher* (d) *responsible*

20. A teacher has serious defect if he _____

- (a) *is not mature mentally* (b) *is physically handicapped*
(c) *has weak personality* (d) *punishes students for nothing*

<https://ilmihub.com/pedagogy-mcqs-with-answers-for-nts.html>

READING. HISTORY STORIES.

- Read the text. What is the text about? What points does the text cover?

What is a History Teacher?

by Nicole Madison

A history teacher is an educator who imparts knowledge about past events, civilizations, and notable figures. They help students understand the context of our present world by exploring its roots. They inspire critical thinking and analytical skills. But how does a history teacher make past events relevant today?

A history teacher is an individual who teaches students about past events, generally at a high school or lower academic level. This individual teaches students about past civilizations, historical events, cultures, and political structures. He informs students about such things as the languages and religious practices of people who lived long ago. He also introduces

and explains past wars, rulers, and major changes in society. A history teacher also covers such things as past styles of dress, work, food, celebrations, and home life.

Some history teachers choose to teach at the elementary school level. In some places, history teachers may teach elementary school students such subjects as ancient history, world history, and local history. They may cover important wars, rulers, and historical events that changed the world or a particular region. In other places, however, elementary school teachers do not teach just one topic to their assigned class. Instead, they must teach other basic subjects, such as science, math, and writing, in addition to history.

High school history teachers likely majored in history in college. Often, history teachers who instruct in middle or high school teach history and nothing else. For example, a history teacher may teach several history classes per day at this level rather than remaining with one group of students for the entire day. Some teachers may teach just one history subject, such as world or ancient history, while others may cover several different history subjects over the course of one day, switching subjects each time a different group of students enters the classroom.

History teachers may teach several history classes per day, each focused on a different area of history.

Some history teachers instruct students on a higher level, teaching history in college or graduate school. This type of history teacher is usually referred to as a history professor and covers highly specific history subjects. For example, a college-level history professor may teach medieval history, history of the Middle East, or European or American history. Some professors focus on one type of history or a specific time period while others teach a variety of courses and cover a range of historical time frames.

In most places, an individual needs a college degree in order to become a history teacher. For teaching in elementary school, an individual may need an education degree or a history degree with a minor in education. To teach in middle school or high school, teachers are usually expected to earn college degrees in a history-related subject. College

professors typically earn advanced degrees in history, with many beginning their careers with Doctor of Philosophy (Ph.D.) degrees. Some colleges may also hire instructors who have master's degrees, especially if they will be assisting other professors or teaching part time.

<https://www.practicaladultinsights.com/what-is-a-history-teacher.htm>

- Give Russian equivalents for the following words and word combinations.

a) an educator, knowledge, civilization, an individual, events, culture, languages, wars, rulers, work, food, celebrations, the world, topic, science, math, writing, level, a college, a graduate, a school, a professors, a degree, careers, instructors

b) a history teacher, past events, notable figures, critical thinking, analytical skills, past civilizations, political structures, religious practices, major changes in society, past styles of dress, home life, a particular region, in addition to, per day, the entire day, a specific time period, part time, lower academic level

c) basic subjects, history subject, ancient history, world history, local history, history of the Middle East, European history, American history, medieval history

d) a high school, a middle school, an elementary school, a graduate school, the elementary school level, elementary school students, elementary school teachers, high school history teachers, a college-level history professor, an education degree, a master's degree, Doctor of Philosophy (Ph.D.) degree

- Find the meaning of the following English words in the dictionary. Use the words in the sentences below.

to impart, to inspire, to teach, to inform, to introduce, to explain, to cover, to choose, to change, to major in, to instruct, to remain, to switch, to enter, to refer to, to focus on, to earn, to hire, to assist, to assign

- | | |
|---|--------------------------------|
| 1. A history teacher is an educator who ... knowledge about past events, civilizations, and notable figures. | a. covers |
| 2. Teachers ... critical thinking and analytical skills. | b. majored |
| 3. He ... students about such things as the languages and religious practices of people who lived long ago. | c. To teach, to earn |
| 4. A history teacher also ... such things as past styles of dress, work, food, celebrations, and home life. | d. instruct, teach |
| 5. Some history teachers ... to teach at the elementary school level. | e. may teach, remaining |
| 6. In some places, history teachers ... elementary school students such subjects as ancient history, world history, and local history. | f. may hire, will be assisting |
| 7. Teachers ... important wars, rulers, and historical events that ... the world or a particular region. | g. informs |
| 8. In other places, however, elementary school teachers ... just one topic to their ... class. | h. choose |
| 9. High school history teachers likely ... in history in college. | i. imparts |
| 10. Often, history teachers who ... in middle or high school ... history and nothing else. | j. inspire |
| 11. For example, a history teacher ... several history classes per day at this level rather than ... with one group of students for the entire day. | k. may teach |
| 12. ... in middle school or high school, teachers are usually expected college degrees in a history-related subject. | l. may cover, changed |
| 13. Some colleges ... instructors who have master's degrees, especially if they ... other professors or teaching part time. | m. do not teach, assigned |

• Match English words and word combination in left column with the Russian equivalents in the right column

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. to understand the context of our present world by exploring its roots 2. to make past events relevant today 3. to focus on a different area of history 4. a range of historical time frames 5. at a high school or lower academic level 6. an education degree 7. a history degree with a minor in education. 8. to earn college degrees in a history-related subject. 9. to teach part time 10. assigned class. 11. graduate school. | <ol style="list-style-type: none"> a. аспирантура b. получить степени в колледже по предмету, связанному с историей. c. преподавать неполный рабочий день. d. сделать события прошлого актуальными сегодня e. степень по истории со специализацией в области образования. f. закрепленный за учителем класс g. сосредоточиться на различных областях истории h. понять контекст нашего современного мира, изучив его истоки i. ряд исторических временных рамок/периодов j. на уровне средней школы или ниже k. степень в области образования |
|--|--|

• Translate parts of the sentences from Russian into English and visa versa.

1. A history teacher - это педагог who передающий знания about past events, цивилизациях и выдающихся личностях.
2. Some history teachers предпочитают to teach в начальной школе.
3. Учителя истории may teach учащимся начальной школы such subjects , как древняя история, всемирная история и местная история.
4. Учителя истории средней школы likely специализировались на истории в колледже.

5. Некоторые teachers may teach только один предмет по истории, such мировую историю или историю древнего мира, while другие may cover several different history subjects over the course of one day, меняя предметы каждый раз a different group of students enters the classroom.
6. Some history teachers обучают студентов на более высоком уровне, teaching history in college или аспирантуре.
7. Этот тип учителя истории is usually referred to as профессором истории and охватывает highly specific предметы истории.
8. Some professors сосредотачиваются на one type of history or определенном периоде времени while others teach a различные курсы and cover различные исторические периоды.
9. In most places, человеку необходимо a college degree in order стать учителем истории.
10. Чтобы преподавать in middle school or high school, teachers are usually expected иметь высшее образование по предмету, связанному с историей.
11. Some colleges также могут нанимать instructors who have степень магистра, especially if they будут помогать другим профессорам или преподавать неполный рабочий день.

• Read the text again and answer these questions.

1. What is a history teacher?
2. What does a history teacher do?
3. What do history teachers teach students at elementary level? Do they teach only history?
4. What do high school history teacher major in college?
5. What do history teachers teach in middle or high school?
6. What level do history professors instruct students and what history subjects do they cover?
7. What degree does and individual need for teaching in elementary school?
8. What degree are teachers usually expected to earn to teach in middle school or high school?
9. What degrees do college professors typically earn?
10. Can an instructor who has a master's degree teach in college?

CROSS-CULTURAL NOTES

- You're thinking about making the move to teach in the UK or the USA. Here are some of the differences in teaching conditions that you'll experience when you make the move. Read the text and figure out the PROs and CONs in working conditions.

The UK			
PROs	CONs	PROs	CONs

Difference between teacher working conditions in the USA and UK

So you're thinking about making the move to teach in the UK? Here are some of the differences in teaching conditions that you'll experience when you make the move:

More jobs

It is easier to find a job as a teacher in the UK than it is in the USA, due to the teacher shortage the UK is currently experiencing. In the USA, teachers may need to move to a different town or state to find the right teaching job, whereas in the UK, schools in most areas will have teaching vacancies.

Career progression

Teachers who are committed to their roles will find there are more opportunities to advance in British schools than they might be used to in America. Due to the teacher shortage in the UK, there is often a vacant position to advance into, either at the school you are currently in, or in another local school.

Flexible working

Schools in the UK will also work hard to ensure their teachers are happy and supported, meaning that they will work with you to create a style of work that suits you and the school. This could be by reducing work wherever possible or providing training and advancement opportunities more regularly. This helps to reduce teacher turnover in this teacher-short environment.

Flexible and creative curriculum

The UK curriculum is very flexible, especially in academies. This gives creative teachers from the USA the ability to thrive and bring out the best in their pupils. This differs to the curriculum in the USA, which can be more binding and restrictive.

Higher pay

Pay for UK teachers is set by the School Teachers Pay and Conditions Document (STPCD) which is legally binding in all local authority maintained schools. For qualified classroom teachers (that is, someone who is not a head teacher, assistant head teacher, or leading practitioner) you will be paid on either the Main Pay Range or the Upper Pay Range.

Teacher pay is frequently reviewed and the strong UK teacher unions work to make sure conditions and pay stay competitive.

<https://engage-education.com/us/blog/difference-between-teacher-working-conditions-in-the-usa-and-uk/>

- *Make a presentation on working conditions of history teachers in Russian schools.*

GRAMMAR FOCUS

Insert the phrases given below instead of dots in the text.

a. are a great way of meeting new	e. are loads of opportunities to
b. looking forward to helping out in the college	f. out from studying and relax
c. you a useful inside perspective on university	g. starts at half seven
d. able to discuss it during your seminars	h. take some time to talk
	i. be a bit scary at first
	j. pick up next week's reading

A day in the life of a History student

by Rebecca

Hi! I'm Rebecca and I'm in my first year of studying History here at the University of York. I've had a great start to uni and I've been able to get involved in so much more than just my course, which has really helped me to adjust to life here!

