



# **ЗАХИСТ ВИРОБНИЧОЇ ПРАКТИКИ**

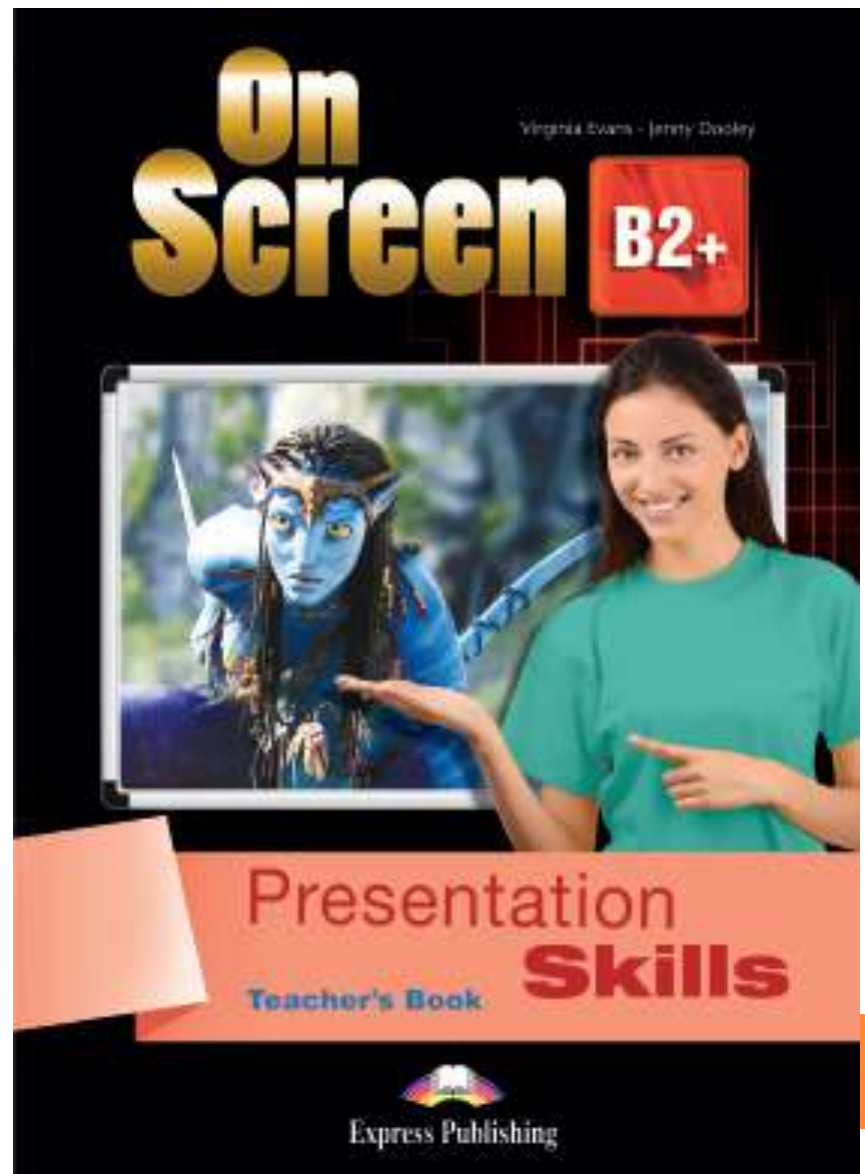
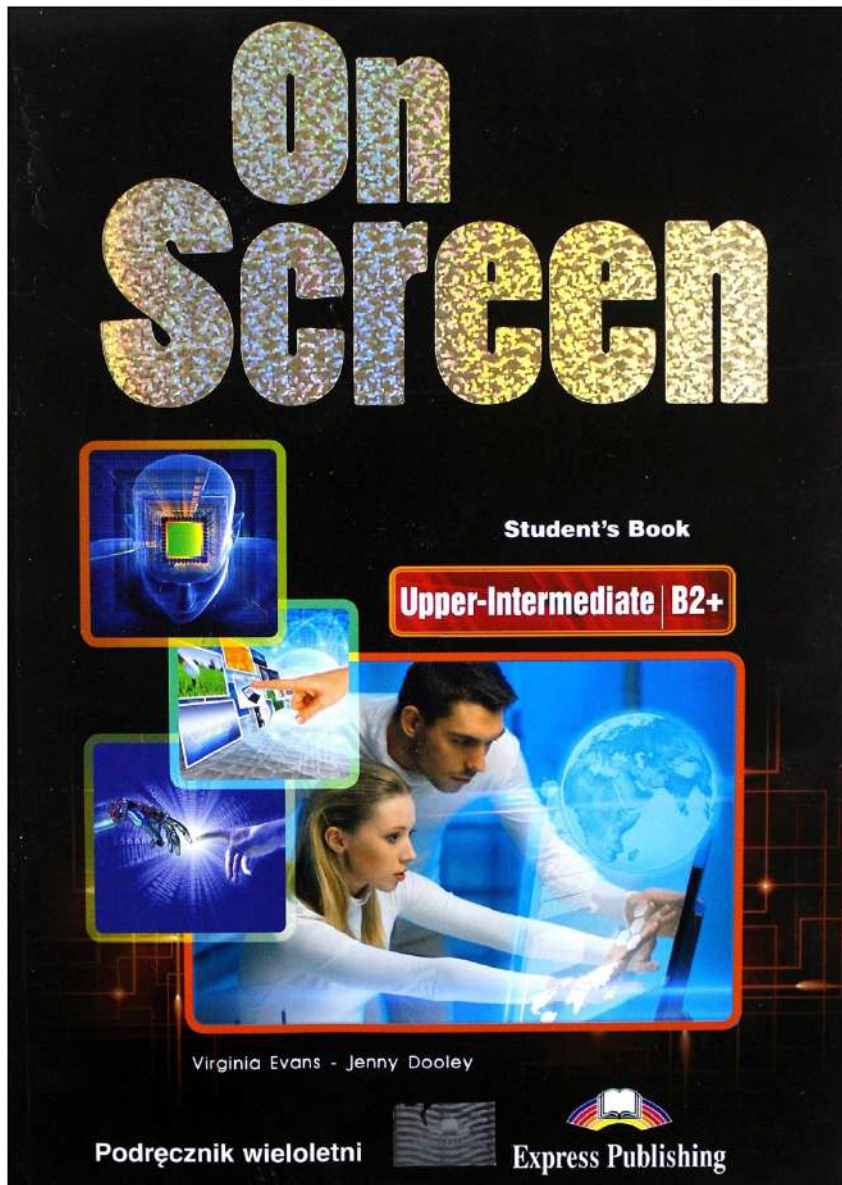
**студентки групи ФЛ-16-2  
Білокопитової Марії**

