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Інтегрований курс навчання

INTERESTING HISTORICAL EVENTS FOR CHILDREN

**Засобами предмета
«іноземна (англійська мова)»**

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Листопад О. А., Добровольська Л. С. Інтегрований курс навчання ЦІКАВІ ІСТОРИЧНІ ПОДІЇ ДЛЯ ДІТЕЙ засобами предмета «іноземна (англійська) мова». / За науковою редакцією Мартінової Р. Ю. Одеса, 2019. 96 с.

Навчальний посібник є інтегрованим курсом навчання історії засобами англійської мови і призначений для учнів старших класів середніх закладів освіти. Методологічні засади інтегрованого процесу навчання ґрунтуються на основних законах діалектики, положеннях синергетики щодо взаємодії однотипних та різнотипних субстанцій, як засобу їх збереження та дидактичних закономірностях і принципах організації інтегрованих процесів навчання. Методична сутність засвоєння змістовного матеріалу й іншомовних засобів його викладу полягає в обов'язковому повторенні кожної попередньої частини змісту та мовних засобів його реалізації в усіх наступних.

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ПЕРЕДМОВА

Даний навчальний посібник являє собою інтегроване навчання школярів середніх і старших класів цікавих подій із історії стародавніх цивілізацій й іноземної мови як засобу їх пізнання. Методологічними засадами цього навчання є:

такі закони ДІАЛЕКТИКИ:

1. Закон єдності й різноманіття світу, що обумовлює цілісність його сприйняття, можливу лише на основі інтеграції як однорідної так і протилежної інформації про взаємодію об'єктів, що складають його; 2. Закон єдності й боротьби протилежностей, що обумовлює не лише розвиток матерії на основі ранніх форм та таких, що знову виникають, але й розвиток людини в різних аспектах їх вияву; 3. Закон переходу кількісних змін у якісні, що обумовлює якісну зміну матерії за умови багаторазових зовнішніх і внутрішніх впливів на неї, зокрема й інтелекту людини, що вдосконалився через перетворення нових знань у її власні переконання завдяки їх багаторазовій, всебічній апробації практикою; Закон заперечення заперечення, відповідно до якого нові знання інтегруються з попередніми, але лише з тими, що є актуальними для даного періоду розвитку суспільства. Застаріла інформація заперечується; вона зберігається лише як факт історичного минулого.

Такі положення СИНЕРГЕТИКИ:

1. Картина світу втрачає структуру, що складається з елементарних часток, і набуває структури, що складається із сукупності нелінійних процесів. Стосовно освіти це означає, що сприйняття й осмислення картини світу мають здійснюватися відповідно до її сутності; 2. У природі утворюються складноорганізовані системи, що складаються з великої кількості елементів, що знаходяться в складних взаємодіях один з одним та мають величезне число ступенів свободи. Стосовно освіти це обумовлює необхідність вивчення таких мегаструктур, щоб не лише розуміти їхню сутність та засади їхнього походження, але й щоб спрямовувати їхні

механізми на творчу еволюцію дійсності. 3. Складноорганізовані системи утворюються шляхом розпаду односкладових систем, не пов'язаних одна із одною, що спочатку приводить до хаосу; проте в подальшому їх засадничі елементи об'єднуються між собою й трансформують хаос у новий порядок, що виражається виникненням нової макроскопічної структури. Стосовно освіти це означає, що розрізнені навчальні дисципліни, не пов'язані між собою, втрачають увесь обсяг свого змісту; з них обирається лише найактуальніший матеріал, придатний до об'єднання навколо системоутворюючої науки, що приводить: а) до виникнення інтегрованого навчального предмета; б) до скорочення кількості навчальних предметів, а звідси й навчального часу на їх вивчення; в) до систематизації змісту, що вивчається та формування в учнів його цілісного сприйняття та осмислення; 4. Стійкість складноорганізованої системи забезпечується підпорядкованістю її елементів, а не їх простою сумою. Стосовно освіти це означає, що стійкість інтегрованої педагогічної системи забезпечується підпорядкованістю змісту кожного окремого предмета головному, системоутворюючому чи стрижневому предмету; при цьому сума всіх предметних знань не потрібна, а потрібна лише та їх частина, що найповніше розкриває грані інтегрованої дисципліни, що вивчається.

Такі ДИДАКТИЧНІ принципи засвоєння інтегрованого різнотипного матеріалу, яким є освітній курс й іноземна мова як засіб її викладу:

1. Відповідності навчального матеріалу реальним психофізіологічним можливостям його засвоєння більшістю учнів за певний проміжок часу з урахуванням їх віку та мотивації навчання;
2. Обов'язкового засвоєння нового матеріалу на уроці його першого пред'явлення, а також здатності його вживання з попередньо вивченим;
3. Рівних можливостей для всіх учнів, що попереджує появу відстаючих і прогалин в їх знаннях;
4. Регулярної зміни видів навчальної діяльності на одному занятті, що попереджує втомлюваність тих, хто навчається та одноманітність навчального процесу;
5. Переходу до навчання наступного матеріалу за умови міцного засвоєння попереднього;

6. Обов'язкового повторення всього попередньо вивченого мовного і мовленнєвого матеріалу в процесі опанування наступного; 7. Рольової взаємодії учнів при здійсненні різних видів мовленнєвої комунікації.

Представлена методологічна основа інтегрованого навчання реалізована в даному навчальному посібнику в семи циклах, кожних з яких містить два заняття. У кожному циклі вивчається одна тема, тобто одна історична подія старовини.

На всіх перших заняттях кожного циклу вводиться новий лексичний матеріал у вигляді слів і стійких виразів. Вони пред'являються в усній і письмовій формі та семантизуються шляхом їх перекладу рідною мовою. Так учні набувають ЗНАННЯ цієї лексики. Потім кожна з лексем почергово багаторазово повторюється в різноманітних за структурою реченнях, шляхом їх читання і відповідей на запитання. Так в учнів формуються НАВИЧКИ вживання цієї лексики. Потім учні продукують власні невеликі висловлювання з обов'язковим уживанням лексичного матеріалу, що вивчається. Так у них розвиваються ПЕРЕДМОВЛЕННЄВІ ВМІННЯ його вживання. Останніми методичними діями на всіх перших заняттях циклів є:

- а) перегляд цікавого історичного тексту і знаходження в ньому речень з лексикою, що вивчається; читання цих речень та їх переклад рідною мовою;
- б) відповіді на запитання до тексту та його переказ;
- в) обговорення назви тексту та його поділ на змістовні частини.

Так в учнів розвиваються МОВЛЕННЄВІ ВМІННЯ на основі лексики, що вивчається та на основі даного конкретного змісту.

На всіх других заняттях кожного циклу учні обговорюють й аналізують зміст прочитаного й одержують завдання підготувати на наступне заняття письмовий опис іноземною мовою цієї ж події з обов'язковим уживанням додаткового матеріалу та презентацію своєї розповіді однокласникам. Так в учнів розвиваються рефлексивні вміння їхньої іншомовної мовленнєвої діяльності. Головним стимулом такого методу інтегрованого навчання є системне розширення мовленнєвих можливостей учнів. Воно досягається

шляхом обов'язкового вживання в кожному наступному циклі всього лексичного матеріалу, що вивчався в попередніх. Це означає, що нова лексика з циклу 1, тобто з тексту 1, вживається в циклі 2, тобто тексті 2. Нова лексика з циклів 2+1, тобто з текстів 2+1 уживається в циклі 3 - тексті 3. Нова лексика з циклів 3+2+1 уживається в циклі 4, тобто тексті 4. Нова лексика з циклів 4+3+2+1 уживається в циклі 5, тобто тексті 5. Нова лексика з циклів 5+4+3+2+1 уживається в циклі 6, тобто тексті 6. Нова лексика з циклів 6+5+4+3+2+1 уживається в циклі 7, тобто тексті 7.

Такий метод інтеграції змісту, що вивчається й іншомовних засобів його вираження дозволяє: 1) створювати в учнів єдину картину історичного розвитку природи й суспільства; 2) використовувати іноземну мову як засіб пізнання дійсності минулого й теперішнього; 3) підвищувати мотивацію вивчення іноземної мови шляхом її реально функціонального вживання.

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UNIT I, Lesson 1

ancient	disaster
an image	theme
civilization	to destroy
mankind	majestic
perfect	ruins
race	to set out
to be enchanted with	sudden

1. Read the new words and word combinations with the translation and write them down into the vocabulary.

ancient [ˈeɪnʃ(ə)nt] – стародавній		majestic [məˈdʒestɪk] – величний
civilization [sɪvɪlaɪˈzeɪʃn] – цивілізація	–	perfect [ˈpɜːfɪkt] – досконалий
disaster [dɪˈzɑːstə] – катастрофа		race [reɪs] – раса
to destroy [dɪsˈtrɔɪ] – знищувати		ruins [ˈruːnz] – руїни
to be enchanted with [ɪnˈtʃɑːnt] – замилюватися	–	to set out – відправитися
		sudden [ˈsʌdn] – раптово
an image [ˈɪmɪdʒ] – образ		theme [θiːm] – тема
mankind [mænˈkaɪnd] – людство		

2. Read the sentences and answer the questions

1. I liked humanitarian subjects at school. My favourite subject at school was the History of *the Ancient World*. Did you enjoy studying *ancient* history at school?
2. We all know that there were a lot of *civilizations* throughout human history. The most *ancient* is the *civilization* of ancient Greece. What other *ancient civilizations* do you know?

3. Natural *disasters* happen every year. The most dangerous *disasters* happen in the mountainous regions. What natural *disasters* do you remember?
4. We had terrible wind which *destroyed* a lot of trees and even cars yesterday. I heard that a lot of trees and houses *were destroyed* by the natural *disaster* in the neighbouring region, too. Was anything *destroyed* by the wind in you district?
5. Historical monuments and museums *enchant* everybody who visits them. Last summer I was in Kiev and I *was enchanted* with the sight of Kiev – Sophia Cathedral. *Were you enchanted* by Golden Gates and other historical monuments during your visit to Kiev?
6. I'm fond of reading. My favourite literary *image* is *the image* of Sherlock Holmes. But my friend's favourite literary *image* is Cinderella. What is your favourite literary *image*?
7. Today *mankind* has created serious problems for the earth's ecology. That's why all *mankind* should do everything in their power to protect our planet. What should *the mankind* do to save our planet from pollution?
8. All the Russian kings are *majestic* historic figures. I think the most *majestic* historic figure is Peter I. Who do you think is the most *majestic* historic figure in Ukraine?
9. My friend Nick visited London last month and after his coming back his English became *perfect*. Though I work hard at my English it is not as *perfect* as Nick's. What can a student do to speak *perfect* English?
10. In *ancient* times there were many *races* of people in the world. Today we do not have as many *races*. Can you name all *the races* you know?
11. My family and I always wanted to visit Egyptian *ruins*. This year we have been lucky enough to see majestic *ruins* of Egypt and even to take pictures. Have you visited or seen any historic *ruins*?
12. I don't like to be *suddenly* interrupted by somebody in the process of speaking. I think a *sudden* interruption can make you lose your train of thought. Do you think that a *sudden* interruption is good or bad for a

speaker?

13. My friend likes to watch TV programmes dedicated to *the theme* of unknown *civilizations*. I think that this *theme* will be interesting in any century, because it is very interesting to know about previous cultures. Do you like to watch TV programmes dedicated to *the theme* of unknown things?

3. Read the text and find sentences with new words and word combinations.

Read the sentences aloud and translate them into your mother tongue.

4. Read the text silently and find the main idea.

Lost in the Ocean

The name “Atlantis” itself bears a romantic nature. It arouses in the mind an image of the continent, which served as a “home” for the great civilization lost in the depths of the Atlantic Ocean.

The most well-spread description of Atlantis we can find in science-fiction literature. Many writers and among whom Jules Verne¹, - who was the first to write on the theme of Atlantis. In the novel “Twenty Thousand Leagues² Under the Sea” Verne’s character Pier Aronaks, together with captain Nemo, set out for the undersea voyage and Nemo showed him the majestic ruins of the columns which were like Greek buildings. Aronaks was enchanted with the sight of the remnants³ of this highly developed culture, the most ancient in the history of the mankind. All this happened on the bottom of the Atlantic Ocean, the place where the continent had sunk.

The idea of ancient people, of another human race who founded a new civilization at the dawn of a new era, is shrouded in mystery⁴. Hundreds of books are devoted to highlight⁵ some facts about the civilization of Atlantis on the basis of the pieces of information received from myths and materials of archeological research. All the facts say that Atlantis was completely destroyed because of a great natural disaster nearly 12000 years ago. It happened simultaneously with the death of mammoths⁶ and the end of Ice Age⁷. It is also proved that Atlantis was the

basis of all great civilizations, including Egypt and Central America.

The civilization of Atlantis is said to be as highly developed as our civilization, and probably it was more perfect in some way. Atlantis was destroyed by a cosmic bolt⁸ and a sudden shift in the earth's crust⁹. This civilization might have destroyed itself while experimenting with the power of "cosmic energy".

The idea of the continent sinking into the Atlantic Ocean was initially drawn out by Plato, and later it became one of the most favourite themes to discuss in scientific societies.

¹ Jules Verne [və:n] – Жюль Верн

⁶ mammoths [ˈmæməθ] – мамонти

² league [ˈli:g] – льє

⁷ Ice Age [aɪs] – льодовиковий період

³ remnants [ˈræmənənt] – залишки

⁸ cosmic bolt – космічний удар

⁴ to be shrouded in mystery [ˈfraʊd] –
бути утаємниченим

⁹ shift of the earth's crust [ə:θ] –
зрушення шарів земної кори

⁵ to highlight [ˈhaɪˈlaɪt] – освітлювати

5. Discuss the title of the text and explain to which genre it belongs.

6. Find stylistic devices which were used in the text. Explain their usage.

7. Divide the text into logical parts and prepare titles for them.

8. Read and translate the text. Answer the following questions

1. Who was the first to write about Atlantis?
2. Was Captain Nemo enchanted with the things left by the civilization of Atlantis?
3. What do the facts say about this ancient civilization?
4. Why was Atlantis destroyed?
5. Who was the first to write about Atlantis?

9. Read the words and word combinations in 1min. and 15 seconds. Cover the left side of the exercise and translate the words and word combinations in

1min. and 15 seconds.

- | | |
|---|---|
| 1. the most ancient building | 1. найстародавніша будівля |
| 2. the great civilization | 2. велика цивілізація |
| 3. Aronaks was enchanted with the ruins | 3. Аронакс був зачарований руїнами |
| 4. natural disaster | 4. природна катастрофа |
| 5. This building was completely destroyed by the wind | 5. Цей будинок було повністю знищено вітром |
| 6. the image of the continent | 6. образ континенту |
| 7. It was the most ancient monument in the history of the mankind | 7. Це був найстародавніший пам'ятник в історії людства |
| 8. She showed him the ruins of the majestic buildings | 8. Вона показала йому руїни величних споруджень |
| 9. This perfect civilization lived many centuries ago | 9. Ця досконала цивілізація жила багато століть назад |
| 10. The human race left thousands of historic monuments | 10. Ця людська раса залишила тисячі історичних пам'яток |
| 11. On the bottom of the sea they found the ruins of an ancient town | 11. Вони знайшли руїни древнього міста на морському дні |
| 12. Two friends set out for an undersea voyage | 12. Два друга подорожували під водою |
| 13. The civilization of Atlantis was destroyed suddenly – in a day | 13. Цивілізація Атлантиди була знищена несподівано – протягом дня |
| 14. A lot of writers dedicated their works to the theme of the “lost” continent | 14. Чимало письменників присвятили свої твори темі “загубленого” континенту |

10. Find additional information about French writer Jules Verne and be ready to present it to your groupmates.

1. Look through the words and word combinations from exercise 5 (Unit I, Lesson 1). Cover the left side of the exercise and translate the words and word combinations in 1 min. and 15 seconds into English.

2. Read the text and answer the questions.

1. What does the image of Atlantis arouse?
2. Where can we find the most well-spread description of Atlantis?
3. Why is the history of the ancient civilization of Atlantis shrouded in mystery?
4. How was Atlantis destroyed?
5. When did the theme of Atlantis become the favourite topic for discussions?

3. Retell the text “Lost in the Ocean”.

4. Discuss the life and literary career of French writer Jules Verne and his book “Twenty Thousand Leagues Under the Sea”. Explain why and in what way the book “Twenty Thousand Leagues Under the Sea” influenced the growing interest to the theme of Atlantis.

5*. Write about the impact of Jules Verne’s character Pier Aronaks on the readers’ interest to the perfect civilization of Atlantis using the additional material.

Тут і далі номер вправ, відзначений знаком* означає необхідність введення у твір додаткового мовного матеріалу обсягом 5-15 одиниць.

UNIT II, Lesson 1

attack	heritage
legend	God
according to	origin
clergyman	to possess
council	evidence
to refer	trend
to date back	source
descendant	to state
epoch	supernatural

1. a) Write the additional words and expressions which you have used in your composition on the blackboard with their translation and transcription. Present the information you have written about the impact of Jules Verne's character Pier Aronaks on the readers' interest to the perfect civilization of Atlantis to your groupmates.

b) Listen to the information which your friend presents. Be ready to retell and discuss it. If you don't understand something you may ask questions after he finishes his presentation.

