



БАЛТИЙСКИЙ
ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ
ИМЕНИ ИММАНУИЛА КАНТА

Л. Б. Бойко, А. А. Ильчук, Е. В. Харитоновна

**ПРАКТИЧЕСКИЙ КУРС
ПЕРВОГО ИНОСТРАННОГО ЯЗЫКА**

4 курс

Учебное электронное издание

Калининград
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Пособие представляет собой первую часть учебного комплекса по практическому курсу английского языка для студентов старших курсов языковых вузов (уровень языковой подготовки С1/С1+). Включает в себя аутентичные тексты и аудиовизуальные материалы, ограниченные по объему и отвечающие уровню языковой и предметной подготовки студентов. Система упражнений разработана с учетом требований, предъявляемых к кандидатам, сдающим международные экзамены по иностранному языку.

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ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

Настоящее учебное пособие предназначено для студентов старших курсов очной формы обучения с уровнем владения языком на уровне C1 и выше в соответствии с общеевропейской шкалой языковой компетенции (CEFR) направления подготовки 45.03.02 «Лингвистика» с профилем «Перевод и переводоведение» языковых вузов, а также других гуманитарных специальностей.

Целями данного учебного пособия являются дальнейшее развитие навыков иноязычной коммуникации, углубление научных и культурологических знаний, а также знаний о материальной и духовной культурах изучаемого языка.

Пособие содержит два модуля (Modules), которые знакомят студентов с отдельными аспектами культуры и истории, а также науки и критического мышления. Каждый модуль состоит из разделов (Sections), в которые включены объединенные общей тематикой тексты и/или видеоматериалы. Представленные материалы снабжены предтекстовыми и послетекстовыми заданиями, а также заданиями на расширение и углубление словарного запаса, включая устойчивые выражения и идиомы, и повторение грамматического материала, пройденного ранее. В заданиях на отработку лексики используются примеры из Британского национального корпуса (<http://www.natcorp.ox.ac.uk/>) и из Корпуса современного американского английского языка (<https://www.english-corpora.org/coca/>). В пособии встречаются как британский, так и американский варианты написания лексических единиц, что обусловлено спецификой использованных аутентичных материалов.

Система упражнений разработана таким образом, чтобы поддерживать высокий уровень мотивации и вовлеченности студентов в процессы поиска информации, в определение своего отношения к обсуждаемой проблеме и активный обмен мнениями.

В пособие включены типы заданий, соответствующие экзаменационным заданиям Cambridge C1 Advanced Exam и Cambridge C2 Proficiency Exam в частях Reading and Use of English, а также Speaking part, что позволяет проводить планомерную подготовку студентов как к внутреннему экзамену, так и к международному (Cambridge).

В конце пособия приводится список рекомендуемой литературы и интернет-источников (References), а также перечень интернет-ссылок (Figures) на представленный на страницах пособия иллюстративный материал.

HISTORY AND HERITAGE

Section 1 TANGIBLE AND INTANGIBLE HERITAGE

LEAD-IN

1. Work with a partner.

Study the pictures given below. What do they all have in common? What groups can the artefacts in the photographs be sorted into? Justify your categorization.



Fig. 1



Fig. 2



Fig. 3



Fig. 4

USE OF ENGLISH & SPEAKING

2. Read the text below. Transform the words given on the right so that they fit in the gaps.

Easy though it might seem, in fact, it is no mean feat to give a clear (1)_____ definition of cultural heritage as it is a broad term.

comprehend

Only recently have UNESCO expanded the category and included what ordinary people have long believed to be part and parcel of their cultural heritage, something (2)_____, contrary to monuments and artefacts. You can hardly find these objects in museum collections because they are oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe or the knowledge and skills to produce traditional crafts.

tangible

Not only does intangible cultural heritage (3)_____ traditions inherited from ancestors and passed on to (4)_____, but also

**present
descend
temporary**

(5)_____ rural and urban practices celebrated by diverse cultural and ethnic groups in a

(6)_____ village or a city on the opposite side of the world. Thus, while fragile, it is a crucial factor in maintaining cultural diversity in the

neighbour

(7)_____ world. On the one hand, it contributes to social (8)_____ by creating a sense of identity and belonging to a community.

**globe
cohere**

On the other hand, it helps to make people feel part of society at large.

3. Work with a partner.

- a. How would you define tangible and intangible heritage?
- b. What connects you with your country and makes you feel it is yours? What gives you a sense of identity and belonging?

EXAM SPEAKING PRACTICE

You are going to give a two-minute talk on the issues of cultural heritage. Use the clues and cues below or think of your own.

Student A

Why is it important to preserve cultural heritage?

- understanding and tolerance
- economic considerations
- memory and continuity

** repositories of knowledge * raise awareness of * neglect / ignorance / indifference * promote a sense of responsibility * for generations to come * transmit * pilgrimage site * house ceremonies, festivals and rituals * indigenous people * bring about * deterioration * foster understanding * insights into * sacred or ceremonial elements **

Student B

What poses a threat to the world cultural heritage?

- war and terrorism
- anthropological pressure
- forces of nature

*anthropological factors * obliterate * endanger * mosque * sanctuary * tomb * synagogue * eradicate * tall order * mitigate the risks * safeguarding measures * inflict serious damage on/upon * collateral or/and deliberate destruction * cushion effect * wreak havoc to * deterioration * erosion of unique cultural practices * adverse / detrimental effect / knock-on effect * far-reaching / lasting consequences*

Section 2
PAGANISM & CHRISTIANITY

LEAD-IN

1. Work with a partner.

Why are religious beliefs and practices considered cultural heritage? What do you know about religious beliefs of the prehistoric people on the British Isles?

READING

2. Read the text and match the gaps (1—6) with the paragraphs (A-G). One paragraph is extra.

Under the Spell of Druids

Peaceful and elusive priests or savage pagan prophets? Nature worshipers and healers or ferocious rebellions and merciless killers? Little though we know about the enigmatic group of ancient ritualists known as Druids, people can't help making assumptions.

1.	
----	--

Healers, magicians, prophets. Shrouded in secrecy, druids have long allured. The earliest detailed accounts of the Druids date back to the first century B. C., but it is likely that they had established their special role within the ancient communities long before then. In many ancient Greek writers' descriptions, they are cloaked in mysticism, spirituality and a mixture of awe, fear, disgust and respect.

2.	
----	--

While human sacrifices were executed rarely, animal ritual killings were a commonplace. Apart from calling down terrifying spirits of the dark otherworld and propitiation of deities, druids performed such rites for the purpose of divination. Victims were carefully watched as they died. Interpreting their death throes, spurts of blood, or even the way they fell to the ground, the priests threw light on the future. Druids presided over other more peaceful religious ceremonies of offerings of food, weapons, and precious goods to the gods.

3.	
----	--

Typical of any primitive society of idolatrous pagans and polytheism, veracity of a great number of the ancient accounts stirred up controversy because of plagiarism, recycling, counterfeiting and manipulation with ‘facts’ about the Druids for the sake of wanted effect.

4.	
----	--

Thus, the Emperor underlined that they had a high status and used to be somewhat of societal glue. It is likely that they may have bewitched people and cast taboos or spells (curses) on them, ensuring compliance to the society’s rules. They were powerful enough to banish people from society for breaking the sacred laws. Some archeological artefacts related to the cult paraphernalia suggest that druids were spiritual leaders, who — like modern-day shamans — lead and directed their people by using their skills in communing with the gods to heal and advise. It is believed that some druids advised rulers on a whole range of topics.

5.	
----	--

Ironically, their societal significance played havoc with them when the Romans invaded the British Isles. The Empire was perse-

cutting them to eradicate because they were inciting insurrections and spearheading rebels. The next threat to druidism came from the Christianisation of Europe. It put an end to paganism in Britain.

6.	
----	--

A. The Romans portrayed this shadowy class of priests as bogymen bathing in their victim's blood in their sanctuaries. While recorded, there is no definitive evidence to support such exaggerated examples of Druidic practices. Yet, it is thought that accompanied by magical incantations and ritual dances, sacrificial killings were an integral part of druidic pagan practices and the act of highest devoutness.

B. One of few reliable sources of information about Druidic rites is Pliny the Elder's notes where he mentioned the Druids' love of blood and gore.

C. Druids are believed to have been members of the Celtic learned class renowned for their great wisdom and knowledge. They were repositories of the community's accumulated history passed on orally by elders to novices. Not surprisingly, the popular etymology traces the origin of the word 'Druid' back to an Irish-Gaelic word of oak tree which, in European tradition, has been seen as a symbol of wisdom since time immemorial.

D. Sanctuaries for such executions were natural sites such as rivers, springs, lakes, and bogs, hilltops and sacred groves of trees, especially oaks, were considered meeting places between the physical and supernatural worlds.

E. Since the 17th century we have been witnessing resurrection of druidism. Although that period saw the beginning of studies in druids and Celts, many lead to some often fanciful but enduring

claims of various kinds due to the lack of historical accuracy. Thus, it is still a moot point how much common ground there is between ancient druids and their more modern counterparts.

F. It is also possible to see some parallelism between druids and priests today, connecting the people with the gods. Moreover, their roles were wide-ranging and varied by acting as teachers, scientists, judges and philosophers.

G. The only one of these accounts that might be considered relatively reliable was the one presented by Julius Ceasar in *Gallic Wars* where besides depictions of some religious practices and ceremonies, successive scholars found detailed accounts of Druids' role in Celtic communities.

VOCABULARY & TRANSLATION

3. Give the suitable Russian equivalents for the following word combinations.

*the act of highest devoutness * sacred groves * cult paraphernalia * commonplace * incite insurrection * moot point*

4. Reread the article and find words and phrases synonymous with the ones given below.

*summon spirits * prey on sb/sth * appeasement * soothsaying * polytheistic * cause damage * divinity * rebirth * mysterious*

5. Read the extract from the book *Paganism of Ancient Rus* by B. Rybakov [1]. Pay attention to the highlighted words and phrases. Find their English equivalents in the article above. Render the extracts into English using the words and phrases from the article where possible.

1. Этнография дает нам ценнейшие материалы по деревенским знахарям и знахаркам, колдунам и ворожеям, которые

лечат людей, заговаривают скотину, посылают порчу или при-
вороживают, определяют злодеев, предсказывают будущее,
оберегают от эпидемий, знают свойства трав и помнят десятки
архаичных заговоров. Эти материалы о знахарях (которых еще
в XVII в. продолжали называть волхвами) возвращают нас на
тысячу лет назад и позволяют нам почти во всей полноте
представить себе религиозный быт славянской языческой де-
ревни...

2. В составе племенной знати должны были быть люди,
разрабатывавшие систему обрядов, знавшие тексты молений,
мелодии и напевы, формулы обращения к богам. Вековая тра-
диция неизбежно должна была переплетаться с творчеством.
Жрецы были неотъемлемой частью любого первобытного об-
щества и, чем больше усложнялась его социальная структура,
чем ближе оно было к верхней грани доклассовой первобыт-
ности, тем яснее и многообразнее выступала роль общепле-
менных жрецов и князей, выполнявших часть жреческих
функций.

3. Но даже отрывочные сведения о волхвах XI в., действо-
вавших на самом краю подвластных Руси земель, рисуют их
нам как могущественных деятелей, поднимающих руку и на
местную знать, и на знатного киевского боярина, прибывшего
с целой дружиной.

4. В обоих случаях языческие жрецы приносили человече-
ские жертвы...

5. Каково было значение волхвов в языческой среде, мы
уже видели на примере Новгорода, где в момент введения
христианства волхвы возглавили народ и в открытую вели бои
с правительственными войсками.

6. Управление религиозной жизнью было непростым де-
лом даже на уровне единичного поселка; оно было сложным
на уровне племени с общеплеменным святилищем, и оно стало
весьма усложненным и многообразным на уровне государства,
объединившего около полусотни племен.

GRAMMAR CLINIC: Review of Past Tenses

6. Find examples of the following ways of talking about the past, choosing from the underlined parts of the text *Under the Spells of Druids* and completing statements a-c:

- a. reference to an earlier point in past time, using the ... tense
- b. talking about something that continues to be true today, using the ... tense
- c. describing simultaneous actions in the past, using ... and ... tenses

7. Complete the text below, using the words in brackets in such a way that they fit the space grammatically.

The death of the last pagan king Arwald (1) _____ (signal) the Christian faith (2) _____ (become) the dominant religion of Britain. Soon after it the *Ecclesiastical History of the English People* (3) _____ (complete) by the Venerable Bede and (4) _____ (become) arguably the main source of information about Anglo-Saxon England's conversion to Christianity. The book (5) _____ (tell) us about the Gregorian Mission lead by the monk Augustine who in 597 (6) _____ (embark) on a journey to England to convert the King of Kent, Ethelbert, and his kingdom to Christianity.

Without diminishing the role of Augustine and his missionaries in spreading the Word of God and Christianisation of swaths of converts, he (7) _____ (can not do) it without the support of King Ethelbert who (8) _____ (eventually baptize). Not only the King (9) _____ (issue) his royal approval ensuring investment and land for the church, but he (10) _____ (go) as far as to make new laws which (11) _____ (protect) church property and (12) _____ (introduce) punishments against those who aimed any wrongdoings towards the Church. So phenomenal (13) _____ (be) the success that by the end of the 7th century, the Christianisation of Britain (14) _____ (be) complete.

Despite these achievements, the mission (15) _____ (be not) without its setbacks. On arrival, Augustine (16) _____ (expect) compliance from Welsh bishops and descendants of those Christian worshippers who (17) _____ (convert) under Roman rule and with Anglo-Saxon invasion (18) _____ (find) safety and seclusion in Wales and some other parts of the island. However, the fundamental differences between the native British Church that (19) _____ (emerge) and Augustine's Christianity at times (20) _____ (appear) irreconcilable. At two separate meetings arranged by Augustine, his efforts to settle their differences (21) _____ (decline).

Having said that, the mission (22) _____ (change) the religion and culture of Britain permanently. This success, however, (23) _____ (can not celebrate) for long as a new threat (24) _____ (loom) on the horizon. The Vikings were on their way...