Morning

Usually, if I have a seminar, my day (1) This gives me enough time to get sorted, have breakfast and get across campus for a 9am start. I live on Campus East, about ten minutes from the main campus, and I usually walk or cycle over to my lectures and seminars. Though on cold and rainy mornings, it's nice to be able to take the bus!

Seminars

Seminars make up a large part of teaching in the Department of History. They are a great way to discuss and ask questions about your reading or lectures. Usually, the seminar leader is either a lecturer or a postgraduate student. They give a structure to the seminars and prompt you to think about what was discussed in the lecture.

I really enjoy seminars because they give you an opportunity to ask about the lecture or something you've read, also, develop your understanding of the subject by talking to other students about what they found. Talking in a group can (2) But the good news is, everyone

feels the same way and you're not expected to get it right first time. Actually, a lot of history at degree level is about learning that there probably isn't a 'right' answer at all!

For each seminar, we're given a reading list. Although a lot of the material is online, I much prefer reading the actual books. So after my seminar, I go to the library to (3) If it's not too busy I'll spend a bit of time there getting used to the content and the main approach of each source so it's a bit easier when I start reading in detail.

Afternoon

Then I'll head back to my accommodation for a bit of lunch before starting any work or reading I have. Luckily we don't get a ton of essays on top of our reading. But that means that you're expected to know the material and be (4)

I usually work best in my room, but some people prefer working in the library or in the social areas dotted around campus. It all depends on how you work and what you're doing.

Evening

By around half five most people in the house have finished their contact hours and we end up hanging out in the kitchen while we make dinner. It's great to take some time (5)

Most evenings, we'll try to do something as a group. Either going out into town, going to one of our college's events or just playing Cards Against Humanity in the kitchen.

I'm also part of the musical theatre and creative writing societies, which have regular meetups on campus. Societies (6) ... people aside from those on your course and in your accommodation. *They're a lot of fun too!*

I've also recently been elected as one of my college's wellbeing officers. I'm really (7) ... community and giving something back to the university.

Bedtime

Normally before I go to bed I'll (8) ... to my family and see what's going on back home. Not having your family and friends from home nearby can be really difficult, especially during that first couple of weeks. But I found that getting stuck in with uni life really helped me feel

more comfortable in my surroundings and with the people I was living with. It definitely helped me to keep my mind off home. I still try to stay in touch with everyone though and visit home a couple of times during the term when I can – particularly if I’m missing my cat!

Hopefully, this has given (9) ... life and has helped you feel a bit more confident about coming to study at York! The whole university is so friendly and supportive. Away from your studies, there (10) ... get involved with your college, societies, and sports teams.

My advice for a good first year would be to try and get stuck in with everything and have fun alongside your work. Just don’t forget about studying!

<https://blogs.york.ac.uk/student-voices/2019/01/15/day-in-the-life-history-student/>

DISCUSSION

- *Discuss the following items.*

1. What challenges does a history teacher face in his/her professional activities?
2. What interactive strategies are available in teaching history at school?
3. Do you think standardized tests accurately measure a student’s knowledge and abilities?

PROFESSIONAL ISSUES

- *Read the Russian version of the text first.*
- *Read the text in English paying attention to the vocabulary and grammar structure of the sentences.*

Teaching History in the 21st century: 5 interactive strategies

“History is boring,” “there are too many dates to memorize,” “why do I care

Преподавание истории в 21 веке: 5 интерактивных стратегий

“История - это скучно”, “слишком много дат, чтобы их запоминать”, “почему меня волнуют события, произошедшие так давно?” - Вот лишь неко-

about things that happened such a long time ago?” are just a few of the questions history teachers have to deal with every day.

In the 21st century, children have changed, and they need new approaches and teaching strategies. Proving your students that history is far from being boring, you can tailor interactive classes that go beyond manuals and sheets of dates and events. Let’s see five fun, interactive strategies to make history classes educational, entertaining, and engaging!

1. Use Media to Teach and Generate Engagement

One of the essential interactive teaching styles and principles is the use of media and technology in the classroom. The easiest way to keep students engaged in the history class is to watch a movie together. Luckily, enough, Hollywood and the cinema industry does not find history boring – on the contrary, moviemakers exploit significant events and historical periods to educate viewers and

торые из вопросов, с которыми учителям истории приходится сталкиваться каждый день.

В 21 веке дети изменились, и им нужны новые подходы и стратегии преподавания. Доказывая своим ученикам, что история - это далеко не скучно, вы можете адаптировать интерактивные занятия, которые выходят за рамки учебников и таблиц с датами и событиями. Давайте рассмотрим пять веселых интерактивных стратегий, которые сделают уроки истории образовательными, развлекательными и увлекательными!

1. Используйте МЕДИА для обучения и привлечения внимания

Одним из важнейших стилей и принципов интерактивного преподавания является использование средств массовой информации и технологий в классе. Самый простой способ увлечь учащихся на уроке истории - это посмотреть фильм вместе. К счастью, Голливуд и киноиндустрия не считают историю скучной – напротив, создатели фильмов используют значимые события и исторические периоды, чтобы просвещать зрителей и одновременно волновать их.

thrill them at the same time.

Depending on the lesson, you can pick a full movie, an animated one, a few episodes from a TV show, a documentary, YouTube videos, and more. All you must do is make sure the class gets a genuine reaction from the movie. The more debate you elicit, the better they will learn the pieces of history you want them to learn.

Before you press the Play button, make sure the movie is age-appropriate. While some make excellent teaching materials, you need to tailor the violence and the emotional burden depending on the kids' age.

2. Field Trips

You will not be able to take the children out of the classroom every week, but try doing it as often as you can. History seems dry and dull in the lack of physical support. Luckily, you have plenty of museums to visit together with the kids to make your point, emphasize a conclusion, or help them associate abstract notions with real-life examples.

В зависимости от урока вы можете выбрать полноценный фильм, анимационный, несколько эпизодов из телешоу, документальный фильм, видеоролики на YouTube и многое другое. Все, что вам нужно сделать, это убедиться, что фильм вызвал у класса искреннюю реакцию. Чем больше споров вы вызовете, тем лучше они усвоят те фрагменты истории, которые вы хотите им преподать.

Прежде чем нажать кнопку воспроизведения, убедитесь, что фильм соответствует возрасту. Хотя из некоторых фильмов получаются отличные учебные материалы, вам нужно адаптировать насилие и эмоциональную нагрузку в зависимости от возраста детей.

2. Экскурсии

Вы не сможете забирать детей из класса каждую неделю, но старайтесь делать это как можно чаще. История кажется сухой и скучной из-за отсутствия физической поддержки. К счастью, у вас есть множество музеев, которые вы можете посетить вместе с детьми, чтобы высказать свою точку зрения, подчеркнуть выводы или помочь им связать абстрактные понятия с примерами из реальной жизни.

You can also take them a bit farther and organize a day-trip to memorial sites, monuments, ruins, famous buildings and landmarks that tell a particular story.

Afterward, encourage children to work individually or in a team to mix what they learned from the books with what they saw in the field to make a point or sustain an idea.

3. History is an Ongoing, Fascinating Story

Do you know who loves history even more than directors do? Writers! If you have a particular topic you want kids to understand better, connect it with the literature they read (curriculum or not).

- Get *Gone with the Wind* and *North and South* and go to discuss the American Civil War;
- Understand the Stone Age and Iron Age by reading the adventures of *Conan the Barbarian*; try to draw similarities among the fictional prehistoric world of

Вы также можете пойти немного дальше и организовать однодневную поездку по мемориальным местам, памятникам, руинам, знаменитым зданиям и достопримечательным местам, которые рассказывают определенную историю.

После этого предложите детям поработать индивидуально или в команде, чтобы совместить то, что они узнали из книг, с тем, что они увидели на экскурсии, чтобы высказать свою точку зрения или поддержать идею.

3. История - это непрерывный, увлекательный рассказ

Знаете ли вы, кто любит историю даже больше, чем режиссеры? Писатели! Если у вас есть конкретная тема, которую вы хотите, чтобы дети лучше поняли, соедините ее с литературой, которую они читают (по учебной программе или нет).

- Отправляйтесь в "*Унесенные ветром*" и обсудите гражданскую войну в США с *Севером и Югом*;
- Поймите Каменный и Железный века, прочитав приключения *Конана-варвара*; попытайтесь найти сходство между вымышленным доисторическим миром Роберта Э. Говарда и древними временами нашей планеты; и т.п.

Robert E. Howard and our planet's ancient times; etc.

You can always invite the English teacher to such class so you two can make an interactive, cross-disciplinary course on events, periods, and social/political evolution of cultures and countries. The English teacher will also be happy about it as such mixes will also help kids understand better the literature they study.

4. Reenactments

While it will be a bit difficult to reenact each battle you have to teach in the book, you can try stepping out of the box from time to time. Reading about fighting in history manuals is not fun, but you can have a class of active kids instead of a bored one, by making the battle/event more real.

After the theatre scene is over, you can quickly engage the entire classroom in the debate, brainstorming sessions, work in pairs, or argumentative presentations of the topic.

Вы всегда можете пригласить преподавателя английского языка на такой урок, чтобы вы вдвоем могли составить интерактивный междисциплинарный курс о событиях, периодах и социальной / политической эволюции культур и стран. Учитель английского языка также будет доволен этим, поскольку такие смешанные уроки также помогут детям лучше понимать литературу, которую они изучают.

4. Реконструкции

Хотя воспроизвести каждое сражение, описанное в книге, будет немного сложно, вы можете время от времени пробовать выходить за рамки. Читать о боевых действиях в пособиях по истории невесело, но вы можете организовать занятия с активными детьми вместо скучающих, сделав битву/событие более реальным.

После окончания театральной сцены вы можете быстро вовлечь весь класс в дискуссию, мозговой штурм, работу в парах или аргументированную презентацию темы.