2. Read the new words and word combinations with the translation and write them down into the vocabulary.

attack [ə'tæk] – напад

heritage ['herɪtɪdʒ] – спадщина

according to [ə'kɔ:dɪŋ] – відповідно
до

legend ['ledʒənd] – легенда

God [gɒd] – Бог

trend – напрям / тенденція

clergyman ['klɜ:dʒɪ'mən]

– origin ['ɔrɪdʒɪn] – походження

священослужитель

council ['kaʊnsəl] – рада

to possess [pə'zes] – володіти

to date back – вести походження від

to refer [rɪˈfɜː] – стосуватися

source [ˈsɔːs] – джерело

epoch [ˈiːpɒk] епоха

descendant [dɪˈsend(ə)nt] – нащадок

supernatural [s(j)uːpəˈnætʃərəl] –
надприродний

to state – стверджувати

evidence [ˈeɪd(ə)ns] – доказ

3. Read the sentences and answer the questions

1. During the Second World War there were a lot of *attacks* on Ukrainian and Russian cities. The hardest *attack* for the people occurred at the former city of Leningrad. What was the worst attack on a Ukrainian city?
2. According to the weather forecast it will rain tomorrow and we will have to stay home. But *according to* my own opinion the weather will be sunny and we'll go to the country. Do you often postpone your trips *according to* the weather forecast?
3. A lot of future *clergymen* live in Kiev –Sophia Cathedral as they study at the seminary. After graduating from the seminary, all *the clergymen* will “serve” in cathedrals all over Ukraine. Have you ever seen future *clergymen* in Kiev –Sophia Cathedral?
4. Very important questions are discussed during *the councils*. There are many kinds of *councils*, such as: military, religious, scientific and others. What other kinds of *councils* can you name?
5. I think that the history of every family in Ukraine *dates back* to the founding of Kiev Russ. The history of my friend's family *dates back* to its very beginning. To what historic period does the history of your family *date back*?
6. My friend Kate is *the descendant* of an aristocratic family, as her great grandfather was an earl. It's a pity, but I'm not *the descendant* of an aristocratic family because my great grandparents were workers. What kind of family are you *a descendant* of?

7. My mother and I are fond of paintings from the Renaissance *epoch*. This *epoch* gave rise to many famous painters and among them is my favourite painter Leonardo da Vinci. What is your favourite *epoch* in painting?
8. It was very difficult for the police to find any *evidence* after the robbery. The thief was very careful and left no *evidence* after committing the crime. Do you think that without any *evidence* it is difficult to find a thief?
9. People in *ancient* times believed in *God*. But they believed in different *Gods*, as they were pagans. What *Gods* did pagans believe in?
10. We can find *the heritage* of previous cultures in museums. Last year our group visited the Hermitage museum to see the *heritage* left by queen Catherine II. What *heritage* did Catherine II leave?
11. People who like to read think that the Greek *legends* present the life of the *ancient Gods*. My favourite *legend* is *the legend* about Aphrodite. What is your favourite Greek *legend*?
12. It is very difficult sometimes to find *the origin* of somebody's family. Nevertheless, each person has tried to find *the origin* of his family in order to find out his "roots". What is *the origin* of your family?
13. In *ancient* times only kings and queens *possessed* great wealth. But nowadays we can find more examples of people who *possess* great amount of money, among them there are politicians, actors and singers. Do you think that people who *possess* great wealth are very happy in life?
14. When you are working at some scientific work it is rather difficult to find material *referring to* your topic. So, when students are working at their scientific projects they use a lot of additional materials, such as books, magazines and articles, *referring to* the subject of their work. Where can we find necessary information *referring to* the subject of a scientific project?
15. While preparing for a report you need to use a lot of literary and scientific *sources*. The usage of these *sources* will make your report more interesting for listeners because you will include a lot of facts and examples. What *sources* can you use when writing a report?

16. It is *stated* that the most difficult language is Hungarian. Ukrainian is *stated* to be the most melodic. What language is *stated* to be the easiest?
17. In every century some people *possessed supernatural* abilities. Today, we believe that a person with *supernatural* abilities can move objects, can “read” somebody’s mind and can foresee the future. Does any of your friends *possess supernatural* power?
18. There are a lot of *trends* in music today. The most popular *trends* are pop and soul music. What is your favourite musical *trend* and why?

4. Look through the words and word combinations from Exercise 2 (Unit I, Lesson 1) and make up short stories with them.

For example: I’m a student and when I have free time I like to read. I’m fond of History of *Ancient Civilizations* because I like to be informed about their way of life. That’s why I read a lot of *legends* in order to know more about their *origin* and *heritage*. It is always interesting for me to find new *evidence* of *destroyed civilizations*.

5. Read the text and find sentences with new words and word combinations.

Read the sentences aloud and translate them into your mother tongue.

6. Read the text silently and find the main idea.

First References to Atlantis

It was affirmed that the civilization of the people of Atlantis possessed perfect technologies, though many researches stated that they used supernatural forces. These ideas are expressed in a number of books whose authors declared that they managed to get information about Atlantis from supernatural sources.

Before we start to study different theories about the origin and death of Atlantis, we should pay attention to its beginning and find out the origin of the perished¹ continent. Most of the people believe that the civilization of Atlantis has peculiar links² with Greek myths and legends, but it is true only in some way.

The story about Atlantis really dates back to the world of Ancient Greece but it bears no relation to the myths and legends about the image of Ancient Greece. The reference to Atlantis can be found in legends created and perfected by poets and playwrights. The details could differ but the themes and main characters were the general heritage. The history of Atlantis represents an absolutely different case because of all of the evidence, the only true account was presented by the Athenian³ philosopher Plato⁴ (427 – 347 B.C.). Other Greek authors discussed the theme of Atlantis after Plato but their ideas were secondary in relation to Plato's.

Plato gave the description of the epoch of Atlantis in two short dialogues, without paying attention to the ordinary ancient Greek tradition. A distant⁵ representative of Plato's family was the only source of information about Atlantis. His name was Solon⁶ (approximately 615 – 535 B.C.) and he travelled much across the Mediterranean Sea, thus once he set out for Egypt. Being an educated politician, Solon had an opportunity to speak to clergymen of the town Saïs, situated on the Nile. Later Solon retold Plato the ancient stories about the majestic land – Atlantis, an enchantment for the people of that time.

Solon retold Plato old Greek legends about the origin of the mankind. The clergymen of Saïs stated that the history of Egypt started one thousand years before the beginning of the ancient Greek epoch. Their religious trend existed for eight thousand years, at least, and that is why the only evidence of this majestic civilization is in the reminiscences⁷ of clergymen. According to their words the perfect town of Athens had already existed approximately in 9560 B.C. Modern Greeks couldn't remember this town because of a great number of natural disasters. At that time Athens was ruled by a group of warriors, who led a plain and common way of living⁸. Athens, together with the people of Europe, fought against the race of people from Atlantis.

That is what they told about Atlantis. It was situated on the islands to the west of the Strait of Gibraltar⁹. Atlantis was ruled by the kings, who were the descendants of the Sea God – Poseidon¹⁰. The main king was stated to be a descendant of Poseidon's elder son – Atlas, after whom the island and the Atlantic

Ocean were named. The inhabitants of Atlantis – Atlantes - were kind, open – hearted God like people, but with time they became severe and cruel. They had already possessed a great number of lands in Central Italy to the borders of Egypt but decided to conquer the rest of the Mediterranean coast. Having committed a sudden attack on Athens, they didn't win and as a result they left only ruins on those lands. When the war was at the very end, the Gods hold a council where they decided to punish that race.

Thus, according to Plato's words, Atlantis was destroyed suddenly – during one day. When Atlantis disappeared to the bottom of the Mediterranean Sea the Athenian army was also destroyed in the result of the disaster.

¹ perish [ˈperɪʃ] – гинути

⁶ Solon [ˈsɒlən] – Солон, афінський політик

² links with [lɪŋks] – зв'язок з

⁷ reminiscence [remɪˈnɪs(ə)ns] – спогад

³ Athenian philosopher [ˈæθɪniən] – афінський філософ

⁸ common way of living – простий спосіб життя

⁴ Plato [ˈpleɪtɒ] – Платон, грец. філософ

⁹ Strait of Gibraltar [dʒɪˈbrɔːltə] – Гібралтарська протока

⁵ distant [ˈdɪstənt] – далекий

¹⁰ Poseidon [pəˈsaɪdn] – Посейдон, бог моря

7. Discuss the title of the text and explain to which genre it belongs.

8. Find stylistic devices which were used in the text. Explain their usage.

9. Divide the text into logical parts and prepare titles for them.

10. Read and translate the text. Answer the following questions

1. What did many researches state about Atlantis?
2. Why did the story about Atlantis bear no relation to Greek legends?
3. What role did Solon “play” in the story of the civilization of Atlantis?
4. What is the approximate date of the origin of Atlantis?

5. Who gave the name to the Atlantic Ocean?
6. Did the race of atlantes win in their sudden attack on Athens?

11. Read the words and word combinations in 1 min. and 15 seconds. Cover the left side of the exercise and translate the words and word combinations in 1 min. and 15 seconds.

- | | |
|---|--|
| 1. a sudden attack | 1. раптовий напад |
| 2. the council of the clergymen | 2. рада священнослужителів |
| 3. to date back to the prehistoric period | 3. вести походження з доісторичного періоду |
| 4. the descendant of a very rich family | 4. нащадок з дуже багатой сім'ї |
| 5. According to his words they were going to set out for Moscow on Monday | 5. За його словами, вони збиралися відправитися до Москви в понеділок |
| 6. He didn't find any evidence to his theory | 6. Він не знайшов жодних доказів його теорії |
| 7. She possesses a lot of ancient books | 7. Вона володіє чималою кількістю давніх книг |
| 8. Leonardo da Vinci lived during the epoch of the Renaissance | 8. Леонардо да Вінчі жив в епоху Відродження |
| 9. My grandparents didn't believe in God | 9. Мої дідусь і бабуса не вірять у Бога |
| 10. As he doesn't have any descendants, there is nobody who can inherit his literary heritage | 10. Так як він немає нащадків, не існує того, кому б він залишив свою літературну спадщину |
| 11. I like to read Greek legends | 11. Я захоплююся читанням легенд про Грецію |
| 12. It was difficult to find the source referring to the origin of this race | 12. Було важко знайти джерело, яке стосувалось виникнення цієї раси |
| 13. She is a supernatural person | 13. Вона надприродна особистість |

14. He stated he was right

14. Він стверджував, що був правий

15. Do you know any religious trends?

15. Ви знаєте які-небудь релігійні
напрямки?

12. Find additional information about Plato and be ready to present it to your groupmates.

1. Look through the words and word combinations from exercise 7 (Unit II, Lesson 1). Cover the left side of the exercise and translate the words and word combinations in 1 min. and 15 seconds into English.

2. Read the text and answer the questions.

1. What should we do before studying the theories about the origin of Atlantis?
2. Where can we find reference to Atlantis?
3. Who was the first to mention about civilization of Atlantes?
4. How did Solon get the information about the perished continent?
5. What was the role of clergymen in the story about Atlantis?
6. What is the historic background of Atlantis?
7. How was Atlantis destroyed?

3. Retell the text “First References to Atlantis”.

4. Discuss the literary career of Plato. Explain how Plato presented the information about Atlantis and why he was stated to be the first to write about it.

5*. Write about Plato’s vision of the history of Atlantis using additional material.

UNIT III, Lesson 1

to accumulate	mysterious
argument	precious
attempt	pyramid
conviction	relative
to defend	remains
empire	resemblance
exceed	ruler
existence	temple
generation	truth
holy	welfare
in comparison with	metropolis

1. a) Write the additional words and expressions which you have used in your composition on the blackboard with their translation and transcription. Present the information you have written about Plato's vision of the history of Atlantis to your groupmates.

b) Listen to the information which your friend presents. Be ready to retell and discuss it. If you don't understand something you may ask questions after he finishes his presentation.

2. Read the new words and word combinations with the translation and write them down into the vocabulary

to accumulate	[ə'kju:mjuleɪt]	–	Mysterious	[mɪs'tɪ(ə)rɪəs]	–
накопичувати			таємничий		
argument	[ˈɑ:gjʊmənt]	–	precious	[ˈpreʃəs]	–
доказ			коштовний		
attempt	[ə'tempt]	–	ruler		–
спроба			правитель		
pyramid		–	conviction	[kən'vɪkʃ(ə)n]	–
піраміда			переконання		

relative [ˈrelətv] – родич	remains [riˈmeɪnz] – залишки
generation [ˈdʒenəˈreɪʃ(ə)n] – покоління	temple [ˈtemp(ə)l] – храм
to defend [diˈfend] – захищати	holy – святий,-ая
empire [ˈempaɪə] – імперія	resemblance [riˈzembləns] – схожість
truth [ˈtruːθ] – правда	existence [ɪgˈzɪst(ə)ns] – існування
to exceed [ɪkˈsiːd] – перевищувати	metropolis [mitˈrɔːpəlɪs] – метрополія
welfare [ˈwelfeə] – добробут	
in comparison with [kəmˈpæɪrɪsn] – у порівнянні з	

3. Read the sentences and answer the questions

1. A person can *accumulate* a lot of knowledge in the process of studying. Without revising the material it is rather difficult *to accumulate* all the information. What do you do *to accumulate* the material you have learnt?
2. My father is the only person who always has many *arguments* for everything. It's sometimes rather complicated for me to change his point of view because of I can't formulate *arguments* quickly. Is it difficult for you to formulate *arguments* quickly?
3. People make many *attempts* at solving tasks. There is no need to feel bad if one of our *attempts* is not successful. Do you agree with this statement or not?
4. I have a strong *conviction* that a person is the master of his life. The fact that any time you can change your life appears to be rather *convincing*. Do you also share my *conviction*, that you are the master of your own life?
5. When a young man is 18 he to join the Army *to defend* his country. Thus, my brother Nick *is defending* our homeland, and that is why I feel quite safe. Do you think that women should join the Army *to defend* their country, too?

6. There were a lot of *empires* in the history of the mankind. The Roman *Empire* is believed to be the most powerful one of *ancient* times. What is the most powerful *empire* today?
7. It is harvest time soon and we hope the harvest this year *will exceed* the previous one. *According to* the prognosis the harvest this year *will exceed* three times the previous one. What should a farmer do *to exceed* the harvest?
8. *The existence* of Atlantis is shrouded in mystery. A lot of scientists believe the question of *the existence* of Atlantis to be still unsolved. What century can we date back *the existence* of Atlantis?
9. Every *generation* differs from another. All this depends on the development of the society and on its cultural level. That is why every further *generation* is more developed than the previous one. Do you think your *generation* is more developed than that of your parents'?
10. Every year pilgrims *set out* for *holy* places. During their stay at *holy* cites they purify their soul. What *holy* cites do you know?
11. *In comparison with* me my friend draws better . Though *in comparison with* her, I know languages much better. What do you do better *in comparison with* your friends?
12. Great amount of people and branches of industry – all this is the basis of *the metropolis*. Nowadays Moscow is the greatest *metropolis* in Russia. What is the greatest *metropolis* in Ukraine?
13. Olga looked *very mysterious* at the party yesterday. Her future wedding was the main reason for her *mysterious* outlook. When do you look *mysterious*?
14. Every person finds his own *precious* thing in life. Some people believe family and health to be *the most precious* things, others think that gold is the essence of life. What is *precious* for you in your life?
15. *Pyramids* have always attracted the attention of scientists. Almost all the scientists can't understand how *the pyramids* were built in *ancient* times. What makes it difficult for them to find the answer to the mystery of *the pyramids*?

16. Every family has a lot of *relatives*. A *relative* is a person who is always ready to help you in difficult situations and is the closest person in the world. Do you have a lot of *relatives*?
17. On the basis of the archaeological *remains* we can judge the level of the development of any *civilization*. Though, archaeological *remains* don't always give the whole story. What role did archaeological *remains* play in studying the development of *the mankind*?
18. Every state had its *ruler* in *ancient* times. Even today we can find some *rulers* in highly developed countries. Who are *the rulers* of today?
19. People who believe in *God* always go to *temples*. A *temple* is the place where a person can escape from reality and purify the soul. Do you believe that *a temple* plays an important part in people's life?
20. When some people are late they prefer not to tell *the truth*. Sometimes they create rather *mysterious* stories in order not to tell *the truth*. Do you always tell *the truth* when you are late?
21. They say, that children are *the welfare* of every family. Though, some people still prefer material *welfare*. What is welfare for you?

4. Look through the words and word combinations from Exercise 1 (Unit I, Lesson 1) and Exercise 2 (Unit II, Lesson 1) and make up short situations in combination with the new words.

For example: I read an article about *a sudden* natural *disaster* in Asia yesterday. It says that *this disaster* had *a supernatural* quality because *in comparison with* all the previous *disasters* this one ruined only *holy temples*. Thus, the scientists should find more *arguments* for this *statement*.

5. Read the text and find sentences with new words and word combinations.

Read the sentences aloud and translate them into your mother tongue.

6. Read the text silently and find the main idea.

The description of Atlantis

We can find a detailed description of the society of the inhabitants of Atlantis in Plato's dialogue "Critias". The civilization of the people of Atlantis had all the natural resources, such as: drinking water, different mineral resources, rich vegetation, used either for food or for religious purpose, and also a great number of animals. What they did not have, they found on the lands of other racess. During the years of the existence of Atlantis, the descendants of the God Poseidon accumulated great wealth. They say that no other race had possessed such wealth before.

