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Let's Talk about: The Art of Academic Speaking

Учебно-методическое пособие

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Учебно-методическое пособие предназначено для студентов старших курсов неязыковых факультетов, обучающихся по следующим направлениям подготовки: международные отношения, зарубежное регионоведение, регионоведение России, история, документоведение, антропология и политология. Пособие составлено в соответствии с учебной программой по английскому языку данных направлений. Материалы рассчитаны на студентов, владеющих английским языком на уровне B1+ CEFR (Intermediate и выше), и направлены на повышение уровня владения английским языком для специальных целей общения (ESP).

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Introduction

Учебно-методическое пособие «Let's Talk about: The Art of Academic Speaking» предназначено для студентов старших курсов неязыковых факультетов, обучающихся по следующим направлениям подготовки: международные отношения, зарубежное регионоведение, регионоведение России, история, документоведение, антропология и политология. Пособие может использоваться как основное или дополнительное в таких курсах как «Английский язык в профессиональной сфере», «Иностранный язык (английский)», «Профессиональная и деловая коммуникация на английском языке». Представленное учебно-методическое пособие включает десять тематических модулей, которые соответствуют или дополняют учебные программы указанных дисциплин. Пособие также может быть использовано студентами других специальностей, желающих усовершенствовать навыки устной речи и интересующихся представленной тематикой. Пособие может быть использовано как на аудиторных занятиях в объёме 2-4 часа в неделю, так и для самостоятельной работы студентов.

Материалы учебно-методического пособия рассчитаны на обучающихся, владеющих английским языком на уровне B1+ CEFR (Intermediate и выше) и направлены как на формирование и совершенствование навыков устной речи, так и на повышение уровня владения английским языком для специальных целей общения (ESP).

Цель пособия – формирование навыков устной речи на английском языке на основе иллюстративного и текстового материала, подкреплённого упражнениями, в рамках заданных тем.

Пособие ориентировано на развитие лексически правильной и логически выстроенной устной речи по принципу углубления языковых знаний: расширение словарного запаса по заявленным темам; совершенствование навыков чтения и говорения, что способствует развитию критического мышления; умение выражать собственное мнение в устной, а также письменной формах; формирование навыков индивидуальной и групповой работы.

Каждый тематический модуль содержит 23 задания, составленные по принципу Таксономии Блума. Задания в каждом модуле представлены следующими элементами: введение в тему (Warming up), списки слов (Vocabulary list), два основных текста для чтения и упражнения к каждому из них, построенные по принципу от простого к сложному (Activities).

Авторы выражают признательность за оказанную помощь при написании пособия заведующей кафедрой Международной деловой коммуникации ФИПН НИ ТГУ Т.Л. Андреевой.

Авторы с признательностью примут замечания и предложения, которые могут возникнуть при работе с учебно-методическим пособием.

Guidelines for students

Задания, входящие в данное учебное пособие нацелены на расширение словарного запаса учащихся, развитие навыков монологической и диалогической устной речи, работу с научным стилем английского языка, выполнение индивидуальных и групповых заданий.

Для расширения словарного запаса необходимо:

- выучить представленные в каждом модуле слова (Vocabulary list) и активно использовать их при выполнении заданий (Activities);
- обращать внимание на выделенные слова при выполнении упражнений, так как именно эти лексические единицы входят в тематический вокабуляр раздела (Vocabulary list). Это способствует более быстрому их запоминанию;
- выписывать лексические единицы, которые отрабатываются в упражнениях, в глоссарий так, чтобы была возможность пополнять этот список в дальнейшем;
- держать выписанный тематический вокабуляр перед глазами при выполнении заданий;

Для развития навыков чтения необходимо:

- внимательно прочитать текст, выписывая незнакомые выражения, находя их значения в словаре;
- перевести текст на русский язык, так чтобы понимание текста было полным и детальным;
- выполнить послетекстовые задания для контроля понимания прочитанного и закрепления тематического вокабуляра.

Для развития навыков говорения необходимо:

- для монологического высказывания – составить для себя план, выписать соответствующий тематический вокабуляр, представленный в разделе, специальные фразы для выражения согласия или несогласия, своего отношения к проблеме, предложенные для этой цели;
- для обсуждения текста – выделить основную идею текста и основные аспекты, которые предлагается обсудить, иметь перед глазами ключевые выражения (Vocabulary list), необходимые для устного высказывания;

- для работы в паре или группе – осмыслить предложенное обсуждению задание, продумать вопросы, которые могут быть заданы партнерам, составить аргументы в защиту своего мнения по вопросу;
- для обсуждения цитаты – понять, что имел в виду автор, попытаться объяснить его идею своими словами, определяя, согласны вы с мнением автора или нет, а также объяснить свою позицию, аргументировать ее, приведя примеры;
- для подготовки к реферированию текста – составить план устного ответа, состоящий из введения (тема, основная мысль), основной части (переработанная, структурированная и логично представленная информация из текста), заключения, а также собственного мнения о представленном тексте (критика, сильные стороны, стиль, целевая аудитория, развитие основной мысли текста), составить список ключевых слов, а также выбрать лексические единицы из представленных в модуле слов и выражений, представить в устной форме результат выполнения задания на занятии. Необходимо учитывать, что при представлении реферирования недопустимо читать подготовленный текст;
- для подготовки к решению кейса – внимательно прочитать исходную информацию и понять конкретную проблему, решение которой нужно представить, собрать требуемую фактическую информацию, данные, для аргументированного ответа, распределить роли и продумать логику ответа. Представить на занятии решение поставленной проблемы. Необходимо учесть, что в пособии представлены кейсы, ориентированные на групповую работу обучающихся. Поэтому все участники группы должны принимать равное участие в представлении решения кейса.

Module 1. Professional Development and Skills

Activity 1. Warming Up. Read these facts. Which one surprised you the most and why?

92% of employers prioritize soft skills over hard skills during hiring processes

Communication skills can increase a person's salary by 20% or more

Only 10% of learning happens in the classroom; most is through real-world

Emotional intelligence can predict job performance better than IQ in many cases

The average professional spends 30 to 40 hours a year on skill development

89% of employers believe that the reason for new hires' failure is more often due to lack of soft skills rather than technical competencies.

Activity 2. Vocabulary list 1. Read and translate the following vocabulary units into Russian.

- | | | |
|------------------------------------|--------------------------------|--------------------------------|
| 1. on the subject of, <i>phr</i> | 9. significance of, <i>n</i> | 17. approach to, <i>phr</i> |
| 2. improvement in, <i>phr</i> | 10. identification, <i>n</i> | 18. enhancement of, <i>phr</i> |
| 3. on the issue of, <i>phr</i> | 11. a view on, <i>phr</i> | 19. case for, <i>phr</i> |
| 4. a model of, <i>phr</i> | 12. perspective on, <i>phr</i> | 20. research into, <i>phr</i> |
| 5. on the principle of, <i>phr</i> | 13. awareness of, <i>phr</i> | 21. method of, <i>phr</i> |
| 6. a feature of, <i>phr</i> | 14. an aspect of, <i>phr</i> | 22. methodology, <i>phr</i> |
| 7. beyond the scope of, <i>phr</i> | 15. expertise in, <i>phr</i> | 23. mastery of, <i>phr</i> |
| 8. a pattern of, <i>phr</i> | 16. assessment of, <i>phr</i> | 24. commitment to, <i>phr</i> |

Activity 3. Read and translate the text into Russian.

Professional development and skills



Professional development is crucial for any individual aiming to advance their career. **On the subject of** professional skills, it's vital to understand the **distinction between hard and soft skills and their** respective roles in workplace success.

Hard skills, such as **expertise in** technical areas like coding or data analysis, language knowledge, financial planning, project management often require continuous learning due to rapid advancements. Many professionals focus on the **improvement in** these hard skills to stay updated. However, **on the issue of** soft skills, which include communication and teamwork, leadership skills, skills of critical thinking, creativity, open-mindedness, they play a pivotal role in navigating workplace dynamics and building relationships. An effective professional is **a model of** adaptability and empathy, which are essential soft skills. These skills are developed **on the principle of** self-awareness and consistent practice.

A key **feature of** professional growth is the ability to balance both hard and soft skills. To grow professionally, it's important to look **beyond the scope of** immediate job requirements and explore **a pattern of** continuous learning and self-improvement. Understanding the **significance** of both skill types allows individuals to thrive in diverse environments. **Identification** of areas which need improvement can be daunting. However, adopting **a view on** one's own skills can be a first step towards development. Seeking feedback also provides a new **perspective on** one's capabilities, leading to an increased **awareness of** various **aspect of** one's professional personality. Having **expertise in** a particular field can significantly boost one's professional standing. However, regular **assessment of** skills and an open-minded **approach to** feedback can lead to **enhancement of** career prospects. There is a strong **case for** investing time in learning soft skills, as they often complement hard skills. **Research into** workplace dynamics shows that while hard skills give someone a job, soft skills often lead to promotions. A balanced approach involves learning through a structured **method of** improving both skill types. Employing an effective **methodology** involves creating a personal development plan. This includes setting goals for mastering new techniques while cultivating soft skills. Striving for **mastery of** both skill types demonstrates a **commitment to** personal and professional growth, making a significant impact on career success.

Activity 6. Read the following sentences and decide whether they are True (T) or False (F).

Sentence	True	False
1. On the subject of professional skills, the text states that only hard skills are important for career advancement.		
2. A key feature of professional development is avoiding feedback from others.		
3. The text claims that expertise in technical areas is not a hard skill.		
4. Research into workplace dynamics suggests that hard skills are more important for getting promotions than soft skills.		
5. The method of improving soft skills described in the text involves ignoring self-awareness.		
6. The text makes a strong case for the importance of balancing both hard and soft skills.		
7. Gaining a perspective on your skills means ignoring the views of your colleagues.		
8. The text suggests a lack of awareness of your weaknesses can hinder professional growth.		
9. Regular assessment of your skills is unnecessary for career advancement.		
10. Mastery of soft skills is only useful for those in management positions.		

Activity 7. Translate the following sentences into Russian paying attention to the vocabulary units.

1. Early **identification of** your strengths and weaknesses allows for a more targeted professional development plan.
2. Understanding the **significance of** networking can open doors to unforeseen career opportunities.
3. Developing **expertise in** data analysis is increasingly valuable in a wide range of industries.
4. While important, technical skills alone are **beyond the scope of** what's needed for effective leadership.
5. There's a strong **case for** investing in soft skills training, such as communication and teamwork.
6. Having a **view on** current trends in your field is crucial for staying relevant and competitive.
7. One important **aspect of** professional development is seeking regular feedback from colleagues and mentors.

8. A clear **pattern of** continuous learning is often a key indicator of career success and adaptability.

Activity 8. Answer the following questions with short answers (1-2 sentences), based on the information provided in the text from Activity 3.

1. What is the distinction between hard and soft skills, and how do they contribute to workplace success?

2. Why is it important for professionals to focus on improving both hard and soft skills?

3. How can self-**awareness** and consistent practice help in the development of soft skills?

4. What are the benefits of seeking feedback to gain a new **perspective on** one's professional capabilities?

5. How do hard skills and soft skills complement each other in terms of career advancement?

6. What is the importance of creating a personal development plan that focuses on improving both skill types?

7. How can a balanced **approach to** developing hard and soft skills make a significant impact on one's career success?

8. What other benefits might a professional gain by «striving for **mastery of** both skill types? »

Activity 9. For each of the following situations, create a brief, realistic example demonstrating how the concept applies to a professional setting.

1. Situation: Imagine a team leader who understands the importance of soft skills. Give an example of how they demonstrate this **on the issue of** conflict resolution.

2. Situation: Describe a professional you admire and why they are a **model of** adaptability.

3. Situation: Provide an example of how a company shows its **commitment to** the professional development of its employees.

4. Situation: Give an example of a situation where improving your **expertise** can have a positive impact.

5. Situation: Describe a time when you applied something you learned in a professional development training course to your work and the project had a big **significance**.

Activity 10. Make a presentation on *one* of the following topics.

1. The **significance of** soft skills in my future career. Focus on the importance of soft skills in your chosen field and provide specific examples of how they will contribute to your success. (Use: *Significance of, Expertise in, Aspect of and other phrases*)

2. My personal professional development plan: a balanced **approach**. Outline your plan for developing both hard and soft skills, highlighting your goals and the **methods** you will use. (Use: *A Pattern of, Commitment, Method of and other phrases*)

3. Why continuous learning is essential: looking **beyond the scope of** my job. Argue why professionals should engage in learning that goes beyond their immediate job requirements. (Use: *Beyond the scope of, Improvement in, A View on and other phrases*)

4. Assessing my skills: a realistic **perspective on** strengths and weaknesses. Discuss your current skill set, highlighting both your strengths and areas for improvement. (Use: *Assessment of, Identification, Perspective on and other phrases*)

5. Making a **case for** investing in soft skills training. Present a persuasive argument for why companies should prioritize soft skills training for their employees. (Use: *Case for, Research into, Enhancement of and other phrases*)

Activity 11. Vocabulary list 2. Read and translate the following words and phrases into Russian.

- | | | |
|-----------------------------|----------------------------|--------------------------------|
| 1. to investigate, <i>v</i> | 9. to identify, <i>v</i> | 17. to classify, <i>v</i> |
| 2. to conduct, <i>v</i> | 10. to analyze, <i>v</i> | 18. to establish, <i>v</i> |
| 3. to consider, <i>v</i> | 11. to support, <i>v</i> | 19. to account for, <i>phr</i> |
| 4. to illustrate, <i>v</i> | 12. to challenge, <i>v</i> | 20. to attempt, <i>v</i> |
| 5. to assume, <i>v</i> | 13. to examine, <i>v</i> | 21. to explore, <i>v</i> |
| 6. to find, <i>v</i> | 14. to affect, <i>v</i> | 22. to emphasize, <i>v</i> |
| 7. to calculate, <i>v</i> | 15. to provide, <i>v</i> | 23. to carry out, <i>phr</i> |
| 8. to demonstrate, <i>v</i> | 16. to develop, <i>v</i> | 24. to offer, <i>v</i> |

Activity 12. Read and translate the text into Russian.

From a historical perspective, it is important **to investigate** past events by examining records and artifacts. Hard skills they need **to develop** are:

- archival research: knowing how **to investigate** historical documents in archives (e.g., different types of records). It's important **to examine** records, **to identify** biases. For example, **investigating** letters from soldiers during World War I to understand their experiences, one must **consider** different interpretations.

- historiography: understanding different historical interpretations and approaches. For example, **analyzing** how different historians **account for** the causes of the French Revolution.

As for soft skills, they are the following:

- critical thinking: **analyzing** sources and arguments **to identify** biases and evaluate their validity. Historians must **challenge** assumptions to arrive valid conclusions. For example, questioning the reliability of a newspaper article from a particular political perspective.

- communication: writing clearly and persuasively to present research findings. For example, writing a compelling essay that argues a new interpretation of a historical event. The goal is **to support** arguments with valid points.

Speaking about archaeologists, hard skills they develop are:

- excavation techniques: knowing how **to carefully carry out** excavation. It's important **to classify** findings and to record accurately. For example, carefully uncovering a pottery shard and recording its exact location on a site grid.

- dating methods: understanding and applying various methods for dating artifacts and sites. You must **calculate** the best method. For example: using carbon-14 dating **to establish** the age of a piece of charcoal found at a prehistoric site.

Soft skills are also very important. We can **illustrate** them here:

- problem-solving: **to attempt** to find creative solutions when there is a challenge in the field.

- teamwork: collaborating effectively with team and with local communities on a project which **affects** results. For example: working with a team to excavate a large site, coordinating tasks, and sharing information.

Anthropologist **develop** the following hard skills:

- ethnographic research: **to conduct** fieldwork, **to offer** a data. For example: spending months living in a remote village **to explore** customs.

- data analysis: analyzing qualitative and quantitative data. The key is **to find** what they have in common. For example: using statistical software **to analyze** survey data on attitudes towards climate change in different cultures.

As for soft skills, they are the following:

- cultural sensitivity: you have **to assume** a right way.
- adaptability: this skill helps you **to develop** fast.

For political scientists one can **emphasize** the following hard skills:

- statistical analysis: using statistical methods **to demonstrate** political data.
- policy analysis: evaluating the effectiveness and to suggest improvements.

And soft skills are:

- analytical reasoning: the goal is **to identify** arguments.
- negotiation: the goal is **to provide** a compromise.

Activity 13. Match the following words on the left with their correct definitions on the right.

Word	Definition
1. to affect	a. to take something for granted without proof or evidence.

2. to attempt	b. to organize and manage an activity or event, often involving research or a study.
3. to carry out	c. to explain the reasons for something or how it happened.
4. to challenge	d. to break down information into parts to understand it better.
5. to assume	e. to have an influence on someone or something, causing a change.
6. to account for	f. to try to do something, especially when it is difficult.
7. to analyze	g. to highlight or stress the importance of something.
8. to conduct	h. to travel through an area to learn about it or discover new things.
9. to emphasize	i. to perform or complete a task or plan as intended.
10. to explore	j. to question the truth or validity of something, often requiring a response.

Activity 14. Define, list or identify based on the information provided in the text (Activity 11).

1. Define archival research in the context of historical work. (Use "**to investigate**" and "**to examine**")
2. List two hard skills that historians need **to develop**.
3. **Identify** one example of a soft skill for historians and explain how it is used in their work. (Use "**to challenge**" and "**to support**")
4. Define historiography. (Use "**to account for**")
5. List two hard skills that archaeologists need. (Use "**to carry out**" and "**to calculate**")
6. Identify one soft skill for archaeologists and give an example from the text. (Use "**to affect**")
7. Define ethnographic research as it relates to anthropology. (Use "**to conduct**" and "**to explore**")
8. List two hard skills that anthropologists **develop**.
9. Identify a key aspect of data analysis in anthropology. (Use "**to find**")
10. Define policy analysis in the context of political science. (Use "**to evaluate**" and "**to suggest**")

Activity 15. Choose the correct variant for each multiple-choice question based on the provided text.

1. Which verb best describes the historian's task in relation to historical sources?

- a) to provide
c) **to investigate**
- b) **to develop**
d) **to establish**
2. What skill do historians need to develop to create a strong argument?
a) teamwork b) excavation techniques c) communication d) data analysis
3. What is a key part of a historian's task related to existing interpretations?
a) **to explore** b) **to affect**
c) **to challenge** d) **to account for**
4. What skill is necessary for an archaeologist when working on a site?
a) cultural sensitivity b) negotiation
c) **to conduct** fieldwork d) **to carry out** excavation
5. What skill is necessary for an archaeologist when working on a site?
a) cultural sensitivity b) negotiation
c) **to conduct** fieldwork d) **to carry out** excavation
6. What is one method archaeologists might use?
a) policy analysis b) ethnographic research
c) data analysis d) **to calculate** dating
7. What must an archaeologist **consider** to ensure the project's success?
a) bias in sources b) argument validity
c) data reliability d) to affect results
8. What do anthropologists need to do in their fieldwork?
a) **to conduct** research b) **to analyze** policies
c) **to establish** dates d) **to challenge** interpretations
9. What do anthropologists have to do with the collected data?
a) **to analyze** data b) **to conduct** fieldwork
c) **to establish** dates d) **to challenge** interpretations
10. What skill must anthropologists **develop** to interact effectively with people from different cultures?
a) adaptability b) negotiation
c) cultural sensitivity d) problem-solving
11. What do political scientists attempt to do when studying policy?
a) to evaluate effectiveness b) **to conduct** fieldwork
c) to find commonalities d) **to challenge** assumptions

Activity 16. Translate the following sentences into Russian paying attention to the vocabulary units.

1. **To improve** their career prospects, many professionals need **to conduct** a thorough self-assessment **to identify** areas for improvement.

2. Before implementing a new strategy, it's important **to explore** all possible outcomes and **calculate** the potential risks and rewards.

3. **To demonstrate** their commitment to lifelong learning, individuals should **carry out** a personal development plan, even if that is time-consuming.

4. Effective leaders **examine** various leadership styles and **identify** the approach that best suits their team and organizational culture.

5. The research aims **to illustrate** the connection between soft skills development and increased job satisfaction.

6. Through careful data analysis, we can **identify** trends and **demonstrate** the effectiveness of different training programs.

7. To make informed decisions, managers need **to examine** relevant data and **calculate** potential return on investment (ROI) before making investments.

8. By **conducting** surveys and interviews, researchers can **explore** employee perspectives and **illustrate** the factors that **contribute** to a positive work environment.

Activity 17. Interpret information based on the information from the text (Activity 11) and answer the following questions:

1. How does a historian **investigate** past events by **examining** records during archival research?

2. How do historians use critical thinking **to challenge** sources and arguments, and what is their goal?

3. Beyond digging, what steps must archaeologists **classify** as part of using excavation techniques?

4. How do archaeologists **calculate** the age of a site or artifact by using dating methods?

5. What kind of data do anthropologists **offer** when they **conduct** ethnographic research?

6. What hard skill, besides **conducting** fieldwork, allows anthropologists **to identify** shared traits among people?

7. What is a goal of policy analysts as they **analyze** data and **evaluate** the effects of the implemented approach?

8. How might political scientists **account for** a source **to** properly **illustrate** an analytical reasoning?

Activity 18. Prove that ...

1. Historians need to be open-minded when they gather and interpret evidence.

2. Anthropologists need soft skills to succeed in their field.
3. Political scientists are expected to predict the future.
4. Document specialists have to find out if the document is real.
5. Archaeologists **explore** ancient civilizations in detail.

Activity 19. Give a set of recommendations for the following problem-based situations.

1. Situation «Stagnant career»: a mid-career professional feels that their skills have become outdated and they are no longer advancing in their field. How would you advise this individual **to carry out** a self-assessment **to identify** areas for improvement and what kind of commitment would you tell them to make to long-life-learning?

2. Situation «Team Conflict»: a team is experiencing constant conflict due to poor communication and interpersonal skills. As a team leader, what actions would you take **to emphasize** the importance of soft skills, **to develop** better communication strategies, and **to establish** a more collaborative work environment?

3. Situation «Lack of feedback»: an employee feels that they are not receiving enough constructive feedback to guide their professional development. What steps could they take **to investigate** their skill set further and **develop** their career?

4. Situation «New technology»: a new technology is rapidly transforming a particular industry, and many professionals are struggling to adapt. What resources would they need, what steps could they do **to explore** this new technology, and how could the workers **carry out** themselves to handle it?

5. Situation «Ethical dilemma»: a professional is faced with an ethical dilemma at work that could have serious consequences for their career and the reputation of their organization. What questions should this professional **consider**, and how would they do the same **investigate** to make a right decision?

Activity 20. Choose *one* of the following topics. Give a one-minute talk about the chosen topic. Use at least 3 vocabulary units from the Vocabulary lists (Activities 2, 10).

On the subject of professional development, which skill (hard or soft) do you believe is most essential for success in your chosen field, and why?	Describe someone you know who is a model of professional growth. What specific actions have they taken to achieve their goals?
Why is it important to look beyond the scope of your immediate job responsibilities and to attempt new challenges?	What is the significance of lifelong learning, and how do you plan to maintain a pattern of continuous self-improvement in your career?
How can research into cultural differences help professionals develop better communication skills and build	What are the benefits of conducting a regular assessment of your skills? What is your methodology ?

stronger relationships?	
Why is it important for professionals to challenge assumptions?	It is important to explore, analyze and to provide insights to society. What is your perspective on that?

Activity 21. Retell one of the texts.

Text 1:

The Evolving Landscape of Professional Skills

Professional development is no longer a linear progression but a dynamic and adaptive journey. The traditional emphasis on "hard skills" – technical proficiencies like coding, statistical analysis, or specialized tool operation – remains crucial. However, the modern workplace increasingly demands a sophisticated skillset that transcends technical **expertise**. "Soft skills," encompassing communication, teamwork, problem-solving, and critical thinking, are now recognized as equally vital for career success and organizational effectiveness.

Research into workplace dynamics consistently **demonstrates** the value of adaptability, emotional intelligence, and collaborative abilities. The ability to effectively communicate complex information to diverse audiences, to navigate challenging interpersonal situations, and to work seamlessly within a team structure are key determinants of professional success. The **significance of** these "soft skills" is amplified in leadership roles, where the ability to inspire, motivate, and guide others is paramount.

Moreover, the rapid pace of technological change necessitates a **commitment to** continuous learning and skills **enhancement**. Professionals must be proactive in **identifying** skill gaps and seeking opportunities for growth, whether through formal education, online courses, or on-the-job training. A proactive and open-minded **approach to** professional development is essential for maintaining relevance and competitiveness in today's rapidly evolving job market. Effective professional development isn't simply about gaining new knowledge, but about **developing** adaptability, resilience, and a strategic mindset. These factors help them to create a **method** to implement themselves in different sectors. With the rapid growth, workers must **challenge** and **investigate** this expertise.

Roles for retelling (choose one):

1. Human resources manager: retell the text focusing on how HR departments can promote and support the development of soft skills within their organizations.
2. Mid-career professional: retell the text reflecting on your own experiences and identifying specific areas where you need to improve your professional skillset.
3. University career counselor: retell the text focusing on how universities can better prepare students for the demands of the modern workplace.
4. Training and development specialist: retell the text from the perspective of someone whose job is to design and deliver professional development programs.

Text 2:

Embracing the growth mindset in a dynamic world

In today's rapidly evolving professional landscape, possessing a fixed mindset – the belief that abilities are innate and unchangeable – can be a significant impediment to career success. Conversely, cultivating a growth mindset – the belief that abilities can be **developed** through dedication and hard work – is increasingly crucial for navigating complexity and adapting to change. The modern professional is not simply expected to possess a specific set of skills, but **to demonstrate** a willingness to learn, **to challenge** existing assumptions, and to approach new challenges with curiosity and resilience.

This requires a fundamental shift in perspective. Instead of viewing failures as evidence of limitations, professionals with a growth mindset **analyze** setbacks as opportunities for learning and improvement. They actively seek out new knowledge and skills, **examine** best practices, and **investigate** innovative solutions. They are not afraid **to explore** new technologies, **to conduct** experiments, and **to identify** and **develop** ways to optimize performance.

The significance of a growth mindset extends **beyond** individual success. Organizations that foster a culture of learning and development are better positioned to adapt to market changes, **offer** innovative products and services, and attract and retain top talent. Leaders play a crucial role in **establishing** this culture by **emphasizing** the importance of continuous learning, **supporting** experimentation, and celebrating both successes and failures as valuable learning experiences. Furthermore, it's vital **to emphasize** that everyone has the ability to change and improve.

Roles for retelling (choose one):

1. CEO of a tech startup: retell the text focusing on how to build a company culture that embraces risk-taking and continuous learning.
2. Recent university graduate: retell the text reflecting on your own experiences and how you can cultivate a growth mindset as you begin your career.
3. Experienced manager facing layoffs: retell the text from the **perspective of** a manager who needs to help their team adapt to major organizational changes and skill requirements due to automation.
4. Online course creator: retell the text as someone who's creating a professional development course, **emphasizing** the mindset and skills that would be most valuable for participants.

Activity 22. Work in pairs. Role play *one* of the following situations.



1. Situation: two recent graduates discuss their job search experiences and the skills employers are looking for.
2. Situation: two friends, one a historian and one an anthropologist, debate the most challenging aspects of their

respective fields.

3. Situation: two political scientists discuss how social media has **affected** political campaigns and what steps, as a document specialist, you would take to create the campaign



4. Situation: a document specialist is training a new employee on the importance of maintaining accurate records.

5. Situation: a team of archaeologists is planning an excavation and needs to decide on the best **approach**.

Activity 23. Comparing, ranking, identifying and evaluating alternatives. For each scenario, discuss the situation and come to a group consensus.

1. Hard vs. soft skills in history: taking into account that historians need **to investigate** past events, **examine** sources, and **illustrate** trends, compare and rank the importance of hard (research, analytical) vs. soft (communication, empathy) skills for a historian in the 21st century. How might the increasing amount of readily available information **affect** this importance?

2. Ethical considerations in anthropology: **on the issue of** respecting local traditions, can anthropology be harmful? Are there alternative **approaches** for the professional team members to protect their image and enhance their performance.

3. Skills for political scientists and the importance **to develop** new models: the models have to be based on **expertise** and knowledge.

4. Professional development **methodologies**: you are doing **assessment** of some individuals and you now know there is still space for self-growth. What are some ways to make them have a balance, you have **to offer** the best ones.

5. Inclusivity of archaeologists: discuss the importance of professional development for the archaeologist.

Module 2. Culture, Science and Society

Activity 1. Warming up. The following examples demonstrate intricate interconnection between culture, science and society. Explain this interconnection. Highlight the role of each actor in these examples.



1. The development and ethical debate around genetically modified organisms (GMOs);
2. The influence of cultural beliefs on medical practices and healthcare access;
3. The role of technology in shaping communication and social interaction.

E.g.: 1) **Science:** Genetic engineering allows...; **Culture:** Culture shapes perceptions of...; **Society:** The societal impact of GMOs is multifaceted...

Activity 2. Vocabulary list 1. Read and translate the following vocabulary units into Russian.

- | | | |
|---------------------------------|--------------------------------|------------------------------|
| 1. equivalent to, <i>coll</i> | 10. interested in, <i>coll</i> | 19. profoundly, <i>adv</i> |
| 2. exposed to, <i>coll</i> | 11. known for, <i>coll</i> | 20. notably, <i>adv</i> |
| 3. relevant to, <i>coll</i> | 12. popular with, <i>coll</i> | 21. subsequently, <i>adv</i> |
| 4. typical of, <i>coll</i> | 13. consequently, <i>adv</i> | 22. conversely, <i>adv</i> |
| 5. compatible with, <i>coll</i> | 14. arguably, <i>adv</i> | 23. frequently, <i>adv</i> |
| 6. consistent with, <i>coll</i> | 15. explicitly, <i>adv</i> | 24. relatively, <i>adv</i> |
| 7. detrimental to, <i>coll</i> | 16. implicitly, <i>adv</i> | 25. eventually, <i>adv</i> |
| 8. dependent on, <i>coll</i> | 17. fundamentally, <i>adv</i> | |
| 9. aware of, <i>coll</i> | 18. paradoxically, <i>adv</i> | |

Activity 3. Read and translate the text into Russian.



The intricate dance between science, culture, and society is a constant, dynamic process, shaping our world **profoundly**. Science provides knowledge, culture filters its acceptance and application, and society bears the consequences. This interplay is visible in numerous aspects of modern life.

One compelling example is climate change. Scientific research **explicitly** demonstrates the link between greenhouse

gas emissions and global warming. **Consequently**, scientific reports are often met with varying degrees of cultural acceptance. Some societies, **aware of** the urgency, embrace sustainable practices, while others remain skeptical, sometimes due to economic considerations or ingrained beliefs. The long-term effects, **arguably** the most pressing issue facing humanity, are **eventually** felt globally, regardless of cultural differences. Government policies, **notably** in sectors like energy, are heavily **dependent on** both scientific findings and cultural pressures.

Another illustration emerges in the realm of education. Scientifically proven teaching methods, while effective, might not be universally implemented. Teaching styles **compatible with** one cultural background may prove **detrimental to** learners from another one. Different societies **frequently** have varying educational philosophies; those valuing rote memorization, for instance, may clash with pedagogical approaches **fundamentally** built on critical thinking. Public perception, **relatively** uniform in some areas, shifts to stark division in other ones.

Healthcare presents a similar dynamic. While Western medicine is **known for** evidence-based treatments, some cultures lean on traditional practices, seeing them as **equivalent to** or even superior to scientific approaches. The societal impact of medical advancements, such as vaccines, is further contingent on cultural acceptance. People exposed to misinformation online may **conversely** develop vaccine hesitancy, hindering public health efforts. Certain medical conditions are also **implicitly** stigmatized in certain cultures.

Moreover, ethical considerations, often stemming from cultural norms, **significantly** shape scientific pursuits. Genetically modified organisms (GMOs), while scientifically promising, are **paradoxically** met with both enthusiasm and fear, making their widespread acceptance **relatively** slow. Scientific advancements become **popular with** the societies that are **consistent with** their ideologies. **Ultimately**, fostering a science-literate and culturally sensitive society, **interested in** promoting ethical considerations, is essential for navigating these complexities.

These instances reveal a profoundly interconnected reality. Scientific progress is rarely a straightforward path; instead, its integration into society is dependent on cultural nuances. Actions **relevant to** society and human behavior are, **subsequently**, viewed or used in the way that is **typical of** their specific culture. Therefore, understanding these relationships is fundamentally important.

Activity 4. Answer the following questions based on the information provided in the text from Activity 3.

1. How does the text suggest that science and culture influence each other in the context of climate change?
2. Discuss the implications of cultural acceptance on the implementation of scientifically proven teaching methods. What examples from the text support your argument?
3. In what ways does the text illustrate the conflict between traditional healthcare practices and Western medicine? Provide specific examples.

4. Analyze how economic considerations may affect cultural acceptance of scientific findings, particularly in relation to climate change.

5. The text mentions vaccine hesitancy as a result of misinformation. How does this reflect the interplay between society and scientific advancement?

6. What role do ethical considerations play in shaping scientific pursuits, according to the text? Provide examples to support your response.

7. How do cultural differences influence public perception of educational philosophies, as discussed in the text?

8. Reflect on the statement that "scientific progress is rarely a straightforward path." What factors contribute to this complexity according to the text?

9. How do societal impacts of scientific advancements differ across cultures? Provide examples from the text to illustrate your point.

10. Why is it essential to foster a science-literate and culturally sensitive society, as mentioned in the conclusion of the text?

Activity 5. Fill in the gaps using words from the word bank. Translate the sentences into Russian.

*relevant detrimental compatible equivalent interested dependent
consistent typical exposed aware*

1. The concept of science is often seen as ... to the pursuit of objective truth in society.

2. Many individuals are ... to various cultural practices that influence their scientific understanding.

3. The study of science is highly ... to contemporary societal challenges, such as climate change.

4. It is ... of certain cultures to prioritize empirical evidence over anecdotal experiences in scientific discussions.

5. Scientific theories must be ... with existing knowledge to gain acceptance within the community.

6. Findings from research are ... with previous studies, thereby strengthening the validity of the results.

7. Some technological advancements can be ... to cultural heritage if not managed responsibly.

8. Public perception of science is often ... on the educational background of the individual.

9. Being ... of cultural perspectives can enhance one's understanding of scientific debates.

10. Many students are ... in the intersection of science and society, especially in fields like environmental studies.

Activity 6. Complete the sentences with the adverbs from Vocabulary list 1. The first letter is given.

1. If something is e... stated, it means there's no room for misinterpretation, and the message should be clear to all.
2. If something is i... agreed upon, it means the understanding is shared without needing to be verbally expressed.
3. If something is f... changed, it means the very core of something has been altered at its base.
4. If something is p... successful, it means the outcome defies logic and expectation, presenting a seemingly contradictory situation.
5. If something is p... affected, it means the impact is deep, lasting, and significantly alters the subject.
6. If something is n... improved, it means there's a significant and easily observable enhancement compared to the previous state.
7. If something is s... discovered, it means the information came to light after a series of prior events.
8. If something is c... argued, it means a directly opposing viewpoint is being presented as an alternative explanation.
9. If something is f... observed, it means the phenomenon is common and likely to occur under similar circumstances.
10. If something is e... realized, it means the goal or understanding was achieved after a period of time, often after facing challenges or delays.

Activity 7. Provide a particular example to illustrate the statement. Use at least 3 words from Vocabulary list 1.

*E.g. 1) A student talks about research on traditional medicine in specific cultures: "Research **relevant to** Traditional Chinese Medicine (TCM) is investigating herbal formulas **frequently** used to treat type 2 diabetes. Studies are focusing on the specific bioactive compounds within these formulas and their mechanisms of action, to see if they are **compatible with** conventional diabetes medications. This research aims to determine if these TCM treatments can offer complementary benefits alongside standard medical care for better blood sugar control."*

1. Cultural values influence the direction and funding of scientific research.
2. Scientific advancements can lead to significant shifts in cultural norms and societal structures.
3. Unequal distribution of scientific knowledge and resources can exacerbate social inequalities and disparities.
4. Cultural interpretations of scientific findings can shape public policy and legal frameworks.
5. Scientific advancements, when divorced from ethical and cultural considerations, can lead to detrimental societal outcomes.

6. Culturally ingrained biases and prejudices can distort scientific inquiry and prevent the objective pursuit of knowledge.

7. The commercialization of scientific research can prioritize profit over societal well-being and create inequalities in access to technological advancements.

8. The rapid pace of scientific and technological change can outpace a society's ability to adapt and address the ethical and social implications of new innovations.

Activity 8. Make *one* sentence, using words given.

E.g. Scientific discoveries frequently become woven into the fabric of culture and popular with the general public over time.

- | | |
|----------------------------------|-------------------------------|
| 1. popular with, frequently; | 5. dependent on, conversely; |
| 2. equivalent to, paradoxically; | 6. exposed to, eventually; |
| 3. detrimental to, consequently; | 7. relevant to, implicitly; |
| 4. aware of, arguably; | 8. typical of, fundamentally. |

Activity 9. Translate the following texts into Russian paying attention to the vocabulary units.