IDIOM SAVANT*

* "Idiom savant" is a malapropism derived from 'idiot savant' — a person who has an unusually high level of ability in a particular skill, for example in art or music, or in remembering things, but who has serious learning or social difficulties in other areas.

1. a blessing in	A. for sb/sth
2. holier than	B. by fire
3. a mecca	C. attitude
4. an act of	D. thou
5. Baptism	E. of the devil
6. better the devil	F. disguise
7. speak	G. you know
8. practise	H. from heaven
9. devil-may-care	I. what you preach
10. manna	J. God

8. In the box, you will find idioms related to religion. Match the halves to complete them. Make sure you understand the meanings of the idioms.

9. Fill in the gaps with some of the expressions from ex. 8. Think of your own examples for the rest of the idioms.

a. I was given a million-dollar project to manage in my first month — it was a real _____.

b. I'm hesitant to switch to a new software system. Though it seems to meet my needs, I feel it has flaws. So, _____.

c. Far from being career-driven professionals, like the kabuki actors, they portrayed themselves as romantic bohemians with _____.

d. It's easy to see how crises of all sorts broken out throughout the world are _____ to journalists hungry for dramatic story-lines.

e. He doesn't smoke or drink and hardly can you find anything to pick holes in about him. May he be not so _____!

CRITICAL THINKING

10. Discuss with a partner.

a. What is the reason behind the commonalities in pagan beliefs and practices among various peoples around the world?

b. Should pagan rituals, with their gore and cruelty, be considered worthy of conservation as cultural heritage?

Section 3 THE VIKING AGE

LEAD-IN

1. Work with a partner.

Study the pictures given below. Why do you think such monuments could appear in Russia, the US and UK? What do they have in common? What do you know about the Viking Age?



Fig. 5. Monument to Rurik and Veshchij Oleg (Staraya Ladoga, Russia)



Fig. 6. Statue of Leif Erikson (Boston, USA)



Fig. 7. The Viking Domesday stone (Lindisfarne museum, London)

READING & SPEAKING

2. You are going to read four extracts concerning the Viking or Varangian presence in England, North America and Kievan Rus. For questions 1—10, choose from sections A—D. The sections may be chosen more than once.

In which section does the writer...

1.	herald an unprecedented feat achieved by the Norsemen?	
2.	point out meddling into scientific research in advantage of the state	
3.	mention a doubt about the merit of a worldly-renowned personality?	
4.	effectively bring together facts and expressive descriptions?	
5.	refer to a shift in the perception of a certain event?	
6.	explain why Vikings embarked on their violent endeavors?	
7.	show the Vikings as a not unfamiliar foe?	
8.	rely on historical evidence giving a rather ominous view of the Norsemen?	
9.	claim the possibility of ongoing varying interpretations of a certain historical fact?	
10.	introduce the reader to some facts about the Viking expansion all over the globe?	

The Vikings: Seafarers, Raiders and Traders of the North

A. Vikings in the east

by Katie Lane [2]

The Vikings, who had a reputation in Western Europe as barbarous invaders across Europe, came from the Scandinavian countries of Denmark, Norway, and Sweden. These invaders, some-

times called Northmen or Norsemen as well, were roaming the Northern seas by the ninth century and through the eleventh century. Each of these Viking groups would have their own legacy. The Danish Vikings conquered England as well as raided the coastal countries of Western Europe. The Norwegians, in addition to raiding Western Europe, are credited with the discovery of Iceland, Greenland, and North America, which they called Vinland. The Swedish Vikings made their way from the Baltic Sea down to Constantinople over the mainland of Eastern Europe, and may have founded the first Russian state, Kievan Rus. Eric Oxenstierna, a German scholar, points out: “The Vikings were the first people to visit four continents of this globe, a staggering fact, made all the more astounding when we take into consideration how far off the beaten track their Scandinavian homeland was.” The four continents referred to here are Europe, Asia, Africa, and North America.

B. Did the Vikings discover America?

by Jeff Wallenfeldt [3]

History tells us that in 1492, while leading a Spanish-sponsored three-ship flotilla in search of a shorter route to Asia, Italian navigator Christopher Columbus happened upon America in the form of Guanahani (probably San Salvador Island, though maybe another Bahamian island or the Turks and Caicos Islands). As a result, Columbus was nearly universally declared the “discoverer” of America.

Standing in opposition to that claim, however, were the accounts of Viking journeys to a place called Vinland that appeared in a pair of medieval Norse sagas (heroic prose poems). According to the *Grœnlendinga saga* (“Saga of the Greenlanders”), Bjarni Herjólfsson became the first European to sight mainland North America when his Greenland-bound ship was blown westward off course about 985. Further, about 1000, Leif Eriksson, son of Erik the Red, is reported to have led an expedition in search of the land

sighted by Bjarni and to have found an icy barren land he called Helluland (“Land of Flat Rocks”) before eventually traveling south and finding Vinland (“Land of Wine”).

These narratives of exploration were initially thought to be just stories, like “Voyage of St. Brendan the Abbot,” until 1960, when Helge Ingstad, a Norwegian explorer, and his wife, archeologist Anne Stine Ingstad, were led by a local man to a site on the northern tip of Newfoundland Island. There, at L’Anse aux Meadows, they discovered the remains of a Viking encampment that they were able to date to the year 1000. These dramatic archaeological discoveries proved not only that the Vikings had indeed explored America some 500 years before Columbus’s arrival but also that they had traveled farther south to areas where grapes grew, to Vinland. The Vikings had indeed visited North America, and if they did not “discover” America in the strict sense of the word, they certainly got there before Columbus did.

C. The History of the Vikings in England

by Thomas Williams [4]

The Vikings, who often took to predatory sea-borne raids against their largely Christian neighbours, were not unknown to the inhabitants of Britain: many Anglo-Saxon kings counted legendary Scandinavian heroes amongst their ancestors and shared cultural points of contact across the North Sea.

The first Viking attack on what is now England that can be tied to a specific date was the raid on Lindisfarne, off the north-east coast, in 793. *The Anglo-Saxon Chronicle*, a collection of historical records in Old English chronicling the history of the Anglo-Saxons, provides a lurid account of the raid. The account begins with ‘whirlwinds and flashes of lightning, and fiery dragons’ and ends with ‘heathen men wretchedly destroying God’s church on Lindisfarne, with plunder and slaughter’.

The object of the raid — like the many others that followed around the coastline of Britain and Ireland — was to plunder port-

able wealth. This could take the form of silver and gold, but it also included human beings who were taken into captivity to be sold as slaves at markets around the Baltic and beyond.

D. The Origin of Rus'

by Omeljan Pritsak [5]

On September 6, 1749, Gerhard Friedrich Müller (1705—1783), the official Russian imperial historiographer and member of the Imperial Academy of Sciences in St. Petersburg, was to deliver an anniversary speech on the origins of Russia. Müller developed the theory that the ancient state of Kievan Rus' was founded by Norsemen, and it was this theory that he began to propound in his speech.

Müller was never to finish this lecture. A tumult arose among the members of the Imperial Academy of Russian national background, who protested such infamy. One of them, the astronomer N. I. Popov, exclaimed, "Tu, clarissime auctor, nostrum gentem infamia afficis! [You, famous author, dishonor our nation!]." The affair was brought before the president of the Academy, and the Empress Elizaveta Petrovna, who appointed a special committee to investigate whether Müller's writings were harmful to the interests and glory of the Russian Empire. One of the referees was the famous author, Mikhail Vasilevich Lomonosov. His testimony was devastating: Müller was forbidden to continue his research in Old Rus' history and his publications were confiscated and destroyed.

Nevertheless, September 6, 1749 remains an important date in East European historiography. It marks the birth of the belligerent Normanist versus Anti-Normanist controversy that has continued to this day.

The Normanists believe in the Norse origin of the term Rus'. They consider the Norsemen or, more exactly, the Swedes as the chief organizers of political life, first on the banks of Lake Il'men and later on the shores of the Dnieper River.

On the other hand, the Anti-Normanists embrace the doctrine that the Rus' were Slavs who lived to the south of Kiev from pre-historic times, long before the Norsemen appeared on the European scene.

3. Discuss with a partner.

- a. What factors influenced the Viking expansion?
- b. Should we celebrate Leif Erikson Day instead of Columbus Day, since it's been proven that it was Leif Erikson who "had discovered" America?

GRAMMAR CLINIC: Review of Conditional Clauses

4. How did the Viking Age influence modern-day culture? How different would the world be without the Vikings?

5. Although history is known to be 'intolerant' to the subjunctive mood, here are three 'had-it-not-been-for-Columbus' opinions. Complete the texts below using the words in brackets in such a way that they fit the space grammatically.

What would have happened if Columbus had never found America?

a. If Columbus (*discover* — *NEG*) the giant continent, then few years later someone else (*may discover*) it. It (*be destined*) to be discovered with advancement in technology, transportation and communication.

However, today the geopolitical situation of the world (*be*) drastically different. The maps of the countries in the Americas (*be -NEG*) the same as they are today. Currently, the native cultures of both the continents are almost completely wiped out.

The United States, Brazil, Mexico, Argentina, Cuba, Chile, Bolivia and Canada (*may*) or (*may NEG exist*). The political situation of the landmass (*be*) also totally different. The spread of Christiani-

ty in these continents also (*be NEG*) so quick if the natives (*get*) some time for resistance against the Spanish and Portuguese, who (*be*) highly proselytizing.

b. Even if Columbus (*discover NEG*) the Americas, it still (*be settled*) by the Europeans, eventually. The reason being that the knowledge about "that land to the West" (*be known*) to at least some Europeans.

Leif Erikson of Iceland (*discover*) the coast of Canada by accident when he (*get lost*) on his way to Iceland from Norway on his mission to introduce Christianity to the Icelanders. There he (*build*) a settlement called Vinland. This (*happen*) 500 years before Columbus (*discover*) America. I think eventually the knowledge about the Icelandic discovery (*be spread*) widely and more ambitious Europeans (*undertake*) expeditions to exploit and colonize the Americas.

c. The Scandinavians — particularly the Icelanders — who had both written and oral records of Leif Eriksson's colonies in "Vinland", eventually (*come back*) to it, if only for the abundant timber. So, the Americas (*be settled*) by the Icelanders, the Swedes, the Norse, and the Danes. Eventually they (*be followed*) by the Britons and the Dutch, then merchant-explorers from the rest of Europe. The other countries (*battle*) for land and dominance. The history of the Americas (*be*) very different, and everybody there (*speak*) Danish today.

IDIOM SAVANT

6. Study the idioms given below. Match the items on the left to their meaning on the right.

a. a sea change	1. to get used to something new
b. all/completely at sea	2. an unfamiliar/unclear situation
c. to swim against the tide	3. to defend oneself against

d. to get one's sea legs	4. massive, fundamental shift or change
e. to be in uncharted waters	5. to disagree with a prevailing opinion
f. to jump ship	6. to support sb in an argument
g. to side with sb	7. to defeat sb physically or emotionally
h. to fight sb off	8. to agree with a prevailing opinion
i. to flow into (a rage)	9. to get suddenly in a certain state
j. to round on	10. to attack or shout at sb
k. to knock sb out	11. completely confused
l. to swim with the tide	12. to suddenly abandon a post or task

7. Fill in the gaps in sentences with some of the expressions from ex. 6. Think of your own examples for the rest of them.

a. There has been **(1)** _____ in attitudes toward global warming ever since more public awareness has been given to this topic.

b. Since relocating abroad, the unfamiliarity of the new culture has left us feeling completely **(2)** _____.

c. In an effort to avoid conflict at work, Jonathan decided to **(3)** _____ and agree with the majority's opinion during the meeting.

d. As the company prepares to enter the space tourism industry, they find themselves in **(4)** _____, navigating through a myriad of new challenges and opportunities.

e. After several days of struggling with seasickness on the cruise, she finally got her **(5)** _____ and began to enjoy the journey.

f. Disillusioned with the direction the company was heading, Mark decided it was time to **(6)** _____ and seek opportunities elsewhere.

g. When Tom told his father he had scratched his car, he **(7)** _____ a rage.

EXAM SPEAKING PRACTICE

You are going to give a two-minute talk on historical issues. Use the clues and cues below or think of your own.

Student A

According to *the Russian Primary Chronicle*, the brothers Rurik, Askold, and Dir were invited by the Slavs to be their rulers. Why do you think the Slavs would do this?

- capitulation to incessant Viking raids
- feud between numerous Slavic tribes
- more advanced societal structure

*the princes of the Kievan Rus * in response to this plea * Varangian rulers * kinsfolk * prerequisites for the emergence of the early Russian state * feud * pressure of nomads * military confrontation * barbarous invaders * a bunch of tribes * to collect tribute * to guard the land * to preserve order * chief organizers of political life * stimulate economic growth * similarities between Slavic and Scandinavian beliefs*

Student B

Can legendary sagas and chronicles be treated as historical sources?

- realistic descriptions
- fact and fiction
- biased perspective

*Primary Chronicles / Tale of Bygone Years / Povest' vremennykh let * extensive medieval texts * earliest manuscripts * prose narratives * to take something with a grain of salt * speaks most to the imagination * reasonable accuracy * a need to give vent to national pride * invaluable insights into the lives and times of the people * can by no means be dismissed as sources * be used with caution and care **

Section 4
GLIMPSES OF HISTORY: RUSSIA

LEAD-IN

1. Work with a partner.

a. Are you good at Russian history? Match the periods of Russian history to the events related to them.