5. Gamification

In education, gamification is an essential component – kids learn better and for more extended periods if they play or have fun during the learning process. You have many ways to introduce gamification in any learning environment and teaching session, but we will focus on teaching history while tackling the most dreadful aspect of this class: learning of dates.

Insert as much trivia and fun historical facts when you teach them dates.

Teaching interactively engages both the teacher and the classroom. Do everybody a favor and have some genuine fun with history, as kids will love it like never before.

<https://schoolshistory.org.uk/topics/teaching-history-in-the-21st-century-5-interactive-strategies/>

It's your choice activities:

- *Make a list of terms.*
- *Translate the paragraphs from English into Russian or from Russian into English. hiding the right hand or left hand columns respectively.*
- *Give a brief summary of the text.*
- *Speak about interactive strategies to make history classes educational, entertaining, and engaging.*

5. Геймификация

В образовании геймификация является важным компонентом – дети учатся лучше и больше, если они играют или получают удовольствие в процессе обучения. У вас есть много способов внедрить геймификацию в любую учебную среду и на любом занятии, но мы сосредоточимся на преподавании истории, одновременно занимаясь самым ужасным аспектом этого занятия: запоминанием дат.

Добавляйте как можно больше мелочей и забавных исторических фактов, когда учите детей датам.

Интерактивное преподавание вовлекает как учителя, так и класс. Сделайте всем одолжение и по-настоящему позабавьтесь историей, так как детям она понравится как никогда раньше.

Key

Warm Up Test

d	b	d	c	c	a	b	a	d
d	b	c	c	d	a	a	a	a

A day in the life of a History student

By Rebecca

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seminar, I go to the library to pick up next week's reading. If it's not too busy I'll spend a bit of time there getting used to the content and the main approach of each source so it's a bit easier when I start reading in detail.

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Then I'll head back to my accommodation for a bit of lunch before starting any work or reading I have. Luckily we don't get a ton of essays on top of our reading. But that does mean that you're expected to know the material and be able to discuss it during your seminars.

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Evening

By around half five most people in the house have finished their contact hours and we end up hanging out in the kitchen while we make dinner. It's great to take some time out from studying and relax.

Most evenings, we'll try to do something as a group. Either going out into town, going to one of our college's events or just playing Cards Against Humanity in the kitchen.

I'm also part of the musical theatre and creative writing societies, which have regular meetups on campus. Societies are a great way of meeting new people aside from those on your course and in your accommodation. *They're a lot of fun too!*

I've also recently been elected as one of my college's wellbeing officers. I'm really looking forward to helping out in the college community and giving something back to the university.

Bedtime

Normally before I go to bed I'll take some time to talk to my family and see what's going on back home. Not having your family and friends from home nearby can be really difficult, especially during that first couple of weeks. But I found that getting stuck in with uni life really helped me feel more comfortable in my surroundings and with the people I was living with. It definitely helped me to keep my mind off home. I still try to stay in touch with everyone though and visit home a couple of times during the term when I can – particularly if I'm missing my cat!

Hopefully, this has given you a useful inside perspective on

university life and has helped you feel a bit more confident about coming to study at York! The whole university is so friendly and supportive. Away from your studies, there are loads of opportunities to get involved with your college, societies, and sports teams.

My advice for a good first year would be to try and get stuck in with everything and have fun alongside your work. Just don't forget about studying!

<https://blogs.york.ac.uk/student-voices/2019/01/15/day-in-the-life-history-student/>

КРАТКИЙ ГРАММАТИЧЕСКИЙ СПРАВОЧНИК. УПРАЖНЕНИЯ И ТЕСТЫ

Части речи: имя существительное, имя прилагательное, имя числительное, местоимение, наречие, глагол, союз, предлог

Члены предложения: подлежащее (S), сказуемое (P), дополнение (O), определение (A), обстоятельство (M)

  Порядок слов в английском предложении

Главное правило английского языка - прямой порядок слов:

S	–	P	–	O .
Подлежащее	–	Сказуемое	–	Дополнение

В каждом английском предложении обязательно должно быть
ПОДЛЕЖАЩЕЕ и СКАЗУЕМОЕ

Упражнение 1. Разберите предложения по членам.

1. I live in Vladimir. 2. My friend studies at the University. 3. She has a big family. 4. Their son likes sport. 5. I need you.

Упражнение 2. Составьте предложения из данных слов:

1. abroad, in, they, go, summer, always
2. he, listen, music, classical, to, likes, to.
3. in, she, many, original, the, English, read, books.
4. we, last, write, to, Monday, didn't, a, Mary, letter.
5. at, will, come, you, us, five, to, o'clock.



Множественное число имен существительных

Имя существительное + окончание **–s (-es)**

Если существительное в единственном числе оканчивается на:
–у с предшествующей согласной, то во множественном числе –у
меняется на **-i** и добавляется **-es**: a city – cities
–f или –fe, то во множественном числе –f меняется на –v и
добавляется окончание –es или –s: a shelf(полка) — shelves

Исключения:

a man – men

a foot – feet

a woman – women

a child – children

a tooth – teeth

Упражнение 3. Образуйте множественное число существительных. Будьте внимательны! Есть исключения.

Office, bank, nationality, man, certificate, passport, hotel, restaurant, factory, concert-hall, profession, auditorium, sportsman, coffee, lady, text.

Упражнение 4. Переведите на английский язык:

Два президента, три премьер-министра, пять студентов, шесть мужчин, семь женщин, восемь менеджеров, девять банкиров, десять посетителей, двадцать бизнесменов, пятнадцать директоров, тринадцать секретарей.

Притяжательный падеж имен существительных

The child's toys — The children's toys

The boy's books — The boys' books

Притяжательный падеж обозначает принадлежность предмета или лица и отвечает на вопрос **whose? Чей?** и употребляется с одушевленными существительными.

Существительное в притяжательном падеже имеет окончание:

1) **-s** в единственном числе: our **teacher's** lectures – лекции нашего преподавателя

2) **'** (только апостроф) во множественном числе: the **students'** books – книги студентов

Существительное в притяжательном падеже переводится на русский язык либо соответствующим прилагательным, либо существительным в родительном падеже.

Упражнение 5. Переведите на русский язык.

1) Ann's table; 2) this man's book; 3) the boy's bag; 4) the women's pens; 5) my brother's books; 6) their dog's name; 7) Nick's car

Упражнение 6. Измените словосочетания упр.5, используя предлог of.

Ann's table – a table of Ann

Упражнение 7. Измените предложения с предлогом of на существительные в притяжательном падеже.

the toy of the child, he novels of this writer, the birthday of my friend, the husband of my sister, the lecture of our teacher, the sms of Ann, the flat of my parents;

1. The surname of my family is Ivanov. 2. The children of my cousins are at home. 3. The diploma projects of these students are interesting. 4. The telephone of my friend is of a new brand. 5. The cat of my aunt is fat. 6. The assignment of our teacher is difficult.

 Артикли (неопределенный и определенный).

Артикли употребляются с именами существительными. Если есть местоимение или числительное перед существительным, то артикль не ставится. Если существительное употребляется с именем прилагательным, то артикль ставится перед именем прилагательным. Порядковые числительные употребляются с артиклем *the*.

	<i>Единственное число</i>	<i>Множественное число</i>
<i>Любой, всё равно какой</i>	A(n) <i>(только исчисляемые)</i>	-
<i>Именно этот</i>	The	The

Упражнение 8. Образуйте множественное число от следующих существительных.

an eye, a box, the woman, , a goose, the watch, a mouse, a king, the waiter, a star, a mountain, a woman, a dress, a tree, a shilling, the city, the sheep, a tooth., a boy, the queen, a man, the man, a toy

Упражнение 9. Вставьте артикль там, где необходимо.

1. "Is this your ... friend?" — "No, it isn't my ... friend, it is my sister". 2. I have ... sister. My ... sister is ... teacher. My sister's ... husband is ... pilot. 3. I have no ... car. 4. She has got ... terrible ... headache. 5. They have ... dog and two ... cats. 6. My ... cousin says he is going to be ... manager one ...

day. 7. Would you like ... apple? 8. This is ... tree. ... tree is green. 9. I can see three ... children. ... children are playing in ... yard. 10. I have ... car. ... car is white.

11. My ... friend has no ... car.

Предлоги: основные значения

Место:	On – на; In – в; At – в/на
<i>Запомните:</i>	<i>at home, at work, at rest, at school</i>
Направление:	To – в, на, к; From – из, с, от
Время:	At – час; On – день; In – месяц\год By – к; From – till – с ... до; Since – с For – в течение
Наличие:	With – с
Отсутствие:	Without – без
Объект речи, мысли:	About – о
Принадлежность, родит. падеж:	Of
Цель:	For – за, для

Упражнение 10. Вставьте вместо точек подходящий предлог. В таблице указаны основные значения предлогов. При выполнении упражнения используйте словарь.

1. Translate these words ... English ... Russian.
2. My brother gave the money ... me.
3. I go to school ... foot, but yesterday I went to school ... bus.
4. "War and Peace" is written ... Leo Tolstoy.
5. My friend lives ... the ground floor ... a fourteen-storey block ... flats.
6. What is this bag made
7. He has fallen ... love ... my sister.
8. The shop close ... 7 o'clock ... evening.
9. The classes begin ... half past eight.
10. He arrived ... Moscow ... the 13th ... April and left ... Vladimir only ... June.

11. I entered the university ... 2020.
12. Bye, see you ... Monday.
13. Nick plays tennis ... every Tuesday.
14. Nom is going to play tennis ... next Saturday.
15. ... last summer we spent our holidays ... Egypt.
16. We lived in that house ... 2000 ... 2020.
17. Mrs. Brown has been living ... the USA ... 3 years.
18. Jane will return ... an hour.
19. He got married ... the age ... 19.
20. They live ... Chicago.
21. Where is my English exercise-book? - I don't know. Try to find it ... your books ... your shelf.
22. Let's go ... the cafe.
23. My sister isn't ... home, she is ... school.
24. Carlson lived ... a small house ... the roof.
25. Pour some water ... the kettle, please.
26. I'm not interested ... football at all, but I'm keen ... tennis.
27. Mike is fond ... figure skating.
28. British cuisine is famous ... its traditional "fish and chips".
29. Do you like to listen ... classical music?
30. Look ... this photo. Isn't it nice?
31. Don't laugh ... my sister!
32. Who has paid ... meal?
33. What size are these boots? May I try them ...?