1. Japan (Kazuo): "My grandfather, a rice farmer, views genetically modified crops as **equivalent to** tampering with nature, something **fundamentally** wrong. He believes that the traditional methods, though yielding less, are more **consistent with** respecting the land. **Paradoxically**, his grandson is **interested in** agricultural biotechnology, seeing it as a way to improve food security, **consequently** leading to tense family dinners. He feels the older generation wasn't **exposed to** enough information **relevant to** modern farming techniques, and so are unable to properly evaluate it."

2. Nigeria (Aisha): "Our village is **dependent on** the river, but industrial waste is **detrimental to** its health, and our health. While some elders are **aware of** scientific advancements in water purification, many are skeptical. It is **typical of** rural communities distrustful of outsiders. **Consequently**, diseases spread, and people **arguably** believe traditional healers offer a safer alternative because they seem to care more **explicitly** for their well-being, even if their methods are not scientifically validated."

3. Germany (Hans): "Germany is known for its engineering and scientific innovation, and the public is **relatively** supportive of research. Developments in renewable energy are particularly **popular with** younger generations, as they see it as **compatible with** a sustainable future, which is **profoundly** important to them. **Conversely**, some worry about the ethical implications of advancements in artificial intelligence and genetic engineering, but overall science is viewed as a positive force, frequently leading to a better quality of life."

4. India (Priya): "My neighbor, a software engineer, says his parents **implicitly** value science because they pushed him to pursue a STEM career. His family is not

necessarily **aware of** scientific research, instead placing value on the higher earning potential it yields. However, while they value the outcomes of science they do not understand how these results are achieved, but are content with the results. Therefore, being **exposed to** more aspects of science would be beneficial."

5. Brazil (Ricardo): "In our favela, science seems distant and abstract, and research on the Amazon is **frequently** seen as **relevant to** the interests of wealthy countries, but not our daily struggles. **Notably**, scientists studying deforestation don't always address the socio-economic factors that drive it, such as the lack of opportunity in our communities; because we are **explicitly** excluded, the science means nothing to us. **Eventually**, if science addresses our immediate needs and respects our culture, we might view it differently; **subsequently**, we might be able to work together to protect the rainforest."

Activity 10. Imagine a situation. What would you do?

1. One of your elder relatives is struggling with a chronic illness like arthritis. Would you recommend them a new, scientifically-backed treatment that only claims it can alleviate pain and improve mobility?

2. Your uncle is going to buy a diesel power generator for his house in a village. Would you recommend him renewable energy sources like solar batteries and wind turbines, explaining how these technologies offer a cleaner and more sustainable alternative to fossil fuels?

3. Your mom is keen on growing veggies using traditional methods only to enjoy the authentic taste. Would you recommend her new hybrid seeds, fertilizers, herbicides and insecticides?

4. Your elderly relative prefers to pay in cash. Would you try to persuade them to use technologies like NFC or Faster Payment System on their smart phones?

5. An elder expresses skepticism about new car technologies. Would you explain how scientific advancements have led to safety features like automatic braking systems, blind-spot monitoring, and adaptive cruise control, all designed to prevent accidents and make driving safer for older adults, allowing them to maintain independence longer?

Activity 11. Vocabulary list 2. Read and translate the following vocabulary units into Russian.

- | | | |
|---------------------------------|-------------------------------|-------------------------------|
| 1. characteristic of, <i>n</i> | 9. inappropriate, <i>adj</i> | 17. considerably, <i>adv</i> |
| 2. proportionate to, <i>adj</i> | 10. significant, <i>adj</i> | 18. approximately, <i>adv</i> |
| 3. proficient in, <i>adj</i> | 11. insignificant, <i>adj</i> | 19. precisely, <i>adv</i> |
| 4. oblivious to, <i>adj</i> | 12. precise, <i>adj</i> | 20. ultimately, <i>adv</i> |
| 5. instrumental in, <i>adj</i> | 13. accurate, <i>adj</i> | 21. merely, <i>adv</i> |
| 6. relative to, <i>phr</i> | 14. inaccurate, <i>adj</i> | 22. empirically, <i>adv</i> |
| 7. specific to, <i>adj</i> | 15. consequently, <i>adv</i> | 23. largely, <i>adv</i> |
| 8. appropriate to, <i>adj</i> | 16. primarily, <i>adv</i> | 24. evidently, <i>adv</i> |

25. indisputably, *adv*

Activity 12. Read and translate the text into Russian.

The rapid development of science presents a complex challenge, and some nations struggle to adapt their culture and mentality to modern living conditions shaped by these advancements. This lag is often **characteristic of** countries grappling with political instability, economic disparities, and limited access to quality education, creating a chasm between scientific progress and societal integration.

In several sub-Saharan African nations, for example, the investment in scientific infrastructure and education is not **proportionate to** the needs. A **significant** portion of the population remains **oblivious to** the instrumental role science plays in improving agriculture, healthcare, and sanitation. **Consequently**, **inaccurate** beliefs about disease causation and ineffective farming practices persist, hindering development. The number of individuals proficient in scientific fields is relatively low, further exacerbating the problem.

Relative to industrialized nations, these countries **frequently** lack the resources to conduct precise scientific research or develop technologies **appropriate to** their specific needs. Instead, they often rely on foreign aid or imported solutions, which may not be culturally sensitive or sustainable in the long term. Political corruption and bureaucratic inefficiencies exacerbate the issue, diverting resources away from essential scientific initiatives.

Furthermore, in certain regions of the Middle East, cultural conservatism and traditional social structures can hinder the adoption of scientific principles. The freedom to question established norms, which is **instrumental in** scientific progress, may be limited. **Consequently**, scientific innovation is stifled, and the development of a critical thinking mindset is discouraged. The **insignificant** role of women in science and technology further compounds the problem.

It's important to note that this lag isn't **merely** a matter of technological access or financial resources. It is **largely** a reflection of deep-seated cultural beliefs, historical circumstances, and political dynamics. **Ultimately**, bridging the gap between scientific advancement and societal progress requires a holistic approach that addresses not only scientific capacity but also educational systems, governance structures, and cultural norms.

Empirically, countries that prioritize scientific literacy, invest in research and development, and foster a culture of innovation tend to experience greater economic growth and improved quality of life. **Conversely**, nations that fail to adapt to the changing landscape of scientific progress risk being left behind. **Evidently**, a commitment to scientific advancement, coupled with cultural sensitivity and inclusive policies, is **indisputably** essential for navigating the complexities of the modern world and ensuring a prosperous future for all. This requires moving past **merely** acknowledging the importance of science to actively fostering a society where scientific thinking is valued and integrated into all aspects of life.

In conclusion, addressing the lag in scientific integration within particular nations necessitates a multi-faceted approach. While increasing the number of

individuals **proficient in** scientific fields is crucial, that alone is **insufficient**. Solutions must be tailored specific to each nation's cultural context and address underlying issues such as educational access, governance, and social norms. Achieving **precise** scientific understanding and fostering **accurate** public perception of science are **primarily dependent on** these factors. Investing **considerably** in culturally sensitive educational initiatives and fostering an environment that values critical thinking, while **approximately** estimating the specific timeline for success, is **precisely** the path forward. By tackling these intertwined challenges holistically, nations can more effectively bridge the gap between scientific advancement and societal progress, creating a more equitable and prosperous future for all.

Activity 13. Answer the following questions based on the information provided in the text from Activity 12.

1. How do political instability and economic disparities contribute to the lag in scientific integration in certain nations?
2. Discuss the impact of limited access to quality education on public perceptions of science in sub-Saharan African countries.
3. In what ways does cultural conservatism in the Middle East affect the adoption of scientific principles and innovation?
4. Analyze the relationship between scientific literacy and economic growth as mentioned in the text. What evidence supports this claim?
5. How do historical circumstances and cultural beliefs shape a nation's approach to scientific advancement, according to the text?
6. Evaluate the role of women in science and technology within the context of the challenges faced in certain regions, as highlighted in the passage.
7. What solutions does the text suggest for bridging the gap between scientific progress and societal integration? Discuss their potential effectiveness.
8. How does reliance on foreign aid and imported solutions impact the sustainability of scientific initiatives in developing countries?
9. Reflect on the importance of fostering a culture of critical thinking in relation to scientific progress. Why is this considered essential in the text?
10. What multi-faceted approach does the text propose for addressing the lag in scientific integration, and how can this be tailored to specific cultural contexts?

Activity 14. Match the words on the left with their correct definitions on the right. Make sentences with these words.

Expression	Definition
1. proficient in	a. in the end; finally; at the most important time. Represents the final outcome or result.
2. merely	b. skilled or highly competent in a particular subject or activity. Demonstrating expertise.

3. appropriate to	c. unaware or unconscious of something. Lacking awareness of what is happening around you.
4. ultimately	d. suggests something is small, unimportant, or insignificant.
5. instrumental in	e. to a great extent or degree; significantly.
6. precisely	f. close to the actual, but not exactly. Roughly.
7. oblivious to	g. serving as a crucial means or agent in achieving something. Being essential or important for a particular outcome.
8. approximately	h. corresponding or related in size, degree, or amount. In other words, something is proportionate to something else when it increases or decreases at a rate that reflects the other thing.
9. proportionate to	i. exactly; accurately; in every detail.
10. considerably	j. suitable or fitting for a particular purpose, person, occasion, etc.

Activity 15. Let's consider the topic of a society's technological development outstripping to far its cultural development. There are some ideas proposed by different people, expressed in articles as well as provided by AI. Fill in the gaps using words from Vocabulary list 2. The first letter is given.

1. E..., one could argue that a rapid technological advancement without corresponding cultural growth would lead to societal disparities.
2. L..., the consequences of such a discrepancy might manifest in increased alienation among individuals.
3. E..., a society that prioritizes technology over culture may face challenges in ethical decision-making.
4. I..., the lack of cultural development could result in conflict between traditional values and modern technological practices.
5. C..., individuals may struggle to find meaning and purpose in a technologically dominated environment.
6. P..., the focus on technological progress could overshadow the importance of fostering human connections and community.
7. A... assessments of such a society would likely reveal significant mental health issues stemming from this imbalance.
8. S... gaps in understanding may arise as citizens grapple with innovations that they are culturally unprepared for.
9. S... to this issue, education systems might need to adapt to integrate cultural studies alongside technological training.
10. C... of this imbalance, we might observe a rise in social unrest as individuals seek to reclaim their cultural identity.

Activity 16. Let's develop the idea that technological advancement alone is not sufficient for societal progress. Read the following hypothetical situations and translate the texts into Russian.

1. **The "AI Ethics Gap":** A society becomes **proficient in** developing artificial intelligence, creating sophisticated AI systems **instrumental in** managing infrastructure, healthcare, and even governance. However, ethical frameworks and cultural norms **appropriate to** guiding AI behavior lag behind. **Consequently,** AI systems, while technologically advanced, make decisions that are biased, discriminatory, or **inappropriate,** leading to social unrest and a breakdown of trust in technology. The initial promise of technological advancement is **merely** a facade, masking deep societal fractures.

2. **The "Privacy Paradox":** Technology **primarily** designed for convenience and connection leads to pervasive surveillance. Citizens become largely **oblivious to** the extent of data collection. While **precisely** targeted advertising and personalized services are initially seen as beneficial, the lack of cultural awareness surrounding data privacy **ultimately** erodes individual autonomy and freedom. The ability to control one's own information becomes **insignificant relative to** the convenience offered by technology.

3. **The "Weaponization of Information":** A society develops sophisticated methods for manipulating information and creating "deepfakes." While evidently powerful, the cultural understanding of media literacy and critical thinking fails to keep pace. The result is rampant misinformation, polarization, and the undermining of democratic processes. The effects are **considerably** exacerbated by the lack of ethical journalism. What was once a tool to spread information is **primarily** used for spreading misinformation.

4. **The "Environmental Catastrophe":** Technological advancement **specific to** industrial production and energy consumption outstrips the cultural development of environmental consciousness and sustainable practices. **Consequently,** rampant pollution, resource depletion, and climate change become significant threats. Despite technological solutions being available, cultural inertia and a lack of collective action hinder their implementation. **Ultimately,** the environment suffers a catastrophic impact.

5. **The "Economic Disparity":** Automation and advanced robotics lead to increased productivity but also create significant job displacement. However, cultural narratives and social safety nets fail to adapt. A large segment of the population is left unemployed and marginalized, leading to widespread poverty and social unrest. The benefits of technological progress are not **proportionate to** the societal costs.

6. **The "Existential Meaning Crisis":** Technological advancements create a society of leisure and abundance, but without a corresponding cultural framework for finding meaning and purpose. People become disconnected, anxious, and **oblivious to** the importance of human connection and personal fulfillment. While medical advancements are **instrumental in** extending lifespans, the lack of cultural values

specific to existential well-being leads to widespread feelings of emptiness and despair.

7. **The "Biotech Backlash"**: Technological advancements in biotechnology offer the potential for human enhancement and genetic modification. However, **inaccurate** ethical guidelines and cultural debates surrounding these technologies are **characteristic of** a society ill-prepared for their implications. **Consequently**, these technologies are met with resistance, fear, and potentially **inappropriate** regulation, hindering their beneficial applications.

8. **The "Digital Divide Reinforcement"**: Technology **primarily** benefits a small, elite segment of society that is **proficient in** its use and has access to resources. Cultural biases and societal structures prevent equitable access to technology and education for marginalized communities. The digital divide widens, reinforcing existing inequalities. **Empirically**, the benefits of technological progress are **approximately** enjoyed by a small part of the population.

!See Activity 21 for problems based on these situations.

Activity 17. Comment upon the situations above. To what extent you consider them plausible? Use at least 3 words from Vocabulary list 2.

Activity 18. Read the texts about 5 unethical experiments done in the name of science. Do you know more scary experiments conducted?

If today high safety standards and academic ethics codes protect people from possible undesirable consequences of experiments, then several decades ago scientists could secretly infect hundreds of healthy men with syphilis, turn a boy into a girl, or cross a person with a chimpanzee. They justified their methods by scientific interests, deeming ethical considerations **insignificant relative to** the perceived potential gains.

1. Creation of the ape-man, 1927

In 2019, Chinese scientists from the Kunming Institute of Zoology introduced the human gene microcephalin, responsible for brain growth, into a macaque embryo. Foreign experts immediately criticized this experiment and expressed doubts about its ethics. In the 20th century, Soviet biologist Ilya Ivanov conducted much more daring experiments. In 1927, during an expedition to Africa, he tried to inseminate three female chimpanzees with unknown human donors. However, his methods of capturing the animals were not **appropriate to** ethical treatment. And when the subjects did not become pregnant, the scientist decided to go the opposite way and inseminate the women with the biomaterial of male chimpanzees. People willing to take part were soon found, but the scientist was never able to implement the idea. Firstly, the only surviving male who reached sexual maturity did not live to see the experiment. Secondly, Ivanov was not given permission; **consequently**, the experiment was never performed.

2. Secret infection with syphilis, 1932

In order to track all phases of syphilis development and study its consequences in the absence of treatment, American scientists conducted an experiment with 600 black men from the city of Tuskegee in Alabama in 1932. Some of the unwitting participants were already sick; others were infected on purpose. The experiment lasted 40 years. All this time, instead of medicine, people received a placebo, infected their children and wives. Scientists carefully monitored that information about the existence of penicillin, which is effective in treating syphilis, did not reach the local residents. Their main goal was to observe how the disease destroys the human body. The cruel experiment was stopped **precisely** in 1972, when the information got to journalists. At that time, only 74 subjects remained alive. In 1997, Bill Clinton **ultimately** apologized to the residents of Tuskegee on behalf of the nation.

3. Induced Stuttering, 1939

Psychology professor Wendell Johnson from the University of Iowa had been stuttering since childhood, but he was sure that the reasons for this were not in heredity, but in learned behavior. Johnson chose orphans from the Davenport orphanage as his test subjects. The children were divided into two groups - with and without stuttering. The first were regularly praised for correct pronunciation and purity of speech. The second, on the contrary, began to ridicule and shame for the slightest speech errors. This continued for six months. During this time, the normally speaking children developed a strong lack of self-confidence and signs of stuttering appeared, which remained for the rest of their lives. Due to the cruelty of the methods, the work was called a "monster study", and in 2007, the surviving participants received compensation from the state and the University of Iowa; compensation that was **proportionate** to the damage they endured.

4. Two-headed dogs, 1954

In 1954, in the basement laboratory of the Sklifosovsky Research Institute, surgeon Vladimir Demikhov transplanted the severed head of a two-month-old puppy along with its front paws onto the neck of an adult shepherd. To do this, he stitched the animals' vital blood vessels together using a needle and thread, creating a common circulatory system. Those who saw the results of this experiment usually felt uneasy. The heads simultaneously drank milk from bowls, licked each other, barked, and sometimes bit. All of this was filmed.

The first two-headed dog died after six days, but the surgeon did not give up. He repeated the same experiment. None of the subjects survived longer than a month. The animals died due to tissue rejection - at that time, the country did not have enough immunosuppressants. Demikhov's work was **instrumental in** advancing surgical techniques, although ethically questionable.

5. A Girl from a Boy, 1967

In 1965, Janet and Ron Reimer gave birth to twin boys. The babies grew up healthy until they developed problems with urination at six months. On the advice of doctors, the couple took their sons to be circumcised, but during the procedure, one of the boys received an electric shock that destroyed his penis. After learning this story, psychologist John Money suggested that the family should raise their son as a daughter. He assumed that it was upbringing that made a person a man or a woman.

David was castrated and named Brenda, but the doctor's hypothesis was not confirmed: the child did not want to associate himself with a girl. He grew up alone and withdrawn, and in his teens, he began to think about suicide. Looking at their unhappy son, the Reimers told him the truth. Soon he changed his name, had surgery to restore his penis, and got married. Despite this, at 38 he committed suicide. Money's methods were **inappropriate**, and his conclusions **inaccurate**.

Activity 19. Find more information about scary experiments (e.g. conducted by Nazi doctors) and prepare a brief report for your group mates about one experiment from Activity 17 and one found by you. Synthesize information and make a conclusion. Be ready to put questions to your group mates.

Activity 20. Comment upon *one* of the quotations. Speak for *one* minute.

1. I am aware of the usefulness of science to society and of the benefits society derives from it. — Subrahmanyan Chandrasekhar

2. Science and everyday life cannot and should not be separated. — Rosalind Franklin

3. We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology. — Carl Sagan

4. Science is an integral part of culture. It's not this foreign thing, done by an arcane priesthood. It's one of the glories of the human intellectual tradition. — Stephen Jay Gould

5. Man, the molecule of society, is the subject of social science. — Henry Charles Carey

6. The boundary between science fiction and social reality is an optical illusion — Donna J. Haraway

7. Society lives by faith, and develops by science. — Henri Frederic Amiel

8. The saddest aspect of life right now is that science gathers knowledge faster than society gathers wisdom. — Isaac Asimov

Activity 21. What would you do?

1. Imagine you are a bank manager in the 2040s, and your bank uses an AI to approve loan applications. You discover that the AI is consistently denying loans to applicants from a specific ethnic group, despite them meeting the financial criteria. You know that shutting down the AI would create significant delays and potentially impact the bank's profits.

2. You are a city council member in 2030, debating whether to adopt a "Smart City" initiative that would dramatically improve efficiency and reduce crime using advanced surveillance technology. However, many citizens are concerned about privacy violations. You believe that the benefits outweigh the risks, but you also understand the importance of individual freedoms.

3. You are a journalist in the midst of a heated election. Days before the election, a convincing deepfake video surfaces that appears to show one of the candidates engaging in illegal activities. The video spreads rapidly online. You are unsure if the video is authentic, but you know that publishing it could significantly influence the election.

4. You are a government leader in 2070. Years of unsustainable resource extraction have left your country with dwindling supplies of vital materials. The technology exists to create synthetic alternatives, but it is expensive and would require significant sacrifices from the population. You face immense pressure from corporations to continue exploiting the remaining resources.

5. You are a tech entrepreneur who has developed a revolutionary AI system that can automate many jobs currently performed by humans. Implementing your system would significantly increase productivity and profits, but it would also result in widespread job losses.

6. Imagine you live in a society where technology has eliminated the need for most work. People have ample leisure time, but many are struggling to find meaning and purpose. You are a community leader tasked with creating programs to address this existential crisis.

7. You are a member of an ethics committee tasked with regulating genetic engineering technologies. Scientists have developed the ability to eliminate genetic diseases and enhance certain traits in human embryos. However, there are concerns about the potential for creating a society of "designer babies" and exacerbating inequalities.

8. You are the head of a non-profit organization that provides digital literacy training to underserved communities. You have limited resources, and there is a growing need for your services. You are faced with the decision of whether to focus on providing basic computer skills to a large number of people or offering more advanced training to a smaller group of individuals who are most likely to succeed in the tech industry.

Activity 22. Roleplay *one* of the following situations. (5 phrases per a role)

1. Privacy Concerns - The Smart Device

- Student A: "Concerned Friend" - Worried about the smart devices in their friend's home.
- Student B: "Enthusiastic User" - Loves the convenience of their smart home.

2. Climate Change Denial

- Student A: "Environmental Activist" - Confronting someone about their environmentally damaging habits.
- Student B: "Skeptical Citizen" - Questioning the urgency of climate change action.

3. Job Displacement Debate

- Student A: "Laid-Off Worker" - Bitter about being replaced by automation.
- Student B: "Technologist" - Optimistic about the benefits of automation.

4. Ethical Dilemma of Genetic Engineering

- Student A: "Scientist" - Eager to explore the potential of gene editing.
- Student B: "Ethicist" - Raising concerns about the potential consequences.

5. The Loneliness Algorithm

- Student A: "Social Media Influencer" - Has a large online following but feels increasingly isolated.
- Student B: "Supportive Friend" - Concerned about A's well-being and the impact of social media.

Activity 23. Case study.

Brief: The early 21st century saw an explosion of social media and connected devices. Driven by the promise of convenience, connection, and personalized experiences, people eagerly embraced new technologies, often without fully understanding the implications for their privacy. This era birthed the "Privacy Paradox": the apparent contradiction between individuals stating they value privacy but then engaging in behaviors that undermine it.

The setting: In 2035, a newly built Russian city of Ivanopolis was hailed as a model called "Smart City." The city was interwoven with sensors collecting data on everything from traffic patterns and energy consumption to citizen movements and social interactions. This data was used to optimize city services, reduce crime, and personalize the resident experience. Residents could access personalized recommendations for restaurants, events, and even social connections based on their digital footprint.

The Characters:

- Mayor Anna Duginskaya: A visionary leader who championed the implementation of Ivanopolis's smart city technologies. She believed in the power of data to improve people's lives;
- Boris Cherniy: The lead architect of Ivanopolis's data infrastructure. He was a brilliant programmer and a firm believer in data-driven solutions;
- Eleanora Vidova: A retired librarian and a vocal advocate for privacy rights. She was skeptical of Ivanopolis's smart city initiative and warned of the potential for abuse;
- Citizens of Ivanopolis.

Write a scenario and role play the following events:

The Initial Success: Ivanopolis initially thrived. Crime rates plummeted, traffic congestion eased, and citizen satisfaction soared. Mayor Duginskaya was praised for her leadership, and Ivanopolis became a model for other cities around the world.

The Cracks Appear: Over time, subtle problems began to emerge:

- **Data Breaches:** Ivanopolis's vast data stores became a target for hackers. Several high-profile data breaches exposed sensitive personal information, eroding citizens' trust in the system.
- **Algorithmic Bias:** The algorithms used to personalize services were found to discriminate against certain groups. For example, residents in low-income neighborhoods were less likely to receive recommendations for high-paying job opportunities.
- **Surveillance Creep:** The city began using the data to monitor citizens' political activities and social connections. This led to concerns about freedom of speech and association.
- **The Social Credit System:** The most controversial aspect was the implementation of a "Social Credit System." Citizens were awarded points based on their "good" behavior (e.g., paying bills on time, participating in community events) and penalized for "bad" behavior (e.g., jaywalking, expressing dissenting opinions online). These points influenced access to city services and opportunities.

The Turning Point: A leaked report revealed that the Social Credit System was disproportionately impacting marginalized communities. Eleanora Vidova organized a protest movement, demanding greater transparency and accountability. Public opinion turned against Mayor Duginskaya, and she was forced to resign.

The Aftermath: think about how the events could have gone and play it out.

Module 3. Historical Sciences

Activity 1: Warming Up

Historical Associations



We are about to go into a discussion about historical sciences. To get our minds moving, let's do a quick association exercise. For each of the following words and phrases, quickly brainstorm any words, ideas, or images that come to your mind. There are no



right or wrong answers – just write down the first things you think of.

Words/ phrases:

1. Ancient civilizations
2. Unsolved mystery
3. Primary sources
4. Historical theory
5. Archeological dig
6. Controversial figure

Activity 2. Vocabulary list 1. Read and translate the following vocabulary units into Russian.

- | | | |
|--|---------------------------------------|--|
| 1. to go back/to look back over, <i>phr</i> | 8. to set out (describe), <i>phr</i> | 18. to illuminate, <i>v</i> |
| 2. to put forward (an idea, view, plan, theory) , <i>phr</i> | 9. to go into, <i>phr</i> | 19. to elucidate, <i>v</i> |
| 3. to carry out (an experiment, research) , <i>phr</i> | 10. to go through, <i>phr</i> | 20. to ferret out, <i>phr</i> |
| 4. to be made up of, <i>phr</i> | 11. to work on, <i>phr</i> | 21. glaring, <i>adj</i> |
| 5. to point out, <i>phr</i> | 12. to set up, <i>phr</i> | 22. to turn over every stone, <i>id</i> |
| 6. to put up, , <i>phr</i> | 13. to work out, <i>phr</i> | 23. to stand the test of time, <i>id</i> |
| 7. to set out to do smth, <i>phr</i> | 14. to go against, <i>phr</i> | 24. to take smth with a pinch of salt, <i>id</i> |
| | 15. to write something up, <i>phr</i> | |
| | 16. to shed light on, <i>id</i> | |
| | 17. in the light of, <i>phr</i> | |

Activity 3. Read and translate the text into Russian.

Navigating the Labyrinth of the Past: A Journey Through Historical Sciences

Archeologist Victor Graver:

«Archeology complements history by digging up and analyzing physical remains, allowing us **to shed light on** the lives of people long gone. We, archeologists **carry out research** at excavation sites and meticulously **go through** artifacts, hoping **to illuminate** aspects of ancient cultures».

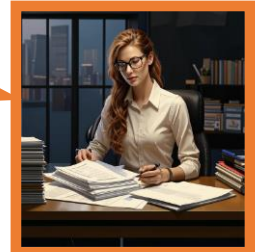


Anthropologist Olga Shmidt:

«Anthropology provides another crucial lens, enabling us **to go into** the complexities of human societies, both past and present. Cultural anthropologists **work on** understanding different belief systems and social structures».

Document scientist Kate Wallet:

«Document science (Archival science), though often overlooked, is crucial for preserving and organizing the raw materials of history. We, as archivists, **set up** systems for managing documents and **work out** methods for ensuring their long-term preservation».



George Miller, political scientist:

«Political science also plays a role, helping us understand the evolution of political systems. We **set out** their analyses of power structures and **put up** arguments about the causes of political change».

Brian Smith, historian:

«It's important **to point out** that historical sciences are not without their challenges. Historians must be careful not **to go against** the evidence, and they should **take** interpretations based on personal biases **with a pinch of salt**. They must also **turn over every stone** and **ferret out** even the smallest details.

It is of a paramount importance to be aware that **glaring** omissions or distortions can sometimes occur, and interpretations may need to be revised **in the light of** new discoveries. Conclusions that **stand the test of time** are the ones that have been carefully scrutinized and thoroughly supported by evidence. After **writing up** a historical study, there is hope that the conclusions **elucidate** some area of human history».



Activity 4. Match the following words on the left with their correct definitions on the right.

Phrase	Explanation
1. to look back over	a. to examine or consider something.
2. to go against	b. to explain something in detail and make it clear.
3. to shed light on	c. to make something clearer or easier to understand.
4. to illuminate	d. to search for something hidden or difficult to find.
5. to elucidate	e. to examine carefully and thoroughly.
6. to ferret out	f. to contradict or oppose.
7. glaring	g. extremely obvious or conspicuous.
8. to turn over every stone	h. to provide new information or understanding about something.
9. to go into	i. to examine carefully and systematically.
10. to go through	j. to investigate or discuss something in detail.

Activity 5. Fill in the gaps in the sentences below with the most appropriate phrase from the vocabulary list.

are made up set out putting forward take ... with a pinch of salt
put up work out In the light of trace back setting up
carried out

1. These fields of study _____ of many different areas, each offering their own insights.

2. Researchers in these subjects _____ to tackle the demanding task of piecing together and understanding previous events.

3. Scholars in political science are _____ their perspectives on power dynamics in detailed reports.

4. You should _____ what some historians say _____, as personal biases can influence their interpretations of the past.

5. Political scientists _____ arguments about the evolution of political systems, but these arguments are always subject to debate.

6. Document scientists _____ systems for managing documents, so future historians can easily access them.

7. _____ new archeological discoveries, historians may need to revise their understanding of ancient cultures.

8. We have to _____ the source of the documents.

9. It is crucial that librarians are _____ the documents that are preserved.

10. Many times, theories are tested, researches are _____.

Activity 6. Read the following sentences and decide whether they are True (T) or False (F).

Sentence	True	False
1. Historical sciences encompass a variety of disciplines, each offering a unique perspective on the past.		
2. The text points out that archaeologists primarily focus on written records rather than physical artifacts.		
3. Cultural anthropologists work on understanding the complexities of human societies across time.		
4. The text emphasizes that document science is a minor field within historical sciences and is often disregarded.		
5. Political scientists set out their analyses of power structures and put up arguments about political change.		
6. The text challenges the notion that historians should rely solely on personal interpretations when analyzing historical events.		
7. The text emphasizes that conclusions in historical studies should stand the test of time and be based on thorough evidence and scrutiny.		
8. The text suggests that conclusions that stand the test of time are easy to come by.		
9. The text points out that glaring omissions or distortions are impossible to fully escape.		
10. The text emphasizes that historians must turn over every stone and ferret out even the smallest details to write something up that is accurate.		

Activity 7. Compare and contrast the pairs of concepts below, using information from the text. In each answer, identify at least one similarity and one difference, and justify your answer based on details presented in the text.

1. History and archaeology: (Consider their methods and sources).
2. Anthropology and political Science: (Consider their object of study).
3. History and document Science (Archival Science): (Consider their roles in preserving and interpreting the past).
4. Archaeology and anthropology: (Consider their approaches to understanding past cultures).
5. Political Science and history: (Consider how they analyze power and societal change).
6. Anthropology and history: (Consider how they study human behavior across different cultures and time periods).
7. Archaeology and political Science (Consider their approaches to understanding past cultures).
8. Anthropology and document science (Archival Science): (Consider their roles in preserving and interpreting the past).

Activity 8. Translate the following sentences into Russian paying attention to the vocabulary units.

1. Scientists always **turn over every stone** when they conduct important research.
2. The professor **put forward an idea** that changed the way we understand history.
3. The old building **has stood the test of time** despite many natural disasters.
4. In the meeting, she tried **to elucidate** the main points of the report clearly.
5. The committee **is made up of** experts from different fields.
6. **In the light of** recent discoveries, we need to revise our earlier conclusions.
7. It took the detective weeks **to ferret out** the truth behind the mysterious case.
8. His **glaring** mistake was obvious to everyone in the room.

Activity 9. Prove that ...

1. Prove that historical sciences are vital for understanding contemporary issues.
2. Prove that the fact that the historical sciences are made up of diverse disciplines, is a strength and not a weakness.
3. Prove that anthropology gives us a way of seeing things that we would otherwise have missed.
4. Prove that historical facts are meaningless without context.
5. Prove that preservation of historical records is not just for historians.

Activity 10. Answer the following questions, based on the information provided in the text from Activity 3.

1. Is the study of historical sciences truly vital in today's world, or are other subjects more important? Explain your reasoning.
2. The historical sciences are made up of diverse disciplines. Which discipline do you find most compelling and why?
3. Why do historians set out to do such seemingly impossible things like figuring out history? How can they be so sure?
4. How does archeology complement the work of historians? Can one exist without the other?
5. What are some creative methods of research in order to shed light on historical events that are often not discussed?

Activity 11. Vocabulary list 2. Read and translate the following vocabulary units into Russian

- | | | |
|---|--------------------------------------|---------------------------------|
| 1. to highlight, <i>v</i> | 9. onslaught, <i>n</i> | 17. to fall back on, <i>phr</i> |
| 2. to shine a light on, <i>id</i> | 10. to be bombarded with, <i>phr</i> | 18. to hit upon, <i>phr</i> |
| 3. to remain in the dark, <i>id</i> | 11. to delve into, <i>phr</i> | 19. to root out, <i>phr</i> |
| 4. in the shadow of, <i>phr</i> | 12. to piece together, <i>phr</i> | 20. to flesh out, <i>phr</i> |
| 5. to retreat, <i>v</i> | 13. to dig up, <i>phr</i> | 21. to iron out, <i>phr</i> |
| 6. to maintain a united front on, <i>id</i> | 14. to shift through, <i>phr</i> | 22. to bank on, <i>phr</i> |
| 7. in the battle against, <i>phr</i> | 15. to trace back to, <i>phr</i> | 23. to zero in on, <i>phr</i> |
| 8. to lose a battle, <i>id</i> | 16. to build on, <i>phr</i> | 24. to map out, <i>phr</i> |

Activity 12. Read and translate the text into Russian.

Objectivity vs. Subjectivity

The question remains: can historical research ever escape the **onslaught** of subjectivity? It's a relentless **battle against** bias, as personal beliefs and cultural backgrounds inevitably influence what historians choose **to highlight**, while crucial details **remain in the dark**. Different researchers, even when **bombarded with** the same data, can piece together conflicting narratives. Consider archivists, who **shift through** vast collections; their subjective choices in selection inevitably leave certain perspectives **in the shadow of** others.

National myths also impact the writing of history. While historians often strive to **maintain a united front on** core narratives, dissenting voices are often forced **to retreat**. Archeologists, when they **dig up** artifacts, face the challenge of interpreting finds without cultural stereotypes skewing their understanding. Political scientists, as they **zero in on** specific aspects of political systems, cannot fully detach their own political views from the analysis. Similarly, anthropologists, while aiming **to delve**

into understanding diverse cultures, grapple with the impact of their own cultural background on their interpretations.

To achieve a more complete understanding of the past, we must **trace back to** the original sources and acknowledge these inherent biases. This critical approach allows us **to iron out** inaccuracies and **flesh out** a more nuanced picture. While we can never fully **root out** subjectivity, acknowledging its presence enables us **to build on** existing knowledge and **map out** a more comprehensive view. We're more likely **to hit upon** accurate interpretations if we resist the urge **to fall back on** pre-conceived notions and refuse **to bank on** oversimplified explanations. We can **shine a light on** the truth if we are aware of the danger **to lose a battle**.

Activity 13. Match the notions on the left with the correct continuation on the right.

Notion	Continuation
1. Historians	a. can lead to inaccurate narratives because researchers bank on incomplete knowledge instead of delving into the full context of the past.
2. Archivists	b. their analyses of power structures can be influenced by where they choose to zero in on , potentially skewing their perspective.
3. National myths	c. the choice of what stories are told and emphasized can lead to rooting out alternative views, limiting the complete picture.
4. Archeologists	d. by carefully examining sources and acknowledging potential biases, they contribute to more accurate and balanced narratives. They trace back to primary documents.
5. Political scientists	e. their interpretation of artifacts, even what they dig up , can be influenced by pre-existing cultural stereotypes, not allowing the full truth to flesh out .
6. Anthropologists	f. can be limited in their ability to present alternative narratives due to pressure to conform to established historical narratives, causing them to retreat .
7. Historical research	g. by focusing on certain details and neglecting others, their personal beliefs can affect what they highlight when they piece together their accounts.
8. Dissenting voices	h. can impact the writing of history due to the onslaught of subjective accounts. The stories are built on biases.

9. Oversimplified explanations	i. their cultural background can impact their interpretations and understanding of the cultures they study, affecting how they map out a coherent picture.
10. Critical approach	j. leave certain perspectives in the shadow of others as subjective criteria influence how they shift through and select documents.

Activity 14. List the items as requested. All the words in bold can be found in the text, and are there to help with context.

1. List the things that could cause "Subjectivity" to occur.
2. List the people in this text.
3. List the ways you can start to **trace back to** the original sources.
4. List the phrases to help **flesh out** a more nuanced picture.
5. List the key differences in the way archeologists could impact how things are skewed.
6. List the ways you can escape the **onslaught** of subjectivity.
7. List the steps you need in order **to piece together** conflicting narratives.
8. List the benefits of studying the different viewpoints.
9. List what can happen when you **dig up artifacts**.
10. List the ways that can help a scientist understand he or she is working from a bias or pre conceived idea.

Activity 15. Choose the correct variant for each multiple-choice question based on the provided text.

1. What is the main challenge faced by historians **in the battle against** bias?

a. finding accurate sources;	c. eliminating cultural backgrounds;
b. avoiding personal bias completely;	d. maintaining a united narrative.

2. How do the authors suggest researchers can approach historical research more objectively?

a. by ignoring all personal perspectives;	c. by eliminating all cultural interpretations;
b. by tracing original sources and acknowledging biases;	d. by avoiding complex research methods.

3. What does the text suggest about national myths in historical research and how can we **highlight** that?

a. they have no impact on historical writing;	b. they completely determine historical narratives;
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c. they often force dissenting voices **to retreat**;

d. they are always completely accurate.