Thus, at that time each ruler had his own town. However, as it was stated the most majestic of all the towns was the capital of Atlantis. The metropolis of the empire was ruled by the descendants of Atlas. Poseidon himself founded a capital which enchanted everybody who visited it. Having founded the capital, the God of the Sea made a number of ditches¹, encircling the town and filled them with water to defend the town from different attacks. Next, the rulers perfected the plan of the town by building a road under ground; the road passed above all the ditches¹ on the surface² and up to the sea. They built huge bridges over canals and erected³ high steel walls in every ditch. Thus, every ditch of defense was covered with certain steel and this made it glisten in the sun. The inhabitants of Atlantis planted holy groves⁴ in towns, built a harbour and temples in the honour of Gods. There was a majestic set of palaces on the central island. According to the legend the main temple was devoted to the image of Poseidon. That temple was coated with silver⁵ and its towers – with gold. The roof of the temple was made of ivory⁶ in combination with precious metals. The size of this temple exceeded the size of the temple of the Parthenon⁷ in Athens thrice⁸. There were the statues of the first rulers of the epoch of Atlantis and also a golden statue of Poseidon which nearly touched the roof on the height of 3000 feet inside the temple. (Compare with the Statue of Liberty in New York, which is 151 feet high and stands on the 155- feet pedestal.)

We can find no evidence that this human race possessed supernatural forces in Plato's descriptions, though a lot of scientists wrote about it. In his dialogues we

cannot find any references either to flying machines or to scientific trends possessing supernatural knowledge, or sources of power from outer space. Nevertheless, Plato wrote a lot of things about both the high level of material welfare and technical achievements, and this at those times could be referred as “science fiction”. All the information about Atlantis enchanted us. It is when speaking about both the size of the continent and its perfect technology, and the time of the existence of the civilization. The Egyptian civilization was thought to be the oldest in the Mediterranean⁹ and the Greeks respected it for its heritage. But Atlantis, supposedly, was more ancient than Egypt.

Plato’s descriptions seemed so unreal and improbable that even his follower, the ancient philosopher Aristotle (384 – 322 B.C.), believed that Atlantis was fiction. The scientists Peter James and Nick Thorpe protested against such an attitude to the majestic civilization. In their book “Ancient Mysteries” they affirmed that the evidence for that fact was also mentioned by Critias. Plato’s character tells us about the mysterious epoch of Atlantis in two dialogues “Timaeus” and “Critias”.

In fact, Critias was a relative of Plato, he was his great grandfather. The story about the disaster of Atlantis seemed to be retold in the family from generation to generation. It originated from their distant relative – Solon, who had had “direct” relation to the creation of the poem about Atlantis not long before his death. This story was revised all the time, and Plato himself believed the given facts to be historic truth.

That’s why a sudden wish to set out for the search of the remains of Atlantis occurs to many scientists. If we use his dialogues as a basis, then the land of Poseidon’s descendants should be searched for somewhere on the coastlines of the Atlantic Ocean. And both Americas, that were believed to border on Atlantis by the chains of mountains, should be also taken into account.

Great conviction in the existence of Atlantis in the history of the mankind was the main theme in the book of an American politician and writer Ignatsij Donnelly (1832 – 1901). His book was published in 1882 and it was the first

attempt beginning with the time of the Renaissance¹⁰ to return to the heritage of the inhabitants of Atlantis. Donnelly presented dozens¹¹ of parallels between the civilization of the New and Ancient World: from the building of pyramids to similar legends, myths and symbols, such as the sign of the cross¹². From Donnelly's point of view, all the ancient empires dated back to the destroyed culture: like "all the roads lead to Rome" so all the cultures originated from the one source – Atlantis.

Being not critical in his research, Donnelly didn't often give objective parallels. In this way some of his arguments are not very reliable: his statement that the art of painting was known on the both sides of the Atlantic coast conveys absolutely nothing. It is not worth referring to Atlantis in order to explain why the Sun was a holly image both in Peru and in Egypt.

The resemblance between the pyramids of the Ancient and the New World is also not obvious. In Egypt people built "real" pyramids with a sharp top. Religious buildings of Central America represent an absolutely different type of pyramid: they were stepped¹³ and had a platform for building temples and councils of clergymen on the top. The building of Egyptian pyramids started approximately 2700 B.C. and continued in Egypt, the Sudan and the Roman Empire. In comparison with them, the majority of pyramids of Central America look modern. The Great Temple in Tenochtitlan¹⁴ was built in 1487 B.C. The ruins of the most ancient pyramids in Teotihuacan¹⁵ compared with the Pyramid of Heops in sizes could be dated to the IV – IIIc. B.C.

Thus, the epochs of building pyramids in Africa and Central America coincide a little and thus, this fact can hardly be used to state that they both originated from Atlantis.

¹ditch [dɪtʃ] – байрак

²surface [ˈsʌfɪs] – поверхность

⁹ Mediterranean [medɪtəˈreɪniən] –
область Средземного моря

¹⁰Renaissance [riˈneɪsɑːns] –
Ренесанс

³ to erect [ɪˈrekt] – споруджувати

¹¹ dozen [dʌzn] – дюжина

⁴ grove [ˈgrʊv] – гай

¹² the sign of the cross [saɪn] – знак хреста

⁵ silver [ˈsɪlvə] – срібло

¹³ stepped – ступеневий

⁶ ivory [ˈaɪvəri] – слонова кістка

¹⁴ Tenochtitlan [tenoutʃtiːˈtlan] – Теночтіттан, столиця сучасної Мексики релігійний центр Толтеків

⁷ Parthenon [ˈpɑːθənən] Парфенон, храм в Афінах

¹⁵ Teotihuacan [teɪɔtiːwaˈkan] – Теотікан

⁸ thrice [θraɪs] – тричі

7. Discuss the title of the text and explain to which genre it belongs.

8. Find stylistic devices which were used in the text. Explain their usage.

9. Divide the text into logical parts and prepare titles for them.

10. Read and translate the text. Answer the following questions

1. What was the description of the society of the inhabitants of Atlantis in Plato's dialogue?
2. Who founded the capital of Atlantis?
3. What did the next rulers do with the capital of Atlantis?
4. According to the legend, how was an ancient temple devoted to the image of Atlas?
5. What kind of information enchanted the mankind?
6. What did Peter James and Nick Thorpe state?
7. When was the book of an American politician and writer I. Donnelly published?
8. Why can't we state the pyramids of the Ancient and the New World originate from Atlantis?

11. Read the words and word combinations in 1 min. and 50 seconds. Cover

the left side of the exercise and translate the words and word combination in 1 min. and 50 seconds.

- | | |
|---|---|
| 1. to accumulate knowledge | 1. накопичувати знання |
| 2. a very important argument | 2. дуже важливий аргумент |
| 3. an ancient empire | 3. давня імперія |
| 4. an attempt to solve the problem | 4. спроба вирішити проблему |
| 5. to have great conviction in smth | 5. бути глибоко переконаним у чомусь |
| 6. Our grandparents defended our land during the War | 6. Наші дідусі захищали нашу країну під час війни |
| 7. His results in comparison with mine exceeded two times | 7. Його результати порівняно з моїми були в двічі вищі |
| 8. Every generation should take care of their parents | 8. Кожне покоління має піклуватися про батьків |
| 9. I like to watch documentary films about ancient holy temples | 9. Я люблю дивитися документальні фільми про давні священні храми |
| 10. The legend about Atlantis is rather mysterious | 10. Легенда про Атлантиду досить таємнича |
| 11. The Greek metropolis is said to be the most developed | 11. Говорять, що метрополія греків була найрозвиненішою |
| 12. Almost all the girls like precious stones | 12. Майже всі дівчата люблять дорогоцінні каміння |
| 13. I want to visit Egypt and see the remains of the pyramids | 13. Я хочу поїхати до Єгипту й побачити залишки пірамід |
| 14. Ann who was at the party yesterday, is my relative | 14. Аня, що була вчора на вечірці, моя родичка |
| 15. The resemblance between mother and daughter was evident | 15. Схожість між мамою і дочкою була очевидною |
| 16. Poseidon was the ruler of Atlantis, wasn't he? | 16. Посейдон був правителем Атлантиди, чи не так? |

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| 17. He is not always telling the truth | 17. Він не завжди говорить правду |
| 18. The question of the welfare of a person is rather individual | 18. Питання про благополуччя людини досить індивідуальне |

12. Find additional information about Sea God Poseidon and be ready to present it to your groupmates.

1. Look through the words and word combinations from Exercise 7 (Unit III, Lesson 1). Cover the left side of the exercise and translate the words and word combinations in 1 min. and 50 seconds into English.

2. Read the text and answer the questions:

1. What natural resources did Atlantes have?
2. What role did Poseidon play in the history of Atlantis?
3. How was the capital of Atlantis perfected?
4. Did Atlantes use supernatural force?
5. What fact was mentioned by Critias ?
6. Where did the story about Atlantis originate from?
7. In what geographical area should we search for Atlantis?
8. What was the main argument of Donnelly?
9. Why were Donnelly's parallels not objective?

3. Retell the text "The Description of Atlantis".

4. Discuss the origin of the legend about the Sea God Poseidon. Explain his impact on the history of Atlantis.

5*. Write about the image of Poseidon and his role in the history of Atlantis using additional material.

UNIT IV, Lesson 1

aforesaid	doubtful
assumption	erroneous
to cease	flourish
circumstances	to indicate
to confirm	to mature
consequence	recognition
to consider	to shift
criticism	take into consideration
data	thinking
to declare	verification
to deny	to depict
to discover	

1. a) Write the additional words

and expressions which you have used in your composition on the blackboard with their translation and transcription. Present the information you have written about the image of Poseidon and his role in the history of Atlantis to your groupmates.

b) Listen to the information which your friend presents. Be ready to retell and discuss it. If you don't understand something you may ask questions after he finishes his presentation.

2. Read the new words and word combinations with the translation and write them down into the vocabulary

assumption [ə`sʌmpʃ(ə)n] - припущення

to cease [si:z] - припиняти

circumstances [ˈsə:kəmstənsɪz] - умови

to confirm [kən`fə:m] - підтверджувати

consequence [ˈkɒnsɪkwəns] -наслідок

to consider [kənˈsɪdə] - вважати

criticism [ˈkrɪtɪsɪzəm] - критика

data [ˈdeɪtə] - дані

to declare [dɪkˈleɪə] - проголошувати

to deny [dɪˈnaɪ] - заперечувати

to depict [dɪˈpɪkt] - зображати

to discover [dɪsˈkʌvə] - виявити

doubtful [ˈdaʊtful] - сумнівний

erroneous [ɪˈrəʊːniəs] - помилково

flourish [ˈflaʊrɪʃ] - процвітання

to indicate [ˈɪndɪkeɪt] - вказувати

to mature [məˈtʃuə] - доходити зрілості

recognition [rekəgˈnɪʃ(ə)n] - визнання

to shift - переміщати

to take into consideration [kənˈsɪdəˈreɪʃən] - брати до уваги

verification [verɪfɪˈkeɪʃ(ə)n] - перевірка

3. Read the sentences and answer the questions:

1. The lecturer's report made a great impact on the audience. *The aforesaid* showed that all *the data* were scientifically substantiated. That's why, the audience concluded from the *aforesaid* information that the lecturer himself was working at this problem. What can you say about Atlantis from everything *aforesaid*?
2. Our *assumption* of everybody's presence at the group meeting was correct. As it *was assumed*, the worst students didn't come. How often are your *assumptions* correct?
3. All *the data* about that mysterious expedition was lost. However, one of the members of the expedition shared his "*precious*" *data* with the readers of "National Geographic". Have you ever read any *data* about Atlantis?

4. He thought that *the cease fire* didn't show signs of the end of the war. *The cease fire* could prompt the beginning of a new *attack*. What do you think about *the cease fire* during the war?
5. Our family likes to travel in summer but due to *circumstances*, this summer we have stayed at home. It has spoiled all my holidays. Honestly, I don't like to change my plans due to any circumstances. How often do you change your plans due to some *circumstances*?
6. When you want to get some information about public organizations (banks, hospitals) you should *confirm* your identity. That's why, *to confirm* your identity you should always have a passport with you. Under what other *circumstances* should we *confirm* our identity?
7. Yesterday my brother was late for the test in geometry and as *a consequenc*, he wasn't allowed to take the test. But he presented a lot of *arguments* in his *defence* and as *a consequence* of this the teacher let him take it after his lessons. If you were late for a test at school what were your arguments?
8. The information about the mystery of Atlantis *is considered* to be true. Though many researchers have different points of view, they *consider the existence* of Atlantis *to be supernatural*. Do you *consider* the story about Atlantis to be a historical *truth* or to be *supernatural*?
9. Honestly, I don't like to *be criticized*. I think that most people don't like to hear *criticism* about themselves. However, constructive *criticism* can make you work on your personality. Do you like to *be criticized*?
10. The independence of Ukraine *was declared* on the 24th of August. Before that Ukraine *had been declared* to be one of the 15th republics of the Soviet Union. What year was the independence of Ukraine *declared*?
11. When the police caught the thief he *denied* everything. The next day the situation didn't change as he still *denied* taking part in the robbery. Do you believe a person who *denies* everything?

12. Shakespeare *depicted* true *majestic* love in “Romeo and Juliet”. Nevertheless, he also *depicted* the cruelty of the two hostile families. Who also *depicted* true love in his books?

13. When a person *sets out* for an expedition he is eager *to discover the remains* of *the previous civilizations*. But in fact, it is rather difficult to find something very important for *the heritage* of *the mankind* because you need all your life *to discover* some archaeological *evidence*. Do you consider the process of *the discovery* of archaeological *remains* to be a difficult one?

14. His *data* about the quality of these dairy products are rather *doubtful*. Even if you look at the box it is clear that the dates have been retyped. Do you buy anything if it looks *doubtful*?

15. His *statement* that he would never improve was rather *erroneous*. It was *erroneous* to consider that a person was incapable to change for better. Have you ever made *erroneous statements*?

16. Great Austrian composer Wolfgang Amadeus Mozart began to compose at the age of 5. *The flourish* of his career took place early in his youth. During the years of his *flourish* he created 41 numbered symphonies. Can you name some of Mozart’s works of the period of his *flourish*?

17. During our trip in the mountains we were carefully followed *the indicators* of the route. All of them *indicate* the right way and it is very important for a traveler to follow them in order not to get lost. What else *can indicate* the right way?

18. My friend Natalie is fond of writing poems. The poem dedicated to my birthday *was maturing* in her head for a long time. *According to* her words, the process of writing a poem is rather mysterious; it can *mature* in your head for a long period of time or can be spontaneous. How long does important information *mature* in your head?

19. It was very difficult for famous painters to gain *recognition* during their life. Famous paintings by Van Gogh gained *recognition* only after his death. Do you know any painter who gained *recognition* during his life?

20. We can come across different theories about the geographical *shift* of the land as the result of natural *disaster* in science fiction. Thus, some scientists *shifted* Atlantis from one continental zone into another. What do you know about the geographical shift?

21. During the conference for the students all the lectures *indicated* to the sources which students had *to take into consideration*. But only after the conference the lecturers *took into consideration* the fact that such sources were difficult to get. How often do you *take into consideration* all the suggested sources?

22. The process of *thinking* of a human being and an animal differs. Thus, *according to* the way of *thinking* the cleverest animals are dolphins, rats and pigs. Why do you think these animals are considered to be the cleverest *according to* their way of *thinking*?

23. After the careful *verification* the commission found the mistake in numbers at last. As a rule, very important documents with exact *data* are carefully *verified*. How many times do you *verify* the document you are working at?

4. Look through the words and word combinations from Exercise 1 (Unit I, Lesson 1), Exercise 2 (Unit II, Lesson 1; Unit III, Lesson 1) and make up short situations with them.

For example: My father likes to read and he shares all his impressions with me. Thus, *the theme* of his favourite book “Fahrenheit 451” by R. Bradbury is that books are the main *heritage* of *the mankind*. The author *depicted a metropolis* without any feelings. They didn’t have possibility to *accumulate* knowledge from books. The people were like machines. *The most “precious”* thing for them was that they *didn’t possess* any human feelings, such as love, hatred etc. Nevertheless, there was a group of people who preserved and *defended the remains* of books from fire.

5. Read the text and find sentences with new words and word combinations.

Read the sentences aloud and translate them into your mother tongue.

6. Read the text silently and find the main idea.

The Search of Scientists

A lot of examples referring to the theme of historic monuments can be found in science-fiction. Nevertheless, there are no “precious” buildings resembling pyramids left by previous generations in that geographical area. That’s why we can consider such an assumption to be erroneous.

Ritual burying places¹ and megalithic monuments² including circles of standing stones (Stonehenge) are considered to be the most ancient stone buildings in Europe. The civilization which was constantly in the process of perfecting and which left such architectural heritage could be named the Atlantic maritime culture³. Its flourish which dated back approximately to the year 4500 B.C. is shrouded in mystery. The scientists dealing with the study of Atlantis believe the megaliths to be the evidence that they are right, but there is nothing resembling such constructions in the empire of the people of Atlantis. In spite of the information about the buildings of that type in North America, none of the indicated places is dated back to the prehistoric period. That’s why we can state with conviction that there are neither ritual burying places nor circles of standing stones in America. More than once a lot of statements were done concerning the discovery of mysterious megalithic examples of ancient civilizations on such islands as Bahamas and Bimini, but they were not confirmed by any careful verification. Even if to shift a little bit nearer either the dates in Plato’s story or the erection of pyramids (2700 B.C. and so on) to the beginning of the epoch of megalithic constructions (4500 B.C.), these monuments give no data about how the continent perished in the Atlantic Ocean. It shows that we don’t have archaeological evidence for the theory of transatlantic connection⁴ between Europe and Africa on the one hand, and North and South America on another hand. If the empire of Atlantis had really originated from the center of the Atlantic, then we could have discovered the heritage of the descendants of Atlas on the both sides of the Atlantic. However, we cannot state it to be a historical truth as this assumption wasn’t proved.

