

PER ASPERA AD ASTRA

**АНГЛИЙСКИЙ ЯЗЫК ДЛЯ СТУДЕНТОВ
ГУМАНИТАРНЫХ СПЕЦИАЛЬНОСТЕЙ
ПЕДАГОГИЧЕСКОГО УНИВЕРСИТЕТА**



Учебно-методическое пособие

Екатеринбург 2024

Министерство образования и науки Российской Федерации
федеральное государственное бюджетное образовательное
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«Уральский государственный педагогический университет»
Институт иностранных языков
Кафедра профессионально-ориентированного языкового
образования

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ВВЕДЕНИЕ

Учебно-методическое пособие «PER ASPERA AD ASTRA» (Английский язык для студентов гуманитарных специальностей педагогического университета) предназначено для оптимальной организации аудиторной и самостоятельной работы обучающихся первого курса гуманитарного направления. Пособие представляет часть учебно-методического комплекса для семестрового обучения при 2-4 аудиторных часах в неделю. Пособие рассчитано на 56 часов аудиторной работы и примерно такое же количество часов самостоятельной работы обучающихся. Пособие соответствует ФГОС ВПО и отвечает требованиям рабочих и учебных программ дисциплины «Иностранный язык».

Практика учебного процесса в отечественных высших учебных заведениях актуализирует в качестве глобальной цели изучения дисциплины «Иностранный язык» необходимость развития иноязычной коммуникативной компетенции обучающихся на основе необходимого уровня лингвистической и коммуникативной компетенций, сформированных на базовом образовательном уровне вуза. Обучающимся необходимо овладеть иностранным языком на уровне В1-В2. По окончании курса обучаемые должны владеть необходимым лексическим, грамматическим, социокультурным минимумом. Обучающиеся должны уметь рассказать о себе, своей семье, рабочих и выходных днях, своей учебе в университете и о своей будущей профессии. Также обучаемые должны понимать иностранную речь на слух, задавать вопросы и отвечать на них. Заданная тематическая проблематика отрабатывается в последующих упражнениях, которые предваряет лексический вокабуляр, диалог или адаптированный или аутентичный текст, который задает тематику общения.

В пособии содержится материал по разговорным темам, диалоги, упражнения лексической направленности. Подобранные аутентичные тексты повышают мотивацию к изучению иностранного языка. Материал представлен в достаточном объеме. Цель пособия – формирование коммуникативной компетенции, которая определяет структуру и содержание пособия.

Первостепенная цель пособия – обеспечить целесообразное и эффективное овладение учебным материалом на начальном этапе вузовского образования. Впоследствии, обучающийся сможет последовательно и эффективно расширять свои знания и совершенствовать умения и навыки.

Учебно-методическое пособие содержит необходимый вокабуляр и отражает системные связи между русской и английской терминологией. В каждом юните изучаются реалии страны изучаемого языка.

Грамматический курс построен по морфологическому принципу. В нем содержится теоретический материал по темам, предусмотренным учебной программой, а также практическая часть – система тренировочных упражнений. В контрольной части – проверка и отработка грамматических явлений. Каждый Unit направлен на изучение и применение определенного грамматического времени в иноязычной коммуникации.

Основной структурной единицей является лингвометодический комплекс, который представляет собой тематически завершенный блок (Unit). Каждый Unit соответствует определенному этапу обучения. Усвоение материала, содержащегося в разделе, является условием аттестации за определенный блок.

Тематика подобранных текстов, задания творческого и коммуникативного характера направлены на создание дополнительного психологического стимула для изучения иностранного языка. Эмоционально-смысловой метод находит отражение в ролевых играх. Овладение речевой коммуникацией осуществляется при взаимодействии обучающихся в заданных ситуациях общения. К ним относятся: упражнения на закрепление изученного лексического тезауруса и разговорные клише, переводческие задания, написание эссе по заданной теме.

В конце каждого урока обучающиеся изучают факты страноведческого характера, либо связанные с их областью обучения. Обучаемые знакомятся с традициями страны изучаемого языка и узнают интересные факты из психологии, истории, преподавания дисциплин.

Каждый урок представляет собой реализацию следующих разделов:

1. Представление нового лексического материала. Со-
поставление лексических единиц родного и изучаемого языков.
Объяснение контекста употребления лексики.

2. Работа с текстом. В данном разделе содержатся тек-
сты, диалоги, упражнения к ним. Упражнения направлены на
понимание прочитанного, обсуждение изученной информации,
выражение мнения и отношения к изученному материалу.

3. Грамматический. Изучение и обобщение грамматиче-
ского материала для развития навыков устной и письменной речи.

4. Овладение монологическим и диалогическим говоре-
нием происходит на базе речевых структур и последовательного
выполнения языковых и речевых упражнений. Практика рече-
вой деятельности проходит в заданных речевых ситуациях, ко-
торые объединены единой тематикой.

5. Написание сочинения на заданную тему.

6. Страноведческий и профессиональный разделы, где
приводятся страноведческие или профессиональные факты.

В учебно-методическом пособии представлено не соб-
ственно реферирование (т. е. письменный вид работы), а его
разновидность – «rendering», который используется главным
образом в устной речи. Наибольший интерес представляют эта-
пы работы над устным рефератом, которые последовательно и
подробно анализируются. Имеет место своеобразный словарный
«каркас», представляющий собой набор формулировок и клише,
которые могут оказаться полезными в процессе обучения.

Пособие дополнено приложением в виде оригинальных
текстов, которые актуальны и интересны с точки зрения языка и
проблематики (политика, психология, логопедия, педагогика,
борьба с терроризмом, вопросы религии и пр.), кроме того,
предназначены активизировать навыки понимания оригиналь-
ной литературы и последующего устного изложения материала.

Таким образом, данное учебно-методическое пособие
учитывает новые методические подходы и тенденции в теории и
практике обучения иностранным языкам в нашей стране и за
рубежом. Пособие рассчитано на обучающихся первого курса
гуманитарных направлений.

UNIT 1. ABOUT MYSELF

1. Read and translate the text.

First of all **let me introduce myself**. My name is Vera. My family name is Krotova. I am a **full-time student** of the Ural State Pedagogical University. My future profession is a **kindergarten teacher**. I like my future profession and I am going to **do my best** to become a good specialist. My **native** town is Pervouralsk. Now I live in the hostel.

I was born on the 15th of February 2003. As many other children I went to the kindergarten, at the age of seven I went to school. My school was next to my house. I was very proud when I became a pupil. **I was good at** Russian and social studies, but **I was quite bad at** history. I was born in the family of a teacher and a doctor.

As to my appearance I am tall and slim. I have a good complexion. I'm usually an emotional and active person. My life is very **diverse**. I think that **I have a charitable nature**, because I always help people. I like volunteering very much. I am usually calm, but sometimes I can **lose my temper** and become either angry or sad. I like to laugh and joke. I have got a sense of humor. I am a hard-working and ambitious person. I **set high goals** for myself and I work hard to **reach** them. I **appreciate** people's honesty, **frankness** and **politeness**. I don't like when people are **rude**, aggressive.



I am sociable, so I have got a lot of friends. We often get together, play different board games, go for a walk, go to the cafes, go in for sport. I like when somebody plays the guitar, but myself I don't play any musical instruments. We talk a lot about life and our problems. We **share secrets** and **support** each other.

I have got some hobbies. I am always busy but when I am free I like reading books. I think books help me to **broaden my mind**. In my opinion, books are a **source** of new and useful information. I enjoy reading books about life of famous people, but I hate reading detectives. I also love music. My favorite types of music are dance music, hip-hop and rock. I like drawing, I studied at art school. I am also a photographer and I like taking pictures.

Sometimes I play different sport games such as basketball, volleyball. Sometimes I go to the gym. In winter time I like going to the skating-rink. I don't like to watch TV, but I do it from time to time.

I like to stay at home alone especially when I need some relaxation. Then I lie on the sofa, watch a serial or sleep. In summer we usually travel with my family. We often go to the seaside by car.

Vocabulary

to appreciate	ценить
to be good at	хорошо разбираться в
to be quite bad at	плохо разбираться в
to broaden my mind	расширять горизонты
diverse	разнообразный
to do my best	делать все от меня зависящее
frankness	откровенность
a full-time student	студент очной формы
to have a charitable nature	иметь щедрую натуру
a kindergarten teacher	воспитатель

to let me introduce myself	позвольте мне представиться
to lose my temper	выходить из себя
native	родной
politeness	вежливость
to reach	достигать
to be rude	быть грубым
to set high goals	ставить высокие цели
source	источник
to share secrets	делиться секретами
to support	поддерживать

2. True or false?

- 1) Vera is not a full-time student.
- 2) Her native city is Yekaterinburg.
- 3) She was born on the 14 of February.
- 4) She was good at Russian.
- 5) She is short and fat.
- 6) She doesn't set high goals.
- 7) She is shy and doesn't have many friends.
- 8) She likes reading books.
- 9) She can't draw.
- 10) She plays computer games.
- 11) She likes staying at home alone.
- 12) They like travelling to the sea.

3. Put phrases into the correct order.

- 1) As to my appearance I am tall and slim.
- 2) We talk a lot about life and our problems.
- 3) I was born on the 15th of February 2003.
- 4) I am always busy, but when I am free I like reading books.

- 5) First of all let me introduce myself.
- 6) We often go to the seaside by car.
- 7) I don't like when people are rude, aggressive.
- 8) We share secrets and support each other.
- 9) I was born in the family of a teacher and a doctor.
- 10) My native town is Pervouralsk.

4. Find the information in the text.

Vera's biography	
Appearance	
Character	
Time with friends	
Hobbies	
Sport	

5. Describe yourself using nouns, adjectives and verbs.

I

student	tall	study
girlfriend	friendly	dance
daughter	slim	play football
waiter	outgoing	go to the cinema
films		
cooking		

Grammar corner: глагол to be

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС	КРАТКИЙ ОТВЕТ
I am a student. I am tall.	I am not a teacher. I am not angry.	Am I a student? Am I angry?	Yes, I am. No, I am not.
You are a kindergarten teacher. You are even-tempered.	You are not a baby. You are not short.	Are you a waiter? Are you serious?	Yes, you are. No, you are not.
He is a future psychologist. He is diligent	He is not a singer. He is not creative.	Is he a dancer? Is he friendly?	Yes, he is. No, he is not.
She is a teacher. She is well-educated.	She is not a wife. She is not old.	Is she a mother? Is she sportive?	Yes, she is. No, she is not.
It is a new city. It is beautiful.	It is not a dog. It is not cold.	Is it a book? Is it funny?	Yes it is. No, it is not.
We are friends. We are outgoing.	We are not brothers. We are not lazy.	Are we groupmates? Are we diligent?	Yes, we are. No, we are not.
They are leaders. They are responsible.	They are not pupils. They are not rude.	Are they biologists? Are they creative?	Yes, they are. No, they are not.

6. Write the correct verb to be.

- 1) Donna my best friend.
- 2) Ron and Dave brother and sister.
- 3) My grandmother 90 years old.
- 4) We ... full-time students of the Ural State Pedagogical University.
- 5) Irbit my native city.
- 6) My roommates ... very helpful and friendly people.
- 7) My hostel in the center of the city.
- 8) I ... at home.
- 9) My book 300 pages long.
- 10) The children ... at a summer camp.
- 11) You a diligent and responsible student.
- 12) My favorite subjects ... History and Russian.
- 13) I good at biology.
- 14) They future teachers.
- 15) It a funny story.

7. Translate the sentences into Russian.

- 1) Lilly and Sean are on the lecture at the University.
- 2) Ben is hungry right now.
- 3) My mother is a teacher, she works in the college.
- 4) I am at the cinema.
- 5) It is about to rain today.
- 6) The books are interesting and cognitive.
- 7) They are diligent and hardworking students.
- 8) Our room in the hostel is clean.
- 9) We are first-year students.
- 10) My sister is tall and slim, she likes sport.
- 11) My favorite sport is basketball.
- 12) My birthday is in February.
- 13) This scientist is very famous.
- 14) My native city is small, but beautiful.
- 15) My future profession is demanded.

8. *Translate the sentences into English.*

- 1) Она студентка очной формы Уральского Федерального университета.
- 2) Я не первокурсник.
- 3) Какие твои любимые предметы?
- 4) Математика – самый сложный экзамен для меня.
- 5) Ревда не мой родной город.
- 6) Эти студенты очень серьезные.
- 7) Она общительная и дружелюбная девушка.
- 8) Я хорошо разбираюсь в психологии.
- 9) Кто твой любимый писатель?
- 10) Мы – соседи, живем в одной комнате в общежитии.
- 11) Мой дом находится далеко от университета.
- 12) Где учитель? Я думаю, он в лаборатории.
- 13) Это не так легко учиться в университете.
- 14) Твоя мама врач? Нет, она экономист.
- 15) Мы не школьники.

9. *Answer the questions using positive or negative answers.*

- 1) Is it a sunny day?
- 2) Is the bag heavy?
- 3) Are the trees short?
- 4) Is the car purple?
- 5) Are they at a restaurant?
- 6) Are the glasses empty?
- 7) Is the snake long?
- 8) Are the puppies cute?

10. ***Describe your roommate or friends using the adjectives from the list.***

Example: my roommate is neat, my friend is not greedy

Outgoing, serious, easygoing, boring, neat, quite, considerate, friendly, noisy, selfish, non-smoker, shy, messy, humorous.



*Talk about someone you know that has the trait you land on.
You must give an example*

My boyfriend is romantic. Last week, he took me to a movie and then a really cool café. Then we went for a walk in the park.

My father is stubborn. He never changes his mind about anything.

My best friend is adventurous. She likes to travel and she always tries new things.

lazy	talkative	conservative	generous	neat
shy	warmhearted	stubborn	intelligent	ambitious
kind	moody	intelligent	outgoing	unreliable
honest	strict	well-read	polite	reserved
Well-travelled	rude	patient	easygoing	clumsy

11. Answer the questions.

- 1) What is your best personality trait?
- 2) What is your main weakness? Are you trying to overcome it?
- 3) What personality traits does a teacher need?
- 4) Is your character similar to your mother or father's character? In what way are you like them?
- 5) What is interesting for you?
- 6) Why did you choose this university?
- 7) Who was your favorite teacher at school?



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12. Fill in the gaps.

Expressions All About ME

I worry about _____.

I dreamt about _____.

I am proud of _____.

I am interested in _____.

I am afraid of _____.

I don't believe in _____.

I am good at _____.

I am poor at _____.

I have to _____.

I feel like _____.

I regularly _____.

I never _____.

I can't stand _____.

I have difficulty _____.

I have a habit of _____.

I no longer _____.

_____ makes me laugh.

_____ makes me sad.

_____ makes me angry.



13. Read and translate the text.

My biography

Let me introduce myself. My name is Anna. I am eighteen. I am a student of the Ural State Federal University. I am a first-year student.

I am easy-going, cheerful and responsive. I love my family and friends and I am always eager to help them and divide their joys and sorrows. I adore outdoor activities, picnics, rafting and travelling. I like to sit by the fire with my friends and enjoy the natural beauty of the world. Besides, I am a very versatile person.

I am fond of fashion, photography, music, English and painting. In my free time I can spend hours in the open air. On my way to the university I always listen to my favorite songs on my iPod. Twice a week I go to the gym where I practice yoga and ballet. I also like to play volleyball and basketball with my friends.

As to my appearance, I am quite tall and slim with big blue eyes and plump lips. My hair is curly and brown. I have lightly tanned skin. My friends find me rather attractive.

My family is not large. My parents have one more child, besides me. Thus I have got an older sister. Her name is Mary. She is in her late twenties. She works in a bank as a chief accountant. She is married and has a wonderful daughter named Alice.

I have the best parents in the world. Both of them are understanding, kind and patient. They always support me and give me advice. My mother is very beautiful and elegant. She always inspires me. My dad is a surgeon. Every day he saves lives of many people. I am happy to have such a friendly family. On our weekends we often go to the country and stay with my grandparents. I help my grandma with gardening or go fishing with my granddad. My grandparents are retired but work part-time as teachers at school. I appreciate every minute of my life spent in the circle of my family.

14. Write an essay «About myself».

Professional Corner

Read, translate the text and answer the questions.

What features should a person have to become a teacher?

Many young people get interested in the work with children and students, to take up teaching as a carrier. The reasons for the choice of teaching are: family influence, influence of teachers; one's wish to be a teacher; interest in one's subject field and fondness for children. If you choose teaching as a career, you should bear in mind it is a great responsibility to lead and educate children. Best teachers pay great attention to developing children's individual abilities and gifts, remembering that every child is a personality with his own world.

If you want to become a good teacher you should understand the necessity of constant studying. The teacher must never be ignorant, because an ignorant teacher teaches ignorance. Moreover, the pupils always understand at once what kind of teacher they are having.

Certainly, the teacher should first and foremost be fond of children and be able to communicate with them. It's a great talent to understand and respect children.

The teacher must be intelligent and qualified. He or she should have a rich experience of life, an adequate level of education and a good command of the subject he is teaching. He should be able to arouse the pupils' interest in his subject.

Teaching is really the most difficult but a very noble profession.

Answer the questions.



- 1) What main qualities should a good teacher have?
- 2) Compose the image of an ideal teacher you like and describe.
- 3) Would a computer substitute a teacher in future? Do you want it to happen?
- 4) What are advantages and disadvantages of a teacher's profession?
- 5) What is to be a real student?

UNIT 2. MY HOBBY

1. *Read and translate the text.*

In the 16th century a favorite toy for children of all ages was the hobbyhorse. **In appearance** a hobbyhorse could be as simple as a stick, or it could have a decorated wooden **framework** with an imitation horse's head attached. Whether simple or elaborate, children used them for the games of the time **involving** war and knighthood, much as children in the early part of the 20th century played cowboys and Indians. In time the popularity of the hobbyhorse declined, but the **pleasure** of doing something outside the **routine activities** of daily life had brought a new word into the language, the word hobby which is a shortened form of hobbyhorse.



Hobbies today include a **vast range of activities**. The **definition** that best **covers** all these activities is probably constructive **leisure-time activities**.

Hobbies differ like tastes. If you have chosen a hobby **according to your character** and taste you are lucky because your life becomes more interesting.

Hobbies are divided into four large classes: doing things, making things, collecting things and learning things.

The most popular of all hobby groups is doing things. It includes a wide variety of activities, everything from gardening to travelling and from chess to volleyball.



Sport has always been popular in our country. There are different sporting **societies** and clubs in Russia. Many of them take part in different international tournaments and are known all over the world. Our sportsmen **take part** in the Olympic Games and always win a lot of gold, silver and bronze medals.

Millions of people watch figure skating competitions, hockey and football matches, car races, tennis tournaments and other sport events. Certainly watching sports events and going in for sports are two different things. Now everybody knows that sport can be a profession and a business. But sport can be fun as well. Besides, it helps to **stay in good shape, to keep fit** and to **be healthy**. Doing sports is becoming more and more popular. Some people do it occasionally – swimming in summer, skiing or skating in winter – but many people go in for sports on a more regular basis. They try to find time to go to a swimming pool or a gym at least once a week for aerobics or yoga classes, body building or just work-out on a treadmill.

Gardening is one of the oldest man's hobbies. It's a well-known fact that the English are very fond of gardening and growing flowers, especially roses.

Making things includes drawing, painting, making sculpture, designing costumes, handicrafts. Two of the most famous hobby painters were President Eisenhower and Sir Winston Churchill. Some hobbyists write music or play musical instruments. President Bill Clinton, for example, plays the saxophone.



Millions of people of all over the world spend their holidays travelling, they travel to enjoy picturesque places, or just **for a change** of scene. It's always interesting to discover new things, different ways of life, to meet different people, to try different food, to listen national music.

Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at **shops windows** and dining at exotic restaurants. City dwellers sometimes like a **quiet holidays** by the sea or in the mountains, with nothing to do but walk and bathe and laze in the sun.

Most travelers and holiday-makers take a camera with them and take pictures of everything that interests them – the sights of the city, old churches and castles, views of mountains, lakes, valleys, plains, waterfalls, forests, different kinds of trees, flowers and plants, animals and birds.

Later, perhaps years later, they will be **reminded** by the photos of the happy time they have had.

People travel by train, by plane, by boat and by car. All means of travel have their **advantages** and **disadvantages**. And people choose one according to their plans and destinations.



If we are fond of travelling, we see and learn a lot of things that we can never see or learn at home, though we may read about them in books and newspapers, and see pictures of them on computer. The best way to study geography is to travel, and the best way to get to know and understand people is to meet them in their own homes.

No matter what kind of hobby a person has, he always has the opportunity of learning from it. By reading about the things he is interested in, he is adding to what he knows. Learning things can be the most exiting aspect of a hobby.

Vocabulary

according to your character	согласно твоему характеру
advantage	преимущество
to be healthy	быть здоровым
to cover	покрывать/затрагивать
definition	определение
disadvantage	недостаток
in appearance	внешне

to involve	вовлекать
for a change	для разнообразия
framework	рамка
to keep fit	поддерживать физическую форму
leisure-time activities	досуговые занятия
quiet holidays	спокойные выходные
pleasure	удовольствие
to remind	напоминать
routine activities	повседневные занятия
shop-windows	витрины магазинов
society	сообщество
to stay in a good shape	оставаться в хорошей форме
take part	принимать участие
vast range of activities	широкий диапазон занятий

2. True or false.

- 1) In the 16th century a favorite toy for children of all ages was the car.
- 2) Hobbies today include a vast range of activities.
- 3) Hobbies are divided into 3 large classes.
- 4) Sport is not very popular in our country.
- 5) People enjoy watching figure skating.
- 6) Gardening is one of the newest hobbies.
- 7) It's interesting to discover new things.
- 8) Most travelers don't take photos while travelling.
- 9) People travel only by train.

10) Learning things can be the most exciting aspect of a hobby.

3. Put the phrases into the correct order.

1) Gardening is one of the oldest man's hobbies.

2) The best way to study geography is to travel and the best way to get to know and understand people is to meet them in their own homes.

3) In the 16th century a favorite toy for children of all ages was a hobbyhorse.

4) Millions of people watch figure-skating competitions, football and hockey matches, car races, tennis tournaments

5) Learning things can be the most exciting aspect of a hobby.

6) Making things includes drawing, painting, making sculpture, designing costumes, handicrafts.

7) Hobbies today include a vast range of activities.

8) People travel by train, by plane, by boat and by car.

9) There are different sporting societies and clubs in Russia.

10) Those who live in the country like to go to a big city and spend their time visiting museums and art galleries, looking at **shops windows** and dining at exotic restaurants.

4. Find information in the text and fill the table.

Hobby	
Sport	
Travelling	
Creative Hobbies	
Learning from hobbies	

5. Write the words connected with hobbies.

NOUN	ADJECTIVE	VERB

6. Answer the questions.

- 1) Do you have a lot of leisure time?
 - 2) Do you have any hobbies?
 - 3) What hobbies do men prefer? Which hobbies do woman especially like?
- Do you collect anything? What kind of things do people usually collect?
- 4) What hobbies do you know?
 - 5) Do you like sport activities?
 - 6) Do you prefer to spend your leisure time at home or go out somewhere?
 - 7) Do you like to learn new skills? Can you an example of something that you have learnt to do that is not related to your work?
 - 8) Is it important to have a hobby?

7. Fill in the table.

Hobby	Benefit	Explanation

8. Complete the sentences with the appropriate adjectives.

- 1) It's _____ to swim after a heavy meal.
- 2) It's _____ to wear a helmet when you go cycling.
- 3) It's _____ to wear life-jacket when you go canoeing.
- 4) It's _____ to take a guide when you go into mountains.
- 5) It's _____ to buy good quality diving equipment.
- 6) It's _____ to finish a Football World Cup with penalty shoes.
- 7) It's _____ to shake hands with your opponent after a tennis match.
- 8) It's _____ to take part in competitions.
- 9) It's _____ to create handmade.
- 10) It's _____ to travel around the world.
- 11) It's _____ to have extreme hobbies.
- 12) It's _____ to learn new things from your hobby.
- 13) It's _____ to broaden your horizons.
- 14) It's _____ to play musical instrument.

9. From the following list representing people's hobbies find out the proper ones to fulfill the table below and add your variants.

Cards, board games, chess, jogging, hunting, camping, saxophone, hiking, rock climbing, stamps, photography, sewing, coins, antiques, guitar

Things people play	Things people collect	Outdoor activities	Creative hobbies

Grammar Corner

PRESENT SIMPLE TENSE

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС	КРАТКАЯ ФОРМА
I go swimming	I don't like gardening.	Do I attend master class today?	Yes, I do. No, I don't.
You draw very well	You don't play basketball.	Do you collect coins?	Yes, you do. No, you don't.
He takes part in competitions	He doesn't have any hobbies.	Does he play hockey?	Yes, he does. No, he, does not.
She travels around the world	She doesn't spend a lot of money for her hobbies.	Does she sew clothes?	Yes, she does. No, she doesn't
It relaxes me It makes me happy	It doesn't learn anything.	Does it interest you?	Yes, it does. No, it does not
We learn a lot from hobby	We don't go to the restaurants.	Do we go dancing today?	Yes, we do. No, we don't
They like knitting	They don't like extreme sport.	Do they go to the concert?	Yes, they do. No, they don't

10. Choose the correct answer.

- 1) I play/plays football every day.
- 2) We don't/doesn't like milk.
- 3) She don't/doesn't live in Poland.
- 4) Kate and I don't/doesn't tidy up our room every day.
- 5) Mark set/sets the table.
- 6) I often help/helps my mum.
- 7) My dad never do/does shopping.
- 8) Where do/does you spend/spends your holidays?
- 9) Helen vacuum/vacuums the carpet once a week.
- 10) Do/does Jim walk/walks his dog in the evening.
- 11) Tim and Paul do/don't play/plays the guitar.
- 12) Do/does they listen/listens to rap music?

11. Open the brackets.

- 1) My cat (sleep) every day.
- 2) Susan (live) in a small flat.
- 3) My best friend (walk) in the park.
- 4) You and I (study) English.
- 5) My neighbour's dog (jump) high.
- 6) We (buy) things on e-bay.
- 7) They (text) each other all the time.
- 8) She (watch) horror films.
- 9) I (not enjoy) classical music.
- 10) They (feed) the rabbits at 2 o'clock.
- 11) We (not water) the flowers in two days.
- 12) () your sister wear nice dresses?
- 13) Mary (not spend) much time on shops.

12. Complete the sentences with do or does.

- 1) _____ they go out every day?
- 2) _____ she watch TV a lot?
- 3) _____ you play football in a club?

- 4) _____ Karen often go to the cinema?
- 5) _____ he speak English fluently?
- 6) _____ your father work in a factory?
- 7) _____ you always do your homework?
- 8) _____ Steven sometimes go hiking?
- 9) _____ Helen like knitting?
- 10) _____ you collect anything?
- 11) _____ she know how to cook well?
- 12) _____ they enjoy travelling?

13. Correct the mistakes.

- 1) I works at school?
- 2) She is play rugby.
- 3) My sister make her bed every morning.
- 4) Does they speak English?
- 5) She don't sing at all.
- 6) I doesn't like doing my homework.
- 7) Your brother often ride his bike.
- 8) My friends works in a shop.
- 9) Do you always take the bus to go to the university?
- 10) We learns pedagogy at the university.
- 11) In my free time I not play hockey.
- 12) They plays table games on Saturdays.
- 13) Den go to the gym 3 times a week.
- 14) It take place every year.

14. Read and translate how people describe their hobbies. What is close to you and what is absolutely not about you?

1) I spend most of my time doing odd jobs around the house. I really like painting and decorating, although I can do most things. If I run out of things to do at home, I usually offer to help the neighbours. I hate having nothing to do.

2) Well, I go to the match on Saturday afternoon, and then go out with my mates for a drink in the evening. If it's a home game, I can usually get back to watch Match of the Day on television. Then

on Saturday we all meet up for a game of football. I belong to the South Superstars, which is part of the Southern Sunday League. We play every Sunday from September to May.

3) We always have people for dinner on Saturday nights, or we get invitations to have dinner with friends. Sometimes we go out to restaurants. We like Chinese food, and there are also plenty of good Indian restaurants.

4) I go shopping. I adore it and I go shopping for clothes at least twice a month. And if I haven't got any money, I go window shopping and decide what I'm going to buy when I am rich.

5) In the summer, I watch the cricket. I like it. It is very relaxing game. I like watching local matches. If I can't go, I listen to the radio commentary on the BBC.

6) I go round the clubs, meeting friends, dancing, listening to music, that sort of things. I try to go out if I can, because I can't stand staying at home. I enjoy dancing, playing bowling or billiard. If I go to work next day, I try to be in bed by midnight.

7) I do down to the river at least once a week, usually on Sunday because that's when I want to get away from the children at home. I don't mind spending Saturday with children, but I get bored if it's the whole weekend. My wife doesn't mind. She says she prefers me out of the house. But she is pleased when I catch enough fish for supper.

8) I spend a lot of time there now that I am retired. There is always something to do, cutting the grass, weeding the flower beds, planting bulbs. I like the spring best of all – not much to do and lots to look at. But I detest collecting the leaves in autumn.

15. Read and translate the text.

UNUSUAL HOBBIES

People all over the world like having hobbies. But some hobbies are very strange and unusual. Some people collect old cars, some people grow unusual trees, some people carve egg shells. Do you know people with unusual hobbies?

Remember the saying «You can not make an omelette without breaking eggs»? Times are changing and now this saying lost its meaning: and turning them into works of art. This hobby requires high concentration and attention to detail, you will have to messing (bother) with egg shells. But this activity helps to take your mind off from the routine and create a real masterpiece with your own hands.



Geocaching

If you read adventure books as a child and always dreamed of finding a treasure, take up a hobby. About 3 million people who like to spend time outdoors (outdoorsman) are already keen on geocaching abroad. So, people take a thing of little value, put it in a waterproof box and hide it in some historical or just interesting place, although caches can hide in off the beaten track. At the same time, they record the coordinates of the location of the thing and register them on the site. Another cacher takes the coordinates and searches the item, after finding the cache, he hides his treasure in another place, then the story repeats.



Ghost hunting

You always envied the guys from the movie. Ghostbusters and wanted to hunt for guests from the other world? Then join the lovers of this hobby, hunt down ghosts and explore paranormal phenomena). Ghostbusters go to haunted places and try to collect evidence of the existence of ghosts. I must say that this is an expensive hobby, so for people with ordinary income, it can only be an activity in their free time.

Toy voyager



When the soul asks for new sensations, but doesn't give a vacation at work, or you are just a homebody by nature, send it to rest..your favorite toy. This is what various photographers do, and just find people who accept your traveler as a guest. A hospitable host will take pictures of your pet and upload pictures to the site. So your teddy bear will become a real tireless traveler. Some people use as a justifiable reason to get their favorite children's toys and remember their childhood.

Duct tape art



If an artist lives inside you, but you cannot draw, try a new trend in art. To create a wall painting (mural) you need only duct tape and a clean wall. One drawback: most masterpieces are one-day (ephemeral). And some people also use scotch tape to create design clothes! Of course, such clothes look original, but you will be slightly uncomfortable, and people can tease you.

ART CORNER

THE HIDDEN MEANING OF COLORS IN ART

Art often has a hidden meaning when it comes to the colors used in the paintings, which can be used as a powerful tool to invoke emotions in the viewer. Once you understand the principles behind using colors in your paintings, you can utilize these to enchant your viewers.

Research has shown that the colors around us a direct influence on the way we fell and hence can help us relax. Artists often use colors to send out a sibiliminal message.

Before we dive into what each of the colours could mean, let's briefly revise on our primary and secondary colours knowledge from elementary school. Red, yellow and blue are considered as the primary colours. The secondary colours are the ones you get on combining any two of the primary colours – mixing the colours red and yellow gives you the colour orange; mixing yellow and blue gives you green; mixing red and blue gives you purple. You will get tertiary

colours upon mixing the secondary colours. If you want to darken any colour, you can do so by adding a little black to it. If you want a lighter shade, you can get it by mixing a little white in it.

Let us move on to understand the meaning of the colors.

RED

Red is considered the color of assertion, romance, strength, excitement, vitality, ambition, impulse and physical prowess. It is a color that can create a beautiful contrast to all skin types and make them look flattering. The pale pinks go well with green and create a peaceful look. Red can mean danger or threat as well as it used symbolically with respect to fire engines, stop signs and traffic lights.

ORANGE

Orange is a shade between red and yellow. It is flamboyant, lively and cheerful. It signifies youth and being fearless, spontaneous, dynamic and assertive. This color stimulates the brain while also promoting mental activity. Dark orange can mean deceit and distrust while an orange that is closer to a red, can correspond with aggression, domination and the thirst of action.

YELLOW

Yellow is often associated with sunlight. This color creates a feeling of hope, happiness while also denoting wisdom. It evokes a feeling of optimism and well-being. It is not only a radiant color but also gives one a feeling of all being ok in the world which can be refreshingly peaceful.

Green

Green is the color associated with harmony, security and balance. It creates a sense of peace, gentleness and modesty, especially the pale green shade. Green also symbolizes hope. Sometimes a yellow-green mix is used to indicate sickness, discord or jealousy.



«Under vanilla skies» by Lori McNee

The above painting has been carefully painted to give a calm, harmonious feeling. This painting has used yellows and greens, with a dash of complementary colors in a beautiful manner, to reflect a serene feeling.

Blue

Blue is the color of the sky and its reflection on water surfaces. Thus, the color is often used to show a kind of expansiveness, similar to the skies and oceans. Blue is also considered a color with formal undertones. Blue is not only considered a masculine color but is also, interestingly, associated with a soft, soothing and compassionate vibe, thereby representing a character with wisdom and steadiness. Blue is also often associated with the feeling of melancholy.

Purple

Born from the mixture of blue and red, purple is a regal color considered to be associated with dignity and hence to be used with discretion. The paler tones of purple are restful and serene but the darker ones can make it harder to focus. Lavender is a lighter shade of purple which signifies the refined things in life that are creative, witty and civilized. On the flip side, purples can also be tiring to the eyes. Sad and gloominess can also be portrayed using this color.

Grey

Grey is considered as the color of compromise and caution. Grey also gives a sense of peace to the viewer.

White

White symbolizes safety, cleanliness and purity. It emanates innocence, youth and perfection. It also means simplicity and freshness. Usually, white should be used sparingly in a painting with the other colors to make sure it does not look lifeless and chalky.

Black

Black is often used to symbolize mysteries and secrets. But black can also give a morbid feeling so it should be used carefully. In most Western cultures, black symbolizes grief. However, black can also resonate with someone being dignified with a hint of sophistication.



«A second glance» by Lori McNee

The black in this painting has been used beautifully in layers that bring out a feeling of mystery, invoking a sense of curiosity in the viewer.

16. Write an essay about your hobby.

UNIT 3. MY FAMILY

1. Read and translate the text.

MY FAMILY

Let me introduce myself. My name is Alina Mironova. I was born in 2003. Ekaterinburg is my native city. I live here with my family which is rather large. We are seven: my mother, my father, my grandparents and three children.

I am the only daughter in the family. I am 18 years old. I am a **first-year student** at the pedagogical university. I study at the Institute of Special Education. I am going to be a speech therapist.

My younger brother Alexey is of school age: he is 13. He is the youngest in the family and **the pet of my parents**. He is the very image of my father. He **attends** school, he is in the 7th form. He **is fond of** reading and playing computer games. He likes playing football. He spends a lot of time with his friends.



My elder brother's name is Nikita. He is 8 years **my senior**. 4 years ago he graduated from the Federal University. He is an engineer now and works at a **research institute**. He is married and has a **family of his own**. His wife is a journalist. They **bring up** a nice child under school age. It is my niece Alice, she **resembles** her mother. Every day she is taken to the kindergarten. I love her very much. She is not **spoilt**.

My father is a businessman. He is broad-shouldered tall man with dark hair just **beginning to go grey**. He has green eyes. He is **middle-aged**. He likes reading and watching films. Sometimes he goes fishing.

He is fond of reading business literature. He is a very sociable person. What I don't like about my dad is that he is always busy. Very often he **works overtime**. He is a **bread maker** in our family.

My mother is good-looking woman. She is 47, but she looks much younger. She is not tall, she is slim. She is three year younger than my father. She works as a teacher at the nursery school. She is always elegant and smart. She likes cooking and **knitting**. **Twice a week** she goes to the swimming pool. She **keeps house** and takes care of all us. She has plenty of work to do during the day. She is fond of her work and spends a lot of time there.



My grandmother is a teacher, but she does not work at present. She **is retired**. She is fond of gardening. Also she cooks delicious pies. In the evening she likes watching serials. She has a lot of houseplants in her flat. My grandfather is about 70 years old, but he doesn't want to retire from his work. As a matter of fact he is full of life and energy.



We **are attached to one another** and **get on very well**. We celebrate holidays together. We go to the picnics, to the cinema. We like going to the garden in summer, make barbecue, discuss current events. I love my family very much.

Vocabulary

to attend	посещать
to be attached to one another	быть привязанным друг к другу
to be fond of	увлекаться чем-то
to be middle-aged	быть среднего возраста
to be retired	быть на пенсии
to be spoilt	быть избалованным
beginning to go grey	начинать седеть
bread maker	добытчик
to bring up	воспитывать
to get on very well	хорошо ладить
family of his own	собственная семья
first year student	первокурсник
keep the house	содержать дом
knitting	вязание
my senior	старше меня
nursery school	ясли
pet of my family	любимец семьи
research institute	исследовательский институт
to resemble	походить
twice a week	дважды в неделю
to work overtime	работать сверхурочно

2. True or false?

- 1) I live with my family which is rather small.
- 2) There are two girls in my family.
- 3) My younger brother Alexey is 13.
- 4) Nikita is 6 years my senior.
- 5) My eldest brother is married and has a family of his own.
- 6) My father is a programmer.
- 7) My father like reading and watching films.
- 8) My mother is a teacher at the nursery school.
- 9) My mother doesn't go to the swimming pool.
- 10) My grandmother is fond of drawing.
- 11) My grandfather is full of life and energy.
- 12) We are attached to one another and get on very well.

3. Put the phrases into the correct order.

- 1) My father is a businessman.
- 2) I am the only daughter in the family.
- 3) We are attached to one another and get on very well.
- 4) My name is Alina Mironova.
- 5) I love my family very much.
- 6) My younger brother Alexey is of school age: he is 13.
- 7) My grandmother is a teacher, but she doesn't work at present.
- 8) He is fond of reading and playing computer games.
- 9) My mother is a good-looking woman.
- 10) What I don't like about my dad is that he is always busy.
- 11) She likes cooking and knitting.
- 12) Ekaterinburg is my native city

4. Find the information in the text.

My biography	
My elder brother	
My younger brother	
My father	
My mother	
My grandmother	
My grandfather	
Family activities	

5. Ask your groupmate how often does he or she do this activity, your neighbor should answer your questions, using the frequency adverbs.

eat breakfast	<i>Use the phrase and a frequently word to make a sentence, then use the phrase to ask a question</i>	eat pears
watch TV		do homework
bake a cake		walk in the rain
smoke		use a cell phone
	<i>always often usually sometimes seldom never</i>	
sleep late	use a dictionary	clean the flat
swim	sleep in class	have a cold
drive fast	wear bikini	speak Chinese
use a computer	go to the lake	kiss your mother
wear a skirt	dance	wear red
exercise	drink coffee	play basketball
cry	go hiking	climb a tree

study	eat a snake	speak Russian
drink milk	ask for help	paint nails
read a book	go to church	wear make-up

Grammar Corner: HAVE TO

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС	КРАТКИЙ ОТВЕТ
I have to help my mother	I don't have to wash the dishes today	Do I have to go to the shop to-day?	Yes, I do. No, I don't
You have to cook dinner for the family	You don't have to visit your aunt in the evening	Do you have to help your grandparents?	Yes, you do. No, they don't
He has to celebrate happy birthday	He doesn't have to go to the swimming pool.	Does he have to pay the bill?	Yes, he does. No, he doesn't.
She has to sweep the floors	She doesn't have to tidy up flat	Does she have to take children to the kindergarten?	Yes, she does. No, she doesn't.
It has to happen	It doesn't have to wait	Does it have to happen?	Yes, it does. No, it doesn't.
We have to play board games	We don't have to do our homework	Do we have to go to the anniversary?	Yes, we do. No, we don't.
They have to work in the garden	They don't have to live together	Do they have to buy a new flat?	Yes, they do. No, they don't.



6. *Fill the gaps with have to/don't have to/has to/doesn't have to.*

1) Mary can't go to the cinema. She _____ look after her sister tonight.

2) My parents can't go to Italy. They _____ work this summer

3) My friends _____ get up early tomorrow because it's Sunday.

4) Caroline _____ clean her car today because it's raining.

5) Children _____ work. First they have to go to school.

6) Sorry, I can't come tomorrow. I _____ go to the doctor's.

7) Peter _____ read a lot of books because he's studying literature.

8) That woman _____ carry all those bags. Her husband can help her.

9) You _____ get up early tomorrow if you want to be there at seven.