4. Which professional group is described as struggling with cultural stereotypes, or **bombarded with** stereotypes when interpreting findings?

a. political scientists;

c. archeologists;

b. anthropologists;

d. historians.

5. What is the primary recommendation for achieving a more comprehensive understanding of the past and **hitting upon** the truth?

a. rejecting all existing research;

c. acknowledging inherent biases;

b. focusing only on recent interpretations;

d. simplifying complex historical narratives

6. How do different researchers approach the same historical data according to the text?

a. they always reach identical conclusions;

c. they can piece together conflicting narratives;

b. they completely ignore existing evidence;

d. they dismiss other opinions **to fall back on** familiar ones.

7. What is the text's ultimate perspective on subjectivity in research?

a. subjectivity can be completely eliminated;

c. subjectivity can never be overcome;

b. subjectivity should be ignored;

d. subjectivity can be acknowledged and mitigated.

8. According to the text, what happens when historians try **to maintain a united front on** core narratives?

a. They always achieve complete objectivity;

c. Dissenting voices are often suppressed;

b. They uncover all hidden biases;

d. They ensure complete accuracy in historical records.

9. The text suggests that a critical approach to historical research helps **to iron out** which of the following?

a. All cultural differences between researchers;

c. Inaccuracies and develop more nuanced understandings;

b. The need for primary sources;

d. The impact of national myths.

10. According to the text, what can happen if historians aren't aware of the biases?

- a. They trace original sources in an accurate way;
- b. They achieve a perfect understanding of the past;

- c. They **shine a light on** the truth;
- d. The danger is **to lose a battle**.

Activity 16. For each task below, rewrite or rephrase the given text to demonstrate your understanding.

1. Paraphrase the following sentence in your own words: "The question remains: can historical research ever escape the **onslaught** of subjectivity?"

2. Rewrite the following definition in a simpler way: «It's a relentless **battle against** bias, as personal beliefs and cultural backgrounds inevitably influence what historians choose **to highlight**, while crucial details **remain in the dark**».

3. Re-express this idea using different vocabulary: «Different researchers, even when **bombarded with** the same data, can **piece together** conflicting narratives».

4. Translate this complex concept into everyday language: «Archivists, who **shift through** vast collections; their subjective choices in selection inevitably leave certain perspectives **in the shadow of** others».

5. Re-word the definition in a more concise way, and re-word by adding an image in your brain: What does it mean to «**flesh out** a more nuanced picture»?

6. Restate in your own words while still retaining the original idea: Try again, but using your own feelings on what it means to: "**flesh out** a more nuanced picture".

7. Take a moment to «**zero in on**», what do you hope your analysis shows?

8. Can you see any bias when you «**dig up** artifacts»? Please paraphrase.

Activity 17. Translate the following sentences into Russian paying attention to the vocabulary units.

1. Historians try **to root out** the real causes of major social changes.

2. Anthropologists often **map out** the cultural practices of indigenous tribes before fieldwork.

3. Political scientists sometimes **hit upon** unexpected patterns while analyzing election data.

4. Archaeologists managed **to dig up** rare fossils during their excavation last summer.

5. To understand ancient civilizations, researchers must **delve into** historical records and artifacts.

6. By examining old documents, historians can **piece together** the events of forgotten wars.

7. Despite extensive research, many scholars still **remain in the dark** about certain political decisions.

8. When the debate became heated, the diplomat decided **to retreat** and reconsider his strategy.

Activity 18. Interpret information based on the information from the text (Activity 12) and answer the following questions.

1. What does the author mean by stating «crucial details **remain in the dark**»?
2. Based on this text, what conclusions can you draw about the role of archivists in shaping historical narratives?
3. What does the author mean by stating «dissenting voices are often forced to **retreat**»?
4. How can we «**shine a light on** the truth» according to the author?
5. Based on this text, what steps can be taken to make historical research more objective?

Activity 19. Explain.

1. Explain what it means to **highlight** in the context of historical research. Give an example.
2. Explain the phrase **to remain in the dark** and why some facts stay hidden in history.
3. Explain how historians **piece together** different facts to create a story about the past.
4. Explain why researchers cannot fully **root out** subjectivity in their work.
5. Explain what it means to iron out mistakes and **to flesh out** a better understanding of history.

Activity 20. Choose *one* of the following topics. Give a one-minute talk about the chosen topic. Use at least 3 vocabulary units from the Vocabulary lists (Activities 2, 10).

1. Why is it so difficult to **root out** bias in historical research? Can we ever truly **shine a light on** the complete truth?
2. How can historians **build on** each other's work when they **are bombarded with** conflicting interpretations?
3. What happens to dissenting voices when a powerful group tries **to maintain a united front on** a particular historical narrative?
4. Imagine you are an archaeologist. How can you avoid **falling back on** cultural stereotypes when you **dig up** artifacts?
5. How do the subjective choices of archivists **sifting through** documents influence which stories **remain in the dark** or **in the shadow of**?
6. Is it ever justifiable for historians **to bank on** questionable sources if those sources **highlight** the experiences of marginalized groups?
7. Why is it important **to trace back to** original sources **in the battle against** bias and misinformation?
8. Why is it important **to delve into** the cultural background of others and how it shapes their interpretations?

Activity 21. Case Study.

Case Study: The Archaeological Discovery at "Izobilnoye site"

Brief: An archaeological team **digs up** a previously unknown settlement at a site called "Izobilnoye." The artifacts seem **to piece together** a story of a peaceful, egalitarian society. The lead archaeologist is excited by the discovery and immediately **sets out to do** something: **to put forward** the theory that this settlement was a utopian community that **ferreted out** social conflicts. However, another archaeologist on the team believes this interpretation is too simplistic. She **points out** that there are some indications of social hierarchy and potential conflict, but these are subtle and easy to overlook. She worries they might **fall back on** romanticized views of indigenous cultures and ignore more complex realities. She thinks the archaeologists might **take** the lead archaeologist's conclusions **with a pinch of salt**.



Questions for Case Study:

1. What potential biases might the lead archaeologist be bringing to the interpretation of the Izobilnoye artifacts? What is the effect of **falling back on** pre-conceived notions?
2. How can the archaeological team ensure they are not letting their own cultural backgrounds influence their interpretations? How can they **trace back to** their own assumptions?
3. What steps should the team take **to iron out** the conflicting interpretations and arrive at a more nuanced and accurate understanding of the Izobilnoye settlement?
4. There is a **glaring** absence of weapons in the dig site, which would have otherwise been expected. How should the archaeologists approach this absence of weapons?
5. If they want **to elucidate** what exactly happened in the settlement, what sources should they use?

Activity 22. Work in pairs. Roleplay one of the following situations.



Dialogue Situations:

1. Situation «Skeptical student»: two students are discussing a controversial historical event they learned about in class. One student is skeptical of the textbook's interpretation, believing it glosses over key details and **falls back on** oversimplified explanations. The other student defends the textbook, arguing that it **sheds light on** the essential aspects of the event.



2. Situation «Conflicted political scientist»: two political scientists are analyzing the rise of a new political movement. One finds it difficult to detach their own political views from the

analysis, while the other emphasizes the importance of objectivity and unbiased research. They debate how **to ferret out** the true motives behind the movement.

3. Situation «Anthropologist's challenge»: two anthropologists **are delving into** a new culture. One is struggling to avoid cultural stereotypes in their interpretations, while the other offers advice on how to be more culturally sensitive and objective. One **sets out** to give a lecture to the newcomer.

4. Situation «Journalist's investigation»: two journalists are investigating a story about a **glaring** historical cover-up. One is determined **to shed light on** the truth, no matter how dangerous or unpopular it may be. The other cautions against **banking on** unsubstantiated claims and emphasizes the importance of verifying all information.

5. Situation «Student paper showdown»: two students are **going through** a control test; they have to write a paper on an assigned historical event. The first student has problems choosing what issue he/she wants to write about while the other student is offering him his guidance and advice. How can they better come to an understanding?

Activity 23. A Critical Analysis. In groups of 3-4 choose one of the following situations and respond to them in detail. Use the provided vocabulary of the module.

Situations:

1. To what extent do you agree with this statement, considering the inherent challenges described in the texts? «Historical objectivity is an unattainable ideal». Can we ever truly **shed light on** the past without **falling back on** our own biases?

2. Analyze. What are the merits and shortcomings of relying primarily on quantitative data (e.g., census records, economic statistics) when analyzing historical trends? How do you decide what **to highlight** or keep under cover?

3. Assess. How would you assess the overall impact of the rise of "national myths" on a society's understanding of its own history? Does this result in a more unified but less accurate narrative, or does it leave some **in the shadow of** others?

4. Justify. Based on the evidence provided in the texts, justify your preference for an interdisciplinary approach (e.g., combining history, archaeology, anthropology) over a solely historical approach to understanding complex historical phenomena.

5. Argue for or against. Argue for or against the idea that archives and museums should actively seek to decolonize their collections and reinterpret historical narratives **in the light of** contemporary values.

Module 4. Well-known personalities

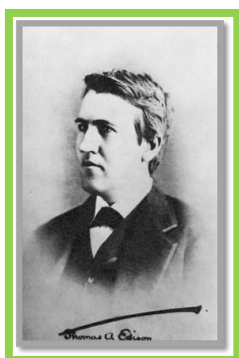
Activity 1. Warming up.

Choose a card (See Appendix 1). Each card has a name of a famous scientist or inventor. Your group mates should ask direct questions about this personality and you answer them with “Yes” or “No”. Your group mates should guess the name on the card.

Activity 2. Vocabulary list 1. Read and translate the following vocabulary units into Russian.

- | | | |
|---------------------------------|-----------------------------------|--|
| 1. to abide by, <i>phv</i> | 10. to comply with, <i>phv</i> | 18. commitment to, <i>n</i> |
| 2. to assign to, <i>phv</i> | 11. to concentrate on, <i>phv</i> | 19. concern about, <i>n</i> |
| 3. to adhere to, <i>phv</i> | 12. to consent to, <i>phv</i> | 20. confidence in, <i>n</i> |
| 4. to argue for, <i>phv</i> | 13. to contend with, <i>phv</i> | 21. rationale for, <i>n</i> |
| 5. to attribute to, <i>phv</i> | 14. inquiry into, <i>n</i> | 22. contribution to, <i>n</i> |
| 6. to be exposed to, <i>phv</i> | 15. exploration of, <i>n</i> | 23. adherence to, <i>n</i> |
| 7. to benefit from, <i>phv</i> | 16. awareness of, <i>n</i> | 24. to provide an insight into, <i>phr</i> |
| 8. to border on, <i>phv</i> | 17. benefit from, <i>n</i> | 25. emphasis on, <i>n</i> |
| 9. to turn to, <i>phv</i> | | |

Activity 3. Read and translate the text into Russian.



Do you realize if it weren't for Edison we'd be watching TV by candlelight? (Al Boliska)

When discussing well-known personalities in science, Thomas Edison is a name that often comes to mind. Edison's **contribution to** the world of invention is immense, having developed many devices that have shaped modern society. His **commitment to** innovation paved the way for the electric light bulb, phonograph, and motion picture camera. Edison's success can be **attributed to** his relentless curiosity and determination.

Edison had a distinct philosophy: he equated work with progress. This approach **borders on** a compulsion, as he was known to work tirelessly on his projects. His disciplined lifestyle required him **to adhere to** a strict schedule, demonstrating his dedication to his work. Despite many failures, his **confidence in** his abilities drove him to continue. He firmly believed in **an inquiry into** the unknown, always seeking to push the boundaries of existing knowledge.

Moreover, Edison's inventions often came from **an exploration of** practical solutions. For instance, the invention of the electric light wasn't just about creating

light; it was about understanding how society could **benefit from** such a development. Many people **were exposed to** electricity for the first time thanks to his efforts, which ultimately led to widespread adoption.

Edison's **concentration on** practical invention stood in stark contrast to others who focused solely on theory. His **rationale for** this approach was simple: he wanted his inventions to have real-world applications. He **argued for** the idea that technology should serve humanity, and his efforts ensured that inventions were not just theoretical but practical.

They **provided** a notable **insight into** Edison's success. It was his willingness **to assign to** himself the most daunting tasks. Many of his peers were hesitant, but his understanding that failure is often a step towards success made him different. He **complied with** his own high standards and expected the same from those around him. This **adherence** helped him achieve the many breakthroughs that are still significant today.

Edison's life was not without its challenges. He had **to contend with** fierce competition and skepticism. However, his unwavering belief in science and technology's **benefit from** an evolving society kept him motivated. His legacy underscores the importance of persistence and **awareness of** emerging trends, providing us with valuable lessons.

In essence, Edison's story inspires a new generation of inventors and scientists **to turn to** passion and dedication as guiding principles. Understanding his approach helps create a foundation for future advancements and emphasizes the importance of **commitment to** making meaningful changes in the world. His life was a testament to **abiding by** the belief that innovation is indispensable to progress.

Activity 4. Answer the following questions based on the text from Activity 3.

1. What were some of the key inventions attributed to Thomas Edison, and how did they impact modern society?
2. How did Edison's philosophy of equating work with progress influence his approach to innovation?
3. In what ways did Edison's disciplined lifestyle contribute to his success as an inventor?
4. Discuss the significance of failure in Edison's journey. How did his perspective on failure differ from that of his peers?
5. Analyze the practical implications of Edison's inventions. How did he ensure that his work served real-world applications?
6. Compare and contrast Edison's approach to invention with that of other inventors who focused primarily on theoretical concepts. What were the advantages of Edison's method?
7. Evaluate the role of competition and skepticism in Edison's career. How did these factors affect his motivation and determination?
8. What lessons can contemporary inventors and scientists learn from Edison's story, particularly regarding persistence and commitment?

9. How did Edison's understanding of emerging trends shape his inventions and their societal relevance?

10. Reflect on Edison's belief that innovation is indispensable to progress. How does this belief resonate in today's technological landscape?

Activity 5. Paraphrase the following sentences using words from Vocabulary list 1.

- | | |
|---|--|
| 1. We must <i>follow</i> the rules. | 7. They had <i>to deal with</i> numerous challenges. |
| 2. The teacher <i>gave</i> the project <i>to</i> the student. | 8. His <i>dedication to</i> the cause was evident. |
| 3. It's important <i>to follow</i> the guidelines. | 9. He provided valuable <i>understanding into</i> the problem. |
| 4. He <i>credited</i> his success to hard work. | 10. The <i>explanation for</i> the decision was clear. |
| 5. He needs to <i>focus on</i> his studies. | |
| 6. She <i>agreed to</i> the new terms. | |

Activity 6. Match the words on the left with their synonyms on the right.

1. concern about	a. to advocate
2. adherence to	b. to follow
3. to turn to	c. devotion to
4. emphasis on	d. understanding of
5. to argue for	e. worry about
6. to border on	f. advantage of
7. to comply with	g. importance placed on
8. awareness of	h. enhancement of
9. benefit from	i. to refer to
10. contribution to	j. to approximate

Activity 7. Work in pairs. Choose one argument from each group related to the topic “Famous Scientists and Inventors and Their Contribution to the Development of Science”. Explain your position to your partner.

Pros

1. They inspire others to pursue careers in science and technology.
2. Their inventions often improve everyday life and solve common problems.
3. They promote critical thinking and curiosity about the world.
4. Many people do important research that advances human knowledge.

Cons

5. Innovations can sometimes lead to negative consequences or misuse.

6. The pressure of public attention can be stressful for them.
7. Contributions might overshadow the teamwork involved in discoveries.
8. Their success can create unrealistic expectations for future inventors.

Activity 8. Prove or disprove the statement using background knowledge you possess. Use at least 3 words from Vocabulary list 1.

1. Inventors can **benefit from** their commitment to their work.
2. Society can **benefit from** the **contributions of** scientists and inventors in a variety of ways.
3. The **inquiry into** new ideas and inventions is crucial for an inventor.
4. Nowadays everyone has ever **been exposed to** a new technology that changed their life or work.
5. It's important for people to **concentrate on** practical solutions in life.
6. Having **confidence in** one's abilities helps in achieving goals.
7. The **rationale for** turning to innovation as a way to solve problems is becoming more and more evident today.
8. Young inventors **contend with** a wider variety of challenges today compared to the previous times.

Activity 9. Snowball. Gradually add new sentence or phrase, making the first sentence longer and more complex. Each person has to remember the previous words and then add their own, creating a "snowball" of information. Each person should use *one* new word from Vocabulary list 1.

1. His **insight provided into** this issue made it possible to...
2. Only recently we've managed **to border on** this problem.
3. During our research we need **to comply with**...
4. It's necessary to find **a rationale for**...
5. Fortunately, **the inquiry into** this field enabled us to...

Activity 10. Read brief information about famous Russians who popularized science. Choose one personality and prepare a wider report of 8-10 sentences about their contribution to the development of science. Use at least 5 words from Vocabulary list 1. Search for additional information if necessary. Present your report in class.

1. *Mikhail Lomonosov (1711-1765)*. A polymath considered one of the most important figures in Russian science, literature, and education. Lomonosov made significant contributions to chemistry, physics, astronomy, and geology. The establishment of Moscow State University became possible thanks to his work. While not solely a "popularizer" in the modern sense, he tirelessly advocated for science education and disseminated knowledge. His emphasis on observation and experimentation was revolutionary.

2. **Nikolai Pirogov (1810-1881)**. A renowned surgeon, anatomist, and educator. Pirogov pioneered the use of anesthesia in surgery and developed innovative surgical techniques. He was also a strong advocate for public health and education, writing extensively on these topics for a wider audience.

3. **Yakov Perelman (1882-1942)**. A prolific writer of popular science books, covering physics, mathematics, and astronomy. His books, like "Physics for Entertainment" and "Mathematics Can Be Fun," were incredibly popular and helped to spark interest in science among generations of Soviet citizens. His focus was on practical problems and making science relatable.

4. **Nikolai Drozdov (born 1937)**. A zoologist, professor, and television presenter. He hosted the popular wildlife program "В мире животных" ("In the World of Animals") for many years, educating viewers about animals and nature.

5. **Stanislav Drobyshevsky (born 1978)**. An anthropologist and paleoanthropologist. He gives lectures and writes on human evolution, focusing on the fossil record and anatomical features of ancient hominids. He is known for his accessible and engaging presentations.

Activity 11. Vocabulary list 2. Read and translate the following vocabulary units into Russian.

- | | | |
|-------------------------------|--------------------------------|------------------------------------|
| 1. to contribute to, <i>v</i> | 10. to object to, <i>v</i> | 19. tendency to, <i>n</i> |
| 2. to cope with, <i>v</i> | 11. to attend to, <i>v</i> | 20. paradigm for, <i>n</i> |
| 3. to be traced to, <i>v</i> | 12. preference for, <i>n</i> | 21. relationship between, <i>n</i> |
| 4. to depart from, <i>v</i> | 13. impact on, <i>v</i> | 22. realm of, <i>n</i> |
| 5. to elaborate on, <i>v</i> | 14. predilection for, <i>n</i> | 23. exposure to, <i>n</i> |
| 6. to emerge from, <i>v</i> | 15. prerequisite for, <i>n</i> | 24. to intersect with, <i>v</i> |
| 7. to dispose of, <i>v</i> | 16. impetus for, <i>n</i> | |
| 8. to hint at, <i>v</i> | 17. opportunity for, <i>n</i> | |
| 9. to amount to, <i>v</i> | 18. attitude towards, <i>n</i> | |

Activity 12. Read and translate the text into Russian.



The Russian VRAL award occupies a unique space where scientific rigor and satirical commentary **intersect with the realm of** public discourse, tackling the pervasive issue of pseudoscience. Its creation can **be traced to** a growing concern among the scientific community regarding the **impact on** public understanding and policy caused by the spread of unscientific ideas. The award doesn't **contribute to** scientific advancement directly, but rather serves as a watchdog, highlighting those who actively undermine it.

The **impetus for** establishing the VRAL award emerged **from** the frustration of scientists **to cope with** the increasing popularity of unsubstantiated claims. A strong **predilection for** conspiracy theories and alternative medicine in certain segments of the population necessitates a counter-narrative. While academic freedom allows for diverse perspectives, the VRAL award implicitly **objects to** the deliberate promotion of falsehoods disguised as scientific insights.

The selection process offers an **opportunity for** public engagement, inviting nominations and showcasing the award's satirical take on the nominees' **contributions**. A critical **attitude towards** unsupported claims becomes a **prerequisite for** participation, urging people to **attend to** the evidence before accepting extraordinary assertions. The award winners, or rather, losers, don't actually receive money. Their prize is a spotlight on their efforts to **dispose of** scientific truth in favour of unproven theories. Some even **hint at** conspiracy of scientific community, which ironically strengthens the prize position.

The success of the VRAL award **amounts to** more than just public shaming. It serves as a public service that highlights the dangerous consequences when people **depart from** evidence-based reasoning. Furthermore, the award is not a personal attack, rather public figures are given **opportunity for** reflection on the **relationship between** facts and beliefs. It doesn't claim to **elaborate on** what people should believe, it simply promotes the importance of supporting claims with solid evidence. The increasing **tendency to** believe unproven ideas needs to be counteracted, and the VRAL award is an effort to change **paradigm for** assessing information. The VRAL award actively counters the negative **impact on** scientific understanding resulting from **exposure to** pseudoscience.

Activity 13. Answer the following questions based on the text from Activity 12.

1. What is the primary purpose of the VRAL award as described in the text?
2. How does the creation of the VRAL award reflect the concerns of the scientific community regarding public understanding?
3. In what ways does the VRAL award serve as a “watchdog” for scientific rigor?
4. Discuss how the award addresses the popularity of pseudoscience and conspiracy theories. What methods does it employ to counteract these trends?
5. Analyze the implications of academic freedom as mentioned in the text. How does the VRAL award navigate this concept?
6. What role does public engagement play in the nomination and selection process for the VRAL award?
7. Explain the significance of the term “losers” in reference to the award winners. What does this reveal about the award's intention?
8. How does the VRAL award promote the importance of evidence-based reasoning? Provide examples from the text to support your answer.
9. The text mentions that the award is not a personal attack. What does this suggest about the relationship between facts and beliefs in public discourse?

10. Evaluate the statement that the VRAL award aims to change the paradigm for assessing information. What are the potential broader implications of this goal?

Activity 14. Match the words on the left with their antonyms on the right.

1. exposure to	a. outside the scope of
2. preference for	b. indifference towards
3. attitude towards	c. deterrent to
4. tendency to	d. isolation from
5. realm of	e. deviation from
6. paradigm for	f. obstacle to
7. impact on	g. antipathy towards
8. predilection for	h. dislike of
9. prerequisite for	i. lack of effect on
10. impetus for	j. inability to

Activity 15. Match the beginnings of sentences with their endings. Translate the sentences into Russian.

1. Pseudoscience can **contribute to** public distrust ...
2. People sometimes turn to pseudoscientific beliefs **to cope** ...
3. The popularity of some pseudoscientific ideas can **be traced** ...
4. Pseudoscience often **departs from** the scientific method ...
5. Pseudoscience proponents tend to **elaborate on** complex ...
6. Many pseudoscientific beliefs **emerge from** a desire ...
7. Rather than revising their theories in light of new evidence, those ...
8. Advertisements for alternative medicines often **hint** ...
9. Believing in unfounded conspiracy theories can **amount to a** ...
10. Skeptics and scientists often **object to** the spread of ...

a) by ignoring evidence that contradicts its claims.

b) of legitimate scientific findings, especially when it masquerades as credible research.

c) for quick fixes and easy answers to complex problems, especially health-related issues.

d) topics with oversimplified explanations that lack nuance.

e) significant distortion of reality and a difficulty in trusting evidence.

f) **with** anxiety or uncertainty, finding comfort in simple explanations.

g) pseudoscience due to its potential to harm individuals and society. To counter this influence the public must attend to real experts.

- h) **at** miraculous cures without providing any verifiable scientific evidence.
- i) promoting pseudoscience often **dispose of** inconvenient data or dismiss it as irrelevant.
- j) **to** a lack of scientific literacy and critical thinking skills in the population.

Activity 16. Read the summaries about various pseudoscientific ideas supported by famous people who were nominated for VRAL awards. Complete the summaries with words from Vocabulary list 2. The first letter of each word is given.



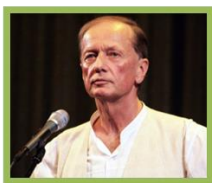
1. *Nosovsky and Fomenko.*

The fake New Chronology by Nosovsky and Fomenko d... from accepted historical dating methods, constructing an alternative narrative that h... at a global conspiracy to conceal the "true" timeline. Their theories, which e... from a complex blend of mathematical manipulations and misinterpreted historical sources, reveal a p... for rewriting history to fit their predetermined vision. While presented as a groundbreaking revelation, their work exists firmly outside the r... of credible historical scholarship. Ultimately, the New Chronology is a pseudoscientific construct, not a reliable account of the past.



2. *Natalya Zubareva*

Natalya Zubareva's pseudomedical theory about "holes in the intestine" reflects a dangerous a... towards established medical science, prioritizing unfounded claims over evidence-based practices. Her theories, while marketed as a solution, can negatively i... on individuals struggling with digestive issues. This approach, offering simplistic explanations, appeals to those seeking to c... with complex health concerns, and her advice can c... to the delay or rejection of appropriate medical care. Her t... to oversimplify complex conditions and promote unproven treatments is a significant threat to public health.



3. *Mikhail Zadornov*

Mikhail Zadornov's fake linguistic theories, concerning the etymology of Russian words and Slavic history, can be t... to a p... for nationalist narratives rather than rigorous linguistic analysis. He would often e... on speculative connections between words, ignoring established etymological principles. Academics rightly o... to his unscientific pronouncements, which offer an i... for the spread of misinformation. His theories, which lack empirical support, offer an alternative p... for understanding language and history, which is demonstrably false. Ultimately, his work a... to entertaining fiction, not credible scholarship.



4. *Anatoly Klyosov*

Anatoly Klyosov, despite his impressive credentials in biochemistry, significantly damaged his reputation by promoting pseudoscientific DNA genealogy. His claims about the Russian Plain being the ancestral home of mankind and his "Proto-Slavic origin" theories demand a...ing to the blatant lack of scientific rigor in his methods. His concept of "scientific patriotism" reveals how nationalist ideology can i... with pseudoscience, creating a dangerous blend. Klyosov exploited the o... for public outreach to disseminate his unsupported theories, gaining notoriety despite their rejection by mainstream science. A solid understanding of population genetics is a p... for evaluating his claims, exposing the flaws in his conclusions about the r... between DNA, ancestry, and cultural identity.



5. *Andrey Kurpatov*

Andrey Kurpatov's "digital autism" theory suggests that excessive screen time causes a specific form of autism, despite lacking scientific support, and his theory relies heavily on fearmongering about children's e... to technology. His p... for anecdotal evidence over empirical research further undermines the credibility of his claims. While presented as a novel insight, his theory ultimately a...s to a harmful oversimplification of complex developmental disorders. Legitimate scientists rightly d... of such claims as harmful nonsense. His damaging pronouncements e... from a misunderstanding of neurodevelopmental conditions and the responsible use of technology.



6. *Yury Loza*

Yury Loza, despite his musical background, allows his support of conspiracy theories to c... to the spread of misinformation. His a... towards scientific consensus is demonstrably dismissive, particularly regarding the shape of the Earth. This dismissal provides an i... for others to question well-established scientific facts. His embrace of the flat Earth theory and other conspiracy narratives causes him to d... from reality and reasoned logic. His t... to promote unscientific claims undermines public understanding of scientific principles.



7. *Amatue (Valeriya Lukyanova)*

Amatue's methods, while marketed as cures, exploit vulnerable individuals seeking to c... with health challenges. The origins of her esoteric practices can be t... to unsubstantiated sources like a "neuronet," a clear departure from medical science. Amatue's practices can have a devastating i... on people's health by delaying legitimate care and putting them at risk of harmful procedures. The r... between Amatue's practices and verifiable medical science is nonexistent, existing instead in a r... of fantasy. Her promotion of unproven "cures" i... with the predatory world of health fraud.



8. *Igor Prokopenko*

Igor Prokopenko, despite his awards and media position, actively contributes to the spread of misinformation through his REN TV documentaries. His shows, like "Territory of Delusions," offer prolonged exposure to outlandish claims about ancient civilizations, aliens, and conspiracy theories. Prokopenko's work represents a twisted path for documentary filmmaking, prioritizing sensationalism over verifiable facts. His path for unsubstantiated hypotheses and alternate realities is evident in his extensive catalogue of books and TV programs. While he claims to develop "new popular science," viewers should approach his programming with extreme skepticism, recognizing that it spreads pseudoscientific misinformation. His path for spectacle over substance transformed REN TV into a prominent source of misleading content.

Activity 17. Based on summaries from Activity 16 choose *one* role and comment upon a chosen summary (1-8).

Role 1: An expert explains how the theory / idea (1-8) can be proven wrong by means of conventional science;

Role 2: A journalist tells how they manage to investigate into a high-profile case (1-8).

Activity 18. Prepare a news report (7-10 sentences) with *one* of the following headlines. Present your news report in class.

1. Actor's Climate Change Plea: Experts Applaud Passion;
2. Musician's Foundation Funds Cancer Research: Millions Pledged to Promising New Therapies;
3. Pop Star's Anti-Vaccine Rant Sparks Outrage: Scientists Condemn Dangerous Misinformation;
4. Athlete Endorses Brain Training App: Experts Weigh In on Scientific Validity;
5. Hollywood Star's Physics Documentary Debuts: A Fresh Take on Complex Concepts or Style Over Substance?

Activity 19. Ordinary people can become victims of ideas proposed by a celebrity. Prepare a story told by such of a victim. Describe how and why they came to believe in some theory and what it led to. There are some situations you can take as an example.

1. Refusing medical treatment for a child with cancer;
2. Spending life savings on a "detox" cure for some disease;
3. Ignoring valid safety warnings due to conspiracy beliefs;
4. Developing social anxiety due to self-diagnosed electromagnetic hypersensitivity;
5. Investing in a Ponzi scheme promoted as quantum financial system.

Activity 20. Prepare a one-minute speech on *one* of the topics.

1. The Power of Awareness: How Celebrity Endorsements Boost Scientific Campaigns;
2. Breaking Down Barriers: Celebrities Encouraging STEM Education for Underserved Communities;
3. Funding Breakthroughs: Celebrity Philanthropy Driving Scientific Research;
4. Normalizing Science: Celebrities Promoting Science Literacy Through Media;
5. Celebrities as Role Models: Inspiring the Next Generation of Scientists;
6. Challenging Misinformation: Celebrities Speaking Out Against Pseudoscience;
7. The Double-Edged Sword: The Responsibility of Celebrities in Science Communication;
8. Creative Collaborations: Scientists and Celebrities Working Together for Impact.

Activity 21. Give a set of recommendations for a celebrity in order to avoid a mistake or to correct a mistake already done. How to create or better the image of a contributor to the development of science.

1. A celebrity might misunderstand complex scientific concepts, leading them to unintentionally misrepresent the science to their audience. This can spread misinformation and damage the credibility of both the celebrity and the scientific community.
2. Controversial scientific issues, like climate change or vaccine safety, often have polarized public opinions. A celebrity might feel pressured to take a stance, even without a deep understanding of the science, which could alienate a portion of their fanbase and fuel further division.
3. Celebrities can be accused of using science to improve their image or profit from scientific causes without genuine commitment. This can lead to accusations of hypocrisy and damage their reputation if their actions appear insincere or self-serving.
4. When promoting science, celebrities often face criticism and skepticism from individuals or groups who distrust science or hold opposing views. This can result in online harassment, personal attacks, and attempts to discredit their scientific advocacy.
5. Communicating complex scientific information in a way that is both accurate and engaging for a broad audience can be challenging. Celebrities might struggle to simplify scientific concepts without oversimplifying or distorting the science.
6. Supporting scientific research often involves navigating complex ethical considerations and funding mechanisms. Celebrities may find it difficult to choose which projects or organizations to support and ensure that their contributions are used responsibly and ethically.
7. Celebrities might overstep their bounds by offering unsolicited advice or opinions on scientific matters outside their area of expertise. This can undermine the

authority of qualified scientists and lead to harmful or inaccurate information being disseminated.

8. The initial enthusiasm for a scientific cause can fade over time. Celebrities may struggle to maintain a consistent and authentic commitment to science, especially if their other priorities shift or they face negative publicity. Sustained engagement requires ongoing learning and a genuine passion for the subject.

Activity 22. Work in pairs. Find information, write a scenario and role play *one* of the following situations. (not less than 5 phrases and 5 words per a person). It can be done in a form of an interview, podcast, lecture, a part of a play.

1. One student plays a historian emphasizing King's role in the Civil Rights Movement, while another plays a contemporary activist discussing the ongoing struggle for racial justice and how King's dream has evolved (or not) in modern society.

2. One student argues that Curie's scientific discoveries in radioactivity revolutionized medicine, while another questions the ethical implications of the technologies her discoveries led to (e.g., nuclear weapons, nuclear waste).

3. Two students discuss the impact of Steve Jobs on technology and design. One praises his vision and impact on the consumer experience, while the other criticizes his business practices and the environmental impact of Apple's products.

4. A student playing a South African youth discusses Mandela's role in ending apartheid and fostering reconciliation, while another, more critical student, argues that economic inequality still persists in South Africa despite Mandela's efforts.

5. One student argues that Gandhi's principles of nonviolent resistance are still relevant in modern political movements, while another believes they are ineffective against oppressive regimes and global power structures.

Activity 23. Case study.

"Project Empathy: Bridging Divides Through Shared Experience"

Brief: Your team is a group of social entrepreneurs passionate about creating positive change in your community. You've noticed a growing trend of social division, misunderstanding, and negative stereotypes targeting specific groups of people (e.g., individuals with disabilities, refugees, people struggling with mental health, the homeless, etc.). You believe that fostering empathy and understanding through shared experiences is a key to breaking down these barriers and building a more inclusive society.

You've secured seed funding from a foundation that supports innovative social programs and have the opportunity to collaborate with a prominent celebrity (or a

small group of celebrities) who are willing to lend their platform and support to your initiative.

Task: Design a social program that effectively uses the influence of celebrities, the authentic voices of ordinary people, and lived experiences of individuals facing specific challenges to shift societal attitudes towards a more empathetic and inclusive perspective.

Targets:

1. Clearly define the specific social issue or negative stereotype your program aims to address. (e.g., stigma surrounding mental health, misconceptions about autism, prejudice against refugees, etc.);
2. Identify the specific target audience you want to reach with your program (e.g., teenagers, young adults, the general public, specific demographic groups);
3. What specific attitude or behavior changes do you hope to achieve in your target audience? (e.g., increased understanding of mental health, reduced prejudice towards refugees, greater acceptance of individuals with disabilities);
4. How will you measure the success of your program in achieving these objectives? (e.g., surveys, focus groups, social media engagement, changes in public discourse);
5. How will celebrities be involved? (e.g., public service announcements, participating in workshops, sharing personal stories, hosting events, advocating for policy changes);
6. How will ordinary people be involved? (e.g., sharing their own experiences, volunteering in the program, leading workshops, participating in community events);
7. How will you use media, technology, and social media to amplify your message and reach your target audience?
8. Provide a timeline for the program implementation.
9. Provide a detailed budget outlining the estimated costs of your program.
10. Identify any potential ethical challenges or risks associated with your program (e.g., tokenism, exploitation, privacy concerns).

Module 5. Discoveries and Inventions

Activity 1: Warming Up. Play the game "Two Truths and a Lie" facts. Read the facts and decide which fact is the lie.



1. *The Printing Press*

Fact 1: The printing press allowed books to be produced much faster and cheaper than writing them by hand.

Fact 2: The printing press was invented in ancient Rome.

Fact 3: The printing press played a major role in spreading knowledge and ideas during the Renaissance and the Reformation.



2. *Penicillin*

Fact 1: Penicillin was accidentally discovered by Alexander Fleming in 1928.

Fact 2: Penicillin is an antibiotic that is effective against many bacterial infections.

Fact 3: Penicillin is only effective against viral infections like the common cold.



3. *The Internet*

Fact 1: The Internet was originally developed for military research in the United States.

Fact 2: The Internet was invented by a single company, not by individual researchers.

Fact 3: The World Wide Web, which is part of the Internet, was invented by Tim Berners-Lee.

Activity 2. Vocabulary list 1. Read and translate the following words and phrases into Russian.

- | | | |
|--|--|---------------------------------------|
| 1. intermitten contact, <i>phr</i> | 8. decisive element, <i>phr</i> | 17. to question results, <i>phr</i> |
| 2. to break off a contact, <i>phr</i> | 9. to discern the elements, <i>phr</i> | 18. to play pivotal role, <i>phr</i> |
| 3. to establish a contact, <i>phr</i> | 10. constituent elements, <i>phr</i> | 19. to take on a role, <i>phr</i> |
| 4. to maintain a contact, <i>phr</i> | 11. conflicting results, <i>phr</i> | 20. representative sample, <i>phr</i> |
| 5. heated debate, <i>phr</i> | 12. inconclusive results, <i>phr</i> | 21. random sample, <i>phr</i> |
| 6. animated debate, <i>phr</i> | 13. preliminary results, <i>phr</i> | 22. in absolute terms, <i>phr</i> |
| 7. to contribute to debate, <i>phr</i> | 14. interim results, <i>phr</i> | 23. to devise a way, <i>phr</i> |
| | 15. to collate results, <i>phr</i> | 24. to work out a way, <i>phr</i> |
| | 16. to invalidate results, <i>phr</i> | |

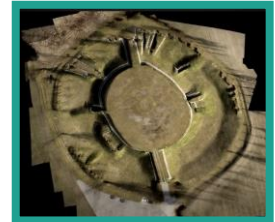
Activity 3. Read and translate the text into Russian.