The Russian state	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">the Cuban Missile Crises</div> <div style="border: 1px solid black; padding: 5px; margin-left: 200px;">Khrushchev Thaw</div>
Mongol-Tartar Yoke	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">provisional government</div> <div style="border: 1px solid black; padding: 5px; margin-left: 150px;">Baptism of Pagan Rus</div>
The Russian Empire	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">Nazi Germany</div> <div style="border: 1px solid black; padding: 5px; margin-left: 100px;">the Kursk bulge</div>
The Soviet State	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">the Golden Horde</div> <div style="border: 1px solid black; padding: 5px; margin-left: 150px;">serfdom</div>
The Great Patriotic War	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">nomadic tribes</div> <div style="border: 1px solid black; padding: 5px; margin-left: 100px;">to tax lands with tribute</div> <div style="border: 1px solid black; padding: 5px; margin-left: 20px;">the Era of Palace Coups</div>
The Cold War	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">carpet bombing</div> <div style="border: 1px solid black; padding: 5px; margin-left: 100px;">collapse of the USSR</div>
Perestroika	

b. If you had a time machine, what period of Russian history would you travel to? Why?

SPEAKING

2. Look at the picture. Answer the questions. For reference, use the names and concepts given in the box below.



Fig. 8

- What period of Russian history does it belong to?
- What names does it bring to mind?
- Historical events evoke geographical associations — what are they in this case?

the Decembrists / uprising / nobility / Senate Square/ Saint Petersburg/ Tsar Alexander I / Nicholas I / the Union of Salvation / Northern Society / limited franchise / abolition of serfdom / Siberia / Enlightenment /

GRAMMAR CLINIC: Review of Articles

3. Revise the use of article with

- collective nouns denoting social groups and classes
- names of streets, parks, squares, universities and colleges
- names of titles
- names of persons

4. Which of the following need an article?

Senate Square, Red Square, Trafalgar Square, Hyde Park, High Street, Bolshoi Theatre, British Museum, Tretyakov Gallery, Tower, Buckingham Palace, Parliament, Westminster Abbey, clergy, Tsar Alexander I, Tsar Peter Great, gentry, Decembrists, Church, aristocracy, peasantry, tsar of Russian Empire, King of England and Britain, nobility, City Council

6. Decide which of the sentences below is correct and which is not. Explain the use of articles.

- a. It was a new Russia that he found on his return.
- b. Do you want to be a queen? — No, I want to be the queen!
- c. Elizabeth I of England, also known as Virgin Queen, was Queen of England and Ireland between 1558 and 1603.
- d. The Decembrist revolt or the Decembrist uprising was staged in the Imperial Russia by army officers who led approximately three thousand Russian soldiers on December 26, 1825.
- e. I had a peculiar feeling that American literature would leave her cold.
- f. She was absolutely fascinated by Russian literature of that period.
- g. Welcome to the city of New York!
- h. The New York city has a rich and diverse history that dates to its founding in 1624 by Dutch colonists.

READING & USE OF ENGLISH

7. Read the first part of the text. Transform the words given on the right so that they fit in the gaps.

The Decembrists, as they came to be known, were (1)_____ army and naval officers who over a long period after the end of the Napoleonic Wars had become (2)_____ with the suffocating institution of **autocracy**. In many cases their

ideal

illusion

idealism was fuelled by discussion of (3) _____ ideas in secret societies, such as the so-called Union of Salvation and the Union of Welfare and in Masonic lodges to which they belonged, both in Russia and abroad.

human

On 14 December 1825, hoping to take advantage of the (4) _____ crisis that followed the sudden death of the Russian Emperor Alexander I on 19 November that year, they refused to swear an oath of (5) _____ to Alexander's younger brother, Nicholas ((6) _____ Nicholas I). The officers and the troops they commanded, numbering some 3,000 men, assembled in Senate Square in St Petersburg, where Etienne Falconet's famous statue to Peter the Great stands. As night fell, the (7) _____ was put down by a much larger number of troops loyal to Nicholas, who had been (8) _____ of the (9) _____. Over 1,200 people were killed, according to official figures, including many (10) _____, and more than 700 were soon arrested. Some three weeks later a further revolt took place, among the Chernigov (11) _____ based at Tulchin in the Ukraine, but on 3 January about 800 southern (12) _____ were defeated by a loyalist cavalry force.

constitution

**liege
sequent**

rebel

**warn
conspire**

civil

regime

mutiny

8. Work with a partner. Make sure you understand the meaning of the words and phrases highlighted in green in ex. 7. Do you remember from your history course what happened after the rebellion was suppressed?

9. Read the second part of the text filling the gaps with ONE word only. Does the text mention anything you discussed in ex. 8?

As (1)_____ as the **mutiny** in St Petersburg had been **suppressed** Nicholas **launched an exhaustive investigation**, in (2)_____ he (3)_____ played an energetic part and which ended in the summer of 1826. (4)_____ all, 289 men were sentenced (5)_____ some form of punishment. Five of (6)_____ **convicted** were hanged, including Pavel Pestel (1793—1826), the leader of the southern conspiracy, and Kondratii Ryleev (1795—1826), (7)_____ of the leaders of the northern conspiracy and a notable civic poet. A further 116 men were **dispatched** to Eastern Siberia for various terms of **forced labour** and **exile**, in 31 cases life-long. Iakushkin, (8)_____ was known to (9)_____ **mooted the possibility** of **tsaricide** in 1817, was among (10)_____ who were treated particularly harshly. He was sentenced (11)_____ 20 years of **penal servitude** (subsequently **commuted** to 15 years), to be followed (12)_____ internal exile.

10. Work with a partner. Make sure you understand the meaning of the words and phrases highlighted in green in ex. 9. Discuss the possible reasons why the mutiny failed.

11. Read the third part of the text. For questions 1—11, decide which answer (A, B, C or D) best fits each gap.

The Decembrists had many **sympathisers** in the Russian (1)_____ forces and high society. They were also close to or in some cases themselves belonged to the (2)_____ elite that was beginning to **flourish** in Russia. We should (3)_____, though, of exaggerating the (4)_____ to which the conspiracy was supported in those circles. In any case, the Decembrists themselves were sharply divided both by personal **animosities** and political (5)_____.

The latter concerned such matters as the respective merits of **constitutional monarchy** and **republicanism** and of **federalism** on the American model, as commended by Nikita Muraviov (1795—

1843), and centralism as advocated in a Jacobin spirit by Pestel. There was also debate among the Decembrists on the need for **regicide**. Nonetheless, in spite of the limited (6)_____ of their support and their divisions amongst themselves, the Decembrists did **pose a serious threat to** the Russian political order. Their revolt betrayed the alienation of a section of the noble elite nurtured on classical and **Enlightenment ideas**. It differed fundamentally from the palace (7)_____ by which both Catherine II (the Great) and Alexander I had come to (8)_____, since it represented an attempt to introduce a new form of government in Russia. (9)_____, it had no immediate practical (10)_____ on the nature of the Russian **polity** other than to make **autocratic rule**, as Nicholas would practise it, yet more **repressive**. (11)_____, it did serve as the basis for a heroic tradition in which future opponents of **tsarist** autocracy, including revolutionaries, could situate themselves.

(To learn more on the Decembrist revolt go to [6]).

	A.	B.	C.	D.
1.	militia	weapon	armed	police
2.	literary	poetry	writing	creative
3.	careful	beware	warn	alarm
4.	scale	stretch	number	extent
5.	discrepancies	contrasts	differences	distinctions
6.	nature	property	quality	traits
7.	protests	revolts	coups	rebellions
8.	ruling	authority	dominance	power
9.	doubtfully	admittedly	however	surprisingly
10.	effect	consequence	fallout	repercussion
11.	but	despite	nevertheless	moreover

12. Make sure you understand the meaning of the words and phrases highlighted in green in ex. 11. Does the text prove right what you discussed in ex. 10?

13. Which two are the most natural collocations with the target word (in bold type)?

- a. literary / natural / political / **elite**
- b. immediate / swearing / dramatic / **effect**
- c. expensive / constitutional / major / **crisis**
- d. minor / racist / political / **differences**
- e. autocratic / binding / geographical / **rule**
- f. penal / domestic / vile / **servitude**
- g. hopeful / criminal / preliminary / **investigation**
- h. forced / kind / cheap / **labour**

14. Keep the text closed. Can you remember in what context each of the following items was mentioned in the article?

sympathisers
heroic tradition
suffocating institution of autocracy
Union of Salvation
life-long
merits of constitutional monarchy
nurtured on classical and Enlightenment ideas
conspiracy
polity

EXAM SPEAKING PRACTICE

You are going to give a two-minute talk on one of the issues. Use the clues and cues below or think of your own.

Student A

What are the underlying motivations and historical factors that drive rebels to glory or defeat?

- values and ideologies
- vanity
- failed state

Student B

What obstacles do mutineers have to overcome?

- shortage of arms
- internal disagreements
- lack of popular support

Discuss with your partner.

What is the difference between a **coup**, a **mutiny**, a **revolt**, a **revolution**, a **rebellion**, a **putsch**, an **insurrection**, and an **insurgency**? Does your country's history provide you with the examples of any kind of resistance?

*armed rebellion * spheres of interest * political injustice * rebel against * social grievances * reclaim lost rights * call the shots * insurrection * cultural imperialism * rivalries * skirmishes * act in best interests * be spurred on by * leadership * economic turbulence * political upheaval * wreak havoc on * harsh political climate * suppress * inflict harm/suffering on sb * fall victim of * undergo adversity * the straw that breaks the camel's back * hit the rock bottom * revolt * stave off * cry out for sth * scrape the bottom of the barrel * fortitude * lingering effects*

Section 5 MILESTONES OF AMERICAN HISTORY

LEAD-IN

1. Group work. Do the quiz below.

1. How many signatures are there on the Declaration of Independence?

A. 50

B. 26

C. 56

D. 13

2. What year did *The Star-Spangled Banner* become the national anthem?

- A. 1900 B. 1865 C. 1976 D. 1931**

3. How many times does the Liberty Bell chime every Independence Day?

- A. 13 B. 1 C. 50 D. none**

4. Which amendment to the US Constitution formally abolished slavery in 1865?

- A. 19th B. 20th C. 6th D. 13th**

5. In 1789, which city was the first capital of the United States actually located in?

- A. Atlanta B. NY C. Philadelphia D. Washington**

7. Which US president is the only president to ever commission use of a nuclear weapon?

- A. Truman B. Roosevelt C. Eisenhower D. Kennedy**

8. Which US political party is known as the Grand Old Party?

- A. Liberation Party B. Reform Party C. Democratic Party D. Republican Party**

2. Work with a partner.

a. Practice pronunciation of the following USA states names. You can check yourself at: clk.ru/3BghRn

Arkansas * Connecticut * Idaho * Illinois * Iowa * Kentucky * Michigan * Missouri * New Hampshire * New Jersey * North Carolina * Ohio * Tennessee * Vermont * Wyoming

b. USA states are known by their nicknames. Try to guess the official names of the states by their nicknames given below. The map of states can help you make the nickname connection.

Lone Star State * The Ocean State * Mountain State * Aloha State * Evergreen State * The Last Frontier * The Sunshine State * Prairie State * The Great Lakes State * The North Star State



Fig. 9

READING & SPEAKING

3. You are going to read an extract from an article on the abolition of slavery in the US from the Reagan Library Education Blog [7]. Fill in the gaps with prepositions.

Up until 1865, slavery was sparingly mentioned in the Constitution. Only the Three-Fifths Compromise, mentioned in Article I, made any reference (1)___ the way enslaved persons were to be regarded by the federal government, that being as “three-fifths” of a fully free citizen. This was designed to handle the apportionment of the substantial enslaved population across the country, specifically (2)___ measuring the number of seats the individual states should have in the House of Representatives.

Over the first few decades of the United States’ existence, every state in the North had either eliminated slavery entirely or pro-

vided ways for slaves to either be emancipated, or to emancipate themselves. No such offerings were given (3)___ the Southern states, where the largest amount of slave labor was concentrated in the country.

On September 22, 1862 — (4)___ the midst of the American Civil War — President Abraham Lincoln issued the Emancipation Proclamation. The executive order officially rendered all 3.5 million African American slaves living (5)___ the secessionist Southern states as free. When these newly-freed slaves fled (6)___ the Union states or (7)___ American military forces, the slaves were automatically considered free. Additionally, the Proclamation authorized the enlistment of freed African Americans (8)___ the United States military.

The significance of the Emancipation Proclamation was recognized both (9)___ the time of its creation, as well as (10)___ historical retrospect. Many historians have since interpreted that the Proclamation shifted the purpose of fighting the war, (11)___ only preserving the Union (12)___ the additional goal of the destruction of slavery across the country.

The amendment to abolish slavery was subsequently passed (13)___ the Senate on April 8, 1864, and then the House of Representatives on January 31, 1865. After its passage through Congress, the new amendment was submitted (14)___ the states (15)___ approval on February 1. On April 9 in Appomattox County, Virginia, Confederate General in Chief Robert E. Lee surrendered his forces (16)___ Commanding General of the Union Army Ulysses S. Grant. This led to a subsequent series of Confederate surrenders across the country, effectively bringing the American Civil War to an end after four years of fighting.

President Lincoln's presidency saw the beginning and the end of the war, but he never lived to see the new amendment be ratified. Five days (17)___ the war ended, Lincoln was assassinated (18)___ Confederate sympathizer John Wilkes Booth. Andrew Johnson, Vice President to Abraham Lincoln, was subsequently inaugurated as the 17th President of the United States. His first major policy was to finish the amendment's ratification. (19)___

December 6, 1865, the required twenty-seven out of the total thirty-three states ratified the amendment. Twelve days later, the new Thirteenth Amendment was officially certified and accepted into the Constitution.

In addition (20)___ the long-term impact of slavery being abolished, the Thirteenth Amendment also restricted several other forms of bound labor and servitude. Both indentured servitude and peonage, the former being a holdover from the colonial era while the latter grew more prominent in the postwar South, were also considered illegal by the new amendment. (*To learn more about the abolition of slavery in the USA see: [7]*).