10) My father is an import-export manager. He _____ travel a lot.

11) You _____ do the ironing. I'll do it for you. I love ironing.

12) Teresa can't see very well so she _____ wear glasses.

7. Complete with must or have to in the correct tense (sometimes both are possible).

- 1) Oh! It's getting late. I _____ go home now.
- 2) My mum is always telling me that I _____ study more.
- 3) Jane is great. You _____ meet her.
- 4) Alex _____ leave the party early yesterday. His parents didn't let him stay until late.
- 5) John _____ repeat the exam tomorrow the teacher thinks he cheated.
- 6) Children _____ wear a uniform in many schools.
- 7) Anne can't come to the park with us. She _____ help her mum with the housework.
- 8) Albert might _____ move to Bristol next year. He has found a job there.
- 9) Next time you come to Manchester, you _____ come and visit us again.
- 10) I'm not working next week, so we _____ make a trip.
- 11) _____ you get an insurance for your new house when you bought it.
- 12) Jane _____ make any efforts. She's just gone through an operation. You _____ help her with the housework.

8. Fill in the blanks to complete the sentences.

- 1) Today is a holiday I _____ to go to work.
- 2) _____ your sister _____ go to school today
- 3) My mother _____ to go to the post office now.
- 4) I _____ study for the grammar test tomorrow.
- 5) Do they _____ get up early every morning?
Yes, they _____.

- 6) Patrick _____drive to the store. He can take a bus.
- 7) Ann _____see a doctor because she is not feeling well.
- 8) Excuse me, I _____answer my phone.
- 9) _____you_____live soon?
- 10) My friend _____take a driving test this afternoon.
- 11) Camels _____drink water for a long time
- 12) My sister _____see a dentist.
- 13) Astronauts _____bring food and water into space.
- 14) A: _____he have to study now? B: Yes, he does.
- 15) Do you really _____make so much noise.

9. Read and translate the text.



Cleaning House

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Samantha and Jennifer are helping their dad clean their house. They are making a list of chores to do.

Samantha has to clean her room. She has to pick up the dirty clothes on her floor. She has to put away her books. She has to make her bed. When she finishes that, she has to do the laundry.

Jennifer has to clean the kitchen. She has to wash the dishes and put them away. She has to sweep the floor and wipe the table. When she finishes that, she has to water the flowers.

Dad is cleaning up the yard. He has to weed the garden and mow the lawn. When he finishes that, he has to wash the windows.

It's going to be a very busy day!



10. Answer the questions.

- 1) What do you have to do after this class?
- 2) What do you have to do in the morning?
- 3) What do you have to do in the afternoons?
- 4) What do you have to do in the evening?
- 5) What do you have to do next week?
- 6) Why do people have to go to work?
- 7) I want to be happy what do I have to do?

- 8) I want to have lots of friends, what do I have to do?
- 9) What things do you have to do – that you don't like to do?
- 10) How many people in your family have to wear glasses?

11. *Read and translate the dialogues.*

– Hello, Susie! I haven't seen you for ages! How are you getting on?

– Just fine. I entered the university.

– Did you? And I entered into the wedded state. And now I bring up twins. They are playing over there.

– Dear me! They are as like as two peas! How do you tell them apart?

– Oh, they are quite different in character, though they look so much alike. As a matter of fact, they take after their father.

– Your husband must be mad about them.

– Oh, yes. I am afraid he'll spoil them. He doesn't refuse them anything.

– I see your marriage is happy.

– Oh, yes, we are having bliss.

– That's great! Oh, by the way, what's your married name?

– Robinson.

– My congratulations, Mrs. Robinson!

– Thank you. Ok, see you round.

– Be good.



– Hello Betty! It's nice to see you! What are you doing here in the park?

– I have taken my little daughter out for a walk.

– Oh, you like so much alike!

– Do we? I am flattered. You see, she is all the world for me.

And how is your mother? Is she on pension?



– Yes, she is. Well, basically she helps my sister. Mary doesn't work at present, as the children take up all her time now. But she is going to resume her work. She says she is tired of going shopping, doing the cooking and keeping house. And mother will look after the children and take care of them.

– I see. That's wonderful! My best regards to her, Betty.

– Sorry, I must be going.

– It's ok, bye.

12. Look at the following list of personality traits. Decide if they are good or bad.

Generous, well-travelled, stingy, moody, kind, mean, reliable, honest, ambitious, rude, well-educated, warmhearted, lazy, outgoing, easygoing, stubborn, unreliable, deceitful, intelligent, polite, greedy, impatient, hardworking, shy, ignorant, thoughtful, affectionate, arrogant, obnoxious

Which of these traits describe you?

Which of these traits describe your father? Your mother?

13. Who does these chores in your house?



Wash the dishes, clean the bathroom, do the laundry, buy groceries, cook breakfast, sweep the floor, make lunch,



clean the windows, cook dinner, put away books and clothes, fix things, water the flowers and plants, make your bed, take out garbage, do the dishes.



14. Translate the sentences into Russian.

- 1) There are both parents in my family and my grandfather living with us.
- 2) My parents are physicists by education but work in business now. They changed their field in 2002
- 3) My mother's friend offered her a position of a psychologist in a big firm. It is a lot of responsibility but it pays well.
- 4) I can't wait to go on break. I should quit smoking immediately. It is a bad habit.

- 5) I can only imagine how it feels to work 12 hours a day.
Many people in the West work 6 days a week.
- 6) My sister has twins. They go to the nursery school.
- 7) My mother runs the house and takes care about all of us.
- 8) As for my home duties: I wash the dishes, sweep the floor, take away books and clothes and take away garbage.
- 9) My mother called me today. She wanted to have a serious talk with me about something.
- 10) My sister takes after my father
- 11) We are attached to one another and get on very well.
- 12) My grandmother cooks extra for guests.

15. Translate the sentences into English.

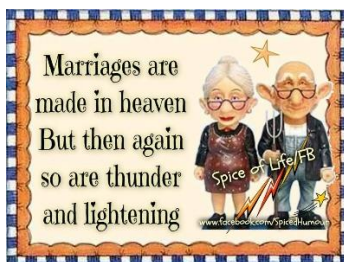
- 1) В моей семье двое детей – я и мой брат Николай.
- 2) Мой брат хочет стать врачом, как моя мама.
- 3) В школе моими любимыми предметами были русский язык и история.
- 4) Моя бабушка всегда готовит для гостей.
- 5) Моя мама занимается семьей и домом.
- 6) Мои родители развелись, когда мне было 10 лет.
- 7) Мы живем в собственном доме.
- 8) Я всегда мою посуду и подметаю полы.
- 9) Моя мама ведет дом, а мы все помогаем ей.
- 10) Мой отец увлекается рыбалкой и походами.
- 11) Летом мы с семьей всегда ходим в лес, собираем грибы, жарим шашлыки.
- 12) Мои родители поженились, когда были студентами.
- 13) Нас в семье четверо.
- 14) Моя сестра очень любит свою профессию, она всегда мечтала стать психологом и помогать людям решать их проблемы.
- 15) Моя семья всегда поддерживает меня.

16. Answer the questions.

- 1) How many are there in your family?
- 2) Do you have a brother or a sister?
- 3) Where do your parents work?
- 4) Do your parents understand you?
- 5) In what way do you help your parents?
- 6) How old is your grandmother?
- 7) How do you get along with your family?
- 8) Which of the parents do you want to be like?

17. Agree or disagree with the following.

1. Marriages are made in heaven.
2. To love is to care about somebody more than about yourself.
3. Children will suffer if parents are indifferent to each other, so in that case it's better for parents to part.
4. Financial problems ruin marriages.



5. A marriage of convenience is not reliable.
6. To be on good terms with a child doesn't mean being permissive.
7. The husband should be more intelligent than his wife.
8. Money often keeps people together.



9. The best wife is a housewife.

10. Marriage should be compulsory for everybody.

18. Read and translate the text.

FAMILY PROBLEMS

Family problems are unique, but problems that make people look for psychological help are common. Some family problems are temporary and easily managed, while others are more chronic and difficult. Some of them can cause illness and injury, changing jobs, changing schools, moving and financial difficulties.

Most common are parent-child problems. Sometimes there are constant battles between children, and the parents resolve the conflicts. Divorce, is a typical source of problems for all members of the family. Sometimes the couple relationship is the problem, with poor communication and constant conflicts. Problems can develop in a couple relationships because of a medical or psychological problem in one person or in one of their children.



Each family develops its own ways of resolving the problems some of which work better than others. Poor communication occurs when family members avoid talking to each other and do not know how to listen to what others are trying to say. Inability to resolve conflicts occurs because family members avoid discussing problems or even avoid admitting that problems exist. Some families just have not learnt the skills of negotiating. Children are likely to pattern their behavior after their parents' behavior and may learn to refuse to talk about feelings and problems.

There is no perfect family. Each family has its own strengths and weaknesses. If your family has serious problems in relationships, it is probably time for outside help. Psychological help from a professional may be necessary in these circumstances, depending on the nature of the problems and the willingness of family members to participate in therapy.

PSYCHOLOGICAL CORNER

How to cope with stress before exams



It has suddenly hit me that this year I will sit my last ever exams. I don't know if that has helped with the stress, or just made it worse.

I have always struggled with the stress of exams, and the horrible nervousness that happens on the day itself. Even if I have revised as much as possible, my nerves still take over. And I know I'm

not the only one. So I have made a list of a few of my personal trips for dealing with exam stress.

1. ***Keep calm and drink tea.***

or coffee. Or water. Or whatever it is you like to drink. It provides a quick break, so you can just stop for a second while the kettle is boiling and think about something different for a couple of minutes. Although perhaps I should cut down on the amount of tea I make, otherwise my whole day will be one big revision break!



2. ***Socialise!***

I find that it's really easy to shut yourself away for hours on end, going over your notes by yourself and not see anyone all day. That's fine for a short amount of time, especially if that's how you revise best, but I think it's equally as important to make sure you spend time with other people too, whether you revise together or simply meet up for a chat. I have realized this year that when we all graduate, it is unlikely that we will see each other much, so I'm definitely making the most of seeing as many friends as possible now.



3. ***Exercise***

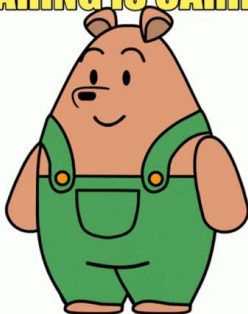
As I said in my last article. I love running. I find that it makes a perfect revision break, because you can focus on something else for an hour or so, you can listen to some great music, or even socialize, if you prefer exercising with someone else. You get to spend time outside in the fresh air, which helps your brain recover from all those hours of studying. Plus, it's good for you, which is always a bonus!



4. *Sharing is caring*

Sometimes it helps to get together with other people taking the same exams as you to share ideas and talk things over, especially if there is a certain aspect you are struggling with. You can make sure that you understand everything properly, as well as picking up new ideas that may be you hadn't thought of before. And it means you get to spend extra time with your friends too.

SHARING IS CARING



Everyone has their own ways of coping with exam time, or maybe you don't suffer from stress (in which case I am very jealous!) I'll definitely be sticking to the tips above this year, and per-

haps you could share your advice with us all too. If any of you are sitting exams this year, I wish you the best of luck.

UNIT 4. MY WORKING DAY

1. *Read and translate the text.*

MY WORKING DAY

Let me introduce myself. My name is Dasha and I am the first-year student at the university where I am studying Psychology. My elder sister Svetlana studies art at the same university. Svetlana can **organize her time wisely** whereas I don't know what order I should do things in. I find it hard to get up on time, and usually I don't **get enough sleep**. I have to **wind** two alarm **clocks** to make sure I don't **oversleep**.



My sister is an **early-riser**, **is awake** by 7 o'clock refreshed and full of energy. While I am wondering round the kitchen, fighting the urge to go back to bed, my sister manages to have a quick shower, make her bed, **put on make-up**, do her hair, **eat a full breakfast** and **set off to the university**. **It takes me** an hour and a half to get ready. **I have a hasty bite** and **rush out of the house**. Even I **catch a bus at once** I still **arrive at the university 15 minutes late**, which always **make me feel guilty**.



My study **keep me busy all day long**. I have many psychological subjects. I have lectures, seminars, practical works. At lunch time I meet up with my sister and **we have a snack** at the university café. After classes I **make myself go** to the library or do my homework. I write essays, make and pass tests, make group projects, prepare for my seminars.



My sister and I come home tired. I always **find excuse to put my homework off**. Unlike me, my sister manages to do the homework and get down to homework. I like the idea of going to bed early, but quite often I have to **sit up late**, doing my **home assignments**, so I **feel sleepy**. In the evening I usually watch TV or some films in the computer, read books, make order at home, listen to music, chat with my friends. sometimes I go for a walk, go to the shop. Once a week I visit my grandparents.

As my sister and I don't get any time during the week, we try to relax on the weekends. One of my greatest pleasures is to lie in bed and read my favorite books. My sister is a sporty person. **To keep herself fit**, Sveta goes for a run in the park; from time to time she **works out in the gym**.



I hate staying in, and sometimes on Saturdays night my sister **takes me out** to the concert or a play. Sometimes we go to a party or to a disco. But more often I end up **catching up on my studies** and my sister goes out. I go to bed at 11 or 12 o'clock.

Vocabulary

alarm-clock	будильник
arrive at the university 15 minutes late	Опоздать в университет на 15 минут
to be awake	просыпаться
catch a bus at once	сразу же сесть на автобус
catch up on my study	догонять по учебе
early-riser	жаворонок
eat a full breakfast	съесть полноценный завтрак
find excuse	найти оправдание
get enough sleep	высыпаться
have a hasty bite	перекусить на скорую руку
have a snack	перекусить
home assignments	домашние задания

keep herself fit	поддерживать физическую форму
keep me busy all day long	занимают у меня весь день
make me feel guilty	заставляют чувствовать себя виноватым
make myself go	заставляю себя идти
it takes me	мне требуется
organize her time wisely	рационально организовать время
oversleep	просыпать
put my homework off	отложить домашнее задание
put on make up	накладывать макияж
rush out of the house	выбегать из дома
set off to the university	направляться в университет
sit up late	засиживаться допоздна
take me out	брать с собой
wind	заводить
work out in the gym	работать над собой в спортзале

2. *True or false?*

- 1) Dasha is a second year student.
- 2) Her sister studies at the same university.
- 3) Dasha doesn't have to wind two alarm-clocks.
- 4) She eats a full breakfast.
- 5) Dasha has 10 hours of physics a week.
- 6) She doesn't have lectures and seminars.
- 7) Sometimes she goes to the library.
- 8) Dasha goes to bed at 9 or 10 o'clock.

3. Put the phrases into the correct order.

- 1) I always find excuse to put my homework off.
- 2) My sister is an early riser, is awake by 7 o'clock, re-freshed and full of energy.
- 3) My name is Dasha and I'm the first year student at the university.
- 4) I go to bed at 11 or 12 o'clock.
- 5) In the evening I usually watch TV or some films in the computer.
- 6) I have a nasty bite and rush out of the house.
- 7) At lunch time I meet up with my sister and we have a snack at the university café.
- 8) One of my greatest pleasures is to lie in bed and read my favorite books.

4. Find in the information in the text.

Morning time	
Study	
Evening time	
Homework	
Week-ends	

5. Fill in the table.

my favorite time of the day	5 reasons why I like this time of the day	My favorite activities in this part of the day
Morning	I enjoy taking a shower	To drink coffee

	I like eating delicious breakfast	To scroll social networks
	I adore sunrises	To take a walk
	It's the most productive part of the day	To meet my friends

6. Look at the pictures below and say what can be said about you and what can't.

Pattern: She usually gets up at 6, but I don't. I get up at seven. She usually has breakfast at 8, so do I. I have breakfast at 8.



7 o'clock



8 o'clock



9 o'clock



12 o'clock



5 o'clock



6 o'clock



7 o'clock



10 o'clock



Midnight

7. Answer the questions.

- 1) What time do you usually eat breakfast?
- 2) What do you usually eat for breakfast?
- 3) What time do you usually go to the university?
- 4) How do you usually get to the university?
- 5) Who do you go to the university with?
- 6) What do you enjoy doing at the university?
- 7) What do you usually do after university?
- 8) What do you usually eat for lunch?
- 9) What do you usually wear to the university?
- 10) What do you usually do in the evening?
- 11) What do you usually do on the weekend?
- 12) What do you usually watch on TV?

8. Draw a chart like the one below and arrange your activities into the columns (3 examples)

enjoyable	boring	relaxing	dangerous	creative	terrible

GRAMMAR CORNER

PAST SIMPLE (ПРОСТОЕ ПРОШЕДШЕЕ ВРЕМЯ)

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС	КРАТКИЕ ОТВЕТЫ
I played the guitar	I didn't play computer games	Did I pay for the internet?	Yes, I did. No, I didn't.
You listened to music	You didn't watch serials	Did you play football?	Yes, you did. No, you didn't.
He cooked breakfast	He didn't go to the concert	Did he buy bread?	Yes, he did. No, he didn't.
She danced in the club	She didn't study	Did she help her sister?	Yes, she did. No, she didn't.
It helped	It didn't help	Did it help?	Yes, it did. No, it didn't.
We studied at the university	We didn't meet with friends	Did we pass the exam?	Yes, we did. No, we didn't.
They walked in the park	They didn't swim in the sea	Did they celebrate holiday?	Yes, they did. No, they

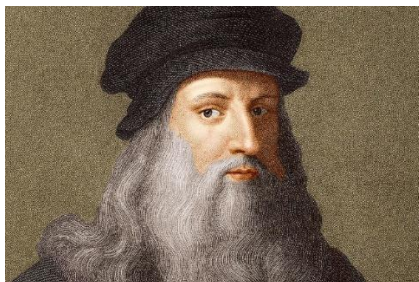
			didn't.
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Words signals: yesterday, month ago, last week, last year, 2 years ago

9. Read 2 texts and find regular and irregular verbs in Past Tense.

Leonardo da Vinci

Leonardo Da Vinci (1452-1519) was an incredible man. He worked as an architect, artist, mathematician and scientist. He also worked as a military engineer and was a good musician. When he was a child, Leonardo liked school but he hated Latin. In 1466, Leonardo's family moved to Florence and he finished school.



In 1482, he moved to Milan and started to work for the Duke of Milan.

He designed many buildings for the Duke. He also studied mathematics. His drawing of the *Anatomy of a Man* showed him to be a great biologist. In 1502, he returned to Florence and painted the *Mona Lisa*. He carried this painting with him when he travelled. From 1514 to 1516, he lived in Rome and continued his scientific experiments. He died in France in 1519.



DID YOU KNOW?

- Leonardo Da Vinci wrote from right to left, you needed a mirror to read his handwriting.
- He was a genius – he had the ability to write one sentence with his right hand and a different sentence with his left hand.
- He invented scissors.
- He made architect's plans, but he never built a building.
- He lost most of the paintings and drawings he did in Milan.
- In his notebooks, there were plans for a tank, a helicopter and submarine.
- His scientific observations were hundreds of years before their time.

A GREAT LEADER

Elizabeth I was Queen of England and Wales from 1558 to 1603. It was a very exciting period of discovery. Francis Drake sailed around the world and Walter Raleigh went to America – he found tobacco and potatoes there and introduced them to Europe. It was also a Golden Age in English History for painting, music, architecture and literature. Shakespeare wrote great plays in this period.

When Elizabeth was born, her father Henry VIII, was angry because his new child was a daughter – he wanted a son. He executed Elizabeth's mother and married again. He sent Elizabeth away

from him. Elizabeth was unhappy but she was good at school. She spoke French, Latin, Greek and Italian. She also loved the theatre, but in the 16th century there were no actresses – men played all the parts! Elizabeth's half-sister, Mary, became queen in 1553. She was a Catholic. She put Elizabeth in prison. When Mary died, Elizabeth became the first Protestant queen. People wanted her to marry and have children. They thought she needed a man to help her. She was secretly in love with a man called Robert Dudley, but she never became his wife.



Elizabeth was a great queen. She organized her government and England became rich and strong. There were wars – Spain tried to invade England – but there was also a long period of peace. Elizabeth was a successful woman in a man's world. She died in 1603.

Interesting facts about Elizabeth

➤ Elizabeth enjoyed music and theatre and in 1583 created Queen Elizabeth's Men – a royal troupe that went on to entertain her court frequently. Meanwhile, playwrights William Shakespeare and Christopher Marlowe were all entertaining audiences during Elizabeth's reign.

➤ She helped develop the Church of England

Following Henry VIII's split from the Roman Catholic Church, Elizabeth was raised Protestant and went on to rule as a Protestant queen, also serving as Supremacy Governor of the Church of England. During her reign, she introduced a new Book of Common Prayer and had an English translation of the Bible published.

➤ She defied parliament and never married. Elizabeth is famously known as the «Virgin Queen» Yet in 1566, parliament attempted to force her to marry. Elizabeth refused, declaring that she had married her country and had no intention of marrying a man in the future. The queen was true to the word and never did marry.



➤ Sir Walter Raleigh named an American colony after her. During the reign of Elizabeth, European nations sent explorers across the Atlantic Ocean in search of land and riches. In 1585, Sir Walter Raleigh reached the shores of North America and named the colony Virginia after his Virgin Queen.

➤ She was the last Tudor Monarch
Succession problems plagued nearly every Tudor monarch. Choosing to remain unmarried, Elizabeth had no children to succeed her. After her death in 1603, she was succeeded by James VI of Scotland – son of her executed cousin Mary – who began the Stuart dynasty.

10. Complete the sentences with the past simple form of the verbs in brackets.

- 1) I (help) my mother in the garden yesterday.
- 2) Peter and Jane (visit) Aunt Paula last week.
- 3) Roy (tidy) his room on Friday.
- 4) Barbara (print) the test 5 minutes ago.
- 5) My teacher (prepare) a test for us yesterday.
- 6) The film was boring. We (hate) it very much.
- 7) They (dance) a lot at the party last night.
- 8) We (watch) serials after university.
- 9) Lucy (wash) her car last weekend.
- 10) I (cook) the dinner last night.

- 11) The book was fantastic. We (like) it very much.
- 12) She (repair) the bicycle after lunch.
- 13) I (clean) my room yesterday morning.
- 14) Ada (bake) a cake for her boyfriend.
- 15) Alan and Bob (fry) eggs for their mum.
- 16) My husband (mix) the ingredients for me last night.
- 17) The boys (play) football six month ago.
- 18) My favorite game store (open) last week.
- 19) We (live) in Munich last summer.
- 20) Sandy and Elly (talk) on the phone and hour ago.

11. Rewrite the sentences making them negative or positive.

- 1) Robert didn't wait for his friends last morning.
- 2) They didn't listen to music at 11 p.m. last night.
- 3) My mother didn't clean the kitchen yesterday.
- 4) Patricia watched a film at 10 p.m. last night.
- 5) I borrowed a book from the library last week.
- 6) The students didn't learn Japanese last year.
- 7) Mr. Smith didn't arrive home before dinner.
- 8) Her aunt didn't cook the dinner on Tuesday.
- 9) Eric brushed his teeth before breakfast today.
- 10) My classmates answered all the questions.
- 11) She talked to her English teacher five days ago.
- 12) Mrs Jakson repaired the chair last weekend.
- 13) Debra and Rachel cycled to school yesterday.
- 14) I studied at the university 2 days ago.
- 15) She didn't walk a dog in the evening.
- 16) My mother worked a lot last week.

12. Read the answers and write questions to the underlined words.

1. Marilyn printed her photographs last Sunday.
2. Roy worked in a marble factory last year.
3. Mr. King watched the news yesterday evening.

4. My cousin milked all the cows this morning.
5. Yes, she finished her project about recycling.
6. The children visited the library every day.
7. I called Mrs. Garda at 6 p.m. yesterday.
8. No, Danielle didn't need any help this morning.
9. Roy and Joe jumped on the sofa an hour ago.
10. Mr. Wright played table games with her friends.

13. Translate the sentences into English.

- 1) В прошлом году я ездил на работу на метро каждый день, потом я купил машину.
- 2) Утром я встала, приняла душ, позавтракала и поехала в университет.
- 3) Я часто откладывал домашнюю работу раньше.
- 4) Я не выходила с друзьями на этой неделе.
- 5) Мой брат на выспался вчера.
- 6) Мои родители ходили в спортзал пару дней назад.
- 7) Раньше я часто засиживался допоздна, я сейчас стараюсь ложиться спать до полуночи.
- 8) Вчера я завел два будильника и все равно проспал.
- 9) Моя подруга взяла меня на концерт вчера.
- 10) В прошлом году мой друг поддерживал себя в форме и занимался спортом.
- 11) У мамы вчера был день рождения, и мы купили ей цветы.
- 12) Я не прогуливал уроки в школе.
- 13) Студенты отложили домашнюю работу, а потом забыли о ней.
- 14) Мы остались на дополнительные занятия чтобы нагнать материал.

14. Match parts (1-10) of the sentences with the endings (a-h). Then in your notebook write the complete sentences with the verb in the Past Simple.

- 1) The Russian revolution (start)

- 2) Gustave Eiffel (design)
- 3) Alexander Flemming (discover)
- 4) Vincent Van Gogh (paint)
- 5) Marilyn Monroe (marry)
- 6) Princess Diana (die)
- 7) Alexander Graham Bell (invent)
- 8) Marco Polo (travel)
- 9) Leonardo Da Vinci (study)
- 10) In the nineteenth century children (work)
 - a) in Paris in 1997
 - b) in mines and factories
 - c) Latin at school
 - d) the telephone
 - e) penicillin
 - f) Sunflowers
 - g) the Eiffel Tower
 - h) three times
 - i) to China in the thirteen's century
 - j) in 1917

15. Make a Past Simple sentence with the words in the square. You must also use an expression of time: *yesterday, last week, 2 days ago, last month, 2 days ago, last year*. Ask your groupmate when did he/she do this activity?

Example: I played baseball last week. When did you read book?

play baseball	read book	go to school	buy bread	meet friends
paint house	do home- work	score goal	win prize	get 5+
clean room	sing song	fix a bike	play the pi- ano	go to the park
watch	get angry	do house-	go skiing	make snow-

movie		work		man
go hiking	ride a horse	write letter	take a bus	send an e-mail

16. Answer the questions about yourself.

- 1) Did you play any musical instrument yesterday?
- 2) Which film did you watch last weekend?
- 3) Did you clean your flat last week?
- 4) Where did you stay on your last holiday?
- 5) Who did you talk with on the telephone?
- 6) Did you go out with friends last days?
- 7) What time did you get up yesterday?
- 8) Did you do your home assignment two days ago?
- 9) Did you take a shower in the morning?
- 10) What did you eat for breakfast today?
- 11) Did you go to the park last week?
- 12) Did you buy some clothes last month?
- 13) Did you have a good mood last days?
- 14) Did you study something new last weeks?

17. Read and translate the text.

STUDENT LIFE

Students are the future of every country. They are young citizens of our society, full of infinite energy and progressive ideas, fantastic plans and noble ambitions, hopes and dreams. Student life is the brightest period of our life. It is a mixture of studies and great fun. I know that my parents (ex-students) miss those old good days of their student life.



A student has a certain duties to perform. It goes without saying that the primary student duty is studying hard and acquiring proper knowledge for the future career. He must attend all the classes at college, do all the work at the right time, be punctual and disciplined. It can help students achieve his goals and become diligent and perseverant. If he doesn't neglect his studies he will receive rich dividends in his future work.

Examination time at the end of each semester is quite tough for students. They spend endless days and nights on studying and cramming. Although some of them use cheating, copying someone's essays or course works. And you are lucky if you are not caught by the teacher because he can punish you by a poor mark or even by excluding from the college.

Most of the student's time is devoted to reading and learning. It's unbelievable but some students manage to deal with part-time jobs because they need a lot of money to study at college or university. Tuition fees and books are very costly nowadays, and if you rent an apartment it's even more expensive. So students have busy schedules including studies, work and going out to socialize.

A good student never wastes his spare time uselessly. He should also go in for sports to stay in good health and mood. They say: «A sound mind lives in a sound body». Students love participating in both academic and extra-curricular activities at college: different festivals, intellectual quizzes and summer camps. This social life broadens the mind, develops your talents and communication skills. And this is a wonderful time when you find real friends among your groupmates at college.

Musical corner: History of jazz and rock-n-roll

The song «Good morning, New Orleans» by Kermit Ruffins is an example of jazz, a popular musical genre of the United States. Jazz got its start at the beginning of the 1900 s in New Orleans, a city in the South. Other important cities in the history of jazz are Saint Louis, Kansas City, and Chicago. According to legend, jazz traveled up the Mississippi river to these central and northern cities.



Jazz music is important to American history because it combines musical traditions from European immigrants and African slaves. During the eighteenth and nineteenth centuries, many Europeans from Ireland, Italy, France, the United Kingdom, and Germany immigrated to the United States. The Atlantic slave trade brought many Africans to the United States until slavery was abolished by the Emancipation Proclamation in 1863.

Many customs and musical traditions came with European immigrants and African slaves, and weren't abandoned after they settled in the United States. Rather they were passed down through children and children's children. Over time musical traditions blended together into a new style of music. This new style of music included many of the rhythms and melodies common to African musical traditions. From European traditions, the style adopted many instruments as well as the use of harmonies. The result is the unique style of music today called jazz.



How is jazz special? When you hear a jazz song, the melody is usually played first and then repeated several times. Popular instruments for jazz are traditionally the saxophone, trumpet, trombone, piano, drums, clarinet, tuba, string bass, and banjo. Nowadays jazz musicians also use the vibraphone, cello, and guitar. What instruments did you hear during the song?

The focus of jazz is often on how the performers improvise or make up tunes as they play with the melody. Many styles of jazz have developed since the early twentieth century. In one style, singers sometimes sing lyrics with no meaning. This style of jazz is called «scat» and is heard in «Good morning, New Orleans». Do you remember the lyrics «ba boop, beeee, biggity»? This is an example of scat, because these sounds have no meaning in English.

Rock and roll

Rock and roll began in the American south; a combination of the many styles of music that existed in the country at the time. Up until the late 1940s, different cultures in America had created their own styles of music, including blues, jazz, folk, country and swing. Around that time, musicians began to combine the different styles of music, and soon they came together to resemble what we now consider rock and roll. The earliest rock songs are mainly influenced by country and blues.



With more and more families enjoying new prosperity after World War II their teenage children had free time and money to spend. They began attending local dances and concerts where they heard this new style of music played, and soon began spending their money on records. Disc jockeys began to notice the popularity of the music and began playing it on their radio stations, pushing it into the mainstream.



Many of the most popular rock and roll hits were blues songs that had been written by African-American songwriters, but were re-recorded by white artists. However, many African-Americans broke through into the mainstream, including legendary names like Chuck Berry, Fats Domino, Bo Diddley and Little Richard. The popularity

of rock and roll was an important step toward integration, as people of all races came together to both make and enjoy the music.

Word Scramble

Unscramble the letters to form the word that completes the sentence.

1. The appeal of rock and roll across racial lines reflected, and contributed to, the _____ Movement (ILIVC GSRIHT)

2. Rock and roll was made up of two types of music. Rockability, influenced by country music, was popularized by white musicians like _____. Rock, built on the beats of rhythm and blues, was the type made mostly by African-American musicians like Little Richard. (VSELI EEYSPRL)

3. Some of those first rock and roll hits by white musicians were _____ or rewrites of earlier black rhythm-and-blues or blues songs. (RSOVCE)

UNIT 5. MY DAY OFF

1. Read and translate the text.

MY DAY OFF

Most people in our country work five days a week, but students and pupils in our country study six days. They have only one day off. It is Sunday.

I like this day very much. You needn't to **hurry anywhere** you may **go wherever you like** after your week's work. On this day I wake up later than usual. Sometimes I don't get up till nine or ten o'clock. I read news or listen to music.

As soon as I get up I **air the room**, make my bed and do morning exercises. Then I have breakfast, clear away the dishes and wash. Two more hours for getting ready with my homework, and I am free. I meet my friends and we discuss our plans together. We may go to the cinema or theater, to museums. Sometimes we go to the park. We walk there, **feed the ducks** and **take fresh air**, have coffee and enjoy nature. There are many **beds of flowers** there: red, yellow and blue. People **walk along the paths**. It is very pleasant to spend time there.

In fine weather we also like **to be out of the town**. We find a nice place somewhere in the forest or on the bank of the river. We lie in the Sun, play different games and swim. In winter my friends and I often go to the skating-rink. Skating is my favorite kind of sport, but I like to ski too. When the weather is bad my friends come to my place. We listen to music or watch films. We like comedies and fantasy films. After watching we usually discuss the films we have seen.

In the evening all the members of my family get together. We have our dinner, make plans for tomorrow, **discuss current events**, play table games or watch films. Sometimes we **receive guests** at our place or go for a walk. I enjoy my days off very much because I can have rest and **gain some energy** for the next week.

Vocabulary

air the room	проветрить комнату
to be out of the town	быть за городом
beds of flowers	цветочная клумба
discuss current events	обсуждать текущие события
gain some energy	набраться энергии
go wherever you like	пойти куда захочешь
hurry anywhere	торопиться куда-либо
feed the ducks	кормить уток
receive guests	принимать гостей
take fresh air	подышать свежим воздухом
walk along the path	гулять вдоль тропинок

2. True or false?

- 1) Students have two day offs.
- 2) On weekends I get up later than usual
- 3) As soon as I get up I have breakfast.
- 4) Sometimes we go to the park.
- 5) In good weather we like to sit at home.
- 6) We feed squirrels in the park.
- 7) We go to the skating-rink in summer.
- 8) In the evening we get together with my family.

3. Put the phrases into the correct order.

- 1) Then I have breakfast, clear away the dishes and wash.
- 2) In fine weather we also like to be out of the town.

3) Most people in our country work five days a week, but students and pupils in our country study six days.

4) I enjoy the day offs very much because I can have rest and gain some energy for the next week.

5) Skating is my favorite sport but I like skiing too.

6) In the evening all the members of my family get together.

7) As soon as I get up I air the room, make my bed and do morning exercises.

8) When the weather is bad my friends come to my place

4. Find the information in the text.

I like this day very much	
When I get up	
I meet my friends	
In fine weather	
In bad weather	
In the evening	

5. Write down the word «day-off», using nouns, adjectives and verbs.

Day-off

nouns	adjectives	verbs
trips	long-awaited	to get enough sleep
walking	active	to read my favorite books
meetings	friendly	to play table games
relaxation	calm	to go to the cinema

GRAMMAR CORNER: TO BE (IN THE PAST)

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС	КРАТКИЙ ОТВЕТ
I was a pupil	I was not a sportsman	Was I a participant?	Yes, I was. No, I wasn't.
You were busy	You were not sad	Were you kind?	Yes, you were. No, you weren't.
He was at the university	He was not in the shop	Was he at the party?	Yes, he was. No, he wasn't.
She was happy	She was not angry	Was she anxious?	Yes, she was. No, she wasn't.
It was funny	It was not interesting	Was it catchy?	Yes, it was. No, it wasn't.
We were in the park	We were not in the cinema	Were we in the concert?	Yes, we were. No, we weren't.
They were ex-classmates	They were not gamers	Were they colleagues?	Yes, they were. No, they weren't.

6. Fill the blanks with was or were.

- 1) I _____ at the university at 10 o'clock yesterday.
- 2) My mother _____ a nurse ten years ago.

- 3) _____ Linda and Karen friends last year?
- 4) Mr Perez _____ in the hospital last year.
- 5) They boys _____ tired and thirsty after the match.
- 6) Her parents _____ on holiday in Moscow.
- 7) Van Gogh _____ a great painter.
- 8) _____ Mrs Clark in her garden this morning?
- 9) They _____ at the tennis court two hours ago.
- 10) My mother and I _____ bored yesterday.
- 11) Who _____ the girl at the party last night?
- 12) There _____ lots of cars on the street today.
- 13) _____ there any milk in the fridge yesterday?
- 14) He _____ only twelve years old last year.
- 15) Ann _____ hungry after work.

7. Fill in the gaps with was, were or did.

- 1) _____ Mandy at work yesterday?
- 2) _____ they go to Italy last month?
- 3) What film _____ Carol watch?
- 4) _____ your dog in the garden?
- 5) Who _____ she go on holiday with?
- 6) Where _____ you buy this shirt?
- 7) What _____ the weather like?
- 8) Where _____ they go last Christmas?
- 9) Where _____ the children yesterday?
- 10) _____ he play football yesterday?
- 11) Why _____ you learn Chinese?
- 12) When _____ you in Canada?
- 13) _____ there a Café at your hotel?
- 14) _____ your computer working yesterday?
- 15) _____ she have a cup of coffee?
- 16) _____ Frank homework last week?

8. Rewrite the sentences using was or were.

- 1) I am happy to see you.
- 2) This is my favorite book.

- 3) Mary is not at school.
- 4) It is a very interesting film.
- 5) We are good sportsmen.
- 6) Tom is my best friend.
- 7) Nora is on holiday in Italy.
- 8) The dogs are under the table.
- 9) My mobile is broken.
- 10) They are good students.
- 11) This dog is very friendly.
- 12) I am at the shopping center.

9. *Make questions to the underlined words.*

Example: Candy was in the park yesterday

Where was Candy yesterday?

Peter went to London last month.

Where did Peter go last month?

- 1) I did my homework last night. What
_____?
- 2) We went to the cinema yesterday. Where
_____?
- 3) My sister phoned me last Friday. When
_____?
- 4) Sally was in the office yesterday.
Where _____?
- 5) My parents were at home. Where
_____?
- 6) He did not come to the party.
Why _____?
- 7) They arrived at 1 o'clock. What
time _____?
- 8) I bought a new car last week.
When _____?
- 9) I bought a new car last week. What
_____?

10) Anne was tired yesterday.
How _____?

10. Correct the mistakes.

- 1) I did not helped my mom yesterday.
- 2) She go to the cinema yesterday.
- 3) She didn't bought fruits.
- 4) Alec were not absent yesterday.
- 5) Sarah not was at the lecture.
- 6) We swim in the pool yesterday.
- 7) She doesn't watch serials yesterday.
- 8) I not called to my mom yesterday.
- 9) They was at stadium yesterday.
- 10) Helen is the first last week.

11. Translate the sentences into Russian.

- 1) We were very happy yesterday because we bought a new red car.
- 2) Where were you yesterday at 6 o'clock

12. Translate the sentences into English.

- 1) Я был в Таиланде в прошлом году.
- 2) Вчера по телевизору был очень интересный фильм.
- 3) Мы не слушали музыку вчера.
- 4) Марии не было в театре вчера.
- 5) Они были на стадионе вчера и смотрели футбольный матч.
- 6) Мой отец забронировал билеты две недели назад.
- 7) За два года Лиза посетила три страны.
- 8) Алекс ходил в музей в прошлом месяце.
- 9) Студенты вчера отсутствовали, они были на экскурсии.
- 10) Девушки были в ночном клубе вчера.
- 11) В твоём отеле была анимация?

- 12) Когда ты был в Канаде?
- 13) Мы с друзьями не были в пабе вчера.
- 14) С кем ты ездил на каникулы?
- 15) Наш декан взял отпуск на прошлой неделе.

13. Answer the questions about yourself.

- 1) Where were you at 9 p.m. yesterday evening?
- 2) Where and when were you born?
- 3) Were you a pupil last year?
- 4) What was your first teacher's name?
- 5) Were you at home in the morning yesterday?
- 6) Were you at the cinema yesterday?
- 7) Were you a reader yesterday?
- 8) Were you busy last week?
- 9) Was your day good yesterday?
- 10) Were you in the park yesterday?

14. Read and translate the text.

FIVE PRODUCTIVE WAYS TO SPEND A DAY OFF

It is often obvious what needs to be prioritized on working days, but the best way to utilize the day is not always as clear. Ultimately, the answer depends on your circumstances, and once you take stock of your personal and professional needs and obligations you can best determine how to take advantage of your additional day. Below are some of the best ways to spend a day off.

Relax

The New York Times recommends you «embrace laziness». They report that studies show people send only 40% less email on a holiday Monday than a regular Monday, and it is important for your long term stamina that you utilize time to recharge. Instances of burnout, anxiety and stress disorders are on the rise, illustrating relaxation and time off needs to be more of a priority in the modern workplace.

Get ahead

If you are running behind on work, housework, errands, paperwork, doctor's appointments, haircuts, manicures, etc., use your extra day to catch up then catch your breath. It will help alleviate stress in the long term, and will make you feel productive and confident in the short term. As long as you are not burned out, using your day to get ahead is always smart in the long term – you will thank yourself later.

Reserve part of the day to socialize

The Harvard Business Review recommends setting aside some time during your day off to catch up with friends. As people get married and have children, it gets exceedingly difficult to find time to catch up with friends. If you have a day off, schedule lunch, coffee, a walk, a couple of hours of the day to visit with a friend you have been meaning to spend time with.



Do that one thing you have been putting off.