Unveiling History: Sensational Discoveries and Their Impact

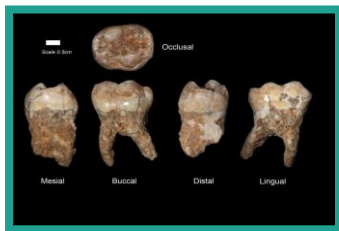
Each year, scientists uncover numerous artifacts. Many of them cause a true sensation. Archaeological findings let us connect with the past. While some discoveries are made by professionals, others occur when ordinary people have an **intermittent contact** with history.



One recent discovery was the unearthing of Sarmatian gold in Russia. The Astrakhan region yielded an ancient burial mound with gold and silver jewelry dating back over 2,000 years. **Preliminary results** suggested the gold was locally sourced, however **the interim**

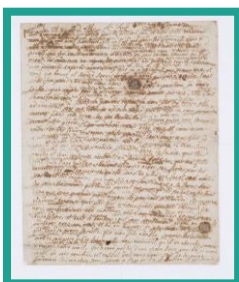


results of chemical analysis led to **conflicting, inconclusive results** that made some researchers **to break off a contact** with the team of archeologists. This finding helps us **discern the elements** of Sarmatian culture. Similarly, near Vienna, archaeologists discovered the largest gladiator school with its campus for wild animals, buildings with small rooms using remote sensing. These discoveries help **to establish a contact** with long-gone civilizations.



In anthropology, the discovery of ancient teeth in Germany led experts **to question results** on human origins. Dated at nearly 10 million years old, these teeth sparked **an animated, heated debate** about the timeline of human evolution.

Political science also sees its share of revelations. For instance, studies on election interference analyze **representative sample** of voting outcomes and social media trends to identify patterns. Some researchers also analyze a **random sample** of ballots to identify any discrepancies. Analyzing this data can prove **a decisive element** in identifying fraud. Researchers **collate results** from various sources to better understand the **constituent elements** of election security.



Document scientists **worked out a way** to uncover previously hidden passages in Marie Antoinette's letters. This discovery **played a pivotal role** in altering historical understanding of the queen, revealing her strategic awareness and romantic relationship. This advanced analysis helped **invalidtae results** that relied on incomplete versions of the letters. Document science **devised a way** to see Marie Antoinette's political involvement. **In absolute terms**, this improved the historical view.

These discoveries matter because they challenge existing assumptions, rewrite historical narratives, and offer a deeper understanding of the human experience. They **contribute to debate** about our origins, cultures, and political systems.

Archaeological findings allow us **to maintain a contact** with the experiences of our ancestors and the evolution of our societies and **take on a role** of mediators between ancient civilizations and modern times.

Activity 4. Match the vocabulary word on the left with its correct definition on the right.

Phrase	Explanation
1. to devise a way	a. initial findings that give an early indication but are not final
2. to discern the elements	b. a selection made without any specific pattern, giving each member an equal chance of being chosen
3. preliminary results	c. a situation where communication happens occasionally and not continuously
4. conflicting results	d. to prove that findings are incorrect or not valid
5. intermittent contact	e. to create a plan or method to achieve a goal
6. interim results	f. to gather and organize data from various sources for analysis
7. random sample	g. findings that show opposing or contradictory information
8. to invalidate results	h. to be very important
9. to collate results	i. temporary findings that may change before the final conclusions are reached
10. to play a pivotal role	j. to recognize and understand the different parts of something

Activity 5. Choose the correct answer to the statements or questions below. Only one answer is possible.

- The initial chemical analysis of the Sarmatian gold found in Russia produced:
 - definitive proof of its origin;
 - conflicting, **inconclusive results**;
 - a consensus among all researchers;
 - immediate publication in all major journals.

- Due to disagreements over the analysis of the Sarmatian gold, some researchers decided to:
 - break off a contact** with the lead archeologist;
 - promote the dig site online;
 - start their own dig site;
 - request more funding.

3. The discovery of the ancient teeth in Germany caused experts to:
- immediately rewrite all the textbooks;
 - agree on a new timeline for human evolution;
 - question results** on earlier theories;
 - stop researching ancient teeth altogether.
4. Which of the following phrases best describes how the scientific community debated the origin of human?
- civil discourse;
 - unanimous discussion;
 - quiet agreement;
 - animated, heated debate.**
5. To understand possible election fraud, political scientists analyze a _____ of voting outcomes:
- comprehensive overview;
 - representative sample;**
 - biased selection;
 - personal preference.
6. Digital forensics and document science are being used _____ .
- To create fake documents;
 - To sell rare documents for a profit;
 - to work out a way** to analyze historical documents;
 - to find a treasure in historical documents.
7. As a result of analyzing Marie Antoinette's hidden texts, there was _____
- a loss of interesting of Marie Antoinette;
 - all documents were **invalidated**;
 - all scientists **broke off contact**;
 - in absolute terms**, a great improved historical view of Marie Antoinette.
8. What is the writer suggesting in the passage regarding the future?
- Historical accounts will stop being discovered;
 - People will stop learning about history;
 - Archeologists will never **maintain a contact** with ancient civilizations;
 - All statements contribute to the debate of national identity.
9. To get the most accurate view of public opinion regarding election interference, researchers analyze a _____ of the population.
- small group of close friends;
 - group of people who use social media frequently;
 - representative sample** that reflects the population's demographics;
 - any group of people who are willing to participate in the study.

10. According to the text, one of the main goals of archaeological discoveries is:
 - a. to take ancient artifacts and sell them;
 - b. **to establish a contact** with long-gone civilizations and learn about their lives;
 - c. to rewrite all history books to fit the new findings;
 - d. to create new museum exhibits that are more exciting than the old ones.

Activity 6. Restore the right order of the jumbled words and expressions to make up sentences.

1. history / with / have / **intermittent contact** / people / Ordinary
2. **to discern the elements** / us / finding / helps / the / This /
3. this / a / data / Analyzing / can / **decisive element** / be
4. election / You / better /to / should / security / **collate results** / understand
5. are / of /security / election / **constituent elements** / What / the /?
6. votes / **random sample** / find / use / a / They / to
7. understanding / **played a pivotal role** / This / altering / in / discovery
8. discoveries / about / our / **contribute to debate** / origins / These
9. **to take on a role** / Archaeologists / mediator / like / of
10. from / The / were / **preliminary results** / promising /the dig

Activity 7. Paraphrase, Re-write, Re-express

1. Paraphrase: the occasional finding of artifacts by non-professionals shows history's surprise accessibility. (Target phrase: **intermittent contact**)
2. Re-write: because of disagreements, some researchers stopped communicating with the archaeological group. (Target phrase: **to break off a contact**)
3. Re-express: these findings facilitated communication with lost communities. (Target phrase: **to establish a contact**)
4. Re-write: early data suggested a local origin, which were the **preliminary results**.
5. Re-express: the competing study results were not helpful for discovering all the **inconclusive results**.
6. Paraphrase: experts began **to question results** of old studies after finding new teeth.
7. Re-write: a lively discussion soon was sparked by **animated debate**.
8. Re-express: analysing voting fraud has a very **decisive element** that has to be taken into consideration.

Activity 8. Answer the following questions, use the expressions from Activity 2.

1. Why did some researchers **break off a contact** with the team of archaeologists?

2. How did the discovery of ancient teeth in Germany impact our understanding of human origins?
3. Which discoveries help us **establish contact** with long-gone civilizations?
4. What role do archaeological findings play in maintaining a connection with our ancestors?
5. Why is it important to analyze **a representative sample** of voting outcomes in political science?
6. How did document scientists uncover previously hidden passages in Marie Antoinette's letters?
7. What do **conflicting and inconclusive results** suggest about the analysis of the Sarmatian gold?
8. Which discoveries **contribute to debates** about our origins, cultures, and political systems?

Activity 9. Make a Presentation: Choose one of the following topics and prepare a short presentation (5-7 minutes) for the class. Be sure to research your topic thoroughly and use clear, concise language.

1. The printing press: how it revolutionized history and politics: (history/political science)
 - Focus: examine the invention of the printing press and its impact on the spread of information, the development of public opinion. How did it challenge traditional power structures and contribute to political revolutions? Explore how the printing press might have caused "**heated debate**".
2. Ancient DNA and the re-writing of human migration patterns: (archaeology/anthropology)
 - Focus: discuss how the analysis of ancient DNA is changing our understanding of human migration, ancestry, and the relationships between different human populations. What have been some surprising discoveries, and how have these discoveries led scientists **to question results** of traditional theories and **invalidated** existing **research**. Explore how archeological findings might **contribute to debate** about origins.
3. The discovery of penicillin: the social impact and role that government played. (history/political science)
4. The development of agriculture and the rise of social complexity: (archaeology/anthropology)
 - Focus: explore the **constituent elements** that were created when the invention of agriculture led to settled communities, social stratification, and the emergence of cities.
5. The Internet and the future of democracy: (political science)
 - Focus: analyze the internet's impact on political participation, the spread of information (and misinformation), and the potential for both democratic empowerment and authoritarian control. How do we **maintain a contact** and get real information?

Activity 10. Discuss the following questions in small groups (2 students). Focus on using the vocabulary words in bold from the text to support your ideas. Be prepared to share your group's conclusions with the class.

1. Some people believe that sensational discoveries in history can distort our understanding of the past. To what extent do you agree or disagree with this opinion?

2. Many argue that archaeological findings should only be conducted by professionals, while others think ordinary people can contribute meaningfully. Is this a positive or negative development?

3. The debate over the significance of certain historical discoveries continues to grow, leading some to question their true value. Is this a positive or negative trend in society?

4. Some believe that sensational archaeological discoveries overshadow the contributions of lesser-known artifacts. To what extent do you agree or disagree with this viewpoint?

5. The impact of recent historical discoveries often leads to heated debates among scholars and the public alike. Is this a positive or negative aspect of modern scholarship?

Activity 11. Vocabulary list 2. Read and translate the following words and phrases into Russian.

- | | | |
|--|---|--|
| 1. to be partly based on,
<i>phv</i> | 5. to discuss thoroughly,
<i>phr</i> | 9. to convincingly
demonstrate, <i>phr</i> |
| 2. to pose a question, <i>v</i> | 6. to conclusively
establish, <i>phr</i> | 10. to be closely identified
with, <i>phr</i> |
| 3. to be invariably
associated with, <i>phr</i> | 7. to firmly establish, <i>phr</i> | 11. to refer in passing to,
<i>phr</i> |
| 4. to discuss at length, <i>phr</i> | 8. to streamline a process,
<i>phr</i> | |
| 12. to be a breakthrough in,
<i>phr</i> | 16. to enhance efficiency,
<i>phr</i> | 21. to foreground aspects
of, <i>phr</i> |
| 13. to harness technology,
<i>phr</i> | 17. to drive progress, <i>phr</i> | 22. to arrive at an informed
conclusion, <i>phr</i> |
| 14. to overcome an
obstacle, <i>phr</i> | 18. to spark innovation, <i>phr</i> | 23. to satisfy criteria, <i>phr</i> |
| 15. to address a challenge,
<i>phr</i> | 19. to revolutionize an
industry, <i>phr</i> | 24. to raise concerns about,
<i>phr</i> |
| | 20. to exert an impact
upon, <i>phr</i> | |

Activity 12. Read and translate the text into Russian.

Latest inventions

Inventions in the fields of history, archaeology, anthropology, and political science continue **to drive progress** and **spark innovation**. Technologies such as 3D

printers and light detecting and ranging lasers, also known as LIDAR, have **revolutionized an industry** that was once **invariably associated with** manual labor and painstakingly slow processes. These tools have enabled researchers **to streamline a process, enhance efficiency, and address a challenge** that once seemed unsurmountable.

For instance, LIDAR has **exerted an impact upon** the way archaeologists map ancient ruins. By using lasers to scan surfaces and terrain, scientists can detect structures hidden beneath vegetation, thus allowing them **to overcome an obstacle** that has **firmly established** itself as a significant hindrance in past excavations. This has been **convincingly demonstrated** in the rediscovery of long-lost civilizations.



Similarly, 3D scanners and printers have simplified artifact replication, allowing researchers **to harness technology** to study and share replicas without damaging the original objects. This **foregrounds aspects of** the importance of preservation.

Artificial intelligence (AI) is another groundbreaking tool that continues **to pose a question** on how research methodologies can evolve and **drive progress** further. AI algorithms are now used to analyze data patterns on an unprecedented scale, which helps researchers **arrive at an informed conclusion** with greater accuracy and speed. This technology **satisfies criteria** for rapid, data-driven analysis that **raises concerns about** the potential for misinterpretation if not handled carefully.

The development of the snake-like robot known as the Vinebot is yet another instance where technology **has been partly based on** existing robotic frameworks **to address a challenge**. Its flexible design allows it to navigate difficult terrains, such as narrow archaeological sites or deep cave explorations, which **are closely identified with** some research fields.

Isotope analysis is another method that has **conclusively established** itself as crucial in dating artifacts and understanding ancient diets. This scientific approach **refers in passing to** the way things once were, offering insights that lead to more profound understandings of past human behaviors. In summary, these advancements are more than just tools; they **revolutionize an industry**, not only by offering new ways to study the past but also by ensuring that history remains a dynamic and continually evolving field. As we **discuss at length and discuss thoroughly** the potential and challenges these technologies bring, we remain hopeful that they will continue **to enhance efficiency, streamline a process, and, ultimately, shed light on** our understanding of the world.

Activity 13. Match the vocabulary word on the left with its correct definition on the right.

Question	Answer
1. What is one area where recent	a. They allow researchers to streamline a process and enhance how we study

inventions drive progress ?	ancient civilizations.
2. How does AI pose a question regarding research methods?	b. It offers clues about what life was like in the past, although the text only refers in passing to this.
3. What is something that LIDAR has conclusively established ?	c. They let archaeologists overcome an obstacle that previously hindered their work.
4. How have 3D printers helped foreground aspects of preservation?	d. Through the analysis of unprecedented data patterns.
5. What do advancements such as the Vinebot address as a challenge ?	e. The ability to quickly replicate artifacts lets researchers harness technology to preserve originals.
6. What types of manual work have always been invariably associated with archaeology before?	f. Those related to rapid data analysis, making it important to handle it carefully.
7. Isotope analysis helps scientists arrive at an informed conclusion on what matter?	g. About dating old artifacts.
8. What kind of robotic engineering is partly based on existing frameworks?	h. The use of lasers to map ancient ruins.
9. What does the Vinebot help scientists overcome as obstacle ?	i. They exert an impact upon our ability to analyze huge quantities of data.
10. What does advanced technology raise concerns for data that are closely identified with new research?	j. That of making AI to navigate through hard-to-get zones.

Activity 14. Fill in the Gaps. Choose the correct word or phrase from the box below to complete the sentences and put in in the correct form. Use each word or phrase only once.

<i>to discuss at length</i>	<i>to discuss thoroughly</i>	<i>to be a breakthrough in</i>
<i>to enhance efficiency</i>	<i>to spark innovation</i>	<i>to firmly establish</i>
<i>to convincingly demonstrate</i>	<i>to revolutionize an industry</i>	<i>to satisfy</i>
<i>criteria</i>	<i>to raise concerns about</i>	

1. The introduction of 3D printers has begun _____ the way artifacts are studied.
2. AI's ability to analyze large datasets can _____ in historical research.
3. The use of LIDAR has _____ how quickly ancient sites can be mapped.

4. The Vinebot's ability to navigate difficult terrains proved _____ its usefulness in archaeological exploration.
5. Isotope analysis has _____ itself as a key method for dating objects.
6. These technologies _____ the potential for errors if data is not carefully interpreted.
7. The new invention proved _____ with researchers calling it indispensable.
8. Scientists continue _____ the ethical considerations surrounding the use of AI in historical research.
9. It remains important _____ the implications of technology in cultural heritage management to make informed decisions.
10. New technologies _____ in archeology, anthropology, and political science that will change the world.

Activity 15. True or False. Read the following statements carefully. Based on the information in the text, decide if each statement is True or False.

1. The latest inventions in archaeology **are invariably associated with** complex computer systems. (T/F)
2. LIDAR technology has helped archaeologists **overcome an obstacle** in finding ancient ruins. (T/F)
3. The use of 3D printers **foregrounds aspects of** the need for artifact preservation. (T/F)
4. AI algorithms **pose a question** concerning the ethics of using artificial intelligence in research. (T/F)
5. Researchers **arrive at an informed conclusion** with the same speed with or without AI. (T/F)
6. The text **refers in passing to** dating methods, which is crucial in archaeology. (T/F)
7. The Vinebot's design **is partly based on** existing robotic frameworks. (T/F)
8. The author believes that technological advancements **drive progress** in historical research. (T/F)
9. This scientific approach **is closely identified with** understanding ancient diets. (T/F)
10. Advanced technologies **to harness technology** do not allow to revolutionize the industry, but simply to make progress. (T/F)

Activity 16. Explain, Rephrase, Compare, Summarize.

1. Explain in your own words what it means for technology **to revolutionize an industry**.
2. Summarize the main points of how LIDAR has **exerted an impact upon** archaeological mapping.

3. Rephrase the following statement using different words: "AI algorithms help researchers **arrive at an informed conclusion** with greater accuracy and speed."
4. Explain in your own words what it means for a method **to be closely identified with** certain research fields. (Referring to the Vinebot).
5. Summarize how 3D printers **foreground aspects of** artifact preservation.
6. Explain in your own words why AI is considered **to be a breakthrough in** research methodologies.
7. Rephrase the following statement using different words: "Isotope analysis has **conclusively established** itself as crucial in dating artifacts."
8. Explain in your own words what it means **to harness technology** in archaeological research.

Activity 17. Answering Questions. Answer the following questions based on the text.

1. What technologies are mentioned that have **revolutionized an industry** previously associated with manual labor?
2. How does LIDAR **address a challenge** related to finding ancient ruins?
3. Why are researchers using 3D scanners and printers **to harness technology** for studying and sharing replicas?
4. What concerns do the authors raise about the use of AI in data analysis, even though AI **enhances efficiency**?
5. Where might a snake-like robot like the Vinebot be particularly useful for archaeological exploration, because its design **is partly based on** existing robotic frameworks?
6. When is isotope analysis useful in archaeological research because it can help **to conclusively establish** facts?
7. How does the author characterize the advanced technological inventions described in the article, stating that they continue **to drive progress**?
8. Why do researchers **discuss at length** the potential and challenges of new technologies in historical research because it can **spark innovation**?

Activity 18. Prove That. Using evidence from the text, prove the following statements. Provide direct quotes or paraphrase information to support your claims.

1. Prove that: technology has **revolutionized an industry** previously invariably associated with slow, manual processes.
2. Prove that: LIDAR technology helps archaeologists **overcome an obstacle** in their work.
3. Prove that: 3D printing **foregrounds aspects of** the importance of artifact preservation.
4. Prove that: AI helps researchers **arrive at an informed conclusion** more effectively.

5. Prove that: the Vinebot is designed **to address a challenge** specific to certain archaeological sites.

Activity 19. Problem-solving task. Read the situation below and answer the questions that follow, drawing on information and ideas from the text.

***Situation:** you are a team of researchers preparing to excavate a newly discovered ancient site in a remote, densely forested area. The site is believed to contain important artifacts, but the terrain is extremely challenging, visibility is limited, and there are ethical concerns about damaging the environment and potentially misinterpreting findings.*

1. What technologies mentioned in the text could you use **to streamline a process** of initial site assessment and mapping? Explain your choice.

2. How could you **harness technology** to study the artifacts while minimizing potential damage to the original objects?

3. How might AI be used **to address a challenge** related to analyzing the large amount of data you expect to collect, and what steps could you take **to raise concerns about** potential misinterpretations?

4. Considering the ethical concerns, how could you use technology **to convincingly demonstrate** the importance of the site and justify the excavation?

5. What steps might you take to ensure your team can **discuss at length** and discuss thoroughly all concerns before proceeding?

Activity 20. One-minute talk. Choose one of the following prompts and prepare a one-minute talk.

- | | |
|---|---|
| 1. Self-driving cars or vertical farming; | 6. GIS (geographic information systems); |
| 2. A robotic surgery technique; | 7. Database software and data mining tools; |
| 3. Smart streetlights; | 8. Environmental DNA Analysis. |
| 4. AI-generated art; | |
| 5. Delivery by drones; | |

Activity 21. Answer the questions. Identify, analyze or evaluate.

1. Identify any patterns or trends in the application of technology that have **exerted an impact upon** the archeology and anthropology research?

2. What are the common characteristics of the technologies that have **streamline a process** of scientific research?

3. Analyze the trends in the text relating to how researchers **harness technology** to increase the research results.

4. How does the author support the argument in this text, that new inventions are **to be a breakthrough in** archaeology and anthropology?

5. Analyze the strengths and weaknesses of the argument that AI is necessary for modern research, as it is **to satisfy criteria**.

6. What are the limitations of this particular explanation of how new technologies **drive progress** and **spark innovation**?

7. Evaluate the internal consistency of the argument which says that there is no use to **discuss thoroughly** of the potential of new technologies.

8. Based on the information from the text, can you identify any cycles or patterns related to new technology **to address a challenge**?

Activity 22. Make and Act Out a Dialogue. Choose one of the following situations and create a short dialogue (approximately 2-3 minutes) between the two characters.

1. The tech enthusiast versus the skeptic. One person is excited about a new invention or innovation (e.g., self-driving cars, vertical farming), believing it will solve many problems. The other is skeptical, focusing on potential downsides and risks.

2. The inventor versus the investor. An inventor is trying to persuade an investor to fund their new invention. The inventor needs to explain the invention clearly and demonstrate its potential value, while the investor asks tough questions about cost, market, and feasibility.

3. The teacher versus the student. A student is interviewing a teacher or expert about the impact of a specific invention on society or their field of study (e.g., the internet on education, the printing press on literacy). The teacher provides insights and perspectives.

4. The historian versus the futurist. A historian specializing in the history of technology discusses the lessons learned from past innovations (both positive and negative) with a futurist who is focused on predicting and shaping the future of technology. They debate the role of history in guiding future innovations.

5. The shop owner versus the competitor. A small shop owner discusses with a new competitor about the advantages and disadvantages of using new technology, such as online trade or delivery by drones.

Activity 23. Give an Assessment Of...Choose one of the following points and provide a short assessment (around 100-150 words).

1. Give an assessment of the impact of 3D printing on the field of archaeology, considering how it helps **to streamline a process** and **to enhance efficiency**.

2. Give an assessment of the potential benefits and risks of using AI in historical research, noting any reasons **to raise concerns about** the ethical implications.

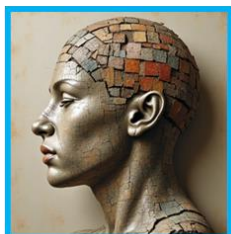
3. Give an assessment of the importance of the Vinebot for archaeological exploration and say if it really helps **to overcome an obstacle**.

4. Give an assessment of the ways how isotope analysis helps **to conclusively establish** and improve the accuracy of historical research.

5. Give an assessment of the impact of the latest inventions **to drive progress** and **to spark innovation** in the archeology.

Module 6. Past and Memories

Activity 1. Warming up.



Stage 1. Brainstorming

Make a "memory artifacts." These are physical or digital objects, places, or even performances that serve as reminders of the past. Think broadly – it could be anything from a war memorial to a family recipe, a historical film, a song, a museum exhibit, a social media post about an anniversary, etc.

Stage 2. Categorization

Group the artifacts into categories. Some possible categories:

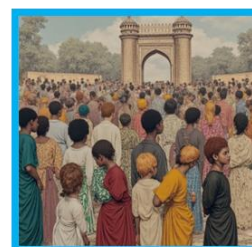
1. Physical Objects
2. Places
3. Texts/Documents
4. Performances/Rituals
5. Digital Media



Stage 3. Discussion

Randomly choose an artifact from the list. For each artifact, answer the following questions:

1. Whose memory is being represented? (Individual, group, national, etc.)
2. Who created this artifact, and what was their purpose?
3. What values or perspectives are being emphasized?
4. Whose voices might be missing or marginalized?
5. How does this artifact shape our understanding of the past?
6. How might different people interpret this artifact?



Activity 2. Vocabulary list 1. Read and translate the following vocabulary units into Russian.

- | | | |
|---------------------------------------|-----------------------------------|----------------------------------|
| 1. in line with, <i>id</i> | 9. on the whole, <i>id</i> | 19. in other words, <i>id</i> |
| 2. in conjunction with, <i>coll</i> | 10. in accordance with, <i>n</i> | 20. in some ways, <i>id</i> |
| 3. despite, <i>prep</i> | 11. at the stage of, <i>phr</i> | 21. on the basis, <i>phr</i> |
| 4. in comparison with, <i>coll</i> | 12. on behalf of, <i>phv</i> | 22. in turn, <i>phr</i> |
| 5. in addition to, <i>phr</i> | 13. as a result of, <i>phr</i> | 23. in the process, <i>phr</i> |
| 6. to some extent, <i>phr</i> | 14. by chance, <i>coll</i> | 24. in terms of, <i>phr</i> |
| 7. in particular, <i>phr</i> | 15. by far, <i>phr</i> | 25. in general, <i>phr</i> |
| 8. with the exception of, <i>coll</i> | 16. so far, <i>phr</i> | 26. in most respects, <i>phr</i> |
| | 17. for the most part, <i>phr</i> | |
| | 18. from then on, <i>id</i> | |

Activity 3. Read and translate the text into Russian.



Memory studies, a multidisciplinary field, combines insights from various disciplines, **in line with** anthropology, history, and sociology. The work of Maurice Halbwachs, a French sociologist, is central to understanding collective memory. **In conjunction with** Halbwachs, other key figures like Henri Bergson and Pierre Nora have contributed significantly. **Despite** the diverse perspectives, a common thread is the destabilization of grand

historical narratives.

In comparison with individual memory, collective memory is relational and societal. **In addition to** family and friends, social frameworks shape our recollections. Studies often focus on media coverage of extreme events, **in particular**, wars and political upheavals. **To some extent**, a consensus exists that collective memory is shareable within social groups, **with the exception of** disagreements on its precise definition.

On the whole, memory has always been a concern for social thinkers. **In accordance with** this, the late 19th and early 20th centuries saw a distinct social perspective emerge. **At the stage of** contemporary political debate, memory research is closely linked to issues like the effects of past hurts. **As a result of** this renewed interest, sociological theorists emphasize the social and cultural bases of shared memories.

The term "collective memory" was coined in 1902, but Halbwachs is **by far** considered the founder. He argued that individuals cannot remember outside group contexts. **In other words**, individual and collective memories are tools for establishing social centrality. **So far**, historiography has broadened its focus, memory has become more central. Halbwachs distinguished between autobiographical and historical memory.



For the most part, collective memory forms our identities. **From then on**, shared memories mark social differentiation. **In some ways**, collective memory is not history, but a phenomenon manifested in individual actions. **On the basis of** this, collective memory is a socio-political construct. **In turn**, remembering is an active reconciliation of past and present. **In the process**, cultural negotiation defines memories as narratives. **In terms of** terminology, it also includes cultural and social memory.

In general, collective memories are often 'cohort memories'. **In most respects**, collective memory sustains community identity. **By chance**, social groups employ recollections to constitute themselves. The study of social memory inevitably involves questions of power.

Activity 4. Choose the correct variant for each multiple-choice question based on the provided text.

1. What is the primary focus of memory studies as described in the text?
 - a. Individual memory
 - b. Autobiographical memory
 - c. Historical narratives
 - d. Collective memory

2. Who is identified as a central figure in the understanding of collective memory?
 - a. Henri Bergson
 - b. Pierre Nora
 - c. Maurice Halbwachs
 - d. Sigmund Freud

3. What aspect distinguishes collective memory from individual memory?
 - a. It is influenced by personal experiences.
 - b. It is shaped by social frameworks.
 - c. It is solely based on historical facts.
 - d. It is easier to recall.

4. According to the text, what has contemporary political debate linked memory research to?
 - a. The effects of past hurts
 - b. The evolution of individual identity
 - c. The reliability of historical documents
 - d. The nature of personal recollections

5. What term was coined in 1902 and is closely associated with Maurice Halbwachs?
 - a. Historical memory
 - b. Socio-political construct
 - c. Collective memory
 - d. Autobiographical memory

6. How does Halbwachs describe the relationship between individual and collective memories?
 - a. Individual memories are more significant.
 - b. They are independent of each other.
 - c. Collective memories are tools for establishing social centrality.
 - d. Individual memories are often more accurate.

7. What does the text suggest collective memory is a tool for?

- a. Understanding personal experiences
- b. Establishing social differentiation
- c. Analyzing historical events
- d. Documenting autobiographical facts

8. What does the term "cohort memories" refer to in the context of collective memory?

- a. Memories that are unique to individuals
- b. Memories that are historical in nature
- c. Memories that are universally shared
- d. Memories that define community identity

9. According to the text, how do social groups utilize collective memories?

- a. To erase past conflicts
- b. To reconstruct historical events
- c. To constitute themselves
- d. To create individual identities

10. What does the study of social memory inherently involve, as mentioned in the text?

- a. Questions of power
- b. Personal recollections
- c. Historical accuracy
- d. Psychological analysis

Activity 5. Rephrase the words in italics. Use the phrases from word bank.

in conjunction with *on the whole* *at the stage of* *to some extent*
in comparison with *in line with* *in addition to*
with the exception of *in particular* *in accordance with*

1. The policy is *consistent with* the company's values.
2. The project was completed *along with* the marketing team.
3. When you look at this year's results *compared to* last year's, the improvement is clear.
4. *Besides* her regular duties, she also volunteers at the local shelter.
5. He agreed *partially* to the proposal.
6. The manager highlighted one employee *for* their outstanding performance.
7. Everyone was invited *except* for Jane.
8. *Generally*, the feedback has been positive.
9. The plans were made *to follow* the regulations.
10. The project is currently *in the planning phase*.

Activity 6. Match the phrases on the left with their correct analogues on the right. Make one sentence with each phrase.

1. for the most part	a. henceforth
2. by chance	b. somewhat
3. from then on	c. predominantly
4. in some ways	d. unquestionably
5. by far	e. unintentionally
6. on the basis	f. one after another
7. on behalf of	g. due to
8. in turn	h. representing
9. as a result of	i. stated simply
10. in other words	j. grounded in

Activity 7. Explain the points what memory studies can be criticized for (about 5 sentences). To what extent you personally agree?

1. Memory studies is too expansive, encompassing so many disciplines and approaches that it lacks a clear focus and becomes diluted.

2. The field often prioritizes theoretical exploration over rigorous empirical research.

3. Terms like "collective memory" and "social memory" can be vaguely defined and inconsistently applied, leading to confusion and hindering meaningful comparisons across studies.

4. A significant portion of memory studies focuses on collective trauma, potentially overshadowing other forms of memory and neglecting the complexities of positive or mundane recollections.

5. The focus on collective memory can downplay the role of individual agency in remembering and interpreting the past.

6. The concept of collective memory can sometimes reinforce essentialist notions of group identity, assuming a shared and homogenous understanding of the past within a particular community or nation. This can overlook internal diversity and dissent.

7. Memory studies can be overly presentist, interpreting the past primarily through the lens of contemporary concerns and values, potentially distorting historical understanding.

8. The validity of methods used to assess shared understandings of the past can be easily questioned, particularly when relying on surveys or media analysis.

Activity 8. Prove that...

1. memory studies encourages historians to move beyond traditional sources and explore a wider range of materials;
2. memory studies can challenge dominant historical narratives and expose marginalized or silenced voices, leading to a more inclusive and nuanced understanding of history;
3. memory studies emphasizes that historical interpretation is not objective but is shaped by social, cultural, and political contexts;
4. memory studies illuminates how the past continues to shape the present, influencing social identities, political attitudes, and cultural practices;
5. memory studies acknowledges the emotional dimensions of historical experience, recognizing that the past is not just a collection of facts but is also deeply felt and emotionally charged;
6. memory studies encourages historians to adopt interdisciplinary methodologies, drawing on insights from sociology, anthropology, psychology, and cultural studies, to analyze the complex processes of remembering and forgetting;
7. memory studies can promote greater public engagement with history and encourage critical reflection on the past;
8. memory studies can foster greater empathy and understanding between different communities, contributing to reconciliation and social justice.

Activity 9. Famous historians used different terms related to history. Let's find out and provide examples to different understanding of history. Fill in the gaps in the texts using phrases given.

1. *Post-Traumatic History (Aleida Assmann)*

Despite, As a result of, So far, in conjunction with, in terms of

Post-traumatic history, ... its impact, refers to a past burdened by deeply ingrained trauma that continues to affect individuals and societies. This type of history, ... psychological concepts, acknowledges the lasting scars of past events. ... these traumatic experiences, the past can be actively avoided or compulsively relived. ... the passage of time, the trauma remains a powerful force shaping present-day realities. ..., its most recognized examples involve genocides and other extreme violence.

2. *Haunting History (Henri Rousso)*

in most respects, in line with, In addition to, In particular, To some extent

Haunting history, ..., is a past that refuses to stay buried, its "ghosts" continuing to influence the present, impacting the collective imagination. ... the visible consequences of past events, there is an intangible, emotional presence that persists. This presence often manifests as unresolved guilt, fear, or a sense of injustice. ..., this perspective is ... anthropological interpretations of the past., haunting history considers how historical narratives shape identity and memory and what happens if these cannot be digested.

3. *Catastrophic History (John Torpey)*

On the whole, In turn, With the exception of, on the basis of

Catastrophic history, ... its destructive impact, highlights events that caused widespread devastation and fundamentally altered the course of human history. ..., catastrophic history focuses on moments of profound loss and societal upheaval. The consequences of such events are often long-lasting and irreversible., these catastrophes often lead to significant social, political, and economic transformations. ... purely natural catastrophes, they are often seen as a moral failure.

4. *Hot History (Chris Lorenz)*

In other words, in comparison with, In accordance with, in general

Hot history, ..., refers to a past that remains actively contested and politically charged in the present; it is a history that refuses to "cool off". The term describes events that are still debated morally, legally, and socially, ... a distant, resolved past. This concept challenges the idea that history naturally becomes objective over time., hot history is characterized by its continued relevance and emotional impact. ... this definition, the legacy of colonialism, for example, remains a hot history issue.

5. *Cool History (Jan Romein used the term "cooling off" related to history and Chris Lorenz used it to characterize history)*

At the stage of, For the most part, by far, From then on, By chance

Cool history, ..., stands in contrast to "hot" history, representing a past that has seemingly receded into the realm of detached, objective analysis. ... cool history, the personal experiences and emotional intensity of the events have largely faded., cool history is the domain of professional historians applying critical methods., it may be revisited for its lessons, but it no longer carries the same emotional weight., the past can be analyzed without fear of inflaming present emotions.

Activity 10. Express the attitude to the situation from different perspectives.

Fictional Historical Event: Soleevo Uprising. A fictional labor dispute between miners and a powerful mining company that resulted in violence and deaths on both sides. There is a proposal to open a monument commemorating the miners who died in the uprising.

Role 1. A descendant of the miners (You believe the monument is essential to honor the sacrifices of your ancestors and to ensure that the injustices they faced are never forgotten)

Role 2. A representative of the mining company (You believe the monument is divisive and glorifies violence. You propose a more general memorial to "all victims of industrial conflict")

Role 3. A local business owner (You are concerned about the potential impact of the monument on tourism and the town's image. You want a solution that is both respectful and promotes unity)

Role 4. A historian (You are concerned about historical accuracy and want to ensure that the monument reflects a balanced and nuanced understanding of the event)

Role 5. An indigenous community representative (The land where the uprising occurred is sacred to your people. You feel the monument should also acknowledge the history of dispossession and violence against Indigenous people in the region).

Activity 11. Vocabulary list 2. Read and translate the following vocabulary units into Russian.

- | | | |
|--------------------------------------|--|--------------------------------------|
| 1. a wide range of, <i>phr</i> | 10. above all else, <i>phr</i> | 19. in a variety of ways, <i>phr</i> |
| 2. with respect to, <i>phr</i> | 11. to a considerable degree, <i>phr</i> | 20. bearing in mind that, <i>phr</i> |
| 3. as far as, <i>conj</i> | 12. Conversely, <i>adv</i> | 21. it is plausible that, <i>phr</i> |
| 4. as regards, <i>adv</i> | 13. in light of, <i>id</i> | 22. one might argue that, <i>phr</i> |
| 5. in greater detail, <i>phr</i> | 14. by virtue of, <i>phr</i> | |
| 6. as opposed to, <i>phr</i> | 15. that is to say, <i>id</i> | |
| 7. by the means of which, <i>phr</i> | 16. in essence, <i>phr</i> | |
| 8. be that as it may, <i>phr</i> | 17. broadly speaking, <i>phr</i> | |
| 9. as a general rule, <i>phr</i> | 18. in excess of, <i>n</i> | |

Activity 12. Read and translate the text into Russian.