6. Местоимения: указательные, личные, притяжательные, возвратные.

Указательные местоимения

This – These

That – Those

Упражнение 11. Напишите словосочетания во множественном числе.
 this sportsman, that team, that training, this foot, that athlete, this coach,
 this PE teacher, that fan, this auditorium, this document, that meeting

Упражнение 12. Поставьте подлежащие во множественное число.
 Сделайте все необходимые изменения в предложениях.

1. This young man is our group mate. 2. This kind of sport is very useful
 for health. 3. That man is our history teacher. 4. This kind of sport is
 popular in the USA. 5. That student studies in our group. 6. That institute
 trains teachers. 7. This exam will be in summer.

Личные местоимения

<i>Именительный -> подлежащее падеж</i>		<i>Объектный падеж -> дополнение</i>	
<i>Кто? Что?</i>	<i>Who?/What?</i>	<i>Кого/чего? Кому/ чему? Кого/что Кем/чем? О ком/о чём?</i>	<i>Whom?</i>
Я	<i>I</i>	Меня	<i>Me</i>
Ты /Вы	<i>You</i>	Тебя/Вас	<i>You</i>
Он	<i>He</i>	Его	<i>Him</i>
Она	<i>She</i>	Её	<i>Her</i>
Оно	<i>It</i>	Его	<i>It</i>
Мы	<i>We</i>	Нас	<i>Us</i>
Они	<i>They</i>	Их	<i>Them</i>

Упражнение 13. Употребите нужную форму личных местоимений.

1. I often see (they, them) in the bus. 2. She lives near (we, us). 3. (We, us)
 always walk to school together. 4. He teaches (we, us) English. 5. She sits
 near (I, me) during the lesson. 6. I always speak to (he, him) in English. 7.
 He explains the lesson to (we, us) each morning. 9. There are some letters
 here for you and (I, me) 10. I know (she, her).

Упражнение 14. Вместо подчеркнутых словосочетаний употребите нужные формы личных местоимений.

Nick and Mary are at home. 2. I wrote grammar exercises in my notebook. 3. She put flowers in the vase. 4. Brother loses his keys too often. 5. Hellen cleaned the kitchen and the bathroom. 6. Alice and I saw this film on the Internet. 7. Julia teaches foreign languages. 8. Jane found a kitten. 9. Tom and Jarry learn Russian. 10. I heard the news last week. 11. We like these films very much. 12. I saw you with Jane this morning.

Притяжательные местоимения

<i>Чей?</i>	<i>Whose?</i>
Мой,..	<i>My</i>
Твой,.. / Ваш,..	<i>Your</i>
Его	<i>His</i>
Её	<i>Her</i>
Его	<i>Its</i>
Наш	<i>Our</i>
Их	<i>Their</i>

Упражнение 15. Заполните пропуски притяжательными местоимениями

1. (He) ... composition is very interesting. 2. (we) ... son goes to school. 3. (You) ... sister is young. 4. (they) ... knowledge of the subject is very poor. 5. (he) ... name is John. 6. (I) ... family lives in Kovrov. 7. (She) ... friend often visits her.

Упражнение 16. Заполните пропуски подходящей формой притяжательного местоимения в функции определения.

1. Jane put ___ bag on the chair. 2. Peter writes letters to ___ girl friend every week. 3. We like ___ English classes very much. 4. Students write new words in ___ notebooks. 5. Mrs. Jones put on ___ glasses. 6. John often loses ___ things. 7. Mark gave me ___ book. 8. She'll put on ___ best dress. 9. Ann went to the concert with ___ brother. 10. Father took ___ pipe

out of ___ mouth. 11. Sarah put ___ left hand in ___ pocket. 12. The men took ___ hats off.

Возвратные местоимения

Себя	<i>Myself, Yourself/Yourselfs, Himself, Herself, Itself, Ourselves, Themselves</i>
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Упражнение 17. Выберите правильную форму возвратного местоимения.

1. He does his homework all by (himself, herself, myself).
2. I plan my vacation (ourselves, myself, themselves).
3. They are going to the sea (themselves, himself, ourselves).
4. My father built this house (himself, herself, ourselves).
5. This cat found (herself, himself, itself) a place under the sofa.
6. She bought (herself, itself, ourselves) earrings as a birthday present.

7. Прилагательные и наречия: степени сравнения

	положительная	сравнительная	превосходная
Односложные и двусложные прилагательные и односложные наречия (кроме early)	short easy soon early	shorter easier sooner earlier	the shortest the easiest the soonest the earliest
Многосложные (больше двух слогов) прилагательные и (больше одного слога) наречия	interesting nicely	more interesting more nicely	the most interesting the most nicely
Исключения	good/well bad many/much little	better worse more less	the best the worst the most the least

Упражнение 18. Напишите степени сравнения следующих прилагательных.

Model: wet – wetter – the wettest;

expensive – more expensive – the most expensive

1. big (большой) 2. clever (умный) 3. good (хороший) 4. pleasant (приятный) 5. poor (бедный) 6. bad (плохой) 7. funny (смешной) 8. important (важный) 9. sunny (солнечный) 10. far (далекий) 11. comfortable (удобный)

8. Глагол

<p>Смысловые = полнозначные (имеют лексические значения, переводятся на русский язык)</p>	<p>Вспомогательные (не имеют лексического значения, не переводятся на русский язык, выполняют грамматическую функцию в предложении)</p>	<p>Модальные (выражают отношение говорящего к ситуации)</p>
<p><i>To go</i> <i>To read</i> ... <i>To do</i> <i>To be</i> <i>To have...</i></p>	<p><i>To do</i> <i>To be</i> <i>To have</i> <i>Will</i></p>	<p><i>Can</i> <i>May</i> <i>Must</i> <i>Should / Ought to</i> <i>Need</i> <i>To be to</i> <i>To have to ...</i></p>

3 формы полных глаголов

<i>Как называется</i>	1-ая форма <i>Инфинитив=</i> <i>неопределенная</i> <i>форма глагола</i>	2-ая форма <i>простое</i> <i>прошедшее время</i>	3-ья форма <i>причастие 2 =</i> <i>причастие</i> <i>прошедшего времени</i>
<i>Как образуется</i>	Перед глаголом в форме инфинитива стоит частица to	Глагол+ ed (если глагол неправильный, 2 форма запоминается)	Глагол+ ed (если глагол неправильный, 2 форма запоминается)
<i>Примеры</i>	<i>To study, to write</i>	<i>Studied, wrote</i>	<i>Studied, written</i>
<i>Когда употребляется</i>	Образует: 1. простое настоящее время (без «to») 2. простое будущее время: will + 1 форма (без «to»)	Образует: простое прошедшее время	Образует: 1. перфектные времена to have + 3 форма 2. страдательный залог to be + 3 форма

Кроме того, добавив к глаголу окончание –ing, мы получим *причастие I (participle I)*:

Studying, writing

Упражнение 19. Восполните недостающие формы неправильных глаголов.

I форма глагола	II форма глагола	III форма глагола
be	was/were	been
become		become
	began	
break		
	brought	brought
buy		
choose		chosen
drink	drank	cut
	drove	
eat		
		fallen
feel		
	forgot	
have		
go		gone
		known
leave		
put		met
	read	
run	ran	
see		
		sold
	sang	
speak		
	spent	spent
	swam	
	taught	taught
think		
	understood	
win	won	
		written

9. Построение вопросительных и отрицательных предложений

- Чтобы сделать предложение **отрицательным**, нужно добавить частицу **NOT** к вспомогательному глаголу.

I do not speak French. I speak English.

- Чтобы сделать предложение **вопросительным**, нужно изменить порядок слов и использовать вспомогательный глагол.

- Повествовательное предложение - прямой порядок слов:

Подлежащее – сказуемое – дополнение

I read newspapers every day

- Общий вопрос:

Вспомогат. гл. + подлежащее + смысловый глагол+ ...

Do you read newspapers every day?

- Специальный вопрос

Вопросит. слово+вспомогат. гл.+подлежащее+смысловый гл.+ ...

What do you read every day?

- Вопрос к подлежащему или группе подлежащего - порядок слов не изменяется.

Подлежащее + сказуемое + ...

Who reads newspapers every day?

- Глагол **TO BE** не использует вспомогательные глаголы для построения вопросительных и отрицательных предложений.

10. Глагол to be

Настоящее время

Прошедшее время

Будущее время

am, is, are

was, were

will be

Упражнение 20. Сделайте предложения отрицательными и вопросительными.

1. You are students.
2. They will be teachers in four years.
3. My father is a very busy man.
4. I was at the University yesterday.
5. She will be free tomorrow.
6. The students are in the classroom now.
7. My sister is 15 today.
8. I was in Moscow yesterday.
9. Her work is very interesting.
10. He is from New York.
11. She is 16.
12. They are married.
13. Jane was ill last week.
14. I am a student.
15. It was cold last winter.

Упражнение 21. Вставьте глагол to be в нужной форме в настоящем времени.

My name ___ Mark Ferry. I ___ a manager. I ___ forty-five. My wife ___ forty. Her name ___ Linda. Our home ___ in London. We ___ very happy here. Bill Douglas ___ my friend. He ___ a manager too. His brother Tom ___ a student. Bill and Tom ___ in Oxford now.

Упражнение 22. Вставьте глагол to be в прошедшем времени.

My sister ... very depressed last Monday. The weather ... terrible. It ... cold and rainy. Her husband ... not at home. He ... at hospital because he ... sick. Her children ... not at school. They ... not in the yard, they ... in the living

room. The TV ... broken. The children ... not only upset, they ... very angry. The neighbors... not happy because her children ... too noisy. The house ... not clean. The sink ... broken. There ... dirty dishes on the kitchen table and in the sink. There ... nothing in the fridge. There ... no vegetables for dinner, there ... no juice for her children. There ... not even bread in the house! She ... tired and hungry. She ... just exhausted.