Whether it's cleaning the house, organizing your desk, running an errand, making a difficult phone call, going to the gym or completing an unpleasant or tedious work task, use your day off to swallow your frog and get it done. As difficult as it will be in the moment, not having that thing loom on the horizon will alleviate stress and cross a major task off of your to-do-list.

Plan your personal time

Career Contessa recommends you use your day off to plan your future days off, like researching and book a vacation, schedule doctors' appointments, if you want to volunteer research

organizations, etc. Do some things you never seem to find time to do, they are a relaxing but good investment of your day to have your future time off planned.

15. How would you spend your day off? Read two texts and give your ideas.

Answer 1

Usually, I don't have much leisure hours or day offs but when I get the chance, I would like to read books o watch movies of different genres.

In Rhodes, the law and order is quite fine, but as a police officer, I have to remain busy always round the week. You know, the police are to do a lot of things in order for the safety of the citizens, thus I have to be engaged in the works around the week. But sometimes I take a break for a day or half day and would like to read novels. Sometimes I would watch the latest movies and I prefer the action genre most while comedy and romantic movies come gradually on the preference list. Moreover, sometimes I would prefer outing with my spouse (depends on managing enough time for that) in different places of the island of Rhodes in Greece.



I am pleased with your questions that where should I go on the day offs. Actually, there are a lot of places to visit in Rhodes and I usually go there often to pass the day offs. Since there are a large number of places to visit, I would consider the citadel of Rhodes best for me for its historical value. The site has been declared as a World

Heritage Site in 1988 and been attracting tourists around the world. This is the best preserved medieval town and contains streets and structures of the medieval period. The structure was built during the 13th century to prevent the Turkish threats. Aside from the place, I would also like to go at Ancient Kamiros, located on the north-western shore of the city. This is the third ancient city in the islands of Rhodes.

I think you are also aware that the trips inside this historic city would not be complete if you do not have any companion. So, usually my wife Margaretta, accompanies me on the visits and she loves such day-long trips. In fact, she eagerly waits for my day offs. Whenever I tell her that I am free for a day, she starts planning for the visit. Sometimes I plan that I will spend the time with my relatives and invite them to be my guest at my place and accordingly pass the day. But when I am at home and no plans to execute, I watch movies with my Margaretta and cook foods for myself. In the evenings, I go out for a walk, alone, in the streets of Rhodes and come back within one hour.



Well, I would like to spend the day off in dissimilar ways for several reasons. We are in the mechanised world now. I think you will agree with me that we just go home to get prepared for the next day office or respective duties, won't you? So, there are a few chances to enjoy the day offs arrive, it appears that the moments are gone within the twinkle of an eye. You are to agree with me that reading famous novels is a great way to pass an idle day but if you continue it or make a routine, it will make life tiresome.

On the other hand, if you only watch movies around the day, it will have detrimental impacts on your body. But if you are on an outing or make a combination of outing, reading or watching movies, the leisure time becomes enjoyable. So, I try to enjoy the moments in different ways. I would like to bring variations on the day offs so that they don't get repetitive for me. Repetition makes everything monotonous and the day off becomes boring. By enforcing the law round the week, I become bored and thus try to make the day off exciting to get involved in the work with a refreshed mind and body.

Answer 2

Being the student of BCA College in Athens, I am unable to manage a huge time for recreation. I only have a single day off and I usually have to remain busy in many unnecessary tasks. However, I would like to spend the day in a different way.

I would like to begin the day lately. It means I will get up late in the day. In the usual days, I need to get up early to attend my classes. The classes begin at 8.00 am and thus I need to reach there before the class hour. Besides, I also would like to read some books and play videogames on my computer.



I can manage time; I would like to go to places where I can find some serenity. I would like to pick the beaches to visit on the day off. The beaches provide a very nice view and many other things to do there. Actually, I am fond of the water sports and other activities in the sea beach areas. Enjoying the sunset on the beach is one of the most attractive things there. But if I need to make an

alternative plan for going during the day offs, I would like to move for a long drive. Driving is a passion for me, but I am extremely careful when I am in the driver's seat.



I prefer spending time with my favorite people, particularly my family members. In fact, I love my parents most and thus want always to be with them. But if I can't get them, then I will move for my friends from the locality and college. In the usual days, I spend quality times with the college mates and can't manage time for the local friends. So, the local friends would be preferred in this case. Finally, if I can't manage anyone, I will move alone to make some short trips in the evening. I have the experiences to move alone and have travelled different parts of Greece.

The regular days are extremely intolerable. As a student of undergraduate, I need to remain busy round the day. In fact, I can't manage half an hour for myself. When I am at the college, I have to participate in multiple activities related to my academic studies. Besides, when I return home, I need to focus on my assignments and other activities. So, I plan to begin the day lately. I don't want to follow the rules that I follow the other days. In fact, I do believe that this is my right to spend a day in this way. It will make me free of boredom and also will provide the necessary energy to prepare for the next days.

UNIT 6. MY FRIEND

1. *Read and translate the text.*

MY FRIEND

Friendship **requires** a mind, taste, and temperament match. We make friends with the few we **have an affinity with**, and they **carve out** a permanent home in our hearts.

Whether it is during your **varsity years**, school years, or it's office colleagues or neighborhood buddies, friends are an important aspect of your life. Everyone needs friends with whom they can express their feelings, have a good time and **unwind**.

I'm blessed to have such a friend I can **rely on for anything**, whether love or money. Everything I do with him is pleasant, whether discussing my sentiments, happy and terrible times, or even my outfit.

Andrew and I met when he joined my school at the second grade. His parents has **recently relocated** to our city, and he was for the first time in a new city, a new school, a new class, and a new people all around him. Fortunately, my teacher assigned him to sit next to me in class. He was a little shy at first, but **we were both at ease** with each other by the end of the day. After a day of getting to know one another, we realized we shared many similarities, making it easy for us **to bond faster**. There has been no turning back since then.

Our friendship grew, and soon we became best friends. Even our teachers realized what was going on. We would assist each other at school and college work and have a healthy competition over who would score better or achieve more. This inadvertently helped us constantly grow and improve upon our skills.



As to Andrew's appearance, he is tall and slim. He has a good complexion. He is dark-haired with green eyes. He has a strong character; he is kind, reliable and outgoing person. He is always helpful. He is fond of design. He likes playing basketball. In his free time he enjoys travelling and visiting interesting places.

Apart from academics, we both **have a common interest** in ping-pong. We both joined an academy and went to train in the evenings together. As a result, we formed an honest team and were even selected to play doubles on our college team. We both won many competitions and brought the varsity a lot of honors. This **thrilled** our parents, as well as our school teachers.

After school, we both **pursued different job spheres**, which is why we went our different ways for the first time since we met and became friends, while studying to be a designer; Andrew went to a different city to be a scientist. But, as fate would have it, we both landed in the same city and reconnected after a few years. My friend has been the most important pillar of support for me in my life.

My best friend and I enjoy viewing movies together during special events or outings. Comedies are something we enjoy watching. We try to avoid horror flicks because they don't excite us.



Andrew is the first person who **comes to mind** in any **critical emergency**. Whenever I am having difficulties, my friend assists me in getting out of it by offering the most **simple solutions**. My friend understands me and guides me when I make a mistake and congratulates me when I **achieve** something. He **encourages** me to improve as a person. We plan our weekends and enjoy them to the fullest. My best friend makes me happy and **deserves** all my love and attention.

Andrew has been a **pillar of strength** for me in times of need. He kept an eye out for me to handle my concerns, but he also ensured that he was there for my family, almost like a son to them. This only **deepened** our bond further. He has always encouraged me to **face challenges** head-on and not to cower in adversity. **I am grateful** to have such a person whom I can trust.

Vocabulary

to achieve	достигать
to be blessed	быть счастливым/благословенным
to be at ease	чувствовать себя непринужденно
to be grateful	быть благодарным
to bond faster	быстро сблизиться
to carve out	возможность занять
to come to mind	приходить на ум
critical emergency	чрезвычайная ситуация

to deepen	углублять
to encourage	поощрять
to face challenge	сталкиваться с вызовами
to have a common interest	иметь общий интерес
to have an affinity with	быть близким
pillar of strength	источник силы
to pursue different job spheres	последовать в разные рабочие области
to rely on for anything	полагаться во всем
recently relocated	недавно переехали
to require	требовать
simple solutions	простые решения
to thrill	восхищать
varsity years	учебные годы
to unwind	расслабиться/развлекаться

2. *True or false?*

- 1) Friends are not an important aspect of our life.
- 2) Andrew and I met at school.
- 3) They shared many similarities.
- 4) Andrew is short
- 5) My best friend is good at design.
- 6) After school we had the same job spheres.
- 7) Andrew wants to be a doctor.
- 8) We like watching movies together.
- 9) My friend always encourages me to face challenges.

3. *Put the phrases into the correct order.*

- 1) Andrew is the first person who comes to mind in any critical emergency.
- 2) As to Andrew's appearance he is tall and slim.
- 3) Friendship requires a mind, taste and temperament match.

- 4) I am grateful to have such a person whom I can trust.
- 5) Andrew and I met when he joined my school at the second grade.
- 6) My best friend and I enjoy viewing movies together during special events or outing.
- 7) Our friendship grew and soon we became best friends.
- 8) Apart from academics, we have common interest in ping-pong.
- 9) My best friend makes me happy and deserves all my love and attention.
- 10) His parents has recently relocated to our city, and he was for the first time in a new city, a new school, a new class, and a new people all around him.

4. Find the information in the text.

Author's opinion about friendship	
Andrew's appearance	
Andrew's character	
Andrew's hobbies	
Their mutual interests	
Why does he appreciate his friend	

5. Find the words connected with the word «friend».

Friend

nouns	adjectives	verbs
soul-mate	sincere	to support
help	funny	to go shopping
conversations	reliable	to encourage
walking	amusing	to study together

6. Fill in the table with 4-5 examples.

My friend and I	always	sometimes	seldom	never
	chat	go to the theatre	argue	smoke
	go for a walk	play basketball	go hiking	insult each other
	support each other	miss classes	go to the discos	play computer games

7. Write sentences about your friend and you.

I can play the piano but my friend can't.

I cook delicious pies but my friend doesn't.

My friends dances really beautifully but I don't.

My friend is fond of running / is good at History, but I am not.

8. Read and translate the text.

FRIENDSHIP: A SINGLE DWELLING IN TWO BODIES

Friendship is considered one of the central human experiences and for many people it may be as important as love. It is an essential component of many people's daily lives. It is rather difficult to describe the main features of friendship in one phrase. Friendship means devotion, faith, complete trust and unselfishness. A friend is a person who understands and supports you in times of need or crisis, shows kindness and sympathy, has similar tastes, interests and life philosophies.

Your friend is your helper, adviser and supporter. You can always trust him and share your hardship with him. Friends are absolutely disinterested and they help you without the expectation that you will have to repay them. A true friend can always acknowledge his fault if he is wrong and apologize. Besides, a true friend can forgive if you have hurt his feelings or if you have given him a lot of trouble.

In Greek and Roman times, friendship was thought of as being an essential constituent of both a good society and a good life. It was supposed to nurture wisdom and happiness. Aristotle, a Greek philosopher and scientist, believed that friendship could fall into three categories: it could be based on utility, pleasure or goodness. In its later state, Aristotle described it as being «a single soul dwelling in two bodies». During the time of the Roman Empire, Cicero had his own beliefs on friendship. He thought that in order to have a true friendship with someone there must be all honesty and truth. If there isn't, then this isn't a true friendship.

There are different types of friendship. For example not every friend is called your best or close friend. Your best friend is a person with whom you share strong interpersonal ties. Your soulmate is someone who is considered the ultimate, true, and eternal half of your soul. An acquaintance is a person with whom you don't share emotional ties, for example your coworker. A person with whom you share a «postal» relationship and communicate through letters is your pen pal. Nowadays it is very popular to make friends online.

Friendship that takes place over the Internet is called Internet friendship.

Most people have friends. Regardless of gender, age, education, financial position and residency. Both they tend to form friendship with representatives of their own social circle and with people of their own age. There is often a gap between people with different educational level, life experience and financial standing. In other words most people understand friendship as the union of the equal. However some of us have friends who are much younger or older than we are, who are poorer or wealthier and whose level of education is much higher or lower than ours.

Some reserved and shy people find making friends rather difficult. Besides, friendship means rendering a service to your friend from time to time, telling the truth and exhibiting loyalty. It takes time and effort, but true friendship is worth of it. It is stressful to live in the world of strangers, that's why people need friends. They give us a sense of being protected, emotional comfort and moral support. Having no friends can be emotionally damaging in some cases. As a proverb says «A true friend is the best possession».

9. Complete each sentence with one of the endings.

- A. Friendship is considered
- B. Friendship means
- C. A friend is a person who understands and supports you
- D. Friends are absolutely disinterested and they help you
- E. In Greek and Roman times, friendship was thought of as being.
- F. Most people have friends, regardless of
- G. Most people understand friendship as
- H. Friends give us

- 1. without being asked to and without the expectation that you will have to repay them.
- 2. a union of equal
- 3. an essential constituent of both a good society and a good life
- 4. one of the central human experiences

5. a sense of being protected, emotional comfort and moral support

6. devotion, faith,

7. gender, age, education, financial position and residency

8. in times of need or crisis.

10. Give the definition of the following words.

best friend

soulmate

acquaintance

pen pal

Internet friendship

**11. Agree or disagree with the following statements.
Explain your point of view.**

- 1) Friendship means complete trust and openness.
- 2) Friends should have similar views, outlook and hobbies.
- 3) A person can have only one friend.
- 4) Friendship helps a person realize his or her individuality.
- 5) Friendship between a man and a woman is impossible.
- 6) It is easier to find a friend in a small town or village than in a big city.
- 7) Friendship is possible only between people of the same generation and social status.
- 8) When business relations start, friendship ends.

12. Read a direct message on social media.



Hi, Lucia

How are you? It was so nice to meet you last week in Sydney at the sales meeting. How was the rest of your trip? Did you see any kangaroos? I hope you got home to Mexico City OK.

Anyway, I have the documents about the new Berlin offices. We're going to be opened in three months. I moved here from London just last week. They are very nice offices, and the location is perfect. There are lots of restaurants, cafes and banks in the areas. There is also public transport: we are next to an U-Bahn (that's the name for the metro here). May be you can come and see them one day? I would love to show you Berlin, especially in the winter. You said you have never seen snow – you will see lots here!

Here is a photo of you and me at the restaurant in Sydney. That was a very fun night. Remember the singing Englishman? Crazy! Please send me any other photos you have of that night. Good memories.

Please give me your e-mail address and I will send you the documents.

Bye for now

Mike!

13. Answer the questions.

- 1) What's your best friend name?
- 2) Where does he study?
- 3) What about his/her appearance?
- 4) What can you say about his character?
- 5) Where did you meet?
- 6) Why did you like her/him?
- 7) What do you enjoy doing together?
- 8) Where do you prefer going?
- 9) Do you have a lot in common?
- 10) What about your favorite places in the city?

Grammar Corner

Permission

Can

We often use can to ask for and give permission

Can I sit here?

You can use my car if you like?

Can I make a suggestion?

Could

We also use could to ask for permission (but not to give it).

Could is more formal and polite than can

Could I ask you something?

Could I interrupt?

Could I borrow your pen for a moment please?

May

May is the most formal way to ask for and give permission.

May I see your passport, please?

Customers may request a refund within a period of 30 days.

These pages may be photocopied for classroom use.

Prohibition

We use can't and mustn't to show that something is prohibited – it is not allowed

Can't

We use can't to talk about something that is against the rules, particularly when we didn't make the rules.

What does the sign say? Oh, we can't park here.

You can't take photos in the museum. They are really strict about it.

Sorry, we can't sell knives to under -18s.

Must

Must expresses a strong obligation or necessity. It often shows us that the obligation comes from the speaker.

I must phone my dad. It's his birthday today.

(Teacher to student) You must hand in your homework on Tuesday or you will lose ten per cent of your mark.

(Sign on a plane) Seat belts must be worn by all passengers.

Mustn't

We use must not talk about what is not permitted. It is common on public signs and notices informing people of rules and laws.

Visitors must not park in the staff car park.

Baggage must not be left unattended.

Guests must not make noise after 10 p.m.

We use mustn't particularly when the prohibition comes from the speaker.

(Parent to child) You mustn't say things like that to your sister.

(Teacher to student) You mustn't be late to class.

I mustn't let that happen again.

14. Fill in the correct form: can, could, will be able to.

1) Tom is a clever boy and he _____solve any problem very easily.

2) Andrew _____phone you yesterday.

3) She _____send us a parcel next week.

4) She _____do difficult exercises when she was young.

5) I _____write this report right now.

6) Helen _____take part in this competition tomorrow.

7) Alex _____skate better when he was twelve.

8) She _____dance quite well in a month.

9) You _____rewrite your test two days ago.

10) I _____arrive in London next weekend.

11) He _____use the computer when he was a child.

12) I _____pick you up in 15 minutes.

13) She _____swim very well last year.

14) Mona is not busy today and she _____help her mother at home.

15) Pam _____sing professionally next year.

15. Choose the appropriate modal verb: can, can't, may, may not, should, should not, must, must not.

- 1) There are many tomatoes in the fridge, you _____ buy anymire
- 2) It's a hospital, you _____ smoke.
- 3) If you want to learn to speak English very well, you _____ work hard.
- 4) Take an umbrella, it _____ rain later.
- 5) You _____ leave small objects lying around. These objects _____ swallowed by children.
- 6) People _____ walk on the grass.
- 7) Drivers _____ stop when the traffic lights are red.
- 8) Ron doesn't see well, he _____ wear glasses.
- 9) You _____ go out in the rain without a coat.
- 10) The teacher says we _____ eat in the classroom.
- 11) I _____ meet you tonight because I want to go to sleep early.
- 12) My father has back problems. He _____ carry heavy things.
- 13) You _____ wear a hat in the sun. It's very important.
- 14) Danny _____ play the guitar.
- 15) Some pupils _____ wear uniform.

16. Choose the correct option.

- 1) _____ go to the party? I am really tired.
 - a) Do we have to
 - b) Can we
 - c) Can't we
- 2) You _____ do your homework before watching television.
 - a) must
 - b) can
 - c) could

3) I'll _____ wear the black dress tonight. The invitation said formal clothes.

- a) can
- b) have to
- c) mustn't

4) You _____ rent a car without a credit card.

- a) don't have to
- b) mustn't
- c) can't

5) I _____ forget to take my library books back on the way home

- a) mustn't
- b) don't have to
- c) have to

6) In the UK you can leave a tip in the pub if you want, but you _____

- a) mustn't
- b) couldn't
- c) don't have to

7) Quiet carriage. Passengers _____ play music or talk on the phone in this part of the train

- a) can't
- b) mustn't
- c) don't have to

8) You _____ be a member to buy a ticket. It's open to everyone

- a) have to
- b) don't have to
- c) can

17. Translate the sentences into English.

- 1) Я умел хорошо рисовать, когда я учился в школе.
- 2) Ты должен заниматься спортом 2-3 раза в неделю.
- 3) Тебе следует прийти на встречу в 3 часа.
- 4) Мы сможем поехать в отпуск в следующем месяце.
- 5) Ты можешь воспользоваться моим телефоном.
- 6) Вам не следует превышать скорость на трассе.
- 7) Я могу решить эту проблему.
- 8) Тебе не следует опаздывать на деловую встречу.
- 9) Ты можешь сходить с друзьями в кино, но ты должна быть дома в полночь.
- 10) Нам не нужно сегодня готовить, мы можем заказать пиццу.
- 11) Завтра может пойти снег.
- 12) Тебе не обязательно быть очень высоким, чтобы играть в футбол.
- 13) Ему не следует ложиться спать очень поздно, это не очень хорошо для него.
- 14) Они могут положиться на сестру в любой ситуации.
- 15) Ты можешь не приходить.

Professional Corner

Motivation through music

When life is difficult, people sometimes use songs and music as tools to bring a little happiness back into their lives. People may also use songs and music to help remind themselves about the important things in their lives. We call this type of music motivational music because it gives listeners encouragement to act or think in a certain way. This type of music can leave a lasting impression on our lives. *Lessons in Life* is a great example of the kind of motivational music that is popular in America today.

Often these songs encourage the listener to do what is right or think more positively about life. For example, *Lessons in Life*

reminds us that the lessons we learn as we go through life aren't always simple or easy to learn, such as respecting even the smallest creature. The purpose of these lines might be to encourage us to work hard at learning these lessons and being a good person. However, each person may understand the message of a motivational song in a different way. We all hear the same song, but we all have different lessons to learn in life and so we take away something different from the song.

Motivational songs have simple tunes that often use repeated words and rhythms. This means that anyone can remember and sing the song. This type of motivation music is not new. In fact, motivational music has a long history in the United States. For example, during the American Revolution (1775-1783) when the American colonies fought an important war for independence from British rule, American soldiers sang motivational song such as Yankee Doodle. This song was first sung by the British to make fun of the American soldiers (the word doodle refers to someone who is simple-minded). However, the American soldiers soon stole the song, changed some of the words, and used the song to make fun of the British soldiers instead. What a switch! Yankee Doodle quickly became a song that motivated the American soldiers. Although it was a difficult time, this light-hearted song helped lift their spirits because it became a symbol of their pride and patriotism.

Today, it is common for popular music from movies to become national symbols of hope, motivation, and determination. For example, singer and actress Judy Garland made the song Over the Rainbow famous in the 1939 movie The Wizard of Oz. In the song, Garland sings about finding a place in the world where skies are blue, bluebirds fly, and troubles melt away.

UNIT 7. MY FLAT

1. *Read and translate the text.*

MY FLAT

I live in Ekaterinburg in a **twenty-five storey dwelling house** in the centre of our city. Last year we moved here into a three-room flat with all **modern conveniences**. Now we have cold and hot running water, gas, electricity, central heating and a refuse chute. Now we needn't have a **garbage can** which we had to empty in the yard twice a day. We live on the top floor and from the balcony we have a good view of the large green park, our blocks of flats fronts.

The entrance hall is rather big. Near the door lies a small **doormat**. We **wipe our feet** on it. Against the wall there is a **hallstand** where we **hang our coats** and a **mirror-stand**.

The study is rather **spacious**. It's a **modern-furnished room**. The floor space is about 17 square meters. **It is not overcrowded** with furniture. Everything **fits in well**. **Nothing is out of place** here. Next to the window there is a writing desk with a lot of **drawers** and a desk lamp with a yellow lampshade. The bookcase, which **is full of books**, has **sliding glass doors**. The curtains of a **gay pattern** match the wallpaper. On the left there are two comfortable armchairs facing the TV set. The room has an **east-facing aspect** so it is sunny all day long.

In the bedroom we have a dark-brown suite of furniture of the latest model and a thick carpet to match. Beside the divan-bed there is a dressing table with some **combs** and hair-brushes. In the **built-in wardrobe** we **keep our clothes** and **bed linen**.

In the kitchen there is a **fridge** to **store perishable food in**, a cupboard, a kitchen table and a gas cooker with an **oven**. Over the sink there is a **plate rack**. All the **kitchen utensils** are close at hand, so it doesn't take you long to do the cooking. In the corridor there is a built-in **closet** where we keep our **vacuum, electric iron** and other **household objects**.

In the bathroom with **tiled walls** there is a bathtub and a shower, a **towel rack** and a washbasin with a shelf above it. On it we have some toiletries at our disposal: **a cake of soap**, a toothbrush and a toothpaste and some shaving articles. There is nothing special about our flat, but we are accustomed to it. We love our flat very much.

Vocabulary

bed linen	постельное белье
built-in wardrobe	встроенный шкаф-купе
cake of soap	упаковка мыла
closet	кладовка
doormat	дверной коврик
drawer	ящик
east-facing aspect	окна выходят на запад
electric iron	электрический утюг
garbage can	мусорное ведро
gay pattern	веселая расцветка
fit in well	хорошо сочетаться
fridge	холодильник
full of books	полный книг
it is not overcrowded	не быть заставленной
hallstand	вешалка
hang our coats	вешать наши пальто
Household objects	предметы домашнего обихода
keep our clothes	хранить одежду
kitchen utensils	кухонные принадлежности
mirror-stand	
modern conviniences	современные удобства
modern-furnished room	современно обставленная комната
nothing is out of place	все на своем месте

oven	духовка
plate rack	
spacious	просторный
sliding glass doors	раздвижные стеклянные двери
store perishable food in	хранить портящуюся еду
towel-rack	вешалка для полотенец
twenty-five storey dwelling house	25-этажный дом
vacuum	пылесос
wipe our feet	вытирать ноги

2. *True or false?*

1. I live in Ekaterinburg in twenty-three storey building.
2. We moved into a three room flat.
3. The entrance hall is rather small.
4. Next to the door there is a writing desk.
5. The books case is full of books.
6. In the built-in wardrobe we keep our clothes and bed-linen.
7. In the kitchen there is a fridge.
8. It takes you long to do the cooking.
9. We keep our vacuum in the living room.
10. We love our flat very much.

3. *Put the phrases into the correct order.*

- 1) In the kitchen there is a fridge to store perishable food in, a cupboard, a kitchen table and a gas cooker with an oven.
- 2) I live in Ekaterinburg in a twenty-five storey dwelling house in the center of our city.
- 3) The entrance hall is rather big.
- 4) In the bathroom with tiled walls there is a bathtub and a shower, a towel rack and a washbasin with a shelf above it.
- 5) It is not overcrowded with furniture.

- 6) We live on the top floor and from the balcony we have a good view of the large green park, our block of flats fronts.
- 7) We love our flat very much.
- 8) In the built-in wardrobe we keep our clothes and bed linen.
- 9) The study is rather spacious.
- 10) The room has an east-facing aspect so it is sunny all day long.

4. Find the information in the text.

general information	
entrance hall	
study	
bedroom	
kitchen	
bathroom	

5. Find the words connected with the word «Flat».

nouns	adjectives	verbs
protection	modern	to move in
dinning-table	well-furnished	to rent
bed-linen	spacious	to decorate
windowsill	expensive	to choose

6. Fill in the table with 6-7 examples.

Room	Furniture	What can you do in this room
Kitchen	Fridge Plate-rack	Cook food Wash the dishes Wipe the table
Living room		
Bedroom		
Closet Study		
Balcony		
Hall		

GRAMMAR CORNER: PRESENT CONTINUOUS

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС	КРАТКИЙ ОТВЕТ
I am reading	I am not playing the guitar	Am I going to the concert?	Yes, I am. No, I am not.
You are listening to music	You are not going to the cinema	Are you dancing?	Yes, you are. No, you aren't.
He is swimming in the river	He is not playing computer game	Is he going to the gym?	Yes, he is. No, he is not.
She is speaking English	She is not writing an essay	Is she taking part in the conference?	Yes, she is. No, she is not.

It is happening	It is not waiting	Is it going to be rain?	Yes, it is. No, it is not.
We are cooking food	We are not doing our homework	Are we meeting?	Yes, we are. No, we aren't.
They are attending a meeting	They are not buying flowers	Are they having coffee?	Yes, they are. No, they aren't.

Words signals: now, right now, at the moment, from 2 to 5

7. Write the verbs in present continuous.

- 1) I _____ to school now (go).
- 2) He _____ his bike at the moment (ride)
- 3) We _____ the piano at the moment
(play)
- 4) She _____ now (not/sing)
- 5) They _____ now (not/run)
- 6) It _____ now (not/cry)
- 7) _____ you _____ at the moment
(swim)
- 8) _____ she _____ now? (sit)
- 9) _____ he _____ now? (smile)
- 10) The girl _____ in a beautiful way
(dance).

8. Organize the words correctly to form a sentence.

1. jumping /is/high/very/she
2. he/listening/room/in/to/music/his/is
3. painting/they/a/are/portrait
4. am/a/cleaning/I/window
5. Paula/dancing/are/Tim/and
6. flying/the/is/bird
7. friends/swinging/not/are/our

8. not/daddy/reading/my/newspaper/a/is
9. eating/sandwich/a/am/I/not
10. parents/our/watching/are/TV
11. dog/his/walking/he/not/is
12. a/throwing/he/not/is?
13. sweater/she/knitting/a/is?
14. you/climbing/a/are/mountain?
15. Fishing/grandpa/is/your?
16. fast/it/is/very/running?

9. Translate the sentences into English.

- 1) Поезд отправляется в 10.
- 2) Мы не слушаем лекцию в данный момент.
- 3) Она выбирает квартиру, потом что собирается переезжать.
- 4) Они делают ремонт в этом месяце
- 5) Моя сестра прибирается в квартире: моет полы, пылесосит, наводит порядок в шкафах.
- 6) Мы снимаем квартиру на юге с июня по август.
- 7) Она гуляет в парке сейчас?
- 8) Я ищу подарок в данный момент.
- 9) Бабушка готовит завтрак с 8 до 9.
- 10) Мои родственники продают квартиру сейчас, потому что купили дом.
- 11) Сейчас мой брат в своей комнате, он играет в компьютерные игры или слушает музыку.
- 12) Я не смотрю сериал в данный момент

10. Complete the sentences.

- 1) My mother isnow.
- 2) My father isat the moment.
- 3) My sister isright now.
- 4) My brother isat the moment.

- 5) My grandparents arenow.
- 6) My roommates arenow
- 7) My groupmates arenow.
- 8) My teacher isat
the moment.
- 9) My best friend isright
now.
- 10) My cat/dog is
now.
- 11) Today I am

11. Present Simple or Present Continuous?

- 1) Jane always (go) to the university on foot.
- 2) The children (play) in the backyard at the moment.
- 3) Where's Mr. Jonhson? He (drive) to work now.
- 4) My mother usually (get) up at 7 o'clock.
- 5) Spanish (be) my favorite language.
- 6) Look! The ballroom (fly) in the sky.
- 7) Jack's father (be) my teacher.
- 8)your children like listening to music?
- 9) Mary (share) room with her sister.
- 10) Simon (not like) going to work on Saturday morning.
- 11) I (make) cookies twice a week.
- 12) Listen! Someone (knock) at the door.
- 13) Children (like) to eat ice-cream.
- 14) Broccoli (not be) my brother's favorite
vegetable.
- 15) Olivia and Avi (dance) together now.
- 16) My friend (not watch) cartoon at
present. He (play) soccer.

12. Find the mistake and correct.

- 1) Tom (go) fishing every day.
- 2) Does you know how to swim?
- 3) My house is small but they are pretty.

- 4) Pandas eat bamboo.
- 5) Do you like to eat junk food?
- 6) How do Aunt Jeanny go to work?
- 7) Saint Cloeng is an ancient hero of Vietnam.
- 8) My best friend live in the USA now.
- 9) At the moment, I do my homework.
- 10) Is your family playing sports once a week?
- 11) Beijing is the capital of China.
- 12) Spring are my favorite season.
- 13) Do your father know how to ride a horse?
- 14) I seldom eats seafood.
- 15) Where are you going now?

13. Choose qualities of good roommate for you and explain your choice.

Example: my roommate should be neat, because I don't like mess, for me it's comfortable to live in order, I can share household chores, make order together is funnier

- 1) clean and tidy
- 2) good cook
- 3) outgoing
- 4) easygoing
- 5) friendly
- 6) quiet
- 7) considerate
- 8) helpful
- 9) good-humored
- 10) interesting
- 11) have enough money
- 12) noisy
- 13) helpful
- 14) non-smoker
- 15) good listener

14. You are looking a new roommate, read the information about roommates and write information about your roommates. Read the questions and make questions to your potential roommate.

Facts about the current roommates

1) The people living in the room now are sociable, outgoing students at the university. They have parties and go out on the town at least once a week. There are no smokers at the house and no pets. The rent is 300 dollars per month. The house is about 15 minutes to the university by foot.

Questions to potential roommate

- 1) Is she sociable? (They like to have fun)
- 2) Does she smoke? (One of the current roommates is allergic to smoke)
- 3) Is she clean? (They don't like mess)
- 4) Can she afford to pay rent (The last roommate still owes them about 2 month rent)

2) The people living in the house are easy-going. They like to make a lot of noise in the evening either playing guitars or listening to music. There are no pets in the house. Everybody in the house smokes. They rarely drink. The rent is about 200 dollars. The house is about 20 minutes to the university by subway.

Questions to potential roommate

- 1) Does she have a pet? (The landlord doesn't allow cats or dogs at the apartment.
- 2) Is she easy to get along with (The last roommate caused many fights)
- 3) Is she hardworking? (They don't like lazy-bones).
- 4) Does she mind noise? (The other roommates tend to make a lot of noise in the evening).

5)



3) They are quiet, clean and hardworking students. Most of them are on scholarship, so they don't like to party much. The rent is about 400 dollars. The apartment is about 15 minutes from the university by bus.

1) Is he quiet? (The last roommate was way too noisy so it was hard to study).

2) Is he serious? (The other roommates are serious students).

3) Is he good at running the house? (They share household duties).

4) Does he have money problems? (The rent is quite expensive).

15. Describe the picture and answer the questions.

Use the next expressions: in the middle, in the far end, in front of, next to, opposite the, on the left, on the right.

1) Who may live in this room (a man, a woman, a boy, a girl)

2) How old is he or she?

3) Where does this person live?

4) What does he or she do? Does he/she work or study?

5) What does he/she like?

6) What can you say about his/her character?

7) What can you say about his/her hobbies?



16. Read the dialogue and translate.

A room to rent



Student: Hello, Is that Mrs. Davies?

Landlady: Speaking

Student: Good afternoon. My name's Stephen Brent. I was given your address by the student accommodation agency. I understand you have a room to rent.

Landlady: Yes, that's right. I've just got one room still vacant. It's rather small, but I'm sure you'll find it's very comfortable.

Student: I see. And how much do you charge for it?

Landlady: the rent is 50 dollars a week. That includes electricity but not gas.

Student: Has the room got central heating?

Landlady: No, it's got a gas fire which keeps the room very warm.

Student: I see. And what about furniture? It's furnished, isn't it?

Landlady: Oh, yes. There is a divan bed in the corner with a new mattress on it. Let me see. There is a small wardrobe, an armchair, a coffee table, a bookshelf.

Student: Is there a desk?

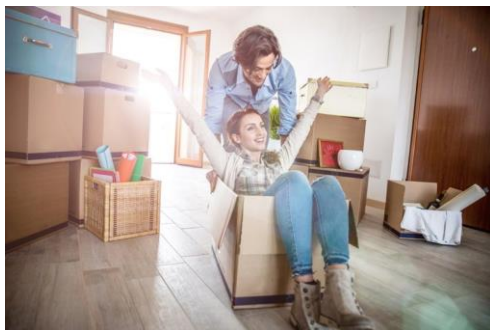


Landlady: Yes, there is one under the window. It's got plenty of drawers and there is a lamp on it.

Student: Oh, good. Is there a washbasin in the room?

Landlady: No, I'm afraid there is not a washbasin. But there is a bathroom just across the corridor, and that's got a washbasin and a shower as well as a bath. You share the bathroom with the people in the other rooms. The toilet is separate, but unfortunately it's on the floor below.

Student: Oh, that's all right. What about cooking? Can I cook my own meals?



Landlady: Well, there is a little kitchenette next to your room. It has not got a proper cooker in it, but there is a gas ring and an electric kettle by the sink. I find my students prefer to eat at the university.

Student: I see. And is the room fairly quiet?

Landlady: Oh, yes. It's at the back of the house. It looks onto the garden and it faces south, so, it's bright and sunny, too. It's very attractive, really. And it's just under the roof, so it's got a low, slopping ceiling. Would you like to come and see it? I'll be in for the rest of the day.

Student: Yes, I'm very interested. It sounds like the kind of room I am looking for. Can you tell me how to get there?

Landlady: Oh, it's very easy. The house is only five minutes' walk from Finchley Road tube station. Turn right outside the station, and then it's the third street on the left. You can't miss it. It's got the number on the gate.

17. Read and translate the text.

House and flat in Britain

Most people in Britain live in houses, with only a few, usually in the poorer areas of the city, living in flats. Many flats were built in the 60s, but now these great blocks of flats are often in ruins, and some have already been demolished to make room for more houses. The terraced houses which the blocks replaced are being rebuilt, and are far more popular. Terraced houses are usually for working families,

but know in London where houses prices are very high, the middle classes are moving into them and changing the character of entire streets. In the suburbs one finds older middle class areas, with semidetached or detached houses, all with large gardens, and a garage for the car.

Most houses have two or three bedrooms on the upper floor. These are often furnished with fitted furniture, which is built especially to fit that room. There will be a bed or a double bed for the married couple, a desk, a dressing table, and bedside cabinet. On the ground floor there will be a bathroom and toilet, a kitchen, a living room and perhaps a dining room. Only the largest houses have a study or library nowadays.

Twenty years ago, to have all modern conveniences (or mod cons as they called for short meant to have running water and an indoor toilet. Now, a house is considered primitive if it doesn't have a bath and a shower, a washing machine and a dishwasher, a cooker and a microwave oven, a refrigerator and a freezer. Of course, a television in the living room is considering a necessity. There will be a three piece suite, consisting of a sofa and two armchairs, a coffee table, usually covered with newspapers opened at the television page, and probably some cabinets displaying favorite ornaments, or old family photographs, or books.

The dining room is usually next to the kitchen, at the rear of the house, and is dominated by the big dining table under a tablecloth, surrounded by chairs. There will be pictures on the wall, but usually there is no other furniture in this room, except perhaps a small cabinet for cutlery and crockery. Every room is carpeted, except for the bathroom and the kitchen.

One can tell a lot about the owners of a house by looking at the garden. If it is neat, with a short lawn and well-kept flowerbeds, you will find tidy, house-proud, conventional people. If the lawn is overgrown, and the flowers choked by weeds, you have found a house of lazy people – the house will probably be dirty inside as well. If the garden is used for growing vegetables, you will find careful, practical people inside

18. Complete the sentences.

- 1) I live in an apartment and every month I pay money to my _____.
 - 2) I like my _____ because there are many stores nearby and my neighbors are friendly.
 - 3) Our house has a large _____ where we grow lots of beautiful plants and flowers.
 - 4) Did you park your car in the _____?
 - 5) Is your bathroom upstairs or _____?
 - 6) David cooks dinner in the _____.
 - 7) From my bedroom _____ I can look out and see a bus stop.
 - 8) I usually get up at 6:30, go to the _____ to get washed and have breakfast.
 - 9) There is a small bed, study desk, and closet in my _____.
 - 10) I live in apartment on the tenth floor. My friend lives _____ on the eleventh floor.
 - 11) Every evening, my family and I watch television in our _____.
 - 12) Last week, we bought lots of new _____ for our home: some tables, chairs, and a new bed.
 - 13) My mother gets angry if I eat in front of the TV. She says I should eat in the _____.
 - 14) Be careful! Don't drop it on the _____.
 - 15) In winter, when it's snowing outside, we keep our bicycles down in the _____.
- A) basement, bathroom, bedroom, dining room, downstairs, floor, furniture, garage, kitchen, landlord, living room, neighborhood, upstairs, window, yard*

19. Answer the questions.

- 1) Do you live in a house or flat?
- 2) What kind of house is it?

- 3) Is there a garden around it? What is there in the garden?
- 4) How many rooms are there?
- 5) What furniture is there in the living room?
- 6) How is your room furnished?
- 7) What's your favorite room?
- 8) What's your favorite activities in your room?
- 9) Have you got a balcony?
- 10) What can you see from your window?
- 11) Who do you live with?
- 12) Do you prefer living in your room alone or sharing room with somebody?

Historical Corner

Facts about history

1) The French emperor Napoleon Bonaparte once fought a war against bunnies. A hunting game of rabbits was issued and when the rabbits were released they attacked the emperor and his men.

2) Alexander the Great was buried alive. Alexanders' body was paralyzed and unresponsive. His body didn't decay even after 5 days of his so assumed death. He was thought to be dead and got buried alive.

3) The Leaning Tower of Pisa was never upright. Due to its construction on unstable ground, it was leaning and the construction was carried on while it was leaning.

4) George Washington didn't have wooden teeth but he had dentures made of lead, ivory and gold.

5) The great fire of London in 1666 which burned over 13000 houses killed only 6 people. It was considered a miracle.

6) The Germans and British soldiers paused the war for a day during Christmas day 1914. They sang, drank and celebrated together. They even had a match of football.

7) Vladimir Pravic was the first of the few firefighters who reached the Chernobyl Nuclear Power Plant and after the contact to radiation his eyes turned from brown to blue.

8) The sixteenth President of the USA, Abraham Lincoln was declared as a wrestling champ. He had concurred one loss among 300 matches.

9) Until the 19th century in Asia, elephants were trained to execute and torture prisoners and traitors.

10) The Greeks did not eat beans as they believed beans contained the souls of the dead.

11) Cleopatra was fluent in 9 languages.

12) Ketchup was once sold as a medicine.

UNIT 8. MY STUDY

1. Read and translate the text.

MY UNIVERSITY LIFE

The merry-go-round of university life is something that one never forgets. It's a fascinating, fantastic, fabulous experience irrespective of the fact whether one is a **full-time** or a **part-time student**.