Individual memories constitute a significant, albeit complex, resource for history students. **A wide range of** historical inquiries benefit from considering personal recollections, expanding beyond traditional archival materials. **With respect to** official documents and institutional narratives, individual accounts offer intimate perspectives, humanizing

grand narratives and illuminating the lived experiences of those often marginalized. **As far as** understanding the social history of everyday life is concerned, oral history interviews, diaries, letters, and memoirs are crucial tools. **As regards** their reliability, however, historians must exercise meticulous scrutiny.

Individual memory is intrinsically subjective, shaped by personal biases, emotional states, and the selective nature of recollection. **That is to say**, memory is not a perfect recording device, but rather a constructive process influenced by present-day concerns and social contexts. **Therefore**, relying on it requires navigating issues of accuracy, motivation, and potential distortion. **In essence**, the value of individual memory lies not necessarily in its factual precision **as opposed to** its emotional truth and insight into individual perceptions.



Broadly speaking, historians employ memories **in a variety of ways**. They may use them to supplement official records, challenge established interpretations, or provide contextual depth to historical events. **In greater detail**, analyzing the narratives within personal accounts - for example, recurring themes, silences, and contradictions - can reveal underlying cultural assumptions and social anxieties.

Oral history, **by the means of which** the historian directly gathers memories, opens up history to communities previously excluded.

In light of the inherent limitations of individual memory, historians employ careful corroboration. Official records, newspapers, and other contemporary sources are checked against personal accounts to verify details and identify potential biases. **Be that as it may**, discrepancies between different accounts are not necessarily grounds for dismissal, but rather opportunities for deeper analysis. **As a general rule**, historians strive to understand the motivations behind these discrepancies, considering the social, political, and cultural factors that might have influenced the formation and transmission of memories.

Conversely, relying solely on official records can create an incomplete and biased picture of the past. **It is plausible that** dominant narratives have often served specific interests and suppressed alternative perspectives. **One might argue that** an over-reliance on individual memory can lead to a fragmented and anecdotal understanding of history. However, **to a considerable degree**, personal accounts offer invaluable insights into the complexities of the human experience and the long-term impact of historical events. **Above all else**, a critical engagement with individual memories, coupled with rigorous source analysis, enriches our understanding of the past **by virtue of** the added dimension of human experience. **In excess of** simply documenting events, history seeks to understand their meaning for individuals and communities.

Activity 13. Answer the following questions. Use words from Vocabulary list 2.

1. What role do individual memories play in the study of history, as described in the text? Provide specific examples from the text to support your answer.
2. How do personal recollections expand historical inquiries beyond traditional archival materials? Discuss the significance of this expansion.
3. In what ways do individual accounts humanize grand narratives and illuminate the experiences of marginalized groups? Cite relevant sections of the text.
4. What are the inherent limitations of individual memory that historians must consider? List and explain at least two limitations mentioned in the text.
5. According to the text, how can individual memories supplement official records? Provide examples that illustrate this relationship.
6. What methods do historians use to verify the reliability of personal accounts? Discuss the importance of corroboration as outlined in the text.
7. Analyze the role of emotional truth in individual memory. How does this differ from factual precision, and why is it important for historians?
8. How might discrepancies between different accounts lead to deeper analysis rather than dismissal? Provide a rationale based on the text.
9. Discuss the potential dangers of relying solely on official records in historical research. What alternative perspectives might be suppressed as a result?
10. How does the text suggest that critical engagement with individual memories enriches our understanding of history? Summarize the key points made in this regard.

Activity 14. Restore the correct word order. Translate the sentences into Russian.

1. ways a in variety of / are shaped / Individual memories / experiences, by social and influences, cultural interactions.
2. As regards / the of accuracy individual memories, / crucial it's to understand that / always reliable records of the past are they not.
3. Be it that may as, / memories insights invaluable individual provide / into groups the experiences subjective of individuals and.
4. plausible It is that / events would be many historical / largely without transmission unknown the / of across generations memories.
5. The of reliability memories individual / often questioned is; / conversely, undeniable are significance cultural and impact their emotional.
6. to With respect studies historical, / accounts and personal oral histories / supplement can accounts written and official.
7. individuals Some possess incredibly memories detailed, / recalling events of years fifty in excess of ago with remarkable accuracy.
8. to say That is, / a recording passive process not is memory individual / but rather one active constructive, and / by influenced perceptions, beliefs, and our feelings.

9. our to access we have past / and of knowledge ourselves / virtue by the of persistence and reconstruction memories of individual.

10. all Above else, / the of subjective nature memory / that history reminds entity us a not is monolithic / but rather interpretations a and of multitude of perspectives.

Activity 15. Match the phrases on the left with their correct definitions on the right. Make sentences with the phrases.

Phrase	Definition
1. by the means of which	a. fundamentally or basically, focusing on the core idea or nature of something.
2. one might argue that	b. to the extent or limit of something, often used to indicate a range.
3. in greater detail	c. significantly or largely, indicating a notable amount or level.
4. as far as	d. providing more specific information about a subject than before.
5. bearing in mind that	e. considering or remembering a particular fact when thinking about something.
6. as opposed to	f. in contrast with something else, highlighting differences between two things.
7. broadly speaking	g. it can be suggested or claimed that, often introducing a point of view or opinion.
8. as a general rule	h. usually or typically true, but not always applicable in every situation.
9. to a considerable degree	i. generally or overall, without going into specifics or details.
10. in essence	j. through the method or process that allows something to happen.

Activity 16. The following stages of studying collective memory are in the wrong order. Re-arrange them into a logical sequence, using the phrases to guide you. Translate into Russian.

1. Then, the collected data is analyzed, identifying recurring themes, narratives, and symbols by the means of which the collective memory is constructed and transmitted.

2. Finally, in essence, the findings are interpreted and contextualized within existing historical and social science theories, resulting in a nuanced understanding of the complexities of collective memory formation and its impact on the community.

3. The initial stage involves defining the scope of the study, specifying the community and the timeframe of the collective memory under investigation.

4. Bearing in mind that memories are often contested and subject to manipulation, researchers carefully evaluate potential biases and power dynamics embedded within the sources and narratives.

5. As regards data collection, researchers might use archival research, oral history interviews, and ethnographic fieldwork, employing methodologies appropriate to the chosen sources.

6. Next, researchers identify potential sources of information, considering a wide range of materials, from official records to personal narratives.

7. A comparative analysis is undertaken, contrasting the identified collective memory as opposed to other relevant memories within or outside the chosen community, highlighting both similarities and differences.

8. In greater detail, researchers examine how these narratives evolve and change over time, considering the impact of historical events and social transformations.

Activity 17. Historians use a variety of sources to study individual memories, often supplementing and corroborating one another. Below are 8 examples. Explain how they are studied and what they provide for historians.

1. **Oral Histories** (Interviews conducted with individuals who experienced or witnessed particular historical events);

2. **Memoirs and Autobiographies** (Written accounts of individuals' lives, offering insights into their personal experiences and interpretations of history);

3. **Diaries and Journals** (Daily or periodic entries that document an individual's thoughts, feelings, and experiences);

4. **Letters** (Correspondence between individuals);

5. **Photographs and Home Movies** (Visual records that capture moments in individuals' lives);

6. **Artwork and Creative Writings** (Artistic expressions like paintings, poems, and songs);

7. **Testimonies from Trials and Commissions** (Formal statements given under oath in legal proceedings or official inquiries);

8. **Personal Objects and Collections** (Material culture such as clothing, tools, and keepsakes).

Activity 18. Read 5 short stories about people discovering family artifacts and developing an interest in their family history. Translate these stories into Russian. Write your own story (5 sentences) about any artifact that belongs to your family. Present your story in class.

1. The WWI Letters

Sarah had always known her great-grandfather fought in World War I, but as far as she was concerned, it was just a name in a family tree. That changed when she

found a dusty box in the attic. Inside, she discovered a collection of letters he'd written home from the trenches. In greater detail they described the horrors and the camaraderie of war, nothing as opposed to her romanticized vision. His words sparked a curiosity; with respect to WWI history, she knew almost nothing. Now, above all else, Sarah wanted to understand his experiences and the context of his life.

2. The Grandmother's Quilt

Michael's grandmother had always been a mysterious figure in his family. He knew little about her past with respect to what everyone else seemed to know. After her death, he was helping to clear out her house when he found a beautifully crafted quilt. Each patch, it turned out, held a story, by the means of which Michael slowly pieced together her life: stories of immigration, hardship, and resilience. Before this, family history was as regards Michael dull, yet he realised how colourful it actually was. To a considerable degree, this quilt turned Michael into a family history enthusiast.

3. The Immigrant's Passport

Maria found an old, leather-bound passport tucked away in her mother's dresser. It belonged to her great-great-grandmother, who had immigrated to America from Italy in the early 1900s. Be that as it may, Maria was always more interested in modern technology but she began to research immigration records and ship manifests, tracing her ancestor's journey and discovering a story of incredible bravery and determination. She had a realisation, what it must have taken. A wide range of sources gave her more information and history, making her interested in her family's history.

4. The Great-Uncle's Painting

David knew that as a general rule, his family didn't have any artistic talent, that is to say, his family was terrible with art. So, he was shocked to discover a beautifully painted portrait hidden behind a dusty shelf in his aunt's house. It turned out to be a self-portrait of his great-uncle, who had been a struggling artist in Paris in the 1920s. To a considerable degree, finding this painting changed David's perception of his family. He sought out more information, wanting to connect with the artistic spirit that seemed to have been lost to time. It was more than a portrait, it was a portal.

5. The Ancient Family Bible

Emily wasn't particularly religious, but she was fascinated when she inherited an old family Bible. Tucked between its pages were handwritten notes documenting births, deaths, and marriages going back generations. With respect to this new found artifact, Emily decided that she wanted to research even more and find out how far back she could trace her family. It gave her the chance to find out where she came from and what she would like to be. Emily decided she would make her mark. This small heirloom was the spark that ignited a passion for genealogical research.

Activity 19. Here are 5 short stories illustrating how different people studied collective memory. Fill in the gaps using words from the word bank. Provide your own example of studying collective memory (5 sentences).

1. The Monumental Historian:

In essence, That is to say

Dr. Aris studied collective memory in light of its material manifestations. He spent years meticulously documenting war memorials across a nation. ..., his research focused on how these physical structures shaped the public's understanding of the past. He analyzed their design, inscriptions, and placement, revealing subtle shifts in national narratives over time. ..., Aris showed how monuments could both preserve and actively construct collective memory.

2. The Oral History Archivist:

Conversely, by virtue of, Bearing in mind that

Elena, an oral history archivist, approached collective memory ... lived experience. She spent decades interviewing survivors of a major historical event, carefully recording their personal stories. ..., her work highlighted the subjective and often conflicting nature of collective memory. ... individual memories are rarely identical, she focused on identifying common themes and patterns, creating a rich tapestry of recollections.

3. The Cultural Anthropologist:

by the means of which, It is plausible that, Broadly speaking

Dr. Chen's research on collective memory centered on rituals and ceremonies. ..., her work investigated how these cultural practices transmitted collective memory across generations. She studied everything from annual festivals to funeral rites, analyzing the symbols, narratives, and performances ... memories were kept alive. ... many cultural practices serve as a vehicle for collective memory.

4. The Literary Analyst:

in excess of, in a variety of ways

Professor Diaz studied collective memory ..., focusing on literary texts. He examined novels, poems, and plays, tracing how historical events and cultural narratives were reflected and shaped by the literary imagination. ... 500 texts were analyzed. One might argue that this approach offers a unique insight into the collective psyche and how memory shapes creativity.

5. The Digital Ethnographer:

that is to say, Conversely, In light of

Dr. Ramirez focused on the collective memory expressed online. She studied online forums, social media discussions, and digital archives related to a specific historical event. ...the rise of social media, she noted how a wide range of viewpoints could be expressed, and how digital technologies both facilitated and complicated the construction and transmission of collective memory. She found, ..., that online spaces often become contested terrains where different groups struggle to shape the dominant narrative. ..., the ephemeral nature of digital information presented its own unique set of challenges.

Activity 20. Comment upon *one* of the quotations. Speak for *one* minute.

1. ***Pierre Nora (historian):*** "Memory is life (...) it remains in permanent evolution, open to a dialectic of remembering and forgetting, unconscious of its successive deformations, vulnerable to manipulation and appropriation, susceptible to being long dormant and periodically revived."

2. ***David Lowenthal (historian):*** "The past remains integral to us all, individually and collectively. We must concede the ancients their place... but their past is not simply back there, in a separate and foreign country, it is assimilated in ourselves and resurrected in an ever-changing present."

3. ***Eric Hobsbawm (historian):*** " Nations without a past are contradictions in terms. What makes a nation is the past, what justifies one nation against others is the past, and historians are the people who produce it."

4. ***Howard Zinn (historian):*** "The memory of oppressed people is one thing that cannot be taken away, and for such people, with such memories, revolt is always an inch below the surface. "

5. ***Maurice Halbwachs (philosopher):*** "It is in society that people normally acquire their memories. It is also in society that they recall, recognize, and localize their memories.' Forms of memory vary according to social organization; society provides a framework for individual memory. Memory is framed in the present and in the past, and variable rather than constant. "

6. ***Friedrich Nietzsche (philosopher):*** "To determine 'the boundary at which the past has to be forgotten if it is not to become the gravedigger of the present' one has to know the human power to develop and transform both the individual and the collective self. "

7. ***Lev Vygotsky (psychologist):*** "The very essence of human memory consists in the fact that human beings actively remember with the help of signs.... the very essence of civilization consists of purposely building monuments so as not to forget."

8. ***Marc Bloch (historian):*** "... in the collective memory, the conditions of the present give rise to somewhat imperfect notions of the past. The collective memory, like the individual memory, does not preserve the past precisely; it is

constantly reconstructing and reformulating in light of the present. Remembering is always a process."

Activity 21. Provide ONE situation illustrating difficulties in studying individual or collective memory.

- | | |
|---|---------------------------------------|
| 1. Subjectivity and Bias | 5. Emotional Impact and Trauma |
| 2. Reconstruction vs. Retrieval | 6. Methodological Challenges |
| 3. Limited Accessibility & Verification | 7. Distinguishing Memory from History |
| 4. Influence of Time & Context | 8. Ethical Considerations |

Example: The Event: A red car slightly bumped a parked blue car. The driver of the red car, a young woman, quickly got out, checked for damage, and apologized. No significant damage was visible.

Alice's Memory: "It was terrifying! The red car came speeding around the corner, nearly missing me! Then it slammed into the blue car. The driver was so careless and rude; she barely apologized and just sped off."

Bob's Memory: "It was a minor fender bender, really. The red car bumped the blue car lightly. The driver seemed a little flustered, but she apologized and checked for damage. Everything seemed fine."

Carol's Memory: "I didn't really see it clearly; I was distracted by my phone. But I think a red car hit a blue car. There wasn't much damage, I think. It seemed a bit rushed, though."

Activity 22. Roleplay the following situations. (5 phrases per a role)

1. The Family Reunion

Roles: Grandparent, Parent, Grandchild

Situation: A family is discussing a significant event from their past (e.g., a family business, a move to a new country). Each role has a different memory of the event. The goal is to understand why they remember it differently.

Focus: Generation gaps, differing perspectives, selective memory.

2. The Historical Debate

Roles: Two historians.

Situation: Two historians are debating the interpretation of a historical event, drawing on primary sources and differing perspectives on collective memory.

Focus: Historical interpretation, source criticism, collective memory and power.

3. The Memorial Design Committee

Roles: Committee members with differing opinions.

Situation: A committee is tasked with designing a memorial for a tragic event. They disagree on what aspects of the event should be emphasized.

Focus: Collective memory and commemoration, competing narratives, trauma and

memory.

4. The Book Club Discussion

Roles: Book club members.

Situation: A book club is discussing a novel that deals with historical memory. Each member has a different take on how the book portrays the past.

Focus: How literature shapes understanding of history, individual interpretation, the impact of fiction on memory.

5. The Family Heirloom

Roles: Sibling 1, Sibling 2.

Situation: Two siblings are arguing about who should inherit a family heirloom and what its significance is.

Focus: Family history, inheritance, personal attachments, and the symbolic value of objects.

Activity 23. Case study

Brief: The town of Stepanchikovo is a small, seemingly ordinary town nestled in a quiet valley. However, Stepanchikovo is unique: the town's inhabitants place an extraordinary emphasis on preserving and celebrating their local history. This case study explores how Stepanchikovo has woven its past into the fabric of its present, examining the interplay between individual memories and the collective narrative. We will analyze how Stepanchikovo uses various methods to remember, what impact this has on the town's identity, and potential challenges this approach might face.

Background: Stepanchikovo was founded in the 18th century and served as a crucial trading post along a major route. Over time, the town faced economic hardship as transportation shifted away from its location. Today, Stepanchikovo relies heavily on tourism, drawing visitors with its charming historical district, meticulously preserved buildings, and vibrant annual historical festival. The town prides itself on its "authentic" portrayal of the past.

Dilemma: Choose one group from the list. Prepare a scenario of a historical performance for the citizens of the town. This performance should potentially attract guests from other cities and towns. **Show it in class.**

1. The Historical Society: A dedicated group of local volunteers committed to preserving and promoting the town's history.

2. The Annual Historical Festival: A week-long celebration featuring reenactments, historical demonstrations, craft fairs, and storytelling events.

3. The Town Museum: A small museum showcasing artifacts, photographs, and documents related to Remembrance's past.

4. The Founding Families: Several families who have lived in Stepanchikovo for generations and possess a wealth of oral traditions and historical knowledge.

5. The "Memory Keepers": Elderly residents known for their detailed recollections of the town's history.

Module 7. Conducting Research

Activity 1: Warming Up. Read and comment upon the following statements related to research and conducting research.



«No research without action, no action without research».

Kurt Lewin

«Research is what I'm doing when I don't know what I'm doing».

Wernher von Braun



«Research means that you don't know, but are willing to find out».

Charles F. Kettering

Activity 2. Vocabulary list 1. Read and translate the following words and phrases into Russian.

- | | | |
|---|---|---|
| 1. a deliberate decision, <i>phr</i> | 11. to extend knowledge bases, <i>phr</i> | 18. practice-led study, <i>phr</i> |
| 2. to explore a research methodology, <i>phr</i> | 12. to challenge a research methodology, <i>phr</i> | 19. to develop criterion (criteria), <i>phr</i> |
| 3. an intention of, <i>n</i> | 13. hypothesis-based research, <i>phr</i> | 20. a practice-as-research, <i>phr</i> |
| 4. a motive for, <i>n</i> | 14. critical analytical research, <i>phr</i> | 21. to contribute to, <i>v</i> |
| 5. to meet objectives, <i>phr</i> | 15. to establish a critical mass, <i>phr</i> | 22. to further, <i>v</i> |
| 6. to achieve objectives, <i>phr</i> | 16. to instigate, <i>v</i> | 23. application of a method, <i>phr</i> |
| 7. to take priority over, <i>phr</i> | 17. to provide an infrastructure, <i>phr</i> | |
| 8. on purpose, <i>phr</i> | | |
| 9. to attain a target, <i>phr</i> | | |
| 10. to establish understanding of something, <i>phr</i> | | |
| 24. definition and evaluation of research, <i>prh</i> | | |

Activity 3. Read and translate the text into Russian.

Conducting Research: Setting Your Aims

The process of conducting effective research begins with a **deliberate decision** to investigate a specific issue. What are your **motives for** undertaking this project? Understanding your motivations will guide you as you **meet objectives** and **achieve objectives** throughout the research process. The initial stage requires a careful **definition and evaluation of research** to ensure its feasibility and significance.

One key aspect is **to explore a research methodology** that perfectly suits your research question. Very often researchers **challenge a research methodology** if they believe it's inadequate for their specific needs. It's essential **to establish understanding of** what you are studying. It requires **application of a method**. The **intention of** any research should be **to extend knowledge bases** in a particular field.

Undertaking **hypothesis-based research** or **critical analytical research**, researchers aim **to attain a target**, such as proving or disproving a theory. Ethical considerations must **take priority over** all other aspects of the study. So, researchers have **to develop criteria** that align with established ethical standards, and that is done **on purpose**.

Sometimes, a **practice-led study**, or even **practice-as-research**, can be invaluable, especially in fields where practical experience is essential. These approaches aim **to further** researchers' understanding by grounding it in real-world situations. A solid foundation is needed, so it's necessary **to provide an infrastructure** that supports research activities, including access to resources and data.

Presenting your findings, it's important **to establish a critical mass** of evidence to support your claims. Scientists want their research **to contribute to** the field, perhaps even **to instigate** new lines of inquiry. Every step, from choosing the right methodology to interpreting the results, must be carefully considered to make a meaningful contribution.

Activity 4. Match the vocabulary word on the left with its correct definition on the right.

Expression	Definition
1. motive	a. to give or supply something as share or help achieve a result
2. to achieve objectives	b. to start or cause something
3. deliberate	c. a reason for doing something
4. to develop criteria	d. to investigate a research approach
5. to explore a research methodology	e. planned or intended

6. to instigate	f. to advance or promote something
7. to further	g. to set standards or rules for judging something
8. to contribute to	h. to increase the amount of information, facts, and understanding that someone possesses on a particular subject
9. an intention of	i. to successfully reach a goal
10. to extend knowledge bases	j. a plan to do something, a purpose that guides someone's actions

Activity 5. Fill in the gaps in the sentences below with the most appropriate word from the vocabulary list.

<i>provide an infrastructure</i>	<i>to meet objectives</i>	<i>to challenge research</i>
<i>methodology</i>	<i>hypothesis-based research</i>	<i>practice-led study</i>
<i>application of a method</i>	<i>a practice-as-research</i>	<i>to attain a target</i>
<i>on purpose</i>		<i>to establish understanding of</i>

- The team worked hard to _____ set by the manager for the quarter's sales.
- The experiment was flawed; I believe we need _____ and find a more reliable approach.
- This _____ involves formulating a testable statement and designing an experiment to verify it.
- The main goal of this _____ is to improve our teaching methods through direct experience in the classroom.
- In order _____ the complex system, we must first gather sufficient data and analyze it using statistical tools.
- She broke the vase _____, so she could blame her brother.
- In order to test our theory, we require the _____, which will allow us to test our theory.
- The design project combines artistic creation with scholarly inquiry, effectively blending art and theory and is described as _____.
- The students are expected _____ the key concepts before the midterm exam.
- The university aims to _____ for the environment where research can thrive.

Activity 6. Read the following sentences and decide whether they are True (T) or False (F).

- A "practice-as-research" approach is more useful than theory-based research. (T/F)

2. The "**application of a method**" involves putting a specific approach into practice. (T/F)
3. Ethical consideration doesn't **take priority over** other aspects at the research. (T/F)
4. **Hypothesis based researches** can't have an intention to instigate something new. (T/F)
5. The aim of the study can be **to instigate** new understanding of something. (T/F)
6. Researcher should avoid **challenging research methodologies**. (T/F)
7. Having a goal helps **to meet objectives**. (T/F)
8. Before starting any research, a careful **definition and evaluation of research** is necessary to determine if the project is practical and important. (T/F)
9. When a researcher wants to have enough information to support their conclusions, they must **establish a critical mass of data**. (T/F)
10. **Critical analytical research** only relies on personal opinions and does not require any factual evidence. (T/F)

Activity 7. Re-write the following sentences from the text in your own words. Use different vocabulary while retaining the original meaning.

1. Understanding your motivations will guide you as you **meet objectives** throughout the research process.
2. The initial stage requires a careful **definition and evaluation of research** to ensure its feasibility and significance.
3. It's essential **to establish understanding of** what you are studying.
4. **The intention of** any research should be **to extend knowledge bases** in a particular field.
5. Researchers aim **to attain a target**, such as proving or disproving a theory.
6. Ethical considerations must **take priority over** all other aspects of the study, and that is done **on purpose**.
7. These approaches aim **to further** researchers' understanding by grounding it in real-world situations.
8. Scientists want their research **to instigate** new lines of inquiry.

Activity 8. Answer the following questions, use the expressions from Activity 2.

1. Why is a "**deliberate** decision" important when starting research?
2. What is the first step in conducting effective research?
3. What might motivate a researcher to "**challenge a research methodology**"?
4. How can "**application of a method**" help a researcher?
5. What aspect should a researcher **to take priority over** all other aspects of the study?
6. When is "**practice-led study**" or "**practice-as-research**" useful?
7. How can researchers "contribute to" their field of study?

8. What does it mean to "establish a critical mass" of evidence?

Activity 9. Based on the text "Conducting Research: Setting Your Aims," prove the following statements using specific phrases or sentences from the text.

a deliberate decision *challenge a research methodology* *take priority over*
a practice-led study *practice-as-research* *to establish a critical mass of*

1. Statement: before starting a research project, it's important to know why you are doing it.
2. Statement: researchers sometimes disagree with how studies have been conducted.
3. Statement: all ethical rules must be followed when researchers explore.
4. Statement: practical experience can assist researchers with understanding new information.
5. Statement: presenting evidence correctly gives weight to research.

Activity 10. Discuss the following questions expressing your opinion and drawing upon your own experiences.

1. What is your **motive for** pursuing a specific research project or topic in your studies?
2. How do you **establish understanding of** the subject you are researching?
3. Have you ever had **to challenge a research methodology** during your academic work? Why?
4. In what ways can **practice-led study** enhance your learning experience?
5. How important is it **to meet objectives** when conducting research?

Activity 11. Vocabulary list 2. Read and translate the following words and phrases into Russian.

- | | | |
|--|--|--|
| 1. a pilot study, <i>phr</i> | 9. to replicate experiments, <i>phr</i> | 17. natural setting, <i>phr</i> |
| 2. to employ a method, <i>phr</i> | 10. correlational study, <i>phr</i> | 18. to disrupt, <i>v</i> |
| 3. to use a research methodology, <i>phr</i> | 11. archival materials, <i>phr</i> | 19. to conduct a survey, <i>phr</i> |
| 4. experimental study, <i>phr</i> | 12. to disprove, <i>v</i> | 20. case study, <i>phr</i> |
| 5. to assemble an apparatus, <i>phr</i> | 13. a cause-and-effect relationship, <i>phr</i> | 21. to make inferences from data, <i>phr</i> |
| 6. to manipulate a variable, <i>phr</i> | 14. naturalistic observation, <i>phr</i> | 22. inaccuracy, <i>n</i> |
| 7. setting of the laboratory, <i>phr</i> | 15. to observe and record phenomenon, <i>phr</i> | 23. to keep in-depth, <i>phr</i> |
| 8. artificial conditions, <i>phr</i> | 16. to interfere with, <i>v</i> | 24. time-consuming, <i>adj</i> |

Activity 12. Read and translate the text. Add new expressions into your glossary.

Research Methods in Humanities and Social Sciences

While the **experimental study**, with its need to **assemble an apparatus** and **manipulate a variable** within the **controlled setting of the laboratory**, is more commonly associated with the natural sciences, it is not frequently used in humanities. Social scientists and historians **employ a method** better suited to their areas of inquiry. A **pilot study** might involve examining a small subset of archival materials before committing to a larger project, and it allows them to determine if the resources exist and **to use a research methodology**



successfully.

Historians often rely on **case studies**, examining specific events or individuals **to keep in-depth** and provide nuanced understanding. They carefully analyze primary and secondary sources, drawing on **naturalistic observation** of documents and artifacts **to make inferences from data**. It's vital not **to interfere with** or **disrupt** the authenticity of the sources.

Document scientists similarly focus on analyzing historical records. They can, for example, analyze handwriting **to disprove** the authenticity of a document. However, unlike natural scientists, these researchers cannot **replicate experiments** to verify their findings in the same way.



Political scientists often use **surveys** to gather data on public opinion or voting behavior. They may also conduct **correlational studies** to see if there is any relation between variables, such as income levels and political affiliation. But it is difficult to establish a **cause-and-effect relationship** that way.

Anthropologists frequently use **naturalistic observation** in their fieldwork, living within a community for extended periods **to observe and record phenomena** in their **natural setting**. This **time-consuming** process aims to understand cultural practices from an insider's perspective.

All these disciplines grapple with potential sources of **inaccuracy**, whether from biased sources or subjective interpretations. They strive for rigor, acknowledging that their methods often prioritize context and complexity over the controlled precision of laboratory sciences.

Activity 13. Multiple Choice. Choose the appropriate answer to each question.

1. What distinguishes research methods in humanities and social sciences from those in natural sciences?
 - a. extensive use of laboratory experiments;
 - b. emphasis on controlled experimental **settings**;
 - c. focus on context and complexity;
 - d. reliance on precise quantitative measurements.

2. According to the text, how do historians typically approach their research?
 - a. by **replicating** scientific **experiments**;
 - b. by **conducting surveys**;
 - c. by examining specific events or individuals **in-depth**;
 - d. **by manipulating variables** in a controlled environment.

3. What is the primary goal of anthropologists' **naturalistic observation**?
 - a. to collect statistical data;
 - b. to understand cultural practices from an insider's perspective;
 - c. to develop laboratory experiments;
 - d. to prove **cause-and-effect relationships**.

4. What challenge do researchers in humanities and social sciences face when gathering data?
 - a. lack of technological resources;
 - b. inability to conduct experiments;
 - c. potential sources of **inaccuracy** from biased or subjective interpretations;
 - d. difficulty in accessing primary sources.

5. How do political scientists typically gather information about public opinion?
 - a. through laboratory experiments;
 - b. by using **surveys**;
 - c. by analyzing historical documents;
 - d. through **naturalistic observation**.

6. What distinguishes document scientists' research approach?
 - a. their ability **to replicate experiments**;
 - b. their focus on analyzing historical records;
 - c. their use of **laboratory settings**;
 - d. their reliance on quantitative data.

7. What is the main characteristic of research methods in humanities and social sciences?
 - a. strict adherence to laboratory protocols;
 - b. prioritizing controlled precision;
 - c. Emphasizing context and complexity;
 - d. eliminating all subjective interpretations.

8. Which research method listed is especially **time-consuming**?
 - a. **experimental study** in a lab;
 - b. quick **survey** of a small group;
 - c. **naturalistic observation** within a community;
 - d. **correlational study** using existing data.

9. Why might a historian conduct a **case study**, as opposed to trying to **replicate experiments**?

- a. **to assemble an apparatus for a setting of the laboratory**;
- b. **to make inferences from data** and gain **in-depth** knowledge of a particular event;
- c. **to manipulate a variable** and **determine** its effect on historical outcomes;
- d. to create **artificial conditions** that allow precise measurement.

10. What is a primary concern when historians use **naturalistic observation** with documents?

- a. ensuring the documents are kept in **artificial conditions**.
- b. the need **to replicate experiments** with those documents
- c. to avoid **interfering with** or **disrupting** the authenticity of historical materials.
- d. **to employ a method** that changes the source.

Activity 14. Match the phrases on the left with its correct definition on the right.

Phrase	Definition
1. a pilot study	a. to conduct research following a specific system of methods and principles.
2. to use a research methodology	b. liable to contain mistakes or errors; not completely accurate.
3. archival materials	c. something that takes a lot of time.
4. to disprove	d. preliminary research conducted on a small scale to test the feasibility of a larger study.
5. to observe and record phenomenon	e. to take actions that negatively impact a resource.
6. natural setting	f. to invalidate or demonstrate that something is not true or correct.
7. to manipulate a variable	g. original documents, records, and other items of historical significance stored in archives.
8. inaccuracy	h. the normal environment in which something occurs.
9. time-consuming	i. to carefully watch events and create documents about them.
10. to interfere with	j. to change a factor in a study to see how it impacts something else.

Activity 15. Define. List. Identify.

1. Define the term "**pilot study**" as it is used in the text.
2. What is the meaning of "**to employ a method**" in the context of research, according to the text?
3. List the key characteristics of an "**experimental study**" according to the text.
4. Identify the main elements that are needed **to assemble an apparatus** for an **experimental study**, according to the text.
5. Name a researcher who should not **interfere with archival materials** and **disrupt** them, according to the text.
6. Give the correct term for a research approach that attempts **to observe and record phenomenon** in a **natural setting**.
7. What is the meaning of "**naturalistic observation**" in the context of anthropological research, as described in the text?
8. Provide a basic description of why it's hard **to make inferences from data**, when researchers attempt to identify a **cause-and-effect relationship**, according to the text.
9. What is the purpose of **archival materials**, and what methods they suggest to conduct?
10. What is the basic meaning of conducting **correlational study**?

Activity 16. Explain the following phrases in English.

- | | |
|---|------------------------------------|
| 1. the setting of the laboratory (in the context of scientific research) | 5. to manipulate a variable |
| 2. employ a method | 6. replicate experiments |
| 3. to interfere with | 7. to disrupt |
| 4. a pilot study | 8. artificial conditions |

Activity 17. Based on the text from Activity 11, mark the statements as True or False. Correct False statements.

<u>Concepts</u>	<u>True</u>	<u>False</u>
1. Survey is an in-depth investigation of a single individual, group, event, or organization. It is used to gain a detailed understanding of a specific instance of something.		
2. Case study is used to describe a systematic examination of historical records; it refers to a broad overview or summary of a historical topic or field of study.		
3. Correlational study is a type of research that examines the relationship between two or more variables.		

4. Artificial conditions make it possible to involve a deep immersion in primary sources to understand the past on its own terms, minimizing the imposition of modern values and interpretations. It is an attempt to reconstruct the «natural environment» of the past throughout analysis.		
5. A pilot study helps to identify potential problems, improve efficiency, and enhance the quality of the research findings.		
6. Political scientists are involved in analyzing handwriting to disprove the authenticity of a document.		
7. Naturalistic observation is used by anthropologists as well as historians.		
8. A cause-and-effect relationship implies that a change in one thing does not lead to a change in another.		

Activity 18. Problem solving task. Based on the text from Activity 11, for each scenario, propose a research method (or combination of methods) and explain why that method is most suitable, using the vocabulary provided. Be specific and justify your choices.

1. A historian wants to understand the impact of a specific law on the lives of ordinary people in a particular city in the 19th century. How should they approach this research problem?

2. A political scientist wants to determine if there's a relationship between access to social media and voter turnout in recent elections. How could they investigate this?

3. An anthropologist wants to understand the traditional farming practices of a remote indigenous community. How should they conduct this research, and what are the potential challenges?

4. A document scientist suspects that a newly discovered historical letter is a forgery. What methods could they use to investigate its authenticity?

5. A social scientist wants to determine whether a new educational program improves students' test scores. What could they do?

Activity 19. Discuss the following questions expressing your opinion and drawing upon your own experiences.

1. Have you ever participated in a **pilot study** or research project? What was your experience like?

2. How do you think researchers decide which **method to employ** for their studies?

3. Why do you think **experimental studies** are more common in natural sciences than in humanities?

4. In what ways can **archival materials** enhance our understanding of history?

5. How important is it **to replicate experiments** in research, and why might this be challenging in social sciences?

Activity 20. Choose one of the following topics. Prepare for ONE MINUTE talk about the chosen topic. You should try to use vocabulary given in brackets and from the Vocabulary lists (Activities 2, 10) to support your ideas and demonstrate your understanding of the texts (Activities 3, 11).

One-Minute Talk topics:

1. Why is it important **to conduct a pilot study** before starting a major research project? (*A pilot study, archival materials, to explore a research methodology, to employ a method, to meet objectives*).

2. Compare and contrast **experimental studies and naturalistic observation**. (*Experimental study, naturalistic observation, artificial conditions, natural setting, definition and evaluation of research*).

3. Imagine you are a researcher. What is your **intention** of choosing a **case study** for historical research? (*Intention of, to keep in-depth, application of a method, a deliberate decision, archival materials*).

4. Why is it often difficult to establish a **cause-and-effect relationship** in social sciences? (*To conduct a survey, correlational study, a cause-and-effect relationship, to disprove, naturalistic observation*).

5. A researcher decides **to challenge a methodology**. Why might a researcher choose to do this, and what is important in making that decision? (*To challenge a research methodology, definition and evaluation of research, a deliberate decision, hypotheses-based research, application of a method*).

6. How can the definition and evaluation of research contribute **to meet objective**? (*Application of a method, definition and evaluation of research, intention of, to meet objectives*).

7. Why it is important **to explore a research methodology**, and what makes you employ it? (*A pilot study, a deliberate decision, archival materials, to explore a research methodology*).

8. Describe how **practice-led study** can be a significant **research methodology**, even though might be seen as untraditional". (*Practice-led study, an intention of, definition and evaluation of research, challenge a research methodology*).

Activity 21. Make a 5-7 minutes presentation on one of the following topics.

1. My experience in **conducting research** for my project and what I learned about setting clear aims.

2. How I discovered the importance of ethical considerations during my research journey.

3. My reflections on using **case studies** to understand historical events better.

4. The challenges I faced while gathering data for my research and how I overcame them.

5. How collaborating with peers improved my understanding of **research methodologies**.

6. Many believe that conducting research is a straightforward process that anyone can do. To what extent do you agree or disagree with this opinion?

7. Some argue that ethical considerations are often overlooked in research. Is this a positive or negative development?

8. Some people believe that **practice-led research** is less valuable than theoretical research. To what extent do you agree or disagree with this viewpoint?

Activity 22. Make and act a dialogue. Work with your partner(s) to create and perform a short dialogue based on ONE of the following scenarios. Your dialogue should demonstrate your understanding of the texts (Activities 3,11) and incorporate at least 8 of the vocabulary words provided.