4. Make sure you understand the meaning of the following terms.

*the Three-Fifths Compromise * abolitionist movement * Emancipation Proclamation * Confederate states * secessionist states * indentured servitude * peonage*

5. Which three are the most natural collocations with the target word

- a. eradicate / hinder / abolish / eliminate **slavery**
- b. rough / cruel / heavy / severe **punishment**
- c. support / advocate / welcome / back up **amendment**
- d. wage / fight / notify / declare **war**
- e. total / unconditional / mock / unquestionable **surrender**

6. Keep the text closed. Reproduce the context in which the following was mentioned in the article.

*Abraham Lincoln * John Wilkes Booth * Robert E. Lee * Andrew Johnson * Ulysses S. Grant * December 6, 1865*

7. Answer the questions.

- a. What was the 3/5 compromise? What was its purpose?
- b. Why was the Emancipation Proclamation so significant?
- c. What was the real purpose of the Emancipation Proclamation?

8. Read the short text below. Does it agree with your ideas expressed before?

Emancipation Proclamation's Slippery Slope [8]

Despite his long-held hatred of enslavement, President Lincoln wavered in dealing with it.

In a last-ditch effort to prevent the Civil War in 1861, then President-elect Lincoln implicitly endorsed the so-called Corwin Amendment, a never-ratified constitutional amendment that would have banned the U. S. government from abolishing enslavement in the states where it existed at the time.

In a famous 1862 letter to Horace Greeley, Lincoln explained the reasons for his action.

“My paramount object in this struggle is to save the Union, and is not either to save or to destroy slavery. If I could save the Union without freeing any slave I would do it, and if I could save it by freeing all the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored race, I do because I believe it helps to save the Union; and what I forbear, I forbear because I do not believe it would help to save the Union.”

By 1863, with the outcome of the Civil War still in doubt, Lincoln decided that freeing enslaved people in the South would cripple the economy of the 11 Confederate States and help win the war.

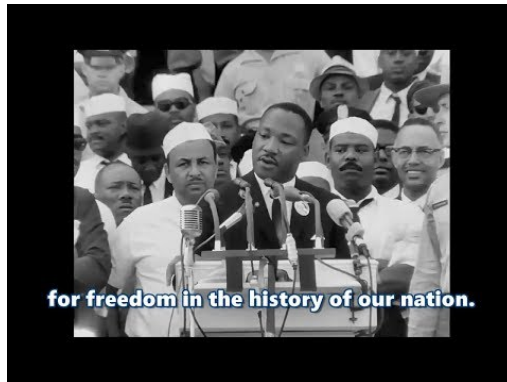
WATCHING & SPEAKING

9. Work with a partner.

a. Discuss the questions.

What is Martin Luther King known for? What did he do to earn a MLK Day, an official federal holiday in his name? Why is he known better than other civil rights leaders?

b. Watch the video. Notice in what context the phrases given below occur in this inspirational speech and take down more.



*five score years ago * to live up to something * all men are created equal * sweltering with the heat of injustice * jangling discords of our nation * sweet land of liberty*

10. Read the excerpts from MLK’s Nobel Lecture. For questions 1—10, decide which answer (A, B, C or D) best fits each gap.

THE QUEST FOR PEACE AND JUSTICE
Nobel Lecture, December 11, 1964 [9] (abridged)

This evening I would like to use this (1) _____ and historic platform to discuss what appears to me to be the most pressing problem confronting mankind today. Modern man has brought this whole world to an awe-inspiring threshold of the future.

Yet, in spite of these spectacular strides in science and technology, and still unlimited ones to come, something basic is missing. There is a sort of poverty of the spirit which stands in glaring contrast to our scientific and technological (2) _____. The richer we have become materially, the poorer we have become morally and spiritually. We have learned to fly the air like birds and swim the sea like fish, but we have not learned the simple art of living together as brothers.

This problem of spiritual and moral lag, which constitutes modern man’s chief dilemma, expresses itself in three larger prob-

lems which grow out of man's ethical infantilism. Each of these problems, while appearing to be separate and isolated, is inextricably bound to the other. I refer to racial injustice, poverty, and war.

The first problem that I would like to mention is racial injustice.

Oppressed people cannot remain oppressed forever. The (3)_____ for freedom eventually manifests itself. The Bible tells the thrilling story of how Moses stood in Pharaoh's court centuries ago and cried, "Let my people go." This is a kind of opening chapter in a continuing story.

Fortunately, some significant strides have been made in the struggle to end the long night of racial injustice. We have seen the magnificent drama of independence unfold in Asia and Africa. ...In the United States we have witnessed the gradual demise of the system of racial segregation. The Supreme Court's decision of 1954 outlawing segregation in the public schools gave a legal and constitutional deathblow to the whole doctrine of separate but equal.

Let me not leave you with a false impression. The problem is far from solved. We still have a long, long way to go before the dream of freedom is a reality for the Negro in the United States.

What the main sections of the civil rights movement in the United States are saying is that the demand for dignity, equality, jobs, and citizenship will not be abandoned or diluted or postponed. If that means resistance and conflict we shall not flinch. We shall not be cowed. We are no longer afraid.

The word that symbolizes the spirit and the outward form of our encounter is *nonviolence*...

Violence as a way of achieving racial justice is both impractical and immoral. I am not unmindful of the fact that violence often brings about momentary results. Nations have frequently won their independence in battle. But in spite of temporary victories, violence never brings permanent peace. It solves no social problem: it merely creates new and more complicated ones. Violence is (4)_____ because it is a descending spiral ending in destruction for all. It is immoral because it seeks to humiliate the opponent

rather than win his understanding: it seeks to annihilate rather than convert. Violence is immoral because it thrives on hatred rather than love.

In a real sense nonviolence seeks to redeem the spiritual and moral lag that I spoke of earlier as the chief dilemma of modern man. It seeks to secure moral ends through moral means. Nonviolence is a powerful and (5)_____ weapon. Indeed, it is a weapon unique in history, which cuts without wounding and ennoble the man who wields it.

A second evil which plagues the modern world is that of poverty. Like a monstrous octopus, it projects its nagging, prehensile tentacles in lands and villages all over the world. Almost two-thirds of the peoples of the world go to bed hungry at night. They are undernourished, ill-housed, and shabbily clad.

Why should there be hunger and (6)_____ in any land, in any city, at any table when man has the resources and the scientific know-how to provide all mankind with the basic necessities of life?

The time has come for an all-out world war against poverty. The rich nations must use their vast resources of wealth to develop the underdeveloped, school the unschooled, and feed the unfed. Ultimately a great nation is a (7)_____ nation.

A third great evil confronting our world is that of war.

A world war — God forbid! — will leave only smoldering ashes as a mute testimony of a human race whose folly led (8)_____ to ultimate death. So if modern man continues to flirt unhesitatingly with war, he will transform his earthly habitat into an inferno such as even the mind of Dante could not imagine.

We will not build a peaceful world by following a negative path. It is not enough to say “We must not wage war.” It is necessary to love peace and sacrifice for it. We must concentrate not merely on the negative expulsion of war, but on the positive (9)_____ of peace.

All that I have said boils down to the point of affirming that mankind’s survival is dependent upon man’s ability to solve the problems of racial injustice, poverty, and war; the solution of these problems is in turn dependent upon man squaring his moral pro-

gress with his scientific progress, and learning the practical art of living in harmony. Some years ago, a famous novelist died. Among his papers was found a list of suggested story plots for future stories, the most prominently underscored being this one: “A widely separated family inherits a house in which they have to live together.” This is the great new problem of mankind. We have inherited a big house, a great “world house” in which we have to live together — black and white, Easterners and Westerners, Gentiles and Jews, Catholics and Protestants, Moslem and Hindu, a family (10)_____ separated in ideas, culture, and interests who, because we can never again live without each other, must learn, somehow, in this one big world, to live with each other.

	A	B	C	D
1	lofty	haughty	tall	towering
2	affluence	abundance	lavishness	mass
3	yearning	urging	craving	pinning
4	far-fetched	impracticable	unreasonable	impractical
5	principled	just	fair	objective
6	privacy	disadvantage	privatization	privation
7	humanitarian	companionable	compassionate	pitying
8	uncompromisingly	inexhaustibly	inexorably	stringently
9	affirmation	confirmation	certification	statement
10	unduly	excessively	unreasonably	inappropriately

Ex. 11. Close the text. Use these chunks of the text to restore the context where they occurred.

poverty of the spirit
stand in glaring contrast
spiritual and moral lag
ethical infantilism
significant strides made
racial segregation
outlawing segregation

we shall not flinch
brings about momentary results
it thrives on hatred
to secure moral ends
to plague the modern world
an all-out world war
smoldering ashes

USE OF ENGLISH: Key Word Transformations

12. For questions a—f, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

a. Monarchies are unlikely to be abolished, as they are woven into the cultural fabric of the societies in which they exist.

DOUBTFUL

It _____ woven into the cultural fabric of the societies in which they exist.

b. There was a strong possibility that freeing enslaved people in the South would help win the war.

BOUND

The Northerners _____ enslaved people in the South were freed.

c. The Emancipation Proclamation didn't make any difference to the majority of African American slaves, as it exempted the loyal slave states.

CONSEQUENCE

The Emancipation Proclamation _____ to the majority of African American slaves as it had limited effect upon slavery.

d. If his party wins the election, which is unlikely, he will become President.

EVENT

In the _____ the election, he will become President.

e. The role played by Native Americans in securing the victory in the Civil War was never acknowledged officially.

OFFICIAL

At no time _____ the role Native Americans played securing the victory in the Civil War.

f. The careful preparation for Independence Day ensured it was a memorable day for everyone.

WHICH

The care _____ Independence Day ensured it was a memorable day for everyone.

CRITICAL THINKING

13. Work with a partner. Pick a quote from the list below and decide whether you agree with the author.

a. What is history but a fable agreed upon?

Napoleon Bonaparte

b. History repeats itself, first as tragedy, second as farce.

Karl Marx

c. The most effective way to destroy people is to deny and obliterate their own understanding of their history.

George Orwell

d. Remember that all through history, there have been tyrants and murderers, and for a time, they seem invincible. But in the end, they always fail. Always.

Mahatma Gandhi

e. History is written by the victors.

Winston Churchill

Section 6
THE BRITISH MONARCHY: TRIBUTE TO TRADITION

LEAD-IN

1. Work with a partner. Do the two quizzes below.

a. Match the year, the event and its description.

Year	Event	Description
43	The Black Death	Tribes from areas in Germany, the Netherlands and Denmark gradually moved into Britain
60	King John forced to sign the Magna Carta	A very detailed record of everyone who owned land or animals. This was so he could tax them.
449	The Wars of the Roses	Celtic areas had their own version of beliefs.
1450s	The Anglo-Saxons came	They controlled much of central and north-eastern England, an area called the Danelaw.
1215	Boudicca, queen of a tribe in east England, fought the invaders	A 30-year war between two sides of the English royal Plantagenet family: the House of York and the House of Lancaster.
1348	Christianity became popular in Anglo-Saxon kingdoms	William, Duke of Normandy, beat King Harold II at the Battle of Hastings. His Norman armies invaded England and most of Wales.
1086	The Romans invaded	They were led by Emperor Claudius. They built roads and towns across England.
1066	The Domesday Book	He was a bad king. His lords became angry and made him sign a document that said he must follow the rules of England. It also limited how much the lords could be taxed and gave 'free men' the right to a fair trial. This idea of human rights was copied across the world.

793	Vikings from Scandinavia arrived	Bubonic plague killed 40 % of people in one year. Many villages disappeared. But because of a labour shortage, the remaining peasants could suddenly choose who to work for and what to do. There was big social change.
597	The Norman Conquest	It took 2 years and destruction of 3 cities before she was captured

b. Match the British monarch to the historical event.

*** Queen Boudica * William the Conqueror * King John * Henry VIII * Elizabeth I * Charles I * William IV * Victoria**

His lack of compromise with Parliament led to the English Civil Wars (1642—51), his execution, and the abolition of the monarchy in 1649.

Created the Church of England *The first Norman King of England who commissioned the "Domesday Book"*
Warrior queen, who led a failed uprising against the conquering forces of the Roman Empire

Ever-present symbol of 19th-century Britain, an era of tremendous political, industrial, and social changes.

Had to sign the Magna Carta which was imposed on him by rebellious barons in order to limit his power and prevent arbitrary royal acts like land confiscation and unreasonable taxes. *Singed the beard of the King of Spain, then defeated his Armada, proving that Britannia Rules the Waves.*

USE OF ENGLISH

2. Read the text about the vicissitudes of the British Monarchy. Fill in the gaps with ONE word only.

Although the British monarchy is (1) _____ far one of the most long-lasting monarchies in the world, the modern royal family appears to be a shadow of its former (2) _____. In the more recent books of history, sovereigns play (3) _____ of an extensive or overt role, as heads of state in little more (4) _____ name, compared to their he-makes-the-rules or she-makes-the-rules absolute power that they wielded during years (5) _____ by.

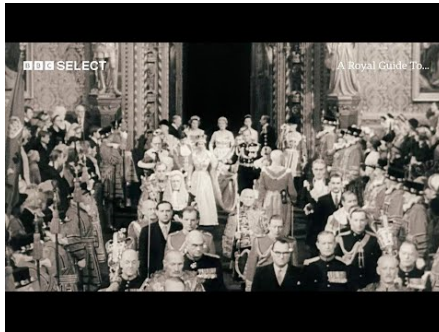
This process of reigning in the power of the monarch and laying the groundwork for the modern British political system began in 1215, with the signing of the Magna Carta, the first step (6) _____ a constitution of any sort. The constitution definition and restriction (7) _____ be gradually refined over time through acts of government, gradually reducing the power of the reigning king or queen from the pre-Magna Carta absolute control (8) _____ the essentially ceremonial position with (9) _____ real governing power. Now the Sovereign acts as a focus for national identity, unity and pride; gives a sense of stability and continuity; officially recognises success and excellence; and supports the ideal of voluntary service.