Who can forget the first day at the university when one turns from an **applicant** who has passed entrance exams into a first-year student? I did it, I entered, I got in to the university. A solemn ceremony in front of the university building and serious people making speeches. Hey, lad, do you happen to know who are they? Who? The **rector, vice rector, deans, subdeans** and what about those ladies? **Heads of departments** and senior lectures? Some of them must be professors, but, of course all of them have **high academic degrees**. And where are our **lectures** and **tutors**? Oh, how nice.



The **monitors** hand out **student membership cards, student record books** and **library cards** – one feels like a real person. First celebrations and then days of hard work. So many **classes**, so many new **subjects to put on the timetable!** The **curriculum** seemed to be developed especially for geniuses. **Lectures, seminars** and **tutorials**. Home preparations: a real avalanche of **homework**.

If one can't **cope with the work load of University** he or she immediately starts **lagging behind**. It is easier to keep pace with the program than to **catch up with it later**. Everyone tries hard to be, or at least to look **diligent**. First **tests** and **examination sessions**. The first **successes** and first **failures**: «**I have passed**» or «**He hasn't given me a pass**»! Tears and smiles and long-awaited **vacation**.

The merry-go-round runs faster. **Assignments, written re-productions, compositions, synopses, papers.** Tasks, laboratory works, control tests **checked up** and **marked**. «Professor, I have never **played truant**, I had a **good excuse for missing classes**». Works **handed in** and **handed out**. Reading up for exams. «No, professor, I have never **cheated – no cribs**». I just **crammed**.



Junior students become **senior**. Still all of them are one family – **undergraduates**. Students' parties in the students' clubs. Meeting people and parting with people. You know, Liza is going **to be expelled** and Alexandra is going to **graduate with honors**. **Yearly essays, graduation, dissertations, finals.**

What? A **teacher's certificate**? You mean, I have got a degree in Physics. I am happy! It is over! It is over! Oh, no.

A postgraduate course, a **thesis**, an **oral**, and a **degree in History**. The first of September. Where are the students of the History faculty?

Vocabulary

applicant	абитуриент
assignment	домашнее задание
associate professor	доцент
to be expelled	быть отчисленным
catch up with it later	догнать позднее
cheat	обманывать
check up	проверять
classes	занятия
composition	сочинение

cope with the work	справляться с работой
cram	зубрить
curriculum	учебный план
dean	декан
degree	степень
diligent	прилежный
failure	провал
finals	гос экзамен
first-year student	студент первого курса
full-time student	студент очной формы
good excuse	уважительная причина
graduate with honor	окончить с отличием
hand in	сдавать
hand out	выдавать
head of department	декан факультета
high academic degree	ученая степень
home preparations	домашняя подготовка
junior students	студенты младших курсов
keep pace	идти в ногу
lag behind	отставать
lecture	лекция
library card	читательский билет
load of the university	загрузка университета
make speech	выступать с речью
mark	оценка
miss classes	пропускать занятия
oral exam	устный экзамен
papers	работы
part-time student	студент заочной формы
pass entrance exams	сдать вступительные экзамены
play truant	прогуливать
put on the timetable	поставить в расписание
read up for an exam	начитывать к экзамену
rector	ректор
seminar	семинар
senior student	студент старших курсов

student membership card	студенческий билет
student record book	зачетная книжка
sub dean	зам декана
subject	предмет
success	успех
synopse	конспект
teacher's certificate	диплом учителя
tutorial	индивидуальные занятия
university building	здание университета
vacation	каникулы
vice-rector	проректор
written reproductions	письменные задания
undergraduate students	студенты, не закончившие обучение

2. *True or false?*

- 1) Being a student is very boring time.
- 2) Rector and vice-rector hand out student membership cards and library cards.
- 3) The solemn ceremony takes place in front of the main building of the university.
- 4) The curriculum is very difficult.
- 5) There isn't a lot of homework.
- 6) If you can't cope with the work loaded of the university you will start lagging behind.
- 7) It isn't necessary reading up for the exams.
- 8) There is a post graduate course after graduation

3. *Put the phrases into the correct order.*

- 1) The curriculum seems to be developed especially for geniuses.
- 2) Junior students become senior.
- 3) Tears and smiles and long awaited vacations.
- 4) A post-graduate course, a thesis, an oral and a degree in Physics.

- 5) The merry-go-round of university life is something that one never forgets.
- 6) Home preparations: a real avalanche of homework.
- 7) So many classes, so many new subjects put on the timetable.
- 8) A solemn ceremony in front of the university building and serious people making speeches.

4. Find information in the text.

University staff	
University documents	
University assignments	
Student's life	
Exams	

5. Write nouns, adjectives and verbs connected with the word university life.

noun	adjective	verb
classes	interesting	to study
student membership card	difficult	to attend seminars
exam	fantastic	to play truant
credit	actual	to pass exam

Grammar Corner

Future Simple

УТВЕРЖДЕНИЕ	ОТРИЦАНИЕ	ВОПРОС	КРАТКИЙ ОТВЕТ
I will enter the university next year	I will not miss classes today	Will I pay for the internet tomorrow?	Yes, I will. No, I won't.
You will attend classes	You will not go to the university	Will you buy this book next week?	Yes, you will. No, you won't.
He will pass an exam tomorrow	He will not pass the exam	Will he graduate from university next summer?	Yes, he will. No, he won't.
She will make notes at the lesson	She will not do her homework	Will she work by fits and starts?	Yes, she will. No, she won't.
It will happen	It will not help	Will it help to solve the problem?	Yes, it will. No, it won't.
We will take part in conference	We will not make a project	Will we prepare a report for tomorrow?	Yes, we will. No, we won't.
They will prepare for the seminar	They will not read this text	Will they rent an apartment?	Yes, they will. No, they won't.

6. Fill in the blanks below to complete the sentences (will/won't).

- 1) The movie _____ start soon. Let's find a seat and sit down.
- 2) - _____ your friend be at the party?
- Yes, she _____.

3) Hello, Teacher. This is Peter. I _____be at work today, because I am sick.

4) Those bags look heavy. Let me help. I _____carry the big one for you.

5) My brother _____speak to me because he's very angry.

6) What time _____the sun rise tomorrow morning?

7) A: _____you be twenty years old next month?

B: No, I _____

8) Flight CX793 _____depart from Gate 12 in ten minutes.

9) Do you think people _____live on the moon in your lifetime?

10) May be I _____bake some cookies tomorrow. I am not sure.

11) A: Are you ready to order, sir?

B: Yes, thank you, I _____have a hamburger.

12) It _____be midnight in a few minutes. It's to go to bed.

13) When do you think we _____have our next test?

14) May be it _____rain tomorrow, and may be it _____.

15) A: _____marry me?

B: yes, I _____

7. *Translate the sentences into Russian.*

- 1) I will pass 4 exams next month.
- 2) She won't attend classes tomorrow.
- 3) Will you cram the material?
- 4) The teacher will hand out our papers in a week.
- 5) Our team and I will make an interesting project.
- 6) My core subjects will be Russian language and Literature.
- 7) My brother will be an applicant in 2 years.
- 8) I will apply my knowledge in my job.

8. Translate the sentences into English.

- 1) Я думаю после окончания семестра мы поедем в Париж.
- 2) Он не будет поступать в университет в следующем году.
- 3) Ты сдаешь экзамен завтра?
- 4) Они подадут ланч через 5 минут.
- 5) Мы скоро пойдем домой.
- 6) Я планирую не пропускать занятия на следующей неделе.
- 7) Все выходные он будет делать домашние задания, чтобы нагнать материал.
- 8) Мои родители будут работать дома завтра.
- 9) Ты будешь принимать участие в конференции?
- 10) Студенты будут писать тест в следующую пятницу.
- 11) Мы будем играть в волейбол за университет.
- 12) Мне надо прочитать две книги, чтобы подготовиться к коллоквиуму.
- 13) После пары мы пойдем в столовую пообедать.
- 14) Вероятно она поможет мне завтра.

9. Answer the questions.

- 1) What time will our class finish?
- 2) What time will you get up tomorrow morning?
- 3) What will you do tomorrow? Will you have a busy day?
- 4) Will you travel next summer? Where will you be travel to?
- 5) How old will you be in twenty more years? How many kids will you have?
- 6) Will you be famous in the future?
- 7) Do you think people will live on the moon fifty years in the future?
- 8) Do you think it will rain tomorrow?
- 9) Will you watch series tonight?
- 10) What will you eat for breakfast tomorrow morning?

- 11) What will you do this coming weekend?
- 12) Do you think we will have a test in English next week?

10. Try to predict the events in 2032 (will or won't).

- 1) Robots (will/won't) replace teachers in the future.
- 2) Artificial intelligence (will/won't) be very powerful.
- 3) People (will/won't) live in other planets.
- 4) People (will/won't) work from home.
- 5) A lot of professions (will/won't) disappear.
- 6) Students (will/won't) study during 5 years.
- 7) Next generations (will/won't) be more intelligent.
- 8) Paper money (will/won't) disappear.
- 9) Families (will/won't) be smaller.
- 10) New public transport (will/won't) be invented.

11. Read and translate the text.

THE URAL STATE PEDAGOGICAL UNIVERSITY

Every summer Yekaterinburg's universities welcome new applicants for entry, and the USPU among them. Many young people cherish hopes to enter this educational establishment, that's why the competition is very tough.

The University provides a wide choice of traditional subjects and courses, coupled with the emphasis on breadth of study. Most curricula give an opportunity to combine the study of 2 subjects, forming an-excellent basis for future career plans, further study or research. Take, for example, geography and biology, mathematics and informatics, philosophy and culture study and many others. The core subjects taught there are increasingly at the forefront of many intellectual and vocational developments. At the University great importance has always been attached to a broad education. The staff are confident that students gain in their general intellectual development and are better equipped for a rapidly changing society. That's why a variety of optional subjects is invariably offered.

Information technology is now an important part of the teacher's role. Many students come on the course with extensive experience of using IT, but for those who lack basic skills a course in document processing is provided.

The courses offered by the USPU have a strong practical bias. The University-based parts of the course are closely integrated with student's work in schools. Indeed, the University-based work is linked to student's developing professional practice. It is not isolated or remote from the work in classrooms and the school.

Sessions include demonstrations of teaching methods, evaluation of teaching materials, and practice in developing effective lesson plans. Instruction focuses on creating a student-centred, communicative classroom environment.

During the last years of study students are to have several blocks teaching practices and to spend a lot of time in schools in capacity of teachers-in-training (or student-teachers). The work is linked to their subject studies and is designed to give students the knowledge and skills to reflect upon and evaluate their work with pupils, teachers and the school. In other words, students are learning the why, how and what for of teaching.

And we are proud to say that many of our graduates find teaching a challenging and rewarding job.

12. Give antonyms to.

- 1) to attend classes
- 2) to be good at subject
- 3) to pass an exam
- 4) part-time students
- 5) to lack fluency
- 6) to work hard
- 7) to have a week point
- 8) to catch up with the group
- 9) to have a gap in knowledge
- 10) acquired qualities
- 11) to take pains
- 12) to live at home

13. Explain the meaning and make sentences of your own.

- 1) an applicant
- 2) truancy
- 3) to work by fits and starts
- 4) to lack
- 5) to crib
- 6) to mug up for exams
- 7) to have all the makings of a good teacher
- 8) the core subjects
- 9) to develop lesson plans
- 10) to cram

14. Complete the sentences.

- 1) I decided to get rid of my mistakes
- 2) John decided to catch up with his group.
- 3) We plan to have a good command of Psychology.
- 4) He decided to get a scholarship.
- 5) He is planning not to crib at the exam.
- 6) We decided to acquire qualities through experience.
- 7) They decided to do well at the university.
- 8) I decided to refresh my knowledge.

15. Discussion. Your friend is 23 years old. He left a technical college, so he has got a secondary education and the occupation of a car mechanic. A month ago he got married and his wife works in a kindergarten. He is eager to become an engineer but he can't make up his mind what department to choose: day department or part-time education. Make up a list of pros and cons.

To be a full-time student	To be a part-time student
for	for
a lot of time to take part in an experimental work	some experience combining work and study
the opportunity of self-study with the help of qualified tutors	the possibility to get a salary enough for a growing family

against	against
the grants are not enough for a growing family	the course is a year longer
too many subjects to study	it is difficult to combine study and work

16. Fill in the table.

My favorite subjects are because	
Advantages of being a student	
University life is difficult because	
I want to be a teacher /a ... because	
I found new friends at the university and we	

17. Read the letter.

From: Victoria

To: Mark

Subject: My University

Hi, Mark

I remember you asked me about my university.

I am a student at University. It is one of the top pedagogical universities in the country. The university has 3 educational buildings, 4 hostels, and a sport center, equipped with modern facilities. It has a great number of light, spacious classrooms, lecture-halls, a reading room, etc.

There are also special study rooms and laboratories here. The students have every opportunity to master their future profession.

The course of study at the university to get bachelor's degree is four years. Besides the day-time department there is also an evening and a correspondence department. We study general subjects and social sciences. Among the general subjects are History, Philosophy, Psychology, Law and a foreign Language – English, German or

French. The social sciences are: history of sociology, marketing and others. We attend lectures, seminars and tutorials.

After classes many students hurry to the canteen to have lunch and after a short rest begin preparing for the lessons and seminars in the reading room. A very important part in training future specialists is played by the Center of Research, where students do some research work.

Almost all the out-of town students live in the hostel. At the end of each term we take credit tests and examinations. They are called terminals. At the end of the course of study the students take state examinations. Finals, as they are often called. When we graduate the university we will work and research the problem of the society in order to make our life happier. We will teach pupils and student.

Looking forward to your reply, Victoria

18. Find English equivalents in the text. Make 8 sentences using these words.

- 1) Общежитие _____
- 2) Удобства _____
- 3) Аудитория _____
- 4) Лекционный зал _____
- 5) Овладеть профессией _____
- 6) Очное отделение _____
- 7) Заочное отделение _____
- 8) Общественные науки _____
- 9) Столовая _____
- 10) Читальный зал _____
- 11) Исследовательская работа _____
- 12) Семестровые экзамены _____
- 13) Госэкзамен _____

Historical Corner

Women in History

Cleopatra

Cleopatra was the pharaoh, or ruler, of Egypt from 51 B.C. To 30 B.C. She was part of the Ptolemy family. She was the last pharaoh of Egypt. Cleopatra was known for her beauty, her intelligence and her charm.

When Cleopatra began to rule, Egypt was losing his power. The Roman Empire was becoming more powerful across the world. To try and stay to control of Egypt, Cleopatra made an alliance with Julius Caesar, the emperor, or ruler, of Rome. He helped to keep the throne of Egypt.

When Julius Caesar died in 44 B.C., Cleopatra formed an alliance with Mark Antony. He was one of the three powerful Romans who controlled the Empire after Caesar's death. They fell in love and Mark Antony went to Egypt with Cleopatra.



The other powerful Romans were angry that Mark Antony was giving lands to Cleopatra and her children. Rome declared war against Egypt in 33 B.C. In the Battle of Actium, Mark Antony's navy and the Egyptian navy fought against the Roman navy. The Romans won and Mark Antony returned to Egypt and died.

As the Roman soldiers attacked Egypt, Cleopatra also died. After her death, Egypt became part of Roman Empire.

Facts about Cleopatra

- Born on 69 B.C.; died 30 B.C.
- The Ptolemy family was originally Greek.
- Cleopatra sometimes shared the throne with her father and her brothers.

Mary, Queen of Scots

Mary Stuart was born in 1542, the daughter of James V, King of Scotland, and his wife, Mary of Guise. She was the Queen of Scotland from 1542 to 1567. She was only 6 days old when her father died and she became the «Queen of Scots». While she was young, Scotland was ruled by powerful nobles, called regents. The regents arranged a marriage for her to Francis, the heir to the French throne. Mary was just 5 years old when the marriage treaty was made. She was sent to France to grow up. Mary married Francis in 1558. A year later, Francis became king of France. Mary was then the Queen Scotland and France.



In 1560, Mary's husband, Francis, died. She went back to Scotland, where she was still queen. She had not been there for 13 years.

Mary fell in love and married again in 1565. She married her cousin, Lord Darnley. The next year, they had a son, James.



Lord Darnley died in 1567. Mary married again, this time to Lord Bothwell. The noblemen didn't like Lord Bothwell. They made Mary give up her throne and put in prison. Her son, James, a year old, became king.

Mary escaped prison and raised an army to get her throne back. She was defeated and escaped to England, where her cousin, Elizabeth I, was queen. Elizabeth was afraid Mary wanted to be queen of England for 19 years. In 1587, Mary was put on trial for making plans against Elizabeth. She was found guilty and was executed.

Queen Isabella

Isabella was born in 1451, the daughter of John, King of Castile and his wife. Castile was a country in what is now Spain.

Isabella's father died when she was 3 years old. Her older half-brother, Henry, became king. When Isabella was about 11, Henry allowed her to come to his castle and go to school.

Henry was a weak king and there were many conflicts during his reign. The nobleman wanted Isabella's younger brother, Alfonso, to be king. Henry fought the nobleman in several battles in order to stay king. When Alfonso died, the nobleman wanted Isabella to be queen. In 1468, Henry made a promise that when he died, Isabella would be queen.



In 1469, Isabella married Ferdinand of Aragon. Aragon was the country next to Castile. Ferdinand was going to be king of Aragon when his father died. With the marriage of Ferdinand and Isabella, Castile and Aragon would be joined as one country. This one country would be Spain.

Henry died in 1474 and Isabella became queen of Castile. She and Ferdinand worked to make Spain a better place. They reduced crime and reorganized the government.

In 1492, Isabella agreed to pay for Christopher Columbus' journey to explore the world. Columbus sailed west and landed in the West Indies. Spain continued to explore new lands and became very wealthy.

Isabella died in 1504. Her children married into many of the royal families of Europe, including England and Portugal.

Supplementary Reading

Texts on Psychology for Rendering

Russia's Madmen are No Worse off than Britain's

At the Serbsky Center for Psychiatry, most patients admitted are murderers. But British insane criminals cause no fewer problems.

A Russian-British conference on the problems of forensic medicine has been held at the Serbsky State Scientific Center for Social and Forensic Psychiatry, and revealed that insane criminals cause England's doctors just as many problems as Russia's. British patients are not just sick people, they are aggressive criminals. The British doctors try to cure them, but nobody cares about this. All people are only interested in the details of the crimes that they have committed and the punishments that they will receive.

According to statistics from the Serbsky Center, only one third of Russia's criminals are completely mentally normal. One in every 10 is insane, and most of them suffer from some sort of mental disorders and live very much on the borderline of insanity. Unfortunately, very often it is only after a forensic psychiatric examination that the person himself and his relatives realize that he is sick. That is, after he has committed a crime.

The very contingent of people accused or under investigation, who are brought to the Serbsky Center for examination, has also changed considerably of late. According to the Center's statistics, nowadays 80 percent of them are murderers, whereas 20 years ago the center received far more hooligans and vagrants. And while in the past the patients' eccentricities were largely harmless to the rest of society, now they are becoming a matter of life and death for potential victims.

An examination in forensic psychiatry largely determines the amount of time that the person will spend in the overcrowded detention center. Many people under investigation spend months waiting for their turn. The center's clinic is designed for only 250 beds, but, oddly, even they are sometimes empty. The detention centers have no money to conduct preliminary tests, and without this, the center cannot admit patients. Sometimes the detention center's staff simply

don't have the means to deliver the prisoners to the place where the examinations are conducted.

Britain's psychiatrists, with whom the Serbsky Center has kept in touch for the past seven years, also experience problems that have nothing to do with medicine. The English authorities have long been fighting to raise the age at which a person is deemed criminally responsible — currently 10 years of age.

And just like Russian doctors, they are concerned about the conditions in which the mentally-disturbed patients are kept. In some cases, Britain's mad patients live in worse conditions than Russia's. Here, mad criminals are held in special clinics, whereas on the British Isles, even insane women criminals are locked in jail cells.

Notes:

accused - осужденный

vagrant - бродяга

detention center - центр предварительного заключения

Jung, Carl Gustav (1875-1961)

He was born on July 26, 1875, in Kesswil, Switzerland, in the family of a Protestant clergyman. After graduating in medicine in 1902 from the university of Basel and Zurich, with a wide background in biology, zoology, paleontology and archeology he began his work on word association, in which a patient's responses to stimulus words revealed what Jung called — complexes — a term that has since become universal. These studies brought him international fame and led him to a close collaboration with Freud. With the publication of *Psychology of the Unconscious* (1912), however, Jung declared his independence from Freud's narrowly sexual interpretation of the libido by showing the close parallels between ancient myths and psychotic fantasies and by explaining human motivation in terms of a larger creative energy. He gave up the presidency of the International Psychoanalytic Society and founded a movement called analytical psychology.

During his remaining 50 years Jung developed his theories, drawing on a wide knowledge of mythology and history; on his travels to different cultures in New Mexico, India and Kenya; and espe-

cially, on the dreams and fantasies of his childhood. In 1921, he published a major work, *Psychological Types*, in which he dealt with the relationship between the conscious and unconscious and proposed the now well-known personality types – extrovert and introvert. He later made a distinction between the personal unconscious or the repressed feelings and thoughts developed during an individual's life, and the collective unconscious or those inherited feelings, thoughts and memories shared by all humanity. The collective unconscious, according to Jung is made up of what he called — archetypes¹. These correspond to such experiences as confronting death or choosing a mate and manifest themselves symbolically in religions, myths, fairy tales and fantasies.

Jung wrote many works on analytical methods and the relationships between psychotherapy and religious belief. He died on June 6, 1961.

Notes:

clergyman - священник

a wide background - глубокие познания

collaboration - сотрудничество

declare - заявлять

ancient myths - древние мифы

The Case of Rat Man
(Period of Study: Early 1900s)

Sigmund Freud used psychoanalysis with a patient he called Rat Man. A 29-year-old man came to Freud complaining of fears and obsessions, which had been occurring nearly six years. These symptoms had stopped the man from finishing his university studies and having success at work. Freud focused on Rat Man's uncontrollable fantasy in which the man would see his father and girlfriend tied down and being tortured by hungry rats. Freud's earliest hypothesis was that Rat Man had a conflict over whether he should marry his girlfriend or not. Since Rat Man was unable to decide consciously, he decided this issue through his unconscious mind. These unconscious thoughts produced disturbing pictures in his mind, thus mak-

ing him unable make everyday activities such as school and work. Freud also theorized that past love and hate issues between Rat Man and his father caused the father to be in Rat Man's dreams and fantasies.

Freud began therapy with Rat Man by using a psychoanalytic technique called free association. Freud asked Rat Man to free associate with the word rats. Rat Man came up with the word rates, referring to installments or money. In an earlier session, Rat Man said that his girlfriend had little money and his father had always wanted him to marry a wealthy woman. Freud theorized the rat fantasies related to the father's opposition to Rat Man's girlfriend. In another day during therapy, Rat Man described an event, which had taken place when he was around four years of age. As a little boy, he had once bitten the nurse who was taking care of his father. As Rat Man's father had to punish him, he began to beat him immediately. Rat Man responded to the beatings with angry and harsh words directed toward his father.

After hearing those words, Rat Man's father never beat him again. Freud theorized that the act of Rat Man biting the nurse was a sexual action. Since his father beat him for indulging in his sexual needs (biting), Rat Man's fear of fulfilling his needs for a relationship based on a fear that he would be punished. A major breakthrough happened when Rat Man told another fantasy he had been having. In this fantasy, Rat Man was persuaded to marry Freud's daughter. These wishes came directly from Freud himself (according to Rat Man's fantasy). Freud interrupted and theorized that Rat Man was replacing the role of his father with Freud. Moments later Rat Man became emotionally enraged at his therapist, and this rage ended with an intense fear that Freud would beat him. This helped to make a chief discovery. Freud convinced Rat Man he was reliving the event with his father by placing the therapist in the father's role.

Before therapy, Rat Man had never consciously experienced anger toward his father. This anger came out in therapy sessions. To Freud, the rats biting into and destroying Rat Man's father and girlfriend symbolized important past events — Rat Man biting his first love, or the nurse, and in another essence biting his father with angry words.

According to Freud, Rat Man's conscious understanding of the feelings of fear and anger toward his father would lead to a recovery. However, Rat Man was never able to enjoy the newly found insights. Shortly after his sessions with Freud, Rat Man was killed in World War I.

Notes:

essence ['esns] - сущность

insights ['insait] - интуиция, понимание

being tortured by hungry rats - раздираемые сотнями крыс

referring to installments or money - относящийся к капитало-
вложениям или деньгам

major breakthrough - основной прогресс

enrage - бесить, приводить в ярость

reliving - снова пережить

recovery - выздоровление

Psychological Man

Sigmund Freud (1856-1939) - Austrian neurologist founder of Psychoanalysis. (Psychoanalysis-a way of treating someone who is mentally ill by talking to them about their past life, feelings etc., in order to find out the hidden cause of their problems.) His creation of Psychoanalysis was at once a theory of the human psyche, a therapy for the relief of its ills, and a new interpretation of culture and society. (Psyche is someone's mind, or their basic nature, which controls their attitudes and behavior.) Freud developed a method of helping people he called free association. With free associations, Freud simply asked his patients to lie on the couch and say anything that came into their heads.

Despite repeated criticism and attempted refutations of Freud's work, its spell remained powerful well after his death and in fields far removed from psychology. If they say, —psychological man replaced such earlier notions as political, religious or economic man as the 20th century's dominant self-image, it is no small measure due to the power of Freud's vision and the intellectual legacy he left behind.

(Self- image – the idea you have of your own abilities, physical appearance and character.)

Freud came to the conclusion, based on his clinical experience with female hysteric, that the struggle between a sexual feeling and the psychic defenses against it was the etiology of neurotic symptoms. (Etiology – the cause of a disease or the scientific study of the cause of a disease.) He was able to bring that conflict to consciousness and stated that the symptom might be best understood as unwitting compromise between the wish and the defense. Freud also showed that the unconscious is full of memories and ideas from early childhood, but they are — repressed and made unconscious because they are things we don't want to think about, or they are forbidden. Freud believed in an idea which is still often heard today, that — the child is father to the adult. One of the most important things Freud discovered was what he called — The Oedipus complex. (The Oedipus story was a Greek myth about a man who killed his father, the king and married his mother.)

An American and European

Nationality is a large group of people with the same race, origin and language. Nationalism is the belief that your own country is better than any other country. — Cultural nationalism consists of encouraging expressions of national characteristics through nonpolitical activities such as art, literature, music, dance and other forms of culture. Almost every nation has a reputation (the opinion that people have about a particular person or thing because of what has happened in the past) of some kind. The French are supposed to be amorous, gay, fond of champagne; Germans dull, formal, efficient, and fond of military uniforms and parades; the Americans boastful, energetic, gregarious and vulgar.

The English are reputed to be cold, reserved, rather haughty people who do not yell in the street, make love in public or change their governments as often as they change their underclothes. They are steady, easy-going, and fond of sport. What's the difference between an American and European really? There's the rhythm of life of course. Quite a civilized (being well organized and developed so-

cially) American woman might say, —I always feel guilty if I read a book during the day, when I ought to be doing something. At night, in bed, it's different. In Europe there are people who have lived in the same house and been in the same job for twenty, thirty, forty years, and who would hate to pull up their roots and change to something new. That's not the American way of life. They love change; they call it —the spring of adventure, a spring that they think is more characteristic of American than of Europe. There was a very interesting remark in a book by an English writer giving what he thought was a reason for this American characteristic. He wrote — We English and the French, the German, the Italians, the Russians, have all got one thing in common- we are descended from the men who stayed behind. In the States, they are descended from the folk who moved away.

The Russians **(Tips for Tourists Visiting Russia)**

The Russian family is dependent upon all its members. Most families live in small apartments, often with 2 or 3 generations sharing little space. Most families are small, often with only one child because most women must also work outside of the house in addition to bearing sole responsibility for household and childrearing chores. If you are invited to a Russian's house: Arrive on time or no more than 15 minutes later than invited. A small edible gift (wine, pastries, fruit) should always be given to hosts when people are invited over for dinner. Remove your outdoor shoes. You may be given slippers to wear. Dress in clothes you might wear to the office. Dressing well shows respect for your hosts. Expect to be treated with honour and respect. If you're invited for a meal, expect that the hosts will feed you until you feel completely full and not capable of moving. If you think that's dangerous for your health, or you're on a diet, we advise you to emulate satiety, otherwise you will end up badly.

Offer to help the hostess with the preparation or clearing up after a meal is served. This may be turned down out of politeness. Asking 'are you sure?' allows the hostess to accept your offer. If you visit Russia for the first time, be prepared to go to Russian banya. It

cleans you through from dust and sweat, strengthen your health, lighten your mood, improve your metabolism. But more than that it's a place to talk, drink, sing and grow closer to your close ones. Whether as entertainment, social arena, health treatment or simple necessity of personal hygiene, the Russian banya is a living tradition from deep Slavic history.

The typical greeting is a firm, almost bone-crushing handshake while maintaining direct eye contact and giving the appropriate greeting for the time of day. When men shake hands with women, the handshake is less firm.

When female friends meet, they kiss on the cheek three times, starting with the left and then alternating. When close male friends meet, they may pat each other on the back and hug. Americans in particular should speak a little lower than they would in their home country; Russians often remark that their American friends seem to be shouting when they speak. Pay attention that people should never show the soles of their shoes to Russians; this is considered grave disrespect. Tourists should always sit so the soles of their shoes face the floor.

Those who come to Russia for business shall pay attention that typical Russian schedules are constantly changing and everything takes longer than expected, so be prepared to be kept waiting. Meetings can be cancelled on short notice.

Don't be surprised that some Russians are naturally indifferent. They do not care too much about dirt on the streets, saving money, breaking the rules, risking without particular reason or drinking too much. It is cool to do nothing and just lie on the sofa thinking about how great Russians are.

Why sleep is the best medicine? **by David Flak**

It's late at night and you have an important exam in the morning. You're sitting with your notes and books and you're beginning to feel tired. Should you listen to your mother's advice and go to bed? Or should you stay up all night and try to learn? Well, scientists say that our mothers are probably right – it's better to go to bed early

before a big exam. Last year in Germany, scientists looked into the effects of sleep on university students. They found out that students who had at least four hours of sleep did better in exams. It also turned out that the students who had a lot of sleep had better scores in IQ tests. So why is sleep good for our brains?

First of all, scientists believe that after a hard day of thinking our memories are very messy. Sleep helps to tidy up our thoughts and memories and to put everything in the right place again. Because of this it's easier to remember facts clearly which of course is important in exams. When we sleep, our brains also continue thinking about our problems of the previous day. We can sometimes come up with the answers after sleeping. There are many examples of this in history. In the nineteenth century the chemical structures of benzene was still a big mystery to scientists. The German chemist Friedrich von Kekule fell asleep.

He had a strange dream- snakes were coming towards him with their tails in their mouths! When he woke up, von Kekule knew that he had the answer to his problem- the atoms were arranged in a circle like his funny snakes! But sleep does not only improve our memories and help us to find the answer to problems. Scientists believe that we are more creative after sleep too. Keith Richards, the guitarist of Rolling Stones, came up with the melody for Satisfaction, their biggest hit, as he was taking a nap in a London hotel room. The Irish writer Bram Stoker also got the idea for his masterpiece Dracula, the classic horror story, while he was sleeping. He ate crabs late at night before going to bed, had some strange nightmares and kept on waking up! So, take my advice – do you want to remember more in your exam tomorrow? The answer is simple – go to bed early!

FIRST IMPRESSIONS

Imagine that it is the first time you are meeting someone. How do you treat that person? Why do you behave this way? Your first impression of someone is usually based on that person's physical appearance. You instantly make certain judgments based on how he or she looks. For example, if you meet a well-dressed woman in an office building, you might assume that she is a well-paid corporate

executive. Should you meet a waiter in a local restaurant, you might assume that he does not make as much money as the corporate executive. You might interact with these people differently, just as you might interact differently with people of different genders, races, or socioeconomic classes. These initial judgments may influence us more than later information does. For example, one researcher invited a guest lecturer to a psychology class. Beforehand, all the students were given a brief description of the visitor.

The descriptions were identical in all characteristics except one. Half the students were told that the speaker was a rather cold person, as well as being industrious, critical, practical, and determined; the others were told he was a very warm person, along with the other four attributes. After the lecture, the researcher asked all the students to evaluate the lecturer. Reading their impressions, you would hardly know that the two groups of students were describing the same person. The students who had been told he was cold saw a humorless, ruthless, self-centered person. The other students saw a relaxed, friendly, concerned person. The students used cold or warm to influence the meaning they picked to the other four words, so cold and warm — the first words heard — showed a primacy effect on the other, previously neutral, words.

The students interpreted the common words practical and determined in terms of the different words warm and cold, giving them greater, or primary, impact. Thus, to be warm and determined was perceived as dedicated; to be cold and determined was perceived as rigid. It also affected their behavior. Students in the warm group were warm themselves, initiating more conversations with the speaker than did the students in the other group. What was your first impression of your teacher? Did that first impression ever change? These impressions sometimes become a self-fulfilling prophecy; that is, the way you act toward someone changes depending on your impression of him or her, and this in turn affects how that person interacts with you.

For instance, suppose you showed up on the first day of class in a terrible mood. During the class period, you did not really pay attention to the lecture and even made a few jokes in class. Your teacher immediately labeled you as the class troublemaker and,

therefore, did not treat you as an attentive and good student. You may have responded to that treatment by not studying nor caring about your grade in class. In reality, you may be a great student; you just had a bad day on the first day of class and now cannot seem to please your teacher. On many situations we take first impressions into account. For example, when you first start dating someone, you try to look nice. When going for a job interview, you dress well.

Notes:

the corporate executive - управляющий

impact- влияние

a primacy effect- эффект превосходства

a self-fulfilling prophesy-накликанная беда

to please- угождать

rigid-строгий, непоколебимый

NONVERBAL COMMUNICATION

Central to the development and maintenance of a relationship is the willingness to communicate aspects of yourself to others. Communication involves at least two people: a person who sends a message and a person who receives it. The message sent consists of an

idea and some emotional component. Messages are sent verbally and nonverbally. — I like to watch you dance is a verbal message, while a warm smile is an example of nonverbal communication.

Although most people are aware of what they are saying verbally, they are often unaware of their nonverbal messages. They are more aware of the nonverbal messages when they are on the receiving end of them. You have probably heard someone say, — It doesn't matter, speaking in a low voice and looking away; the unspoken message is — My feelings are hurt.‡ You do not need to be told in so many words that a friend is cheered or depressed, angry or pleased, nervous or reserved. You sense these things.

People communicate nonverbally, not only through facial expressions but also through their use of space and body language (pos-

ture and gestures). The way you carry your body also communicates information about you. This is your body language. If you stand tall and erect, you make the impression of self-assurance. If you sit and talk with your arms folded and legs crossed — a closed body position — you communicate that you are protecting yourself.

When you unfold your arms and stretch out, your open body position may be saying that you are open to people. Although the use of body language is often unconscious, many of the postures we adopt and gestures we make are governed by social rules. These rules are very subtle. Touching, for example, has rules — not just where, but who. Your teacher or boss is much more likely to touch you than you are to touch him or her. Touching is considered a privilege of higher status.

Notes:

on the receiving end - на заключительном этапе.

Too Late for Words
The Case of Genie (Period of Study: 1981)

In 1970, an unusual discovery was made in California. A 13-year-old girl known as —Genie had spent all 13 years of her life locked in a room isolated from the world. Her parents had kept her harnessed to a potty-chair, which allowed only small movements of her hands and feet. At night, Genie was put in a type of straitjacket and forcefully placed in a wire cage. Her parents refused to communicate with her in any way and demanded Genie's brothers and sisters avoid any form of communication with her as well.

Genie was discovered by workers of social services and the police. When she was discovered, she had no bowel or bladder control, could not chew solid food, had severely damaged posture from years of sitting, and she could not speak or understand language. Nursing Genie back to physical health became the top priority. Then psychologists were to be called upon to evaluate her mental and emotional conditions, as well as to begin teaching her how to communicate.

The unfortunate case of Genie provided psychologists with some clues in defining whether language can be learned at any point in time or if there is a specific stage of development in which humans need to learn language and communication skills. The function of language has been traced to the left hemisphere of the brain. However, it is undetermined if a time period exists in early childhood that allows language to be learned easily. Placed in a hospital, Genie was described as being —a pitiful, malformed, incontinent, unsocialized, and severely malnourished creature (Pines, 1981).

Genie was given various tests that were designed to measure social maturity and school-level placement. She scored at a level equal to that of a normal 1-year-old child. As time passed, Genie learned to recognize her written name. After 7 months passed, she began to develop spoken use of the phrases —stop it and — no more, one word spoken manner similar to what children use. One-word use progressed to two-word use; however, Genie's development was slower than that of children with similar language skills.

Genie made limited progress in language development. After 7 years had passed, she had learned as much language skill as a normal child learns in 2 to 3 years. When she was 24 years old, she had the language skills of a 5-year-old. Even though Genie learned much about language, she could not fully understand grammar or the use of pronouns and was unable to control the pitch of her voice. Perhaps Genie's time for learning language had passed; thus her brain could only understand language in a elementary form. However, the physical, emotional, and mental abuse that Genie had during her first 13 years of life played key roles in her development as a whole.

Notes:

a pitiful, malformed, incontinent, unsocialized, and severely malnourished [mæl'naɪtɪ] creature - «прискорбное, плохо сформированное, неконтролирующее себя, необщительное и плохо питающееся существо»

pitch of her voice - высота тона голоса

How Attention Works For Audiences

Getting and keeping an audience's attention is probably the most important thing that a presenter must be able to do. There are other things that are important, but if the audience members are day-dreaming or not listening, they just aren't going to hear you. In addition, bored audiences are noisier, and are more distracting to the presenter since they tend to talk amongst themselves, get up and leave. Once you know the basic principles, you can modify your presenting behavior to increase interest and attention.

The principle of Relevance: People will pay very close attention to something they perceive as having relevance to their own lives and concerns.

The principle of Highlighting and Linking: People often will not see the relevance of what is being said without the implications being teased out for them, and highlighted. In other words, you may be presenting something that the audience should be seeing as relevant, or important, but they don't see it as such. You need to highlight by linking the fact or piece of information to the benefit it relates to. You need to explain the importance of what you are saying.

The principle of Change: People have difficulty attending to anything that does not change or is relatively constant or repetitive. We learn to tune out unchanging sound such as air-conditioning, although we will notice when it goes off. That is why a monotone voice is so boring, or why it is more difficult to pay attention to a presenter at a podium than to one who is moving around (generally).

The principle of Controlled Change: The key element in generating human attention is introducing controlled change in the environment. It is the presenter's role to change things up, use AV, move, change voice tone, speed, etc. This increases enthusiasm. Destructors: People may pay attention to things that are irrelevant or trivial, since many people have trouble identifying key points or issues. People will be distracted by little things that are out of the ordinary (try leaving your zipper undone or jiggling your keys). They also will miss key points unless you help them. Suggestions for presenters:

Within the first five minutes of any presentation, the presenter must create the idea that what would be said to the audience. It is important that the presenter understand the concerns of the audience

with respect to the topic and address them early. Always establish relevance from the point of view of the audience!

Even in the shortest presentation, the presenter "sends" a lot of information. The audience will only retain a portion of that information, so it is important that they retain the major points, not tangential details. Presenters can help the audience focus on the key points through verbal emphasis (tone, loudness, and silence), use of overheads and diagrams for key points, etc.

It is difficult for an audience to pay attention for long periods with little change in the speaker's behavior. The worst tactic is to stand still, and talk in a monotonous way, or showing slide after slide, or overhead after overhead. An expert presenter, using change elements, can keep attention for very long periods by using him/herself as a changing vocal point for attention.

Notes:

destructor – разрушитель

not tangential details- не относящиеся к теме детали

Human Memory

Most people talk about memory as if it were a thing they have, like bad eyes or a good head of hair. But your memory doesn't exist in the way a part of your body exists - it's not a "thing" you can touch. It's a concept that refers to the process of remembering. Scientists do not yet understand many things about human memory and many of the ideas and theories about it are still quite controversial.

In psychology, memory is an organism's ability to store, retain, and recall information and experiences. Traditional studies of memory began in the fields of philosophy, including techniques of improving memory.

Most scientists agree that it is very useful to describe human memory as a set of stores, which are "places" to put information, plus a set of processes that act on the stores. A very simple model might contain three different stores: The Sensory Information Store (SIS), The Short-Term Store (STS), The Long-Term Store (LTS) and 3 processes: Encoding (putting information into a store), Maintenance

(keeping it "alive"), Retrieval (finding encoded information).

The sensory memories act as buffers for stimuli received through the senses. For instance, information in the SIS might indicate a bright red object somewhere ahead. Attending to this information might reveal that there it is a stop-sign. Once information is processed in this way, it can be encoded into the short-term store (STS). Short-term memory. Usually, the STS is described as having a limited storage capacity (seven, plus or minus two items) that "decay" and become inaccessible after a relatively brief interval (estimates range from 12 to 30 seconds). Short-term memory acts as a scratch pad for temporary recall of the information under process. For instance, in order to understand this sentence you need to hold in your mind the beginning of the sentence until you read the rest.