Vocabulary:

a pilot study, to employ a method, experimental study, naturalistic observation, to conduct a survey, to disprove, a cause-and-effect relationship, archival materials, a deliberate decision, to explore a research methodology, an intention of, to meet objectives, time-consuming, definition and evaluation of research, to take priority over

Dialogue Scenarios:

1. A historian and a document scientist: a historian is trying to use archived materials to solve a historic dispute. The document scientist is very skeptical because of the method the other is going to use. Write a dialogue between a historian and a document scientist who have different opinions about the validity of a historical document.

2. A political science student and a professor: a political science student is trying to decide whether or not to include a section on ethic to his research. What should he do? Make a dialogue between the student and professor who is trying to advise his student.

3. A debate between 3 researchers of different fields. Make a dialogue that combines the point of view of a social researcher, an experimental science researcher and an anthropological researcher on the importance of their ways of doing things, and try to bring up different points in order to defend their point of view. (3 people).

4. An anthropologist and a political scientist: an anthropologist wants to conduct a naturalistic observation in a remote area. The politician needs to gather support for a new political decision. Talk about the method each other will use, and the reason to pick those specific methods.

5. Social science researchers are applying for a funding. A research team is preparing a presentation so that the institute gives them funds to do their research, in which they are trying to mix a pilot study, time consuming methodology and test it for a greater population.

Activity 23. Here are 5 short texts, each with a task related to critiquing and assessing the concepts presented in the original texts.

Text 1

«Often, researchers begin with **naturalistic observation**, simply watching and recording what happens in a natural setting. This is especially valuable in fields like anthropology, where the aim is to understand a culture from the inside. However, this approach can be **time-consuming**, and there's always the risk that the researcher's presence will **interfere with** the behavior being observed. It's also difficult to **replicate experiments** in this **natural setting**, which can impact the reliability of the results. »

*Task: For your group: Discuss the ethical challenges of **naturalistic observation**, particularly in relation to obtaining informed consent and minimizing the impact of the researcher on the subjects being studied. What steps can researchers take **to mitigate** these ethical concerns?*

Text 2

«**Experimental studies**, while powerful for demonstrating **cause-and-effect relationships**, are often impractical or unethical in social sciences. For example, could we really **manipulate a variable** like income level to see its effect on educational outcomes? Instead, researchers may **employ a method** like a **correlational study** to look for associations between existing variables, even though this can't prove causation. »

*Task: As a group, brainstorm three research questions in the social sciences where a **correlational study** would be more appropriate (or more ethical) than an **experimental study**. Explain why.*

Text 3

«The definition and evaluation of research is crucial for any project. Before even beginning, researchers should be asking themselves if their project is feasible, significant, and ethical. This process starts with a deliberate decision to investigate a specific issue, driven by a **motive for** contributing to the field. A preliminary **pilot study** can identify potential problems early on. »

Task: Imagine your group is applying for research funding. What are the three most compelling arguments you could make to convince the funding body that your proposed research project is both feasible and significant? Explain why each argument is important.

Text 4

«**Archival materials** are vital resources for historians, but they must be treated with caution. The fact that a document exists doesn't mean that it is accurate or unbiased. Historians need to be skilled at analyzing sources critically, considering the author's perspective and potential **motives**. It is important not **to disrupt** or **interfere with** the authenticity of the source.»

***Task:** As a group, find a historical event and discuss potential sources of bias in **primary source** documents related to that event. How might these biases influence interpretations of the event?*

Text 5

«Researchers often aim **to attain a target** of establishing understanding of something and to extend knowledge bases, and **the intention of** this is usually to improve the world. The decision to conduct research is often **on purpose** and so ethical considerations must always **take priority over** every other aspect of the study. It is important **to develop criterion** to make sure this always happens. »

***Task:** Imagine that a large company wants to fund your research group. But they ask that you don't make your information public if it makes them look bad, as they want **to achieve objectives**. Design some criterion for how to do this in an ethical way.*

Module 8. Peculiarities of Educational Process

Activity 1. Warming up.



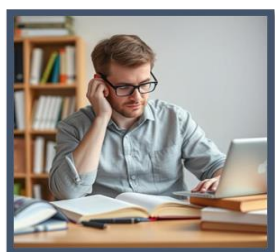
1. Is it difficult to be a freshman or a senior student?
2. What hardships have you encountered?
3. Did you manage to cope with them?

Activity 2. Vocabulary list 1. Read and translate the following vocabulary units into Russian.

- | | | |
|----------------------------------|--|--|
| 1. full-time studies, <i>phr</i> | 14. tutorial, <i>n</i> | 23. pre-sessional courses, <i>phr</i> |
| 2. part-time studies, <i>phr</i> | 15. assignment, <i>n</i> | 24. to sign up for, <i>phr</i> |
| 3. duration, <i>n</i> | 16. project, <i>n</i> | 25. EAP, <i>phr</i> |
| 4. core modules, <i>phr</i> | 17. portfolio, <i>n</i> | 26. to do a PhD, <i>phr</i> |
| 5. elective modules, <i>phr</i> | 18. word limit, <i>phr</i> | 27. to upgrade to some programme, <i>phr</i> |
| 6. obligatory, <i>adj</i> | 19. to be eligible for distinction, <i>phr</i> | |
| 7. optional, <i>adj</i> | 20. to defer smth / for some time, <i>phr</i> | |
| 8. to proceed, <i>v</i> | 21. face-to-face supervision, <i>phr</i> | |
| 9. to opt for, <i>v</i> | 22. in-sessional courses, <i>phr</i> | |
| 10. to enroll, <i>v</i> | | |
| 11. crash course, <i>phr</i> | | |
| 12. seminar, <i>n</i> | | |
| 13. workshop, <i>n</i> | | |

Activity 3. Read and translate the text into Russian.

The Hardships of Senior Students' Life



As senior students approach the culmination of their university experience, they often encounter various hardships that can significantly impact their academic and personal lives. Balancing **full-time studies** with other responsibilities can be overwhelming. Many students choose to engage in **part-time studies** or jobs to manage their finances, which can add to their stress. The **duration** of their programs often feels like a race against time, as they strive to complete **core modules** and select **elective modules** that align with their career aspirations.

In most programs, there are **obligatory** courses that students must take, alongside **optional** ones that allow for some personalization of their curriculum. This

creates a need for students to carefully decide which courses **to proceed** with and which ones **to opt for**. The process of **enrolling** in these courses can be daunting, especially when considering the varying formats such as **lectures, seminars, and workshops**.

Students are also faced with the challenge of managing their time effectively, especially during **tutorials** and preparing for **assessments**. **Assignments** often involve a significant amount of work, including group **projects** and individual **portfolios**, which come with a strict **word limit**. To achieve academic success, many students aspire **to be eligible for distinction**, pushing them to their limits.

Some students may find it necessary **to defer** their studies **for some time** to cope with personal challenges. This can involve seeking **face-to-face supervision** from academic advisors or mentors. Additionally, students may engage in **in-sessional courses** or **pre-sessional courses** to bolster their skills. For those whose first language isn't English, signing up for **EAP** (English for Academic Purposes) courses can be beneficial.

As they look towards the future, many seniors consider pursuing advanced degrees, such as **to do a PhD**, which requires careful planning and a strong academic record. Some might even choose **to upgrade to some programme** that better suits their interests or career goals. These decisions, while exciting, add another layer of complexity to their already challenging lives as senior students.

Activity 4. Choose the correct variant for each multiple-choice question based on the provided text.

1. What is a common challenge faced by senior students regarding their finances?
 - a. They often engage in part-time work to manage expenses.
 - b. They have too much disposable income.
 - c. Financial burdens are minimal in their final year.
 - d. Universities provide ample financial assistance.

2. What contributes to the feeling of a "race against time" for senior students?
 - a. The abundance of free time they have.
 - b. The lack of courses available in their final year.
 - c. The need to complete core and elective modules within a set timeframe.
 - d. The relaxed pace of their academic program.

3. Senior students often have to make careful decisions regarding:
 - a. Which social events to attend.
 - b. Which extracurricular activities to join.
 - c. What to eat for lunch.
 - d. Which courses to proceed with and which to opt for.

4. Which of the following is mentioned as a format for courses that students might enroll in?
- Concerts
 - Tutorials
 - Parties
 - Sports events
5. Assessments for senior students often involve:
- Minimal effort and time commitment.
 - Significant workload, including group projects and individual portfolios.
 - Primarily multiple-choice exams.
 - No word limits on assignments.
6. What might a student do if they need to cope with personal challenges?
- Ignore the problem and hope it goes away.
 - Celebrate with friends.
 - Defer their studies for some time.
 - Quit their program entirely.
7. What kind of supervision might a student seek from academic advisors or mentors?
- Virtual supervision
 - Face-to-face supervision
 - Avoid supervision
 - Group supervision
8. Students whose first language isn't English might benefit from:
- Signing up for EAP (English for Academic Purposes) courses.
 - Ignoring their language difficulties.
 - Avoiding communication with native speakers.
 - Relying solely on translation apps.
9. What is a common consideration for senior students as they look toward the future?
- Dropping out of university.
 - Avoiding any further education.
 - Considering to do a PhD or another advanced degree.
 - Forgetting everything they've learned.
10. The decision to pursue advanced degrees or upgrade to a different program adds:
- Simplification to their already challenging lives.
 - Boredom to their lives.
 - Another layer of complexity to their lives.

d. Nothing to their already challenging lives.

Activity 5. Match the following words on the left with their correct definitions on the right.

1. enroll	a. a program where students attend classes and complete coursework for most of the day, usually leading to a degree
2. elective modules	b. to meet specific criteria that allow a student to receive special recognition for high achievement
3. to be eligible for distinction	c. the process of signing up or registering for a course or program at an educational institution
4. full-time studies	d. direct guidance or support provided in person by a teacher or mentor
5. face-to-face supervision	e. optional courses that students can choose based on their interests or career goals
6. core modules	f. something that is mandatory and must be done or followed
7. assignments	g. to make a choice or decision about something from available options
8. to do a Phd	h. to pursue advanced research study that leads to a Doctor of Philosophy degree
9. opt for	i. required courses that all students must take as part of their academic program
10. obligatory	j. tasks or projects given to students by teachers to complete outside of class time

Activity 6. Complete the sentences using the words from the word bank.

programme, tutorial, duration, in-session courses, crash course, project, defer, pre-session courses, seminar, sign up, upgrade to

1. Before starting my degree, I took ... to improve my academic English.
2. The ... of my master's program is two years, but it feels like time is flying by.
3. I decided to ... my enrollment for a year to gain some work experience.
4. I found a ... on artificial intelligence to be incredibly stimulating and thought-provoking.
5. I need to ... **for** the advanced statistics course before it fills up.
6. I'm considering to ... **a research-focused** ... after my first year.
7. The group ... requires us to collaborate effectively and manage our time wisely.

8. I'm attending the ... on academic writing to improve my essay skills.

9. The ... with my professor helped me clarify some confusing concepts from the lecture.

10. If you need to learn the basics quickly, a ... in programming might be a good starting point.

Activity 7. There are 8 categories given that encompass the diverse range of tasks students complete during their educational journey. Have you already encountered these tasks? Did you pass them successfully? Fill in the table based on your experience. Compare and discuss your results.

1. *Essays & Research Papers*

2. *Workshops or tutorials*

3. *Presentations & Public Speaking*

4. *Group projects*

5. *Case Studies & Analyses*

6. *Problem Sets & Exercises*

7. *Lab Reports & Scientific*

Analyses

8. *Tests & Examinations*

Assignment	Level of difficulty	Need to prioritize	Can be combined with other assignments	Can be deferred for some time
Essays & Research Papers				
Workshops or tutorials				
Presentations & Public Speaking				
Group projects				
Case Studies & Analyses				
Problem Sets & Exercises				
Lab Reports & Scientific Analyses				
Tests & Examinations				

Activity 8. Explain the difference between pre-sessional and in-sessional courses. Give examples of such courses.

1. What is the primary purpose of pre-sessional courses, compared to in-sessional courses?
2. Who typically benefits most from attending pre-sessional courses, and how does that target audience differ from those who might attend in-sessional courses?
3. When are pre-sessional courses usually offered in relation to the start of an academic program, and how does this differ from the timing of in-sessional courses?
4. What specific skills are typically emphasized in pre-sessional courses, and how do these skills relate to the demands of university study?
5. Compare the intensity and duration of pre-sessional courses with those of in-sessional courses. What factors might contribute to these differences?
6. How are in-sessional and pre-sessional courses typically assessed?
7. If a student is struggling with academic writing during their main degree program, would they be more likely to benefit from a pre-sessional or an in-sessional course? Why?
8. In what ways do in-sessional courses directly integrate with the content and requirements of the main degree program, and how does this integration differ from that of pre-sessional courses?

Activity 9. Read the statistical data about the number of full-time students in Russia. Answer analytical questions.

General Trends (2015-2023/2025):

1. Decline in Early Years (2015-2018/2020): The overall trend in the number of students in Russian higher education, including full-time students, generally continued to decline from 2015 to around 2018-2020. This was largely due to the impact of lower birth rates in the 1990s, continued optimization of state-funded university places and reforms in the education system as well as economic fluctuations.

2. Stabilization/Possible Slight Increase in Later Years (2020-2023/2025): There are indications that the decline in student numbers may have started to stabilize in recent years, or even experience a slight increase. Factors contributing to this could include: government policies aimed at promoting higher education and attracting students to specific fields, a growing demand for skilled workers in certain sectors of the Russian economy as well as the efforts to attract more international students to Russian universities.

1. What were the primary demographic factors that contributed to the decline in student numbers between 2015 and 2020?

2. What specific policy changes implemented by the Russian government during 2015-2020 potentially impacted student enrollment in higher education?

3. How did economic fluctuations in Russia between 2015 and 2020 influence students' decisions to pursue or postpone higher education?

4. What evidence suggests a stabilization or slight increase in student numbers after 2020, and how reliable is that evidence?

5. What are the potential long-term implications of these student number trends (both the decline and the potential stabilization/increase) for the Russian economy and its workforce?

Activity 10. Work in pairs. Role play *one* of the following situations.

1. ***The Overwhelmed Freshman:*** A first-year university student confides in a senior student about feeling completely overwhelmed by the workload, the size of the classes, and the lack of individual attention from professors compared to high school.

2. ***The Grading Discrepancy:*** Two students discuss a recent exam where one received a significantly lower grade than expected, despite feeling confident about their answers. They debate whether to approach the professor and how to do so effectively.

3. ***The Plagiarism Accusation:*** A student is accused of plagiarism, even though they insist they properly cited their sources. They seek advice from a friend on how to prove their innocence and navigate the academic integrity process.

4. ***The Online Learning Dilemma:*** Two students compare their experiences with online learning. One thrives in the flexible environment, while the other struggles with the lack of face-to-face interaction and finds it difficult to stay motivated.

5. ***The Group Project Conflict:*** Students in a group project are struggling to work together effectively. One member is consistently late, another is dominating the conversation, and a third is not contributing at all. They need to find a way to resolve the conflict and complete the project.

Activity 11. Vocabulary list 2. Read and translate the following vocabulary units into Russian.

1. assessment, *n*

2. to meet deadlines, *phr*

3. to request an extension,
phr

4. cramming, *n*

5. to make a to-do list, *phr*

6. extra-curricular

activities, *phr*

7. to prioritize, *v*

8. to do urgent tasks, *phr*

9. revision, *n*

10. one's mind starts to
wander, *phr*

11. to review lecture notes,
phr

12. to take notes, *phr*

13. note-taking, *n*

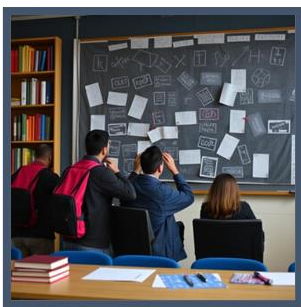
14. to visualize, *v*

15. to brainstorm, *v*

16. first draft, *phr*

- | | | |
|-----------------------------------|---------------------------------|--------------------------|
| 17. rote learning, <i>phr</i> | 20. to borrow books on | 22. to make rough notes, |
| 18. to learn by heart, <i>phr</i> | long-term (short-term) | <i>phr</i> |
| 19. study plan, <i>phr</i> | loan, <i>phr</i> | 23. one's mind goes |
| | 21. to keep to smth, <i>phr</i> | blank, <i>phr</i> |

Activity 12. Read and translate the text into Russian. Mind the style.



Alright, buckle up, future academics, because I'm about to drop some seriously UNHEALTHY tips for surviving (and possibly failing) your university years. This is not a guide to academic success; this is a survival manual for the creatively lazy, **a to-do list** I have made for you!

1. Forget about that ridiculous **study plan**. Those things are for organized people, and we all know organization is the enemy of spontaneity. Instead, embrace the chaos of **cramming!** Why space out your **revision** over weeks when you can pull an all-nighter fueled by instant coffee and existential dread?

2. To **meet deadlines**, I highly recommend the "Panic Procrastination Protocol." Wait until the last possible minute, then unleash a frantic burst of energy fueled by pure terror. If that fails, perfect your "**request an extension**" email. Bonus points for dramatic flair – a fictitious illness of a distant relative always works wonders.

3. **Note-taking?** Overrated! Just let the professor's words wash over you like a soothing wave. To **take notes** is a waste of time. However, if you absolutely must, **make rough notes** on the back of a napkin – the less legible, the better. Besides, trying to **review lecture notes** later is an adventure in deciphering your own hieroglyphics!

4. **Prioritize?** Absolutely not! That implies making responsible choices. Instead, focus exclusively on **doing urgent tasks**, like refreshing social media every five seconds or attending every single **extra-curricular activity**, because, who needs sleep?

5. Instead of actually understanding concepts, embrace **rote learning**. Why understand the intricacies of the French Revolution when you can simply **learn by heart** a list of dates and names? This technique will be especially helpful during the **assessment**, as, for some reason, **your mind can go blank**.

6. Let's talk about creativity. When you are starting a **first draft**, do not **brainstorm**. After all, your professor will only be glad to see any work after your numerous **requests for extension**.

7. Trying to **visualize** the information or form a coherent argument is simply too much effort. If absolutely required, to **borrow books on long-term loan from the library**, then forget you have them until you're slapped with a hefty fine. To **keep to** following strict library regulations is for nerds.

Remember, this is a recipe for academic disaster. Follow these tips at your own peril. And if, during the exam, **your mind starts to wander**, well, you only have yourself to blame. Good luck (you'll need it)!

Activity 13. Read the following sentences and decide whether they are True (T) or False (F).

Statement	True	False
1. The author encourages students to follow a strict study plan to achieve academic success.		
2. According to the text, cramming is presented as a more effective study method than spaced revision.		
3. The "Panic Procrastination Protocol" suggests that students should prepare for deadlines well in advance.		
4. Note-taking is deemed unnecessary, and the author suggests making rough notes on unconventional materials like napkins.		
5. The author believes that understanding concepts is more beneficial than rote learning for academic assessments.		
6. The text advises students to brainstorm before starting their first drafts for assignments.		
7. The author suggests that adhering to library regulations is essential for academic success.		
8. The overall tone of the text is serious and promotes healthy study habits.		
9. The author warns students that following these survival tips may lead to academic failure.		
10. The text implies that distractions, such as social media, should be avoided in favor of prioritizing sleep.		

Activity 14. Match the following words on the left with their synonyms (1-5) and antonyms (6-10) on the right.

1. revision	a. to mentally represent
2. to visualize	b. evaluation
3. to brainstorm	c. going over
4. assessment	d. to itemize duties
5. to make a to-do list	e. to come up with ideas

6. rote learning	f. to focus on long-term goals
7. to do urgent tasks	g. conceptual understanding
8. extra-curricular activities	h. to be late with submissions

9. cramming	i. solely academic pursuits
10. to meet deadlines	j. distributed learning

Activity 15. Explain the meaning of the following words and phrases.

1. ...you can pull an all-nighter fueled by instant coffee and existential dread;
2. to unleash a frantic burst of energy;
3. Overrated!
4. It always works wonders.
5. **Your mind can go blank.**
6. **Your mind starts to wander.**
7. at your own peril;
8. That implies making responsible choices.
9. to **learn by heart**;
10. a coherent argument.

Activity 16. Rephrase the words in italics. Use the phrases from word bank.

Word bank: make rough notes, keep to, first draft, review lecture notes, note-taking, study plan, borrow books on long-term loan, take notes

1. A successful student will *carefully read, study, and analyze notes taken during classes* within 24 hours to solidify their understanding of the material.
2. Effective *recording information in a concise and organized manner* is a crucial skill that allows students to capture the essence of lectures and readings for later study.
3. Before writing the final paper, it's beneficial to *create quick, preliminary notes* outlining the main arguments and supporting evidence.
4. Many students find it helpful to create a *detailed structured schedule or strategy for studying and preparing for exams or assignments* at the beginning of the semester to stay organized and on track.
5. When conducting research, students often *check out books from a library for an extended period of time* to have ample time to read and analyze the material.
6. Writing a strong *initial version of a document* is easier when students have thoroughly researched the topic and developed a clear outline.
7. To *write down key information* effectively, students should focus on capturing the key concepts and supporting examples rather than transcribing everything verbatim.
8. Disciplined students *adhere to* their study schedule, even when faced with distractions, to ensure they complete all their assignments on time.

Activity 17. Answer the following analytical questions.

1. To what extent does **cramming**, compared to spaced repetition, impact long-term retention of information for assessment purposes?
2. How does a well-structured **study plan** contribute to students' ability to **prioritize** tasks and manage their time effectively to **meet deadlines**?
3. In what ways might the effectiveness of **rote learning (learn by heart)** vary depending on the subject matter being studied (e.g., languages vs. complex scientific concepts)?
4. How can students strategically **visualize** complex information to enhance their comprehension and recall for assessment purposes?
5. What are the potential drawbacks of relying solely on **brainstorming** as a method of preparing for an essay or presentation, and what alternative strategies might be more effective?
6. How does the perceived "pressure" of upcoming assessment impact students' decisions to **prioritize** certain study methods over others (e.g., **cramming** vs. spaced repetition)?
7. What are the ethical considerations involved in using certain study methods (e.g., sharing notes, collaborative test preparation) in relation to academic honesty policies?
8. To what extent does the effectiveness of different study methods depend on individual learning styles (e.g., visual, auditory, kinesthetic), and how can students tailor their **study plans** accordingly?

Activity 18. Your university is planning to fund the most interesting club for history students. Work in pairs. Create a plan for an extra-curricular activity and present it in form of an elevator pitch (a speech of 30 seconds which will demonstrate the advantages of your plan). Vote for the winner.

1. **Historical reenactment society** (a deep dive into the social and cultural aspects of the chosen era);
2. **Documentary film club** (selects, screens, undertake and discuss historical documentaries);
3. **Oral history project** (conduct interviews with senior citizens or other individuals with unique historical perspectives);
4. **Historical gaming club** (explore history through strategic board games or video games with a historical setting);
5. **Local history tour guides** (research and develop guided tours of local historical sites, landmarks, or museums).

Activity 19. Imagine you are facing the following situations. What would you do? Make a plan how to cope with the problem.

1. ***The exam nightmare:*** during a crucial final exam on the causes of World War I, despite weeks of study, your mind goes blank when faced with the essay question. You can't recall key dates, names, or even the basic arguments they planned to make, leaving you struggling to write anything coherent.

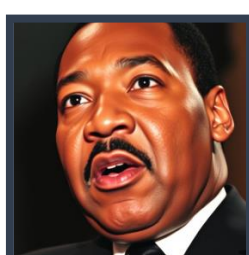
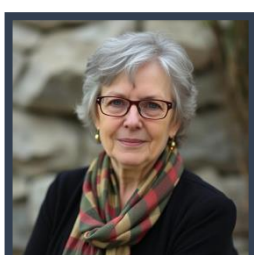
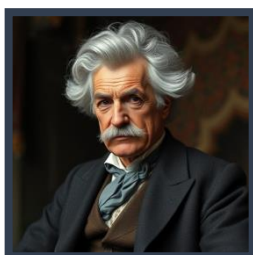
2. ***The procrastination trap:*** you have a major research paper due at the end of the semester, but your mind starts to wander every time you sit down to work on it. You find yourself drawn to social media, streaming videos, and other distractions, making it increasingly difficult to meet deadlines as the due date approaches.

3. ***The plagiarism panic:*** while working on a research paper, you realize you've inadvertently used someone else's phrasing without proper citation. You panic about the potential consequences of plagiarism and face the difficult decision of whether to confess to the professor or try to fix the issue discreetly, fearing you'll have to request an extension if you redo a significant portion of the paper.

4. ***The rote learning failure:*** you relied heavily on rote learning to memorize historical dates and names for an upcoming quiz. However, the quiz requires you to analyze the significance of these events and make connections between them, leaving you unprepared and unable to answer the questions effectively.

5. ***The source overload:*** you are assigned a challenging research project requiring you to analyze primary sources from a specific historical period. However, the sheer volume of documents is overwhelming, and your mind starts to wander. You struggle to prioritize the most relevant sources, synthesize the information effectively, and present a clear argument within the required word count, leading to difficulties to meet deadlines in the end.

Activity 20. Give a one-minute talk on *one* of the following quotations.



1. “Learning starts with failure. The first failure is the beginning of education.” — John Richard Hersey

2. “Education is our only political safety. Outside of this ark all is deluge.” — Horace Mann

3. “No one, however smart, however well educated, however experienced, is the suppository of all wisdom.” — Tony Abbott

4. “The great aim of education is not knowledge but action.” — Herbert Spencer

5. “The goal of education is the advancement of knowledge and the dissemination of truth.” — John F. Kennedy

6. “Education without social action is a one-sided value because it has no true power potential.” —Martin Luther King Jr.

7. “Until we get equality in education, we won’t have an equal society.” —Sonia Sotomayor

8. “To teach is to learn twice.” —Joseph Joubert

Activity 21. Make a set of 3-5 recommendations for freshmen on the following matter:



1. How one can become eligible for distinction.
2. How to make a proper study plan.
3. How to meet deadlines.
4. How to use the time of a face-to-face supervision to the fullest.
5. How to upgrade to the programme you really need to progress.
6. How to brainstorm or visualize effectively.

7. How to understand if you need to defer an assignment for some time.

8. How to manage your time if you are a full-time or part-time student.

Activity 22. Work in pairs. Role play one of the following situations.

1. You are torn between the perceived security of full-time studies and the pressing financial realities demanding immediate part-time work, you find yourself paralyzed by indecision and ask an academic consultant for advice.

2. You are going to study abroad but the language barrier is far more formidable than anticipated. Basic phrases learned from a textbook are useless against the tide of rapid-fire conversations and nuanced academic discourse. The fear of social isolation and academic failure make you need for advice.

3. You are a leader of a diverse group of Russian and Chinese students on a crucial project. You're confronted with a communication nightmare. Ask a consultant how you can reach success in the realization of the project and save your academic reputation.

4. You receive an **assessment** that feels not only inaccurate but deeply unjust. The professor's feedback is vague and dismissive, failing to acknowledge the originality and depth of your work. You seek guidance from an academic advisor.

5. Despite consistently achieving high grades, you are haunted by the fear that you are a fraud. This persistent self-doubt leads to anxiety, procrastination, and an inability to fully enjoy your academic accomplishments. Ask a psychologist for advice.

6. You’ve witnessed a classmate cheating on a major exam and now face a difficult ethical dilemma: should you report the incident and risk alienating your peers, or remain silent and compromise your own values? Discuss it with your friend.

7. Overwhelmed by the relentless pressure to succeed, you push yourself to your absolute limit. This pace leads to burnout, but you still try to **meet all the deadlines**. Discuss the opportunities to find a work-life balance.

8. You entered a university with a clear vision for their future career, only to realize, after a year of study, that your chosen field no longer aligns with your interests and passions. Discuss pros and cons of stepping on another academic path.

9. You discuss the experiences searching for internships in their field. Share tips and strategies for networking, writing resumes, and acing interviews.

10. You are a graduating student unsure about your career path. You seek advice from a mentor or career counselor on exploring options and making informed decisions.

Activity 23. Project work. Work in groups of 3-5 students. Elaborate a programme of an imaginary discipline. Use the following plan:

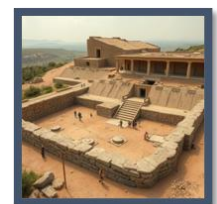
1. Aim of the discipline;
2. Brief description of the discipline;
3. Learning outcomes;
4. Competences students obtain;
5. Duration, credits, hours;
6. Core and elective modules;
7. Realization and equipment.

List of disciplines.



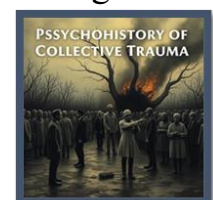
1. ***Chronopolitics***: analyzes the intersection of power structures and the manipulation of time in history. It examines how dominant groups have controlled narratives, established historical timelines, and used notions of progress or decline to maintain their power.

2. ***Counterfactual archaeology***: utilizes archaeological evidence to explore "what if" scenarios. Instead of simply describing past societies, it uses findings to construct plausible alternative histories based on changed circumstance.



3. ***Technomoral history***: studies the ethical implications of technological advancements throughout history, from the invention of the printing press to artificial intelligence.

4. ***Psychohistory of collective trauma***: delves into the psychological impact of large-scale historical traumas (wars, genocides, famines) on entire populations across generations.



5. ***Culinary historiography***: examines the history of food and drink, not simply as a matter of sustenance, but as a lens through which to analyze social hierarchies, cultural exchange, and economic systems.

Module 9. Success or failure

Activity 1. Warming up. What associations come to your mind when you see the following pictures:



Activity 2. Vocabulary list 1. Read and translate the following words and phrases into Russian.

- | | | |
|---|--|--|
| 1. to reach a conclusion,
<i>phr</i> | 9. to take into account,
<i>phr</i> | 17. insight into, <i>n</i> |
| 2. advantage, <i>n</i> | 10. relevant aspect, <i>phr</i> | 18. to point to, <i>v</i> |
| 3. disadvantage, <i>n</i> | 11. to raise points to, <i>phr</i> | 19. to predict, <i>v</i> |
| 4. a course of action, <i>phr</i> | 12. to take account of, <i>phr</i> | 20. to constitute, <i>v</i> |
| 5. to outweigh, <i>v</i> | 13. to deduce, <i>v</i> | 21. to be deeply critical,
<i>phr</i> |
| 6. drawback, <i>n</i> | 14. to draw conclusions,
<i>phr</i> | 22. to be absolutely
critical, <i>phr</i> |
| 7. to weigh up, <i>phv</i> | 15. to come down on, <i>phv</i> | 23. on the basis of, <i>phr</i> |
| 8. a side of an argument,
<i>phr</i> | 16. to tip the scale, <i>id</i> | 24. to be critical of, <i>phr</i> |

Activity 3. Read and translate the text into Russian.

Success and failure

In defining success and failure, it's essential **to weigh up** both personal and professional definitions. For many, success in a personal sense may be related to happiness, fulfilling relationships, or achieving a sense of balance in life. Professionally, it might **constitute** gaining recognition, financial stability, or achieving specific career goals. When trying **to reach a conclusion** about what success means, it's important **to take into account** individual values and aspirations. On the other hand, discussing failure can be more complex. While it carries a **disadvantage** and **drawback** in our minds, it's crucial **to take account of** whether failure is always negative. For instance, failing at a project gives us **insight into** our limitations and areas for improvement. It can also **point to** the fact that the lessons learned might **outweigh** the immediate downsides.

Thus, failure can be a potent teacher if we allow it **to tip the scale** in favor of growth. When setting out to define these concepts, it's vital **to take into account** the **relevant aspects** of one's own life. Are you focusing on material wealth, or is

emotional well-being your priority? These preferences will **raise points** that help guide us to a clearer definition of success and failure. In this context, **to draw conclusions** prematurely without contemplation can be misleading. People often feel pressure **to come down on** one **side of an argument** regarding whether failing at something is disastrous or just a learning experience.

However, it's essential **to be deeply critical** of this tendency and examine the nuances. When you **deduce** that failure is nothing more than a step back, you may view it negatively. In contrast, seeing it as an opportunity for recalibration might change your perspective. Setting realistic expectations involves understanding personal and professional limits. Before establishing such goals, it's wise **to be absolutely critical** about abilities and resources **to predict** possible outcomes. While enthusiasm might drive ambition, balancing optimism with reality helps prevent setbacks. Thus, one should never ignore potential hurdles but rather embrace them **as a course of action**. In summary, success and failure are personal constructs that are multifaceted and variable. Every decision and direction taken should closely follow one's unique aspirations, always **to take into account** the insights gained from both triumphs and setbacks. Critically reassessing what you aim for **on the basis of** realistic expectations might lead **to conclusions** that enrich both your personal and professional life.

Activity 4. Match the vocabulary word on the left with its correct definition on the right.

Phrase	Definition
1. to weigh up	a. to cause a change in balance that influences a decision or outcome.
2. to constitute	b. a problem or disadvantage that comes with a particular choice or situation.
3. to deduce	c. to form or make up a part of something larger.
4. to tip the scale	d. one perspective or viewpoint in a discussion about a topic.
5. to outweigh	e. a deep understanding of a complex issue or situation.
6. drawback	f. a plan or method for doing something, especially when making decisions.
7. insight into	g. to carefully consider the pros and cons before making a decision.
8. to point to	h. to be more important or significant than something else.
9. a side of an argument	i. to indicate or show something as being relevant or important.
10. course of action	j. to figure out something based on evidence or reasoning rather than direct observation.

Activity 5. Read the following sentences and decide whether they are True (T) or False (F).

1. The text gives **insight into** the different ways people perceive success and failure. (True/False)
2. The text says that success is defined in the same way across personal and professional lives (True/False).
3. It is impossible **to predict** the long-term results of embracing potential hurdles as **a course of action**. (True/False)
4. The text suggests one should **be deeply critical of** their own tendency to immediately label failure as negative (True/False).
5. The text claims we should **be absolutely critical of** the successes of others (True/False).
6. **On the basis of** the text, assessing limitations can help prevent setbacks. (True/False)
7. The text doesn't ask you **to be critical of** setting unrealistic expectations. (True/False)
8. When you **deduce** that success is unachievable, you will most likely embrace failure (True/False).
9. Professional stability might **constitute** personal success. (True/False)
10. It is important **to take into account** the **insights** gained from setbacks. (True/False)

Activity 6. Based on the text complete the sentences using the words from the word bank.

to predict, Success, A step back, negative, individual values and aspirations, failing, one side of an argument, Insight into our limitations and areas for improvement, guiding us to a clearer definition of success and failure, Failure

1. ... is happiness, fulfilling relationships, or achieving a sense of balance in life **weighing up** all the ups and downs.
2. ... and being **come down on** is an opportunity for recalibration.
3. ... is one potential **advantage** of failure mentioned in the text.
4. ... is one **disadvantage** mentioned about failure in the text.
5. We should **take into account** ... when defining success.
6. The text states that different preferences will **raise points to**
7. The text tells us **to take account of** whether failure is always
8. Failure is nothing more than a step back, just
9. According to the text, **insight into** our limitations can be gained by
10. The text suggests it is wise ... possible outcomes.

Activity 7. Paraphrasing, Re-writing, Re-expressing, and Summarizing.

1. Re-write the following phrase in a simpler way: «it's essential **to weigh up** both personal and professional definitions.»
2. Paraphrase the following sentence: «**taking into account** that success in a personal sense may be related to happiness, fulfilling relationships, or achieving a sense of balance in life.»
3. Re-express this idea using different vocabulary: "Failure carries a **disadvantage** and **drawback** in our minds."
4. Summarize: **To draw conclusions**, what are the key points that help you define success and failure?
5. Re-write the following phrase in a simpler way: "Failing at a project gives us **insight into** our limitations."
6. Paraphrase the sentence: «One should never ignore potential hurdles but rather embrace them as a **course of action**.»
7. Re-express the following idea using different vocabulary: "It's wise to be absolutely critical about abilities and resources **to predict** possible outcomes."
8. Summarize: List the key points regarding **relevant aspect** that are important to success or failure?

Activity 8. Answer the following questions with short answers (1-2 sentences), based on the information provided in the text from Activity 3.

1. What factors should we **take into account** when trying to reach a conclusion about success?
2. What is a potential **advantage** of failure according to the text?
3. What is the **disadvantage** that failure carries?
4. How can failure **tip the scale** in favor of growth, according to the text?
5. The text states that our preferences will **raise points**. To what do these points relate?
6. What should we **take account of** when we fail?
7. What does the text tell us to do **to predict** possible outcomes?
8. In what way should every decision and direction be based **on the basis of** the text?

Activity 9. Comment upon the following statements about success and failure.

1. While reaching success isn't the end and failure isn't deadly, it's the bravery to persist that **weighs up** everything else. It should **tip the scales** in favor of never stopping.
2. Finding success is like going from one failure to another, but without losing any passion. You must **take into account** each failure and continue to strive.
3. I haven't experienced failure; I've just gained **insight into** 10,000 methods that are not a **course of action**.
4. To do anything truly great, you should love what you do. If you haven't found your passion yet, continue to look. To reach a conclusion that you found what you

like, don't settle for less. **Take into account** what is needed to reach happiness and success.

5. Do not be afraid to act. Life is simply a test. **On the basis of** this test, **take into account** your experience, the more you experiment, the better. A **relevant aspect** is to try as much as possible.

Activity 10. Problem solving task. Based on the text from Activity 11, for each scenario, propose a research method (or combination of methods) and explain why that method is most suitable, using the vocabulary provided. Be specific and justify your choices.