Despite all this, the UK sovereignty has been held by one family consistently all the way from the time of William the Conqueror right through (10) _____ today. Despite family politics sometimes (11) _____ in the way of the succession being simple, the Queen and her children can all directly trace their bloodline (12) _____ to William the Conqueror. Indeed, (13) _____ something quite drastic happens, a queen or king with the blood of Elizabeth, William, and all (14) _____ between will likely sit on the throne of England for many (15) _____ years to come. (*To learn more about the evolution of the British monarchy see: [10].*)

WATCHING & SPEAKING

3. Watch the video (<https://clck.ru/3Bh6su>). Work with a partner. Answer the questions.

- Which rituals serve as symbols of the monarch's limited power?
- What is the historical background to the role of Black Rod?
- How does maintaining such traditions, political symbols or icons contribute to the cultural identity of the nation?

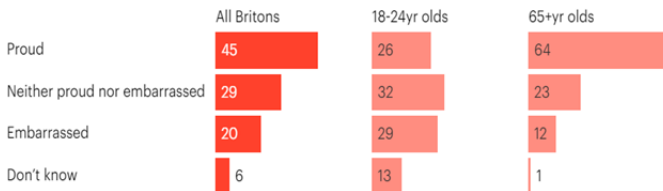


READING & SPEAKING

4. Work with a partner. Discuss the questions.

- What do you know about the Britons' attitude to the institute of monarchy?
- Analyze the YouGov tracker data and describe how attitudes towards the monarchy differ by age [11].

Would you say you are proud of the British monarchy, embarrassed of the British monarchy or neither? %



YouGov

25-26 April 2023

5. Read the extract below. Match the gaps (1—5) with the paragraphs (A—F). One paragraph is extra.

**The Future of the British Monarchy
Is More Uncertain Than Ever**

by Y. Serhan from *Time* (abridged) [12]

A near-universal refrain in the commemorations for the late Queen Elizabeth II, who died Thursday at the age of 96, has been her role as a symbol of stability in Britain as well as a constant in an increasingly inconstant world. She was “a changeless human reference point in British life,” former Prime Minister Boris Johnson said in his tribute to the monarch on Friday. More than just a symbolic face of the nation, the Queen was also Britain’s lodestar and a source of comfort at a time of seemingly unending turbulence. The challenge now facing the country is how to move on without her.

1.	
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The Queen, who ascended the throne at just 25 years of age, had a lifetime to prove herself. Charles, who at 73 is the oldest monarch to ascend the throne in British history, will not have the same advantage. So much of Charles’s public image has been shaped by his time as the Prince of Wales, including salacious periods of his private life — including his affair with Camilla Parker Bowles, who as his wife now takes the title of Queen Consort, and his high-profile split from Princess Diana — as well as his vocal positions on issues as wide-ranging as climate change, hedgerows, China, and the British government’s controversial tactics to stymie immigration.

2.	
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“He doesn’t have the same level of mystique that Queen Elizabeth II cultivated very successfully over her life,” Brooke Newman, a historian of early modern Britain at Virginia Commonwealth University tells TIME. Beyond her love of corgis and horses, “she was very careful not to articulate a position on really much of anything. She became an icon around the world because people could project their hopes and dreams and fantasies and outrage on her and on the institution because she embodied the Crown in a way that I think is going to be impossible for Charles to do because he already represents certain things.”

3.	
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Preserving the Royal Family’s symbolic value is only part of the new King’s challenge. Ensuring that the institution remains fit for purpose at a time when monarchies and hereditary privilege seem increasingly anachronistic, is another. Here, Charles and his mother were largely in lockstep. Both recognized the imperative of slimming down the Royal Family — both in cost to the taxpayer and public appearance — in line with public opinion. Under Charles, that effort is expected to be taken even further by shrinking the Royal Family down to just seven active working royals — who are tasked with participating in official engagements, meeting foreign dignitaries, and representing the monarch in their absence — down from the current 10.

4.	
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This doesn’t necessarily diminish the pressure he stands to face, nor will it provide any consolation should the monarchy’s perception take a turn for the worse. “Charles has had a lot of ups and downs,” Warren Cabral, who went to Buckingham Palace on Thursday to pay his respects to the Queen with his wife and son, told TIME on Thursday, “but he’s inheriting the Crown at its peak.”

5.	
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But unlike his mother, Charles will not bear the burden of shepherding the Crown for the next 70 years. He just needs to do so long enough to pass it on to the next generation in one piece.

A. As King Charles III's coronation approaches, the role of the monarchy in modern Britain is under renewed scrutiny. Supporters argue that the monarchy provides a sense of national identity and stability, but critics insist it is an outdated institution that perpetuates elitism and inequality within British society.

B. Under Charles, the monarchy is unlikely to remain at its Elizabethan heights. Quite aside from his own popularity — which could take a hit when Netflix releases its next installment of “The Crown,” which is expected to retell the story of the disintegration of his marriage to Princess Diana, later this year — Charles will have to contend with a flurry of other challenges, not least the potential breakup of the United Kingdom, the unraveling of the Commonwealth, and reckoning with the unsavory parts of the Royal Family's past and its colonial legacy.

C. While the path forward for Britain is clear, the future of the British monarchy feels less certain. King Charles III inherits the throne at a time when the monarchy as an institution is still broadly supported in Britain, with a slight majority of 62% in favor, according to a June poll. But the outpouring of support and admiration for the Queen should not be mistaken for unwavering support for the Royal Family as a whole, especially after recent fallout over the treatment of Prince Harry and Meghan as well as the sexual-assault allegations facing her son, Prince Andrew. The biggest test facing the new King is whether he can emulate his mother's image of stability and preserve the institution that she spent so much of her life trying to protect.

D. But the greatest challenge facing Charles will be his ability to match the popularity of his predecessor, which was largely untainted by the scandals of those around her. When TIME spoke

with mourners gathered in the immediate aftermath of the Queen's death, it was clear that no one expected Charles's reign to rival that of his mother's. "It will never be the same," one civil servant, who requested anonymity to speak freely, told TIME outside Buckingham Palace. "Every monarch creates their own impression on the country."

E. Whereas the Queen maintained a reputation of impartiality, opting to stay above the fray and leave the politics to the politicians, Prince Charles did the exact opposite, even going so far as to wade into the highest levels of politics when he wrote a series of letters in 2004 and 2005 known as the "black spider memos," lobbying government ministers on a number of issues, in a clear violation of the monarchy's neutral and ceremonial role in British politics.

F. But for the monarchy to continue to be seen as a source of national unity and for the King to be able to carry out his ceremonial duties without inviting allegations of partisanship — something that even occasionally dogged his mother's strictly-impartial reign — Fitzwilliam said that the new monarch will need to keep his opinions in check. Charles has acknowledged this reality in the past and, in his first national address since ascending the throne, conceded that as his role changes, "it will no longer be possible for me to give so much of my time and energies to the charities and issues for which I care so deeply."

VOCABULARY

6. Give the suitable Russian equivalents for the following word combinations.

*sexual-assault allegations * salacious periods of one's private life * high-profile split * wide-ranging issues * to stay above the fray * to keep one's opinions in check * in line with public opinion * foreign dignitaries * to take a turn for the worse * to take a hit * unsavory parts of the Royal Family's past * to shepherd the Crown*

7. Find the suitable English equivalents in the text.

путеводная звезда * нескончаемые потрясения * наследовать трон * взойти на престол * подражать кому-либо * следовать примеру * иметь всю жизнь чтобы проявить себя * мешать / препятствовать иммиграции * поступить с точностью до наоборот * высказывать позицию по действительно многим вопросам * сходиться во мнении * отдать дань уважения * шквал проблем

8. Match the halves to complete collocations. Fill in the gaps with the fitting collocations.

a. Since then, any anti-war campaigns were (1)_____ by the Royal family who have always called for unilateral disarmament.

b. The (2)_____ love and _____ for the late Queen from the whole country was overwhelming.

c. Emma credits this change on family, friends, and in particular her husband and four boys, who offered (3)_____.

d. In fact, its authors argue that we can substantially recover the abundance, structure, and function of marine life by 2050 if we mitigate major pressures, including climate change. The challenge now is how to (4)_____ these _____.

e. In a televised (5)_____ later on Wednesday, Joseph declared a state of emergency across the country, and made a call for calm.

f. Some members of the party are often criticized for lack of a more (6)_____ on social issues.

g. The priests tried to (7)_____ for sanctity by scrupulous attention to the ceremonies of religion.

- | | |
|---------------|--------------------|
| 1. broadly | a. the Crown |
| 2. slight | b. the burden |
| 3. outpouring | c. the pressure |
| 4. unwavering | d. legacy |
| 5. vocal | e. position |
| 6. maintain | f. address |
| 7. embody | g. supported |
| 8. national | h. majority |
| 9. match | i. sb's popularity |
| 10. diminish | j. support |
| 11. colonial | k. a reputation |
| 12. bear | l. of admiration |

CRITICAL THINKING

9. Work in two groups.

Group A: what are the pros and cons of the monarchy?

Group B: argue for preservation of the monarchy in the UK.

Then, present your ideas in mixed groups. Listen to your opponents and give your counter arguments. DISCUSS.

** be steeped in history * pageantry * unwavering support for * stay above the fray * anachronistic * fit for purpose * a relic of * perpetuate elitism * be mired in controversies * divine grace * soft power * impartiality * embodiment of * imbue with meaning * legacy * royal insignia * social standing * cultural alienation * sense of continuity * collective memory * representation on the global stage * zeitgeist * moral bankruptcy * institutionalised insecurity * fill the huge chasm * boil down to the idea of * mainstream media * illusive term * opaque impenetrability of the royal world * pernicious tendrils of monarchism*

SCIENCE AND CRITICAL THINKING

Section 1 A PINCH OF SALT

LEAD-IN

1. Work with a partner.

a. Study the names of the zodiac signs given below. Make sure you know how to pronounce them properly. What sign of the zodiac are you?

*Aries * Taurus * Gemini * Cancer * Leo * Virgo * Libra * Scorpio *
Sagittarius * Capricorn * Aquarius * Pisces*

b. You are going to read the description of your sign handed out by your teacher. To what extent does it reflect your personality? Discuss the results with your partner.

c. Watch the video:

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



Is it likely that your attitude to astrology will change after you have learnt about the Barnum effect?

USE OF ENGLISH & SPEAKING

2. Read the short text below, fill in the gaps with ONE word only. Which of the systems is responsible for the Barnum effect?

We often consider (1) _____ to be conscious, deliberate thinkers. (2) _____, much of our cognitive processing occurs (3) _____ our direct awareness. Our brains are designed to operate automatically, reacting (4) _____ stimuli in the environment with little conscious (5) _____. When faced with complex decisions, we can engage in focused thought, (6) _____ our default mode is one of automaticity.

In his book *Thinking Fast and Slow*, Nobel laureate Daniel Kahneman presents a dual-process theory of cognition. He describes two distinct systems governing our thought processes: System 1 and System 2. System 1 operates quickly and instinctively, (7) _____ cognitive shortcuts known as heuristics to make efficient judgments. In (8) _____, System 2 is methodical and analytical, applying logical reasoning to our thoughts.

These two systems influence our decision-making, with System 1 typically taking the (9) _____ due to its ease of use. System 1 encompasses innate biases, (10) _____ as our instinctual aversion to loss and fear of predators, as well as learned responses, such as solving basic arithmetic (consider the immediate response (11) _____ $2 + 2$) and reading fluency.

On the other (12) _____, System 2 demands our focused attention to function effectively. Since our attentional resources are finite, the thoughtful, measured thinking of System 2 is reserved for moments when we are fully engaged (13) _____ a problem. (14) _____ our focus shifts elsewhere, System 2 becomes inactive.

3. Work with a partner.

a. Our cognitive system is prone to many more biases apart from the Barnum effect. Below you will find some of them. Try to define them in your own words. Google them if you need. If possible, give real-life examples.

*confirmation bias * self-serving bias * the Dunning-Kruger effect * anchoring bias * framing * bandwagon effect * status quo bias * blind-spot bias*

b. Read the descriptions given below and match them with the biases mentioned in ex. 3. Discuss with a partner.

— *relying too heavily on the very first piece of information you learn;*

— *taking actions that you believe lots of other people are taking, regardless of the “logic” of those actions;*

— *learning a little about a topic and then assuming you know all there is to know about it;*

— *only paying attention to news stories that confirm your opinions;*

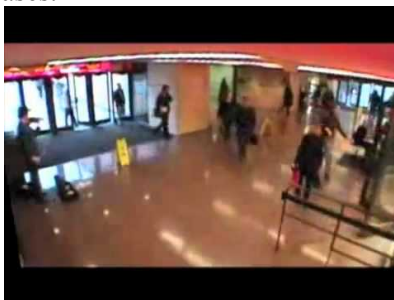
— *attributing other people’s success to luck but taking personal credit for your own accomplishments;*

— *recognizing the impact of biases on the judgment of others, while failing to see the impact of biases on one’s own judgment;*

— *being influenced more by how the information is presented than by the information itself;*

— *preferring not to undertake any action to change the current or previous state.*

c. Watch the video (<https://clck.ru/3BhSWQ>) and interpret it in the context of cognitive biases.



d. Check how well you know cognitive biases. Look at the cartoons and define the type of cognitive bias they show.



Fig. 10

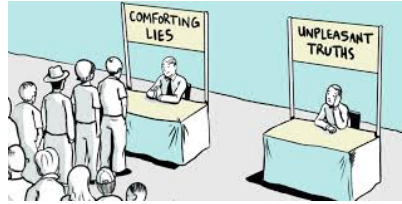


Fig. 11



Fig. 12

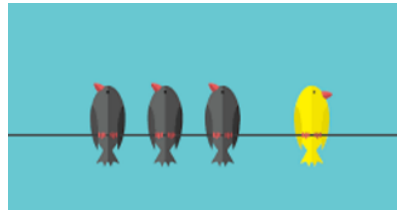


Fig. 13

READING & VOCABULARY

4. Read the text and match the gaps (1—7) with the paragraphs (A-H). One paragraph is extra.

**Well you would say that: the science
behind our everyday biases**
abridged from *The Guardian* [13]

As I wasted an hour's worth of petrol trying to find more petrol last month, Justin Webb poked at the chief secretary to the Treasury, Simon Clarke, on the Today programme, seeking a reason why much of the country is running on fumes and why HGV drivers are currently more elusive than dark matter. Clarke explained

that the problem is “driven in part by workforce demographics” — no doubt — and is “worsened by Covid restrictions”. Agreed. “And worsened by Brexit,” Webb helpfully chipped in. “That’s just a fact.” But no, Clarke was having none of it. “Well, no. It’s not a fact.”