Long-term memory can store a very large number of information and can hold that information for very long periods. Information from the working memory is transferred to it after a few seconds.

There are two types of long-term memory: episodic memory and semantic memory. Episodic memory represents our memory of events and experiences in a serial form. It is from this memory that we can reconstruct the actual events that took place at a given point in our lives. Semantic memory, on the other end, is a structured record of facts, concepts and skills that we have acquired. The information in semantic memory is derived from that in our own episodic memory, such that we can learn new facts or concepts from our experiences.

Forgetting occurs because memory fades with time. To stimulate memory use your memory to the utmost. Challenge a novelty. Learn new skills. If you work in an office, learn to dance. If you are a dancer, learn to deal with a computer; if you work with sales, learn to play chess; if you are a programmer, learn to paint. This could stimulate your brain's neural circuits to grow.

Notes:

scratch-pad- блокнот skills that we have acquired – приобретённые навыки

Hidden Talents

They often didn't learn to read and write until they were older. Their parents often thought they were stupid and their friends laughed at them. Some of them hated their schooldays and decided to drop out of school as soon as possible. In short, they had unhappy schooldays.

Some of the world's greatest composers, writers and inventors had an unpleasant time at school like this. Later, when they became successful, nobody was more surprised than their old classmates were. Were these people stupid? No, of course not! Some people believe that they had something in common – dyslexia.

Dyslexia is a learning disability, which means that people have problems with reading and remembering written words. It is often difficult for them to memorise things. Studies show that people with dyslexia use a different part of their brain to read and remember. Experts think that the cause of dyslexia is genetic: probably somebody else in the family also had dyslexia.

Statistically, about 15 percent of people are dyslexic, but not everybody who has dyslexia knows about it. Some people with dyslexia discover they have special, hidden talents, but only when they are older. A good example is Agatha Christie, one of the most successful writers in history- two billion books published in 44 languages! At school, she had problems with writing and often got bad marks for essays. Her parents were disappointed and wanted Agatha to leave school early. She only started writing because her older sister said she couldn't do it! And even when she was already a famous crime writer, she sometimes felt embarrassed because she still couldn't spell.

There are many more examples of people like Agatha Christie: Hans Christian Andersen, Albert Einstein, Leonardo da Vinci, Pablo Picasso and Thomas Edison; important and creative people who had problems with reading and writing when they were young. Of course, that doesn't mean that everybody with dyslexia is a genius, but it shows that sometimes people can be a lot more intelligent than they seem.

Genius and Talent

Genius is a person of extraordinary intellectual power. The word genius is used in two closely related senses. In the first sense, as popularized by U.S. psychologist Lewis M. Terman, genius refers to higher intellectual ability as measured by performance on a standardized intelligence test. Terman set the intelligence quotient for potential genius at 140 or over, a level reached by about 1 in 250 of the general population.

Genius here means simply high intellectual ability and refers to potentiality rather than to attainment. In this sense, the term may be used to characterize gifted children who have not yet had an opportunity to gain eminence by achievement. In the second sense (British scientist Sir Francis Galton), —genius is used to designate creative ability of an exceptionally high order as demonstrated by actual achievement, always provided that such achievement is not merely of transitory value or the result of accident of birth, as in the case of hereditary rulers.

Genius is distinguished from talent both quantitatively and qualitatively. Talent refers to a native aptitude for some special kind of work and implies a relatively quick and easy acquisition of a particular skill. Genius involves originality, creativeness, and the ability to think and work in areas not previously explored and thus to give the world something of value it would not otherwise possess. Although geniuses have usually left their unique mark in a particular field, studies of the early development of these people appear to show that their general intelligence is also exceptionally high. There has been a variety of attempts to explain the nature and source of genius. One theory holds that genius belongs to a separate psychobiological species, differing as much from ordinary man in his mental and emotional processes as man differs from the ape. Another theory looks upon genius as closely related to neurosis and psychosis.

Like Father, Like Son? Perhaps Not . . .

Go into a busy newsagent's and have a look at what kind of things people are reading. The chances are that women are reading about fashion, beauty, romance or relationships and men are reading about cars, photography, equipment or sport. This ought not to be a surprise.

After all, these choices are also seen in typical male and female hobbies – men generally enjoy things such as looking after their cars, buying new parts for their stereos, bird watching or playing computer games while women seem to prefer keeping in touch with friends and entertaining.

For a long time, experts through these differences between male and female interests depended on how parents brought up their children and indeed society in general. However, when we look at young babies, we see that boys and girls have interests which we can call typical male' of female' from a very early age. A baby girl, as young as 12 months old, is sympathetic when she sees She also looks sad and makes comforting sounds. Baby girls also make more eye contact and look longer at other people. Boys of the same age look longer at mechanical objects-toys that spin light up or move. Later, when they become teen agers, boys usually enjoy putting things together and building towns or bridges or vehicles. Boys are often more selfish and aggressive when they play with other children while girls are better at joining in with others. Just like adults. So where do these differences between male and female behavior come from? Although it is true that culture and upbringing play an important role, many scientists now believe that the answers also lies in the amount of male and female hormones in the mother's body before a child's birth. Research has shown that this balance of hormones leads to three different types of brain: type E, type S and type B. People who are born with a type S or male brain are generally interested in systems: constructing and organizing things and working out how things work. They tend to be good at working out where they are, from maps, making things from plans or collecting things. Others have type E or female brain which means they are good at understanding

other people's emotions and treating people with care because they are sensitive themselves. Others are born with characteristics of both these male and female brains - this is called the type B or balanced brain.

Perhaps the most crucial thing that the researchers found out was that the type of brain you have does not have to depend on your sex. Not all men have the male brain. But on average, more males than females have a type E brain. So, does this mean that one sort of brain is superior? No, not at all. Some people find some things easier to do than others but both sexes have their strengths and their weaknesses. Researchers hope that understanding how people are born with different type of brain can help make all of us more tolerant of difference.

Parapsychology (Period of Study: 1882 and 1975)

Scientists sometimes study the behavior or events that seem to have fantastic origins. In psychology, this area of study is known as parapsychology. Parapsychology is not a basic branch of psychology, but its ideas hold interest of many people. Parapsychologists think that humans have senses other than the known seven — vision, hearing, taste, smell, touch, balance, and body senses. Skeptics point that there is no real proving of parapsychology. And it has to go through testing.

In 1882, scientists established the first organization to study parapsychology, the Society of Psychical Research, in London. The American version of this society was formed in Boston three years later. These organizations focused on mediumship, or communication with those who have died. As time passed, other phenomena began to be studied, such as telepathy (the ability of people to communicate without using ordinary senses), clairvoyance (the ability to experience an event without physically being there), and psychokinesis (controlling objects with the mind). Perhaps the most famous attempts to demonstrate psychokinesis were made by Uri Geller. Geller confirmed he could bend and break metal objects by using his mind. On non-scientifically controlled occasions, Geller did appear

to bend or break objects without touching them. In 1974, psychologists filmed several meetings with Geller. In one instance, Geller unbalanced a precision scale, and in another, he bent a steel band. Many people believed Geller really did all this with psychokinetic power; however, skeptics ruined this myth. The events surrounding Geller were highly mysterious; for him, they were highly useful. He began making appearances in various locations, bending spoons or similar objects. He eventually received an invitation to appear on national television, but when it was time to come, Geller didn't come. It was found out that he had access before all of his performances to the objects he was going to bend. On television, however, his personal set of objects had been switched with a new set, and Geller had to say that something was blocking his magic abilities. Scientists accept the results of well-designed tests, whether their hypotheses are supported or not. Geller rejected skepticism and explained that this unsatisfying result illustrates the difference between science and belief. The effects produced by parapsychological phenomena have much simpler explanations — sleight of hand to bend spoons, hidden magnets to deflect compasses, and the like. Perhaps the study of parapsychology will ruin this one day. However, for now, healthy skepticism wins.

Notes:

mediumship ['me:diəmʃɪp] сообщество медиумов

clairvoyance [kleə'vɔɪəns] предвидение

steel band [sti:l bænd] железный пояс

psychokinesis [saɪkəʊkaɪ'ni:sɪs] психокинез

sleight of hand [slɑɪt əv'hænd] ловкость рук

deflect compasses [dɪ'flekt 'kʌmpəs] отклоняться

precision scale [prɪ'sɪzn skeɪl] точные весы

Texts on History for Rendering

Fascism

Fascism is a political system in which the state has all the power. All citizens must work for the country and the government. A dictator or another powerful person is the head of such a state. He uses a strong army and a police force to keep law and order. He is often a strong, authoritarian leader who is, at the beginning, admired by many people.

Fascism first appeared after World War I when Benito Mussolini came to power in Italy. In Germany of the 1930s, Adolf Hitler's National Socialism rose to power. Fascism also appeared in Japan, Spain and Argentina.

Life in a Fascist Regime

Fascist governments control the way people live. Those who criticize the government or do not obey are punished. They must leave the country, go to prison or are often executed.

Fascist leaders want to make their state strong and powerful. They claim that only the strongest and fittest in the population can survive. With the help of a strong army, they go to war and expand their territory.

School teachers show children that only the state is important. Pupils must exercise to stay healthy. Young organizations are often created in which children admire the state and learn slogans and songs. They are trained to march and follow the beliefs of the ruling party.

Fascist governments try to give all people work, mainly in the industries they need. They build roads, hospitals and industries, which help them rise to power.

In fascist countries, no other political parties are allowed. The government controls newspapers, radio and television. There is no freedom of speech.

Rise of Fascism

Fascism became a strong movement during the first part of the 20th century for many reasons. Most states had no experience with democracy because they were ruled by a king or queen. After World War I many people were disappointed and angry because the war destroyed a lot of their country or because some of their land was taken away from them.

Italians were not satisfied with the way other countries treated them after World War I. Benito Mussolini emerged as a powerful leader who promised the people that he would bring back pride and make Italy a well-respected state again. He created his own private army with their own uniforms. Mussolini's followers were aggressive and started fights with other citizens and regular soldiers in the streets. Finally, in 1922 Mussolini became dictator of Italy.

Germany was one of the big losers of World War I. It lost a lot of its land. The winners of the war made Germany give up most of its weapons and the government had pay for the destruction that occurred during the war. The country was poor, its economy was ruined.

In the 1920s and 30s a new party emerged: the National Socialist Workers' Party became powerful. By 1933, the Nazis were the strongest party in Germany. Their leader, Adolf Hitler, dissolved parliament, took over power and made Germany a fascist state. In the following years, he built up a strong police force and the largest army in Europe.

Hitler was called the Fuehrer. He claimed that the German people were better, stronger and more intelligent than any other people were. Other groups, especially Jews and Romanies were considered to be inferior. Hitler believed that Germany could survive only if it got rid of these weak people. In the course of the war, the Nazis killed over 6 million Jews and invaded most countries in Europe. When Germany was defeated in 1945, the fascist government fell apart.

The situation in Japan was similar. The economy was in bad condition and people had little to eat. Many Japanese wanted the military to take over the government and Japan to be a strong country

again. In the 1930s, Japan started expanding its power. It hated other Asian countries and wanted all of Asia under Japanese control.

Fascism in other Countries

Spain was another fascist country in Europe. General Franco led a nationalist movement in the Spanish Civil War, in which he got help from Italy and Germany. After winning the war, Franco became dictator of Spain and ruled the country until he died in 1975.

In Argentina Juan Peron led a fascist movement that lasted for a decade and in Chile a military group under the command of Augusto Pinochet held on to power for almost two decades.

Neo Fascism

Although fascist parties were forbidden in many countries after World War II, fascism wasn't completely dead.

Neo-fascist groups have emerged throughout the world. Their members have different views of the values of society.

- They want strict anti-immigration laws. Foreigners should leave the country.
- The police should have more rights. There should be more law and order in a country.
- Neo-fascists do not want relations with other countries.

Neo-fascist movements perform acts of violence and are sometimes involved in terrorist attacks but they are too small to start a wide -scale rebellion in a state.

The Holocaust

Under Adolf Hitler, the National Socialist German Worker's Party became very powerful in Germany from 1933 to 1945. The Nazis, as they were called, wanted to get rid of people who they thought were not as good as they were. They especially hated Jews and thought they were evil. At the beginning, they made life hard for the Jews in Germany and all over Europe. Later on, they decided to kill them. This mass killing was called the Holocaust.

After 1939, about 6 million Jews were killed in the countries that Hitler controlled. But Jewish people were not the only ones murdered by the Nazis. Gypsies, homosexuals, mentally and physically disabled people and others who were against Hitler were killed in the Holocaust.

Hating Jews and treating them badly is called anti-Semitism. Hitler started this as soon as he became chancellor of Germany in 1933. Jews lost their jobs and their shops were closed and often destroyed.

In 1935, the Nazis passed a new law. Jews were no longer citizens of Germany and they were not allowed to marry other Germans. They lost all of their rights. Every Jew had to wear a yellow Star of David. Many Jews were afraid of Hitler and tried to escape before World War II started.

On November 9 and 10th, 1938 the Nazis destroyed all Jewish synagogues and other public places the Jews went to. This event was called the “Kristallnacht” or “Night of Broken Glass”.

Soon thousands of Jews were arrested and locked up in special camps. Others had to live in overcrowded parts of cities called ghettos where they got nothing to eat and suffered from many diseases. The most famous ghetto was in Warsaw, Poland. About half a million Jews had to live in an area that usually was home for 10,000 people. By 1943, only 70,000 had survived.

The Nazis decided that they had to solve what they called “the Jewish problem” once and for all. On January 20, 1942, the Nazi leaders met at the Wannsee Conference near Berlin and decided that all Jews should be killed.

All across Central Europe the Nazis built special death or concentration camps to kill Jews and other people who were not worth of living. The biggest camps were built in Poland. Some well-known camps were Auschwitz, Treblinka, Dachau, Sobibor and Belzec.

At first, the outside world thought that these camps were places where Jews and other prisoners had to work. A sign reading “Arbeit macht frei” hung over the gate at Auschwitz.

Those who were lucky became slaves. They had to work hard and didn’t get enough to eat. Some of them died of starvation. Most of the Jews, however, were brought to the gas chambers that often

looked like big showers. There they were killed with poison gas, then taken away and burned.

Although the countries that fought against Hitler knew about the death camps there wasn't anything they could do about them.

Many Europeans who were against Hitler's ideas tried to help the Jews. They often hid them, gave them false documents and helped them escape. A famous book called "The Diary of Anne Frank" tells the story of a Jewish girl whose family hid in Amsterdam for two years but were then caught.

Hitler killed himself shortly before the war was over because he realized that he had lost the war. When it ended in 1945, Allied soldiers entered Germany. They liberated the concentration camps but were shocked when they saw what had happened there.

Jews who survived the Holocaust had no place to go. They waited to find a new home. In 1948, the United Nations decided to give homeless Jews a new place to live. The state of Israel was founded and hundreds of thousands of European Jews went there to start a new life.

The Holocaust is one of the most terrible periods of human history. In many countries, memorials have been built to remember those who died. Museums in Europe and America try to show what happened over 60 years ago and help our generation understand the horrors of the Second World War.

Anne Frank

During World War II, a young Jewish girl, Anne Frank, wrote a diary while her family was hiding from the Nazis. She did not survive the war but her diary became well-known to many people. It shows how Jews lived during World War II.

After Hitler came to power in 1933, Anne Frank's family went to the Netherlands, where her father set up a small company in Amsterdam. In 1940, the Germans invaded the Netherlands and it was no longer safe for the Jews to live there. They lost their shops and had to hand over their companies to the government. Anne and her sister Margot were not allowed to go to school with other pupils.

When Margot got a notice that said she would be sent to a labour camp the Frank family started to hide themselves. Otto Frank, Anne's father, prepared a secret back room in his office. Together with a few other Jews, the Frank family lived there for two years. With the help of some non-Jewish friends, they got food and other things they needed to survive.

Although they were constantly afraid of being discovered, they tried to live a normal life. Anne started to write a diary. In it she wrote about her interests in boys and movies and about the hardships of everyday life.

On August 4, 1944 the German police discovered the hiding place. The whole family was arrested and transported to Auschwitz in Poland. A month later Anne and her sister were taken to a prison camp at Bergen-Belsen in Germany. There both of them caught typhus and died only one month before the Allied soldiers came to free the camp. Anne Frank was 15 years old.

Friends of the family discovered Anne's diary. They gave it to her father, who was the only member of the family to survive the war. Later on, it was published as a book and became known to millions of readers all over the world as "The Diary of Anne Frank". The building in Amsterdam where the Frank family hid is now a museum called the Anne Frank House.

Hitler Exhibitions Opens in Berlin

An exhibition on Adolf Hitler opened on Friday in Berlin. It shows objects that the German people liked. The exhibition consists of magazines that show Hitler's face, old photographs of the Führer and films that show a visionary Hitler as a leader of Germany. Although swastikas are banned in the country, museums have the permission to show them in a historical connection.

Over 1,000 artifacts show objects of everyday life : soldiers' uniforms, notes that the Führer wrote down for one of his speeches, beer mats, cards, toy soldiers and even a wall rug made by a woman's church group that had the words "Our Father " on it.

The exhibition also tries to explain how Hitler happened. It shows that he was the person German people needed , a person

whom they could look up to , who would save them and give them work and pride.

More than a thousand visitors came on the first day. They walked through three topical rooms showing how Adolf Hitler rose to power in Germany.

Recently the media has been trying to show Adolf Hitler not only as a Nazi monster but as a human being as well. Hitler still lives on in the minds of at least some Germans. About 14% of all Germans think that the country should have a strong Führer, 10% say that Hitler would have been seen as a great statesman if he hadn't killed six million Jews.

CIA Gave Nazis Protection After World War II

A document that the United States government has tried to keep secret for years reveals that American officials protected German Nazis and their helpers after World War II. The report states that the CIA let Nazis enter the country and used them for gathering information. A special organization made up of lawyers, historians and investigators was created to find and deport Nazis who were hiding in America.

One of the Nazis mentioned in the report is Arthur L. Rudolph, a German scientist who was brought to the US because he knew a lot about rockets. Later on, the American government found out that Rudolph played an active role in employing slave labourers in Germany during the war.

The CIA also helped Otto Von Bolschwing, one of Adolf Eichmann's close aids . After the US Justice Department learned about Von Bolschwing in 1981 they wanted to deport him, but he died in the same year.

The report also states that the USA was trying to hunt down Dr. Josef Mengele, a German SS officer and doctor who was called the Angel of Death. A sample of Mengele's hair was kept in a secret drawer and turned over to Brazilian government. Through DNA testing the Brazilians found out that Mengele never entered the US and died in 1979.

The report also found out that Switzerland had bought Nazi gold, which was taken away from Jewish prisoners before they were killed in the gas chambers.

Since the end of the 1970s over 300 Nazis have been deported or not admitted to enter the United States. Some even lost their citizenship. The report also says that far less than 10,000 Nazis escaped to the US, as government officials claim.

The Vikings

The Vikings were warriors who terrorized Europe between 700 and 1000. They also explored the coast of Europe and the North Atlantic and even reached America.

The Vikings lived in Scandinavia, the northern part of Europe. They conquered and raided parts of England, France and Germany, and even got as far south as Spain and Italy.

Viking ships explored Iceland and Greenland and at about 1000 the Vikings founded a town in North America, but it didn't last very long.

The Viking Age began at a time when the population of Scandinavia started to grow. Historians believe that, because there was not enough farmland to live on, many Vikings looked for places to settle outside Scandinavia. They also made faster ships with which they could travel to farther places.

The Vikings lived on farms or in villages. There were three groups of people:

1. The nobles were the kings or chiefs of each village. They also included people who were very rich.
2. The freemen were farmers or merchants.
3. The third group were the slaves, who were captured when the Vikings fought against other people.

Most of the Vikings were farmers. They grew fruits and vegetables as well as barley and oats. They also raised cattle, goats, pigs and sheep. Some Vikings were fishermen and others were good at building ships. In bigger villages, Vikings lived as merchants. They sailed a lot and traded furs, gold, silver and other things.

Most Viking men wore trousers that reached to the knee and a long - sleeved pullover or shirt. Women wore dresses made of linen or wool. All Vikings wore leather shoes.

Viking houses were one-story buildings with slanted roofs. Some houses only had one room. The walls were made of wood or stone. The roof was covered with shingles or straw. In every house, a hearth gave Vikings heat and a place to cook.

Religion played an important role in the life of Vikings. They worshipped many gods. The chief god was called Odin. When Vikings died, they were buried in boats. Rich people were even put into big ships.

Because the Vikings lived near the sea, they travelled a lot by boat. They were the best shipbuilders of their time. Viking ships could sail better than others because they laid a long piece of wood at the bottom of the ship, which became known as the keel. It made the ship stable in stormy weather and it also increased the speed.

Viking navigators used the sun and the stars to find out where they were. They also relied on landmarks, like islands. On cloudy days, they found directions with the help of birds or whales.

Vikings liked fighting. They were very brave and liked adventures, but they could also be very brutal. Many Europeans feared them.

When Vikings invaded a new territory they usually came with a few hundred ships and thousands of warriors. Sometimes they landed with only a few ships, raided villages and quickly disappeared.

Vikings were famous for their surprise attacks. They could row their light boats into shallow rivers and overran their victims so fast that they had no chance of defending themselves.

Vikings fought with axes, bows and arrows. They used both hands to swing their broad axe at an enemy, chopping off their hands or their heads. Most warriors carried round wooden shields to protect themselves. They also wore helmets made of leather.

Eric the Red and Leif Ericson

Eric the Red was a famous Viking explorer who lived at about 950 A.D. He got this name because of his red hair. When his father had to leave Norway because he had killed somebody, Eric went with him. The family settled in Iceland.

Eric decided to explore the island and when he sailed west, he discovered Greenland.

In 985, he persuaded some friends and relatives to go to Greenland with him. Two towns were founded there with about 400 people.

Eric became the leader of these two towns. Some settlers were farmers and raised cattle pigs and sheep. Others hunted bears and other animals.

When Eric died his son Leif Ericson became the leader of the towns in Greenland. He also continued the voyages of his father and led the first Viking expedition to the coast of North America.

In 1002, Ericson sailed west from Greenland. With a crew of 35 men, he landed on a shore where he met natives who grew grapes. The men made wine from the grapes and Ericson named the place Vinland.

Nobody knows where Ericson exactly landed, because there were no maps at that time. Many historians think that the landing place was an island near today's coast of Newfoundland. Archaeologists found the ruins of an old Viking settlement there. Others think that Ericson may have travelled as far south as Massachusetts.

Over the following twenty years, the Vikings founded many settlements in the new world but they didn't last very long.

September 11, 2001

On September 11, 2001, terrorists hijacked 4 airplanes and crashed them into the two towers of the World Trade Centre in New York and the Pentagon in Washington. The fourth jet crashed in Pennsylvania. About 3,000 people were killed and part of the Pentagon was destroyed. It was soon found out that Osama Bin Laden and his terrorist organization Al Qaeda had been behind the attacks.

The planes left the airports on the morning of September 11. Their original destination was California, so they had tons of fuel on board. Sometime after take-off, the terrorists took over the planes. Some of them had pilot training.

At 8:45 a.m. the first plane crashed into the north tower of the World Trade Centre. 20 minutes later, the second plane hit the south tower. Flames and smoke came out of the towers and the people who were working there tried to escape. About an hour after the attack, both towers collapsed.

At about 9:40 a.m. a plane with 58 people on board crashed into the west side of the Pentagon, the country's military headquarters in Washington. A part of the building collapsed and about 200 people were killed.

A fourth plane probably intended to crash into the White House or the Capitol, but a few passengers wanted to try to overcome the terrorists. The pilots lost control of the plane and it crashed into a field in Pennsylvania.

After the attack

After the attack on the USA, there was panic all over the country. The White House was evacuated and all air traffic over the continent was stopped. The stock exchange in New York stopped business and many tourist sights were closed down.

A month after the attack, the government gave the police and the FBI more power to hunt terrorists. New safety checks at airports were introduced and airlines started checking the baggage of their passengers more carefully.

The United States were convinced that Osama Bin Laden and his Al-Qaeda terrorist group were behind the attacks. In October, the U.S. attacked terrorist training camps in Afghanistan.

Why the Towers Collapsed

The two Boeing 767s that took off from Boston had a lot of fuel with them because they were travelling to Los Angeles. Each jet had about 90,000 litres of fuel—about 2 tanker trucks full.

When the planes hit the towers, they caused a massive fire that spread across many floors at the top of the buildings. Most likely, furniture, wood and paper in the offices began burning quickly, so that the fire could spread in a few seconds. The buildings did have an automatic sprinkler system, but this system was made to put out small fires.

The fire caused temperatures of over 1,000° C, so that even the steel constructions in the buildings became weaker and weaker.

In the end, the top floors that remained undamaged were so heavy that the whole building collapsed. The World Trade Centre, however, withstood collapse long enough to save thousands of lives. About 99 % of the people in the lower floors could get out of the buildings before they fell.

Rebuilding Ground Zero

In the months after September 11, 2001, thousands of workers helped to clean up the place where the World Trade Centre once stood - known as Ground Zero. Many architects all over the world were called to present designs for rebuilding the site. In the future, glass towers will surround a memorial of September 11.

The World Trade Centre

The World Trade Centre was built by the American architect Minoru Yamasaki in the late 1960s and early 1970s. At their opening in 1972, they were the world's tallest buildings. They were over 400 metres tall and were made of 200,000 tons of steel. Each tower had 110 floors and 97 elevators.

Skyscrapers of this size have to be built in solid bedrock. In New York, the solid rock starts at about 15 to 20 metres below the surface. When the builders of the WTC started digging they found out that after a few metres, water from the nearby Hudson River started pouring in. So they dug out small boxes and put steel and concrete into them to give the building a firm stand.

When the World Trade Centre opened in 1973, the project was not very popular among New Yorkers. But as time went on and more

and more companies started moving their offices to the twin towers they became more and more popular. The two towers also became famous through movies like “King Kong” and “Superman”.

Extreme sportsmen chose the WTC as the place to try out many stunts. Skydivers parachuted from the top of the towers, climbers went up to the top on the outside walls and a French acrobat walked from one tower to the other on a tightrope. Within a few years the towers were on postcards, T-shirts and ads.

The World Trade Centre also gave the New Yorkers another tourist attraction. On a clear day it was possible to see over 60 km in all directions. Visitors could travel up to the top of the North tower and eat in a luxurious restaurant called “Windows of the World”.

The Twin Towers were like a small city. Over 500 companies, including banks, law firms, television stations and airlines had their offices here and 50,000 people worked in the two buildings every day. On a typical day as many as 200,000 visitors from all over the world passed through the buildings.

In 1993, the World Trade Centre was the target of an earlier terrorist attack. A truck with 600 kg of explosives drove into the basement garage of the building. When it exploded, a few stories were completely destroyed, but only 6 people were killed.

Tutankhamun - The Boy King

Tutankhamun was king of Egypt from about 1332 B.C. until his death around 1322 B.C. His reign was unimportant. But interest in Tutankhamun began in 1922, when the British archaeologist Howard Carter discovered his tomb. It had not been opened since ancient times and still had most of its treasures. It is the only tomb of an ancient Egyptian king to be discovered almost completely undamaged.

Tutankhamun became king at about the age of 9. He probably got a lot of help from Ay, his vizier (minister of state) who also became his successor. Historians believe Tutankhamun died at about the age of 18, but they are unsure how. X-rays show that he may have had a head injury from an accident. Some say that he was murdered. Officially, it is thought he died from an infection after breaking his leg. His tomb is in the Valley of the Kings in central Egypt.

Howard Carter searched for Tutankhamun's tomb for nearly six years. He finally discovered that its entrance had been hidden by the waste from digging at the entrance of the nearby tomb of King Ramses VI. Tutankhamun's four-room tomb contained more than 5,000 objects, including many beautifully carved and gold-covered items. A wonderful gold mask of Tutankhamun covered the head and shoulders of the royal mummy.

The ancient Egyptians believed in a life after death, which they called the afterlife. They put many personal things into the tomb with them so that they could use them in the afterlife. Among the things discovered in Tutankhamun's grave were luxurious chests, thrones, beds, linens, clothing, necklaces, bracelets, rings, and ear-rings. Carter also found chariots, bows and arrows, swords, daggers, shields, ostrich feather fans, trumpets, statues of Tutankhamun and many Egyptian gods, figures of animals, models of ships, toys, games, and jars containing precious oils. Most of the items found in Tutankhamun's tomb are now displayed in the Egyptian Museum in Cairo.

One of the most interesting things in the tomb was a note on the handle of the king's fan. The note showed that the young Tutankhamun hunted at Heliopolis, near modern Cairo. Wine-jar labels showed how long he was pharaoh. Many objects had scenes that show Tutankhamun killing foreign enemies in battle. But historians don't think that these scenes show real events.

Now, the face of Tutankhamun has gone on display for the first time. The boy king's 3,000-year-old preserved body has been moved from its stone coffin into a glass case in his tomb.

Experts say the climate-controlled case will preserve the mummified remains by protecting it from heat and moisture. This had to be done because they were worried that heat from the thousands of tourists who visit the tomb every month could change the remains of the body.

Is There a Hidden Chamber in Tutankhamun's Tomb?

Egyptian authorities and expert historians believe that there may be a secret chamber inside Egyptian pharaoh Tutankhamun's

tomb. Queen Nefertiti, who was possibly the boy king's mother, may have been buried there together with her son. If true, the discovery is one of the biggest in modern Egyptian history.

Archaeologists used radar and infrared technology to examine the grave. They found out that there are differences in temperature in parts of the northern wall. Images taken have been sent to Japan for further examination. They may prove that Tutankhamun's grave is larger than first thought.

Nicholas Reeves, a British archaeologist who specializes in Egyptian history, claims that the tomb was originally made for Nefertiti. Because Tutankhamun died at the age of 17, the boy king was buried there. For a long time archaeologists have wondered why the grave is smaller than that of other pharaohs.

Nefertiti ruled ancient Egypt together with her husband 3,300 years ago. While her resting place has never been discovered, historians think that she was buried in Amarna, 400 km north of Luxor. Some scientists assume that Nefertiti's remains are among a group of mummies that are now in the Egyptian museum in Cairo.

Even if the images prove that there is a secret chamber behind Tutankhamun's tomb, Egyptian authorities have stated that they would not allow archaeologists to do any further digging inside Tutankhamun's grave. King Tutankhamun's tomb was discovered in 1922 by Howard Carter, complete with many valuable artefacts including his famous mask.

Life in Ancient Egypt - How People Lived Along the Nile River

Ancient Egypt, one of history's first civilizations arose around the Nile River about 5,000 years ago. It lasted for over 2,000 years.

The Nile River was the centre of Ancient Egypt. The annual floods brought rich black soil to the banks of the Nile River and made it possible for farmers to grow crops. The river was also Egypt's main transportation route.

The ancient Egyptians discovered many things. They invented the first kind of paper from the papyrus plant and were the first people to write in pictures, called hieroglyphs. But they became most famous for building stone structures, called pyramids, in which they

buried their pharaohs. They still exist because the dry climate has preserved them for almost 5,000 years.

The people of ancient Egypt

The Egyptian population lived on both sides of the Nile valley and in the delta region. The ancient Egyptians had dark skin and dark hair. Most of them belonged to one of the three main classes. The upper class consisted of the pharaoh and his family, rich landowners, priests and doctors. Traders, merchants and artisans belonged to the middle class. Unskilled workers belonged to the lower class and worked on the fields of farms. Slaves were prisoners that the Egyptians took when they conquered foreign countries.

Daily life

Almost no other ancient culture gave women as many rights as Ancient Egypt. They could buy and sell land and goods, and even divorce their husbands. Still, the head of the family was the father. When he died, his eldest son became its head.

Most Egyptians couldn't read or write. Only a few upper class boys and girls went to special schools where they were taught to become scribes. Such scribes wrote official government documents.

Most boys became farmers and artisans. They followed their fathers and took on the same jobs. Girls were trained to become mothers and to give birth to children. They learned household chores from their mothers.

Bread made from wheat was the main source of food in Ancient Egypt. Richer families also had vegetables, fish and meat to eat. Middle and lower class people drank beer, the upper classes drank wine. Food was prepared on clay stoves.

Almost all Egyptians wore white clothes. Men wore skirts or robes and women wore skirts or dresses with shoulder straps. While most people went barefoot, richer people wore sandals on their feet. Women were very fond of wearing makeup. They painted their fingernails and put red powder on their lips. They also dyed their hair in many colours. Men and women liked wearing rings and other jewelry.

Egyptian houses were made of dried mud and had flat roofs. Poor people lived in simple huts while the richer people in the cities lived in buildings that had up to three floors. The houses had small windows to keep out the sun and help the house stay cool.

Ancient Egyptians did many different things in their free time. They liked to go swimming and fishing in the Nile River. Hunting crocodiles, lions and other wild animals were popular sports among ancient Egyptians.

Religion

The ancient Egyptians believed in several gods and goddesses. The most important god was the sun god Re (or Ra). People prayed to him for good harvests. The most famous goddess was Isis, who was seen as the ideal mother and wife. Her husband Osiris was the ruler of the dead.

Most Egyptians prayed at home. The gods and goddesses lived in great temples. One of the most famous is in Karnak. It consists of over 130 columns that are 25 meters high.

The Egyptians believed in life after death. They preserved people in mummies, so that their bodies would not decay. These mummies were then put into tombs or graves. Clothing, food and other items of their daily life were also put into the grave because the dead person might need them in their afterlife. Pictures of daily life were painted on the walls of such graves.

Work

Most ancient Egyptians were farmers. In a country that had almost no rainfall, Egyptian farmers depended on the Nile River. They built canals to bring water from the Nile River as far into their land as possible. They also prayed that the yearly floods would make their land fertile. The main crops were wheat and barley; some farmers produced dates, grapes and other fruits and vegetables.

Craftsmen had small shops and were very popular in Egypt. They made textiles, jewelry, bricks, pots and furniture. Building materials were limestone and sandstone that came from mines.

Travelling by boat on the Nile River was the main form of getting around. Early boats were made out of papyrus and moved by sticking poles into the water. Later on the Egyptians built sailing boats. On land people travelled with donkeys, that could also carry food and other things.

Traders sailed to other neighbouring countries to get goods that they could not obtain in Egypt. They brought gold, ivory, skins, cattle and spices from Nubia, silver and wood from Syria and other areas of southwestern Asia.

Architecture

Egypt's pyramids are among the oldest buildings in the world. About 90 of them still stand on the Nile River. The three large pyramids at Giza belong to the Seven Wonders of the Ancient World. The Great Pyramid is about 140 metres high and was built with over 2 million blocks of limestone. Next to it is the Great Sphinx, a masterpiece of Egyptian sculptors. It is a stone statue with the head of a person and the body of a lion.

Sphinx - Imaginary Creature of Ancient Cultures

A sphinx is an imaginary creature of old myths. The Egyptian, Greeks and other peoples of the Middle East had stories about such creatures. Sometimes a sphinx was used to guard sacred places.

Egyptian sphinxes had the head of a man and the body, feet and tail of a lion. Others had heads of rams or falcons. Egyptians often made statues of sphinxes to honour kings and queens. Paintings showed kings as lions who conquered their enemies and sphinxes became symbols of royal protection. Statues of sphinxes often lined roads that led to temples, like those near the great temple at Karnak.

The Great Sphinx is the largest, oldest and most famous sphinx statue. It lies in the desert near the Egyptian pyramids at Giza. The monument is 73 metres long and 20 metres high. The face is 4 metres wide. The Great Sphinx was built about 4,500 years ago. The shape of the sphinx was carved out of big blocks of limestone, which

was an important building material of that time. Historians believe that the sphinx's face is a portrait of Khafre, a king of ancient Egypt.

During the course of history, sand often buried the Great Sphinx up to its neck, but it was always cleared away. Through the years desert sand, wind and rain have worn away parts of the sculpture. In the 1970s, scientists have started to preserve it with special chemicals.

The ancient Greeks took their idea of the sphinx from the Egyptians. The Greek sphinx had the head of a woman, the body of a lion, a serpent tail and wings. The most famous Sphinx lived on a high rock outside Thebes. Legends tell us that she terrorized passers-by by asking them the answer to a riddle. What walks on four legs in the morning, on two at noon and on three at night? The sphinx killed everyone who could not answer the riddle correctly.

When Oedipus passed on his way to Thebes, the Sphinx asked him the riddle. Oedipus gave the answer. The creature was a human, who crawls on all four legs as a baby, then walks on two legs and finally needs a cane when he is old. The Sphinx became mad, killed herself and Oedipus became king of Thebes.

The President Who Was Never President

by Ray Setterfield

January 17, 1706 — Benjamin Franklin, one of the Founding Fathers of the United States, a drafter and signer of the Declaration of Independence, was born on this day.

A personification of the “American Dream” he received very little formal education but went on to achieve high office and to receive honorary degrees in the US from Harvard, Yale, and the College of William and Mary, and in the UK from Oxford and the University of St. Andrews.

His family had little money when Franklin was a child but as a printer, publisher, writer, scientist and inventor he would amass great wealth.

He was born in Boston, Massachusetts. His father, Josiah Franklin, was a candle and soap maker. Josiah was born in England, as were four of Benjamin’s grandparents. Josiah had 17 children with

two wives. Benjamin, the eighth child of his second marriage, was Josiah's fifteenth child, and his tenth and final son.

Josiah's work could not produce enough money to support a large family and so he could afford to send Benjamin to school for only two years. It meant that the boy's formal education ended when he was ten years old.

He did not graduate from school, but became a voracious reader and virtually educated himself, so successfully that later he could speak four languages: English, French, Spanish and Italian. He could also read and write Latin.

By the age of 12, he had been indentured as an apprentice at a printing shop owned by his brother, James. When he was 16 and James had founded a weekly newspaper called the New England Courant, Benjamin secretly submitted letters as "Silence Dogood," a fictitious widow who offered opinions on everything from fashion and marriage to women's rights and religion.

"Mrs. Dogood" received several marriage proposals before Benjamin confessed that he was her creator, much to his brother's rage. After a furious row Benjamin was to leave Boston and move to Pennsylvania, pausing for an 18-month trip to the UK when he worked as a typesetter in London. He returned to the US in 1726, making Philadelphia his home for the rest of his life.

There, he became both wealthy and well respected through his business activities and his writings – which included the enormously popular "Poor Richard's Almanack". His interest in journalism also led him to buy the Pennsylvania Gazette, which he edited and which became one of America's major newspapers.

He became a city councilman in 1748, a Justice of the Peace in 1750 and a member of the Philadelphia Assembly in 1751.

Franklin was involved in many public projects, including founding the American Philosophical Society, a subscription library and, in 1751, an academy which later became the University of Pennsylvania.

When he was not writing or engaged in community work he was carrying out research leading to his many inventions. These included bifocal spectacles, a heat-efficient stove, fins for swimming and a musical instrument called a glass armonica.

But probably his most acclaimed invention was the lightning rod. Buildings had often been destroyed by fires started by lightning strikes but when Franklin's rod was installed on a roof it attracted lightning, redirecting it down the side of the building and safely to the ground.

While researching this invention Franklin carried out a famous – and highly dangerous – experiment: he flew a kite during a thunderstorm with a key attached to the string to attract lightning. He wanted to prove that lightning was a form of electricity.

Franklin's inventions were practical and designed to make everyday life easier but he never patented any, considering them as gifts to the public. He wrote in his autobiography: "As we enjoy the advantages from the inventions of others, we should be glad of an opportunity to serve others by any invention of ours; and this we should do freely and generously."

From 1757 to 1774, Franklin lived mainly in London where he was the colonial representative for Pennsylvania, Georgia, New Jersey and Massachusetts. Then, back in the US, as a member of the Philadelphia Assembly he attended the Second Continental Congress. In 1776, he was chosen as one of the Committee of Five, whose members wrote the Declaration of Independence.

It was a milestone year for him because it was then that he was appointed US Ambassador to France, which led to several happy years mixing in Paris with intellectuals as well as politicians. He was greatly liked and respected there, and when he died, France observed a national day of mourning.

Franklin's final public accolade came in 1785 when, at the age of 79, he was elected President of the Supreme Executive Council of Pennsylvania, an office similar today to that of governor.

His term of office was to be short, however, because in 1790 he died of a respiratory disease. He was 84.

On the website BenjaminFranklin.net, dedicated to his life and times, he is described thus: "Benjamin Franklin was one of those rare people who had a curious mind, many talents and the ambition to accomplish much during his life.

"As one of the Founding Fathers of the United States, he had the respect of the most powerful people in the country. As an inven-

tor, he created a number of everyday items that people still rely upon more than two centuries later. As a scientist, his discoveries changed the world.

“Although he was never elected to a federal office, historians regard him as the president who was never president and the most influential of the Founding Fathers.