Упражнение 23. Вставьте глагол to be в нужной форме.

John Smith ... the President of the Company. He ... always on a business trips in the country and around the world. Yesterday he ... in Paris. Tomorrow he ... in London. Last week he ... in Washington. Next week he ... in Athens. At the moment he ... in the Hague.. In two hours he ... in Amsterdam. Three days ago he ... in Glasgow. At the end of his trip he ... usually very tired but happy. He ... with his family now. His family members ... so much excited. They have got presents from John. Everybody in the family ... very glad to see him at home again.

11.оборот There is/are

There is ... / There are ...

There was... / There were ...

There will be ...

(Где? есть \ находится \ существует Что?\Кто?)

*Упражнение 24. Заполните пропуски правильной формой конструкции **there is/there are***

1. ___ 7 days in the week. 2. ___ some sugar in this cup. 3. ___ many children in the garden. 4. ___ no mice in my house. 5. ___ not much snow in England. 6. ___ many historical buildings in Vladimir. 7. ___ no students in the classroom. 8. ___ several good sportsmen in my group. 9. ___ no news. 10. ___ a lot of people at the bus stop. 11. ___ not much money left. 12. ___ several supermarkets in the town.

Упражнение 25. Переведите предложения на английский язык.

1. Во Владимире много архитектурных памятников. 2. На вечеринке было много друзей. 3. В моём холодильнике нет мороженого. 4. На улице Пушкина есть музей. 5. Музей находится на улице Пушкина. 6.

В твоём саду есть цветы? 7. Будет ли зачет в пятницу? 8. Что там на столе? 9. Кто там за дверью? 10. Музей находится в центре города. 11. В центре города есть музей. 12. Сколько компьютеров в этой аудитории? 13. Сколько денег на твоей карточке? 14. В моей контрольной работе нет ошибок.

12. Простые времена (Актив)

- Простое настоящее время образуется при помощи 1-ой формы глагола без частицы **to**. В третьем лице единственного числа к глаголу добавляется окончание **-s**.
- Простое прошедшее время образуется при помощи 2-ой формы глагола. Если глагол правильный, добавляется окончание **-ed**. Если глагол неправильный, 2-ая форма запоминается.
- Простое будущее время - **will** + 1-ая форма глагола без частицы **to**.

Упражнение 26. Раскройте скобки. Все предложения в простом настоящем времени.

1. My brother (to get) up at 7 o'clock. 2. He (to go) to the university in the morning. 3. Tom is fond of sports. He (to do) his morning exercises every day. 4. She (to have) two eggs, a sandwich and a cup of tea for breakfast. 5. After breakfast she (to go) to the university. 6. It (to take) me two hours to do my homework. 7. My friend (to speak) German well. 8. My working day (to begin) at seven o'clock. I (to get) up, (to switch) on the radio and (to do) my morning exercises. It (to take) me fifteen minutes. At half past seven we (to have) breakfast. My father and I (to leave) home at eight o'clock. He (to take) a bus to his factory. My mother is a doctor, she (to leave) home at nine o'clock. In the evening we (to gather) in the living room. We (to watch) TV and (to talk).

Упражнение 27. Раскройте скобки. Употребите глаголы в простом настоящем, прошедшем или будущем времени.

1. I (to go) to bed at ten o'clock every day. 2. I (to go) to bed at ten o'clock yesterday. 3. I (to go) to bed at ten o'clock tomorrow. 4. I (not to go) to the cinema every day. 5. I (not to go) to the cinema yesterday. 6. I (not to go) to the cinema tomorrow. 7. You (to watch) TV every day? 8. You (to

watch) TV yesterday? 9. You (to watch) TV tomorrow? 10. When you (to leave) home for school every day? 11. When you (to leave) home for school yesterday? 12. When you (to leave) home for school tomorrow? 13. My brother (to go) to work every day. He (to leave) home at a quarter past eight. As the office he (to work) at (to be) near our house, he (to walk) there. He (not to take) a bus. Yesterday he (not to go) to work. Yesterday he (to get) up at nine o'clock. 16. Yesterday my father (not to read) newspapers because he (to be) very busy. He (to read) newspapers tomorrow.

13. Простые времена (Пассив)

To be + 3 форма смыслового глагола

Упражнение 28. Используйте глаголы в нужной форме настоящего, прошедшего и будущего простого времени.

(USUALLY)

1. Breakfast (to cook) by my mother. 2. Homework (to do) after classes. 3. Students (to ask) during the lesson. 4. Meals (to buy) in the shop. 5. Friends (to visit) in the evening.

(YESTERDAY) 1. Breakfast (to cook) by my mother. 2. Homework (to do) after classes. 3. Students (to ask) during the lesson. 4. Meals (to buy) in the shop. 5. Friends (to visit) in the evening.

(TOMORROW) 1. Breakfast (to cook) by my mother. 2. Homework (to do) after classes. 3. Students (to ask) during the lesson. 4. Meals (to buy) in the shop. 5. Friends (to visit) in the evening.

Упражнение 29. Используйте глаголы в нужной форме настоящего, прошедшего и будущего простого времени.

1. My question (to answer) tomorrow. 2. Football (to play) in summer. 3. Mushrooms (to gather) in autumn. 4. His new film (to finish) next year. 5. Food (to sell) in shops. 6. Moscow (to found) in 1147. 7. Porridge (to eat) every day. 8. The exams (to pass) yesterday. 9. Marry (to send) to London next week. 10. He (to ask) at the lesson yesterday. 11. Many houses (to build) in our town every year. 12. This project (to do) tomorrow. 13. The text (to translate) at the last lesson. 14. These trees (to plant) last autumn. 15. Many interesting games always (to play) during our PT

lessons. 16. We (to invite) to the concert last Saturday.

14. В придаточных предложениях условия и времени после союзов *if, when, till, until, as soon as, before, etc* вместо будущего времени употребляется настоящее время.

Упражнение 30. Раскройте скобки, употребляя глаголы в простом настоящем или будущем времени. (Все предложения относятся к будущему времени).

1. If you (to stay) some more days in the town, I (to call) on you and we (to have) a good talk. 2. As soon as I (to return) from Moscow, I (to ring) you up. 3. You (to pass) many towns and villages on your way before you (to arrive) in Vladimir. 4. After she (to finish) school, she (to enter) the University. 5. When they (to return) home, they (to call) on us. 6. If I (to see) him, I (to tell) him about the accident. 7. You certainly (to join) us when we (to gather) in our country house the next time. 8. When you (to cross) the road, you (to see) the theatre. 9. Before we (to get) to the theatre, we (to go) past the shopping centre. 10. What she (to do) if she (to see) him again?

15. Система времен английского языка

Большинство времён в английском языке – сложные, т.е. состоят из: вспомогательного глагола (вспомогательных глаголов) и смыслового глагола: ***will work, is working, have worked, has been working, will have been working***

Упражнение 31. Подчеркните сказуемые в предложениях.

Используйте данные ниже таблицы.

1. We were walking in the park this time yesterday.
2. They will be invited to the party.
3. I have never been to London.
4. They will be playing football all day long tomorrow.
5. He has been learning English for 10 years already.

6. The test was passed yesterday by the group.
7. They are listened to very attentively.
8. We travelled a lot last summer.
9. The job has already been done.

Система времен английского языка (актив)

Группа времен Время	Indefinite= Simple – Неопределенные= простые	Continuous = Progressive – Длительные = продолженные	Perfect - перфектные	Perfect continuous – перфектно-длительные
КАК? КОГДА?	<i>Регулярность</i>	<i>Процесс</i>	<i>Завершенность</i>	<i>Процесс + завершенность</i>
		<i>To be + “ing” форма</i>	<i>To have + 3 форма</i>	<i>To have been+ing форма</i>
маркеры	always, usually, ago, often, as a rule, sometimes, in 1975, every day, tomorrow, yesterday, ...	now, all day long, from ... till, ... when I came, Look! at that moment, Where is N? at 5 o'clock, ...	never, ever, just, already, yet, since This week, lately, recently; by, before, after,	for
Present Настоящ	1 форма <i>use(s)</i>	<i>am/is/are using</i>	<i>have/has used</i>	<i>have/has been using</i>

Past Прошед.	2 форма	<i>was/were using</i>	<i>had used</i>	<i>had been using</i>
	<i>used</i>			
Future Будущее	Will + 1 форма	<i>will be using</i>	<i>will have used</i>	<i>will have been using</i>
	<i>will use</i>			
Future in the past Будущ. в прошед.	Would + 1 форма	<i>would be using</i>	<i>would have used</i>	<i>would have been using</i>
	<i>would use</i>			

Система времен английского языка (пассив)

Группа времен	Indefinite = Simple – Неопределенные = простые	Continuous = Progressive – Длительные = продолженные	Perfect – перфектные
Время	To be + 3 форма	To be being + 3 форма	To have been + 3 форма
Present Настоящее	<i>am/is/are used</i>	<i>am/is/are being used</i>	<i>have/has been used</i>
Past Прошедшее	<i>was/were used</i>	<i>was/were being used</i>	<i>had been used</i>
Future Будущее	<i>will be used</i>		<i>will have been used</i>
Future in the past Буд. в прош.	<i>would be used</i>		<i>would have been used</i>

Упражнение 32. Поставьте предложения в отрицательную и вопросительную формы:

1. My friends go in for sports. 2. He visits grandparents every Sunday. 3. I liked PE lessons very much. 4. They went to Italy last summer. 5. Her friend will meet her on Tuesday.

Упражнение 33. Поставьте вопросы ко всем членам предложения.

1. Jack studies at Cambridge University. 2. The Blacks live in Glasgow. 3. Ann took many interesting magazines at the library yesterday. 4. The child will stay in bed the whole week.

Упражнение 34. Поставьте глагол, заключенный в скобки, в нужном времени Continuous.