1.	
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Well, I can’t answer this question, but we might charitably assume that this dogmatic block is sincere, even if it isn’t right, and Clarke is falling prey to one of the many cognitive biases that skew our ability to see the world objectively. Psychologists refer to this one as “belief perseverance”. Emotional investment in an argument or a belief is a powerful drug and our minds are not predisposed to abandoning that commitment, especially when challenged.

2.	
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Humans come preloaded with a host of psychological glitches and physical limits that hinder our ability to see objective reality and nudge us towards a version of the world — and ourselves — that is at best only partly accurate. Objective reality is where we live, but we experience it exclusively in the pitch-black recesses of our skulls. Inside that dark space, we construct a useful version of reality, a kind of controlled hallucination of the world we inhabit.

3.	
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We invented science to identify and bypass these strictures, physical and psychological, so that we can understand the world as it is, rather than how we perceive it to be. The fact that we are aware of these bugs is the first step in addressing them, like an alcoholic admitting that they have a problem. But it doesn’t stop us from falling foul of them with ease.

4.	
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Troublingly, the WHO has said that Covid “has been accompanied by a massive infodemic”, with Dunning-Kruger a key element in misinformation spreading. In April this year, a survey of more than 2,000 participants tested the relationship between knowledge of Covid and confidence in that knowledge. The results showed that a superior sense of confidence correlated with lower levels of knowledge. Charles Darwin spotted this in 1871: “Ignorance more frequently begets confidence than does knowledge.”

5.	
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We have had it pretty rough in the past couple of years with a pandemic that has killed millions, but it’s nothing compared with the flu pandemic of 1918. Or the Black Death, in which half of all Europeans died horribly of the plague.

6.	
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But if you voted for Brexit, you may well think it’s the naughty BBC up to its old tricks. We seek out news sources that tend to support our prejudices and it takes fortitude and effort to pursue politics and opinion with which we disagree. The advent of social media, though, turned the echo chambers of traditional news into booming, cavernous spaces that not just affirm our prior beliefs, but exploit them, amplify them and send us hurtling down confirmation-bias rabbit holes.

By carefully applying scientific methods to studying ourselves, at least we know that all these glitches are there, traps in our minds waiting to be sprung. There’s one other worth mentioning, a meta-bias to cap it all off. It’s called “bias blind spot”: the inability to spot your own biases, coupled with a readiness to identify them perfectly well in others.

7.	
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A. Declinism is another persistent fallacy that poisons popular discourse. Very simply, everything in the past was better and everything is getting worse. It wasn't. It isn't. Almost everything was significantly less pleasant in the past, for almost everyone.

B. Unedifying is perhaps the best way to describe these encounters and, like most normal people, I found myself wondering: "Does he really, honestly think this or is this just politicking?"

C. I definitely don't have this one at all. But you almost certainly do.

D. The Dunning-Kruger effect often skips merrily along with belief perseverance. This is the tendency of non-experts to confidently overestimate their abilities or knowledge on any particular subject. A 2018 study showed that the less people knew about autism, the more likely they were to believe their knowledge exceeded that of doctors.

E. This couples well with another cognitive bias called "opinion polarisation": when presented with evidence that counters your view, you opt to double down and believe your original opinion with even more zeal. These are the mental traps that permeate our public discourse in these strange, polarised times. The evidence that vaccines work and that masks prevent transmission of Covid is robust, yet for many, the psychological costs of taking an opposing view are too great for them to climb out of their wrong hole, so they feel they might as well keep digging.

F. Perhaps the most well-studied psychological malfunction is confirmation bias — the very human tendency to affirm views that reinforce our preconceptions and ignore those that challenge them. Watching and reading most of the media is an exercise in confirming our biases. You're reading this in the *Observer*, not the *Telegraph* or the *Sun*, so the chances are you may well think Simon Clarke is wrong and the current emptiness of the supermarket shelves and petrol pumps is definitely a result of Brexit.

G. Our senses do the job required of them in building that picture, but are inherently limited: we see only a fraction of the electromagnetic spectrum; bees, birds and reindeer can see in ultraviolet, but we simply do not have the visual hardware to perceive

these wavelengths of light. We hear in frequencies somewhere between 20 and 20,000Hz, which means we can't detect the ultra-bass that elephants can hear over vast distances, nor the ultrasonic squeaks that bats use to chatter and hunt. Humans are literally deaf to much of the living world.

H. Who remembers “hands, face, space”? Boris Johnson’s attempt to remind us to wash our hands, wear masks and maintain social distancing was a noble attempt to employ the “rhyme-as-reason effect”. Statements or instructions that rhyme stick in the memory and therefore are often perceived as being truer.

5. Make sure you know how to pronounce the words below properly.

<i>ultra</i> — <i>bass</i>	<i>clean</i> — <i>cleanse</i>
<i>sincere</i> — <i>sincerity</i>	<i>cleanser</i> — <i>cleanliness</i>
<i>serene</i> — <i>serenity</i>	<i>decline</i> — <i>declinism</i>
<i>tyrant</i> — <i>tyranny</i>	<i>line</i> — <i>linear</i> — <i>linearity</i>

6. Explain the meanings of these collocations.

pursue politics * *politicized debate* * *public policy* * *an open-door policy* * *a matter of policy* * *the country’s internal politics* * *to go into politics* * *to meddle in politics* * *left-wing (right-wing) politics*

7. Give the suitable Russian equivalents for the following word combinations.

politicking * *to run on fumes* * *to have none of something* * *to fall prey to* * *to abandon one’s commitment* * *echo chambers* * *to fall foul of sb/smith* * *to hurtle down confirmation-bias rabbit holes*

8. Reread the article and find words and phrases synonymous with the ones given below.

difficult to catch, indefinable * *change, distort, twist* * *strong, sturdy, vigorous* * *impede, obstruct, thwart* * *inclined to, prone to* * *resilience, strength, endurance* * *intensify, enhance* * *enthusiasm, passion, fervor* * *paired with* * *a failure, defect, impairment* * *bias, stereotyping* * *pervade, spread through*

9. Think of ONE word only which can be used appropriately in each set of sentences.

1. From then on, fall was a flurry of posters and (a) _____, with the candidates vying for votes with candy bars and promises.

Dr. Kennedy's treatment of the War is similar to his treatment of the Depression: heavy emphasis is placed on (b) _____, decision-making, and the personalities of political figures.

Even if we have all the software and connectivity necessary to operate widespread electronic voting, implementing it will probably involve at least as much (c) _____ as technology.

2. If the truck can run on (a) _____, I've got enough gas to get back into town.

So you're basically asking your body and brain to run on (b) _____. Even if you eat an excellent lunch, you'll never regain the energy you would have had by eating breakfast in the first place.

3. The nation has been carved up into echo (a) _____; increasingly, we hear only the sound of our own passions and fears reverberating.

Meetings of the council are held in the council (b) _____.

4. Children become difficult, playing truant and causing trouble at school. Teenagers get extra bolshie and may (a) _____ foul of the law.

The concept of an objective order demands the possibility of certain criteria of objectivity, such that I might be corrected by others on a given occasion, should I for any reason (b) _____ foul of such criteria.

5. Bushes, stones and (a) _____ are often used as shelters.

Follow your curiosity down those (b) _____.

6. Madam, you are an agent provocateur, and we will a) _____ sort of talk.

You'll b) _____ if you travel alone.

WATCHING AND SPEAKING

11. Watch the lecture <https://clck.ru/3BemGP> on Critical Thinking. Be ready to answer the following questions.



- a. What is the difference between inductive and deductive reasoning? Is most of our knowledge inductive or deductive?
- b. What is epistemology?
- c. What are the topics of epistemically unwarranted beliefs? (believed without good evidence)
- d. Why was the pre-survey conducted?
- e. Why did the pre-survey results worry the professor?
- f. What is the nature of cognitive errors?
- g. How do you understand the term “cognitive bias”? What is the role of emotions in creating the cognitive biases?
- h. Do you agree that “Extraordinary claims require extraordinary evidence”?
- i. Study the aspects of pseudoscience and the reasons people believe in it. What is your take on it?
- j. What is the speaker’s favorite strategy to convince the students that pseudo-science is nonsense?
- k. Just teaching science does not inoculate people from pseudo-science — so what’s the solution?
- l. Does education work to reduce epistemically unwarranted beliefs?

EXAM SPEAKING PRACTICE

You're going to give a two-minute talk on the issues of cognitive biases. Use the clues and cues below or think of your own.

Student A

What risks do cognitive biases pose?

- to health
- to personal communication
- in studying/science

Student B

What can be done to reduce the risks of cognitive biases?

- formal education and training
- self-help books
- peer-review

Section 2 A GRAIN OF TRUTH

LEAD-IN

1. Work with a partner.

a. Look at the list of theories presented below and say which one is scientific and which not. Why?

*general relativity * witchcraft * history * alchemy * homeopathy *
neurophysiology * divination * creationism * Newtonian physics *
superstring theory*

b. Should a theory be generally accepted to be regarded as scientific? What are the criteria that allow us to draw the line between scientific and non-scientific theories?

c. Read the options below and say if they can be used to identify whether a theory is scientific or not. Think about examples.

— *an empirical theory is scientific if it explains all the known facts of its domain;*

— *an empirical theory is scientific if it explains by and large the known facts of its domain;*

— *the scientific theory must be testable (essentially falsifiable).*

2. Watch the video between the 5:03—21:50 minute time point (<https://clck.ru/3Ben0M>).



Does the speaker mention anything you discussed in ex. 1?

3. Study the words and phrases given below. Put each of them in a context so you can enhance your vocabulary.

universally accepted, anomaly, contradict the theory, refute the theory, reject the theory, cherry-picking, upon further scrutiny, be smart after the fact, vague, the theory that holds for any outcome, the scientific theory must be testable, falsifiable, technological limitations, demarcation criteria, to uncover the nature of a thing, craft, pseudo-scientific, for the sake of argument, infallible, irrefutable, preconceived notion, confirmation bias, risky prediction, conclusively disproved

4. Watch the video again to write a 4—5-sentence summary*. Discuss your summaries with your partner.

* A **summary** is a condensed version of a text, capturing its main points and key ideas in a concise manner. It provides readers with a brief overview of the original content without including every detail or supporting evidence. It is recommended to retain the original structure of the original but exclude minor details and examples. Moreover, you should avoid giving quotes from the original — you'd better paraphrase wherever it is possible.

USE OF ENGLISH & SPEAKING

5. Read the text below. Transform the words given on the right so that they fit in the gap.

Thanks to innate curiosity and unfettered enthusiasm, since time (1)_____ humans have pursued knowledge that would not only improve their daily life but also reveal the nature of things. The latter used to be seen as a demarcation criterion to discern science and nonscience. Thus, in the time of antiquity mechanics, which nowadays is (2)_____ a branch of physics, was deemed to be a craft rather than a science.

memory

It is no secret that what was once believed to be a pure science might now be (3)_____ and considered nothing other than a pseudoscience.

doubt

We should accept the fact that there is no infallible theory. There is nothing that gives us secure knowledge. Likewise some theories of the past seem now to be absolutely unscientific, there is every (4)_____ that our descendants in 500 years' time will look back and say "Einstein, Newton, those weren't scientists! Science begins now!"

cast

like

(5)_____ though it might sound, in science there are no such ideas like hard-and-fast rules, (6)_____ facts, and ultimate truth. Scientists conjecture, put every evidence under scrutiny, carry out experiments, and analyze data to grapple with the laws of life, nature and universe. Evidence will always be (7)_____, thus theories will continue to be tested and if discrepancies emerge, they will be investigated. It is like a journey where there appears to be no destination as every time when we seem to reach the final point, there are two, if not more, roads diverged and the only thing we can do is to continue to go testing and (8)_____ our findings.

intuition

refute

exhaust

verify

6. Work with a partner.

- a. Can you think of any other examples like alchemy or mechanics to prove the changeable nature of science?
- b. With what you've just read about in mind, how would you define science?
- c. What makes good science?

READING & SPEAKING

7. You are going to read four extracts taken from the book *Science Bench Book for Judges* downloadable from Justice Speakers Institute [14]. For questions 1—8, choose from sections A—D. The sections may be chosen more than once.

Which section mentions the following?

- | | |
|---|--|
| 1. a term that is used to refer to the process of eliminating or getting rid of superfluous or irrelevant ideas | |
| 2. how an activity might be unfairly regarded by some people | |

3. personal circumstance increasing the likelihood of getting preconceived opinions	
4. the wider benefits that science brings to the community	
5. a need for scientists to subject their conclusions to close scrutiny in order to ensure their objectivity	
6. a range of skills and abilities required of a scientist	
7. any negative outcome is still a result	
8. a procedure employed in the gathering of some scientific data	

A. What is Science?

Humans are innately curious, so it seems natural to pursue knowledge that improves our daily existence and advances the species. Each breakthrough, on balance, serves to improve subsequent generations' lives and livelihoods. The result is a more stable, democratic society that yields dividends from the competition, cooperation, and achievements that are rooted in the scientific process.

The scientific process is often misunderstood by the layperson and misrepresented in the media. Science cannot often be distilled down to sound bites that media voraciously consume. The process is far subtler, and the cost of concealing the evolution of ideas and the thought processes of scientists is a general lack of scientific literacy. This results in statements like, "It's only a theory," downplaying the strongest expression of reality that we have.

A fundamental tenet of science is that facts and truth do not exist. Scientists look at evidence, perform experiments, and analyze data to understand how the universe works. In the purest sense, we cannot definitively "close the book" on anything and say it is a known fact. All we can do is find an equation that works and continue to test it under varying conditions.