“With a legacy that includes the establishment of a new nation, universities, the postal system and public libraries, Benjamin Franklin’s influence on history is enormous. His likeness graces US coin, currency and bonds, and his inquisitive spirit still stands as an example to scholars, scientists and politicians in the modern era.”

Margaret Thatcher Tax Triggers Riot by Ray Setterfield

March 31, 1990 — A plume of black smoke hung over Trafalgar Square on this day as Prime Minister Margaret Thatcher's poll tax triggered the worst riots seen in London for a century.

Officially called the Community Charge, it replaced the "Rates" — a system of local government taxation based on the estimated rental value of a house. It had been around in some form since the start of the 17th Century.

Mrs. Thatcher decided instead on a flat-rate charge for every adult, earning her new levy the nickname "poll tax" as a result. It was a decision that would contribute significantly to her downfall.

The tax was seen as deeply unfair, a common argument protesting that a millionaire and his cook would pay the same charge. It was a tax on individuals regardless of their means. An opinion poll at the time showed that 78 per cent opposed it.

With seven days to go before its introduction up to 250,000 people turned up in London to protest while many smaller rallies were held across the country.

The trouble in the capital flared when a group of protesters, sitting in Whitehall close to the entrance of Downing Street, refused to move when told to do so by the police. As arrests were being made placards and cans were thrown from the crowd.

The disturbance then quickly spread to Trafalgar Square, which became a battleground, and surrounding areas. It escalated into savage violence on both sides, the baton-wielding police being attacked with bricks, cans and pipes. Shop windows were smashed, overturned cars were set alight and much of central London was cordoned off.

By the end of the day, 113 people had been injured, 45 of them police, and 340 protesters had been arrested.

Later that year Mrs. Thatcher was challenged for the leadership of her party by her former Environment Secretary, Michael Heseltine. Although she defeated him, she did not win enough votes to prevent a second ballot and, pressed by her closest advisers, she resigned, fatally undermined by the poll tax.

Her successor, John Major, took over as Prime Minister, scrapped the Community Charge and replaced it with a system similar to the Rates, once more based on property value.

When Mrs. Thatcher stepped down opinion polls showed that just two per cent of the public supported the poll tax.

It's easy to recall some of U.S. history's most notable events, such as World War I, the fight for civil rights, or the moon landing. If you're a history buff, you probably are well aware of moments like the Chernobyl disaster, FDR's New Deal, or the Treaty of Paris that ended the American Revolution.

American history is brimming with lesser known—but still fascinating—phenomena that even the most diligent historian may have forgotten. Keep reading to explore a few of these stories with HeinOnline.

The Woman Who Helped Win World War II

After World War I, damaged nations recuperating after significant losses cultivated expansionist agendas all over the world, setting the stage for a Second World War Germany's loss of no less than 13% of its home territory, in particular, laid the groundwork for Adolf Hitler's eventual political takeover in the 1930s.

In the midst of this international tension, one self-described “capricious and cantankerous” woman, Virginia Hall, was determined to become a player. During college, she became fluent in French, German, Italian, and Russian, and after graduation, she applied to the U.S. Foreign Service; being a woman, however, she unfortunately didn’t make the cut. Not to be discouraged, she instead traveled to Europe and began working as a clerk with various U.S. diplomatic institutions. During this period, she accidentally shot herself in the left leg while on a hunting trip, requiring amputation and a wooden replacement (which she lovingly named Cuthbert). Shortly after recovery, Hall applied to the U.S. Foreign Service again, but was rejected once more—this time because of her new disability.

On September 1, 1939, Germany invaded its neighbor Poland from the north, south, and west, kick starting World War II. Initially, Hall contributed to the war effort by driving ambulances for the French army, and in her off time, speaking passionately about Hitler’s evils to her friends. A British spy, Vera Atkins (sometimes credited as the inspiration for James Bond’s Miss Moneypenny) overheard one of Virginia’s tirades, and recruited her for a secret organization that was being organized by Winston Churchill—the Special Operations Executive (SOE).



As part of the SOE, Hall soon demonstrated proficiency at living in disguise under a fake identity, recruiting loyal resistance spies, uncovering information about German movements, organizing drop zones, and facilitating jailbreaks. According to one report alone, she

and her team killed 150 Nazis, captured several hundred more, derailed German freight trains, and detonated several bridges. At one point, her sabotage work became such an inconvenience for the Nazis that she was called “the most dangerous of all Allied spies” by the Gestapo. Only known to them as “the Limping Lady,” she quickly climbed to the top of Germany’s most wanted list.

They never did catch her, however. Upon returning home after the war, Hall was awarded the Distinguished Service Cross, the second highest military decoration in the United States Army. Her work was still not done—she continued to work for the Office of Strategic Services (OSS) and then later, for its successor, the Central Intelligence Agency—only leaving when she was required to retire at the age of 60. Today, visitors to the Agency will find a field agent training facility named for the “Limping Lady” and a special section dedicated to her life and work in the Agency museum—notably, she is one of just five agents and the only woman to receive such an honor.

The Mid-Century Onion Debacle

In finance, a “future” is a financial contract that allows buyers to purchase a commodity at some point in the future for a price that is set today. The buyer in this instance obviously hopes that the price will go up (meaning they purchased at a lower price) while the seller hopes the price will go down. “Shorting,” as some of us may have learned a few months ago with the GameStop market controversy, is when a futures seller sells borrowed futures, hoping that when it comes time to pay the owner, the price of the future will have gone down (and they can pocket the difference).

In 1955, onion futures became the most traded commodity on the Chicago Mercantile Exchange, making up 20% of its trades. Two men, Sam Siegel and Vincent Kosuga, realized this and saw an opportunity. In the fall of that year, they bought literal tons of onions and onion futures until they controlled 98% of all onions in Chicago. By the end of the year, their combined amount of onions totaled 30 million pounds.

After cornering the market, Siegel and Kosuga started to “short sell” onion futures. Typically, this would mean that they were

betting that the price of onions would decline. Here, though, they weren't betting. They knew that if they started selling their ridiculous amount of onions, supply would dramatically increase and the price of the vegetable would plummet—so they did. What's more, when their previously purchased onions started to spoil, they sent them out to be cleaned and repackaged. When they were shipped back, the large incoming shipments of what appeared to be "new" onions signaled incorrectly to futures traders that onions were in abundance—this only drove the price of onions even further down.

While the two men made millions of dollars, the excessive amount of onions being shipped to Chicago caused shortages in the rest of the United States. Meanwhile, onions in Chicago were selling for 10 cents a bag (down from \$2.75), bankrupting many farmers whose product was now worthless. Soon, the Commodity Exchange Authority got wind of Siegel and Kosuga's game and initiated an investigation, while congressional hearings were held on the issue. In the end, the Commodity Exchange Act was amended to prohibit onion futures trading. The law is still in effect today, making onions the only banned trading commodity in the United States.

The First Female U.S. President

You read that correctly. While the United States may not have seen an official "first female President," a woman functionally ran the executive branch for more than a year over a century ago.

In August of 1914, President Woodrow Wilson lost his wife, Ellen. The following March, he was introduced to widow Edith Galt through a first cousin. As if in love at first sight, Wilson immediately began showering her with gifts and love notes, some of which probed for her opinion on presidential matters. Three months after their introduction, Wilson proposed (to his advisors' alarm) and the two were married in December of 1915.

Wilson won another term, and his new wife became his constant companion. She attended his meetings, was given access to classified materials, and even filtered his mail. Toward the end of World War I, she accompanied the President to Europe to attend the 1919 Paris Peace Conference.

Shortly after their return, a stroke left President Wilson paralyzed and bedridden. Instead of encouraging her husband to resign and be replaced by the Vice President, Edith took on a number of his duties herself, hiding the extent of his incapacity from the public. From the time of his stroke to the end of his term in 1921, Edith Wilson was the only connection between the President and other officials, filtering all presidential matters and determining what was important enough to be brought to his bedside.



She was so serious about her new position as “presidential steward” that when the Secretary of State conducted Cabinet meetings without her being present, she had him removed from office. When an ambassador arrived to help negotiate for the President’s version of the League of Nations, she refused him the opportunity unless he fired an aide who had made a joke about her (the ambassador refused).

Edith Wilson analyzed every message delivered to the President, barred all officials from bringing him business, assisted him in completing any necessary tasks, and naturally influenced domestic and international policy in doing so. Though she did not make any crucial decisions, she was accused of running the country in Wilson’s absence—an accusation that she insisted was incorrect up until her death in 1961.

The West Virginia Coal Wars

In the late 1800s, a war you probably didn't hear about prevailed over West Virginia—this one was between coal miners and the coal companies who employed them. For decades, working in the West Virginia coalfields meant low wages, shoddy tools, and extremely unsafe conditions. Unionizing was out of the question, due to strict contracts that called for immediate termination—and eviction, for those who lived in company towns—of any employees found to be union members.

In 1920, the United Mine Workers union succumbed to local pressure to organize in the area, starting with Mingo County. Thousands of county miners joined, and inevitably, the miners were fired. Those who lived in company-owned homes were greeted by private detectives hired by the coal company to enforce eviction.

At one point that May, a dozen of these detectives entered the town of Matewan for this purpose. They first attempted to bribe the mayor to place machine guns on the roofs of town buildings, which the mayor obviously refused. The detectives then set about their duty, but instead of peacefully evicting the families, forced them out of their homes at gunpoint. Hearing reports of this behavior, the town Police Chief, Sid Hatfield, confronted the group and declared that they were under arrest. A gunfight ultimately ensued, and ten men were killed, including the mayor.

This “Matewan Massacre” bolstered the pro-union cause throughout the county. Over the next several months, those for and against unionization engaged in what was essentially guerilla warfare, culminating at times in shootouts, ambushes, and assassinations. The war reached its peak on August 1, 1921, when Sid Hatfield (of Matewan Massacre fame) was killed while walking into a courthouse. Local miners were outraged, and thousands of pro-union activists resolved to march on the coal companies of Mingo County.

Receiving word that the miners would pass through his town, an anti-union sheriff gathered an army of 3,000 state police; together, they set up trenches around the nearby Blair Mountain. On August 28, 10,000 union men approached the ambush, and the largest armed insurrection in the United States since the Civil War ensued. It was

not until September 4, when federal troops arrived on the orders of President Warren G. Harding, that the battle finally came to an end. More than 20 union men were charged with treason and hundreds were indicted for murder, though nearly all were acquitted in the end. Workers' rights to organize would not be legally recognized until the next decade with Franklin Roosevelt's New Deal legislation.



FEDERAL TROOP ENCAMPMENT, BOONE COUNTY, WEST VIRGINIA

Chinese Exclusion (and Resistance)

Between 1850 and 1870, more than 200,000 immigrants entered the U.S. from China. In response, Congress passed several acts to limit the further entrance of Chinese or other East Asians. First, the Page Act of 1875 barred “undesirable” immigrants, such as Chinese women who engaged in prostitution, making it much more difficult for any Chinese or East Asian woman to enter the United States. The Chinese Exclusion Act of 1882 further banned all Chinese labor immigrants for ten years, regardless of sex.

Then, in 1892, after the ten-year period defined by the Chinese Exclusion Act came to a close, the Geary Act was passed. It renewed the Chinese Exclusion Act for another ten years, and further required that all Chinese residents register for a permit as proof of residence by the next April. Violations of this law would be punishable by deportation or a year of penal labor; after another ten years, the Geary Act would be renewed with no terminal date.

A few months after the act's passage, Chinese across the United States began to organize in resistance. From coast to coast, Chinese groups (like the Chinese Consolidated Benevolent Association) urged Chinese people to avoid registering, and instead fundraise for

legal representation—the law was unconstitutional, they claimed. By April 1893 (the act's deadline), only about 3,000 Chinese had registered, out of an estimated 110,000 living in the United States. Many that refused to register did take legal action, and the issue appeared before the Supreme Court in *Fong Yue Ting v. United States* that year: the Court ruled in a 5-3 decision to uphold the law. In 1896, a second case brought before the Court (*Wong Wing v. United States*) invalidated the imprisonment and forced labor penalties outlined in the Geary Act because they conflicted with the right to court and due process under the Fifth and Sixth Amendments.

Ultimately, implementation of the act became nearly impossible, as only about 14% of Chinese people throughout the country ever registered. Thus, the U.S. government was left with the unforeseen task (and cost) of arresting and deporting upwards of 85,000 unregistered individuals. Though essentially moot, the Geary Act nonetheless remained in effect throughout the early 1900s until 1943, when Congress repealed all exclusion acts.

The Gold Rush Before the Gold Rush

Most of us know about the discovery of gold in the U.S. territory of California which encouraged travel to the area, assisted economic development, led to California's eventual statehood, and influenced the later name of San Francisco's football team. You may not know, however, that this was all made possible by the first gold rush in the United States, which began in North Carolina fifty years earlier.

In 1799, 12-year-old Conrad Reed was playing in a creek on his parents' farm when he stumbled across a strange looking 17-pound rock. After lugging it home, he showed it to his family who apparently felt it would make a great doorstep—and it did, for several years. Then, in 1802, Conrad's father must have had an inkling that the rock could be valuable, so he showed it to a local jeweler. Realizing that it was gold, and also that John Reed must have no knowledge of its value, the jeweler offered to buy the lump for \$3.50 (about \$63 today).

Reed later learned the true value of his son's find, and gathered some local men to help scour the rest of his land for more. At one point, they found an even larger nugget totaling 28 pounds, causing a stir amongst local landowners and newspapers. In the first few years to follow, farmers in the area began conducting their own searches on their private land, which were successful but short-lived—soon enough, stream-beds and other shallow areas had been stripped clean. By 1824, more than 2,500 ounces of gold had been deposited in the Philadelphia Mint.

In 1825, a man from Montgomery County, North Carolina excavated the first lode mine shaft, progressing gold mining technology and developing the mining profession. Several mines were subsequently established by the 1830s, and in 1835, President Andrew Jackson signed a law that opened three new branches to mint the newly discovered gold. The gradual increase of skilled miners brought about by this first gold rush paved the way for the success of the California rush of 1849.

Franklin: The Almost 14th State

At the close of the American Revolution, the newly formed U.S. Congress was deep in debt. In 1784, the province of North Carolina voted to cede 29 million acres of land between the Allegheny Mountains and the Mississippi River to Congress to ease its financial troubles. The U.S. government had two years to accept responsibility for the area; however, in the meantime, western settlements on this land feared that they would be left to handle the nearby Cherokee people alone, or even that Congress would sell the territory off to a foreign entity. A few months later, North Carolina rescinded its offer after re-evaluation, reclaiming authority over the land (now eastern Tennessee).

Unhappy with North Carolina's governance over the area, frontiersmen from the region sought to establish their land as a separate, independent state called "Frankland." In August of 1784, delegates from the counties in question gathered in Jonesborough, elected leaders for their new state, and drafted a state constitution.

THE CONSTITUTION OF THE STATE OF FRANKLIN

Your committee appointed to collect and adjust the reasons which impel us to declare ourselves independent of North Carolina, report as follows, to-wit:

WITNESSES, we, the freemen inhabitants of part of the country included in the limits of an Act of North Carolina ceding certain vacant territory to Congress, having declared ourselves independent of North Carolina, a decent respect to the opinions of mankind make it proper that we should manifest to the world the reasons which induced us to a declaration, which are as follows:

FIRST: That the Constitution of North Carolina declares that it shall be justifiable to erect new States whenever the consent of the Legislature shall countenance it, and this consent is implied, we conceive, in the cession act which has thrown us into such a situation that the influence of the law in common cases was almost a nullity, and in criminal jurisdiction had ceased entirely; which reduced us to the verge of anarchy.

SECOND: The Assembly of North Carolina have detained a certain quantity of goods, which was procured to satisfy the Indians for the lands we possess, which detainure we fully conceive has so exasperated them that they have actually committed hostilities upon us, and we are alone compelled to defend ourselves from these savages.

THIRDLY: The resolutions of Congress held out from time to time, encouraging the erection of new States, have appeared to us ample encouragement.

On May 16, 1785, they petitioned Congress for statehood. Seven out of the thirteen existing U.S. provinces voted in favor, but this was less than the two-thirds majority required by the Articles of Confederation. Attempting to bolster their petition, Frankland leaders changed the name of the area to "Franklin" and attempted to garner support from founding father Benjamin Franklin. Though he declined, "Franklinites" existed in their own little republic for just over four years, expanding their territory gradually by seizing it from the indigenous population. After conflict with the North Carolina administration, the Franklin government collapsed in early 1789, and North Carolina resumed full control of the land. Not long after, North Carolina voted again to cede the area to Congress, and it became part of the Southwest Territory (eventually, Tennessee).

Fun fact: Folk hero Davey Crockett was born in the state of Franklin, and his father was a passionate Franklinite.

Elizabeth I

Elizabeth was born nearly 500 years ago, in 1533. Her father, King Henry VIII, had six wives. When Elizabeth was two, her father ordered her mother's execution.

'Off with her head!'

Elizabeth was very clever, but she had a difficult childhood with her bad-tempered father and so many stepmothers. She was put in prison in the Tower of London for two months when she was twenty. Elizabeth became queen in 1558.

'Your sister is dead. You are the new queen.'

The English people liked Elizabeth and called her ‘Good Queen Bess’. But Elizabeth was often bad-tempered and bossy.

‘I said give me my wig!’

Elizabeth sent explorers sailing around the world. In 1577, Sir Francis Drake set sail in his ship, the Pelican.

‘Goodbye, Francis. Discover some new countries and bring me back some Spanish treasure!’

In 1588, the Spanish king sent a huge fleet of ships to attack England. It was called ‘the Spanish Armada’. Elizabeth gave a famous speech to inspire her army.

‘My loving people! I know I have the body of a weak woman, but I have the heart and stomach of a king. I will live or die amongst you all, but I know we shall have a famous victory!’

Spain lost the battle.

Elizabeth’s cousin, Mary, was Queen of Scotland. Mary had to run away from Scotland and she asked Elizabeth to protect her.

‘Please protect me, Elizabeth!’

Elizabeth was afraid that Mary wanted to become Queen of England. She locked Mary up. Nineteen years later, she ordered Mary’s execution.

‘Off with her head!’

Elizabeth was queen for 45 years. It was a golden age for England. She died in 1603, aged 70, and James I, Mary’s son, became king.

‘Queen Elizabeth is dead. Long live King James!’

Emmeline Pankhurst

Emmeline Pankhurst was born in Manchester, in the north of England, in 1858. Back then British women couldn’t vote in elections, but men could.

Emmeline went to school in Paris, France. As she grew up she became interested in politics and wanted to create a more equal society for women and men. She wanted women to have the same rights as men, such as the right to an education, the right to have a good job and, perhaps most importantly, the right to vote.

In 1888, the girls who worked at the Bryant and May match factory in London went on strike. They stopped working and asked the owner of the factory to improve their terrible working conditions. They worked 14 hours a day and were fined for dropping matches on the floor. Many of the girls were ill because they worked with dangerous chemicals. Emmeline supported the strike.



Emmeline formed The Women's Social and Political Union, also called the Suffragettes, in 1903. The Suffragettes were a group who fought for women's rights, especially the right to vote. They published a newspaper called Votes for Women, which sold 20,000 copies a week.

The Suffragettes also held demonstrations, and they often broke the law by smashing windows or chaining themselves to fences to protest. In 1913, a Suffragette called Emily Davison was killed when she threw herself under the king's horse at a famous horse race, as a protest because the government refused to give women the right to vote.

In 1918, the British government gave women aged over 30 the right to vote, although men could vote when they were 21. Women were finally allowed to vote at the same age as men shortly after Emmeline died on 14 June 1928. Emmeline Pankhurst is sometimes described as one of the most influential people of the 20th century.

Florence Nightingale

Florence Nightingale was a nurse who saved many lives in the 19th century. She was named after the city of Florence in Italy,

where her parents went after they got married in 1818. Her family was rich and they had two homes in Britain as well as servants.

Florence was an unusual young woman for her time because she didn't want to go to parties and get married. She wanted to be a nurse and help people. Her family didn't want her to become a nurse because hospitals back then were dirty, horrible places. They were worried about her. In 1851, Florence went to Germany and learned all about nursing. It was hard work, but she loved it.



In 1854, lots of British soldiers went to fight in the Crimean War. Army hospitals were filled with injured men, but there were no nurses and many men died. Florence and a team of nurses went to help.

Florence worked 20 hours a day to make the army hospital a cleaner and safer place. She brought the men fresh food, she cleaned the hospital beds and she used clean bandages on the wounded soldiers. Soon, fewer men were dying.

Despite family reservations, Nightingale was eventually able to enroll at the Institution of Protestant Deaconess at Kaiserswerth in Germany for two weeks of training in July 1850 and again for three months in July 1851. There she learned basic nursing skills, the importance of patient observation, and the value of good hospital organization. In 1853 Nightingale sought to break free from her family environment. Through social connections, she became the superintendent of the Institution of Sick Gentlewomen (governess) in Distressed Circumstances, in London, where she successfully displayed her skills as an administrator by improving nursing care, working conditions, and efficiency of the hospital. After one year she began

to realize that her services would be more valuable in an institution that would allow her to train nurses. She considered becoming the superintendent of nurses at King's College Hospital in London. However, politics, not nursing expertise, was to shape her next move.

In October 1853 the Turkish Ottoman Empire declared war in Russia, following a series of disputes over holy places in Jerusalem and Russian demands to exercise protection over the Orthodox subjects of the Ottoman sultan. The British and the French, allies of Turkey, sought to curb Russian expansion. The majority of the Crimean War was fought on the Crimean Peninsula in Russian. However, the British troop base and hospital for the care of the sick and wounded soldiers were primarily established in Scutari, across the Bosphorus from Constantinople (Istanbul). The status of the care of the wounded was reported to the London Times by the first modern war correspondent, British journalist William Howard Russell. The newspaper reports stated that soldiers were treated by an incompetent and ineffective medical establishment and that the most basic supplies were not available for care. The British public raised an outcry over the treatment of the soldiers and demanded that the situation be drastically improved.

At night, Florence walked around the hospital. She talked to the injured soldiers and helped the men to write letters to their families. She carried a lamp and the soldiers called her 'The lady with the lamp'.

When Florence returned to England, people called her a heroine because of her amazing work in the Crimean War. Queen Victoria wrote her a letter to say thank you. She continued to work hard in Britain to improve hospitals and she was given a medal called the Order of Merit. She was the first woman to receive this honour.

George and the dragon

Once upon a time, there was a brave knight called George. George had lots of adventures as he travelled by horse across many lands.

One day he came to a small village and met a man who lived in a cave next to the village.

The hermit told the knight about the awful things that were happening there. A terrible dragon had come to live in the lake and attacked the village every day.

The villagers didn't know what to do. First, they gave the dragon all their food, but the dragon just took the food and still attacked the village.

So then the villagers gave the dragon all the animals from their farms. The dragon took all the animals, but continued to attack the villagers.

So then they gave the dragon all their gold and jewels. The dragon took all their money, but still was not satisfied.

The king sent his army to try and capture the dragon, but the dragon was too strong and the knights of the army were too scared and they ran away.

With nothing left to give, the king could only think of one thing to help protect his people. He sent his only daughter, the princess, to the lake to wait for the dragon.

When George heard this he rode as fast as he could to the lake. Just then the dragon jumped out from the lake and was going to eat the princess.

George attacked the dragon. He fought very bravely, won the fight and killed the dragon. George and the princess returned to the village and everyone was very pleased that they would have no more problems with the dragon.

Today, the story of George's bravery is remembered and George is known as the patron saint of many countries.

Robin Hood

People have told stories about Robin Hood for more than 700 years. Nobody knows if he was a real person or an invented character. In the legends, Robin was extremely intelligent and had a playful sense of humour. He loved playing tricks on people.

'Pick a card, any card!'

The stories say that Robin Hood was a skilled archer and he always carried a bow and arrow.

'Ha ha, too easy!'

He wore green clothes and a hat with a green feather. He lived in Sherwood Forest with a group of outlaws, or criminals, known as his 'Merry Men'. The group included Friar Tuck, 'Mmm, yummy!', Little John, who was unusually tall, 'Little is just my nickname!', and Robin's true love, Maid Marian. 'Take that!'



Sherwood Forest was a royal hunting forest near Nottingham in England. Most people thought that forests were dangerous places to go. People travelling through the forests were often robbed by outlaws.

'Your money, please, my Lord!'

'Oh no, it's Robin Hood!'

The stories say that Robin Hood only took money from rich people so that he could give it to people who needed it. So he became famous for 'robbing from the rich and giving to the poor'.

'Here you are, my dear.'

'Oh, thank you, Robin!'

The Sheriff of Nottingham was Robin's archenemy. It was the sheriff's job to keep the woods safe and to make sure that nobody stole the king's deer.

'What's that? Is that Robin Hood?'



The Sheriff of Nottingham tried to catch Robin Hood, but never succeeded.

‘Oh no, not again!’

Centuries ago people loved to tell each other stories of Robin Hood. Later he became a famous character in books, and nowadays Robin is still a well-loved hero in literature, theatre, TV and films.

History of the Special Relationship

The first, short-lived British colony in Virginia was organized in 1584, and permanent English settlement began in 1607. The United States declared its independence from Great Britain in 1776. The American Revolutionary War ended in 1783, with Great Britain recognizing U.S. independence. The two countries established diplomatic relations in 1785. The United States broke relations when it declared war on the United Kingdom during the War of 1812; relations were reestablished in 1815.

The United States has no closer ally than the United Kingdom, and British foreign policy emphasizes close coordination with the United States. Bilateral cooperation reflects the common language, ideals, and democratic practices of the two nations. Relations were strengthened by the United Kingdom’s alliance with the United States during both World Wars, in the Korean conflict, in the Persian Gulf War, in Operation Iraqi Freedom, and in Afghanistan, as well as through its role as a founding member of the North Atlantic Treaty Organization (NATO). The United Kingdom and the United States continually consult on foreign policy issues and global problems and share major foreign and security policy objectives.

Regarding Northern Ireland, which is part of the United Kingdom, “Nationalist” and “Republican” groups seek a united Ireland that includes Northern Ireland, while “Unionists” and “Loyalists” want Northern Ireland to remain part of the United Kingdom. U.S. priorities continue to be supporting the peace process and devolved political institutions in Northern Ireland and encouraging the implementation of the U.S.-brokered 1998 Belfast Agreement, also known as the Good Friday Agreement, and the 2006 St. Andrews Agreement.

Nessie – the Loch Ness Monster

Have you heard of Nessie, the Loch Ness Monster? Loch Ness is a very large, deep lake in Scotland. Many people think a monster lives in it.

The first report of Nessie was back in the sixth century. A man called St Columba reported seeing a monster in the water, but he told the monster to go back, and he was safe.

‘Go back!’

‘OK, if you insist.’

Then, in 1933, Nessie was seen again by George Spicer and his wife – she crossed the road in front of their car.

‘What a beautiful day for a picnic.’

‘Arghhh!’



The next year, a photo was taken of Nessie, which became very famous. It was taken by a doctor – but the photo turned out to be fake.

Since then, there have been several more sightings of Nessie. Some people have tried to take photos and videos, but Nessie is very shy and the pictures are not very clear.

‘The paparazzi are everywhere!’

People have also tried exploring the lake, but it is very deep and very dark. Some people watched the lake, while other people used equipment like underwater cameras, microphones and sonar to scan the lake carefully.



People have even explored the lake in submersibles. No one has found anything definite.

There are lots of possible explanations for what people have seen in Loch Ness. Maybe the monster is just a giant eel, a large bird, a tree or a seal. A few people even think it could be a plesiosaur, which is a type of dinosaur.

‘Or maybe I’m just unique!’

So, what do you think? Do you believe that Nessie, the Loch Ness Monster, really exists?

VICTORIANS: WAR

Victorian Britain was both the greatest power in the world and the least militarised, with a standing army far smaller and less influential in public life than those of France, Prussia, Austria or Russia. Its military shortcomings were starkly revealed by the disastrous Crimean War (1854–6) and Boer Wars (1880–81 and 1899–1902).



The 1860s east wing battery at Hurst Castle, Hampshire

INDIA

In the 1840s and 1850s the army of the East India Company – the trading company which had controlled large parts of India since the mid-18th century – extended the frontiers of British rule in the Indian subcontinent and beyond into south-east Asia.

The shocking 1857 rebellion (‘Mutiny’) by the Company’s native soldiers led to the British government taking full control of the Indian Empire. Soldiers from the subcontinent were deployed in conflicts fought in China, Abyssinia (now Ethiopia) and, less successfully, Afghanistan.

CRIMEA AND REFORM

By contrast, only one war was fought in Europe during Victoria’s reign: the Crimean War of 1854–6. It dramatically exposed the weakness of an army mainly led by amateur officers. So many soldiers died of disease and neglect that the army was rendered largely ineffective. The British population, made aware of the disaster by the pioneering investigative journalism of *The Times*, were profoundly shocked.

Conditions for soldiers at home were scarcely better. In 1859 the Army Sanitary Commission condemned much of the existing military accommodation in England, like the barracks at Berwick-upon-Tweed, Northumberland, which lacked ventilation and washing facilities of any kind.

Reform proceeded slowly, but there were steady improvements in military technology, and the army reforms of 1879 introduced professional training. The officer class continued to be domi-

nated by county families. Ties to the counties also remained strong through the regiments and their bases, as at Carlisle Castle, Cumbria.



Crimean War service medals presented to Alexander Dalton Thellusson, brother of the builder Brodsworth Hall in South Yorkshire. The Crimean War (1854-1860) saw Britain, France, the Ottoman Empire and Sardinia allied against Russia in a struggle for influence over the territories of the Ottoman Empire. More than 21,000 British soldiers died in the conflict.

THE ROYAL NAVY

The Royal Navy was larger and more celebrated than the army. It had a much higher global profile, with bases such as Portsmouth and Chatham dockyards at home, and Gibraltar, Malta and Bombay (Mumbai) overseas.

From the Battle of Trafalgar in 1805 until the final years of the 19th century the navy enjoyed unchallengeable superiority, playing a vital role in safeguarding trade networks, exerting British power, and combating the slave trade.



The crest of the Board of Ordnance carved on a fireplace at Tilbury Fort in Essex. The board was responsible for supplying armaments and munitions to the British Army until 1855, when it was abolished as part of a wider programme of army reforms.

ARMS RACE

France was viewed as the main potential enemy. Germany, with its strong ties to the royal family, was seen as a friendly power and culturally much closer to Britain.

From the 1850s, England and France were caught up in a race for military advantage. There were spectacular advances in weaponry with vastly increased firepower: examples can be seen at Hurst Castle, Hampshire, and Pendennis and St Mawes castles in Cornwall.

The vast scale of the 'Palmerston forts' (such as Fort Brockhurst) built in the 1860s around Portsmouth and Plymouth, the expansion of the Western Heights at Dover, and improvements to earlier defences such as Landguard Fort, Suffolk, all testify to febrile anxieties about invasion.



The defences of Hurst Castle, Hampshire, were radically modernized in the 1860s following concerns about French military intentions. This 12.5-inch RML gun needed a crew of 12 men to operate it, firing shells that weighed more than 800 lb (360 kg) each.

A GRAND ILLUSION?

The British Empire and its armed forces became a source of intense public awareness and pride for the Victorians. Only occasional setbacks, such as the ‘martyrdom’ of General Gordon in Khartoum, Sudan, in 1885, reminded the public of the knife-edge on which British power was sometimes balanced.

The successful resistance of the Afrikaner settlers in southern Africa in the Second Boer War (1899–1902), and revelations about the poor quality of recruits to the army from the industrial cities, were reminiscent of the shocks of the Crimea.

By 1901 British power was in some respects a grand illusion. British dominance was no longer unchallengeable; and Germany, after 1871 incontestably the leading power on the Continent, was now looking ominously strong both on land and at sea.

CIVIL WAR

Margaret Cavendish (née Lucas) was born near Colchester in 1623, the daughter of wealthy parents. Her education as a child was

basic – like many women of her day, she was taught to read and write, and studied music, needlework and dancing.

In 1643, at the age of 20, she went to Oxford, to seek a position in the household of Queen Henrietta Maria, wife of Charles I. This was where the king had established his headquarters after the outbreak of the English Civil War the year before. Margaret became a maid of honour to the queen. In spite of having begged her mother to go to Court, her shy and bashful nature meant this was a position she did not enjoy.

In 1644 she travelled with the queen to Paris to escape the war. There Margaret met the Royalist commander William Cavendish, Marquess of Newcastle, who had suffered a catastrophic defeat at the Battle of Marston Moor. Although there was a 30-year age gap between them, a courtship soon developed. Despite disapproval from the queen and their friends, they were married in 1645. Newcastle's estates – which were sequestered (confiscated) by Parliament during the Civil War – included his main seat, Welbeck Abbey in Nottinghamshire, and nearby Bolsover Castle, Derbyshire.



A 17th-century engraving of William and Margaret Cavendish, by Peter van Lysebetten (Liesebetten), after Abraham van Diepenbeeck was commissioned by both William and Margaret Cavendish to design engravings for their publications National Portrait Gallery, London.

A PROLIFIC WRITER

In 1651 Margaret and her brother-in-law, Charles, temporarily returned to England, where she attempted to gain an income from her husband's estate. But her appeal to the republican Cromwellian regime was unsuccessful. Her husband was viewed as 'the greatest traitor to the state', and her Royalist brother had been executed in 1648.

While awaiting the outcome of her appeal, Margaret published her first book, *Poems and Fancies*, in 1653. She had always been inclined to 'contemplation rather than conversation' and 'to write with the pen than to work with a needle'. In the intellectual circles that coalesced around her husband and brother-in-law while in exile, she was able to explore her interests and ideas, or 'fancies'. In *Poems and Fancies*, she started to develop her interest in natural philosophy, or what might be considered science today. This included descriptions of her theory of atoms (the view that the world is made up of atoms), told through verse. She also included a poem, 'A Dialogue between a Bountiful Knight and a Castle ruin'd in War', describing the damage caused to her husband's home, Bolsover Castle, when it was captured by Parliamentary troops.

Margaret rejoined her husband overseas after 18 months in England, and continued to write prolifically throughout the 1650s. She began to discuss issues of sex and gender, exploring the topics of marriage, courtship and infidelity. She also examined whether gender inequality was caused by an imbalance between the sexes or a lack of opportunity for women.



The Little Castle at Bolsover

‘MAD MADGE’

In her autobiography, written while in exile, aged 33, Margaret wrote: ‘I did dislike any should follow my fashions, for I always took delight in a singularity, even in accoutrements of habits’. She went on to describe her interest in clothing and inventing her own fashions from a young age. Although – by her own admission – she was shy, Margaret was fascinated by the image she presented to the world and took pride in being unique, as well as in her creativity and imagination.

Her fascination with fashion and originality extended into her adult life (and her written works). She was noted for drawing crowds with her extravagant gowns and played with gendered conventions – on one occasion wearing a justaucorps, a coat more commonly worn by men. A poem, attributed to John Evelyn, described her appearance as ‘like a Cavalier, But that she had no beard’.

Margaret’s unusual attire and manners, unconventional interests, and publications attracted comment. The diarist Samuel Pepys described her as ‘mad, conceited and ridiculous’, while the exiled court of Henrietta Maria saw her as little more than a simpleton due to her bashful and quiet nature. On the publication of *Poems and Fancies*, one contemporary exclaimed: ‘she could never bee soe ridiculous else as to venture at writing book’s and in verse to’ and that her book was ‘ten times more Extravagant than her dresse’.

Later writers would refer to her as ‘Mad Madge’, although this nickname was probably not used in Margaret’s lifetime. It is clear, however, that Margaret was an intelligent and ambitious woman who, in pushing boundaries and in her constant endeavour to be ‘singular’, inevitably attracted some censure.



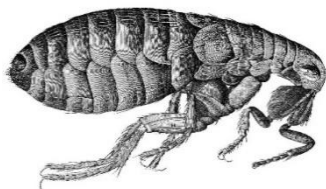
This portrait of Margaret Cavendish in formal court dress by Peter Lely was painted in 1665 – the year the Cavendishes were elevated to the title Duke and Duchess of Newcastle upon Tyne. The rich and lavish textiles of Margaret’s clothing were a statement of her wealth and aristocratic status, and her velvet cap – more commonly associated with classical masculine dress – may have been a nod to her position as an author Private Collection.

WRITINGS ON NATURAL PHILOSOPHY

After the Restoration of the monarchy in 1660, the Cavendishes returned from exile. William began to restore his estates, including Bolsover Castle, and Margaret was actively involved in running his lands.

During the 1660s, she explored new ideas and developed her theories on natural philosophy. One of her key works from this time – *Observations upon Experimental Philosophy* (1666) – offered an extended critique of one of the most important scientific and philosophical movements of the early modern period. Associated with the newly formed Royal Society, experimental philosophy (the precursor to empirical science) sought to promote experiment and careful observation over speculative theorising. Margaret, however, argued that the artificial instruments used by experimental philosophers like Robert Boyle and Robert Hooke ‘delude’ us. We can gain a better understanding of the natural world, she suggested, by using our natural senses combined with reason.

She also countered the increasingly popular view of nature as purely mechanical, like a large clock. In her view, the entire natural world – including animals and the ‘natural souls’ of people, but also vegetables and minerals – is self-moving, and has some degree of perception and knowledge.



Robert Hooke’s drawing of a magnified flea from *Micrographia* (1665). Margaret Cavendish argued that using magnifying glasses to enlarge the image of the flea was of no practical benefit because it provided no way of helping those afflicted by the creatures.

THE BLAZING WORLD

But Margaret was aware that her arguments were only accessible to those already fluent in philosophical discourse – by and large, well-educated men. To address this, she published an appendix to her *Observations* that continued her philosophical arguments in a new form – a short work of fiction she called *The Blazing World*.

The Blazing World is an inventive, genre-defying book: a work of utopian fiction, an early example of science fiction, a proto-feminist manifesto, and a piece of popular philosophy. One of Margaret’s aims was to find a form that would promote an interest in philosophy and science among women.

The book tells the story of a young lady who is abducted and then shipwrecked in a strange new world, which can only be entered via the North Pole. The lady marries the Emperor of the Blazing

World. As Empress, she is given the absolute power to govern the world, creating a peaceful and well-ordered society.

The world is populated by human-like creatures who each practise different intellectual disciplines: bird-men are astronomers, spider- and lice-men are mathematicians, and bear-men are experimental philosophers. The Empress calls on these creatures in turn to find out what they can tell her about the Blazing World, giving Margaret an opportunity to criticise their real-world counterparts – the experimental philosophers. The bear-men, for instance, displease the Empress by arguing among themselves over what their telescopes reveal, which the Empress takes as evidence that their telescopes are deluding their senses. She eventually returns to her native country to save it from invasion, and makes it sovereign over all the nations in our world.

The real-life Margaret makes an appearance in the book when her soul is transported to the Blazing World to act as a scribe for the Empress's writings. Margaret becomes the Empress's friend and adviser, and their souls take a visit to Bolsover Castle, where they see William Cavendish practising the arts of manège (horsemanship) and fencing.

As well as providing a vehicle for Margaret's philosophical ideas, *The Blazing World* more generally offers reflections on relationships between men and women and the role of women in society. She went on to explore these themes again in her works, including her comic play *The Convent of Pleasure* (1668), which is set in a convent for unmarried women who are devoted to pleasure and nature.



This portrait of Margaret Cavendish by Abraham van Diepenbeck appears as the front piece to «The Blazing World» published in 1668. Margaret is shown as a classical statue flanked by the god Apollo and goddess Athena. It is designed to introduce Margaret as a credible writer following in the footsteps of the greats of classical antiquity.

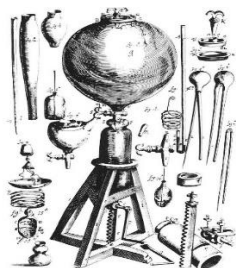
CONTEMPORARY RECEPTION

Margaret was one of the most published women of the 17th century, writing plays, essays, criticisms, biography, and poetry, as well some of the earliest proto-science fiction. Unusually for the time, she did this under her own name. However, her attempts to engage her contemporaries in discussion were largely unsuccessful. There was no published contemporary response to her *Observations*, nor to her philosophical work more generally: the philosopher and theologian Henry More correctly predicted in a letter to another female philosopher, Anne Conway that ‘she may be secure from any one giving her the trouble of a reply’.

In 1667 Margaret became the first woman to attend a meeting of the Royal Society – a bold step which was not repeated for centuries. The Society, founded in 1660 to bring together leading scientific minds of the day, held weekly meetings which included experiments performed by its members. After Margaret requested a visit, a vote was taken by the Society’s exclusively male membership who, after much debate, agreed she could attend. There she was able to witness the experiments of her fellow natural philosophers first-hand. But her presence largely attracted comments only on her dress and behaviour. Pepys, a member of the Society, wrote of her visit that:

The Duchesse hath been a good, comely woman; but her dress so antic, and her deportment so ordinary, that I do not like her at all, nor did I hear her say anything that was worth hearing.

Although Margaret may not have expressed them on the day, she certainly had views on the methods of the Society and the specifics of their work, which she articulated in her publications.