1. Maria has been working on a project for months, and it recently failed. She feels discouraged and is considering giving up entirely on similar projects in the future. She **comes down on** the idea that she shouldn't try again.

a. Using the concept of **insight into**, what **advantage** could Maria gain from this failure if she changes her perspective?

b. How can Maria allow the result **to tip the scale** and help her moving forward?

2. John wants to start his own business, but he is afraid of failure. He is hesitant to take any **course of action** to avoid any potential setbacks, and he remains stuck in the planning stage.

a) What relevant aspect should John consider to help him overcome his fear and start taking action?

b) What does the text say **to take account of** to overcome this feeling?

3. A team is working on a new product. After the product's launch, the sales were terrible, even after their absolutely critical analysis. The team members begin **to come down on** each other.

a. How can the team use this situation **to draw conclusions** to improve future launches?

b. What **advantage** can the team take from this launch to increase sales?

4. Sarah has had a string of successes in her career, and she now feels invincible. She starts taking on more and more projects without properly assessing her resources. To reach a conclusion, she must work faster to reach the requirements.

a. How can Sarah better assess her limits **to predict** what's to come?

b. What **relevant aspect** is Sarah ignoring that is important **to take into account**?

5. Mark is **deeply critical of** himself after not receiving a promotion at work. He **deduces** that it is impossible for him to improve his skills and decides to **weigh up** all of his options, including leaving his job.

a. How can Mark view his situation to see the **advantage** that will **outweigh** his feelings?

b. What can Mark do **to draw a conclusion** that it is not all over?

Activity 11. Vocabulary list 2. Read and translate the following words and phrases into Russian.

- | | | |
|------------------------------------|---|--|
| 1. to summarise, <i>v</i> | 10. to provide a summary of, <i>phr</i> | 17. eventually, <i>adv</i> |
| 2. in conclusion, <i>phr</i> | 11. precisely, <i>adv</i> | 18. lastly, <i>adv</i> |
| 3. to recapitulate, <i>v</i> | 12. concisely, <i>adv</i> | 19. at last, <i>adv</i> |
| 4. to conclude, <i>v</i> | 13. on balance, <i>id</i> | 20. the key takeaway, <i>phr</i> |
| 5. to sum up, <i>v</i> | 14. overall, <i>adv</i> | 21. to reiterate, <i>v</i> |
| 6. in summary, <i>n</i> | 15. in the final analysis, <i>phr</i> | 22. to highlight a shortcoming, <i>phr</i> |
| 7. in short, <i>id</i> | 16. in the last analysis, <i>phr</i> | 23. a flaw, <i>n</i> |
| 8. to bring to a close, <i>phr</i> | | 24. a hurdle, <i>n</i> |
| 9. stated briefly, <i>phr</i> | | |

Activity 12. Read and translate the text. Add new expressions into your glossary.

Methods of measuring success. Analyzing the process and results



«For me, it all comes down to goal-setting. **To summarise**, if I set a goal for the month – say, acquire three new clients – and I achieve it, that's a success. But it's not just the numbers. I also keep a journal. It helps me **to provide a summary of** my journey, so I can track my growth. Did I learn new skills? Did I overcome a creative **hurdle**? **To conclude**, those are crucial indicators, too».

Elena Rodriguez, Freelance Graphic Designer

«As a business owner, I definitely focus on quantitative measures like profit margins and sales figures. But it's not everything. **On balance**, employee satisfaction and customer feedback are just as important. If my team is happy and my customers are raving, I consider that a major win, even if the numbers aren't perfect. **In the final analysis**, I try to look at the big picture».

David Chen, Small Business Owner



«I used to be all about the grades, but I've realized that's not a healthy way to measure success. Now, I use self-assessment tools and actively seek feedback from professors and peers. **In summary**, these evaluations **highlight a shortcoming**, so I can find new ways to improve my studies».

Sarah Miller, University Student



«For me, overcoming writer's block is a massive success! **Overall**, the creative aspect of life is all about being positive».

Maria Sanchez, Aspiring Writer

«I'm extremely passionate about self-reflection as, **concisely**, the process helps identify new skills».

Aisha Khan, Software Engineer



I think it is important **eventually** to understand both the pros and cons, or **flaws** of life».

Thomas O'Connell, IT Support



«I always recommend to my clients to stay positive about life, and **lastly**, to focus on them and, **in conclusion**, not to compare themselves to each other».

Liam Murphy, Personal Trainer



At last, the process of self-discovery should never end. **To summarize**, personal growth is a life journey».

Anna Schmidt, Yoga Teacher



For me, **stated briefly**, it's all about surviving, providing for my family and keeping happy».

«**To bring to a close**, one should consider if they are happy in life, as this can be seen as success».

«**Precisely** one should focus on travelling».

«**To sum up**, one should be honest. It is success! »

«One **key takeaway** is to enjoy the process! »

«**In the last analysis**, learning is a crucial part of everything. **To reiterate**, if you learn, you will be successful anyway».

A group of travellers



«I've learned that you have to look at both the successes and setbacks and the amount of growth that you have experienced during the journey of life. This helps **to recapitulate** my past. Now, **in short**, my success is being surrounded by family and friends and having a good life».

Jean-Pierre Dubois, Retired Teacher



Activity 13. Match the vocabulary word on the left with its correct definition on the right.

Phrase	Explanation
1. to recapitulate	a. expressing much in few words; being direct and to the point.
2. precisely	b. an obstacle or challenge that must be overcome to achieve a goal.
3. to bring to a close	c. to finish or complete a discussion or event.

4. the key takeaway	d. to say something again for emphasis or clarity.
5. concisely	e. to repeat or restate the main points in a clear and concise way.
6. to reiterate	f. the most important piece of information or lesson learned from something.
7. a hurdle	g. a mistake or imperfection that affects the quality or function of something.
8. a flaw	h. to briefly state the most important parts of something after discussing it.
9. to sum up	i. happening at some later time, often after a delay or series of events.
10. eventually	j. exactly and clearly defined without any ambiguity.

Activity 14. Restore the right order of the jumbled words and expressions to make up sentences.

1. easy / life / **In** / is / **short**.
2. this / the / best / **conclusion** / action / choose / **In**.
3. the / left / he / **Stated briefly** / building.
4. **To** / we / agree / that / a way out / **up** / **sum** / is / this.
5. lucky / I / are / **conclude** / you / that.
6. he / hypothesis / **analysis** / proves / **the** / **final** / the / **In**.
7. to specialize / **Lastly** / need / you.
8. **shortcomings** / He / **to highlight** / attempted/ these.
9. won / **at last** / He / heart / her.
10. **summarise** / can / We / results / the.

Activity 15. Complete the sentences with 10 words or phrases from the list below. There are 2 extra expressions.

Overall, A flaw, To bring to a close, Eventually, In summary, Precisely, On balance, A hurdle, To reiterate

1. _____, it's been a very productive meeting, and we've reached some important _____ decisions.
2. _____, success requires hard work, dedication, and a bit of luck.
3. _____, this new product has the potential to revolutionize the market.
4. The new building design has _____; it's too expensive.
5. _____, the journey was long and difficult, but we finally reached our destination.
6. _____, these are the most important things.

7. Getting a visa proved to be a difficult _____ but it all worked out well in the end.
8. The author states, that the main takeaway from this novel, is hope.
9. _____, the benefits of this plan outweigh the risks, but we must remain cautious.
10. _____ what has been said, the most important thing is to listen to what others have to say, as there are always different perspectives.

Activity 16. Translate paying attention to the vocabulary.

1. **On balance**, the benefits of this decision outweigh the risks.
2. **To summarise**, the presentation highlighted the need for better communication within the team.
3. **In the final analysis**, the long hours and sacrifices were worth it.
4. **Stated briefly**, the key to success is hard work.
5. **Precisely**, that is what makes it a difficult hurdle.
6. **To sum up**, although there were challenges, the project was overall a great success.
7. **To reiterate** what I said, we must meet the expectations.
8. **Eventually**, you will see, it all has its benefits.

Activity 17. Retell the text from the 1st or 3^d person paying attention to the key vocabulary.

Text 1. The Startup Struggle

To summarise, launching a startup is a rollercoaster ride of highs and lows. Success isn't guaranteed; **a hurdle** often lies in securing funding. The initial plan, **stated briefly**, seemed foolproof, but the market shifted. Customer feedback, **overall**, was mixed, requiring constant adjustments. The team, **to reiterate**, needed resilience. We analyzed sales data and identified **a flaw** in our marketing strategy. **On balance**, the long hours and sacrifices were worth it when we finally secured a major partnership. **Eventually**, we became profitable! **In conclusion**, never underestimate the challenges, but always believe in your vision. This text emphasizes on believing in your ideas.

Text 2. The Failed Marathon

In short, training for a marathon is a test of endurance, and not everyone succeeds. One faces **a hurdle**: lack of time. I followed the plan **precisely**, but a minor injury derailed my progress. **The key takeaway** was the importance of listening to my body. **To highlight a shortcoming** in my training, I had neglected strength training. **Lastly**, I didn't reach the finish line, but I gained valuable insight into my limitations. **In summary**, perseverance can give you the extra push, even if you don't succeed in every aspect, you can always grow.

Text 3. The Academic Paper

Overall, writing an academic paper requires discipline and attention to detail. The introduction, **concisely**, sets the stage, while the main body presents the evidence. A student will **eventually** succeed if the requirements are followed. **The key takeaway** from any academic work comes through effort and time. **A flaw** would be to present the wrong findings. You must **reiterate**, state your ideas clearly. **Eventually**, the paper is done. **To bring to a close**, the conclusion **summarizes** the findings. This can be also **stated briefly**.

Text 4. The Diet Plan

To conclude, starting a diet requires dedication, and **eventually** it might fail. **Overall**, the journey to losing weight is long and can be seen as **a hurdle**. **A flaw** is not changing or adapting to your needs. **Precisely** you will see that you are improving. **In short**, we need to be open about our needs. **To reiterate**, we need dedication. **In the final analysis**, hard work pays off.

Text 5. The Painting Project

At last, I have finished painting, but what was found? **Overall**, the painting project felt daunting from the start. **To summarise**, I envisioned a masterpiece, but quickly realized the reality involved more frustration than artistry. The lack of proper equipment presented **a hurdle**, and my initial inexperience led to several **flaws** in the composition. I made some errors **precisely** when choosing color schemes. **To reiterate**, patience is key! **On balance**, if the painting looks nice, all of the suffering will result in success. However, I still look and see errors. I also **highlight a shortcoming**, see **flaws**. **To sum up**, paintings are a combination of talent and luck!

Text 6. The Job Interview

In conclusion, a successful job interview requires preparation and confidence. Many people are **eventually** chosen. The interview starts and you should be, **precisely**, well dressed! Your handshake is essential. **In short**, you should show your passion and interest. Sell yourself at your best **precisely**! **To summarise**, it all goes down to passion. **The key takeaway** would be preparation to **precisely** show your strengths. **In the final analysis**, don't be afraid to take some risks. **A hurdle** is for you to succeed and show that you can take action. **To highlight a shortcoming**, just take a moment.

Text 7. Learning a New Language

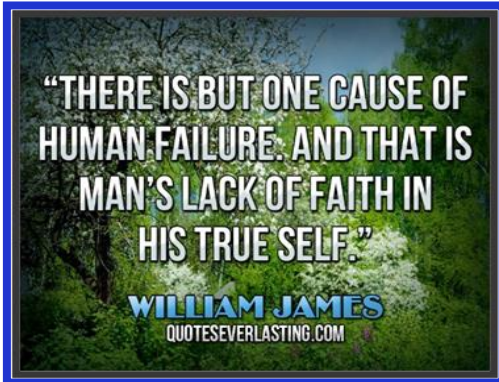
Learning a new language is difficult; the journey has its **hurdles**. You might find some **flaws** with your plan. There is a way of showing **precisely** if you can do it. **Eventually**, you will reach what you want. **In the last analysis**, the journey is long!

Text 8. Mastering a Musical Instrument

Overall, the talent is a key aspect. But learning can come **precisely**. **To reiterate**, never lose hope; as **the key takeaway** would be perseverance! **In short**, patience is

the key aspect. **The hurdle** is a long journey. **Eventually**, if you are good enough, you will get to reach success, and **in the last analysis**, you will see that it all was worth it! **On balance**, if you don't lose hope, you can achieve a high peak.

Activity 18. Discuss one of the following quotes. Agree or disagree, give your arguments.



Activity 19. Discuss the following questions.

1. Can you **summarise**, what is one key method you use to measure your own success? What could make that a **flaw**?
2. Based on your personal experiences, what is **the key takeaway** you would want to share with others about defining success?
3. How do you **concisely** balance the different measures of success in your life? Provide examples.
4. What are some **hurdles** someone might encounter and how you think these can be dealt with?
5. **To provide a summary of**, can you name some points that could lead to someone reaching a successful life?

Activity 20. Choose one of the following topics. Prepare for **ONE MINUTE** talk about the chosen topic. You should try to use vocabulary from the Vocabulary lists (Activities 2, 10) to support your ideas and demonstrate your understanding of the texts (Activities 3, 11).

1. The **advantage** of failure: discuss a time you failed at something and what **advantage** you gained from the experience.
2. Measuring success: weighing the options: **to weigh up** what do you think are the most important aspects when measuring success in school/work/life? Use examples.
3. When is good enough really good enough? **Is** it absolutely **critical** to always strive for perfection, or is it okay to settle for "good enough"?
4. The importance of self-reflection: why is **to take account of** your own strengths and weaknesses so relevant? Provide an example!

5. Challenging traditional success: **to be critical of** conventional ideas of success, such as wealth and fame, what alternate achievements are more important?

6. Learning from the success of others: **on the basis of** someone, who you can **be critical of**. What lesson can you take from this?

7. **To deduce** what is a **flaw**: discuss any **flaw** in how you want to become successful.

8. **Draw conclusion** in reaching success: what can you do **eventually** to reach the top?

Activity 21. Read each statement carefully and analyze the statement from two different perspectives as given in the example below. Consider the pros and cons, potential biases, and alternative interpretations. Integrate at least two of the listed expressions into each paragraph.

Example:

«Success is solely defined by achieving financial stability»

Perspective 1: A practical view.

To summarise, financial stability makes our lives easier. **In the final analysis**, people who have financial benefits, live a better life.

Perspective 2: A value-driven view.

Precisely, it is not important, as the best things in life are free.

To highlight a shortcoming, what will you do without the money?

1. «Success is solely defined by achieving financial stability».

Perspective 1: A practical view.

Perspective 2: A value-driven view.

2. «Failure is always a negative experience».

Perspective 1: An emotional perspective.

Perspective 2: A learning perspective.

3. «Setting ambitious goals is essential for achieving success».

Perspective 1: A motivational perspective.

Perspective 2: A pragmatic perspective.

4. «External validation (praise from others) is the most important indicator of success».

Perspective 1: A social perspective.

Perspective 2: An intrinsic perspective.

5. «Analyzing your failures is more important than celebrating your successes».

Perspective 1: A growth-oriented perspective.

Perspective 2: A motivation-oriented perspective.

6. «Individuals who experience frequent failures lack determination»

Perspective 1: A traditional work ethic perspective.

Perspective 2: An innovative/experimental perspective.

7. «The pursuit of success always leads to personal happiness».

Perspective 1: An aspirational perspective.

Perspective 2: A realistic perspective.

Perspective 1: An individualistic perspective.

8. «Success is purely a result of individual effort and talent».

Perspective 2: A contextual perspective (e.g., luck, privilege)

Activity 22. Make and act a dialogue on one of the following statements. One student gives arguments for, another - against. Use the key vocabulary of the module.

1. It's better to aim for small, achievable successes than to risk failing at ambitious goals.
2. Analyzing your mistakes is more important than dwelling on your successes.
3. The fear of failure is the biggest **hurdle** to achieving success.
4. Success should be measured by your own standards, not by society's expectations.
5. It's always better to try and fail than to never try at all.

Activity 23. Work in groups following the plan given below. Design evaluation criteria for the notion «The ideal life».

1. Define "Ideal life". Discuss what «ideal life» **constitutes** for you individually.
2. Create evaluation criteria. **To reach a conclusion**, develop at least five criteria for evaluating whether someone is living «ideal life». What **relevant aspects** of life are the most important? Examples of criteria might include «Financial security», «Meaningful relationships», «Personal growth», «Health & well-being», «Social impact». Make sure to explain each of your point/items.
3. **Weighting** the criteria. Assign a weight (percentage) to each criterion to reflect its relative importance in achieving the ideal life. The total weighting across all criteria must equal 100%. (e.g., financial security - 20%, meaningful relationships - 30%, etc.)
4. Evaluate the example profiles. Each group receives 1 or 2 profiles of fictional people. Read the attached profiles. Using the rubric they developed, the group analyzes how well each person embodies the «Ideal life» according to their criteria. Assign each profile a score based on their criteria.
5. Present and justify. Each group presents their evaluation criteria and assessment of the profiles to the rest of the class. What factors **tip the scale** in terms of how they define «Ideal Life? » Are there any **shortcomings** in the fictional person's success? Groups will **recapitulate**.

Profiles:

Profile 1: Anna Dubrovina

Anna is a 35-year-old entrepreneur who founded a successful tech startup. Her company provides innovative solutions for renewable energy, and she's been widely recognized in the industry for her leadership and vision. Anna works long hours and has achieved significant financial success. **In the final analysis**, her accomplishments are clear. She owns a beautiful home, drives a luxury car, and enjoys frequent travel. However, she struggles to maintain a healthy work-life balance. Her relationships with family and friends have suffered due to her demanding schedule, and she often feels stressed and burned out. While she takes pride in her professional accomplishments, she sometimes wonders if she's missing out on other important aspects of life. She **deduces** that **to bring it to a close**, I can have a **drawback** so I cannot reach other points, and **to weigh up** what to change.

Profile 2: Boris Morozov

Boris is a 50-year-old teacher who works at a local community college. He doesn't earn a large salary, but he finds deep fulfillment in his work, guiding and inspiring students. Boris lives a simple life, focusing on experiences rather than material possessions. **Overall**, he says this is the key to his happiness. He enjoys spending time with his family, volunteering in his community, and pursuing his hobbies of hiking and playing music. Boris has faced personal challenges, including a recent health scare and the loss of a close friend, those can be described as **a hurdle**. However, he remains optimistic and grateful for the relationships and opportunities he has in his life. Boris mentions **lastly** to enjoy everything from the journey. It might all be about **a flaw** of bad things, he also says but don't give up! **On balance**, you must be kind.

Module 10. Analyzing statistics

Activity 1. Warming up.

You are reading a newly published article with the following title:



1. Study Shows Coffee May Reduce Risk of Heart Disease;
2. Unemployment Rate Drops to Record Low.



What questions do these headlines raise for you?

What further information would you need to evaluate the claims being made?

What potential biases might be present in the underlying data?

Activity 2. Vocabulary list 1. Read and translate the following vocabulary units into Russian.

- | | | |
|-----------------------------------|----------------------------------|----------------------------------|
| 1. a graph, <i>n</i> | 9. a histogram, <i>n</i> | 18. to drop back, <i>v</i> |
| 2. a pie chart, <i>phr</i> | 10. a cross-section, <i>n</i> | 19. to / a nosedive, <i>v/n</i> |
| 3. a bar chart, <i>phr</i> | 11. to / an increase, <i>v/n</i> | 20. to recover, <i>v</i> |
| 4. a flowchart, <i>n</i> | 12. to / an decrease, <i>v/n</i> | 21. to fluctuate, <i>v</i> |
| 5. a spidergram, <i>n</i> | 13. to / a surge, <i>v/n</i> | 22. to rise steadily, <i>phr</i> |
| 6. a timeline, <i>n</i> | 14. to / a decline, <i>v/n</i> | 23. to fall below, <i>phr</i> |
| 7. a tree diagram, <i>phr</i> | 15. to / a collapse, <i>v/n</i> | 24. to plummet, <i>v</i> |
| 8. headings and notes, <i>phr</i> | 16. to reach a peak, <i>phr</i> | 25. to soar, <i>v</i> |
| | 17. to hit a low, <i>phr</i> | 26. to indicate, <i>v</i> |

Activity 3. Read and translate the text into Russian.



In today's data-driven world, understanding how to work with statistics is crucial. One effective way to interpret data is through various types of visual aids. A **graph** is commonly used to represent data points and their relationships. For instance, a line graph can show how a particular variable can **increase** or **decrease** over time. You might see **fluctuations** where the data **rise steadily**, then suddenly **plummet** before it starts to **recover**.

A **pie chart** is handy when you need to show proportions as parts of a whole. It visually represents percentages, making it easy to see which section is larger or smaller. In comparison, a **bar chart** can help compare different groups or changes

over time. If you're examining data like yearly revenue, you might notice a **surge** in revenue one year and a **decline** the next.

For more complex systems, a **flowchart** can illustrate processes and decision points. Meanwhile, a **spidergram** helps in displaying multi-dimensional data, useful in comparing multiple variables at once. When it comes to historical trends, a **timeline** is invaluable in showing sequential events.

Another useful tool is the **tree diagram**, which can help break down information into branches, showing hierarchical relationships or processes. When preparing reports, **headings and notes** can guide the reader through the data presentation, making sure it's clear and easy to follow.

In some situations, a **histogram** can **indicate** frequency distribution over intervals, especially when analyzing large data sets. It helps identify whether there is a **nosedive** in sales or if they **soar** after a particular event.

Occasionally, you'll encounter a **cross-section**, which is particularly useful in illustrating how different parts of a complex system interact with each other. In financial markets, you might observe how some stocks **reach a peak** and others might **hit a low**. After reaching a low point, a stock can **drop back** momentarily before making a comeback.

Lastly, data can **fluctuate due to** various factors, so it's essential to understand why certain numbers **fall below** expectations while others may **rise steadily**. Mastering these tools will make understanding and interpreting statistics easier, enabling better decision-making and strategic planning.

Activity 4. Choose the correct variant for each multiple-choice question based on the provided text.

1. What is the primary purpose of using visual aids when interpreting data?
 - a. to make the data more complicated.
 - b. to make the data easier to understand and interpret.
 - c. to hide important data points.
 - d. to impress the audience with complex visuals.

2. Which type of graph is best suited for showing how a variable changes over time?
 - a. **pie chart**
 - b. **bar chart**
 - c. line graph
 - d. **spidergram**

3. A **pie chart** is most useful for representing:
 - a. complex systems with many interacting parts.
 - b. proportions as parts of a whole.
 - c. historical trends over time.
 - d. frequency distribution over intervals.

4. Which visual aid is effective for comparing different groups or changes over time?

- a. line graph
- b. **pie chart**

- c. **bar chart**
- d. **flowchart**

5. What type of diagram can illustrate processes and decision points in a complex system?

- a. **timeline**
- b. **spidergram**

- c. **tree diagram**
- d. **flowchart**

6. A spidergram is particularly useful for:

- a. showing sequential events in chronological order.
- b. displaying multi-dimensional data and comparing multiple variables at once.

- c. breaking down information into hierarchical relationships.
- d. representing proportions as parts of a whole.

7. For illustrating sequential events and historical trends, which visual aid is most appropriate?

- a. **histogram**
- b. **cross-section**

- c. **timeline**
- d. **bar chart**

8. A **tree diagram** is helpful for:

- a. comparing multiple variables simultaneously.
- b. breaking down information into branches and showing hierarchical relationships.

- c. illustrating the interaction of different parts in a complex system.
- d. showing frequency distribution over intervals.

9. A **histogram** is most useful for:

- a. analyzing financial markets.
- b. showing historical trends.
- c. displaying multi-dimensional data.

- d. showing frequency distribution over intervals in large data sets.

10. A **cross-section** is particularly valuable for:

- a. illustrating how different parts of a complex system interact.
- b. comparing different groups over time.

- c. showing how a variable changes over time.
- d. representing proportions as parts of a whole.

Activity 5. Match different types of graphs on the left with their correct descriptions on the right.

1. tree diagram	a. a linear representation showing events in chronological order along a line
2. cross-section	b. a branching diagram that illustrates the relationships among various elements or concepts
3. histogram	c. a diagram that uses rectangular bars to compare different quantities or categories
4. headings and notes	d. a visual tool that displays information in a web-like structure, connecting related ideas
5. timeline	e. a diagram that represents a process or sequence of steps using symbols and arrows
6. flowchart	f. a type of bar graph that shows the distribution of numerical data by grouping it into ranges
7. spidergram	g. titles and brief explanations used to organize and clarify written information
8. pie chart	h. a cut through an object that reveals its internal structure at a specific point
9. graph	i. a circular graphic divided into slices to illustrate numerical proportions
10. bar chart	j. a visual representation of data that shows relationships between different values

Activity 6. Rephrase the words in italics. Use the phrases from word bank in their correct form.

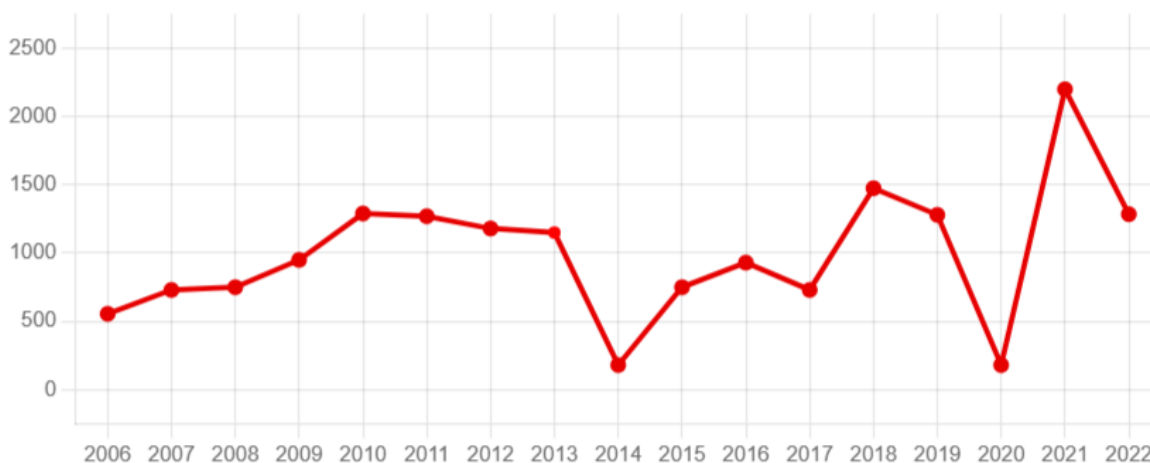
plummet, rise steadily, drop back, reach a peak, surge, fall below, hit a low, recover, nosedive, fluctuate.

1. The stock prices *increased* dramatically.
2. The temperature *hit its highest point* in the afternoon.
3. The company's profits *fell to their lowest point* last year.
4. After the holiday season, sales *decreased* to their normal levels.
5. The value of the cryptocurrency *fell sharply*.
6. The economy started *to improve* after the recession.
7. The weather conditions *changed frequently* throughout the year.
8. The population of the town *increased gradually* over the decade.
9. The water level *was less than* the safety mark.
10. The airplane *descended rapidly* during turbulence.

Activity 7. Answer the following questions.

1. Can you describe a time when you had to analyze data using a **pie chart** or **bar chart**?
2. What do you think is the most effective way to represent complex data, like with a **flowchart** or **spidergram**?
3. Have you ever experienced a situation where data showed a significant **increase** or **decline**? What was it about?
4. Why do you think it's important to understand how data can **fluctuate** over time?
5. In what ways do **headings and notes** help you when interpreting reports or presentations?
6. Can you give an example of when a **histogram** helped you understand frequency distribution?
7. How do you react when you see data that shows a **nosedive** or a **surge** in performance?
8. Do you believe that visual aids like **graphs** are essential for making better decisions? Why or why not?

Activity 8. Look at the graphs. Complete the sentences using information from the graphs. The first letter of the word is given.



1. The b... c...demonstrates the revenue (billion rubles) and the line shows the net profit (billion rubles) of the Russian company GaZprom.

2. The first graph shows that the company revenue r... s... from 2006 to 2018 with a slight d... in 2009.

3. From 2018 to 2020 the amount of revenue d... b... and almost reached 6000 billion rubles, which corresponds to the figures for 2015 and 2016.

4. Then, over the next two years, revenue s... and exceeded the figure of 11.5 billion rubles.

5. The second graph demonstrates how much the company's net profit indicators f... from 2006 to 2022.

6. From 2006 to 2011 we see a stable i... of net profits with subsequent d... in 2012 and 2013 which eventually ended in a n... and h... a l... in 2014.

7. Over the next four years the net profit r... and reached almost 1470 billion rubles.

8. From 2018 to 2022 the company witnessed sharp fluctuations of its net profit: from a c... and h... a l... again in 2020 to the s... in 2021 and r... a p... of almost 2200 billion rubles.

Activity 9. Read the description and draw a graph. Compare the results and discuss them in class.

1. Stock Price Timeline Graph

This graph shows the historical stock price of a company "TechSoar" over a period of five years. The x-axis represents time (in months, from January 2019 to January 2024), and the y-axis represents the stock price in dollars. The line on the **graph fluctuates** wildly. It starts at \$20 in January 2019 then **rises steadily** to **reach a peak** of \$100 by December 2020 due to a successful product launch. It then experiences a **decline** and a subsequent **nosedive** due to **increased** competition and a scandal in March 2021, **hitting a low** of \$10. After restructuring, the stock slowly starts to **recover**, eventually settling around \$40 by January 2024. The line chart displays an overall volatile trend, with significant ups and downs related to company events.

X/Y Coordinates (approximate): (Jan 2019, 20), (Dec 2019, 30), (June 2020, 60), (Dec 2020, 100), (Mar 2021, 10), (Dec 2021, 20), (June 2022, 25), (Dec 2022, 30), (June 2023, 35), (Jan 2024, 40)

2. Sales by Region Bar Chart

This **graph** compares the sales performance of a company across four different regions: North, South, East, and West. The x-axis lists the regions, and the y-axis represents the total sales in millions of dollars for the last fiscal year. The North region has the highest bar, **indicating** the largest sales volume, while the South region shows the smallest. The East and West regions are somewhere in between. The graph easily allows comparison of sales performance across different geographical areas. Sales in the west **surge**.

X/Y Coordinates (Regions, Sales in Millions): (North, 80), (South, 30), (East, 60), (West, 70)

3. *Market Share Pie Chart*

This pie chart illustrates the market share **distribution** among the top five competitors in the smartphone industry. Each slice of the pie represents a company, and the size of the slice **indicates** its percentage of the total market. Company A holds the largest slice (35%), followed by Company B (25%), Company C (20%), Company D (10%), and Company E (10%). The pie chart provides a clear visual representation of each company's dominance in the market.

Data (Company, Percentage): Company A (35%), Company B (25%), Company C (20%), Company D (10%), Company E (10%)

4. *Age Distribution Histogram*

This histogram displays the age **distribution** of attendees at a music festival. The x-axis represents age ranges (e.g., 18-25, 26-35, 36-45, etc.), and the y-axis represents the number of attendees within each age range. The histogram shows a peak in the 26-35 age range, **indicating** that the majority of attendees fall within this demographic. The number of attendees **decrease** as the age gets higher showing a right-skewed distribution.

Data (Age Range, Number of Attendees): (18-25, 150), (26-35, 250), (36-45, 100), (46-55, 50), (56+, 20)

5. *Project Task Flowchart*

This flowchart outlines the steps involved in completing a software development project. It starts with "Project Initiation," then progresses through "Requirements Gathering," "Design," "Coding," "Testing," and finally, "Deployment." Each stage is represented by a box, and arrows **indicate** the flow of tasks. There are decision points where the flow can branch based on testing results (e.g., "Pass Testing" leads to Deployment, "Fail Testing" leads back to Coding for bug fixes). It shows the steps necessary for project completion. A particular task may fall below the projected timeframe.

Structure: (Start) -> Project Initiation -> Requirements Gathering -> Design -> Coding -> Testing -> (If Pass) -> Deployment -> (End) OR Testing -> (If Fail) -> Coding

Activity 10. Each sentence in the list contains *one* mistake. Correct them.

1. Steadily rising company's income indicates that the situation is starting *to nosedive*.

2. A *pie chart* displays the distribution of consumer confidence index scores from a recent survey where the x-axis represents the range of confidence scores, divided into bins, while the y-axis shows the frequency (number of respondents) within each bin.

3. Each slice of a *cross-section* represents a different revenue stream, like income tax, corporation tax, sales tax, and foreign aid.

4. This *flowchart* is used to depict the historical Gross Domestic Product (GDP) growth of a nation over a specific period, spanning several years.

5. The stock market plummeted today which is an extremely *positive* sign.

Activity 11. Vocabulary list 2. Read and translate the following vocabulary units into Russian.

- | | | |
|--|--|--|
| 1. Graphic, <i>adj</i> | 9. average, <i>n/adj</i> | 17. a horizontal / vertical axis, <i>phr</i> |
| 2. cross-sectional data, <i>phr</i> | 10. the mode, <i>n</i> | 18. to multiply, <i>v</i> |
| 3. a fluctuation, <i>n</i> | 11. the median, <i>n</i> | 19. to exceed, <i>v</i> |
| 4. to level off, <i>phv</i> | 12. to deviate from the norm, <i>phr</i> | 20. half the size, <i>phr</i> |
| 5. to skyrocket, <i>v</i> | 13. to correlate with, <i>phr</i> | 21. to be two times the rate of, <i>phr</i> |
| 6. an upward / downward trend, <i>phr</i> | 14. random / normal distribution, <i>phr</i> | 22. to result in / from, <i>v</i> |
| 7. to remain steady / high / low, <i>phr</i> | 15. figures, <i>n</i> | 23. whereas, <i>adv</i> |
| 8. to drop slightly, <i>phr</i> | 16. display, <i>n</i> | 24. due to, <i>prep/adv</i> |

Activity 12. Read and translate the text into Russian.



Analyzing statistical data allows us to uncover patterns, trends, and relationships within a dataset. Often, presenting this information graphically makes it more accessible and understandable. We might use a bar chart to display **cross-sectional data**, comparing figures across different categories at a single point in time. Consider, for example, analyzing monthly sales data for a retail store. We might observe a **fluctuation** in sales throughout the year, with figures tending to **level off** during the slow winter months. Then, sales may **skyrocket** during the holiday season, **indicating an upward trend**.

Looking at longer periods, we might see an overall **upward trend** in sales over several years, or a **downward trend** if the business is struggling. Examining specific months, we might observe that certain figures **remain steady** year after year, while others **remain high or low**. Occasionally, sales may **drop slightly** in a particular month, but overall, performance is good.

To get a better sense of the typical sales **figures**, we calculate the **average** monthly sales. We could also find the **mode**, which represents the most frequently occurring sales value, and the **median**, which is the middle value when the sales **figures** are arranged in ascending order. Analyzing how individual months **deviate from the norm** helps us identify exceptional cases.

We can also explore how sales **correlate with** other factors, such as advertising spending or seasonal weather patterns. We might find that sales tend to **correlate with** higher advertising spending, suggesting a causal relationship. If the **figures** randomly vary around the **average** figure, we'd likely have a **normal distribution**.

This display of sales **figures** is shown on the **graphic** representation, with months plotted along a **horizontal axis**, and sales value plotted along a **vertical axis**.

If we **multiply** the **average** number of sales by the price, we would get a rough idea of the revenue. For example, costs that **exceed** revenue could lead to bankruptcy. Moreover, the profits from our competitor are only **half the size** compared to the profits of our company. In fact, company profits are measured to **be two times the rate** of last year, resulting in a 50% **increase** in net income due to a successful marketing campaign, **whereas** the other company's marketing campaign was deemed to have failed. All of this information can lead to critical insights that help a company move forward.

Activity 13. Read the following sentences and decide whether they are True (T) or False (F).

Statement	True	False
1. Analyzing statistical data helps reveal patterns and trends within a dataset.		
2. Presenting information graphically makes it less accessible to understand.		
3. A bar chart can be used to display cross-sectional data .		
4. The text suggests that sales always increase during the winter months.		
5. An upward trend always indicates that a business is struggling.		
6. The mode is the middle value when data is arranged in ascending order.		
7. The text implies that a correlation between sales and advertising spending definitively proves a causal relationship.		
8. In a normal distribution , the data randomly varies around the average figure.		
9. Revenue can be estimated by multiplying the average number of sales by the price.		
10. The text suggests that a failed marketing campaign by one company automatically guarantees a successful one for another.		

Activity 14. Answer the following questions.

1. According to the text, what is one of the primary benefits of analyzing statistical data?
2. Give an example, from the text, of how graphical representations aid in understanding statistical information.
3. What type of data is best suited for a bar chart, as described in the text?
4. Explain, using the example of monthly sales data, how the text describes fluctuations and trends.

5. According to the text, what might a downward trend in sales over several years indicate about a business?

6. What three measures of central tendency are mentioned in the text, and what does each one represent?

7. Why is it useful to analyze how individual months deviate from the norm in the context of sales data?

8. What is one example the text gives of a factor that sales might correlate with, and what caution does the text express about interpreting such correlations?

9. If sales figures randomly vary around the average, what type of distribution is likely to be observed, according to the text?

10. Briefly summarize how calculating revenue from average sales figures can be helpful in understanding a company's financial situation, according to the text.

Activity 15. Match the beginnings on the left with their correct endings on the right. Translate the sentences.