Everything aforesaid doesn't deny definite resemblance between the metropolis of the Old and the New World. For example, Donnelly was right in his argument that the cultures on the both sides of the Atlantic Ocean had mysterious resemblance in the legends about the Great Flood⁵. Today a lot of scientific trends state the existence of the race of atlantes to be impossible. And if some of the transatlantic parallels were definitely true (and that is quite doubtful) it would be easier to consider that all these legends were the consequence of sea voyages. Of course, we still have not discovered centers of civilizations, blank fragments of historic truth. Though, the historic data doesn't prove the fact that one of such "blank fragments" is located at the bottom of the Atlantic Ocean.

From a geological point of view the theory about the continent sinking to the Atlantic Ocean doesn't bare any criticism. Many scientists presented a lot of materials about the existence of the ground isthmus⁶ which connected Europe with North America. This idea was based on the resemblance of prehistorical natural resources on the both sides of the Atlantic. Though the isthmus was considered to disappear hundreds of years before the disastrous ruin of Plato's Atlantis (9600 B.C.), geologists assume that it had existed for a longer period of time and it was the source of the origin of legends about majestic Atlantis. This was the opinion of a French geologist Luis de Loney published in 1921. However, the revolution in thinking was maturing at that time, and it disagreed with the existence of the civilization of the descendants of the God Poseidon.

In 1915 German scientist Alfred Wagener published his theory of "the continental drift"⁷. Wagener stated that if we cut out the continents then we can combine some parts of a coast line like in a puzzle. He came to the conclusion that all the continents once formed one continent the size of which exceeded all the rest and then this continent split⁸ into many parts drifting in different directions. There were a lot of arguments to this theory: at first Wagener's theory wasn't accepted, but by 1950 scientists believed it to be serious. In 1960 with the help of the accumulated arguments, the theory of continental drift (which is now known as mobilism) gained recognition. The scientists presented evidence that the earth's

crust has a heterogeneous composition and thickness⁹. (The ocean's crust is 4 miles deep in comparison with the thickness of the continent's crust, it exceeded the ocean's significantly and in fact is 20 miles). The two types of crusts differ from each other in composition. Thus, the forming of the continents could be no longer considered as a process of raising and descending the land¹⁰. Therefore, due to those facts this process got a new explanation.

The mankind of that time thought that the main evidence for the theory of continental drift was located in the middle of the Atlantic Ocean, where a long ridge of mountains¹¹ stretched. This ridge, or Midatlantic mountain range¹², was studied by the scientists as the remains of Atlantis from Donnelly's time. Though geologists came to a different conclusion: the range consisted of younger rocks¹³, and this couldn't be an argument for taking it as the remains of disappeared Atlantis.

Taking into consideration all the data, the possibility of the existence of a mysterious continent in the Atlantic Ocean is very little. Recent attempts to shift Atlantis to Antarctica because of the drift of the earth's crust, are doubtful.

Briefly speaking, we don't have any arguments for the existence of Atlantis besides the evidence of Plato's relative and his description of this mysterious civilization. Without Plato's dialogues the idea of the origin of Atlantis could have hardly appeared.

The revolution in geological thinking (that ended in 1960s) was an attempt to cease the research of Atlantis. Plato's ideas were greatly criticized before the Second World War. Some of his political convictions and statements were used by the national – socialist party of Germany and that fact changed people's attitude toward him.

Though at that time the image of Atlantis enchanted only writers of fantastic stories, in the 1950-60s a group of geologists and archaeologists were trying to find an explanation to the existence of Atlantis. They considered this information to be an unbelievable source and that's why they suggested a new theory for the defense of the existence of the disappeared continent. This theory was proposed in 1909 by

a young historian of ancient times from the university of Belfast K. T. Frost. At that time sir Arthur Evans set out for Crete, an island situated in the Aegean Sea¹⁴ and discovered there the ruins of a huge temple where according to his opinion, the council of rulers and clergymen took place. In his letter, published in the London newspaper “The Times” he asked whether the legend about Atlantis had dated back to the successful Minoan¹⁵ civilization which existed on the island of Crete.

The island by Egyptian belief was situated far to the west, and Plato’s description of the killing of bulls by Atlas’ descendants coincide with the role the holy bulls possessed in the Minoan epoch. The paintings in the Egyptian pyramids depicting the wealth of foreigners in the costumes of the Minoan epoch provide evidence that Egyptians knew about this civilization. According to Frost’s assumption the sudden disappearance of this civilization which happened approximately in XIV c. B.C. could make them think that “ the civilization was destroyed not because of the attacks of foreigners, who possessed supernatural force, but because of the sea disaster.”

¹ritual burying places [ˈritʃuəl ˈberiŋ] - місця ритуальних схованок

²megalithic monuments [megeˈliθɪk] - мегалітичні монументи

³maritime culture [ˈmærɪtaɪm ˈkʌltʃə] - приморська культура

⁴transatlantic connection [ˈtrænzətˈlæntɪk] - трансатлантичний зв'язок

⁵Great Flood [flʌd] - Великий Повінь (рел.)

⁶ground isthmus [ˈɪsməs] -сухопутний перешийок

⁷continental drift - континентальний дрейф

⁸to split - расколется

⁹heterogeneous composition and thickness [ˈhetərəˈdʒɪːnɪəs kəmpeˈzɪʃ(ə)n ˈθɪknəs] - різнорідне утворення та товщина

¹⁰raising and descending of the land [dɪˈsendɪŋ] - підйом та схід суші

¹¹ridge [ˈrɪdʒ] - гребень гори

¹²mountain range[`reɪndʒ] - пасмо гір

¹³rock – скеля, гірська порода

¹⁴Aegean Sea - [i:ˈdʒiən] - Егейське море

¹⁵Minoan civilization [miˈnɔiən] - Мінойська цивілізація

7. Discuss the title of the text and explain to which genre it belongs.

8. Find stylistic devices which were used in the text. Explain their usage.

9. Divide the text into logical parts and prepare titles for them.

10. Read and translate the text. Answer the following questions

1. What is considered to be the most ancient stone building in Europe?
2. When did the civilization of Atlantis flourish?
3. Did megalithic examples of ancient civilization on Bahamas and Bimini confirm the theory of the origin of Atlantis?
4. What was Donnelly's argument?
5. Does the theory about the continent sinking to the Atlantic Ocean bare any criticism?
6. What was Luis de Loney's assumption?
7. When did the theory of the "continental drift" gain recognition?
8. Why did the process of forming the continents get a new explanation?
9. Do we have any arguments for the existence of this megalithic civilization?
10. Who proposed the new theory about the existence of the disappeared continent?
11. Were the Egyptians acquainted with the civilization of Atlantis?

11. Read the words and word combinations in 1 min. and 50 seconds. Cover the left side of the exercise and translate the words and word combination in 1 min. and 50 seconds.

1. supernatural data

2. to cease to exist

3. sudden circumstances

1. надприродні свідомості

2. припинити існування

3. несподівані обставини

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| 4. as a consequence | 4. як наслідок |
| 5. the assumption of the clergymen | 5. передбачення священнослужителів |
| 6. Everything aforesaid was criticized by him. | 6. Все вище зазначене він піддав критиці. |
| 7. You should confirm your identity. | 7. Вам необхідно засвідчити вашу особу. |
| 8. He was considered to be a descendant of the royal family. | 8. Він вважався нащадком королівської родни. |
| 9. They declared peace at last. | 9. Кінець кінцем вони оголосили мир. |
| 10. My brother denied possessing their precious stones. | 10. Мій брат заперечував, що мав їх дорожчизни. |
| 11. The author depicted true to life character. | 11. Автор створив переконливого героя. |
| 12. How many ancient civilizations are still left undiscovered? | 12. Скільки древніх цивілізацій ще не знайдено? |
| 13. The students' preparation for the topic the "Great vowel Shift" was doubtful. | 13. Підготовка студентів з теми the "Great vowel Shift" була сумнівною. |
| 14. I erroneously indicated that I used scientific sources. | 14. Я помилково зазначив, що користувався науковими джерелами |
| 15. What did Kiev Russ flourish? | 15. У чому виявлявся розквіт Київської Русі? |
| 16. This mysterious argument was maturing in my head. | 16. Цей загадковий доказ визрівав у моїй свідомості. |
| 17. In 1960 Wagener's theory gained recognition, didn't it? | 17. У 1960 році теорія Вегенера отримала визнання, чи не так? |
| 18. After taking into consideration all the data, he was able to solve this problem. | 18. Після розгляду усіх відомостей він спромогся вирішити цю проблему |

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| 19. His scientific work was considered to be perfect after careful verification. | 19. Його наукову роботу було визнано досконалою після ретельної перевірки. |
| 20. His way of thinking is rather supernatural. | 20. Його тип мислення доволі надзвичайний. |

12. Find additional information about all the researchers of Atlantis, such as L. Donnelly, A. Wegener, K. Frost and A. Evans.

UNIT IV, Lesson 2

1. Look through the words and word combinations from Exercise 7 (Unit IV, Lesson 1). Cover the left side of the exercise and translate the words and word combinations in 1 min. and 50 seconds into English.

2. Read the text and answer the questions:

1. What could be named the Atlantic maritime culture?
2. Why can't we state that there are no ritual burying places in America?
3. Is the theory of the transatlantic connection between Europe and Africa historical truth?
4. What is the resemblance between the Old and the New worlds?
5. What was the source of the origin of the legends about Atlantis?
6. Why wasn't Wagener's accepted?
7. Did the mankind of that time consider the main evidence for the theory of "continental drift" to be located in the Atlantic Ocean?
8. What was the conclusion of the geologists?
9. What influenced the attempt to cease researching Atlantis?
10. What role did sir Arthur Evans play in the theory of the existence of Atlantis?
11. What evidence proved that the Greeks know about Atlas' descendants?

3. Retell the text "The Search of Scientists".

4. Discuss in what way Donnelly, Wagener, Frost and Evans highlighted new facts about mysterious Atlantis. Explain how they presented the information about Atlantis.

5*. Write about one researcher, who you consider to be the one to explain the origin and the existence of Atlantis, using additional material.

UNIT V, Lesson 1

acknowledge	to mean
cataclysm	obviously
to collapse	prolonged
damage	rational
to deal with	to be reflected
to enumerate	reputation
eruption	supporter
fresco	to sacrifice
hypothesis	tremendous
identification	unanimously
imaginary	volcano
inconsistency	widespread
to inspire	

1. a) Write the additional words and expressions which you have used in your composition on the blackboard with their translation and transcription. Present the information you have written about the one researcher, who you consider to be the one to explain the origin and the existence of Atlantis.

b) Listen to the information which your friend presents. Be ready to retell and discuss it. If you don't understand something you may ask questions after he finishes his presentation.

2. Read the new words and word combinations with the translation and write them down into the vocabulary

to acknowledge [ək`nɒlɪdʒ] - признавать

cataclysm [ˈkætəklɪzm] - катаклизм

to collapse [kə`læps] - крушить

damage [ˈdæmɪdʒ] - ущерб

to deal with – иметь дело с кем-то

to enumerate [ɪ`nju:məreɪt] - перечислять

eruption [ɪˈrʌpʃən] -извержение
 fresco [ˈfreskou] - фреска
 hypothesis [haɪˈpɒː θɪsɪs] - гипотеза
 identification [aɪˈdentɪfɪˈkeɪʃn]- отождествление
 imaginary [ɪˈmædʒɪnəri]-воображаемый
 inconsistency [ɪnkənˈsɪstənsɪ] - непоследовательность
 to inspire [ɪˈnspaɪə] - вдохновлять
 to mean – означать
 obviously [ˈɒbvɪəsli] – очевидно
 prolonged [prəˈlɒŋ] – длительный
 rational [ˈræʃɪnəl] - рациональный
 to be reflected [rɪˈflækt] -быть отображенным
 reputation [repjuˈteɪʃn] -репутация
 supporter [sʌˈpɔːtə] - сторонник
 to sacrifice [ˈsækrɪfaɪs]- жертвовать
 tremendous [ˈtrɪmendəs] - огромный, ужасный
 volcano [vɒlˈkeɪnou] - вулкан
 unanimously[juːˈnænɪməsli]- единогласно
 widespread [ˈwaɪdspred] - широко- распространенный

3. Read the sentences and answer the questions:

1. My uncle is a painter. It was rather difficult for him to achieve to gain *recognition* in art circles. Only after depicting a beautiful sea landscape he *was acknowledged* by everyone. What should a person do in order to *be acknowledged* by everyone?
2. Many natural *cataclysms* take place every year. The last very *ruinous*

cataclysm was the fire in Nice, France. Why do you think natural *cataclysms* happen so often?

3. My sister dreamt to be a singer in her youth. Her hopes *collapsed* when she made an attempt to enter a musical school as all the teachers *stated* she didn't have a strong voice. But in spite of *the collapse* of her dream she is an art director now. Have your dreams ever *collapsed*?
4. A sudden tornado created a lot of *damage* in a small village. All the buildings *collapsed* and one could see *ruins* everywhere. After such great *damage* it was rather difficult for the villagers to restore their houses. Have you ever seen *the damage* done by tornados?
5. I don't like *to deal with* dishonest people. It is always mysterious whether this person is telling the truth or not. That's why I prefer *to deal* only with the people who I trust. What kind of people do you like *to deal with*?
6. *The eruption* of *volcanoes* doesn't happen very often. In spite of the fact that *the eruption* of *a volcano* happens high in the mountains, it does a lot of harm to people. What was *the most disastrous volcanic eruption*?
7. My cousin is a schoolboy. Yesterday he was given the task *to enumerate* all the cases of the usage of the indefinite article. As he is a lazy boy, he didn't want to consult the book; that's why he asked me *to enumerate* all the cases for him. Is it difficult for you *to enumerate* all the cases of the usage of the indefinite article in English?
8. Helen is a sculptor but the most interesting work for his creating *frescos*. Even in her sitting-room she *created a fresco* depicting the ruins of *an ancient temple*. Do you like *frescos*?
9. The question of *the existence* of *the perfect race* of Atlantis is rather *doubtful*. That's why there are a lot of *hypotheses* regarding the matter. The most acceptable *hypothesis* for *mankind* is to believe in *the existence* of *the generation* of *the descendants* of *the God* Poseidon. What other *hypotheses* regarding the matter do you know?
10. Mary and Ann are sisters. As Ann is a younger sister, all her deeds often

resemble that of her sister's. She *states* that she is an individual herself and there should be no *identification* between her and her sister. Have you *identified* with anyone?

11. When you are a child you create *an imaginary* world and live in it. With the turn of the years you understand that *the imaginary* world exists only in the fairy tales. Do you know anybody who still lives in *an imaginary* world?
12. Sam was a very bad witness as he was always *inconsistent* in his *data*. At first he *stated* that he *possessed* Mrs. Rodger's documents then he changed his *data denying* his relationship with the Rodgers. At last nobody understood the reason of his *inconsistency*. Have you ever been *inconsistent* in your deeds?
13. The discovery of *the ruins* of the former *metropolis* *inspired* the archeologist to continue his research. During his work he found *inspiration* in studying *the sources* of that *majestic civilization*. Where do you find *inspiration*?
14. My friend Nick uses English words without knowing their *meaning* sometimes. Thus, one day he was laughed at when he used the word "*reference*" in the wrong *meaning*. After this I presented him a dictionary to enlarge his vocabulary. Do you often use English words without knowing their *meaning*?
15. Our groupmate Alex is a very bright student as he is always the first in everything. The fact that he studies a lot at home *is obvious*. But when he is not ready for the lesson it is quite *obvious* too as he becomes very nervous and pale. Is it always *obvious* when you aren't ready for your lessons?
16. My grandmother broke her arm in winter. The doctors told her that it would take her long to become fit again, as it would be very painful. Therefore, she wasn't upset and as she is a strong woman she continued to lead her usual way of life. And as a result she could soon use her arm

in spite of the doctors' *statement* of *prolonged* pain. Have you ever been ill for a *prolonged* period of time?

17. My father is a very *rational* man. He *doesn't set out* for a trip without *taking into consideration* all the details. He always takes such things with him which can be used in different situations. But *according to* his words almost all the girls *aren't rational* as they are used to taking a lot of luggage. Do you agree that almost all the girls *aren't rational*?
18. The story of *the ancient civilization* of Atlantis was *reflected* in Plato's dialogue and he was the first to mention about it. In his dialogue Atlantis was *reflected as a majestic metropolis* with a *perfect* way of living. In what other *sources* was the story about Atlantis *reflected*?
19. *Reputation* means a lot for every person. It is very difficult and sometimes dangerous to be *a ruler* without a good *reputation* because the people won't respect you. Do you remember any state in which *a ruler* had a bad *reputation*?
20. *A supporter* is a person who *supports* somebody's ideas, theories or way of life. At the same time *a supporter doesn't* always mean a friend as he only shares your *statements*. Is it difficult to know who is *a supporter* and who is a friend?
21. People worshiped different *Gods* in *ancient* times. They *were convinced* that everybody *should sacrifice* something in order to find *the defence* of *the Gods*. That's why they used animals and food for their *sacrificial* rituals. Do people *sacrifice* anything nowadays in order *to be supported* by God?
22. When we were returning home after our walking tour we were caught in a *sudden tremendous* thunderstorm. When we heard the first claps of thunder we understood that it would be *tremendous* as the dark clouds had covered the sky and the strong wind had begun to blow. Have you ever been caught in a *tremendous* thunderstorm?
23. Our group wanted to choose the monitor and that is why

we gathered for a small *council* after classes. We *enumerated* all the candidates but only one girl was *unanimously* chosen. It was *obvious* long ago that she would be our monitor as she was a good person and had a good *reputation* among us. Thus, nobody was astonished with our *unanimous* choice. Can a person become a monitor without the *unanimous* choice?