The air pump invented by Robert Boyle, one of the instruments tested during experiments at the Royal Society's meetings

LEGACY

Throughout her life, Margaret sought to establish a reputation as a credible writer and was preoccupied with fame and being remembered. She wrote of her hope that she would be remembered for her 'worth and merit', 'wit' and 'wise actions', as well as her works – 'the labour of my brain'. Yet criticism and writing surrounding her life often focused on her eccentric personality more than her work: there was little contemporary understanding of her achievements.

Margaret is perhaps only recently coming to receive the recognition she longed for and deserved, as researchers have begun to show an increased interest in both her literary works and her philosophical thought in the context of the time and wider philosophical debates. Many of her books are in print today, perhaps justifying her prophetic statement in *Plays Never Before Printed* (1668): 'I regard not so much the present as future Ages, for which I intend all my Books.'

By Megan Leyland, Senior Properties Historian at English Heritage, and Professor Keith Allen, Department of Philosophy, University of York

WOMEN WHO TELL OUR STORIES

In 2023 Women's History Month is celebrating 'Women Who Tell Our Stories'. This new theme encourages the recognition of

women, past and present, who have been active in all forms of media and storytelling, devoting their lives and talents to producing art, pursuing truth, and reflecting the human condition decade after decade.

We are shining a spotlight on some of the women related to our sites, and recognised by our blue plaques scheme, who have told our stories through their achievements in literature, film, television and radio.

Fanny Burney (known as Madame D'Arblay after her marriage) is famous for her novels – which were published to widespread acclaim in the late 18th century – and for her diaries, which record her life within the distinguished literary circles of Samuel Johnson and the bluestocking group. Her plaque, erected at 11 Bolton Street in Mayfair in 1885, is the earliest surviving official London plaque to a woman.



Fanny Burney in 1784–5, when she was enjoying a period of fame and modest financial security after the success of ‘Cecilia’ in 1782

© National Portrait Gallery, London

THE MOTHER OF ENGLISH FICTION

Born in King’s Lynn, Norfolk, Frances Burney – usually known as Fanny – was the daughter of the musician and writer Dr. Charles Burney. She moved with her family to London in 1760, and was propelled into the limelight by the publication of her novel *Evelina* (1778). Sir Joshua Reynolds, a friend of the family, had reportedly ‘been fed while reading the little work,’ having refused to

‘quit it at table’, while Edmund Burke ‘had sat up a whole night to finish it’.

Fêted by Samuel Johnson and David Garrick, Burney consolidated her literary reputation with *Cecilia* (1782) and, after five years (1786–91) as Second Keeper of the Robes to Queen Charlotte, wrote the most profitable of her works, *Camilla* (1796).

A subscription was launched to make profits on the last, and a young Jane Austen was among those who signed up. It seems she had admired Burney’s previous novel, *Cecilia*, paying particular attention to its closing pages in which the phrase ‘PRIDE AND PREJUDICE’ is repeated three times in capitals. The influence Burney exerted over Austen and other novelists led to her being described by Virginia Woolf as the mother of English fiction.

BOLTON STREET

Fanny Burney moved to 11 Bolton Street on 8 October 1818 at the age of 66, following the death of her husband, the French émigré Alexandre D’Arblay. She intended the house to provide a London home for her son, Alexander (1794–1837), and described it in her journal as ‘my new and probably last dwelling’.

Burney was, in fact, to move a further three times, always within Mayfair: in 1828 she left Bolton Street for 1 Half Moon Street; in 1837 transferred to 112 Mount Street; and in 1839 moved to her final address, 29 Lower Grosvenor Street. The greater part of her time at Bolton Street was dedicated to editing her father’s manuscripts into the three-volume *Memoirs of Doctor Burney* (1832).

Grace Wyndham Goldie

Grace Wyndham Goldie, television producer and one of the few women executives of her era at the BBC, is commemorated with a blue plaque at St Mary Abbot’s Court, Warwick Gardens, Kensington, where she lived in Flat 86 from 1935. Having early understood the potential of television, she was a powerful influence in bringing politics and current affairs to the small screen, and in giving a critical edge to this coverage.



Grace Wyndham Goldie c.1955

© George Konig / Hulton Archive via Getty

EDUCATION AND EARLY CAREER

Born in Arisaig, Inverness-shire, on 26 March 1900, Grace Wyndham Goldie, née Grace Murrell Nisbet, was the middle child of Robert, a civil engineer, and Alice. Her early childhood was spent in Scotland, then in Egypt where her father was employed in the Egyptian government service, until the family returned to England in 1916.

Grace received a degree in history from Bristol University in 1921, followed by a degree in philosophy, politics and economics from Somerville College, Oxford, in 1924. She was head of history at Brighton and Hove High School until 1928, when she married the actor Frank Wyndham Goldie and they moved to Liverpool. Grace became a playreader at the Liverpool Repertory Theatre (where Frank had secured a contract as leading man) and took on part-time jobs as a drama teacher with the Workers' Educational Association and as a university history examiner.

LIFE IN LONDON

In 1935, the couple relocated to a flat in the newly built mansion block at St Mary Abbot's Court, Kensington. A chance meeting at a dinner party that year saw Goldie seated next to Richard Lambert, editor of *The Listener*, the BBC's weekly magazine; he soon

offered her a job as the magazine's radio drama and entertainment critic. The first regular high-definition television service was formally begun on 2 November 1936, and from then on Goldie included television reviews in her regular articles. An early champion of the medium of television, she wrote in *The Listener* on 16 June 1937:

This miracle, this phenomenon, is here and it's part of our daily lives ... or at least it will be as soon as the sets become cheaper and we can afford to buy them.



The transmission mast above Alexandra Palace, 1946

© Hulton Archive via Getty

While the BBC suspended its television service from 1939 to 1946, Goldie continued to cover radio drama for *The Listener* until 1942, when she took a wartime contract post at the Board of Trade in supplies and rations distribution. For around two years during the war, she lived in temporary lodgings before returning to St Mary Abbot's Court in 1945, where she remained until her death in 1986. It was from her Kensington home that she began and ended her long career with the BBC, and held social events and after-programme drinks for politicians and senior producers.

In 1944 Goldie returned to the BBC as a radio talks producer, and finally moved into television in 1948 as a producer, then based at Alexandra Palace. There she delivered current affairs programmes including *Press Conference* (from 1952), at the time the only regular political programme on television. She is credited with introducing a live results programme for the 1950 general election, complete with

presenter, political scientist, election map and outside broadcast camera at Trafalgar Square. She also came up with the format of three 15-minute party election broadcasts ahead of the general election of October 1951, featuring the leaders of the three main parties.



Rehearsing the BBC's coverage of the 1955 general election
© Keystone / Hulton Archive via Getty

BBC EXECUTIVE

As the BBC's assistant head of television talks, Goldie directed coverage of the elections in 1955, 1959 and 1964. She took over *Panorama* in 1955 – then hosted by Richard Dimbleby, who was also main anchorman for those three elections broadcasts – and led other current affairs programmes covering politics, arts and science.

Goldie was awarded an OBE in 1958, and the BBC extended her appointment for five years when she reached normal retirement age in 1960. She became head of their Talks and Current Affairs Group in 1962, where she was responsible for documentaries, public affairs and travel programmes, and science talks.

Goldie retired in 1965, by which time television was fully established as a medium that worked for politics as well as for entertainment, and politicians were accustomed to appearing on screen. She kept working part-time in the sector, including making recommendations on archiving policy at the BBC. She died at her Kensington home on 3 June 1986, aged 86.



Goldie in 1977© Jeremy Grayson / Radio Times via Getty

SPAIN AND THE SECOND WORLD WAR

Martha Gellhorn was born in Missouri, United States, but travelled extensively throughout her life. She moved to Paris for two years in the early 1930s to pursue her dream of becoming a foreign correspondent, but it was her coverage of the American Great Depression in 1934 that launched her career. Using a clear and simple style, Gellhorn expressed fury at the treatment of the poor, weak and dispossessed, and worked with the photographer Dorothea Lange to document the effects of the Depression. Soon afterwards she published a book of short stories based on these experiences – *The Trouble I've Seen* (1936) – and continued to write fiction alongside her journalism throughout her career.

In 1937 she reported on the Spanish Civil War for *The New Yorker* and the liberal weekly magazine, *Collier's*. Gellhorn made her mark by writing about the effect of war on the lives of ordinary people. As a partisan journalist she always disdained 'all that objectivity shit' and, in her support of the Republican cause, let atrocities committed by that side go unreported.

She covered the build-up to the Second World War for *Collier's*, travelling in France, England, Czechoslovakia, Finland and the Far East. The American military disapproved of female war correspondents and she was forced to stow away on a hospital ship in order to report first-hand on the Allied invasion of France in 1944. Gellhorn spent the rest of the war ducking and dodging from front to front, filing articles as she could. She entered the Dachau concentration camp shortly after its liberation and later reported from the Nuremberg trials.

Gellhorn's novel *The Wine of Astonishment* (1948), based on her experiences at Dachau, is regarded as her finest work of fiction.



Martha Gellhorn talks to Indian soldiers of the British Army
in Italy in 1944

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LATER WRITINGS

Gellhorn published a collection of her war articles in *The Face of War* (1959), which was updated in 1967, 1986 and 1993 as she continued to travel and report on conflicts around the world. Her vehement opposition to the Vietnam War led Gellhorn to return to war reporting for the first time in 20 years, writing six articles for *The Guardian* in 1966 about the devastating effects on civilians.

The 1960s was the most political decade of Gellhorn's life. Of mixed Protestant and Jewish heritage herself, she was a passionate supporter of Israel and wrote long critical articles about Palestinian refugees for *The Atlantic* in 1961 and *The Guardian* in 1967.

She published her peacetime articles in the collection *The View from the Ground* in 1988, while her autobiography – *Travels with Myself and Another* (1978) — recounted her adventures over many decades. The 'other' in the title referred to her former husband, the writer Ernest Hemingway.

72 CADOGAN SQUARE

Gellhorn lived at 72 Cadogan Square for 28 years, from 1970 until her death. Although she reportedly loathed the English weather and felt perpetually chilled and lowered by it, she had maintained a

base in London since 1953. At Cadogan Square, she entertained a group of friends and admirers from the worlds of literature and journalism. Visitors recalled the flat as ‘sparsely furnished, a little austere’ with a fine view across the West London rooftops towards the Kensington museums. The flat comprised the top floor and attic of a six-storey, red brick, Queen Anne Revival house designed by Richard Norman Shaw in 1878, which was Grade II* listed in 1969.

In her old age Gellhorn contracted ovarian cancer which spread to her liver. Suffering from her illnesses, and nearly blind, she took her own life at Cadogan Square at the age of 89.

The Martha Gellhorn Prize for Journalism was established in 1999 to support journalists who expose establishment conduct and propaganda – or ‘official drivel’ as Gellhorn called it.

Actress Vivien Leigh

The actress Vivien Leigh is best remembered for her role as Scarlett O’Hara in *Gone with the Wind* (1939). She used Flat D at 54 Eaton Square as her London base from 1958 until her death in 1967.



Vivien Leigh

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FAME AND ROMANCE

Born Vivian Hartley in India, Leigh began acting professionally in her 20s, making her screen debut in *Things Are Looking Up* (1934) and signing a contract with the film director Alexander Korda in the following year. While making *Fire Over Eng-*

land (1937), she formed an intense relationship with her co-star, Sir Laurence Olivier, and the pair were married three years later.

Leigh came to international attention for her Oscar-winning portrayal of Scarlett O'Hara in the film *Gone with the Wind* (1939), a role that has somewhat overshadowed her reputation as an outstanding classical actress.



Vivien Leigh as Scarlett O'Hara in 'Gone With The Wind'
© Moviestore Collection Ltd/Alamy Stock Photo

EATON SQUARE LIFE

At the time she moved to Eaton Square – alone, though she furnished a study for Olivier – she was still one of the most famous actresses in the world, but her private life was darkening. Her mental health was suffering and her marriage was almost over – she and Olivier divorced in 1960.

Nonetheless, the last decade of Leigh's life continued to bring her acclaim as a star of stage and screen, particularly as the heroine of *The Roman Spring of Mrs Stone* (1961) and the fading beauty in *Ship of Fools* (1965).

FINAL DAYS

By May 1967, the state of Vivien Leigh's health was such that she was rehearsing the Edward Albee play *A Delicate Balance* from her bed, where Noël Coward found her 'pale but lovely, and smoking, which she shouldn't have been doing'. She died of tuberculosis here a month later, with her beloved pet cat, Poo Jones, by her side.

Singer Elisabeth Welch

Singer Elisabeth Welch was one of Britain's best-loved interpreters of popular song. Her recording career spanned eight decades and encompassed New York, Paris and London. Flat 1 Ovington Court, just off the Brompton Road, is the flat Welch lived in when she was breaking through as a performer, from 1933 until about 1936.



Elisabeth Welch pictured in 1961 © Pictorial Press Ltd/Alamy

NEW YORK AND PARIS

Born in New York in 1904, Welch had a rich cultural heritage through her father John, who was of Native American and African-American ethnicity, and her mother Elizabeth, who was of Irish and Scottish descent. In 1923 she launched the 'Charleston' on Broadway and throughout the Jazz Age she was associated with some of the great entertainers of the Harlem Renaissance including Josephine Baker, Adelaide Hall and Bill 'Bojangles' Robinson.

In 1930, she launched her cabaret career in Paris. After a brief return to New York, she was asked to sing at the Jean Cocteau-designed club Le Beouf in Paris. It was there that she transformed into a smooth cabaret singer.

LONDON

Welch was a trailblazer for black women in 1930s Britain. It was the decade when Ivor Novello wrote songs for her, Paul Robeson was her leading man in films and she enjoyed popularity as a cabaret star of London's cafe society.

In 1931, she popularised Cole Porter's scandalous song 'Love for Sale' in the Broadway hit *The New Yorkers* and after settling in London in 1933, she introduced the famous torch song 'Stormy Weather' to British audiences. That same year, with Cole Porter's *Nymph Errant*, she began a career in British musical theatre that lasted 60 years. In 1934, she was the first black broadcaster to be given her own radio series, *Soft Lights and Sweet Music*, by the BBC.

FLAT 1 OVINGTON COURT

Ovington Court was Welch's first settled home in London. She would have returned to the flat after early performances and radio recordings of such classics as 'Stormy Weather' and 'Solomon'. Welch lived there with a dresser-cum-maid and a 'perky' fox terrier, as recorded in an interview she gave to *The Melody Maker* at the flat. When the reporter arrived she was preparing to sing in a broadcast with Lou Preager and his Orchestra and, in an uncharacteristic flash of the diva, threw the journalist out after only four and a half minutes.

WELCH'S POST-WAR YEARS

In the post-war years, Welch reigned supreme in sophisticated revues in London's West End including *Tuppence Coloured* (1947) in which she introduced Edith Piaf's 'La Vie en Rose' to Britain. She won a whole new legion of fans in 1979 with her performance of 'Stormy Weather' in Derek Jarman's film *The Tempest*. Singing as a goddess to two lines of handsome sailors and dressed in a flamboyant yellow costume, the scene was described by jazz singer George Melly as 'arguably the campest, most sparkling moment in the history of cinema'.

Texts on Speech and Language Therapy for Rendering

Speech and Language Disorders in Children

Children are born ready to learn a language, but they need to learn the language or languages that their family and environment use. Learning a language takes time, and children vary in how quickly they master milestones in language and speech development. Typically developing children may have trouble with some sounds, words, and sentences while they are learning. However, most children can use language easily around 5 years of age.

Speech and language disorders refer to problems in communication and related areas such as oral motor function. These delays and disorders range from simple sound substitutions to the inability to understand or use language or use the oral-motor mechanism for functional speech and feeding. Some causes of speech and language disorders include hearing loss, neurological disorders, brain injury, mental retardation, drug abuse, physical impairments such as cleft lip or palate, and vocal abuse or misuse. Frequently, however, the cause is unknown.

One quarter of the students served in the public schools' special education programs (almost 1 million children in the 1993-94 school year) were categorized as having a speech or language impairment. This estimate does not include children who have speech/language problems secondary to other conditions such as deafness. Language disorders may be related to other disabilities such as mental retardation, autism or cerebral palsy. It is estimated that communication disorders (including speech, language and hearing disorders) affect one of every 10 people in the United States.

A child's communication is considered delayed when the child is noticeably behind his or her peers in the acquisition of speech and/or language skills. Sometimes a child will have greater receptive (understanding) than expressive (speaking) language skills, but this is not always the case. Speech disorders refer to difficulties producing speech and language disorders or problems with voice quality. They might be characterized by an interruption in the flow or rhythm

of speech, such as stuttering, which is called dysfluency. Speech disorders may be problems with the way sounds are formed, called articulation or phonological disorders, or they may be difficulties with the pitch, volume or quality of the voice. There may be a combination of several problems. People with speech disorders have trouble using some speech and language disorders, which can also be a symptom of a delay. They may say "see" when they mean "ski" or they may have trouble using other sounds like "l" or "r". Listeners may have trouble understanding what someone with a speech disorder is trying to say. People with voice disorders may have trouble with the way their voices sound.

A language disorder is an impairment in the ability to understand and/or use words in context, both verbally and nonverbally. Some characteristics of language disorders include improper use of words and their meanings, inability to express ideas, inappropriate grammatical patterns, reduced vocabulary and inability to follow directions. One or a combination of these characteristics may occur in children who are affected by language learning disabilities or developmental language delay. Children may hear or see a word but not be able to understand its meaning. They may have trouble getting others to understand what they are trying to communicate.

There are three main types of language disorder:

Expressive language disorder: People have trouble getting their message across when they talk. They often struggle to put words together into sentences that make sense.

Receptive language disorder: People struggle to get the meaning of what others are saying. Because of this, they often respond in ways that don't make sense.

Mixed receptive-expressive language issues: Some people struggle with both using and understanding language.

The first thing to do when diagnosing a speech disorder is rule out hearing issues that could have an impact on language. But the only way to diagnose language disorders is through an evaluation. The specialists who do these evaluations are called speech-language pathologists. Schools provide evaluations for free. (Very young kids can get free evaluations through their state's early intervention system) Adults need to do them privately.

A diagnosis is the first step toward getting help. Adults may be able to get support at work. And kids may get free speech-language therapy at school. The earlier treatment begins, the better.

Gaps and challenges facing education for children with special needs

Although progress has been made by government and other players to provide educational services for persons with disabilities and special needs, various challenges have been experienced while supporting these individuals. The challenges include; inappropriate infrastructure; inadequate facilities; and inadequate capacity of teachers to manage learners with special educational needs in regular schools. Other challenges include; inadequate and inexpensive learning materials; societal negative attitude; and inadequate supervision and monitoring of schools implementing inclusive education (Ruteere et al, 2015; Republic of Kenya, 2009a). Mwoma and Pillay (2016) in their study among orphans and vulnerable children in Soweto South Africa noted similar circumstances where learners in full service schools experienced inadequate supervision in implementing inclusive education.

Effective special education service delivery is also hampered by absence of reliable data on children with special needs across all levels of education coupled with inadequate funding (Republic of Kenya, 2013b). Absence of operational guidelines for implementation of the special needs education policy; unreliable and inaccurate data on SNE initiatives across all levels of education; negative attitudes and beliefs with regard to causes and consequences of special needs and disabilities in many communities leading to stigma and discrimination. There is also inadequate skilled and specialized staff for assessment, placement and management of children with disabilities; inadequate funding of the sub-sector, capitation grants are insufficient to address the needs of children with disabilities; limited funding for environmental adaptation; and inappropriate communication modes (Republic of Kenya, 2014 p.51).

Socio-cultural and economic prejudices, stigmatization and neglect have also been cited as challenges experienced by people

with disabilities (Oriedo, 2003; Ngaruiya, 2002). High teacher child ratio make individualized instruction for learners with disabilities difficult (Muchiri & Robertson, 2000; Kemble-Sure, 2003). School buildings not being accessible to physically handicapped children are other challenges that require attention to enhance easy mobility of physically handicapped children (Gichura, 1999; Kochung, 2003; Mukuria & Korir, 2006). Lack of policy guidelines on identifying and placing children who are gifted and talented is another challenge. Children who could be talented and gifted but are not able to continue studying until they sit for their national examinations may go unnoticed by organizations and institutions supporting these groups of children. In the event that these challenges are not adequately attended to, then children with special needs and disabilities will continue to be marginalized.

Language disorders can have many possible causes. A child's language disorder is often linked to a health problem or disability such as:

- A brain disorder such as autism
- A brain injury or a brain tumor
- Birth defects such as Down syndrome, fragile X syndrome, or cerebral palsy
- Problems in pregnancy or birth, such as poor nutrition, fetal alcohol syndrome, early (premature) birth, or low birth weight

Sometimes language disorders have a family history. In many cases, the cause is not known. It's important to know that learning more than one language does not cause language disorders in children. But a child with language disorder will have the same problems in all languages.

Autism

Autism spectrum disorder (ASD) is a broad term used to describe a group of neurodevelopmental disorders. These disorders are characterized by problems with communication and social interaction. People with ASD often demonstrate restricted, repetitive, and stereotyped interests or patterns of behavior. ASD is found in individuals around the world, regardless of race, culture, or economic

background. According to the Centers for Disease Control and Prevention (CDC) Trusted Source, autism does occur more often in boys than in girls, with a 4 to 1 male-to-female ratio. The CDC estimated in 2014 that nearly 1 in 59 children have been identified with ASD. There are indications that instances of ASD are on the rise. Some attribute this increase to environmental factors. However, experts debate whether there's an actual increase in cases or just more frequent diagnoses. Compare autism rates in different states throughout the country.

Types of Autism

The DSM (Diagnostic and Statistical Manual of Mental Disorders) is published by the

American Psychiatric Association (APA) and is used by clinicians to diagnose a variety of psychiatric disorders. The fifth and most recent edition of the DSM was released in 2013. The DSM-5 currently recognizes five different ASD subtypes, or specifies. They are:

- with or without accompanying intellectual impairment
- with or without accompanying language impairment
- associated with a known medical or genetic condition or environmental factor
- associated with another neurodevelopmental, mental, or behavioral disorder
- with catatonia

Someone can be diagnosed with one or more specifiers. Prior to the DSM-5, people on the autism spectrum may have been diagnosed with one of the following disorders:

- autistic disorder
- Asperger's syndrome
- pervasive development disorder-not otherwise specified (PDD-NOS)

• childhood disintegrative disorder It's important to note that a person who received one of these earlier diagnoses hasn't lost their diagnosis and won't need to be reevaluated. According to the DSM-5, the broader diagnosis of ASD encompasses disorders such as Asperger's syndrome.

Language disorders

Due to the fact that virtually all children with autism show severe language impairments, many researchers have studied language disorders in autism (Rutter, 1978d). When Kanner (1943) first wrote about the 11 children with autism seen at his clinic, he described the various language abnormalities he had observed. Later, in 1946, when he had seen 23 children with autism, he wrote "the peculiarities of language present an important and promising basis for investigation." Later research has confirmed that all children with autism show a retarded development of spoken language (either delayed or by regression); about half do not acquire speech; and of those who do acquire speech, over 75% show abnormal speech features, such as echolalia or pronominal reversal (Baltaxe & Simmons, 1981; DeMyer et al., 1974; DeMyer, Hingtgen & Jackson, 1981; Kanner, 1943; Ornitz, 1973; Rutter, 1965, 1970, 1977; Rutter & Lockyer, 1967; Wing, 1971). Only about 30% of those who are able to speak develop somewhat useful language (DeMyer et al., 1981).

Learning how to communicate with others is a process that begins during infancy. Communicative behaviors are learned from the social environment and become increasingly efficient, sophisticated, and conventional over time (Alpert & Rogers-Warren, 1985). Communicative competence is built upon the acquisition of several prerequisite skills, including being able to: (1) attend to and interact with the physical environment; (2) actively participate in social interactions with other individuals; and (3) understand and use expression forms (Fay & Schuler, 1980; McLean & Snyder-McLean, 1978). Different types of prerequisite skills may be involved in the development of the various components of the communication system. The components that deal with form (i.e., syntax, phonology, and morphology) are believed to involve the prerequisite skills of auditory discrimination and imitative ability. In comparison, the semantic and pragmatic components are believed to involve the prerequisite skills of being able to attend to the physical environment and to participate in social interactions (Blank, Gessner & Esposito, 1979; Curtiss, 1981). The components of semantics and pragmatics are particularly impoverished in 24 individuals with autism com-

pared to the syntax and phonology components (Tager-Fulsberg, 1981).

Language skills may be divided according to whether they measure expressive (language use) or receptive (language understanding) abilities. Although individuals with autism spectrum disorders often have impairments and delays in both, expressive language skills have been the most studied (e.g., DeMyer et al., 1974; Freeman, Ritvo, Needleman & Yokota, 1985; Rutter et al., 1967). For example, DeMyer et al. (1973), in a follow-up study, found that at initial evaluation (mean age 65.6 months), no children had normal speech, 35% had some useful communicative speech (2% could express ideas and converse, but below age level; 4% could converse at a level above immediate needs, but communication was often bizarre or repetitious; 1% could only communicate immediate needs; 20% had both echolalia and only a few words to communicate immediate needs; and 8% had only a few communicative words), 20% had only echolalia and no communicative speech, and 45% had no speech.

At follow-up approximately six years later (mean age was 12 years), most of the children in this study had improved language skills. Four percent had normal speech, 50% had some useful communicative speech (13% could express ideas and converse, but below age level; 13% could converse at a level above immediate needs, but communication was often bizarre or repetitious; 4% could only communicate immediate needs; 12% had both echolalia and only a few words to communicate immediate needs; and 8% had only a few communicative words), 7% had only echolalia and no communicative speech, and 39% had no speech. Eleven percent of the children developed useful speech after age 5 years and an additional 4%, who were mute at initial evaluation, developed echolalia or a few communicative words after age 5. Presence of communicative words at initial evaluation was a more favorable prognostic sign for the later development of useful speech than were only echolalia without communicative speech or muteness.

Children with non-communicative echolalia were more likely to later gain conversational speech than were mute children. Indeed, 65% of the mute children remained mute at followup. Eleven percent of the children in this study showed a worsening of speech. The fig-

ures in this study are similar to those found in other studies (e.g., DeMyer et al., 1974; Freeman et al., 1985; Rutter et al., 1967). The proportion of children without functional speech at age 5 who later develop speech has been estimated between 17% (DeMyer et al., 1973) and 22% (Rutter et al., 1967). Among the children with autism who do learn to speak, most children, both with and without mental retardation, show severe speech delays. Bartak and Rutter (1976) compared children with autism with IQs above and below 70. The mean age of the first use of single words was 4 years and 7 months in the group with mental retardation and 2 years and 6 months in the normal IQ group. Ornitz, Guthrie and Farley (1977) found that language comprehension is somewhat less delayed. Parents of children with autism recalled that their child's understanding of simple nouns occurred at a median age of 24 months.

This is 12 months later than the age reported by parents of normal children. Rutter et al. (1967) and DeMyer et al. (1973) found that even in those children whose speech had 25 improved considerably, there still remained difficulties with abstract concepts, repetitive questioning, odd conversations with an obsessiveness over details or one subject, and/or disorders in speech intonation, rhythm, and inflection. Language skills also predict outcome. Those individuals who are mute after age 5 years have a poor prognosis, both for speech acquisition and for general functioning level (Baltaxe & Simmons, 1983). Eisenberg (1956) found poor outcome for all but 1 of 30 children without speech at age 5 years. Rutter et al. (1967) found that higher IQ, lack of response to sounds during the preschool years, and acquisition of useful speech by 5 years were powerful predictors of later good social adjustment.

Lotter (1974) found similar results; IQ and speech were the strongest predictors of later outcome. The existence of some functional, communicative speech is indicative of a better prognosis than is non-communicative echolalia alone (Paul, 1987a). Although echolalia is viewed as an intermediate stage towards more functional language, it continues into adulthood in many individuals with autism (Paul, 1987a). Paul, Cohen and Caparulo (1983) performed a longitudinal study of children with autism and children with aphasia. They found that language comprehension ability at early ages was associ-

ated to the degree of improvement in social relations in late adolescence and adulthood. Although children with autism who fail to gain useful speech tend to have a poor social prognosis (Lotter, 1974; Rutter, 1978a; Rutter et al., 1967), the lack of speech in itself is not a sufficient explanation for this poor prognosis. Many aphasic and deaf mutes become well-functioning adults, even though they are unable to speak. Nonspeaking adults with autism lack more than speech. These adults manifest a global problem in communication and cognitive processes, as well as a variety of social and behavioral problems (Rutter, 1978a).

Mutism

The incidence of mutism in individuals with autism has been found to range from 28% (Wolff & Chess, 1965) to 61% (Fish, Shapiro & Campbell, 1966). Other studies have found incidences between these two figures (Eisenberg, 1956; Kanner, Rodriguez & Ashenden, 1972; Lotter, 1967; Mittler, Gillies & Jukes, 1966; Ritvo et al., 1989; Rutter et al., 1967; Volkmar & Cohen, 1989). Occasional bursts of speech in stressful situations, never to be repeated again, have been reported in this group (Paul, 1987a). When first diagnosed during childhood, about 80% of children with autism are mute (Ornitz, Guthrie & Farley, 1977). About 50% remain mute for life without intensive treatment (Newsom et al., 1988; Rutter et al., 1967). Most of these individuals are functionally mute rather than totally silent. That is, they are able to produce some sounds and perhaps even word-approximations, but are not able to articulate words or phrases (Newsom et al., 1988).

Schuler (1976; cited in Alpert & Rogers-Warren, 1985; Fay, 1980c) has specified three levels of muteness and applied the term to individuals who: 1) produce no vocalizations, neither communicative nor non-communicative ("totally mute"); 2) produce only meaningless vocalizations that are used for self-stimulation ("functionally mute"); and 3) use a limited number of words or word approximations in a functional manner to express immediate desires ("semi-mute"). The condition "semi-mute" is more common in other childhood language disorders than in autism (Fay, 1980c). In this disserta-

tion, the term “mute” is used for individuals who are “totally mute” and “functionally mute.” In addition, Schuler suggests a parallel ordering of deficient receptive skills, ranging from “probably minimal” in regard to total muteness, to “probably poor” in functional muteness, to “somewhat better developed” in regard to semi-muteness.

It is not uncommon for children with autism to begin to speak and then suddenly lose their acquired speech (often between 18-30 months of age), and thereafter fail to progress linguistically (Schreibman, 1988). Reported estimates range from 20% (Rutter & Lord, 1987) to 34-37% (Kurita, 1985; Wolf & Goldberg, 1986). Rutter et al. (1967) performed a followup study of 62 patients with “childhood psychosis” seen at Maudsley Hospital between 1950 and 1958. Fifty percent of these children were mute at first examination (average age 6 years) and 40% were still without speech at follow-up (average age 15½ years). An additional 11% lost all speech in adolescence (4 after they developed epilepsy). Thus, half the children were without speech at follow-up.

Ricks and Wing (1976) found that even after an initially mute child acquires some communicative speech, problems still persist with abstract concepts, spontaneity, humor, feelings, idiomatic expressions, pronouns, and prepositions. The introduction of early intensive behavioral intervention (e.g., Anderson, Avery, DiPietro, Edwards, & Christian, 1987; Birnbrauer & Leach, 1993; Lovaas, 1987; Maurice, 1993; Smith, Eikeseth, Klevstrand & Lovaas, 1997) has changed the proportion of individuals who remain mute as adults. For example, in a 12-year prospective follow-up study of 53 children with autism, Freeman et al. (1991) found that only 17% remained completely nonverbal. This was a much lower percentage than the 50% rate usually reported (Eisenberg, 1956; Kanner et al., 1972; Lotter, 1967; Mittler et al., 1966; Ritvo et al., 1989; Rutter et al., 1967; Volkmar & Cohen, 1989). The authors noted that this low figure may be due to the fact that all of these children received early intensive intervention.

Echolalia

Language, when and if it develops, is abnormal in many ways. Echolalia and pronominal reversal are very common, as are deficits in understanding spoken language, and neologisms or metaphorical use of language (Cunningham, 1968; Cunningham & Dixon, 1961; DeMyer et al., 1981; Kanner, 1946; Rutter, 1966a; Shapiro, Fish, & Ginsberg, 1972; Shapiro, Roberts, & Fish, 1970; Tubbs, 1966; Wing, 1971; Wolff & Chess, 1965). The prevalence of echolalia among verbal children with autism has been estimated to be about 75% (Baltaxe & Simmons, 1981; Rutter, 1965; Rutter & Lockyer, 1967). Two types of echolalia have been described. Immediate echolalia is the most common language abnormality in autism (Hingtgen & Bryson, 1972; Prizant & Duchan, 1981). It was previously viewed as nonfunctional and to occur when the child did not understand the speech of others, but attempted to maintain social contact (Carr, Schreibman, & Lovaas, 1975; Coleman & Stedman, 1974; Fay, 1969, 1971, 1980a, 1983; Paccia & Curcio, 1982; Shapiro & Lucy, 1978).

Little research has been performed on delayed echolalia (the repetition of speech after a time lapse), due to the difficulty of identifying the original occurrence of the modeled utterance, which is needed if one is to separate delayed echolalia from the child's spontaneous utterances (Prizant, 1983). Prizant (1982), citing clinical observation, has suggested that delayed echolalia may be a repetition of conversations with the child alternating conversational turns, and that contextual factors (e.g., situation, setting, objects, persons) that are associated with the original utterance may be discriminative stimuli for its occurrence. Although echolalia was previously viewed as nonfunctional, later research has investigated the functional uses of immediate and delayed echolalia and the possible role of echolalia in language acquisition in children with autism.

Rutter (1966b) suggested that children with autism who later acquire more adequate language functioning appear to go through a prerequisite echolalia stage. Similarly, Baltaxe and Simmons (1977) and Prizant (1982) concluded that echolalia is probably necessary for continued language growth. These authors proposed that, unlike

normal language development, in which grammar and the functional use of language are viewed as a “buildup” process, language development in children with autism may be viewed as a “breakdown” process, in which language is learned by analyzing larger chunks of repeated language.

Prizant and Duchan (1981) found that many echolalic responses were interactive, produced with evidence of comprehension, and served six communicative functions: assertions, turntaking, requests, affirmative answers, self-regulation, and rehearsal to aid processing. Even though echolalia is seen as one of the most typical autistic symptoms, not all individuals with autism echo, nor is it unique to autism. It also occurs in blind children, in some forms of dementia, and is seen in the development of normal children as well (Paul, 1987a). Echolalia is found in normal children, beginning at about age 9 months and continuing until age 2 or 3 years. As children’s language skills gain complexity, echolalia frequency decreases (Mennyuk, 1977; Prutting & Connolly, 1976).

If echolalia is found past a certain point in development, it is associated with language impairment (e.g., autism, mental retardation, aphasia, dysphasia; Baltaxe & Simmons, 1975; Fay, 1980a; Schuler, 1979). Howlin (1982) found that echolalia in children with autism also decreases in frequency as their language skills become more complex. Rutter (1965) reported the incidence of pronominal reversal (e.g., use of “you” instead of “I” when referring to self) to be 25% in speaking individuals with autism. Disorders in pronominal reversal are likely due to echolalia. That is, the pronouns are inverted in the echolalic utterances the individual produces (Fay, 1971).

Spontaneous Communication

The lack of spontaneity of speech in autism is a well-known phenomenon. Studies have found that speaking individuals with autism show a sparse use of verbal expression and a lack of spontaneity and clear communicative intent as compared to groups with other language disorders (Bartak, Rutter & Cox, 1975; Prior, 1977). Prior (1977) compared the language abilities of 20 children with autism and 20 with mental retardation. The author found that expressive

verbal and gestural performance was particularly impoverished in the autism group, indicating a severe deficit in spontaneous communicative ability. In addition, the author noted an absence of spontaneous proto-declarative gestures in the 12 mute children with autism, which are a preverbal form of intentional communication that normally occurs around the first year of life.

This result suggested a qualitatively distinct pattern of prelinguistic development (Curcio, 1978). The absence or severe deficiency in gestural usage by children with autism has also been observed by others (Bartak et al., 1975; Wing, 1971). In summary, a considerable number of studies have been performed over the past 35 years to examine the nature of language impairment in autism, and several reviews summarize this work (e.g., Fay & Mermelstein, 1982; Paul, 1987a; Swisher & Demetras, 1985; Tager-Flusberg, 1989). Early descriptive studies (e.g., Pronovost, Wakstein, & Wakstein, 1966; Wolff & Chess, 1965) described the main clinical features of language in autism. These features included immediate and delayed echolalia, abnormal use of prosody, pronominal reversals, non-communicative speech, a lack of spontaneous speech, and mutism.

Later empirical studies, performed within a psycholinguistic framework, have focused on identifying which aspects of language impairment are central to the deficit in autism (e.g., Tager-Flusberg et al., 1990). Based on these studies, it is now agreed that individuals with autism have major deficits in the pragmatic aspects of language use, both in the range of functions that these individuals express (e.g., Wetherby & Prutting, 1984) and in their ability to communicate in a discourse setting (e.g., Curcio & Paccia, 1987). Degree of language impairment is an important prognostic factor (Eisenberg, 1956; Rutter et al., 1967; Wing, 1971). Language abnormalities have been extensively studied in autism spectrum disorders and were considered by Kanner (1943) to be of primary importance in defining the disorder. Because approximately 50 % of individuals with autism never acquire functional speech (Rutter, 1978b, 1978c), one manner to subgroup persons with autism is according to whether they are able to speak or are mute.

Speech development appears to be associated to IQ, and few children with IQs less than 50 develop speech after age 5 years (Paul,

1987b; Rutter, 1970, 1978a; Rutter et al., 1967), unless they receive early, intensive behavioral intervention (e.g., Lovaas, 1987; Smith et al., 1997). However, the issue may be more complicated. Clinical experience and research have shown many instances of individuals with the same low IQ, and some acquire speech, while others remain mute. Conversely, some intellectually able individuals with nonverbal IQs in the normal range never learn to speak (Rutter, 1978a). As Rutter points out, it is important to study what differentiates the “failure to develop spoken language” subgroup, and how we can identify such children at an early age. Systematic research findings are lacking, but greatly needed. The qualities of a child’s play, imitation abilities, language comprehension, and babble are factors that have been suggested as possible prognostic indicators of the child’s chances of acquiring useful language skills (Rutter, 1978a). To my knowledge, no studies have been performed comparing large groups of verbal and nonverbal individuals with autism spectrum disorders on symptoms and behavior. Study I is an attempt to compare these two groups on type and degree of symptoms and behavior as measured by the Autism Behavior Checklist, a commonly used diagnostic and screening instrument.

Methodology

The study adopted a descriptive research design. It targeted 121 parents who had visited The Kenya Institute of Special Education in 2019 and 2020 for speech and language therapy and 33 teachers who handled children with speech and language disorders. Secondary data was collected for this study.

The parents revealed that poverty indeed is seriously deterring the children with speech and language disorders from pursuing education. The researcher noted that poverty does not only affect access to education for children with speech and language disorders only but also for other children too that is why concepts like the Education for All (EFA) and its offspring, FPE (free primary education) came into existence. But the researcher agrees with the respondents that because of the perceived added costs of health related problems, the problem is relatively deeper when the children with speech and lan-

guage disorders are involved. And there does not seem to be any poverty reduction strategies being mainstreamed in all development initiatives through affirmative action to the children with speech and language disorders. Eighty five percent of the families with children with speech and language disorders live in destitution and deprivation, in rural areas where they are detached from much of the benefits and amenities such transportation and certain advanced technological facilities.

All the teachers and parents indicated that the children with speech and language disorders experienced reduced self-confidence in the school context in general, or in particular learning activities within the classroom. This was mostly reported by parents, although one of the teachers also identified that she was working “to build the children’s self-confidence”. One of the parents noted that his child was less confident when speaking with others, stating that compared to his friends, he spoke: “A lot less. And [with] a lot less confidence in what he’s actually saying”. Another child’s parents’ identified the effect of his lowered self-confidence on his self-esteem as being the biggest impact of having a speech and language disorders disorder on his life. When asked about their aims for their children, the parents identified that their hope was to increase the child’s self-confidence.

The parents also indicated that supporting their children’s progress in the schooling environment was a challenge for most of these parents. The perceived lack of targeted resources in schools to support their children, and the need to identify and fund additional support outside the school was problematic for these families. The children’s resistance to fully participate in activities in school, such as in class presentations, also caused concern for parents.

The teachers also indicated that promoting and supporting the educational development of children with speech and language disorders in schools also presented challenges for schools and teachers. In addition to meeting the learning needs of the children, and difficulties in accessing classroom and professional resources to support the children, teachers reported additional challenges in working with children with speech and language disorders, and in supporting their parents.

Aphasia

Aphasia is an impairment of language functioning caused by damage to the left hemisphere of the brain (Garrett, 2003; Hillis & Caramazza, 2003). There are different type of aphasias, example; Broca's aphasia and Wernicke's aphasia.