1. After an initial surge, housing prices are expected	a. unemployment rates suggest a strengthening economy, as indicated by the employment figures.
2. The number of online orders	b. portion of students deviate from the norm, suggesting they need additional support.
3. A downward trend in	c. that the incidence of heart disease to correlate with unhealthy dietary habits.
4. The infant mortality rate in developed	d. to level off in the coming months, according to the latest statistical data.
5. Test scores for a small	e. rate, our profits are projected to multiply significantly over the next decade.
6. Statistical data indicates	f. data point has an equal chance of occurring, leading to a balanced representation.
7. In a truly random distribution, each	g. skyrocketed during the holiday season, surpassing all previous records in our statistical database.
8. If we continue to see a 5% annual growth	h. countries are expected to remain steady in 2024, according to the current statistical analysis.

Activity 16. Translate the following sentences into Russian paying attention to the vocabulary units.

1. The effectiveness of a statistical analysis often hinges on the **graphic** clarity of its presentation; a well-designed **pie chart** or **bar chart** can be far more impactful than raw figures.

2. **Cross-sectional data**, when displayed on a **histogram**, can clearly **indicate** whether income **distribution deviates from the norm** and if there is an **upward or downward trend** in income inequality.

3. A **surge** in demand for a product can be visually tracked on a **timeline**, allowing analysts to correlate this increase with specific marketing campaigns or external events, as indicated by **headings and notes** added to the **timeline**.

4. While the **average** temperature **remained steady** over a decade, a closer examination reveals significant **fluctuations**, with extreme temperatures occasionally exceeding historical highs and resulting in a greater climate variability.

5. The **mode** of transportation usage in a city can be effectively **displayed** on a **spidergram**, revealing which options **soar** in popularity during peak hours and which **plummet** to low usage during off-peak times.

6. A **decline** in student test scores, as depicted by a **bar chart** comparing scores across different years, can **correlate with** a **decrease** in school funding, but a **flowchart** of resource allocation is needed to establish causality.

7. Using statistical software, it's possible to analyze a **cross-section** of customer demographics and **display** findings on a **tree diagram** to visualize the **distribution** of customers by age, income, and other relevant characteristics.

8. Whereas the **median** house price **leveled off** in urban areas, rural regions experienced a noticeable **increase**, although this **increase** was less than **half the rate** of the earlier boom period.

Activity 17. Read and translate the following definitions.

"**Figures**" usually implies a context or a specific numerical data point derived from a calculation, measurement, or observation where "Numbers" is the broader and more general term. It refers to any representation of quantity or amount. So, all "figures" are "numbers," but not all "numbers" are "figures."

The **average** (mean), mode, and median are all measures of central tendency in statistics, but they represent the "center" of a dataset in different ways:

- The **average**, also known as the mean, is the sum of all values in a dataset divided by the number of values.
- The **median** is the middle value in a dataset when the values are arranged in ascending or descending order. If there is an even number of values, the **median** is the **average** of the two middle values.
- The **mode** is the value that appears most frequently in a dataset.

Activity 18. Fill in the gaps in the sentences.

1. The researcher used several ... to calculate the average.
2. The final ... showed a statistically significant increase in the treatment group.
3. The **average** for a dataset (2, 4, 6, 8, 10) is....
4. Here are the salaries of employees in a small company: \$30,000, \$35,000, \$40,000, \$45,000, and \$200,000. The **median** is
5. The **mode** for a dataset (2, 4, 4, 6, 8, 8, 8, 10) is

Activity 19. Prove that...

1. ... displaying **cross-sectional data** using a **graph** can more effectively communicate differences between categories than simply listing the **figures**.
2. ... the **average** income in a specific region does not accurately represent the economic well-being of the population, due to incomes **deviating from the norm**.
3. ... despite a **fluctuation** in monthly sales, the overall yearly sales **remain steady** and predictable, and the yearly **figure** is **two times the rate of** previous years.
4. ... the **figures** in a company's annual report may be misleading in case they selectively omit certain expenses, thus making them half the size of their competition.
5. ... a stock price's apparent **random distribution** is actually governed by underlying economic factors.

Activity 20. Give a one-minute talk on *one* of the following quotations.



1. “Statistics is the art of lying by means of figures.” — Wilhelm Stekel
2. “People, alas, are more impressed by statistics than they are by ideas.” — Margaret Millar
3. “Fairy tales lie just as much as statistics do, but sometimes you can find a grain of truth in them.” — Sergei Lukyanenko
4. “Facts are stubborn, but statistics are more pliable.” — Mark Twain
5. “Statistics: The only science that enables different experts using the same figures to draw different conclusions.” — Evan Esar
6. “Statistics and numbers are no good unless you have good people to analyse and then interpret their meaning and importance.” — Brendan Rodgers
7. “There are lies, damned lies and statistics.” — Mark Twain
8. “Why speculate when you can calculate?” — John C. Baez

Activity 21. Make a set of 3 recommendations how to overcome the following difficulties.

1. Probability, distributions, sampling, and inference are abstract and can be difficult to visualize or connect to real-world experiences.

2. Deficiencies in algebra, pre-calculus, or basic mathematical reasoning create obstacles for understanding formulas and derivations.

3. Students may overemphasize statistical significance over practical importance or effect size.

4. Real-world data is often messy, incomplete, and inconsistent. Cleaning and preparing data for analysis (handling missing values, outliers, errors, and inconsistencies) is time-consuming and requires careful attention to detail.

5. The common mistake of assuming that a correlation between two variables implies a causal relationship is a significant challenge.

6. Understanding the ethical implications of statistical analysis, including issues of data privacy, bias, and misrepresentation, is increasingly important.

7. Many statistical tests rely on certain assumptions about the data (e.g., normality, independence of observations, homogeneity of variance). Violating these assumptions can lead to inaccurate results.

8. Effectively communicating statistical findings to a non-technical audience requires translating complex concepts and terminology into plain language.

Activity 22. Work in pairs. Role play one of the following situations.

1. ***Misleading graphs.*** You are frustrated because a news article used a graph that seemed to prove their point, but you suspect it's misleading. Your partner is more trusting. The dialogue explores how graphs can be manipulated (e.g., truncated axes, selective data) to distort the true picture.

2. ***Sampling bias.*** You are excited to share your survey results that claim almost everyone in the university likes the new coffee shop. Your partner, however, points out that you only surveyed people waiting in line at that very coffee shop, leading to a discussion about sampling bias and how to get a more representative sample.

3. ***Dealing with missing data.*** You are frustrated because a significant portion of your dataset is missing values. Your partner offers suggestions on how to handle missing data, including different imputation methods and the potential biases they can introduce.

4. ***Presenting statistical results effectively.*** You are giving a presentation but your audience seems confused by all the numbers and technical jargon. Your partner gives you advice on how to present statistical results in a clear and engaging way using visualizations and plain language.

5. ***Ethical considerations in data analysis.*** You learn that your professor wants you to only include specific data and analysis to fit a narrative, which could be manipulating the results to confirm the professor's bias. Your partner is appalled. You discuss the ethics of data analysis, the importance of transparency and objectivity, and the responsibility of statisticians to avoid misleading others.

Activity 23. Case study.

Unpacking the peasant question: analyzing socio-economic change in 19th century Russia

Brief: You are a team of researchers working for a newly established "Center for Russian Historical Studies." Your center is dedicated to understanding the socio-economic transformations of 19th-century Russia, a period marked by significant reforms, rapid industrialization, and profound social unrest. One of the central issues of the era was "the peasant question" – the complex and often contradictory realities of peasant life following the Emancipation Reform of 1861, which abolished serfdom.

Your director has tasked your team with investigating the impact of the Emancipation Reform on peasant life in a specific region of Russia (e.g., the Black Earth region, the Volga region, or a province of your choosing). The goal is to move beyond simplistic narratives of progress or decline and provide a nuanced analysis of the changes in peasant socio-economic conditions during the late 19th century.

The data you need to find to do a case study:

1. Land survey data (pre-and post-emancipation): detailed records of land ownership and distribution in your chosen region before and after the 1861 Emancipation Reform. This includes:

- Landholding size for individual peasant households and village communes (obshchina).
- Land quality (soil fertility, access to water)
- Redemption payments (annual amounts owed by peasants for their land).
- Changes in land ownership over time (sales, inheritance).

2. Tax records (Annual, 1870-1900): data on taxes levied on peasant households in your region, including:

- Land taxes
- Poll taxes (abolished in some periods)
- Indirect taxes on goods (e.g., salt, vodka)
- Tax arrears (amounts owed but not paid).

3. Grain harvest statistics (Annual, 1870-1900): regional data on grain harvests, including:

- Yield per acre for different crops (rye, wheat, oats)
- Total grain production
- Grain prices
- Reports of harvest failures (famine, drought)

4. Household budget surveys (selected years): a limited number of household budget surveys conducted by zemstvo (local self-government) statisticians in select villages within your region. These surveys provide detailed information on:

- Household income (from agriculture, crafts, wage labor)
- Household expenditures (food, clothing, fuel, taxes)
- Debts and credit

5. Migration records (1870-1900): data on peasant migration patterns within and out of your region, including:

- Number of migrants (inward and outward)
- Destinations of migrants
- Reasons for migration (economic hardship, search for land, etc.)

6. Zemstvo reports: reports from the local zemstvo (rural self-government councils) offer qualitative insights into village life, including issues such as:

- Education
- Healthcare
- Infrastructure

The Task:

Your team must analyze the provided data to investigate the impact of the Emancipation Reform on peasant life in your chosen region. Your analysis should address the following questions:

1. Land distribution & economic opportunity:

How did the Emancipation Reform affect the distribution of land ownership in your region? Did peasants gain access to sufficient land to support their families?

How did redemption payments affect peasant livelihoods? Were redemption payments a manageable burden, or did they contribute to peasant indebtedness?

2. Agricultural productivity & risk:

Did agricultural productivity increase or decrease in your region after the Emancipation Reform?

How vulnerable were peasants to harvest failures and famine? Did these events disproportionately affect certain groups of peasants?

3. Economic diversification & migration:

Did peasants in your region diversify their sources of income beyond agriculture? Did they engage in crafts, trade, or wage labor?

What were the primary driver

s of peasant migration in your region? Did migration improve or worsen the economic situation of migrants and those left behind?

4. Social stratification & inequality:

Did the Emancipation Reform lead to increased social stratification within the peasantry? Did some peasants become wealthier and more successful than others?

Were there significant differences in socio-economic conditions between different groups of peasants (e.g., former state peasants vs. former serfs, peasants with different land endowments)?

5. Regional specificities:

How did local factors (e.g., soil quality, climate, access to markets) influence the impact of the Emancipation Reform in your region.

Appendix 1.

Dmitri Mendeleev	Max Planck	Stephen Hawking
Pyotr Kapitsa	Alexander Fleming	Isaac Newton
Sergei Korolev	Konstantin Tsiolkovsky:	Albert Einstein
Lev Landau	Louis Pasteur	Alexander Popov
Mikhail Lomonosov	Leonardo da Vinci	Marie Curie
Ivan Pavlov	Nikola Tesla	Charles Darwin
Sofia Kovalevskaya	Galileo Galilei	Alan Turing

Appendix 2. Vocabulary Lists

Module 1. Professional Development and Skills

on the subject of, <i>phr</i>	approach to, <i>phr</i>	To identify, <i>v</i>
improvement in, <i>phr</i>	enhancement of, <i>phr</i>	To analyze, <i>v</i>
on the issue of, <i>phr</i>	case for, <i>phr</i>	To support, <i>v</i>
a model of, <i>phr</i>	research into, <i>phr</i>	To challenge, <i>v</i>
on the principle of, <i>phr</i>	method of, <i>phr</i>	To examine, <i>v</i>
a feature of, <i>phr</i>	methodology, <i>phr</i>	To affect, <i>v</i>
beyond the scope of, <i>phr</i>	mastery of, <i>phr</i>	To provide, <i>v</i>
a pattern of, <i>phr</i>	commitment to, <i>phr</i>	To develop, <i>v</i>
significance of, <i>n</i>	to investigate, <i>v</i>	To classify, <i>v</i>
identification, <i>n</i>	to conduct, <i>v</i>	To establish, <i>v</i>
a view on, <i>phr</i>	To consider, <i>v</i>	To account for, <i>phr</i>
perspective on, <i>phr</i>	To illustrate, <i>v</i>	To attempt, <i>v</i>
awareness of, <i>phr</i>	To assume, <i>v</i>	To explore, <i>v</i>
an aspect of, <i>phr</i>	To find, <i>v</i>	To emphasize, <i>v</i>
expertise in, <i>phr</i>	To calculate, <i>v</i>	To carry out, <i>phr</i>
assessment of, <i>phr</i>	To demonstrate, <i>v</i>	To offer, <i>v</i>

Module 2. Culture, Science and Society

equivalent to, <i>adj.</i>	popular with, <i>adj.</i>	precise, <i>adj.</i>
exposed to, <i>adj.</i>	characteristic of, <i>adj.</i>	accurate, <i>adj.</i>
relevant to, <i>adj.</i>	proportionate to, <i>adj.</i>	inaccurate, <i>adj.</i>
typical of, <i>adj.</i>	proficient in, <i>adj.</i>	consequently, <i>adv.</i>
compatible with, <i>adj.</i>	oblivious to, <i>adj.</i>	arguably, <i>adv.</i>
consistent with, <i>adj.</i>	instrumental in, <i>adj.</i>	explicitly, <i>adv.</i>
detrimental to, <i>adj.</i>	relative to, <i>adj.</i>	implicitly, <i>adv.</i>
dependent on, <i>adj.</i>	specific to, <i>adj.</i>	fundamentally, <i>adv.</i>
aware of, <i>adj.</i>	appropriate to, <i>adj.</i>	paradoxically, <i>adv.</i>
interested in, <i>adj.</i>	significant, <i>adj.</i>	profoundly, <i>adv.</i>
known for, <i>adj.</i>	insignificant, <i>adj.</i>	notably, <i>adv.</i>

subsequently, *adv.*
conversely, *adv.*
frequently, *adv.*
relatively, *adv.*
eventually, *adv.*
consequently, *adv.*

primarily, *adv.*
considerably, *adv.*
approximately, *adv.*
precisely, *adv.*
ultimately, *adv.*
merely, *adv.*

empirically, *adv.*
largely, *adv.*
evidently, *adv.*
indisputably, *adv.*

Module 3. Historical Sciences

to go back/to look back over, *phr*
to put forward (an idea, view, plan, theory) , *phr*
to carry out (an experiment, research) , *phr*
to be made up of, *phr*
to point out, *phr*
To put up, , *phr*
To set out to do smth, *phr*
To set out (describe), *phr*
To go into, *phr*
To go through, *phr*
To work on, *phr*
To set up, *phr*
To work out, *phr*
To go against, *phr*
To write something up, *phr*

To shed light on, *id*
In the light of, *phr*
To illuminate, *v*
To elucidate, *v*
To ferret out, *phr*
Glaring, *adj*
To turn over every stone, *id*
To stand the test of time, *id*
To take smth with a pinch of salt, *id*
To highlight, *v*
To shine a light on, *id*
To remain in the dark, *id*
In the shadow of, *phr*
to retreat, *v*
to maintain a united front on, *id*
in the battle against, *phr*

to lose a battle, *id*
onslaught, *n*
to be bombarded with, *phr*
to delve into, *phr*
to piece together, *phr*
to dig up, *phr*
to shift through, *phr*
to trace back to, *phr*
to build on, *phr*
to fall back on, *phr*
to hit upon, *phr*
to root out, *phr*
to flesh out, *phr*
to iron out, *phr*
to bank on, *phr*
to zero in on, *phr*
to map out, *ph*

Module 4. Well-known personalities

to abide by, *v*
to assign to, *v*
to adhere to, *v*
to argue for, *v*
to attribute to, *v*
to be exposed to, *v*
to benefit from, *v*
to border on, *v*
to turn to, *v*
to comply with, *v*
to concentrate on, *v*
to consent to, *v*
to contend with, *v*
to contribute to, *v*
to cope with, *v*
to be traced to, *v*
to depart from, *v*

to elaborate on, *v*
to emerge from, *v*
to dispose of, *v*
to hint at, *v*
to amount to, *v*
to object to, *v*
to attend to, *v*
to equip with, *v*
inquiry into, *n*
exploration of, *n*
awareness of, *n*
benefit from, *n*
commitment to, *n*
concern about, *n*
confidence in, *n*
rationale for, *n*
contribution to, *n*

adherence to, *n*
insight into, *n*
emphasis on, *n*
exposure to, *n*
preference for, *n*
impact on, *n*
predilection for, *n*
prerequisite for, *n*
impetus for, *n*
opportunity for, *n*
attitude towards, *n*
tendency to, *n*
paradigm for, *n*
relationship between, *n*
realm of, *n*
to intersect with, *v*

Module 5. Discoveries and Inventions

intermittent contact, *phr*
to break off a contact, *phv*
to establish a contact, *phr*
to maintain a contact, *phr*

heated debate, *coll*
animated debate, *coll*
to contribute to debate, *v phr*
decisive element, *coll*

to discern the elements, *phr*
constituent elements, *coll*
conflicting results, *coll*
inconclusive results, *coll*

preliminary results, *coll*
 interim results, *coll*
 to collate results, *coll*
 to invalidate results, *v phr*
 to question results, *v phr*
 to play pivotal role, *phr*
 to take on a role, *phr*
 representative sample, *coll*
 random sample, *coll*
 in absolute terms, *phr*
 to devise a way, *coll*
 to work out a way, *phv*
 to be partly based on, *phr*
 to pose a question, *phr*

to be invariably associated with, *phr*
 to discuss at length, *phr*
 to discuss thoroughly, *phr*
 to conclusively establish, *phr*
 to be a breakthrough in, *phr*
 to harness technology, *phr*
 to overcome an obstacle, *phr*
 to address a challenge, *phr*
 to enhance efficiency, *phr*
 to streamline a process, *phr*
 to drive progress, *phr*
 to spark innovation, *phr*
 to revolutionize an industry, *phr*

to exert an impact upon, *phr*
 to foreground aspects of, *phr*
 to arrive at an informed conclusion, *phr*
 to satisfy criteria, *phr*
 to raise concerns about, *phr*
 to firmly establish, *phr*
 to convincingly demonstrate, *phr*
 to be closely identified with, *phr*
 to refer in passing to, *phr*

Module 6. Past and Memories

a wide range of, *phr*
 with respect to, *phr*
 as far as, *adv / prep*
 as regards, *adv*
 in greater detail, *phr*
 as opposed to, *phr*
 by the means of which, *phr*
 be that as it may, *phr*
 as a general rule, *phr*
 above all else, *phr*
 to a considerable degree, *phr*
 conversely, *adv*
 in light of, *phr*
 by virtue of, *phr*
 that is to say, *phr*
 in essence, *adv*

broadly speaking, *phr*
 in excess of, *phr*
 in a variety of ways, *phr*
 bearing in mind that, *phr*
 it is plausible that, *phr*
 one might argue that, *phr*
 in line with, *phr*
 in conjunction with, *phr*
 despite, *adv*
 in comparison with, *phr*
 in addition to, *phr*
 to some extent, *phr*
 in particular, *phr*
 with the exception of, *phr*
 on the whole, *phr*
 in accordance with, *phr*

at the stage of, *phr*
 on behalf of, *phr*
 as a result of, *phr*
 by chance, *phr*
 by far, *phr*
 so far, *phr*
 for the most part, *phr*
 from then on, *phr*
 in other words, *phr*
 in some ways, *phr*
 on the basis of, *phr*
 in turn, *phr*
 in the process of, *phr*
 in terms of, *phr*
 in general, *phr*
 in most respects, *phr*

Module 7. Conducting Research

a deliberate decision, *phr*
 to explore a research methodology, *phr*
 an intention of, *n*
 a motive for, *n*
 to meet objectives, *phr*
 to achieve objectives, *phr*
 to take priority over, *phr*
 on purpose, *phr*
 to attain a target, *phr*
 to establish understanding of something, *phr*
 to extend knowledge bases, *phr*
 to challenge a research methodology, *phr*
 hypothesis-based research, *phr*
 critical analytical research, *phr*

to establish a critical mass, *phr*
 to instigate, *v*
 to provide an infrastructure, *phr*
 practice-led study, *phr*
 to develop criterion (criteria), *phr*
 a practice-as-research, *phr*
 to contribute to, *v*
 to further, *v*
 application of a method, *phr*
 definition and evaluation of research, *phr*
 a pilot study, *phr*
 to employ a method, *phr*
 to use a research methodology, *phr*
 experimental study, *phr*

to assemble an apparatus, *phr*
 to manipulate a variable, *phr*
 setting of the laboratory, *phr*
 artificial conditions, *phr*
 to replicate experiments, *phr*
 correlational study, *phr*
 archival materials, *phr*
 to disprove, *v*
 a cause-and-effect relationship, *phr*
 naturalistic observation, *phr*
 to observe and record phenomenon, *phr*
 to interfere with, *phv*
 natural setting, *phr*
 to disrupt, *v*
 to conduct a survey, *phr*

case study, *phr*
to make inferences from data,
phr

inaccuracy, *n*
to keep in-depth, *phr*
time-consuming, *adj*

Module 8. Peculiarities of Educational Process

a diploma, *n*
full-time studies, *phr*
part-time studies, *phr*
duration, *n*
an assignment, *n*
core / elective modules, *phr*
obligatory / optional, *adj*
to proceed, *v*
to opt for, *v*
to enroll, *v*
a crash course, *phr*
a seminar, *n*
a workshop, *n*
a tutorial, *n*
a project, *n*
a portfolio, *n*
word limit, *phr*
to be eligible for distinction, *phr*

to defer st / for some time, *phr*
a face-to-face supervision, *phr*
in-sessional courses, *n*
pre-sessional courses, *n*
to sign up for, *v*
EAP, *abbr*
to do a PhD, *phr*
to upgrade to some programme,
phr
assessment, *n*
to meet deadlines, *phr*
to request an extension, *phr*
cramming, *n*
to make a to-do list, *phr*
extra-curricular activities,
phr
to prioritize, *v*
to do urgent tasks, *phr*

revision, *n*
one's mind starts to
wander.
to review lecture notes, *phr*
to take notes, *phr*
note-taking, *n*
to visualize, *v*
to brainstorm, *v*
first draft, *phr*
rote learning, *phr*
to learn by heart, *phr*
study plan, *phr*
to borrow books on long-
term (short-term) loan, *phr*
to keep to st, *v*
to make rough notes, *phr*
one's mind goes blank.

Module 9. Success or failure

to reach a conclusion, *phr*
advantage, *n*
disadvantage, *n*
a course of action, *phr*
to outweigh, *v*
drawback, *n*
to weigh up, *phr*
a side of an argument, *phr*
to take into account, *phr*
relevant aspect, *phr*
to raise points to, *phr*
to take account of, *phr*
to deduce, *v*
to draw conclusions, *phr*
to come down on, *phr*
to tip the scale, *phr*
insight into, *phr*

to point to, *v*
to predict, *v*
to constitute, *v*
to be deeply critical, *phr*
to be absolutely critical, *phr*
on the basis of, *phr*
to be critical of, *phr*
to summarise, *v*
in conclusion, *n*
to recapitulate, *v*
to conclude, *v*
to sum up, *phv*
in summary, *n*
in short, *id*
to bring to a close, *phr*
stated briefly, *phr*
to provide a summary of, *phr*

precisely, *adv*
concisely, *adv*
on balance, *phr*
overall, *adv*
in the final analysis, *phr*
in the last analysis, *phr*
eventually, *adv*
lastly, *adv*
at last, *adv*
the key takeaway, *phr*
to reiterate, *v*
to highlight a shortcoming,
phr
a flaw, *n*
a hurdle, *n*

Module 10. Analyzing statistics

a graph, *n*
graphic, *adj*
a pie chart, *phr*
a bar chart, *phr*
a flowchart, *n*
a spidergram, *n*
a timeline, *n*

a tree diagram, *phr*
headings and notes, *phr*
a histogram, *n*
a cross-section, *n*
cross-sectional data, *phr*
to / an increase, *v / n*
to / a decrease, *v / n*

to / a surge, *v / n*
to / a decline, *v / n*
to / a collapse, *v / n*
to reach a peak, *phr*
to hit a low, *phr*
to drop back, *v*
to / a nosedive, *v / n*

to recover, *v*
to fluctuate, *v*
a fluctuation, *n*
to level off, *v*
to skyrocket, *v*
an upward/downward trend,
phr
to remain steady/high/low,
phr
to drop slightly, *phr*
to rise steadily, *phr*
to fall below, *phr*
to plummet, *v*

to soar, *v*
average, *n / adj*
the mode, *n*
the median, *n*
to deviate from the norm,
phr
to correlate with, *phr*
to indicate a trend/tendency,
phr
random/normal distribution,
phr
figures, *n*
to display, *v*

a horizontal / vertical axis,
phr
to multiply, *v*
to exceed, *v*
twice / half the (e.g. size, age
etc.), *phr*
to be (two, three etc.) times
the rate of, *phr*
to result in / from, *v*
whereas, *adv*
due to, *prep / adv*

References:

Module 1. Professional Development and Skills

Activity 3.

Picture 1 / Page 8: https://storage.needpix.com/rsynced_images/skills-3371153_1280.jpg (дата обращения 20.04.2025)

Pictures 2-3 / Page 20: <https://fusionbrain.ai/editor/> (дата обращения 20.04.2025)

Module 2. Culture, Science and Society

Activity 1.

Picture 1 / Page 21: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 2 / Page 21: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 3 / Page 21: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 3.

Picture 4 / Page 21: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 18.

Text 1. Based on the article: <https://www.newscientist.com/article/mg19926701-000-blasts-from-the-past-the-soviet-ape-man-scandal/> (дата обращения: 26.08.2025)

Text 2. Based on the article: <https://sciencerecent.com/health/the-scariest-experiments-ever-conducted-in-the-name-of-science/> (дата обращения: 26.08.2025)

Text 3. Based on the article: <https://science.howstuffworks.com/innovation/scientific-experiments/10-outrageous-experiments-conducted-on-humans.htm> (дата обращения: 26.08.2025)

Text 4. Based on the article: <https://en.topwar.ru/156363-shtorm-i-dvuhgolovye-sobaki-kak-v-sssr-pytalis-sozdat-biorobota.html> (дата обращения: 26.08.2025)

Text 5. Based on the article: <https://www.theguardian.com/books/2004/may/12/scienceandnature.gender> (дата обращения: 26.08.2025)

Activity 20.

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2. <https://www.epicquotes.com/10-thought-provoking-rosalind-franklin-quotes-from-the-famous-chemist/> (дата обращения: 26.08.2025)

3. <https://www.centralofsuccess.com/famous-quotes-on-science-technology/> (дата обращения: 26.08.2025)

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5. <https://quotefancy.com/henry-charles-carey-quotes> (дата обращения: 26.08.2025)

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8. <https://www.forbes.com/sites/trevornace/2016/03/06/20-inspirational-quotes-famous-scientists/> (дата обращения: 26.08.2025)

Module 3. Historical Sciences

Activity 1.

Pictures 1-2 / Page 37:

https://upload.wikimedia.org/wikipedia/commons/2/28/Wikijunior_Ancient_Civilizations_Composite.png
(дата обращения 23.04.2025)

Activity 3.

Pictures 3-4 / Page 38: <https://images.stockcake.com/public/3/c/4/3c47a30d-8bad-4da2-8337-94452ad9e3b7/archaeology-field-work-stockcake.jpg> (дата обращения 25.04.2025)

Pictures 5-7 / Pages 38: <https://fusionbrain.ai/editor/> (дата обращения 25.04.2025)

Activity 21.

Picture 8 / Page 48: <https://images.stockcake.com/public/c/a/a/caaebb57-54da-4fff-a785-66e394b412cf/archaeological-dig-site-stockcake.jpg> (дата обращения 28.04.2025)

Picture 9 / Page 48: <https://cdn12.picryl.com/photo/2016/12/31/book-history-textbook-places-monuments-5be951-1024.png> (дата обращения 30.04.2025)

Picture 10 / Page 48: <https://fusionbrain.ai/editor/> (дата обращения 30.04.2025)

Module 4. Well-known personalities

Activity 3.

Picture 1 / Page 50: https://live.staticflickr.com/3806/12795268685_aff9d69b4a_b.jpg
(дата обращения: 26.08.2025)

Activity 12.

Picture 2 / Page 54: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 16:

Picture 3 / Page 57: <https://cont.ws/@michael101063/2983465> (дата обращения: 26.08.2025)

Picture 4 / Page 57: <https://wishescards.ru/doktor/zubareva/otziyviy/> (дата обращения: 26.08.2025)

Picture 5 / Page 57:

https://upload.wikimedia.org/wikipedia/commons/c/c8/Mikhail_Zadornov_on_stage%2C_2007.jpg
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Picture 6 / Page 58: <https://www.factinate.com/things/facts-early-internet?headerimage=1> (дата обращения: 26.08.2025)

Picture 7 / Page 58:

https://upload.wikimedia.org/wikipedia/commons/a/a3/Kurpatov_Andrey_V._2014_%28cropped%29.jpg (дата обращения: 26.08.2025)

Picture 8 / Page 58: https://upload.wikimedia.org/wikipedia/commons/5/53/Loza_2016.jpg (дата обращения: 26.08.2025)

Picture 9 / Page 58: https://ru.wikipedia.org/wiki/Лукьянова,_Валерия_Валерьевна (дата обращения: 26.08.2025)

Picture 10 / Page 59:

https://upload.wikimedia.org/wikipedia/commons/4/4f/MIBF2013_img_04_Igor_Prokopenko_%28cropped%29.jpg (дата обращения: 26.08.2025)

Module 5. Discoveries and Inventions

Activity 1.

Picture 1 / Page 63: <https://www.worldhistory.org/uploads/images/16159.jpg> (дата обращения: 01.06.2025)

Picture 2 / Page 63: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQsjnGMeXvS3-0KVpD_MrknUNs5AYOmpYFC5A&s (дата обращения: 01.06.2025)

Picture 3 / Page 63:

https://elalexplorer.com/wpcontent/uploads/2023/10/internet_feature_image_761x512.jpg (дата обращения: 01.06.2025)

Activity 3.

Picture 4 / Page 64: <https://i.redd.it/17s4tl55qup91.png> (дата обращения: 05.06.2025)

Picture 5 / Page 64: <https://www.youtube.com/watch?v=j2VhCBAqwcw> (дата обращения: 05.06.2025)

Picture 6 / Page 64: <https://cdn2.picryl.com/photo/1793/12/31/lettre-de-marie-antoinette-a-madame-elisabeth-page-1-archives-nationales-ae-d9f7b9-1024.jpg> (дата обращения: 05.06.2025)

Picture 7 / Page 64: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcQ-USS_CSJVzhxsR1djTV3aU4SLPdRjgDK2RQ&s (дата обращения: 05.06.2025)

Activity 12

Picture 8 / Page 70: <https://chestnutdental.com/wp-content/uploads/2024/08/applications-for-3D-printing-in-dentistry-1024x576.jpg>

Module 6. Past and Memories

Activity 1.

Picture 1 / Page 77: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 2 / Page 77: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 3 / Page 77: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 3.

Picture 4 / Page 78: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 5 / Page 78: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 9.

Based on the article:

https://www.researchgate.net/publication/263474321_Blurred_Lines_-_History_Memory_and_the_Experience_of_Time (дата обращения: 26.08.2025)

Activity 12.

Picture 6 / Page 84: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 7 / Page 85: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 8 / Page 85: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 20.

1. https://www.gshdl-intern.uni-kiel.de/de/lectureexchange/concepts-of-memory-culture/handouts/handout_pierre-nora (дата обращения: 26.08.2025)

2. <https://quotlr.com/author/david-lowenthal> (дата обращения: 26.08.2025)

3. https://www.azquotes.com/author/6765-Eric_Hobsbawm (дата обращения: 26.08.2025)

4. <https://www.azquotes.com/quote/376474> (дата обращения: 26.08.2025)

5. <https://jia11345474.wordpress.com/> (дата обращения: 26.08.2025)

6. <https://rememberingyugoslavia.com/collective-memory-reader/> (дата обращения: 26.08.2025)

7. <https://rememberingyugoslavia.com/collective-memory-reader/> (дата обращения: 26.08.2025)

8. <https://rememberingyugoslavia.com/collective-memory-reader/> (дата обращения: 26.08.2025)

Module 7. Conducting Research

Activity 1.

Picture 1 / Page 94:

https://upload.wikimedia.org/wikipedia/commons/e/e7/Sculpture_of_Kurt_Lewin%2C_2011.jpg (дата обращения: 10.06.2025)

Picture 2 / Page 94: https://live.staticflickr.com/2503/3944862744_22e4479c26_b.jpg (дата обращения: 10.06.2025)

Picture 3 / Page 94:

https://upload.wikimedia.org/wikipedia/commons/5/5c/CHARLES_F._KETTERING_STATUE%2C_LOUD_ONVILLE.jpg (дата обращения: 10.06.2025)

Activity 12.

Picture 4 / Page 99: <https://images.stockcake.com/public/b/7/3/b73609ef-8713-4999-9ad2-9c3425bd48a6/historical-research-studying-stockcake.jpg> (дата обращения: 10.06.2025)

Picture 5 / Page 99: <https://pix4free.org/assets/library/2021-06-16/originals/survey.jpg> (дата обращения: 10.06.2025)

Picture 6 / Page 99: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcTII18K951I4A5fnDyqboYxnHRc2K68losiaw&s> (дата обращения: 10.06.2025)

Module 8. Peculiarities of Educational Process

Activity 1.

Picture 1 / Page 108: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 3.

Picture 2 / Page 108: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 9.

Based on information from: https://ioe.hse.ru/en/edu_global_trends/2023/ (дата обращения: 26.08.2025)

Activity 12.

Picture 3 / Page 115: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 20.

Picture 4 / Page 119: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 5 / Page 119: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 6 / Page 119: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 7 / Page 119: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 8 / Page 119: <https://raphael.app/> (дата обращения 25.04.2025)

1. <https://www.azquotes.com/quote/526154> (дата обращения: 26.08.2025)

2. <https://www.socratic-method.com/quote-meanings-interpretations/horace-mann-education-is-our-only-political-safety-outside-of-this-ark-all-is-deluge> (дата обращения: 26.08.2025)

3. <https://www.weareteachers.com/quotes-about-education/> (дата обращения: 26.08.2025)

4. <https://www.thoughtco.com/famous-education-quotations-herbert-spencer-31420> (дата обращения: 26.08.2025)

5. <https://www.keepinginspiring.me/john-f-kennedy-quotes/> (дата обращения: 26.08.2025)

6. <https://quotefancy.com/quote/865065/Martin-Luther-King-Jr-Education-without-social-action-is-a-one-sided-value-because-it-has> (дата обращения: 26.08.2025)

7. <https://www.azquotes.com/quote/278201> (дата обращения: 26.08.2025)

8. <https://www.azquotes.com/quote/1045846> (дата обращения: 26.08.2025)

Activity 21.

Picture 9 / Page 120: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 23.

Picture 10 / Page 121: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 11 / Page 121: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 12 / Page 121: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 13 / Page 121: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 14 / Page 121: <https://raphael.app/> (дата обращения 25.04.2025)

Module 9. Success or failure

Activity 1.

Picture 1 / Page 122: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRCxAVbbfNOJUjOShuuJRS_Eps3u-u0ojAiA&s (дата обращения: 20.07.2025)

Picture 2 / Page 122: https://storage.needpix.com/rsynced_images/doubt-479567_1280.jpg (дата обращения: 25.07.2025)

Picture 3 / Page 122: <https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRTjiU5y-UVxgXtAxWJ-my0YhrawMljcfkulA&s> (дата обращения: 15.07.2025)

Activity 12.

Pictures 4-13 / Pages 127-128: <https://fusionbrain.ai/editor/> (дата обращения: 16.07.2025)

Activity 18.

Picture 14 / Page 132: https://live.staticflickr.com/8402/8640230681_2ebcf899b4_c.jpg (дата обращения: 16.07.2025)

Picture 15 / Page 132: https://live.staticflickr.com/65535/51311683302_210c74c0f1_b.jpg (дата обращения: 16.07.2025)

Picture 16 / Page 132: https://live.staticflickr.com/5549/9673412120_3bbf2db0a5_z.jpg (дата обращения: 16.07.2025)

Module 10. Analyzing statistics

Activity 1.

Picture 1 / Page 136: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 2 / Page 136: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 3.

Picture 3 / Page 136: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 12.

Picture 4 / Page 143: <https://raphael.app/> (дата обращения 25.04.2025)

Activity 17.

Based on:

1. <https://thecontentauthority.com/blog/number-vs-figure> (дата обращения: 26.08.2025)

2. <https://infinitylearn.com/surge/articles/mean-median-and-mode/> (дата обращения: 26.08.2025)

Activity 20.

Picture 5 / Page 147: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 6 / Page 147: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 7 / Page 147: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 8 / Page 147: <https://raphael.app/> (дата обращения 25.04.2025)

Picture 9 / Page 147: <https://raphael.app/> (дата обращения 25.04.2025)

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3. <https://libquotes.com/sergei-lukyanenko/quote/lbq2e0a> (дата обращения: 26.08.2025)
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6. <https://citatiss.com/a40557/> (дата обращения: 26.08.2025)
7. <https://www.azquotes.com/quote/298634> (дата обращения: 26.08.2025)
8. <https://quotefancy.com/john-c-baez-quotes> (дата обращения: 26.08.2025)

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