24. The holiday of the 14th of February wasn't so *widespread* in our country several years ago. Though, people who were in love began to celebrate it gradually. And *in comparison with* previous years nowadays it has become our favourite and most *widespread* holiday, not only among our youth, but also grownups. What other *widespread* Ukrainian holidays do you know?

4. Look through the words and word combinations from Exercise 1 (Unit I, Lesson 1), Exercise 2 (Unit II, Lesson 1; Unit III, Lesson 1; Unit IV, Lesson 1) and make up short situations with them.

For example: Under some *circumstances* you don't often appreciate a person you *are dealing with*. Thus, I had a friend Alex who I *considered* to be rather *inconsistent*. But only after our tour I understood that he is a *perfect* friend and a good person. Last year my friends and I *set out* for a walking tour in Crimea. On our way to Crimea we had lot of disputes about the leader of the group but after our small *council*, we declared George to be our leader. Only in 2 days we *were convinced* that our *assumption* that George was a good mountaineer was *erroneous*. He knew neither the route nor how to Mountaineer. As he didn't bare any *criticism* we were afraid he would leave us alone facing a very dangerous mountain range. As he didn't know how to cross that range, he began to present different *hypotheses* for a *prolonged* period of time. We were upset as it was getting dark and we didn't know what to do. *Suddenly* Alex began explaining our route in such a *rational* way that we decided to follow him. After crossing the range we *were enchanted* with his behaviour, strong character and eagerness to help us.

5. Read the text and find the sentences with the new words and word combinations. Read these sentences aloud and translate them into your mother tongue.

“The pros and cons for the Frost’s theory”

In Frost’s interesting hypothesis only one piece of evidence about the disaster which caused the death of the generation of Atlantes was omitted. Such evidence was indicated by the Greek archaeologist Spiridon Marinates in 1939. On the basis of his excavations¹ of the Minoan building in Amnisos on the northern coast of Crete, Marinates was able to state that the Minoan civilization was destroyed by the eruption of the volcano on the island Thera² (Santorin) but not by the attacks of foreigners.

Thus, the remains of the volcano’s eruption were found in Amnisos, and Marinates assumed that the walls of the Minoan building had collapsed under the volcano’s eruption. The eruption of the Thera which caused a lot of damage to the heritage of that civilization really happened at the time of the Bronze Age³ and the pieces of ceramics of the Minoan epoch proved that fact. As a consequence of this, in 1950 Marinates suggested the theory that the eruption of the Thera in comparison with the eruption of Krakatoa which happened in 1883 exceeded it by four times. There were no doubts left that such a tremendous cataclysm had to destroy everything alive on the Crete. Marinates acknowledged Frost’s theory of identifying the civilization of Atlantis with the island of Crete and considered Thera’s eruption to be the source of legends about the ruin of many generations. In 1967 he started excavations on the island of Thera in order to prove to the descendants that his suggestion wasn’t erroneous. He discovered the ruins of “real” Minoan Pompeii. The remains of streets with the houses from the Minoan epoch were discovered under a thick protective layer⁴ of volcanic ash⁵. “Real precious things” – beautiful colour frescos were found in some ruins of the houses. A romantic image of Atlantis (with its welfare) which had been destroyed in the result of a volcano’s eruption inspired a lot of writers for

creating science –fiction books in which they unanimously called Thera “real Atlantis”. This theory was perfected by Greek geologist professor Angelos Galanopoulos. He presented detailed arguments explaining in what way the flourish of the Minoan civilization could serve as the source of the legends about the disappeared empire of Atlantis. His main argument stated that many elements in the original story were 10 times exceeded in the process of retelling. According to Galanopoulos’ words the Egyptian told to Solon that Atlantis had sunk 900 years before but not 9000 years ago. It meant XV c. B.C. (approximately 600 B.C.+ 900 years)- exactly the period when the Thera’s eruption occurred.

If we take into consideration Plato’s description, a great platform which was situated behind the majestic capital of Atlantis had the size of 300 to 200 Greek stages⁶. Galanopoulos reduced⁷ these sizes by 10 and got not an exact size (34 to 32 miles) of a central platform on the island of Crete. As to the capital itself, Galanopoulos shifted it from the platform and discovered that the sizes in Plato’s description (without dividing it by 10) coincide with Thera before the eruption of the volcano. That’s why, in spite of the inconsistency, Galanopoulos was convinced that he had solved the puzzle about the disaster of the heritage of Atlantis when he had reduced all the sizes in Plato’s dialogues.

The supporters of the Minoan theory after shifting all these numbers in dates and sizes began to verify Galanopoulos data. Almost all the archaeological discoveries confirmed Plato’s story about the majestic metropolis of Atlantis. It seemed that the mystery about Atlantis had got rational and scientific explanation at last. However, we still deal with the problem if the foresaid Minoan theory about the origin of Atlantis could be assumed as historical truth after the careful verification. Of course, definite resemblance exists but Plato depicted the disaster with an earthquake⁸ and flood while that theory pointed to the volcano’s eruption. The majority of other parallels with Plato’s story are also generalized⁹ and look

unconvincing. Thus, Plato stated that a circular wall for defence was built of red, white and black stones. The description was compared with the composition of the volcano rocks on the Crete and later on that assumption was denied as such rocks had originated from the lands without any volcanoes.

Plato also indicated that the perfect civilization of atlantes when set out for trapping¹⁰ on bulls to be killed in the process of a holly ritual trapped them not with metal but wooden tools. The supporters of the Crete's theory pointed to the games with bulls which are depicted on a sliver drinking bowl, referred to the Minoan epoch. The trapping on bulls with the help of nets is painted on it. Though, the cult of a bull¹¹ gained recognition in the ancient Mediterranean coast only in 6000 B.C. and according to the widespread custom all the sacrificial animals were trapped without any weapon as only a health animal was good for the sacrifice to the Gods.

Nothing in Plato's description indicated to the theme of the plays with bulls. According to the historical evidence the characteristic feature of the process of sacrificing bulls was that before they were killed they had been hanged on the columns. Under the verification in 1927 it was declared that the existence of the given custom dated back to mysterious Troy (north – western Anatolia) but not to Ageida. The great deal of other identification of Atlantic and Minoan civilizations are rather doubtful too. When mentioning of the dates of the existence of the capital of Atlantis which enchanted everybody by its size, the main argument of Minoan theory loses its power. The method of dividing by 10 seems convincing but in real life it is supernatural as it shows only the example of modern playing with numbers. In fact, according to the Egyptian way of thinking they exaggerated¹² a lot including the dates, but they didn't multiply by 10. The Egyptian clergymen stated at their religious councils that their civilization enumerated 12000 years. In the dialogue "Timaeus" Plato quoted¹³ the words of the Egyptians who stated that their mysterious civilization to be founded 8000 years before

Plato's relative Solon lived. But it is known that Atlantis had been destroyed 1000 years before that fact. If we made an attempt to decrease the scale of both calculations by 10 we should acknowledge that the clergymen who spoke to Solon, dated the origin of the Egyptian civilization in XIV c. B.C. But from a historical point of view it would be unnatural. Another piece of evidence that indicates the numbers were exaggerated, and Solon hadn't understood the words of the Egyptian clergymen in correctly appears to be absurd. Solon possessed some wealth – he was a ship owner and financed all his sea voyages himself and due to such circumstances his business reputation could have ceased if he had not been able to distinguish between the Egyptian words “a hundred” and “a thousand”.

In spite of this, the Greeks had a lot of data referring to the ancient Minoan civilization which is reflected in the legends about Minos¹⁴ and Theseus¹⁵. Plato himself knew the history of Crete and also its customs and traditions. His assumption that the Greeks originally got to know this story about the ancient Crete and its rulers from the Egyptians with their further retelling this information in a incorrect way, looks rather improbable. At the same time in the process of consideration the relation between Thera and Atlantis is undoubtful especially when it became obvious in 1980 that the eruption of Santorin hadn't destroyed the Minoan civilization on the Crete. The eruption occurred approximately 150 years before the disappearance of Knossos and other majestic Minoan temples and palaces. Volcanic sediments¹⁶ under the last cultural layers which dated to XV c. B.C. are the main evidence for that fact. It is obviously evident that that disaster could have done tremendous harm to the accumulated welfare of the people of Atlantis and to the nature of the Minoan race. Though this data didn't prove its complete destruction. “Foreign guests “in the costumes of the Minoan epoch depicted in the Egyptian pyramids, serving as the main proof for Frost's theory, continued to appear on frescos long after the Santorin's eruption.

Archaeological materials provided evidence to the fact that the trade between the Egyptian empire and the empires of the Aegean Sea continued after the natural disaster. Nothing indicates a prolonged break in trade contacts which the Egyptians would call a sudden supernatural cease of the existence of the majestic western island.

Thus, Minoan theory of the origin of Atlantis – either on the island of Crete or Thera – doesn't explain anything to mankind.

A great many of theories about Atlantis' existence matured not with scientific trends, but among the enthusiasts. Their method consisted in gathering characteristic features relevant to the culture, archaeology and geography of a given region and adding imaginary details. At last they declared the discovery of “the real” Atlantis.

¹excavation - [ekskə'veɪʃn] - раскопки

²Thera [`θɪərə] - остров Тера

³Bronze Age - [`brʊnz] - бронзовый век

⁴protective layer - [`leɪə] -защитный слой

⁵volcano's ash - вулканический пепел

⁶Greek stages - греческие стадии (размер)

⁷to reduce - [rɪ'dʒʊs] - уменьшать

⁸earthquake - [`ə: θkweɪk] - землетрясение

⁹generalized - [`dʒənərə`laɪzd] -обобщенный

¹⁰trapping for bulls - [`træp bul] - охота на быков

¹¹cult of a bull - [`kʌlt] - культ быка

¹²exaggerate [ɪg`zædʒəreɪt] - преувеличение

¹³to quote [`kwout] - цитировать

¹⁴Minos [`maɪnɔs] - Минос, правитель Крита

¹⁵Theseus [ˈθiːsiː əs] - Тезей, правитель Афин

¹⁶volcano sediments - [ˈsedɪmənt] - вулканические отложения

6. Read and translate the text. Answer the following questions

1. What evidence was omitted from Frost's hypothesis?
2. Did Marinates acknowledge Frost's theory?
3. Why did Marinates start his excavations?
4. What was Galanopoulos' main argument in the research of Atlantis?
5. Did Plato depict a description of the volcanic eruption or the earthquake?
6. When did the cult of a bull gain recognition?
7. What information did Plato give in his dialogue "Timaeus"?
8. Why couldn't Solon misunderstand the words of the clergymen?
9. Did the Greeks have the data about Atlantis?
10. What disaster made tremendous harm to the Minoan race?
11. Did archaeological materials present data that Egyptian empires continued their relation between the empires of the Aegean Sea.
12. Who declared the discovery of "the real" Atlantis?

7. Read the words and word combinations in 1 min. and 50 seconds. Cover the left side of the exercise and translate the words and word combination in 1 min. and 50 seconds.

- | | |
|---|---|
| 1. to acknowledge the theory | 1. признать теорию |
| 2. natural cataclysm | 2. природный катаклизм |
| 3. the eruption of the volcano | 3. извержение вулкана |
| 4. mysterious fresco | 4. загадочная фреска |
| 5. scientific hypothesis | 5. научная гипотеза |
| 6. The collapse of the house caused great damage. | 6. Крушение дома принесло много ущерба. |
| 7. He is a good person to deal with. | 7. Он хороший человек для общения. |

- | | |
|---|--|
| 8. The identification of the generations was erroneous. | 8. Отождествление поколений было ошибочным. |
| 9. Don't live in an imaginary world. | 9. Не живете в придуманном мире. |
| 10. He was rather inconsistent in his arguments. | 10. Он был довольно непоследователен в своих доводах. |
| 11. The discovery of the ruins of the holy temple inspired him to write a book. | 11. Обнаружение руин священного храма вдохновило его на написание книги. |
| 12. What do you mean by saying this? | 12. Что вы под этим подразумеваете? |
| 13. Enumerate all the examples, examples. | 13. Перечислите все примеры, пожалуйста. |
| 14. It is obvious that the epoch of the Renaissance was rather mysterious. | 14. Это очевидно, что эпоха Возрождения была довольно-таки загадочной. |
| 15. For a prolonged period of time he was looking for the resemblance between the two theories. | 15. Длительное время он искал сходство двух теорий. |
| 16. Are you a rational person? | 16. Вы рациональный человек? |
| 17. Very important data was reflected in his report. | 17. Очень важные сведения были отображены в его докладе. |
| 18. He had a good reputation among his descendants. | 18. Он пользовался хорошей репутацией среди своих потомков. |
| 19. Marinates' theory had a lot of supporters. | 19. У теории Маринатоса было много сторонников. |

- | | |
|---|---|
| 20. She had to sacrifice all her entire life. | 20. Ей пришлось жертвовать
всю свою жизнь. |
| 21. They heard a tremendous clap of thunder. | 21. Они услышали ужасный
раскат грома. |
| 22. This custom is widespread in our region. | 22. Этот обычай широко -
распространен в нашем
регионе. |
| 23. They unanimously stated he was right. | 23. Они единогласно ут-
верждали, что он был
прав. |

8. Find additional information about all the researchers of Atlantis, such as S. Marinates and A. Galanopoulos. Explain what is meant by the phrase “real Minoan Pompeii”.

UNIT V, Lesson 2

- 1. Look through the words and word combinations from Exercise 7 (Unit V Lesson 1). Cover the left side of the exercise and translate the words and word combinations in 1 min. and 50 seconds into English.**
- 2. Read the text and answer the questions:**
 1. What was Marinates' statement based on?
 2. Why did marimates acknowledged Frost's theory?
 3. In what way did Ganolopoulos perfected Frost's theory?
 4. Why were the majority of the parallels with Plato's story generalized?
 5. Did the race of atlantes trap the bulls for holy ritual with the nets?
 6. What fact was declared in 1927?
 7. Why is it unnatural to date back the origin of the Egyptian civilization to XIVc. B.C.
 8. Is there any relation between Thera and Atlantis?

9. Did the eruption of Santorin destroy the Minoan civilization?
10. How did the enthusiasts find evidence about Atlantis?

- 3. Retell the text “The pros and cons for the Frost’s theory”.**
- 4. Discuss in what way such researchers, as S. Marinates and A. Galanopoulos developed the theory of the origin of the race of Atlantes. Explain the meaning and the origin of the phrase “real Minoan Pompeii”.**
- 5*. Write about the most important data of S. Marinates and A. Galanopoulos in the research of Atlantis and explain whose theory you support and why, using additional information.**

UNIT VI, Lesson 1

analogy	key
ancestor	patronage
challenge	to refuse
definition	to reign
dynasty	senior
echo	thirst
eternal	term
exile	to threaten
to falsify	trustworthy
to interpret	

1. a) Write the additional words and expressions which you have used in your composition on the blackboard with their translation and transcription. Present the information you have written about the most important data of S. Marinates and A. Galanopoulos in the research of Atlantis to your groupmates.

b) Listen to the information which your friend presents. Be ready to retell and discuss it. If you don't understand anything you may ask questions after he finishes his presentation.

2. Read the new words and word combinations with the translation and write them down into the vocabulary

analogy [ə`nælədʒɪ] - аналогия

ancestor [ˈænsɪstə] - предок

challenge [ˈtʃælɪndʒ] - вызов, испытание

definition [defɪ`nɪʃn] - определение, значение

dynasty [ˈdɪnəstɪ] - династия

echo [ˈekəʊ] -отголосок

eternal [ɪ`tə:nl] - вечный

exile [ˈeksail] - изгнание

to falsify [`fɔ:lsɪ`faɪ] -подделывать

to interpret [ɪn`tə:prɪt] -объяснять, интерпретировать

key [ˈki:] -основной

patronage [ˈpætrənɪdʒ] - покровительство

to refuse - [rɪˈfjuːz] отказывать

reign [reɪn] - правление

senior [ˈsiːnjə] - старший

thirst [ˈθɜːst] - жажда

term [tɜːm] - термин

threaten [θreɪtən] - угрожать

trustworthy [ˈtrʌstˈwəθi] - заслуживающий доверия

3. Read the sentences and answer the questions:

1. We all know that the name of the Slavonic Father Frost differs from the English one. Thus, Santa Claus is *the analogue* of our Father Frost. We can find a lot of *analogues* of Slavonic folk characters in different countries. Do you know any *analogues* of fairy characters?
2. In the Middle Ages the first *rulers were considered* to be *the ancestors* of the royal families. With the turn of the centuries it was impossible to become *a ruler* without having *an ancestor* from the royal family. Who was your *ancestor*?
3. I'm not a good mountaineer and that's why a walking tour in the mountains was a real *challenge* for me. I *was greatly convinced* my participation would do a lot of *damage* to the rest of the group. But I did my best and everything was *perfect*; at last I understood that this *challenge* changed my personality greatly. What is *a challenge* for you?
4. Without knowing *the definition* of the word it is sometimes very difficult to keep up somebody's conversation. It regards not only *the definition* of foreign words, but also native words. What should a person do to learn *the definition* of words?
5. My best friend Irena is *a descendant* of *a dynasty* of teachers. Her great grandparents were teachers and her parents are teachers in the college. But Irena always dreamt to be a doctor and her dream *didn't die*. When

she entered the medical institute only her mother was upset because her daughter had betrayed their *dynasty*. What *dynasty* do you belong to?