Wernicke's aphasia is caused by damage to the left temporal lobe of the brain. It is characterised by notable impairment in the understanding of spoken words and sentences. People with Wernicke's aphasia have generally fluent phonetic and syntactic but semantically coherent speech.

This coherence is exhibited through the creation of nonsense words for realworld concepts and improper substitutions of function words for content words (e.g., nouns, verbs). It also typically involves the production of sentences that have the basic structure of the language spoken but that make no sense. They are sentences without any meaning, e.g. 'Yeah, that was the pumpkin furthest from my thoughts' and 'the scroolish prastimer ate my spanstakes' (Hillis & Caramazza, 2003).

In the first case, the words make sense, but not in the context they are presented. In the second case, the words themselves are neologisms, or newly created words. Treatment for patients with this type of aphasia frequently involves supporting and encouraging non-language communication (Altschuler et al., 2006).

Broca's aphasia is caused by damage to the brain's premotor area, responsible, in part, for controlling motor commands used in speech production. A person suffering from Broca's aphasia exhibits speech containing excess pauses and slips of tongue, and s/he has trouble finding words when talking. The person also fails to make use of function words such as a, the, and of. For this reason, Broca's aphasics also produce ungrammatical sentences (Tartter, 1987). Furthermore they have problem using syntactic information when understanding sentences (Just & Carpenter, 1987). For example, while a Broca's aphasic has no trouble understanding a sentence such as "The bicycle that the man is holding is blue", but s/he has trouble comprehending a sentence such as "the dog that the woman is biting is grey."

This difference is due to the fact that while the first sentence can be understood using real-world knowledge (e.g. bicycle, not people, are blue), the second sentence cannot (because it is unlikely that a woman would bite a dog). Because understanding the second sentence requires correctly using syntactic information, which Broca's aphasics have difficulty doing, the sentence poses problem for them (Berndt & Caramazza, 1980).

Broca's aphasia differs from Wernicke's aphasia in two key aspects. First is that speech is agrammatical rather than grammatical, as in Wernicke's. Second is that verbal comprehension is largely preserved.

Diseases like Broca's and Wernicke's aphasia, while tragic, tell us much about the critical functions of certain regions of the brain. Notably, their symptoms suggest that (at least certain) phonological, syntactic, and semantic, language information is stored and processed separately in the brain.

Global aphasia is the combination of highly impaired comprehension and production of speech. It is caused by lesions to both Broca's and Wernicke's areas. Aphasia following a stroke frequently involves damage to both Broca's and Wernicke's areas. In one study, researchers found 32 % of aphasias immediately following a stroke in Broca's and Wernicke's areas (Pedersen, Vinter, & Olsen, 2004).

Anomic aphasia involves difficulties in naming objects in retrieving words. The patient may look at an object and simply be unable to receive the word that corresponds to the object. Sometimes, specific categories of things cannot be recalled, such as names of living things (Warrington & Shallice, 1984).

Learning Disability

Language-based learning disabilities are problems with age-appropriate reading, spelling, and/or writing. Most people diagnosed with learning disabilities have average to superior intelligence. In language-based learning disability (or just learning disabilities), many children with reading problems have spoken language problems. Dyslexia has been used to refer to the specific learning problem of reading.

Dyslexia — Dyslexia has been around for a long time and has been defined in different ways. For example, in 1968, the World Federation of Neurologists defined dyslexia as “a disorder in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing, and spelling commensurate with their intellectual abilities.” Dyslexia is not due to mental retardation, brain damage, or a lack of intelligence. It is caused by an impairment in the brain’s ability to translate images received from the eyes or ears into understandable language. The severity of dyslexia can vary from mild to severe. It is found more often in boys than in girls. The sooner dyslexia is treated, the more favorable the outcome; however, it is never too late for people with dyslexia to learn to improve their language skills (Schulte-Körne, Warnke, & Remschmidt, 2006).

Letter and number reversals are the most common warning sign of dyslexia (Birsh, 2005). Difficulty in copying from the board or a book can also suggest problems. The child may appear to be uncoordinated and have difficulty with organised sports or games. Difficulty with left and right is common, and often dominance for either hand has not been established. Auditory problems in dyslexia encompass a variety of functions. Commonly, a child may have difficulty remembering or understanding what he hears. Parts of words or parts of whole sentences may be missed, and words can come out sounding funny. Children struggling with this problem may know what they want to say but have trouble finding the actual words to express their thoughts (Sperling et al., 2006).

There are several types of dyslexia that can affect the child’s ability to spell as well as read (Heim, Tschierse, & Amunts, 2008). Primary dyslexia is a dysfunction of, rather than damage to, the left side of the brain (cerebral cortex) and does not change with age. Individuals with this type are rarely able to read above a fourthgrade level and may struggle with reading, spelling, and writing as adults. Primary dyslexia is passed in family lines through their genes (hereditary). Secondary or developmental dyslexia and is felt to be caused by hormonal development during the early stages of fetal development. Developmental dyslexia diminishes as the child matures (Galaburda & Cestnick, 2003).

Dyslexia may affect several different functions. Visual dyslexia is characterised by number and letter reversals and the inability to write symbols in the correct sequence. Auditory dyslexia involves difficulty with sounds of letters or groups of letters. The sounds are perceived as jumbled or not heard correctly. Dysgraphia refers to the child's difficulty holding and controlling a pencil so that the correct markings can be made on the paper (Facoetti et al., 2003).

Many subtle signs can be observed in children with dyslexia. Due to the frustration arising from the difficulty in reading, children may become withdrawn and may show signs of depression and low self-esteem. Peer and sibling interactions can become strained. The child may become unmotivated and develop a dislike for school. The child's success in school may be jeopardised if the problem remains untreated.

Alzheimer's Disease

Alzheimer's disease is a brain disorder which leads to a decrement in language processing ability. This disease primarily afflicts elderly persons and causes progressive, diffused, and irreversible damage to the cortical regions of the brain, impacting markedly on memory functions. Comparison between the language decrements due to the dementing effects of Alzheimer's disease and those noted for the aphasics is useful because the average age of onset of Alzheimer's Disease overlaps that of aphasias (around 50 to 60 years of age).

The language of an Alzheimer's patient is marked by a striking simplification process wherein words that once precisely described some event are now lost and are replaced by more general terms because of a fundamental loss of categorical organisation in semantic memory (Chan et al., 1993; Martin & Fedio, 1983). It appears, however, that in patients suffering from Alzheimer's disease, phonological and syntactic knowledge and use is minimally affected. Finally, a deficit in pragmatic knowledge, concerning the correct recognition of the intention of a speech act (e.g., that an utterance is meant to be taken as a request), turntaking in a conversation, and so on also occurs. Interestingly, this pattern of deficits and nondeficits

again argues for the distinctiveness of the various levels of language information similar to what was seen for Broca's and Wernicke's aphasias (Bayles & Kaszniak, 1987).

Specific Language Impairment

Specific language impairment (SLI) is a developmental language disorder in the absence of frank neurological, sensorimotor, nonverbal cognitive or social emotional deficits (see Watkins, 1994). SLI is used to refer to problems in the acquisition and use of language, typically in the context of normal development. Children with SLI lag behind their peers in language production and language comprehension, which contributes to learning and reading disabilities in school.

One of the hallmarks of SLI is a delay or deficit in the use of function morphemes (e.g., the, a, is) and other grammatical morphology (e.g., plural -s, past tense -ed). Individuals with SLI exhibit problems in combining and selecting speech sounds of language into meaningful units (phonological awareness).

These problems are different to speech impairments that arise from difficulties in coordination of oral-motor musculature (Cohen, 2002). Symptoms include the use of short sentences, and problems producing and understanding syntactically complex sentences. SLI is also associated with an impoverished vocabulary, word-finding problems, and difficulty learning new words, whereas the basic tasks for development of phonology and syntax are completed in childhood, vocabulary continues to grow in adulthood (Bishop, 1997).

Some researchers claim that SLI children's difficulty with grammatical morphology is due to delays or difficulty in acquiring a specific underlying linguistic mechanism. For example, difficulty in acquiring the rule that verbs must be marked for tense and number ("he walks", not "he walk") (Rice & Wexler, 1994).

These children have a deficit in processing brief and/or rapidly changing auditory information, and/or in remembering the temporal order of auditory information (Tallal, et al., 1985). Children with SLI have poor short-term memory for speech sounds (example, Gathercole, 1998). In a number of recent studies short-term memory for speech

sounds has been shown to correlate highly with vocabulary acquisition and speech production. This has led to the hypothesis that a primary function of this memory is to facilitate language learning.

Moreover, among SLI children, about 50% will go on to experience reading difficulties and develop dyslexia (Bishop & Snowling, 2004).

Developmental Phonological Disorders

“Developmental Phonological Disorders, also known as phonological disability or phonological disorders, are a group of language disorders that affect children’s ability to develop easily understood speech by the time they are four years old, and, in some cases, their ability to learn to read and spell. Therefore, Phonological disorders involve a difficulty in learning and organising all the sounds needed for clear speech, reading and spelling” (Bowen, 1998).

Individuals with this Communication Disorder of childhood demonstrate impairment in their ability to produce sounds as expected for their developmental level. Some children with developmental phonological disorders have other speech and language difficulties such as immature grammar and syntax, stuttering or word-retrieval difficulties.

The cause of phonological disorder in children is largely unknown. It has been suggested that this disorder has a genetic component due to the large proportion of children who have relatives with some type of similar disorder. However there is no available data to support these observations. Developmental phonological disorders may occur in conjunction with other communication disorders such as stuttering, specific language impairment (SLI), or developmental apraxia of speech. No matter what combination of difficulties a child with a developmental phonological disorder has, appropriate speech-language pathology treatment is usually successful in eliminating or at the very least, reducing the problem (Bowen, 1998).

Dyspraxia

Developmental dyspraxia is a disorder characterised by impairment in the ability to plan and carry out sensory and motor tasks (Dewey, 1995). Generally, individuals with the disorder appear “out of sync” with their environment.

Symptoms vary and may include poor balance and coordination, clumsiness, vision problems, perception difficulties, emotional and behavioural problems, difficulty with reading, writing, and speaking, poor social skills, poor posture, and poor short-term memory. Although individuals with the disorder may be of average or above average intelligence, they may behave immaturely (Henderson & Henderson, 2003).

Developmental dyspraxia is a lifelong disorder. Many individuals are able to compensate for their disabilities through occupational and speech therapy. Treatment is symptomatic and supportive and may include occupational and speech therapy, and “cueing” or other forms of communication such as using pictures and hand gestures. Many children with the disorder require special education (Alloway & Temple, 2007).

SPEECH DISORDERS

Speech disorders are characterised by a difficulty in producing normal speech patterns. Children go through many stages of speech production while they are learning to communicate. What is normal in the speech of a child of one age may be a sign of a problem in an older child. Speech is the vocal utterance of language and it is considered disordered in three underlying ways: voice, articulation, and fluency (Roseberry-McKibbin, 1995).

These disorders include voice disorders (abnormalities in pitch, volume, vocal quality, resonance, or duration of sounds), speed sound disorders/articulation disorders (problems producing speech sounds), and fluency disorders (impairment in the normal rate or rhythm of speech, such as stuttering).

Voice Disorders

Voice involves the coordinated effects of the lungs, larynx, vocal chords, and nasal passage to produce recognisable sounds. Voice can thus be considered disordered if it is incorrectly phonated or if it is incorrectly resonated. In the incorrect phonation an individual could have a breathy, strained, husky, or hoarse voice. With the incorrect resonance an individual could have hyper-nasality or hyponasality. The voice disorders could also be due to improper voicing habits.

Paralanguage issues, such as use of pitch, volume, and intonation, are diverse for they are culturally determined. Every sound of voice has a possible range of meanings that could be conveyed simply through the voice rather than the words we use. The features that should be considered in determining a voice disorder are:

Volume: how loudly or softly we speak

Pitch: how pleasant or unpleasant Quality: the highness or lowness of one's voice

Rate: the speed at which one speaks

Voice disorders are interpreted variously in different cultures. For instance, in many African cultures masculinity and femininity are determined by paralinguistic features. A man, who speaks in a low volume, a high pitch, or a smooth and slow voice, would be frowned upon and called upon to speak like a man.

Speech Sound Disorders

These involve difficulty in producing specific speech sounds (most often certain consonants, such as /s/ or /r/), and are subdivided into articulation disorders (also called phonetic disorders) and phonemic disorders. Articulation disorders are characterised by difficulty learning to physically produce sounds.

Phonemic disorders are characterised by difficulty in learning the sound distinctions of a language, so that one sound may be used in place of many. However, it is not uncommon for a single person to have a mixed speech sound disorder with both phonemic and phonetic components.

Articulation disorders: Articulation involves the use of the tongue, lips, teeth and mouth to produce recognisable speech sounds. Articulation is disordered if sounds are added, omitted, substituted or distorted. Articulation disorders may be caused by factors such as structural abnormalities, for example, a cleft lip and/or palate, a tongue-tie, missing teeth, a heavy tongue, or a deformed mouth; faulty or incomplete learning of the sound system; or damage of the nervous system.

Apart from affecting articulation, such conditions also affect the self-concept of the persons (Leonard et al., 1991). For instance, Pinky Sonkar, an eightyear-old girl from Mirzapur in Uttar Pradesh, (On her life the documentary *Smile Pinky* was made by American filmmaker Magan Mylan, which won Oscars for Best Documentary), had stopped smiling, even stopped going to school because she was ashamed of her cleft lip, a deformity 35,000 children are born with in India every year. Then in 2008, The Smile Train arrived in Pinky's village and a seemingly routine plastic surgery was offered free by doctors' abroad and her world was changed forever.

Phonemic disorders: are speech disorders in which individuals have trouble physically producing certain sounds. In the general population phonemic disorders are sometimes called speech impediments. Usually individuals with phonemic disorders have trouble distinguishing the sounds made by certain letters so that some letters, for example all "t"s or all "c"s, are always pronounced with an incorrect sound as a substitution. Phonemic disorders usually improve with speech therapy, though how much improvement may be made will depend upon each individual case.

Fluency Disorders

Fluency involves appropriate pauses and hesitations to keep speech sounds recognisable. Fluency is disordered if sounds are very rapid with extra sounds (cluttered), if sounds are repeated or blocked especially at the beginnings of words (stuttered), or if words are repeated.

Fluency disorders are more prevalent in children and they are due to a combination of familial, psychological, neurological, and motoric factors.

The social nature of communication is affected when one has disfluent speech. Human beings are social and they spend much of their time together. They first learn how to communicate in a social set up — for instance, with parents, siblings, relations, or friends. Socialisation is adversely affected if one has a fluency speech disorder. A person with disfluency is often mishandled at home, in school, or in public place. Often the individual becomes withdrawn.

Apraxia of Speech

Apraxia of speech, also known as verbal apraxia or dyspraxia, is a speech disorder in which a person has trouble saying what he or she wants to say correctly and consistently. The severity of apraxia of speech can range from mild to severe.

There are two main types of speech apraxia: acquired apraxia of speech and developmental apraxia of speech. Acquired apraxia of speech can affect a person at any age, although it most typically occurs in adults. It is caused by damage to the parts of the brain that are involved in speaking, and involves the loss or impairment of existing speech abilities. The disorder may result from a stroke, head injury, tumor, or other illness affecting the brain. Acquired apraxia of speech may occur together with muscle weakness affecting speech production (dysarthria) or language difficulties caused by damage to the nervous system (aphasia) (Epstein, Perkin, Cookson, & de Bono, 2003).

Developmental apraxia of speech (DAS) occurs in children and is present from birth. It appears to affect more boys than girls. This speech disorder goes by several other names, including developmental verbal apraxia, developmental verbal dyspraxia, articulatory apraxia, and childhood apraxia of speech. DAS is different from what is known as a developmental delay of speech, in which a child follows the “typical” path of speech development but does so more slowly than normal. The causes of DAS are not yet known. Some scientists believe that DAS is a disorder related to a child’s overall language development.

Others believe it is a neurological disorder that affects the brain’s ability to send the proper signals to move the muscles involved in speech. However, brain imaging and other studies have not found evi-

dence of specific brain lesions or differences in brain structure in children with DAS. Children with DAS often have family members who have a history of communication disorders or learning disabilities. This observation and recent research findings suggest that genetic factors may play a role in the disorder (Kasper et al., 2005).

People with either form of apraxia of speech may have difficulty putting sounds and syllables together in the correct order to form words. They also tend to make inconsistent mistakes when speaking. For example, they may say a difficult word correctly but then have trouble repeating it, or they may be able to say a particular sound one day and have trouble with the same sound the next day. They often appear to be groping for the right sound or word, and may try saying a word several times before they say it correctly. Another common characteristic of apraxia of speech is the incorrect use of “prosody” — that is, the varying rhythms, stresses, and inflections of speech that are used to help express meaning. The severity of both acquired and developmental apraxia of speech varies from person to person. It can range from so mild having trouble with very few speech sounds to the severe cases of being not able to communicate effectively.

Dysprosody

Dysprosody is the rarest neurological speech disorder. It is characterised by alterations in intensity, in the timing of utterance segments, and in rhythm, cadence, and intonation of words. The changes to the duration, the fundamental frequency, and the intensity of tonic and atonic syllables of the sentences spoken, deprive an individual’s particular speech of its characteristics. The cause of dysprosody is usually associated with neurological pathologies such as brain vascular accidents, cranioencephalic traumatism, and brain tumors (Pinto, Corso, Guilherme, Pinho, & Nobrega, 2004).

Dysarthria

Dysarthria is a motor speech disorder. It is a weakness or paralysis of speech muscles caused by damage to the nerves and/or brain. The type and severity of dysarthria depend on which area of

the nervous system is affected. Dysarthria is often caused by strokes, Parkinson's disease, Amyotrophic lateral sclerosis (ALS), head or neck injuries, surgical accident, or cerebral palsy.

A person with dysarthria may experience any of the following symptoms, depending on the extent and location of damage to the nervous system: "slurred" speech, speaking softly or barely able to whisper, slow rate of speech, rapid rate of speech with a "mumbling" quality, limited tongue, lip, and jaw movement, abnormal intonation (rhythm) when speaking, changes in vocal quality ("nasal" speech or sounding "stuffy"), hoarseness, breathiness, drooling or poor control of saliva, chewing and swallowing difficulty etc.

A speech-language pathologist (SLP) can evaluate a person with speech difficulties and determine the nature and severity of the problem. The SLP will look at movement of the lips, tongue, and face, as well as breath support for speech, voice quality, and more.

Children with isolated speech disorders are often helped by articulation therapy, in which they practice repeating specific sounds, words, phrases, and sentences. For stuttering and other fluency disorders, a popular treatment method is fluency training, which develops coordination between speech and breathing, slows down the rate of speech, and develops the ability to prolong syllables. Delayed auditory feedback (DAF), in which stutterers hear an echo of their own speech sounds, has also been effective in treating stuttering.

When a speech problem is caused by serious or multiple disabilities, a neurodevelopmental approach, which inhibits certain reflexes to promote normal movement, is often preferred. Other techniques used in speech therapy include the motor-kinesthetic approach and biofeedback, which helps children know whether the sounds they are producing are faulty or correct. For children with severe communication disorders, speech pathologists can assist with alternate means of communication, such as manual signing and computer-synthesised speech.

Реферирование

Реферирование (от лат. *refero* - «сообщаю») представляет собой краткое изложение в письменном виде или в устной форме содержания научного труда (трудов), публицистической литературы или текста по теме с раскрытием его основного содержания по всем затронутым вопросам, сопровождаемое оценкой и выводами референта. Он должен дать объективное представление о характере освещаемой статьи, изложить наиболее существенные моменты ее содержания.

Реферирование рассматривается как один из видов речевой деятельности, которая носит репродуктивный характер. Это интеллектуальный творческий процесс, включающий смысловую компрессию письменных текстов, краткое и обобщенное изложение содержания материала в соответствии с поставленным заданием. Передача содержания без обобщений не является реферированием, а представляет собой обычный пересказ. Лаконичное обобщение информации, не допускающее искажений и субъективных оценок, требует формирования определенных умений и навыков.

В процессе реферирования текста задействованы два метода мышления: анализ и синтез. Анализ позволяет выделить наиболее ценную информацию, отделить второстепенные сведения и данные, т. е. совершить определенные аналитические операции, без которых невозможно извлечь основное содержание оригинала. Одновременно с процессом анализа текста происходит процесс его синтеза, т.е. соединение в логическое целое той основной информации, которая получена в результате аналитических операций. Таким образом, очевидно, что недостаточно усвоить информацию оригинала в целом или по частям (анализ), необходимо научиться выделять главное содержание, кратко его сформулировать и представить в логической последовательности (синтез).

Обобщение является по существу одним из важнейших процессов логического мышления. Приемы обобщения могут быть сведены к двум основным типам: 1) *резюмирующее обобщение* – сведение нескольких однородных положений к их

сущности, объединение нескольких положений одной, охватывающей их формулировкой; 2) *выборочное обобщение* – выделение одного наиболее типичного и показательного факта в качестве обобщенной характеристики положений материала. Резюмирующее обобщение раскрывает в ряде фактов и явлений типическое, характерное для их сущности.

В резюмирующем обобщении применяются следующие приемы:

- замена частного общим, видового понятия – родовым,
- вскрытие общих признаков у ряда явлений для их объединения,
- сведение ряда явлений к их сущности,
- логическое развитие понятий: замена процесса причиной или следствием, замена причины или следствия процессом, замена одного признака другим.

Выборочное обобщение возможно лишь при наличии в реферируемом материале типических фактов и положений, характеризующих существо рассматриваемого вопроса. Умение выделять главное, синтезировать это главное и выражать одну и ту же мысль разными словами, лежит в основе компрессии материала при реферировании.

Процесс реферирования предполагает следующую последовательность действий:

1. прогнозирование содержания текста по заголовку текста;
2. ознакомительное чтение первоисточника с целью понимания общего смысла;
3. вторичное внимательное прочтение текста с целью достижения полного понимания содержания. На данном этапе определяются значения незнакомых слов по контексту или словарю. При необходимости требуется обращение к справочным изданиям, энциклопедической и специальной литературе, в том числе на родном языке;
4. определение основной темы первоисточника;

5. проведение смыслового анализа текста с целью выделения абзацев, содержащих информацию, которая подтверждает, раскрывает или уточняет заглавие текста, а, следовательно, основную тему;

6. определяется ключевая мысль каждого абзаца, содержащего информацию по теме. Предложения, вызвавшие трудность в понимании, необходимо перевести;

7. распределение материала статьи на три группы по степени его важности:

- выделение наиболее важных сообщений, требующих точного и полного отражения при реферировании текста, но в измененном виде (другими словами);
- выделение второстепенной информации, которую следует передать в сокращенном виде;
- выделение малозначительной информации, которую можно опустить.

8. составление логического плана текста с использованием назывных предложений, формулирующих главную мысль каждого раздела и важнейшие доказательства, подкрепляющие эту мысль. В этом состоит сущность реферирования.

При реферировании англоязычных текстов необходимо учитывать некоторые особенности использования лексико-грамматических средств, а именно:

- преобладание сложных синтаксических конструкций, включающих причастия, инфинитивные и герундиальные обороты, формы страдательного залога;
- употребление неопределенно-личных предложений, позволяющих сосредоточить внимание читателя только на существенном, например, «анализируют, применяют, рассматривают и т.д.»;
- преимущественное использование глагольных форм при описании предметной ситуации;
- номинативность;
- использование адекватного лексического материала, соответствующего теме.

Основные требования к реферативному изложению

- ✓ объективность (отбор и изложение только той информации, которая содержится в первичном тексте, но в видоизмененном варианте);
- ✓ полнота (отражение всех существенных идей и положений);
- ✓ адекватный стиль (унифицированная система употребления ключевой терминологии, терминологических словосочетаний, информационно насыщенных фрагментов и языковых средств, взятых из первоисточника, использование соответствующей теме лексики);
- ✓ реферирование исключает использование смысловых повторов, общих фраз, прямой речи и диалогов.

General Plan of Rendering:

1. The Problem of the article (в широком рассмотрении)
 2. The Subject matter of the article (в узком рассмотрении)
 3. The author's communicative aim
 4. The plot of the article (neither too detailed nor too short)
 5. Personal attitude to the problem (no more than 5 sentences)
- Special attention should be paid to the vocabulary you use.

When rendering an article try to sound authentic. The following phrases may be of help to you to cope with article presentation/rendering:

- The title of the article is
- The heading of the article
- The article under analysis / rendering / consideration / discussion / review is
- The article is entitled
- The author of the article is
- The article is published in
- The article is taken from
- The article is written by
- The subject / topic / problem / current issue of the article is
- The problem was caused by / resulted from / was a result of

- The objective / main aim of the author is
- The article deals with / tackles / raises / bears on the problem of
 - The article is devoted to
 - The article presents the latest research into/on / a completed analysis of... / a fresh view about/on... / a survey of
 - The article outlines the results of an experiment / a research / a survey conducted / carried out to determine / discover
 - The article is a new conceptual framework for understanding
 - The article provides sample food for thought for the readers
 - The subject matter of the article is a sentimental, tragic, banal, romantic, dramatic, etc. story / the relationship / the introduction of
 - Here is a current events report
 - Here is a front-page review of the Morning Star dated October 10
 - The front-page biggest story is about
 - The newspaper leads its editorial with commenting on
 - The article touches upon
 - The article emphasizes...
 - The weekly gives full coverage to
 - Particular attention is paid to
 - The article highlights
 - Today's paper is devoted to
 - The leading article points out
 - The news about....does the biggest headline
 - The event gets wide coverage
 - The news about... is given much comment on
 - The news about... continuous to occupy the central place
 - The event is given in splash headline
 - The description of... is given prominence
 - The paper discusses the situation
 - The article reports at length that...
 - The article take a critical review of
 - The article denounces the actions of
 - The article is opposed to
 - The article concludes by saying that

- The article draws a conclusion that
- The paper covers a variety of
- The reporter makes it clear that
- The correspondent expresses the view that
- The author stresses the importance/necessity of
- The author comes out against/for
- The author gives a warning that
- The author calls upon
- In conclusion, the author suggests that
- Speaking of...it's necessary to emphasize that
- Giving an appraisal /assessment of the situation in... it's necessary to point out that
- There is a mounting concern/tension/danger/excitement over
- There is every reason to believe that
- There is much speculation as whether or not
- It is common knowledge
- It is an open secret that
- It was revealed/disclosed that
- The attention of the Press was focused on
- The article goes on to say that
- The event is widely reported in today's newspapers

Main Body **The Author's Technique**

- The author looks at / takes a quick look at / explores / examines the problem of
- The author informs the readers that / describes / characterizes / shows / illustrates / defines / portrays /discusses / demonstrates / introduces / analyses / suggests / recommends
- The author foresees / predicts / claims / contends / admits / asserts / criticizes / acknowledges
- The author brings to light / highlights / stresses / lays stress on / draws the readers' attention to / points out / puts emphasis on / emphasizes / focuses on / comments on
- The communicative aim of the author is to inform / describe / examine / assess / evaluate

- The author reveals the drawbacks (demerits) of / preaches a humane (altruistic, considerate, merciful, etc.) attitude to / mocks at / ridicules / makes a laughing stock of / idealizes / glorifies / declares / proclaims

- The author wants to make us: think, meditate on, ponder over, feel ashamed for smb/smith arouses in us a feeling of (guilt, regret, remorse, sympathy, etc.)

- The author is sure (unlikely, likely) to make us reconsider our attitude to, look inside ourselves, reveal the inner motives of, take sides with, take up a firm attitude, not to jump at conclusions, etc.

Developing Arguments

- *Sequencing*

Firstly / First of all / Secondly / Thirdly / Then / Next / After that / Finally / Eventually

- *Addition*

Furthermore / moreover / in addition to / to add to that / besides / what's more / apart from this

- *Contrast*

Nevertheless / however / despite this / in spite of / actually / in fact / on the one hand ...on the other hand / although / even though / whereas / at the same time

- *Highlight*

It's essential / vital / extremely important to understand Ultimately / basically / most importantly In particular / especially / chiefly / mainly If we look at the problem closely What it exactly means is

- *Cause and Effect*

Because of / owing to / due to / for this reason Therefore / as a result / hence / accordingly / consequently / as a consequence / thus

Summarizing

- So to sum up / in brief / to cut it short

- If I can briefly summarize

- Before I finish let me just go over the main points of
- The news which arouses a lot of comments is...
- The newspaper carries the article on...
- All today's papers carry much information on...
- The key-note of the article is...
- The article tackles the problem of ...
- The main talking point is...
- It's hard to predict the course of events in future, but...
- There is some evidence of the improvement/ deterioration/aggravation of the situation in
- In this connection it's worth while mentioning the fact...
- There is no mention about...
- No details are given concerning
- It would be wrong to assume that...
- It would be unfair to suggest that...
- It remains to be seen if...

Concluding

- In conclusion / Taking everything into account / On the whole / as it was previously stated
- I'd like to finish by saying that
- To conclude I'd like to say that
- To reach one's own conclusion
- In conclusion the author admits / contrasts / demonstrates how (if there are some author's thoughts)

Expressing Opinion

- I'm convinced / I do think / I feel / I tend to think / I would suggest that
- My view is that / As I see it / It seems to me / In my opinion/view / It strikes me that / I'm inclined to believe • I totally / completely / absolutely agree with
- I fully understand that / I'm in favor of / I support / I share the author's opinion / I see eye to eye with the author on this problem
- The author is correct to point out
- To a certain extent / up to a point I agree with ...but

- I disagree with / I couldn't agree to this / I don't support the idea of / I oppose to the author's idea / I'm afraid that I can't accept
- I share the author's opinion (doubts, hesitation, meditation, etc.).
- I strongly disagree with the author's opinion (view).
- I also feel very strong about smth (charity, mercy, compassion, humaneness, etc.).
- That remains to be
- It would be right/wrong to assume that
- It's fair/unfair to suggest that
- I'd like to offer some information concerning the latest developments in.../news (about /in)
- I'd like to give you the latest news relating...
- That brings me to the end of my report
- That seems to be all I wanted to tell you

Common connective words

Addition	Sequence	Result	Contrast
in addition and similarly likewise =as well as besides furthermore moreover and then too what's more not only...but even besides this/that also	first(ly) initially second(ly) etc. to begin with then next earlier/later after this/that following this/that afterwards	as a result thus so therefore consequently it follows that thereby eventually then in that case admittedly this/ which leads to this / which re- sults in	however on the other hand despite in spite of though although but while whereas on the contrary otherwise yet instead of rather than ... nonetheless nevertheless even though

			compared with in contrast alternatively still
Certainly	Condition	Definition	Summary
obviously certainly needless to say, it goes without saying that... of course certainly plainly undoubtedly	if unless whether provided that as long as for so that whether depending on even if	refers to means that is consists of	in conclusion in summary lastly finally to sum up to conclude in short
Example	Reason	Time	Purpose
for instance one example for example just as in particular such as namely to illustrate	since as so because (of) due to owing to thanks to the reason why/ for in other words this / which results from	before after since as till / until meanwhile at the moment when whenever as soon as just as	so as in order to so that

Эфирное равенство

Партии, прошедшие в Госдуму и образовавшие в нижней палате свои фракции, должны получить равный доступ к государственным СМИ — вне зависимости от того, сколько депутатов состоит в той или иной фракции. Такое положение появится

в российском законодательстве в том случае, если парламент утвердит законопроект, внесенный в минувшую пятницу президентом Дмитрием Медведевым.

Как поясняет пресс-служба главы государства, проект закона «О гарантиях равенства парламентских партий при освещении их деятельности государственными общедоступными телеканалами и радиоканалами» призван воплотить в жизнь одно из поручений, содержащихся в первом послании президента Медведева Федеральному Собранию. «Время новостей» напоминает, что, выступая 5 ноября на совместном заседании Думы и Совета Федерации, президент заявил: «Парламентские партии должны иметь четко сформулированные гарантии освещения их работы в государственных СМИ». В проекте речь идет не обо всех СМИ, а только о теле- и радиоканалах, созданных в «форме федерального государственного унитарного предприятия». Подобной форме сейчас соответствует лишь Всероссийская государственная телевизионная и радиовещательная компания (ВГТРК). Иными словами, думские фракции получают свои доли в эфире телеканала "Россия" и радиостанции "Маяк", поясняет "Коммерсантъ". При этом партиям указано, чтобы они не рассчитывали на выход в специализированных государственных общедоступных теле- и радиоканалах (детских, культурных, музыкальных, спортивных и т. д.). Кроме того, новый закон не отменяет установленных избирательным законодательством правил доступа партий в СМИ в период выборных кампаний, которые установлены профильным законодательством. То есть, когда придет черед следующих думских выборов, ни одна партия, имеющая сейчас фракцию в Думе, не получит эфирных преимуществ перед партиями, в Думе не представленными.

В период между выборами эфирное равенство может быть нарушено законом "О порядке освещения деятельности органов государственной власти в государственных средствах массовой информации". Так, "Справедливая Россия" как парламентская партия, с одной стороны, будет иметь все гарантии, предоставить которые ей решил Дмитрий Медведев: постоянно размещать в эфире информацию о своей деятельности и деятельности руководящих органов, о достижениях и проблемах как отдель-

ных депутатов в Госдуме, так и всей фракции. А с другой стороны, в эфире регулярно появляется лидер партии Сергей Миронов, но как председатель Совета федерации.

Еще больше законных преимуществ в эфире у "Единой России". Председатель ее высшего совета Борис Грызлов, возглавляющий попутно думскую фракцию единороссов, появляется на экранах исключительно в качестве спикера Госдумы. А председатель партии Владимир Путин появляется на телеэкране как премьер-министр. КПРФ в связи с этим даже пыталась оспорить правомерность общения господина Путина с телезрителями канала "Россия" 4 декабря прошлого года. Ответы в эфире на вопросы граждан, которые теперь подавались в виде телепередачи "Разговор с Владимиром Путиным", фактически воспроизводили "прямые линии" той поры, когда нынешний премьер был президентом. 18 февраля юридическая служба КПРФ сообщила, что ею получен официальный отказ ВГТРК, который мотивирован тем, что компания затрудняется определить, в каком качестве господин Путин провел свой "разговор".

A sample of rendering (see the article “Эфирное равенство”)

Equality of broadcasting time

The article under consideration highlights the role of Mass Media in politics.

The subject matter of the article is the introduction of a new bill about equality of broadcasting time, which is given to all parties, which have factions in the State Duma.

The communicative aim of the author is to show how inequality in distributing broadcasting time can influence parties' ratings and consequently their electoral success. So, that's how the article reveals how broadcasting time is connected with political success.

The president (Dmitry Medvedev) introduced a bill according to which all parties which have factions are supposed to have equal access to broadcasting time regardless of the number of deputies in their factions in the State Duma. These parties have access only to

the state owned Mass Media. The state owned Media outlets include for example radio station “Mayak” and TV-channel “Russia”.

The author specifies that the political parties having factions in the State Duma do not have access to channels focused on culture, music, sport and so on.

According to this new bill, the parties have an equal share of broadcasting time during run-up to elections. So, none of the parties which has already had faction has preference according to the proposed bill.

However, the author admits that in the period between elections two parties “Справедливая Россия” and “Единая Россия” have a great opportunity to voice their positions because the heads of these parties are the chairman of the Federation Council, the speaker of the State Duma and the prime minister. So, these parties have more advantages and opportunities to be advertised in Mass Media. Consequently, we cannot speak about equality in distributing broadcasting time.

Therefore, personally I think that in Russia it is impossible to achieve equality between parties or politicians. Moreover, it's impossible to eliminate dirty tricks from politics and make elections fair. It's a sad fact but we have to put up with it because we can't change anything, as unfortunately grassroots in Russia don't have an opportunity to influence decisions making by the Government. May be in the future something will change for better and parties will have equal rights and opportunities.

Реферирование англоязычных источников

1. Authors: Jose H. Vargas and Markus Kemmelmeier

Title: Ethnicity and Contemporary American Culture: A Meta-Analytic Investigation of Horizontal–Vertical Individualism–Collectivism

The article under consideration “Ethnicity and Contemporary American Culture: A Meta-Analytic Investigation of Horizontal–Vertical Individualism–Collectivism” by Jose H. Vargas and Markus

Kemmelmeier is devoted to the problem of determining the extent of racial individualism and collectivism regarding racial assimilation in cultural diversity. The research gives valuable information for social psychology to develop new adaptation mechanisms in terms of the issues of identity, cultural diversification, and postindustrial globalization.

The authors start by telling the reader about the cultural diversity that has greatly extended over the past several decades. It is reported that people with various values have joined into a single multigroup community and the population ethnicity has shifted so that the European Americans no longer account for its major part. Therefore, the authors suggest a meta-analysis as a way to determine ethnic main characteristics that show how immigrants are used to achieve their goals and what values influence their choices.

The authors challenge the idea that European Americans are more vertically individual than Asian Americans, African Americans or Latino Americans while other racial groups also have their individual orientation. However, based on the research results, the authors conclude that there is no proved evidence in major cultural discontinuities but, on the contrary, the obtained figures indicated only slight differences in racial cultural values. Considering the results, the authors refer to the Internet and social networks that promote communication and cultural exchange mitigating assimilation process both for immigrants and native population.

2. Authors: Rob Kroes

Title: Deficits Don't Matter: Abundance, Indebtedness and American Culture

The article under consideration "Deficits Don't Matter: Abundance, Indebtedness and American Culture" by Rob Kroes is devoted to the problem of modern American identity, character and mind. The overview is significant in terms of the effect produced by changes in personal characters of the Americans on economic, political and social affairs.

The author starts by telling the reader that the first change that took place in the Americans is individuation, which is reasoned by

the sharp growth of mass production and the relevant economic independence. Further, Kroes makes a few critical remarks on the changed American's attitude towards production, consumption and buying goods pointing that the changes have enhanced people's expectations and have resulted in the increased resource utilization in each sphere of human. The author considers abundance as the crucial factor, which characterizes a modern period. It is reported that seeking for individuality and nourishing the American Dream has resulted in the obvious national narcissism.

In conclusion, the author generalizes that the changes seem to mark a decay of the Empire; however, to get out of the iron cage of globalization, the Americans should consider the global society concerns.

3. Authors: Chelsea J. Wilhite, Ramona Houmanfar

Title: Mass news media and American culture: an interdisciplinary approach

The article under consideration "Mass news media and American culture: an interdisciplinary approach" by Chelsea J. Wilhite and Ramona Houmanfar is devoted to the problem of influential power of news presented via media channels that can lead to both positive and negative effects. The article gives a full coverage of relationship between media news and news consumers that can affect each sphere of a human life at a national level.

The article begins with the idea that consuming news media has been greatly developed over the past several decades having resulted in developed advocacy journalism. The authors stress the research results showing that people tend to trust the data presented by news reporters, even if the information is false. The article further recalls the theory of behaviorism that explains what motivation methods and techniques should news portal personnel use in order to ascertain the audience in the presented information. Proper presentation, evidence, such as interviews, videos and photos, observance of ethical rules are mentioned to be of a great importance while building relationships with the audience.

The authors conclude that news media have led to cultural changes in the American's minds and through behavior patterns of news personnel continue to influence the national decision-making.

4. Authors: Carl H. Sederholm

Title: Fear and Anxiety in American Culture

The article under consideration "Fear and Anxiety in American Culture" by Carl H. Sederholm is devoted to the problem of various fears and anxieties experience by the Americans and expressed through various events and cultural products such as movie industry, literature and art. The overview contributes to characterization of American national psyche through the lens of fears.

The author presents a series of evidence showing how strong American fears affect their consciousness. First, American movies with shooting, crime and terrorism as the evidence for national fears are considered. The author then proceeds to the fears of unemployment, political and economic instability. Such events as the Cold War, 9/11 terrorist attack, Trump's elections and economic and political environment in America are referred to when considering the fears of the Americans.

In conclusion, Sederholm states that the fears currently experienced by the American will transform to other fears in future reflecting ongoing situations and the response of a national minds to them.

5. Authors: Kate A. Berry

Title: Beyond the American culture wars. A call for environmental leadership and strengthening networks

The article under consideration "Beyond the American culture wars. A call for environmental leadership and strengthening networks" by Kate A. Berry is devoted to the problem of culture wars in America and their negative influence on social integration and prosperity in general. The article significantly contributes to development of the ways to avoid culture wars stabilizing conflict situations and maintaining the harmony in society.

The author starts the article by pointing the fact that no community can exist without having any conflicts. As a vivid example of a culture war in the USA, the war between environment institutions and the governmental budget is carried out. It is reported that the US government reduced the financing for environment protection in favour of the increased financing for population, while environment institutions claim that people cannot happily live in the world of poor environmental conditions.

The emphasis is laid upon the ways to overcome the conflicts to prevent their transformation into culture wars, which are disastrous for any society. To achieve it, it is suggested to conduct a dialogue between two poles and create the networks that help to get social balance and justice.

Berry concludes that not all of the methods will prevent a culture war without personal investment in dealing with a conflict.

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