1. The teacher (to explain) a new grammar rule to the students now. 2. She (to watch) the film when we entered the room. 3. I (to drive) the car. Don't talk to me! 4. I (to travel) in the Caucasus this time next July. 6. They (to wait) for me at 9 o'clock next Tuesday. 7. When you come, we (to do) our homework.

Упражнение 35. Поставьте вопросы к данным предложениям, используя слова, данные в скобках.

1. She has been to London (Where?) 2. He had done many exercises before his exam (What?) 3. He will have finished his book by next year (Who?) 4. They will have come to your house before you go to your office. (Where? When?) 5. They have started their work this Monday (What? Who? When?)

Упражнение 36. Поставьте стоящие в скобках глаголы в соответствующие времена Perfect Continuous

1. I (to look) at her for half an hour before she noticed me. 2. We (to translate) the text for several hours already, but we can't do it properly. 3. She (to study) for three years before she gets her diploma at this college. 4. Bill (to have) rest since early morning. 5. They (to learn) irregular verbs all the night on the eve of their last exam.

Упражнение 37. Употребите глаголы в нужной форме настоящего, прошедшего и будущего простого, длительного и перфектного времен.

1. Mary ... (listen) to the radio while I ... (cook) dinner. 2. You ... (write) this test yesterday? 3. Last Monday Kate ... (go) home early

because she ... (want) to see a film. 4. When your sister usually ... (get) home after work? 5. Mother always ... (bring) us a nice presents. 6. What these children ... (do) in the yard? 7. You ... (read) already this book? 8. While John ... (sleep), Ann ... (watch) TV. 9. Linda ... (walk) home when she ... (see) her husband's car outside the cinema. 10. Look! Van and Tim ... (run) to school. 11. Jack's father ... (not work) in Paris — he ... (not speak) French. 12. John ... (buy) a car a week ago. 13. My father often ... (go) fishing. 14. While you ... (sleep), cousins ... (arrive). 15. Two new teachers just ... (to introduce) to the head of the institute. 16. She is sure she... (to ask) at the lesson tomorrow. 17. This new textbook ... (to sell) everywhere now.

16. Модальные глаголы:

Can, Could, May, Might, Must, To have to, To be to, Should, Ought to, Need

Модальные глаголы не имеют своего собственного самостоятельного значения, как обычные глаголы, и обозначают только отношение говорящего к ситуации или к другому какому-то действию (просьба, разрешение, запрет, совет, предположение, пр.)

Особенности модальных глаголов английского языка

1. Модальные глаголы не требуют вспомогательных глаголов для образования отрицательных и вопросительных форм. Отрицательная частица **not** добавляется к самому модальному глаголу. Чтобы задать вопрос с модальным глаголом, нужно перенести его на первое место.

He should not go there. Ему не следует туда идти.

She can not swim. Она не может плавать.

May I ask you a question? Я могу задать Вам вопрос?

Исключения - **to have to** и **to be to**.

He didn't have to come. Ему не нужно было приходить

Did he have to stay? Ему нужно было остаться?

2. У модальных глаголов нет форм прошедшего и будущего времени. В этом случае используются так называемые эквиваленты модальных глаголов: **to be allowed to**, **to be able to**, **to have to**.

We will be able to speak German soon. Скоро мы сможем говорить по-немецки.

They were allowed to stay. Им разрешили остаться.

She had to go. Ей пришлось уйти.

Исключения - **to have to, to be to**, которые имеют формы прошедшего и настоящего времени.

3. После модальных глаголов не нужно ставить частицу **to** перед инфинитивом.

You should consult a doctor. Тебе стоит обратиться к врачу.

Исключениями являются **have to, had to, ought to, be to**.

You have to rest. Тебе надо отдохнуть.

CAN

(эквивалент для будущего и прошедшего времени **to be able to, could**)

1. Физическая или умственная способность, возможность, допустимость совершения действия.

Я могу говорить по-английски. I can speak English.

2. Разрешение.

Можно войти? Can I come in?

3. Запрещение.

Вы не должны здесь ставить машину. You cannot park your car here.

4. Сомнение, удивление, недоумение, невероятность.

Это не может быть правдой! It can't be true.

Где он мог видеть эту девушку? Where can he have seen this girl

COULD

1. Разрешение (большая вежливость, чем CAN)

Не мог бы я сейчас повидать больного? Could I see the patient now?

2. Сомнение, удивление, недоумение, невероятность (менее категорично, чем CAN)

Разве ему столько же лет, сколько моему отцу? Could he be of the same age as my father?

Упражнение 38. Вставьте *can / can't/ could/ couldn't*.

1. I _____ hear you perfectly well. You don't need to shout.
2. He _____ cook so he eats in restaurants because
3. When we lived in China, I__ speak some Chinese, but now I___ say a word.
4. _____ you play chess at the age of seven?
5. Nick _____ talk to you now. He is out.
6. I_____ answer all questions because I was well prepared for the lesson.

Упражнение 39. Выразите сомнения при помощи *can/could*.

1. Едва ли они были дома.
2. Возможно, он навестит своих родственников, когда приедет в Сочи.
3. Разве Мэри могла такое сказать?
4. Иван мог бы приехать завтра.
5. Анна не могла так быстро сделать домашнюю работу.
6. Не может быть, что они это сделали.

МАУ

(эквиваленты для будущего и прошедшего времени *to be allowed to, to be permitted to, might*)

1. Разрешение (более официальное, чем CAN)

Могу я сейчас повидать больного? May I see the patient now ?

2. Запрещение (более лояльная форма, чем CAN или MUST – резкий запрет)

Вам лучше здесь не курить. You may not smoke here.

3. Допустимая возможность, предположение, основанное на неуверенности.

Он может скоро придти. He may come soon.

Может быть, они уже закончили работу. They may have finished their work already.

MIGHT

1. Допустимая возможность, предположение, основанное на неуверенности (меньшая степень уверенности, чем MAY)

Может быть, он его и знает. He might know him.

2. Упрек, неодобрение (значительно реже в этом значении используется MAY)

Они могли бы объяснить им это раньше. They might have explained it to them earlier.

Упражнение 40. Используйте may / might / may not/might not.

1. She isn't feeling very well. She (not go) _____ to the university tomorrow.
2. Tom doesn't study very much. He _____ (not pass) his exams.
3. They _____ (not come) to the beach with us this weekend.
4. Ann is really tired, so she _____ (not go) to the party tonight.
5. Mike is going away tomorrow, and we _____ (not see) him before he goes.

Упражнение 41. Перефразируйте предложения используя глаголы, данные в скобках.

1. Perhaps it will rain tomorrow, (might)
2. Perhaps my relatives will visit me next weekend. (may)
3. Perhaps Kate will buy a new computer. (may)
4. Perhaps he will change his job next year. (might)
5. Perhaps they won't go to the university tomorrow, (might)

Упражнение 42. Переведите предложения. Используйте may/might.

1. Возможно, Вы встретите нас на станции.
2. Вероятно, Сергей заходил к вам вчера.
3. Аня, вероятно, забыла телефон дома и поэтому не позвонила.
4. Джил, возможно, поймет все, когда узнает правду.
5. Может быть, магазин открыт.

MUST

(эквиваленты для будущего и прошедшего времени to have to)

1. Необходимость или обязанность (с т. зр. говорящего), долг.
Я должен закончить эту работу к пятнице. I must finish this work by Friday.
2. Настойчивый совет, приказание.
Она должна прочесть эту книгу. She must read book.
3. Запрещение (отрицательная форма).
Нельзя родителям ссориться в присутствии детей. Parents must not argue in children's presence.
4. Предположение, вероятность действия (с большей степенью уверенности, чем MAY). Здесь можно употребить разные формы инфинитива.
Ее муж, должно быть, все еще на работе. Her husband must be still at work

Упражнение 43. Напишите предложения в прошедшем времени.

1. Greg must work hard to pass the exams successfully..
 2. Ann must stay in bed because she is ill.
 3. I must cook lunch because my mother is away on business.
 4. We must learn the words to write a dictation.
 5. They must go there to read up for the seminar.
44. Переведите, используя **must** в каждом предложении.
1. Должно быть, Джон даже не слышал об этом.
 2. Вероятно, ученики сейчас сдают тест.
 3. По-видимому, этот дом построен давно.
 4. Вероятно, мне дали мне неверный адрес.
 5. Они, вероятно, ждут нас на станции.

TO HAVE TO

1. Необходимость, зависящая от внешних причин и обстоятельств.
Мне приходится делать это каждый день. I have to do it every day.

Упражнение 45. Вставьте to have в нужной форме.

1. Why _____ she _____ stay after classes?
2. Students _____ wear uniform in some British schools..
3. I _____ buy bread. Mum has already bought it.
4. Children _____ get up early. It's holiday-time.
5. Bill has PE lessons on Monday and Tuesday so he. _____ take his PE kit to school on these days.
6. _____ we _____ walk to the university? — No, let's take a bus.
7. Nelly is studying English. She _____ learn a lot of new words.

Упражнение 46. Используйте правильную форму глагола have to.

1. I _____ (not run). YI won't miss the local train.
2. Ann's eyes are very bad, and she _____ (wear) glasses.
3. We _____ (get) up early because classes start at eight o'clock today.
4. We _____ (study) Literature at school, because it's compulsory.
5. Students _____ (not take) exams twice a year.
6. They _____ (work) at weekends.
- 7.

TO BE TO

1. Предварительная договоренность, запланированность действия.

Мы должны приготовить обед на всех. We are to prepare lunch.

2. Приказание.

Вы должны немедленно начать работать. You are to start work at once.

3. Неосуществленное намеченное действие (с перфектным инфинитивом) .

Я должен был уехать в Москву в среду, но заболел. I was to have gone to Moscow, but fell ill.

SHOULD

1. Моральная обязанность.

Не стоит лгать друзьям. You should not lie to your friends.

2. Совет, рекомендация.

Тебе следует прочитать эту книгу.. You should read this book.

3. Нежелание, нерасположенность совершать действия (с вопросом Why?)