6. Though Susan is a singer she likes ice-cream very much. Before her first concert she ate 3 ice-creams and as a result she had terrible sore throat in the morning. She understood that it was *the echo* of the ice-cream. Several years have passed but she still remembers *the echo* of the ice-cream before the first concert. Do you think that Susan's *echo* of the love to ice-cream has spoiled her career?
7. People *state* that it is rather difficult to find *eternal* material things in life. And it is quite obvious because only "*holy*" feelings may be referred to as *eternal*. Do you experience such "*holy*" *eternal* feelings?
8. Some famous politicians were sent into *exile* at the beginning of XIXc. But even in *exile* they had *supporters* of their theories and thus were able to continue their work. Do you know any politician who was sent into *exile* at the beginning of XIXc.?
9. Sam *was* always *criticized* by his parents after they checked his daybook. At last he made an attempt *to falsify* his mother's signature in his daybook. His class mistress didn't notice any *resemblance* between his mother's *original* signature and the *falsified* one and immediately phoned his parents. *Have you ever falsified* your parent's signature?
10. Ann is a young inexperienced teacher. She is preparing for her lessons all evening long but the most difficult task for her is *the interpretation* of new words. As she works with kids she should use some elements of games in order *to interpret* new words. Is it more difficult for a kid or a grownup? To interpret new words?
11. Felix was a young researcher who was studying *the origin* of the story of Pompeii. *The key argument* for his theory was the discovery of an *ancient fresco*. After *taking into consideration* all his *data*, his *key argument* was accepted by the rest of the scientific *trend*. What do you think is *the key argument* in *the origin* of the story of Atlantis?

12. Michael is a lazy and naughty boy. His grandmother adores him and he likes doing nothing as he knows he is under her *patronage*. He doesn't want to obey anybody, even his mother, and she *considers* her mother's *patronage* to be very harmful to Michael. Have you ever lived under somebody's *patronage*?
13. Nick was in love with Ann. One day he proposed to her but received a *sudden refusal*. All his hopes *collapsed*, as he thought he wouldn't be able to find *inspiration* to continue working and living. But Ann phoned him the next day and said that she *didn't mean to refuse* him, she was only joking. Do you think Nick married Ann after her *refusal*?
14. When Russian tsar Peter I *reigned*, the country began to *flourish*. During his *reign* he improved business affairs with Europe and was the first to start shipbuilding in Russia. What else happened during *the reign* of Peter I?
15. I'm the youngest child in the family. Natalie is three years older than I and that's why she is the *older* child. I don't like *being identified* with Natalie, as we are very different. In spite of the fact that she is the *senior* child she is very *inconsistent* and that's why mother relies on me for everything. Do you have a *senior* child in your family?
16. My friend has just returned from an expedition to the Sahara. Before *setting out* to the Sahara he didn't believe in the legends about a *tremendous thirst* in the desert and was *convinced* it wasn't so awful to live without water. But on facing the desert he had to finish his expedition earlier because of this *great thirst*. How many days can a person suffer from *thirst*?
17. *The theme* of my cousin's research was the use of scientific *terms* in everyday life. She read a lot of scientific *sources* on *terminology* and spent all her free time finding *data* for her work. As a result she *accumulated* a lot of information which she *reflected* in her work. How often do you use *terms* in every day life?

18. My friends were the witnesses of an unsuccessful robbery in the super-market. They *stated* that two men with weapons *had threatened* the saleswoman. But as one of the customers was a policeman he was able to *defend* the saleswoman. In spite of the *threat* the robbers didn't get any money and were taken into custody. *Have you ever been threatened?*
19. When I first met my brother-in-law I *suddenly* understood that everything about his appearance *was trustworthy*. My sister told me that the fact that he was a teacher *was also trustworthy* and he was a good person to *deal with*. Can we trust a person with a *trustworthy* appearance?

4. Look through the words and word combinations from Exercise 1 (Unit I, Lesson 1), Exercise 2 (Unit II, Lesson 1; Unit III, Lesson 1; Unit IV, Lesson 1; Unit V, Lesson 1) and make up short situations with them.

For example: Yesterday I watched a very interesting film. *The theme* of this film was the search for *the ruins* of *an ancient* town and find *precious* stones there. Thus, an expedition of five people *set out* to Asia full of *inspiration* because of the future adventure. During their flight they had *a small council* to settle everything. The oldest researcher *stated* that all *the data* about the “*eternal*” town *was falsified*, as only he had an *original* map and it *meant* that they had to change their route. But after a great *disaster* their plane *crashed* and only a young man and a young woman survived. Their way to the former *metropolis* was rather dangerous as they were followed by bandits. They *threatened* them because these two researchers had the “*precious*” map. Nevertheless, it didn't frighten them off and they *didn't cease* their trip to *the ruins* of the *ancient* town. After their *prolonged* walk they reached the town and even found *the remains* of *an ancient* book inside one of the holy *temples*. As the young girl studied eastern languages she was able to read the *data* about *the tremendous eruption of the volcano* which *had destroyed* that metropolis.

5. Read the text and find the sentences with the new words and word combinations. Read these sentences aloud and translate them into your mother tongue.

Back to ancient legends and myths

The methodology of amateurs – enthusiasm inspired numerous discoveries. Until the present, the “imaginary” remains of Atlantis have been inconsistently “discovered” in North America, the Ceylon, in Palestine, Mongolia, Spain, Malta, Central France, Brazil, Peru, the cities of the Caucasus, Morocco, the Sahara, the Arctic, the Antarctic, Crimea and the Aegean Sea, etc. These facts didn't gain any recognition and gave rise to attacks by critics. None of these assumptions – with probable exception of the Minoan theory – states and reflects in what way Plato could have collected trustworthy data about all the enumerated places. They are simply based on the fact that Plato's description wasn't erroneous. Representatives of other scientific trends consider the attempts to find Atlantis rather useless.

The only realistic way for mankind to solve this puzzle is to refuse to hope to find “the real” Atlantis and to devote all attention to the source of Plato's descriptions.

Though Plato inserted a small part of his comprehension¹ into the traditional material he used, nobody succeeded in finding any evidence that he had falsified the data. There exists no conviction that it was a historic truth. That's why the matter of investigating the source, from which Solon had been accumulating his data, was maturing in the minds of the scientists. We cannot verify that Plato, the descendant of Solon, interpreted correctly the information he received from his relative.

This problem dates back to the trustworthiness of the Egyptian origin of the legend about Atlantis. Ancient Egyptians did not have very definite ideas about foreigners, thus, it is unlikely that they had kept a detailed description of the history of the generations of the two majestic civilizations - Atlantis and ancient Athens. (The only verified ancient Egyptian descriptions of foreign countries refer to the nearer neighbours of Egypt, with whom they were dealing because of political and trade contacts. One

should also bear in mind that the Egyptians, who were constantly perfecting themselves, considered the foreigners a lower race.)

At the same time, it is doubtless that the Egyptians could keep written evidence of the events that happened one thousand years before their own metropolis had appeared.

The role of the image of Athens in the legend about Atlantis is even more supernatural. The ancient race of Athenians was acknowledged to repulse the attack of the descendants of the God Poseidon, however, the Athenian society was confirmed to be formed much later than the Egyptian one. In 3000 B.C., during the epoch of pyramids' erection, the territory of Athens in ancient Attica was inhabited, but only by simple peasants². We have no definite evidence that the “majestic Athenian civilization” existed much earlier. We may however combine the terms “Egypt”, “Athens” and “Atlantis” like a puzzle, but the historic dates are not obvious. We can be the supporters of the theory of the initial role of the clergymen in keeping the legends about the perfect empire of Atlantis, but all the arguments remain doubtful.

On the other hand, could Plato have been right to interpret that his relative Solon had got to know this legend during one of his travels, but made a mistake identifying that it had been that mysterious visit of his to Egypt? Solon is meant to have gone to different places where he had trade links. Thus, he set out to Lydia on the Anatolia coastline (present day Turkey). At that time (560 – 547 B.C.) Lydia was under the reign of Croesus³, whose tremendous richness - a great many temples and precious stones – became the core of the proverb⁴. There, at his court, Solon is considered to exchange the stories both with the ruler and the fabulist Aesop⁵.

It is Anatolia to which different ancient facts, beginning with the image of Atlas, a famous titan from the Greek legends who supported the dome of the sky⁶, go back. According to the statements of Plato Atlas was the tsar⁷ of the

megalthic civilization of Atlantis, enumerating hundreds of years of its existence and which was named after him. From all the aforesaid it is possible to come to the conclusion that he was the key-character in the story about Atlantis and could best explain to us its origin.

By their way of thinking the Greek did not deny that the Titans should be referred to as the senior race of Gods. Once they were suddenly thrown down⁸ by Zeus⁹ and the Olympic Gods after their holy council. It did tremendous damage to their race. As a consequence, their defender and leader Atlas was exiled to the Western Part of the Earth. He was supposed to hold, for the prolonged period of time, the huge dome of the sky on his shoulders. Under the pressure of different circumstances he turned into a mountain (the Atlas mountain in Morocco), and also gave his name to the Atlantic Ocean.

However, before the mentioned exile Atlas and his relatives had accumulated welfare and possessed property much farther to the East. From ancient legends it was found out that the daughters of Atlas were the ancestors of some tsar dynasties, most of majestic of them, the Trojan dynasty in north-western Anatolia. The other daughters for a long period reigned on the isle of Lesbos not far from the Aegean coastline of Anatolia. According to the widespread arguments Atlas' sister founded the city in Kilikia (south-western Anatolia); his mother was the nymph¹⁰ Asia by name, whose name now belongs to the whole continent to the east of the Mediterranean Sea. During the times of the Roman Empire only Anatolia (Small Asia) was meant by it. Before, it had been the term to determine only a small coastal part of Lydia.

Numerous records of Anatolia in legends and myths about Atlantis make it possible to assume it was in this part of the Mediterranean that the Greeks became familiar with the idea about the giant¹¹ supporting the sky. (However in any of the mythic stories it is impossible to draw the parallel line to Atlas. Therefore, there is one more unproved hypothesis of the

Minoan theory). The depiction of Atlantos by more modern statues and frescos could be found in Anatolia from XV B.C., one thousand years before the earliest Greek depictions. In general they date back to the Hittite civilization¹², whose empire was reigning in central Anatolia in II B.C. In majestic pieces of art – from sculptures to drawings on stone – a figure of a sacrificing human being with his hands raised and supporting the sky is depicted. According to a Hittite text, there was an Ubelluri giant, whose feet were in the underground and whose shoulders were supporting the Universe¹³. Thus, it is possible to agree upon the fact that the Greeks acknowledged that they originated from Anatolia.

In Ancient Greece many legends about the giants supporting the sky could have existed. Thus, some works of ancient authors indicate the theme of such mythic characters. He was Tantalus, and his reputation as a tsar of Lydia was perfect.

The historians of ancient times made unanimous conclusion that Tantalus is a Lydia analogue of Atlas. Tantalus had so many paternal links¹⁴ with the Titans (the race of Atlas), that he most probably identified with them. In certain sources he even was called the son-in-law of Atlas. Both names (Tantalus and Atlas), originated from the same Greek word *tlao*, meaning “to bear” or to “tolerate” – it is the echo of the sufferings of the heroes of the myths. Like Atlas, Tantalus was impudent and threw down a challenge to the Olympic Gods. The Gods respected him and even accepted his invitation to dinner, where he made a tragic mistake, preparing for them a delicious dish with the meat of his own son Pelops¹⁵, whom he had killed. Information from other sources indicates that Tantalus was punished because he had given people the holy herb¹⁶ that only the Gods of Olympus had. It was obvious that conflict was maturing, and Zeus brought down his anger on Tantalus – he struck him with a lightning bolt and sent him to the eternal. tantalizing (and that is the etymology of the English word *tantalize*). By the words of Homer¹⁷, Tantalus was eternally tantalized by thirst and hunger, and

the threat of a rock above his head which every minute he tears well collapse and fall. In another version of the legend, Tantalus is said to be chained¹⁸ to the rock to hold it eternally; by widespread opinion it was the rock which was the dome of the sky. The last version makes no doubt creating a comparison between Tantalus and Atlas.

But these are not all the enumerated analogies. Tantalus as Atlas were considered to reign the own kingdom which enchanted his supporters before. In the centre of the kingdom there was the town which he had founded at Sipila mountain, in the gold-rich country of Lydia. As king Croesus, Tantalus was known for possessing immense wealth, exceeding all the others. When the punishment of the gods came down on Tantalus, his capital was destroyed because of a natural cataclysm – the disaster, and its ruins fell to the bottom of the lake. So the existence of the town Tantalysis ceased.

The similarity between Tantalysis and the capital of Atlantis is amazing: a tremendously rich town with a perfect level of life, once beloved by gods, loses their patronage and perishes as a result of volcanic eruption and earthquake. The evidence that the rulers of these towns were two types of one and the same mythological character, means that it was historical truth and it indicates that stories are definitely connected.

Taking into consideration the fact that the legend about Tantalus dates back to the Lydian empire, it is quite rational to suppose that it was known at the court of the Lydian king Croesus, at the time when Solon visited his palace (about 570 BC). According to the evidence of the Greek historian Herodotus¹⁹, during their meeting they exchanged stories which reflected reverses of fortune²⁰. The Lydian story about Tantalus and his town corresponds well to this definition. If Solon took from Lydia the story about Tantalus, he took all the key elements for the further transformation of this hypothesis into the story about the heritage of Atlantis. This story transformed into the legend about the incredible flourishing of Atlas' civilization and its destruction as a result of volcanic eruption.

However, the question appears: how could the story about the sunken town in Lydia be shifted into the legend about a continent which had vanished from the face of the earth at flourish in 9600 BC?

¹part of comprehension [kəmprɪˈhɛnʃən] - часть восприятия (понимания)

²peasant - [ˈpɛznt] - бедняк

³Croesus [ˈkriːsəs] - царь Крез

⁴a core of the proverb - [kɔː] - основа пословицы

⁵fabulist Aesop [ˈiːsɒp] - баснописец Эзоп

⁶the dome of the sky [ˈdɒm] - купол неба

⁷tsar [ˈzɑː] - царь

⁸to throw down - свергнуть

⁹Zeus - [zuːs] - Зевс

¹⁰nymph [nɪmf] - нимфа

¹¹giant [ˈdʒaɪənt] - великан

¹²Hittite civilization [ˈhɪtaɪt] - цивилизация Хеттов

¹³Universe [ˈjuːnɪˈvɜːs] - Вселенная

¹⁴paternal links [pəˈtɜːnl] - род-ственные связи

¹⁵Homer [ˈhəʊmə] - Гомер, ант. писатель

¹⁶Pelops [ˈpiːləps] - Пелоп, сын Тантала

¹⁷holly herb [həːb] - священная трава

¹⁸to be chained - быть прикованным

¹⁹Herodotus [heˈrɒdətəs] - Геродот, греч. историк

²⁰thereverseoffortune[rɪˈvɜːs ˈfɔːtʃən] - превратности судьбы

6. Read and translate the text. Answer the following questions:

1. Where did the amateurs—enthusiasts “discover” Atlantis?
2. Did Plato falsify his data?

3. What role did the image of Athens have in the legend about Atlantis?
4. Did Solon get the information about Atlantis in Egypt?
5. What role did Anatolia play in the story about Atlantis?
6. Why was Atlas exiled to the Western Part of the Earth?
7. What kind of family did Atlas have?
8. Where can we find the image of the giant supporting the sky?
9. What kind of paternal links with the Titans did Tantalus have?
10. Where did Tantalus throw the challenge to the Gods?
11. Who brought down his anger on Tantalus?
12. Why are we convinced of the resemblance between Tantalus and Atlas?
13. Where did Tantalus found his kingdom?
14. How was the town of Tantalysis destroyed?
15. Are there any other similarities between Tantalysis and the capital of Atlantis?
16. Where did Solon get the information about Tantalus and his town?

7. Read the words and word combinations in 1 min. and 50 seconds. Cover
the left side of the exercise and translate the words and word combination
in 1 min. and 50 seconds.