B. The Scientific Method

Scientists have many tools at their disposal to investigate the world. They rely on experimentation and their own intellectual set of tools to investigate the unfamiliar. The fate of the scientist is to exist in a continual state of ignorance — their work lies just beyond the forefront of knowledge. A scientist must be comfortable steeped in the unknown, where creativity, confidence, and resolve decode problems and move the intellectual vanguard forward.

Data are collected via experiment, then analyzed for trends and consistency. Astrophysics, for instance, is predominantly divided into two categories: observational (or, experimental) and theoretical. The observational astronomer gathers data from telescopes, be they on the ground or in space, and returns with data perhaps in the form of an image, a measure of brightness, or a spectrum of an object. After analyzing these data, conclusions may be drawn, and the project is written up for publication.

The theoretical astrophysicist writes computer codes to explain the universe using only the laws of physics. The job of the theoretician is to reproduce what one observes in nature. If the output of one's code matches what we observe, then there's a good chance that code reflects what's actually happening. The theoretician relies on the language of science — mathematics — to explain phenomena. This is not so dissimilar from medical, biological, or any other form of research, that also have experimental and theoretical undertakings.

C. The Peer Review Process

Peer review starts in the proposal process, where scientists compete for particular grants in their field. Each grant will have a committee of scientists in the related subfield who review proposals and choose those they deem most likely to succeed.

Through this process, proposals with unfounded or specious reasoning, it is assumed, are culled and will be declined. This initial “weeding out” establishes a level of competency among those projects that are funded.

Peer review enters into the process again at the end of the project. Upon submission to a scientific journal, each paper will be assigned to another scientist in the field who may choose to remain anonymous and shall review the work and judge it for competence, worthiness, and its scientific rigor. This is the final opportunity to judge the work before it is added to the annals, and to confirm that it will indeed further our understanding of the world.

Peer review helps reduce potential biases, and promotes a self-corrective process, where rejection of ideas also contributes toward understanding. Those who remain active in science and publish in peer-reviewed journals, will inherently be experts in their field of study.

D. The Myth of Scientific Objectivity

Once a paper is published, discussions will ensue. These discussions are not always free of bias, including bias for one’s own work, or even politically motivated bias. However, it is the duty of the scientist to be hyperaware of these biases and to doggedly question them.

Of course, it is impossible to completely remove bias, but it is possible to operate ethically in the process. As it is in life, part of understanding a colleague’s motivation is to understand their potential biases. Scientists often develop emotional attachments to their work — it can be difficult to abandon an idea.

Regardless of bias, the strongest intellectual argument, based on accepted scientific hypotheses, will always prevail, but the road to that conclusion may be fraught with scholarly cul-de-sacs.

The evolution of ideas alludes to the balance of cooperation and competition within the scientific community. Cooperation is

essential now more than at any time in history, with dozen-, hundred- or even thousand-member collaborations appearing as authors on one paper. However, competition drives innovation. Intellectual competition inspires one to be the first to discover something new. When balanced, cooperation and competition ensure the steady flow of ideas and a healthy rate of growth, pushing the frontier of understanding perpetually further.

8. Study the words and word combinations in the box below. Put each in a context to be sure how to use them.

*to pursue knowledge * breakthrough(s) * to yield dividends * layperson * to be distilled down to * to downplay * fundamental tenets * the forefront of knowledge * steeped in the unknown * the intellectual vanguard * experimental and theoretical undertakings * peer review * unfounded or specious reasoning * to be assigned to * to cull * to judge for competence * rigorous research/study * be fraught with * scholarly cul-de-sacs * to push the boundaries of understanding*

9. Fill in the gaps in the text with the word chunks from the box in ex. 8.

Venturing into the depths of scientific exploration can be a thrilling experience. It can lead to astounding (1) _____ which (2) _____ the boundaries of human knowledge and change overall understanding of the world.

At the (3) _____ of knowledge, scientists are often (4) _____ in the unknown. They are the intellectual (5) _____, constantly engaging in experimental and theoretical (6) _____ to expand our understanding of the universe.

In order to ensure the validity of their work, scientists undergo (7) _____ reviews, where their research is scrutinized for any unfounded or (8) _____ reasoning. This process allows for only

the most credible and (9)_____ studies to be assigned to the scientific community.

The scientific field can be (10)_____ with challenges. Researchers may find themselves in scholarly (11)_____, struggling to make progress in their work. However, it is through perseverance and determination that scientists are able to contribute to the collective body of knowledge.

10. Discuss the following questions with a partner to better understand what is behind “the art of doing science”. Use the vocabulary from the box in ex. 8.

- a. What skills do you believe are essential for a successful career in science?
- b. What steps should you take to pursue a career in science?
- c. What motivational insights can you share with someone considering a science degree?
- d. What is peer review? Does it help or hinder science reporting?
- e. Can science be fully objective?

WATCHING & SPEAKING

11. Work with a partner.

You’re going to watch a video about Karl Popper’s approach to science and pseudoscience, and knowledge as it is. Are you familiar with such names as K. Popper, S. Freud, A. Einstein? Why do you think K. Popper considered Freud’s psychoanalysis a pseudoscience?

12. Watch the video: <https://clck.ru/3Bf6Qh>. For questions 1—10, fill in the gaps with a word or a short phrase that you hear in the recording.



Studying Freud's and Einstein's theories Karl Popper came to the conclusion that the scientists applied methodologically different approaches.

Popper noticed that, while Freud's interpretation of data was adaptable and allowed for reinterpretation of data to (1) _____ of his theories, Einstein's predictions were forward-looking and at constant risk of failing verification.

Having discerned a clear disparity between Einstein's scientific methodology and Freud's work, Popper (2) _____ labeled the latter as pseudoscience.

Popper believed that traditional scientific method of observation is biased as people are prejudiced from the get-go because of their (3) _____ that influence what they choose to observe in the first place.

Popper outlines several key principles regarding scientific inquiry. Firstly, he notes that confirmation of a theory is easily found when sought. However, true confirmation should stem from (4) _____ that could potentially disprove the theory. He emphasizes that genuine scientific theories are (5) _____, not only do they explain certain phenomena but also specify what they do not encompass. Popper argues that falsifiability is the only (6) _____ of a theory.

Popper highlights that irrefutable theories lack scientific (7) _____. Popper concludes that only when a theory with-

stands rigorous testing can it be deemed genuinely scientific. Once a theory has been disproven, scientists must be (8) _____ to relinquish it.

Popper viewed knowledge as probabilistic and contingent, advocating for a willingness to revise beliefs in light of (9) _____. Unlike Descartes, who sought (10) _____, Popper believed it was unattainable and potentially detrimental, as it could close the mind to new possibilities.

13. Watch the video again. Answer the questions.

- What were your main insights from the video?
- What makes a theory scientific?
- Why might it be harmful to confuse pseudoscience for science?
- Karl Popper proposed falsifiability as a demarcation criterion. What does it mean? Why is it, on its own, not sufficient to solve the demarcation problem?
- Why is creationism/homeopathy/astrology/climate science denialism/vaccine skepticism/flat earth ideas (pick one) a pseudoscience?

IDIOM SAVANT

14. Look at the pictures. Guess the idioms related to knowledge and understanding that they illustrate. Explain the meanings of the idioms.

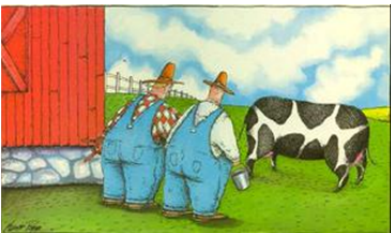


Fig. 14



Fig. 15



Fig. 16



Fig. 17

15. Match the idioms (1—10) with their definitions (A—J).

book smart	a. used to express the idea that intelligent or creative people often have similar ideas or opinions
get the hang of it	b. to become familiar with the basic procedures or methods of doing something
give the benefit of the doubt	c. something that requires little or no mental effort to understand or decide
know something inside out	d. having a strong theoretical or academic knowledge, often acquired through reading and studying
no brainer	e. to provide clarification or understanding about a topic or situation
shed light on	f. to be familiar with all the details and intricacies of something
know/learn the ropes	g. to understand or become proficient at something through practice or experience
know ins and outs	h. to believe someone's statement or excuse without proof, usually when there are doubts or uncertainties
pick one's brain	i. to have complete and thorough knowledge or understanding of something
great minds think alike	j. to seek someone's knowledge or expertise on a particular subject by asking them questions

16. Fill in the gaps with some of the idioms given in ex.15. Find examples with the rest of the idioms.

- a. While he may lack practical experience, John is incredibly (1) _____ and always excels in exams.
- b. Sarah knows this city (2) _____; she can navigate through its streets blindfolded.
- c. The new evidence (3) _____ the mysterious disappearance, revealing the truth behind the incident.
- d. On her first day at the job, she quickly (4) _____ and was able to handle tasks efficiently.
- e. Even though she arrived late, I'll give her the (5) _____ and assume there was heavy traffic.

17. Work with a partner and discuss:

- a. the advantages and limitations of learning from books compared to real-world experience;
- b. the fine line between giving someone the benefit of the doubt and being too trusting, and how to strike a balance;
- c. the benefits of picking the brains of experts from different fields of disciplines for gaining better understanding of the field.

18. Study the list of technology-related idioms below to put each in a context.

*bells and whistles * hit the panic button * pull the plug * to make sth tick * blow a fuse * reinvent the wheel * be on the same wavelength * push sb's buttons * it's not rocket science * cutting-edge * a cog in the machine * grease the wheels*

GRAMMAR CLINIC: Passive Voice Revision

19. Rewrite these sentences in the passive.

- a. I know that airlines do a lot to offset their carbon emissions — that's a fact.

It _____
Airlines _____

b. They claim that scientists less likely fall victims to mental glitches like confirmation bias and the Dunning-Kruger effect.

It _____
Scientists _____

c. I think that in the post-truth society there are fewer and fewer people who are listening to mild mannered scientists speaking about facts and evidence.

It _____
There _____

d. I believe that the human population is disproportionately increasing in different parts of the world.

It _____
The human population _____

e. They have seen a group of young scientist experimenting with stem cells

A group _____

f. The existing laws and regulations don't let scientists conduct genetic experiments on human beings.

Scientists _____
Genetic experiments _____

20. For questions 1—5, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

1. The guidelines for evaluating the scientific quality and usefulness of research efforts need to be thoroughly revised.

THOROUGH

There needs _____ the guidelines for evaluating the scientific quality and usefulness of research efforts.

2. Albert Einstein's colleagues regarded him so highly that they forgave his apparently shaky grasp of maths.

HELD

Albert Einstein _____ by his colleagues that they forgave his apparently shaky grasp of maths.

3. The careful preparation for the experiment ensured it produced valid results.

WHICH

The care _____ experiment ensured it produced valid results.

4. Scientist are absolutely forbidden to improve human genes.

ACCOUNT

On _____ to improve human genes

5. The laboratory head's poor judgement jeopardized the safety of the researchers.

JEOPARDY

The researchers' safety _____ by the poor judgement of the laboratory head.

Debate club

1. Take one period in history and show the role of science in it.

2. In your opinion, which of the latest discoveries in science and tech make it the most powerful rocket propellant known to man?

3. Describe a device / appliance without naming it. Explain in detail how to use it. Allow others to ask questions so that they could guess what it is.

4. Many AI researchers rolled their eyes reading this headline: "Stephen Hawking warns that rise of robots may be disastrous for mankind." Do you?

5. Hope or horror? Consider the options given below. Which one do you agree with?

AI advances will trigger “disruption” in the jobs market — skilled professions such as law, medicine and finance are at risk.

VS

AI creates job disruption but not job destruction — companies that invest in technology often end up employing more people as a result of the improvement in their fortunes heralded by the investment.

6. Think about some other scientific breakthroughs and discuss hopes and threats they can pose.

7. Read the quotes given below. Fill in the gaps with the words you think suit them and make them meaningful.

a. “The pursuit of science is a grand adventure, driven by _____, fueled by _____, and guided by _____.” — *James Clerk Maxwell*

b. “Scientific knowledge advances haltingly and is stimulated by _____ and _____.” — *Claude Lévi-Strauss*

8. Read more quotes about science and scientific knowledge given below. What do you think stand behind them. Which resonates with you more? Why?

a. “The greatest enemy of knowledge is not ignorance, it is the illusion of knowledge.”

Stephen Hawking

b. “In science, there are no shortcuts to truth.”

Karl Popper

c. “It is not the strongest of the species that survives, nor the most intelligent. It is the one most responsive to change.”

Charles Darwin

d. “Scientific discovery and scientific knowledge have been achieved only by those who have gone in pursuit of it without any practical purpose whatsoever in view.”

Max Planck

e. “Relying on nothing but scientific knowledge to produce an engineering solution is to invite frustration at best and failure at worst.”

Henry Petroski

f. “Whenever there is money involved, science gets thrown out the window.”

Christian Behrenbruch

g. “It has become appallingly obvious that our technology has exceeded our humanity.”

Albert Einstein

Section 3 THE DIGITAL HUMANITIES

LEAD-IN

1. Study the list of idioms

a. Fill in the gaps with ONE missing word.

at the ____ edge	opening a ____ of worms
bridge the ____	digital ____
____ slope	____ your fingertips
in over your ____	go down the ____ hole
a paradigm ____	back to square ____
pave the ____	throwing the ____ out with the bathwater
a ____ changer	____ a snag
____ the envelope	by ____ and bounds
____ of the curve	a ____ pill to swallow
hit the ____	____ in disguise

b. Which of the idiomatic expressions in ex.1a bear positive connotations and which convey negative senses? Sort the idioms out into two groups.

c. Which of them can be used in academic discourse? Match some of them with their more formal replacements given below.

extend the boundaries of current knowledge
transformative discovery
unanticipated benefits
leading to unintended consequences
facing challenges beyond your capacities
delve deeply into a complex topic
an unwelcome but necessary acknowledgement
significant advancements
introducing complex problems
discarding valuable aspects while removing unwanted ones
encounter an obstacle
return to the starting point
reach an impasse
leading the field
readily accessible

2. Work with a partner. *In your answers, try to use the idioms and phrases from the boxes above.

- a. What comes to mind when you hear the term ‘digital’?
- b. What do you think the term ‘humanities’ encompasses?
- c. Can you think of any ways in which technology might intersect with the study of humanities?
- d. Have you ever used any digital tools or resources for your academic research?
- e. How do you think technology has changed the way we study humanities subjects?
- f. Can you think of any challenges that might come from using digital tools in the humanities?