Почему я должен делать эту глупую работу? Why should I do this stupid job?

4. Недоумение, возмущение.

Стоит ли эту работу делать вообще. Should we do this job?

5. Приципание, упрек (в сочетании с перфектным инфинитивом).

Тебе давно следовало бы объяснить ему это! You should have explained it to him!

OUGHT TO

1. Моральный долг, обязанность, приципание (с перфектным инфинитивом). (SHOULD – выражает более субъективное мнение, OUGHT TO – более объективный оттенок)

Нам следует обсудить это всем вместе. We ought to discuss this problem all together

Тебе следовало бы предупредить их об опасности. You ought to have warned them about danger.

*Упражнение 47. Вставьте **should** или **shouldn't** по смыслу.*

1. If Jane has got a really bad cold, she _____ go to school.
2. We _____ miss classes.
3. If you have got a headache, you _____ take an aspirin.
4. It is very hot today. You _____ wear a coat.
5. I have found some money. I _____ take it to the police.

Упражнение 48. Дайте советы в следующих ситуациях.

1. Molly can't read this article in the original.
2. Greg has hurt his elbow.
3. Sally can't see very well.
4. The baby is too fat!
5. I'm always tired.
6. I've got an exam tomorrow.

Упражнение 49. Дайте советы в следующих ситуациях.

1. Ann _____ work more as she has missed some lessons.
2. Parents _____ shout at their children.
3. Drivers _____ be careful while driving.
4. Family members _____ be together at Christmas.
5. Children _____ smoke, as it's dangerous for their health.
6. Jack _____ have said it to Megan. She _____ know the real state of things.

NEED

1. В отрицательных предложениях, где выражается ненужность совершения действия.

Тебе не нужно делать всю эту ерунду. You needn't do these stupid things.

2. В вопросительных предложениях, где содержится вопрос о необходимости действия.

Я должен помыть посуду? Need I wash up?

Упражнение 50. Переведите на русский язык.

1. I need not go to work today.
2. We need not translate this difficult text.
3. I need not do everything by myself.
4. He need not buy bread.
5. We need not wait for him.

6. Need I cook the dinner? (Употребляется достаточно редко, чаще Shall I cook the dinner?)

Упражнение 51. Вставьте модальный глагол, исходя из контекста.

Возможны варианты.

1. I hear this tune everywhere, it's very popular. (могу)
2. What we do to help you? (можем)
3. You not eat much sugar. (нельзя)
4. I think you..... not worry. All is going to be fine. (не нужно)
5. You buy this book. (следует)
6. Every persongive up smoking after a heart attack.
(должен)
7. Ann, I take your pen? (можно)

Упражнение 52. Используйте подходящие по смыслу модальные глаголы. (can, may, must, should, etc.) Возможны варианты.

1. I don't know but he ... be working in the garden.
2. I saw them in the village. They ... have come to visit their grandparents.
3. ... I use the telephone?
4. You ... have read books during the term, not on the eve of the exams!
5. ... I switch on the radio? – Yes, you
6. ... I smoke here? – No. you
7. You ... take my pencil for a moment.
8. I ... finish my work today. I am tired.
9. Pupils ... talk during the lesson.
10. You ... join our party.
11. "... I come in?" asked the pupil.
12. Yesterday I was very tired, that's why I ... not finish the work.
13. Let's ask mother. She ... know his address.
14. You ... drink cold water.
15. - ... you help me? - I'm afraid not.
16. You ... interrupt me when I'm speaking.
17. My father ... be at his office now as it is 8 o'clock already.
18. When I was a child, I ... not play chess.

18. Неличные формы глагола.

Неличные формы глагола (инфинитив, причастие I, II, герундий) не имеют грамматических категорий лица, числа, времени и, следовательно, не могут быть сказуемым в предложении.

Infinitive: (to)	Active	Passive
Indefinite	<i>To use</i>	<i>To be used</i>
Continuous	<i>To be using</i>	
Perfect	<i>To have used</i>	<i>To have been used</i>
Perfect Continuous	<i>To have been using</i>	

Participle I: (ing)	Active	Passive
Indefinite	<i>Using</i>	<i>Being used</i>
Perfect	<i>Having used</i>	<i>Having been used</i>
Participle II: (ed, III form)		<i>Used</i>

Gerund: (ing)	Active	Passive
Indefinite	<i>Using</i>	<i>Being used</i>
Perfect	<i>Having used</i>	<i>Having been used</i>

Infinitive

Как узнать?

Частица «to» (иногда **нет** частицы “to”)

Функция в предложении:

Подлежащее - To think means to exist. - Мыслить – значит существовать

Часть сказуемого - His aim is to find his brother. - Его цель – найти брата.

Дополнение - I don't know what to do. - Я не знаю, что делать

Определение - She was the first to arrive. - Она приехала первой.

Обстоятельство - They went to the reading hall to read up for the seminar. - Они ходили в библиотеку, чтобы подготовиться к семинару.

Часть сложного дополнения - I want you to marry her - Я хочу, чтобы ты женился на ней.

Часть сложного подлежащего - He is known to be a decent man. - Говорят, что он – честный человек.

Перевод: глагол в неопределенной форме, придаточные определительные, изъяснительные и обстоятельственные цели.

Инфинитив употребляется без частицы "to":

- после модальных глаголов;
- после глаголов **to let** и **to make**;
- в сложном дополнении после глаголов восприятия: (**to see, to hear, to feel, etc.**);
- после выражений: **I would rather... , You had better... .**

Упражнение 53. Вставьте частицу to перед инфинитивом, где необходимо.

1. Do you like ... play computer games? 2. I'd like ... visit my friends on Sunday. 3. What makes you ... think you are right? 4. May I ... ask you a question? 5. We heard our fans ... cry loudly. 6. I don't feel well. I would rather ... stay at home. 7. Would you like ... dance. 8. The teacher made me ... repeat new words several times. 9. We saw them ... enter the gym. 10. It is time ... start our training. 11. Let me ... help you with your project paper. 12. Do you think you will be able ... solve this problem? 13. They did not let us ... win the game.

Participle I

Как узнать?

Окончание **-ING**

Функция в предложении:

Часть сказуемого - I was watching TV when you called me. – Я смотрела телевизор, когда ты позвонил мне.

Определение - The man looking at you is my brother. Человек, который смотрит на тебя, мой брат.

Обстоятельство причины, места, времени, условия - While traveling in the mountains he met the Snowman. - Путешествуя в горах, он встретил снежного человека.

Объектный падеж+причастие I - I saw her talking to her husband. - Я видел, как она разговаривала со своим мужем.

Зависимый причастный оборот (функция обстоятельства) - Having lost his purse he went to the police. – Потеряв кошелёк, он обратился в полицию. Being asked, he will always answer the question. Если его спросить, он всегда ответит на вопрос.

Независимый причастный оборот (часть сложносочиненного предложения) - The weather being nice, we went for a walk. – Погода была хорошая и мы отправились на прогулку

Перевод: причастие, причастный оборот, придаточное определительное; деепричастие, деепричастный оборот, придаточное обстоятельственное места, времени, причины, условия.

Participle II

Как узнать?

Третья форма глагола

Функция в предложении:

Часть сказуемого – The job was done perfectly well. – Работа была сделана отлично.

Определение – The life lived without love is a wasted life. – Жизнь, прожитая без любви, - жизнь, прожитая напрасно.

Объектный падеж+причастие 2 - She found him wounded. - Она обнаружила, что он ранен.

Перевод: причастие, причастный оборот, придаточное определительное; деепричастие, деепричастный оборот, придаточное обстоятельственное места, времени, причины, условия.

Упражнение 54. Переведите на русский язык, обращая внимание на Participle I и Participle II.

1. A letter sent from Moscow today will be in St. Petersburg tomorrow. He

saw some people on the bus station waiting for a bus. When shopping, she forgot to buy some things.

2. Some of the problems discussed at the lecture yesterday were very important. The girl writing the test is the our new group mate. While cooking a pie she forgot to put some salt.

3. An egg taken out of boiling water should be put in cold water. A person taking a sunbath must be very careful. Having taken pills, he could sleep well.

Упражнение 55. Перепишите предложения, выбирая подходящую форму причастия.

1. Name some books (reading, read) by you last year.
2. She was eating a cake (buying, bought) in the cafe.
3. We were at a conference (organizing, organized) by the teaching staff of our institute.
4. Here is the parcel (receiving, received) by me yesterday.
5. Do you know the child (playing, played) in the garden?
6. The article (writing, written) by this scientist is very interesting.
7. Learn the words (writing, written) on the blackboard.

Gerund

Как узнать?

Окончание **ING**. Может быть притяжательное местоимение (герундиальный оборот). Часто употребляется с предлогом. Употребляется после определенных глаголов.

Функция в предложении:

Подлежащее – Running is his main occupation. – Бег – его основное занятие.

Дополнение – I like fishing - Мне нравится ловить рыбу. He is fond of listening to classical music. – Он любит слушать классическую музыку. I insist on being listened to. – Я настаиваю на том, чтобы меня выслушали.

Обстоятельство – I don't mind your smoking here. – Я не возражаю, если вы будете здесь курить.

Абсолютный герундиальный оборот – We appreciate your helping us. Мы (высоко) ценим вашу помощь (то, что вы помогаете нам). We enjoyed the band's playing very much. Нам очень понравилось то, как играл оркестр.

Перевод: существительное, неопределенная форма глагола, придаточные предложения изъяснительные.

Упражнение 56. Перепишите предложения, используя герундий.

1. Прекратите болтать и начинайте работать. 3. Дети предпочитают играть в компьютерные игры чтению книг. 4. Курить вредно для здоровья. 5. Он не надеялся встретить её здесь. 6. Увидев новые игрушки, девочка засмеялась. 7. Он подумывает оставить работу и отправиться путешествовать. 8. Этот фильм стоит посмотреть. 9. Он с нетерпением ждет, когда сможет встретиться с ней опять. 10. Мне совсем не хочется идти к врачу.