- | | |
|--|--|
| 1. mysterious analogy | 1. загадочная аналогия |
| 2. a key character | 2. основной герой |
| 3. a noble ancestor | 3. благородный потомок |
| 4. the echo of the volcanic eruption | 4. отголосок извержения вулкана |
| 5. He gave me a challenge. | 5. Он бросил мне вызов. |
| 6. It was difficult for our group to find the definition of that term. | 6. Для нашей группы было сложным найти значение этого термина. |
| 7. I like to read books about royal dynasties. | 7. Я люблю читать книги о королевских династиях. |
| 8. I think that nobody wants to live | 8. Я думаю, что никто не хочет |

- | | |
|---|--|
| eternally. | жить вечно. |
| 9. He was sent to exile for being rude with the ruler. | 9. Его отправили в изгнание из-за того, что он был дерзок с правителем. |
| 10. He understood that his assumption that her brother falsified the documents was erroneous. | 10. Он понял, что его предположение о том, что ее брат подделал документы оказалось ошибочным. |
| 11. "Interpretation of the text" was my favourite subject in the institute. | 11. "Интерпретация текста" был моим любимым предметом в институте. |
| 12. The key element of his theory was his father's data. | 12. Сведения его отца были основным элементом его теории. |
| 13. Some people try to find the patronage of powerful people. | 13. Некоторые люди пытаются найти покровительство влиятельных людей. |
| 14. It is very difficult to refuse Ann if she asks for something. | 14. Было очень трудно отказать Анне когда она что-то просила. |
| 15. The reign of Catherine I was very short. | 15. Правление Екатерины I был не долгим. |
| 16. Sam is my senior by two years. | 16. Сэм старше меня на два года. |
| 17. After eating a lot of salty food, a person feels thirsty. | 17. Человек испытывает жажду после того как съест соленую пищу. |
| 18. In spite of the tremendous claps of Thunder, nothing threatened us. | 18. Не смотря на ужасные раскаты грома, нам ничего не угрожало. |

19. You can't deny this data, it is trustworthy.

19. Вы не можете отрицать эти сведения, они заслуживают доверия.

8. Find additional information about the life of Homer, Herodotus and Tantalus. Explain what role they played in the story about Atlantis.

UNIT VI, Lesson 2

1. Look through the words and word combinations from Exercise 7 (Unit VI Lesson 1). Cover the left side of the exercise and translate the words and word combinations in 1 min. and 50 seconds into English.

2. Read the text and answer the questions:

1. Did the discoveries of amateurs—enthusiasts reveal the origin of Plato's source?
2. Did the Egyptians had very definite data about Atlantis?
3. Why does the argument about the connection of Athens and Atlantis remain doubtful?
4. In what countries did Solon have trade links?
5. Who is the key character in the story about Atlantis?
6. Why was Atlas turned into a mountain?
7. What data can we find about Atlas' family in the ancient legends?
8. Was the Greek acknowledgement of their origin from Atlantis falsified?
9. Who is a Lydia analogue of Atlas?
10. Why was Tantalus exiled by the Gods?
11. How was Tantalus tantalized according to Homer's words?
12. What is another analogy between Tantalus and Atlas?
13. How was Tantalus' capital destroyed?
14. What is the connection between the story about Tantalus and Atlas?
15. How did the story about Tantalus transform into an ancient legend about Atlantis?

3. Retell the text “Back to ancient legends and myths”.
4. Discuss what the role of Homer, Herodotus and Tantalus in the story about Atlantis was. Explain if we can consider the acknowledgement of the connection between the story of Tantalus and Atlas to be trustworthy.
- 5*. Write about the reason for identification of Atlas and Tantalus. Explain what in Tantalus’s lifeline indicated to the fact for considering him to be an analogue of Atlas. Use additional material.

UNIT VII, Lesson 1

to appoint	prototype
contemporary	put forward
destiny	rivalry
exaggeration	supremacy
to imitate	tomb
to look after	the view of

1. a) Write the additional words and expressions which you have used in your composition on the blackboard with their translation and transcription. Present the information you have written about the reason for the identification of Atlas and Tantalus to your groupmates. Explain why Tantalus' lifeline was considered to be an analogue of Atlas.

b) Listen to the information which your friend presents. Be ready to retell and discuss it. If you don't understand anything you may ask questions after he finishes his presentation.

2. Read the new words and word combinations with the translation and write them down into the vocabulary

to appoint [əˈpɔɪnt] - назначать

contemporary [kənˈtɛmpərəri] - современник

destiny [ˈdɛstɪni] - судьба

exaggeration [ɪgzædʒəˈreɪʃən] - преувеличение

to imitate [ˈɪmɪteɪt] - подражать

to look after – ухаживать за к.-л.

prototype [ˈprəʊtətaɪp] - прототип

to put forward – выдвигать (идею)

rivalry [ˈraɪvəlri] - соперничество

supremacy [suˈprɛməsi] - господство

tomb [tu:m] - могила

the view of [vju:] - вид ч.-л.

3. Read the sentences and answer the questions:

1. Tom was a young researcher who was studying the mysteries of ancient

civilizations. He worked in the laboratory under *the patronage* of an old professor. One day the professor decided *to appoint* him the leader of the expedition to the West. The rest of the researchers *considered* that Tom was *appointed* because of his *rational* way of thinking. What position do you want you want *to be appointed to* in future?

2. Wolfgang Amadeus Mozart was a very unique and *perfect* composer. Nevertheless, it was rather difficult for him to gain *recognition* among his *contemporaries*. With the turn of the ages his *contemporaries* began to adore his music for its purity and grace. Why do you think the music of Mozart didn't gain *recognition* among his *contemporaries* ?
3. Every person lives *according to* his own *destiny*. Sometimes *the destiny* of a person can *suddenly* change his way of living. Do you believe *in destiny*?
4. My little brother likes to create stories and that's why he tells everybody that he lives in an *imaginary* world. Every day he creates stories that happen to him with *great exaggeration*. It *means* that he *exaggerates* everything: his brave deeds and his *supernatural* abilities. Did you *exaggerate* anything in your childhood?
5. Small children like *to imitate* the behaviour of their parents and even grownups in general. Thus, girls while playing with their dolls, always *try to imitate* their mothers'. In what way did you *imitate* your parents?
6. Natalie works in a hospital. She is a nurse and her duty is *to look after* sick people. She says that she decided to be a doctor in her childhood because she liked *to look after* elderly people. Do you think that it is rather noble *to look after* somebody?
7. *According to the assumption* of the majority of people we can find a lot of *prototypes* in the fairy tales of different countries. Thus, we can *assume* that the Russian fairy tale "Sleeping Beauty" is *the prototype* of the English fairy tale "Snowwhite and Seven Dwarfs ". Do you know any other *prototypes* of fairy tales?
8. Yesterday I *suddenly* called on my friends-a young couple. Upon seeing how

tired I was the head of the family Alex *put forward* an idea of going to the country for the weekend. I was greatly surprised as Alex had not had holiday for ages. I accepted the invitation with *inspiration* but *put forward* an idea of going there by my car. Was it difficult for Alex *to put down* the idea of having a rest?

9. Nick and Tom are best friends. They used to help each other in different situations. But there always was a kind of *rivalry* between them as they wanted to show their best character traits. Sometimes it is rather difficult to explain the reason of their *rivalry*. What is the reason for *the rivalry* in the men's friendship?

10. In the Middle Ages peasants lived under *the supremacy* of their ruler.

Such *a supremacy* was sometimes very cruel, as peasants lived in *disastrous* conditions. Whose *supremacy* was *considered* to be *the most disastrous* for people?

11. Victory Day is the holiday of the victory of the Soviet Army in World War II. You can find a lot of flowers at *the tombs* of the soldiers on that day. The relatives of the soldiers very often come from different cities to *the tombs* of their *ancestors*. Have you visited *the Tomb* of the Unknown Soldier in Kiev on Victory Day?

12. On my first trip to Crimea, I *was enchanted* with *the view of* the mountains and the Black Sea. I know that the view of the Black Sea *inspired* many writers and painters to create their masterpieces. What *view enchanted* you most?

4. Look through the words and word combinations from Exercise 1 (Unit I, Lesson 1), Exercise 2 (Unit II, Lesson 1; Unit III, Lesson 1; Unit IV, Lesson 1; Unit V, Lesson 1; Unit VI, Lesson 1) and make up short situations with them.

For example: Susan's parents were researchers. Once they *set out* for the expedition to *the ruins of an ancient civilization*. But unfortunately, they died during their trip and there were a lot of *assumptions concerning* their death.

Some people thought they had died because of the natural *cataclysm*, others because of the great *thirst*. So, Susan was left alone in the big *metropolis* without any *relatives*. The government *took into consideration* all the *data* about the disappearance of her parents and sent her to the orphanage. As she was a very good and polite girl everybody in the orphanage *considered* her to be *the descendant* of a noble family. She liked to *look after* younger children and always imitated her teachers. She was in the orphanage for a *prolonged* period but one day her *destiny* suddenly changed. After 7 years of *sacrificing* in the orphanage her aunt managed to find her. From that time she was always under *the patronage* of her beloved aunt. After graduating from the university she decided to find *evidence* of her parents' death. And at last, after studying all the *data* left after that mysterious expedition she *put forward* her own *hypothesis* of their tragic death.

5. Read the text and find the sentences with the new words and word combinations. Read these sentences aloud and translate them into your mother tongue.

Geographical identification of Tantalus with Atlantis

It is easy to explain the geographical shift and inconsequence in the description of the facts.

If Solon or Plato “translated” Tantalus’ name into a more familiar variant (Atlas), the scene of the disaster was unreasonably shifted far to the West, to the place of Atlas’ exile, but not to his acknowledged home. Then, having become “well established” on the coasts of the Atlantic Ocean, the story could accumulate unconvincing exaggerations in the process of being retold for several generations from Solon to Plato.

If we take into consideration the data, it is more rational to support the idea that the source by which Solon and then Plato were guided, is not of Egyptian origin; as the kingdom had existed a thousand years before the flourish of the Egyptian civilization. In the ancient world among the near-eastern neighbours of the Greeks, there was a doubtful rivalry for the right to

be called the most ancient people with the most ancient metropolis. In the course of time, Herodotus in 440 B.C. put forward the hypothesis that the two main rivals who declared a challenge to each other, were the Egyptians and the Phrygians¹ (Phrygia was the neighbour of Lydia and was under Tantalus' reign). At that time according to their thinking, people considered mankind to grow from the Phrygian soil like plants.

As an argument, Herodotus indicates the experiment which one of the Egyptian Pharaohs² held in the 7th century B.C. for the interpretation of this assumption. He took two children, a Phrygian and an Egyptian and appointed a dumb³ peasant who grew goats to look after them. His task was to grow children who knew the original language of mankind. The first word which both children said was the word “*bek*”, the term means “bread” in Phrygian. Certainly, this proof is criticized by various scientific trends, as it was misinterpreted because the children, consequently, were likely to imitate the language of goats, that is they pronounced the sounds by analogy. From the aforsaid, it follows that Phrygians were the ancestors of all civilizations.

Whether it is truth or falsification – this can't be confirmed today. By the evidences from the legends the Phrygians won the quarrel and their supremacy was unanimously recognized by the Pharaoh. At that time Tantalus was the ruler, not only of Lydia but also of Phrygia. It is quite possible that at the court of king Croesus, known for his welfare, the majestic city which had been built by Tantalus far long before the beginning of the Egyptian civilization, had a good reputation. In spite of all the circumstances that almost all the data was unconvincing, people's belief didn't cease. Since Plato himself was a supporter of the theory that the Egyptian civilization came 8000 years before his own time, it wasn't difficult for him to interpret that Atlantis (i.e. Tantalus) was a thousand years older than Egypt.

Then a question appears: where was mysterious Tantalus situated? Referring to the definition of the ancient authors, such as Greek writer and

traveler Pausanias⁴ (2nd century B.C.), the missing capital of Tantalysis was situated at Sipila mountain at the distance of about 20 miles from the modern port Izmir (Smyrna) at the coast of the Aegean Sea.

In the descriptions of the ancient authors, the perfect town Tantalysis, was identified both as the capital of Lydia and as the “temple” of Mycenaean kings’ dynasty⁵. Agamemnon⁶, the king of the Mycenae and the key historic figure was the leader of the Greek forces united in the campaign of the attack on Troy. According to trustworthy resources he was considered to be Tantalus’ descendant (great-grandson of his son). According to the evidence, he set out for Greece where he founded his own dynasty and gave his name to the whole peninsula Peloponesus⁷.

The events of the past stop being unobvious if we shift the prototype of grand Atlantis into its initial location. Here all the parallels fall into place. When Peter James and Nick Thorp set out for the expedition in Turkey in 1994, they discovered all the monuments which Pausanias had enumerated to relate to Tantalus’ family and his relatives. However, the archaeologists left these ancient remains of Tantalus’ family without necessary attention and any attempt to analyze them.

On the northern mountainside of Sipila the ”tremendous” statue was cut in honour of the goddess-mother about 30 feet at height and situated at a height of 300 feet above the valley. Pausanias identifies it with the first sculpture of the goddess-mother of Cybele⁸ and states that the sculptor was Brotey, Tantalus’ senior son. The generations of local inhabitants support the idea of Pausanias and don’t consider the sculpture to be fake, they see a certain resemblance with the image of their defender. The Hittite signs on the remains of the frescos don’t deny that this “perfect” monument was created in time of the Bronze Age – maybe in 14th B.C.

Not far, according to Pausanias’ words, there is a tomb of the great ruler Tantalus. Pausanias’ assumption wasn’t erroneous as at present time some miles to the east from Cybele one can see an unusual tomb with a

place to sacrifice food. This tomb may be reached by a ladder cut in the rock . Its age definitely dates back to the pre-ancient period. However, it is quite unlikely to verify its precise age since the type of building, according to the approved resources, doesn't refer to one – certain period. It is considered that it also could have been built in the Bronze Age.

On the rock between the statue of Cybele and the tomb of Tantalus' patron there are the ruins of the Greek holly buildings leading to the monument which Pausanias calls the “Throne of Pelops”. This throne is grand in size and is cut of stone on the top of the rock. If you sit or stand on it, you can get a full view of the valley below. Since stone seats like this are famous in the heritage of the Hittite Empire, the “Throne of Pelops” can be one more key evidence made by the race of Atlas' descendants (by the inhabitants of Sipila) as far back as the Bronze Age.

Under the rock there is a deep crevice⁹, which causes the mountain to seem to “split into two pieces”, as if a mysterious cataclysm took place. The ancient writers dedicated a lot of their work to the theme of Sipila's disaster and they tried to prove how the mountain Sipila was split. It was the echo of a volcanic eruption or an earthquake, which had destroyed the enchanting town of Tantalysis. The conclusion, that from this very crevice the water gushed¹⁰ and flooded the town, is being considered.

Then what can be said about the Tantalysis itself and about the lake which suddenly became the threat for the ancient capital? Even about 40 years ago on the plain there was a little lake marked on the old maps – just under the sculpture of the legendary Cybele. Dealing with the memories of the foreign travelers, we can find that in comparison with previous years this lake 150 years ago exceeded its size. Under its location it coincides exactly with the lake Saloe where, according to Pausanias' words, some time there had been scores of remains of the caved historical monuments before they had disappeared under the layer of silt¹¹. This inspired such scientists as sir William Ramsey and sir James Fraser to state that this location was the

very place where, according to ancient Greeks' opinion, the sunken town Tantalysis had been situated for a prolonged period of time. However, in the 20th century the lake Saloe, the burial place of the father of several dynasties – Tantalysis, was drained¹², thus without leaving for mankind any evidences about those mysterious empires and epoch.

From the point of view of building the town it is difficult to find a more suitable place: it is situated on the fertile¹³ plain between the ancient caravan way and river the Gedis. If you stand on the dry ground where for some time there was the lake, you begin to understand that the majestic statue of the goddess-mother Cybele looks at this very place. It would be supernatural to assume that this thirty-feet high monument was created by a shepherds¹⁴. It was created by highly-developed culture of the Bronze Age and it's quite natural to suppose that its creators lived in the plain below, without feeling thirst a punishment, under the patronage of their goddess-mother.

We cannot refuse the supposition that the settlement whose inhabitants created the statue of Cybele was the center of the “mountain country Zippasl”, famous from the Hittite sources, and one can state with certainty that it was the perfect town – Tantalysis from the ancient legend. Taking into consideration the evidences of the contemporaries, Tantalysis (Sipila) was the main linking component between two civilizations – the Hittite and the Mycenaean, and possibly the ancestral estate of the dynasty of the Mycenaean ruler – Agamemnon. It is quite rational to suppose that on the plain under the statue of Cybele there are the remains of the town buried with its holy temple for the councils of clergymen, and precious stones, founded in the Bronze Age. From all the aforesaid, the conclusion can be made that this majestic town similar in size with the great Troy, existed at about the same time.

One can only imagine about the destiny of the town, but the hypothesis about the powerful earthquake doesn't seem like falsification.

The Izmir region, as it is well known in Turkey, is situated at a sea-level and has a soil structure that it is considered to be one of the most dangerous seismic active areas¹⁵. The huge damage caused to the towns of Lydia, and sorrows which felt its inhabitants during the earthquake in 17 B.C. were reflected in the historical sources. According to the evidences of the contemporaries, twelve towns were destroyed during one night. The witnesses told about the huge holes in the ground and the subsiding mountains¹⁶.

Nevertheless, towns really can't "go to the ground" for the eternity as the representatives of the ancient religious trends wrote. However, if there is a reservoir near, by according to widespread opinion settlements can really "go under water".

So the story about the destiny of the town Tantalisis located at the foot of Sipila mountain which possessed great wealth, which improved from generation to generation, and was depicted by the ancient authors, seems to be true. It remains only to hope that future archeological excavations will let the scientists-enthusiasts to define how it was destroyed and if it really dated back to the Bronze Age.