WATCHING AND SPEAKING

3. Look at the pictures illustrating the field of science called *the Digital Humanities*. Work with the partner and discuss what *the Digital Humanities* is.

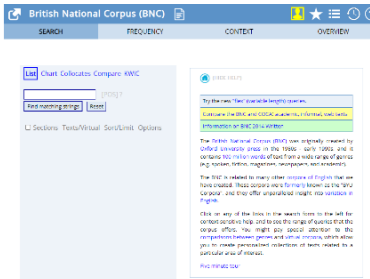


Fig. 18



Fig. 19

4. Watch the video about the Digital humanities (<https://clck.ru/3BewFo>). Complete the gaps with a word or a short phrase that you hear in the interview.



The Digital Humanities in Oxford University

The digital humanities field leverages the latest technologies to advance traditional studies, much like the advances in means of communication or the invention of a (1) _____ did in the past.

Likewise globally, digital humanists today have to tackle (2) _____ research challenges.

Not only do scientists from different fields collaborate but also the (3) _____ of previously unknown fields of interest.

The speaker provides an example of partnership with various (4) _____ foster enhanced dialogue and unique projects.

Digital technologies enable the analysis of texts, images, and music by aggregating data to (5) _____ and study in detail without leaving (6) _____.

Tools like multispectral and hyperspectral imaging allow researchers to read texts otherwise (7) _____.

Metadata aggregation offers new research opportunities even when the primary objects have (8) _____.

Digital technology also transforms the way we interact with texts, allowing for non-linear exploration similar to some medieval (9) _____.

Father Roberto Busa's pioneering work with (10) _____ on digitizing Thomas Aquinas's texts exemplifies the essence of digital humanities—using technology to achieve tasks more efficiently and (11) _____.

As research becomes more automated, it is crucial to keep (12) _____ involved to ask critical questions and guide the process.

Digital humanities enrich scholars' skill sets, combining traditional expertise with advanced digital methods, making them more (13) _____ and valuable in the research community.

5. Watch the video again. Does the speaker mention anything of what you discussed in ex. 3? What are your main insights after watching the interview?

READING AND SPEAKING

6. Work with a partner.

a. Before reading the text in ex.7, think of the key questions about the digital humanities you hope to get answers to.

b. Read the heading of the article given below. In your opinion, what does the author mean by ‘the false promise of the digital humanities’?

c. The words and phrases in the box are taken from the text you are about to read. What expectations do they evoke regarding the topic of the article?

*nascent field * graduate fellowship * proliferation * identity crisis * capacious canvas * paradigm shift * big data * obsequies of humanism * to code*

7. Read the text and match the gaps (1—6) with the paragraphs (A—G). One paragraph is extra.

Technology Is Taking Over English Departments.

The false promise of the digital humanities

by Adam Kirsch

abridged from *The New Republic* [15]

The humanities are in crisis again, or still. But there is one big exception: digital humanities. In 2009, the nascent field was the talk of the Modern Language Association (MLA) convention. And digital humanities continues to go from strength to strength, thanks in part to the Mellon Foundation, which has seeded programs at a number of universities with large grants — most recently, \$1 million to the University of Rochester to create a graduate fellowship.

1.	
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Within this range of approaches, we can distinguish a minimalist and a maximalist understanding of digital humanities. On the one hand, it can be simply the application of computer technology to traditional scholarly functions, such as the editing of texts. To some digital humanists, however, it represents a paradigm shift in the way we think about culture itself, spurring a change not just in

the medium of humanistic work but also in its very substance. “We live in one of those rare moments of opportunity for the humanities, not unlike other great eras of cultural-historical transformation such as the shift from the scroll to the codex, the invention of movable type, the encounter with the New World, and the Industrial Revolution.”

2.	
----	--

In *Uncharted*, Erez Aiden and Jean-Baptiste Michel, the creators of the Google Ngram Viewer talk up the “big data revolution”: “Its consequences will transform how we look at ourselves.... Big data is going to change the humanities, transform the social sciences, and renegotiate the relationship between the world of commerce and the ivory tower.” These breathless prophecies are just hype. But at the other end of the spectrum, the high language of inevitability is used: “the whole of our cultural inheritance has to be re-curated and reedited in digital forms and institutional structures.”

3.	
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In fact, the transition to some version of a post-verbal future is already taking place. *Debates in the Digital Humanities* includes a variety of blog posts, as well as more formal essays and articles, and one of these, Mark L. Sample’s “*What’s Wrong with Writing Essays*” describes how digital humanities can be applied in pedagogical terms. Its great utility, in his view, is that it can do away with student writing. “Why must writing, especially writing that captures critical thinking, be composed of words? Why not images? Why not sound? Why not objects?” In this vision, the very idea of language as the basis of a humane education — even of human identity — seems to give way to a post- or pre-verbal discourse of pictures and objects. Digital humanities becomes another name for the obsequies of humanism.

4.	
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McGann, in his essay “*Information Technology and the Troubled Humanities*,” points to university press publishing as one site of this discontent. The number of printed academic books has plunged from 1000—1500 copies to 200—250 and dropping every year. The obvious solution is to migrate the publication of monographs to the Internet, but the incentives for promotion and tenure continue to reward print publication over online work. Other essays raise the problem of how to assign credit for things such as websites and computer programs, which are collaboratively authored, in a system geared to the single-author article or book. There are those who lament that there is no budget line in most departments for the kind of specialists — programmers, curators, librarians — needed to make a digital humanities project come together.

5.	
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But are they humanistic skills? Was it necessary for a humanist in the past five hundred years to know how to set type and publish a book? Moreover, is it practical for a humanities curriculum that can already stretch for ten years or more, from freshman year to Ph.D., to be expanded to include programming skills? (Not to mention the possibility that the kind of people who are drawn to English and art history may not be interested in, or good at, computer programming.) Like many questions in digital humanities, this one remains open. But the basic emphasis on teamwork and building, as opposed to solitary intellection, is common to all stripes of digital humanists. *Digital Humanities* leaves no doubt that the future of the field belongs to democratic groups, not elitist individuals.

6.	
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This is not to say, of course, that traditional scholars, even “solitary geniuses,” cannot make use of digital tools. They already do: just about every scholarly book written today is written on a computer, and every query takes the form of an e-mail, and some advanced scholarly methods rely on exciting new technological tools.

The translation of books into digital files, accessible on the Internet around the world, can be seen as just another practical tool like these, which facilitates but does not change the actual humanistic work of thinking and writing. Indeed, as McGann argues in his new essay collection *A New Republic of Letters*, the translation of the world's libraries into digital form represents a major opportunity for a revival of philology, the most traditional kind of textual scholarship.

A. As an empirical matter, the solitary scholar laboring on a singular paradigm-shifting work is quite real. There is no contradiction between this fact and the idea that knowledge is “fundamentally distributed.” Scholarship is always a conversation, and every scholar needs books to write books. Humanistic scholarship has always been additive and collaborative even if it has not been in the strict sense collective. It is not immediately clear why things should change just because the book is read on a screen rather than a page.

B. But it would be unfair to generalize from the obviously anti-humanistic manifestations of digital humanities to the entirety of the field itself, for the simple reason that the field has no common essence: it is not a species but at best a genus, comprising a wide range of activities that have little relationship with one another. At its most pragmatic, digital humanities has less to do with ways of thinking than with problems of university administration. The advent of the Internet has posed challenges to the institutions of academia just as it has to the music business and brought about the anxiety and even outrage of individual scholars.

C. Digital humanities are the cutting edge of applying computer and information technological innovations in the humanities. Having changed several names, the field has been growing exponentially over the past decades. Originally focused on designing digital tools for creation of archives and text databases due to rapid development of computers' productivity and memory capacity digital humanities has evolved into an umbrella term for a number of studies and methods.

D. Underlying these administrative problems is a more basic question about the nature of humanistic work. A humanities culture that prizes thinking and writing will tend to look down on making and building as banal — the kind of labor that can be outsourced to non-specialists. Digital humanities gains some of its self-confidence from the democratic challenge that it mounts to that old distinction. Ramsay in a polarizing talk at the MLA convention in 2011 was willing to make this demand concrete: “Do you have to know how to code? I’m a tenured professor of digital humanities and I say ‘yes.’” Naturally, most humanities professors, even digital ones, do not know how to code, and Ramsay’s bluntness caused a backlash. There is something admirable about this frankness: if digital humanities is to be a distinctive discipline, it should require distinctive skills.

E. The language here is the language of scholarship, but the spirit is the spirit of salesmanship — the very same kind of hyperbolic, hard-sell approach we are so accustomed to hearing about the Internet, or about Apple’s latest utterly revolutionary product. Fundamental to this kind of persuasion is the undertone of menace, the threat of historical illegitimacy and obsolescence. Here is the future, we are made to understand: we can either get on board or stand athwart it and get run over. The same kind of revolutionary rhetoric appears again and again in the new books on the digital humanities.

F. Despite all this enthusiasm, the question of what the digital humanities is has yet to be given a satisfactory answer. The recent proliferation of books on the subject is a sign of a field suffering an identity crisis. “Nowadays,” writes Stephen Ramsay in *Defining Digital Humanities*, “the term can mean anything from media studies to electronic art, from data mining to edutech, from scholarly editing to anarchic blogging, while inviting code junkies, digital artists, standards wonks, transhumanists, game theorists, free culture advocates, archivists, librarians, and edupunks under its capacious canvas.”

G. If ever there were a chance to see the ideological construction of reality at work, digital humanities is it. Right before our eyes, options are foreclosed and demands enforced; a future is constructed as though it were being discovered. Everyone who ever swore to cling to typewriters, record players, and letters now uses word processors, iPods, and e-mail. Extend this logic from physical technology to intellectual technology, and it seems almost like common sense to say that if we are not all digital humanists now, we will be in a few years. As the authors of *Digital Humanities* write, with perfect confidence in the inexorability — and the desirability — of their goals, “the 8-page essay and the 25-page research paper will have to make room for the game design, the multi-player narrative, the video mash-up, the online exhibit and other new forms and formats as pedagogical exercises.”

8. Work with a partner.

- a. Does the article answer any of the questions you suggested in ex.6a?
- b. Did your suppositions in 6b appear to be correct?
- c. Were you right about the contexts where the words in 6c would be used?
- d. Why does the author say that digital humanities are suffering from an ‘identity crisis’?
- e. Is the author an opponent or proponent of the digital humanities?
- f. What topical issues are brought up in the article?
- g. Why does the author compare the influence of the Internet on the humanities to that it has on the music industry?
- h. Expand on the following excerpts from the article:

— *In fact, the transition to some version of a post-verbal future is already taking place.*

— *Big data is going to change the humanities, transform the social sciences, and renegotiate the relationship between the world of commerce and the ivory tower.*

— As an empirical matter, the solitary scholar laboring on a singular paradigm-shifting work is quite real. There is no contradiction between this fact and the idea that knowledge is “fundamentally distributed.

— edupunks, standards wonks, transhumanists, code junkies

VOCABULARY

9. What words collocate with the target words given below? Consult a dictionary/corpus.

(v) curb (adj) _____ (adj) _____ _____	proliferation	(adj) _____ (adj) _____ (ph.v) _____ _____	change
crisis	(v) _____ (v) _____ (v) _____ _____	(v) _____ (adj) l____ - _____ (adj) p_____	shift
(adj) s____ - _____ (v) _____ (v) _____ _____	prophecy	adj) _____ (v) _____ (v) _____ _____	approach
(adj) n _____ (v) h _____ (v) d _____ _____	doubt	(adj) _____ (adj) _____ (v) _____ _____	credit

10. Find in the article under discussion words and phrases which convey the following meanings:

- to gradually become more successful
- (of language) deliberately exaggerated

- c. disagree with, have an opposite opinion
- d. a combination of elements from different sources used to create a new song, video, computer file, program, etc.
- e. something that encourages you to do something
- f. relating to ordinary people or ordinary jobs that need technical skills rather than high levels of education
- g. exercise of rational thinking and knowledge

11. Think of ONE word only which can be used appropriately in each set of sentences.

1. After her incredible performance, she became the (a)_____ of the town.

He loves to (b)_____ up his accomplishments during meetings.

Despite his promises, he proved to be all (c)_____ and no action.

2. She decided to (a)_____ use of her free time by learning a new language.

We had to rearrange the furniture to (b)_____ room for the new bookshelf.

Even without all the ingredients, we had to (c)_____ do with what we had.

3. We've finished decorating upstairs but the downstairs still needs some (a)_____.

She'll really have her (b)_____ cut out to finish all those reports by the end of the week.

Watching the skilled artisan, I was amazed to see him at (c)_____ crafting beautiful pottery with ease.

4. I hope they will have enough (a)_____ to shut the windows before they leave.

She was in every (b)_____ beautiful.

Windsurfing is perfectly safe as long as you have/use some common (c)_____.

5. She is the latest in a long (a)_____ of controversial leaders.

The courts should take a tougher **(b)**_____ with sex offenders.

There is no budget **(c)**_____ for our celebration so any contribution is greatly appreciated.

CRITICAL THINKING

12. Discuss with a partner.

- a. Is the digital humanities a fashionable or a long-turn trend?
- b. What skills should a linguist have to work in the field of the digital humanities?
- c. Are digital tools sufficient for sophisticated language studies?

EXAM SPEAKING PRACTICE

You are going to give a two-minute talk on the issues of digital humanities. Use the clues and cues below or think of your own.

Student A

How are digital humanities transforming research and education?

- new research methods
- interdisciplinary
- collaboration

Student B

What are the challenges and opportunities in the digital humanities?

- access to digital resources and tools
- new skills
- information overwhelming

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