Тесты для самопроверки усвоения грамматического материала

1. Тест для самопроверки усвоения базового уровня английской грамматики

1. Образуйте множественное число от следующих имен существительных:

- a name
- a boy
- a bus
- a leaf
- a mouse

2. Выразите значение принадлежности, используя притяжательный падеж имен существительных

- name of his dog
- house of my friend
- exams of the students
- family of our friend
- job of this manager

3. Выберите подходящую форму местоимения (личные и притяжательные)

- ... like to travel. (I, me, my)
- Give me the book. ... is on the table. (It, it, its)
- ... job is to manage people. (He, him, his)
- They visited ... at weekends. (We, us, our)
- Tell ... to come tomorrow. (They, them, their)

4. Вставьте глагол TO BE в нужной форме

- ... you busy now?
- He ... a student last year.
- I ... at home at this time tomorrow.
- They ... not in Russia in 2000.
- It ... late. Let's go home.

5. Вставьте глагол TO HAVE в нужной форме

- We ... no problems now.
- She ... a great party last Sunday.
- They ... exams next week.
- He ... no family.
- ... you got any questions to me?

6. Вставьте вспомогательный глагол TO DO или WILL в нужной форме

- ... you visit our town last year?
- I ... not speak German.
- We ... call you tomorrow.
- He ... not study now.
- ... they live in the USA now?

7. Вставьте подходящие по смыслу предлоги

- Go ... the shop and buy some bread.
- My younger brother studies ... school.
- I was born ... 1990.
- Our classes start ... 9.00.
- She is a student ... the Academy.

2. Тест для самопроверки усвоения системы времен английского языка

I. Вставьте глагола *be* или *have* в нужной форме:

1. Their sons _____ businessmen.
2. He _____ a computer.
3. This boy _____ a student.
4. Much time _____ often spent by my relatives together last year.

5. A new PE teacher _____ introduced to the teaching staff by the school director yesterday.
6. The picture gallery _____ visited by them next Sunday.
7. The exams _____ passed by him well yesterday.
8. The library _____ often visited by the students.
9. The cake _____ cooked by my mother tomorrow.
10. We _____ waiting for her at the moment.
11. They _____ finished their work when we came in.
12. She _____ never been to the USA.
13. We _____ already read this book.
14. The letter _____ already been written by her.
15. By 9 o'clock tomorrow I _____ already sent all the letters.
16. I _____ just met her husband
17. He _____ not translated this text yet.
18. The texts were _____ translated by them all day long yesterday.
19. He _____ a student of the university.
20. There _____ no salt on the table.

II. Вставьте глагол *to cook* в нужной форме:

1. I often _____ dinner myself.
2. Yesterday they _____ porridge for breakfast.

3. What _____ you _____ now?
4. What _____ you _____ for dinner yesterday?
5. What _____ you _____ for breakfast tomorrow?
6. He _____ not _____ now, he _____ in some minutes.

7. _____ you already _____ omelets?
8. She always _____ porridge with milk for breakfast.
9. I _____ just _____ an apple pie.
10. What _____ she _____ in the evening tomorrow?
11. As a rule, we _____ some sandwiches in the morning.
12. At the moment, she _____ some salad.
13. We _____ meals every day.
14. He seldom _____ meat.
15. My sister usually _____ fish when she had time.
16. They _____ never _____ anything.
17. _____ he ever _____ anything for lunch?
18. They _____ lunch by the time we came.
19. We _____ chicken in an hour.
20. When _____ she _____ breakfast yesterday?

3. Модальные глаголы

Выберите правильный вариант из предложенных справа

1. He ... the door, because smth was wrong with the lock.
1. cannot open 2. couldn't open 3. couldn't be opening
2. You ... my documents, officer!
1. may to see 2. may see
3. They ... this problem for two hours.
1. may have been discussing 2. may been discussing
4. You ... your teacher when he is speaking.
1. might have interrupted 2. can't interrupt
5. I'm sure that he ... this actress.
1. can't know 2. can't knowing
6. Where is father? – He ...
1. may be working 2. might have worked
3. may be worked ... at his office now.
7. She has disappointed me greatly. She ... you when you were in trouble.
1. may be helping 2. might have helped 3. might to have helped

8. What are the Jones celebrating? – I can't say for sure, but they ... the fifteenth anniversary of their marriage.
 1. may have celebrated 2. may have been celebrated
 3. may be celebrating
9. You ... help your friends.
 1. ought 2. should 3. have
10. When they saw the body, they ... the police at once.
 1. should have phoned 2. have to phone
11. Where is he? – He ... be at school now.
 1. must 2. ought
12. Where ... ice-cream be kept?
 1. has to 2. should 3. is to
13. When he ... to meet you?
 1. have 2. is 3. should
14. You ... have declared your love.
 1. ought 2. ought to 3. are
15. We have a lot of butter at home. You ... so much.
 1. shouldn't have bought 2. needn't have bought
16. The policeman said that our father ... drive more carefully.
 1. should have 2. should

Ключи к тестам

1. Тест для самопроверки усвоения базового уровня английской грамматики

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- dog's name
- my friend's house

- the students' exams
- our friend's family
- this manager's job

3. Выберите подходящую форму местоимения (личные и притяжательные)

- I like to travel.
- Give me the book. It is on the table.
- His job is to manage people.
- They visited us at weekends.
- Tell them to come tomorrow.

4. Вставьте глагол TO BE в нужной форме

- Are you busy now?
- He was a student last year.
- I will be at home at this time tomorrow.
- They were not in Russia in 2000.
- It is late. Let's go home.

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- We have no problems now.
- She had a great party last Sunday.
- They will have exams next week.
- He has no family.
- Have you got any questions to me?

6. Вставьте вспомогательный глагол TO DO или WILL в нужной форме

- Did you visit our town last year?
- I do not speak German.
- We will call you tomorrow.
- He does not study now.
- Do they live in the USA now?

7. Вставьте подходящие по смыслу предлоги

- Go to the shop and buy some bread.
- My younger brother studies at school.
- I was born in 1990.
- Our classes start at 9.00.
- She is a student of the Academy.

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I. Вставьте глагола *be* или *have* в нужной форме:

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2. He has a computer.
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6. The picture gallery will be visited by them next Sunday.
7. The exams were passed by him well yesterday.
8. The library is often visited by the students.
9. The cake will be cooked by my mother tomorrow.
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12. She has never been to the USA.
13. We have already read this book.
14. The letter has already been written by her.
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20. There is no salt on the table.

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1. I often cook dinner myself.
2. Yesterday they cooked porridge for breakfast.
3. What are you cooking now?
4. What did you cook for dinner yesterday?
5. What will you cook for breakfast tomorrow?
6. He is not cooking now, he will cook in some minutes.
7. Have you already cooked omelets?
8. She always cooks porridge with milk for breakfast.

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Выберите правильный вариант из предложенных справа

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2. You may see my documents, officer!
3. They may have been discussing this problem for two hours.
4. You can't interrupt your teacher when he is speaking.
5. I'm sure that he can't know this actress.
6. Where is father? – He may be working at his office now.
7. She has disappointed me greatly. She might have helped you when you were in trouble.
8. What are the Jones celebrating? – I can't say for sure, but they may be celebrating the fifteenth anniversary of their marriage.
9. You should help your friends.
10. When they saw the body, they should have phoned the police at once.
11. Where is he? – He must be at school now.
12. Where should ice-cream be kept?
13. When he is to meet you?
14. You ought to have declared your love.
15. We have a lot of butter at home. You needn't have bought so much.
16. The policeman said that our father should drive more carefully.

ЗАКЛЮЧЕНИЕ

Практическое владение иностранным языком – неотъемлемая часть подготовки специалистов в высших учебных заведениях страны. Умение работать с иноязычными текстами представляется основным возможным практическим применением полученных в процессе обучения навыков в будущей профессиональной деятельности.

Учебно-практическое пособие рассчитано как на аудиторную, так и самостоятельную работу студентов. Предлагаемые задания позволяют развить навыки и умения чтения, перевода и изложения полученной информации в устной и письменной формах. Упражнения, имеющие тематическую направленность, способствуют расширению словарного запаса и практическому применению лексико-грамматических навыков.

Грамматика представлена в пособии в качестве справочного материала, который может быть использован индивидуально, в зависимости от конкретных потребностей обучаемых.

Доступность изложения материала, разнообразные упражнения для речевой практики, соответствие тематики текстов возрастным и профессиональным интересам – залог достижения студентами более высокого уровня в овладении английским языком.

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1. <https://aspiringyouths.com>
2. <https://www.britannica.com/>
3. <https://www.businessinsider.com>
4. <https://bigthink.com>
5. Википедия. URL: <https://en.wikipedia.org/> (дата обращения: 16.02.2024).
6. <https://didyouknowhomes>
7. <https://doclecture.net>
8. <https://www.dydepune.com>
9. <https://www.londontopia.net>
10. <https://meaningss.com>
11. <https://online-teacher.ru/>
12. <https://www.projectbritain.com>
13. <https://socialstudieshelp.com/>
14. <https://www.topendsports.com/>

Электронные и онлайн словари

1. <https://www.dictionary.com/> The world's leading online dictionary: [Электронный ресурс].

2. <https://www.dict.com/> Надежный словарь с орфографией и произношением слов

3. Cambridge Dictionaries Online [Электронный ресурс]. Режим доступа: <http://dictionary.cambridge.org>. Многоязычный онлайн словарь, включает толковые словари английского языка: American English, Learner's, Phrasal Verbs, Dictionary of Idioms и др.

4. Oxford Dictionaries Online [Электронный ресурс]. Режим доступа: <http://www.oxforddictionaries.com>. Многоязычный онлайн словарь, включает толковые словари английского языка, указывается этимология слова, есть возможность прослушать слово.

5. Яндекс словари онлайн [Электронный ресурс]. Режим доступа: <http://slovari.yandex.ru>. Многоязычный пополняемый онлайн словарь, включает общие и специальные словари разной направленности. Содержит ссылки на другие словари и энциклопедии. Есть возможность прослушать слово.

Учебное издание

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