¹Phrygian [ˈfrɪdʒiː ən] - Фригиец

²Pharaoh [ˈfærou] - фараон

³dumb [dʌm] - глухой

⁴Pausanias [paʊˈseɪniː əs] - Павсаний, греч. ученый

⁵Mycenaean dynasty [maɪˈseɪniən] - Микенская династия

⁶Agamemnon [æɡəˈmemnən] - Агамемнон, царь Микен

⁷Peloponesus [peləpəˈniːsəs] - Пелопоннес

⁸Cybele [ˈsɪbəliː] - статуя Богине – матери, Кибеллы

⁹deep crevice [kriˈvaɪs] - глубокая расщелина

¹⁰to gush [ɡʌʃ] - хлынуть

¹¹a layer of silt - слой ила

¹²to be drained [dreɪn] - быть осушенным

¹³fertile [ˈfɜːtaɪl] - плодородная

¹⁴shepherd [ˈʃɛpəd] - пастух

¹⁵seismic active area [ˈsaɪzmɪk ˈɛərɪə]- сейсмически активная зона

¹⁶subsiding mountains [ˈsʌbsaɪd] - проседающие горы

6. Read and translate the text. Answer the following questions:

1. Why was the scene of the disaster of Atlantis unreasonably shifted to the West?
2. What kind of rivalry was among the near-eastern neighbours of the Greeks?
3. How did mankind appear according to the ancient level of thinking?
4. What was the task of a dumb peasant?
5. What did the experiment prove?
6. What theory did Plato support?
7. What was situated at the coast of the Aegean Sea?
8. How was the perfect town Tantalysis identified in the descriptions of the ancient authors?
9. Who gave the name to Peloponesus?
10. Why did the events of the past stop being unobvious?
11. Who was the sculptor of the Cybele?
12. What was situated near the statue of the goddess-mother?
13. How was the “Throne of Pelops” made?
14. What did ancient writers try to prove?
15. What did W. Ramsey and J. Fraser state?
16. Why was Tantalysis situated in a suitable place?
17. What was the main linking component between the Hittite and the Mycenaean civilizations?
18. Why doesn't the hypothesis about the earthquake in Tantalysis seem to be a falsification?
19. Can a town “sink into the ground”?

7. Read the words and word combinations in 1 min. and 50 seconds. Cover
the left side of the exercise and translate the words and word combination
in 1 min. and 10 seconds.

- | | |
|---|--|
| 1. grand destiny | 1. грандиозная судьба |
| 2. unreal exaggeration | 2. неправдоподобное преувеличение |
| 3. imaginary prototype | 3. выдуманный прототип |
| 4. to live under smb's supremacy | 4. жить под чьим-то господством |
| 5. He was appointed a head doctor. | 5. Его назначили главным врачом |
| 6. My grandfather didn't gain recognition by his contemporaries. | 6. Мой дедушка не был признан своими современниками. |
| 7. Try to imitate my sounds. | 7. Попробуйте симитировать мои звуки. |
| 8. My mother has retired and now she looks after my child. | 8. Моя мама ушла на пенсию и сейчас смотрит за моим ребенком. |
| 9. Our family put forward the idea of shifting the date when we go to the sea. | 9. Наша семья выдвинула идею о переносе даты поездки на море. |
| 10. There was always rivalry between the Russians and the Ukrainians. | 10. Между русскими и украинцами всегда существовало соперничество. |
| 11. The Tomb of the Unknown Soldier was erected in commemoration of the soldiers of World War II. | 11. Могила Неизвестному Солдату была воздвигнута в память о солда- |

тах Второй Мировой
Войны.

12. The view of the lake inspired him to
create a beautiful picture.

12. Вид озера вдохновил его
на создание прекрасной
картины.

- 8. Find additional information about the Hittite and the Mycenaean civilizations. Explain what is the reason for identification of Tantalus's with the capital of the Mycenaean civilization, Lydia.**

UNIT VII, Lesson 2

- 1. Look through the words and word combinations from Exercise 7 (Unit VII, Lesson 1). Cover the left side of the exercise and translate the words and word combinations in 1 min. and 10 seconds into English.**

2. Read the text and answer the questions:

1. Under what conditions could the story about Atlantis accumulate unconvincing exaggerations?
2. What experiment proved the Phrygians to be the ancestors of all the civilizations?
3. Why did Plato state Atlantis to be a thousand years older than Egypt?
4. What reputation did Tantalus have at the court of the king Croesus?
5. Was Lydia identified as “the temple” of Mycenaean kings' dynasty?
6. Who was considered to be Tantalus' descendant?
7. What did N. Thorp and P. James discovered?
8. What showed that the sculpture of goddess- mother Cybele was created in XIVc. B.C.?
9. Why is it difficult to verify the age of the tomb of the Tantalus?
10. Can the “Throne of Pelops” be the key evidence of the existence of Atlantis?

11. What role did the lake Saloe play in the story about Atlantis?
 12. Who created the statue of the goddess-mother?
 13. Is the Izmir region is considered to be one of the most seismic active area?
 14. Can the story about Atlantis be considered historical truth?
- 3. Retell the text “Geographical identification of Tantalysis with Atlantis”.**
- 4. Discuss the connection of the Hittite and the Mycenaean civilizations with Atlantis. Explain what is the reason for identification of Tantalysis with the capital of the Mycenaean civilization, Lydia.**
- 5*. Write about the acceptable hypothesis for the mankind about the origin and disappearance of Atlantis having analyzed all the data you have read about its story.**

АНГЛО – РУССКИЙ СЛОВАРЬ

А

according to согласно
чему – либо

accumulate v накапливать

acknowledge v признавать

Aegean Sea* Эгейское море

aforesaid вышесказанное

Agamemnon* Агамемнон, царь Микен

analogy аналогия

ancestor предок

ancient древний

appoint v назначать

argument довод

assumption предположение

Athenian philosopher* афинский философ

attack нападение

attempt попытка

clergyman священ-
служитель

collapse v крушить

common way of living* – общинный образ жизни

in comparison with в
сравнении с

comprehension*
восприятие (понимание)

confirm v подтвер-
дить

consequence след-
ствие

consider v считать, по-
лагать

contemporary сов-
ременник

continental drift* - континентальный дрейф

conviction убеждение

a core of the proverb* основа
пословицы

a cosmic bolt* - космический удар

council совет

crevice* расщелина

Croesus* царь Крез

cult of a bull * культ быка

Cybele* статуя Богине -
матери - Кибеллы

D

damage ущерб

data сведения, **datum-**
сведение

date back – v уходить корнями

С

cataclysm катаклизм

(to be) chained* - быть прикованным

challenge вызов

cease v прекращать

circumstance обстоя-
тельство

civilization цивилиза-
ция

Здесь и далее слова отмеченные знаком * не входят в лексический минимум

deal with – v иметь дело с кем-то
declare провозглашать
defend v защищать
definition определение, значение
deny v отрицать
depict v изображать
descendant потомок
destiny судьба
destroy v уничтожать
disaster катастрофа
discover v обнаружить
distant дальний
ditch* ров
the dome of the sky* купол неба
doubtful сомнительный
dozen* десяток
(to be) drained* быть осушенным
dumb* глухой
dynasty династия

E

earthquake* землетрясение
echo отголосок
empire империя
(to be) enchanted with быть очарованным чем-то
enumerate v пере-числять
epoch эпоха
erect* v возводить
erroneous ошибочно
eruption извержение
eternal вечный
evidence доказательство

Hittite civilization* цивилизация Хеттов
holly – святой,- ая
holly herb* священная трава

excavations* раскопки
exceed v превышать
exile изгнание
existence существование

F

fabulist Aesop* баснописец Эзоп
falsify v подделывать
fertile* плодородный, -ая
flourish расцвет
fresco фреска

G

generalized* обобщенный
generation поколение
giant* великан
God Бог
Great Flood* Великий Потоп
Greek stages *- греческие стадии (размер)
ground isthmus* сухопутный перешеек
grove* роща
gush* v хлынуть

H

heritage наследие
Herodotus* Геродот, греч. историк
heterogeneous composition and thickness* неоднородный состав

mammoth* мамонт
mankind человечество
maritime culture*

Homer* Гомер, ант. писатель
hypothesis гипотеза

I

Ice Age* ледниковый период
identification-отож-
 дествление
an image образ
imaginary вообража-
 емый
imitate v подражать
inconsistency непос-
 ледовательность
indicate v указывать

interpret v объяснять,
 интерпретировать
ivory* слоновая кость

J

Jules Verne* Жюль Верн

K

key основной

L

a layer of silt * - слой ила
leage* лье
legend легенда
links with* отношения с
to look after – ухаживать за к.-л.

M

majestic - величественный
peasant* бедняк
Peloponesus* Пело-
 поннес
Pelops* Пелоп, сын Тан-
 тала

приморская культура
mature v назревать
mean - v означать

megalithic monuments*
 мегалитические монументы
metropolis метропо-
 лия
Minoan civilization*
 Минойская цивилизация
Minos* Минос, правитель
 Крита
mountain range* горный
 хребет
Mycenaean dynasty*
 Микенская династия
mysterious загадоч-
 ный

N

nymph* нимфа

O

obviously очевидно
origin происхождение

P

Parthenon* Парфенон
 храм в Афинах
paternal link* родствен-
 ная связь
patronage покрови-
 тельство
Pausanias* Павсаний,
relative родственник
remains остатки
reminiscence* вос-
 поминание
remnants * останки

perfect совершенный
perished* затонувший
Pharaoh* фараон
Phrygian* Фригиец
Plato* Платон, греч. философ
Poseidon* Посейдон, Бог моря
possess v обладать
precious драгоценный
prolonged длительный
protective layer* защитный слой
prototype прототип
put forward – v выдвигать (идею)
pyramid – пирамида

Q

quote* v цитировать

R

race раса
raising and descending of the land*
rational рациональный
recognition признание
reduce* v уменьшать
refer to v относиться к ч.-л.
(to be) reflected быть отображенным
refuse v отказывать
reign правление
state – v утверждать
stepped* - ступенчатый
The Strait of Gibraltar*
 Гибралтарский пролив
subsiding mountains* проседающие горы
sudden внезапно
supernatural сверхъестественный
supporter сторонник

Renaissance* Ренессанс

reputation репутация
resemblance сходство
the reverse of fortune*
 превратности судьбы
ridge* гряда (геогр.)
ritual burying places*
 ритуальные захоронения
rivalry соперничество
rock* – порода
ruins руины
ruler – правитель

S

sacrifice v жертвовать
seismic active area*

сейсмически активная зона

senior старший
set out – v отправится
shepherd* пастух
shift - v переносить
the shift of the earth's crust*
 сдвиг слоев земной коры
The sign of the cross* знак креста
silver* серебро, серебряный
Solon* Солон, афинский политик
source источник
split* - v расколоться
trustworthy заслуживший доверия
truth правда
tsar* царь

U

unanimously единогласно
the Universe* Вселенная

supremacy господство

surface* поверхность

T

to take into consideration

брать во внимание, учитывать

temple храм

Tenochtitlan* Тено-

читлан, столица современ. Мексики

Teotihuacan* Тео-

тиакан, рел. центр Толтеков

term термин

theme тема

Theseus* Тезей, прави-
тель Афин

thinking – мышление

thirst жажда

threaten v угрожать

thrice* трижды, в три
раза

throw down* - v свергнуть

tomb могила

transatlantic connection*

- трансатлантическая
связь

the trapping for bulls*

охота на быков

tremendous огромный,

trend – течение

V

verification проверка

the view of вид ч.-л.

volcano вулкан

volcano sediments*

вулканические отложения

volcano's ash* - вулканический
пепел

W

welfare благополучие

widespread широко-

- распространенный

Z

Zeus* Зевс

РУССКО – АНГЛИЙСКИЙ СЛОВАРЬ

А

Агамемнон* - Agamemnon
 аналогия - analogy
 афинский философ* - Athenian
 philosopher

Б

бедняк* - peasant
 благополучие – welfare
 Бог - God
 брать во внимание - take into con-
 sideration
 бронзовый век - Bronze Age

В

вдохновлять - inspire
 великан* - giant
 величественный - majestic
 вечный – eternal
 вид ч.-л. - the view of
 внезапно - sudden
 возводить* - erect
 воображаемый – imaginary
 воспоминания* - reminiscence
 восприятие* - comprehension
 Вселенная* - The Universe
 вулкан - volcano
 вулканические отложения* -
 volcano sediments
 вулканический пепел* -
 volcano's ash
 выдвигать (идею) - put forward
 вызов – challenge
 вышесказанное – aforesaid

Г

гипотеза - hypothesis
 глухой* - dumb
 Гомер* - Homer
 господство - supremacy
 греческие стадии* (размер) - Greek
 stages

гряда* (геогр.) - ridge

Д

дальний - distant
 десяток* - dozen
 династия - dynasty
 длительный - prolonged
 довод - argument
 доказательство - evidence
 драгоценный - precious
 древний - ancient
 дрейф (континентальный)* - con-
 tinental drift

Е

единогласно - unanimously

Ж

жажда - thirst
 жертвовать - sacrifice
 Жюль Верн* - Jules Verne

З

загадочный - mysterious
 заслуживающий доверия – trust-
 worthy
 затонувший* - perished
 защитный слой* - protective layer

Геродот* - Herodotus

защищать (от опасности) - defend

Гибралтарский пролив* - The Strait of Gibraltar

Зевс* - Zeus

Gibraltar

землетрясение* - earthquake

Н

знак креста* - The sign of the cross

И

извержение - eruption

изгнание - exile

изображать - depict

ил* - silt

иметь дело с кем-то - deal with

империя - empire

интерпретировать - interpret

источник - source

назначать - appoint

назревать - mature

накапливать - accumulate

нападение - attack

наследие - heritage

неоднородный состав и толщина* - heterogeneous composition and thickness

непоследовательность - inconsistency

нимфа* - nymph

К

О

катаклизм - cataclysm

катастрофа - disaster

Кибелла* - Cybele

космический удар* - cosmic bolt

Крез* - Croesus

критика - criticism

крушить - collapse

культ быка* - cult of a bull

купол неба* - the dome of the sky

обладать - possess

обнаружить - discover

обобщенный* - generalized

образ - an image

обстоятельство - circumstance

общинный образ жизни* - common way of living

огромный - tremendous

означать - mean

окутанный тайной* - be shrouded in mystery

определение - definition

основной - key

останки* - remnants

остатки - remains

осушенный* - drained

отголосок - echo

отказывать - refuse

относится к ч.-л.* - refer to

отношения с ч.-л.* - links with

отображать - reflect

отождествление - identification

отправится - set out

Л

легенда - legend

ледниковый период* - Ice Age

лье* - leage

М

мамонт* - mammoth

мегалитический монумент* - megalithic monument

метрополия - metropolis

Микенская династия* - Mycenaean

dynasty
Минойская цивилизация* - Minoan civilization
Минос* - Minos
могила - tomb
мышление - thinking

II

Павсаний* - Pausanias
Парфенон* - Parthenon
пастух* - shepherd
Пелоп* - Pelops
Пелопоннес* - Peloponesus
переносить - shift
перечислять - enumerate
перешеек* - isthmus
пирамида - pyramid
Платон* - Plato
плодородный* - fertile
поверхность* - surface
подделывать - falsify
подражать - imitate
подтверждать - confirm
подъем и опускание суши* - raising and descending of the land
поколение - generation
покровительство – patronage
порода* - rock
руины - ruins
Посейдон* - Poseidon
потомок – descendant
потоп - Flood
Великий Потоп – Great Flood
правда - truth
правитель - ruler
правление - reign
превратности судьбы* - the reverse of fortune
превышать - exceed
предок - ancestor
предположение – assumption
прекращать - cease
преувеличение - exaggeration
признавать - acknowledge

отрицать - deny
охота на быков* - the trapping for bulls
очарованный – be enchanted with
очевидно - obviously
ошибочно - erroneous
провозглашать - declare
происхождение - origin
проседающие горы* - subsiding mountains
прототип - prototype

Р

раса - race
расколоться* – split
раскопки* - excavations
расцвет - flourish
расщелина* - crevice
рациональный - rational
Ренессанс* - Renaissance
репутация - reputation
ритуальные захоронения* - ritual burying places
ров* - ditch
родственник - relative
родственная связь* - paternal link
роща* - grove

С

сведения - data
свергнуть* - throw down
сверхъестественный - supernatural
святой,- ая - holly
священная трава* – hooly herb
священнослужитель - clergyman
сдвиг слоев земной коры* - the shift of the earth's crust
сейсмически активная зона* - seismic active area
серебро* - silver
следствие - consequence
слоновая кость* - ivory
совершенный - perfect

признание – recognition
приковать – chain
быть прикованным* - be chained
приморская культура* - maritime culture
проверка - verification
в сравнении с - in comparison with
Средиземное море* - Mediterranean Sea
старший - senior
сторонник - supporter
ступенчатый* - stepped
судьба - destiny
существование - existence
сходство - resemblance
считать - consider

Т

Тезей* - Theseus
тема - theme
Теночтитлан* - Tenochtitlan
Теотиакан* - Teotihuacan
Тера* - Thera
термин - term
течение (научн.) - trend
трансатлантическая связь* - transatlantic connection
трижды* - thrice

У

убеждение - conviction
угрожать - threaten
указывать - indicate
уменьшать* - reduce
уничтожать - destroy
утверждать - state
ухаживать за к.-л. - look after
уходить корнями - to date back
ущерб - damage

Ф

фараон* - Pharaoh

совет - council
современник - contemporary
согласно ч.-л. - according to
Солон* - Solon
сомнительный - doubtful
соперничество - rivalry
хребет (горный)* - range

Ц

царь - tsar
цивилизация - civilization
цивилизация Хеттов* - Hittite civilization
цитировать* - quote

Ч

человечество - mankind

Ш

широко – распространенный - widespread

Э

Эгейское море* - Aegean Sea
Эзоп* - Aesop
эпоха - epoch

фреска - fresco

Фригиец - Phrygian

X

хлынуть* - gush

храм - temple