# ЗАГАЛЬНІ ВІДОМОСТІ

- Місце проходження: Університет імені Альфреда Нобеля
- Керівник: Голуб Дарина Олександрівна
- Предмет: Англійська мова для перекладачів
- Групи: ФЛ-18-3 та ФЛ-18-9 (2 курс)



# ПІДРУЧНИКИ





# МОДУЛЬ 7: ЦИВІЛІЗАЦІЇ ТА НАУКА

## Civilisations & Science

### Module 7

#### Unexplained mysteries

**1** a) Read the texts (A-C) and fill in the words: *associated, aliens, extraterrestrial, ancient, floors, supernatural, release, sank, evidence, occurrences, disappearances, hit.*

**1** The Roswell UFO crash

**2** Arkhaim, Russia

**3** Lost City of Atlantis

**4** Bermuda Triangle

**5** Loch Ness Monster

**A** No one really knows what happened to this 1) ..... city, or whether it even existed in the first place. According to Plato, the city 2) ..... into the ocean in a single day. Since then, divers have explored ocean 3) ..... around the world in search of it, but still no 4) ..... has been found.

**B** This region of the North Atlantic Ocean, off the west coast of Florida, is 5) ..... with the unexplained 6) ..... of aeroplanes and ships. Many scientists claim that these strange 7) ..... are due to violent weather, but others believe that some 8) ..... force exists in the area.

**C** This incident 9) ..... international headlines. According to an official press 10) ..... issued by a local military officer, an 11) ..... spacecraft crashed near the town of Roswell in New Mexico in 1947. A day later, however, another announcement stated that the object was in fact a 'weather balloon'. Some people think that the military tried to cover up the truth and that 12) ..... actually landed on Earth. To this day, the case still remains unsolved.

b) Which of the unexplained mysteries in Ex. 1 is each text about?

**2** What do you think really happened in Roswell? Tell the class.

**Words of wisdom**  
*"Peace is the virtue of civilisation. War is its crime."* (Victor Hugo)

**MODULE OBJECTIVES**

- Vocabulary**
  - unexplained mysteries
  - mysteries & civilisations
  - UFOs
  - space
  - science & technology
- Reading**
  - an article (multiple matching)
- Grammar**
  - comparisons
  - inversion
  - clauses
- Listening**
  - lectures (multiple choice)
- Speaking**
  - make suggestions
  - compare pictures
- Writing**
  - a paragraph giving reasons
  - a report (making suggestions)
- Language Focus**
  - phrasal verbs & prepositions
  - word formation
  - grammar in focus
- Progress Check**

## 7a

### Nazca Lines, Peru

**B Steve**

"Why in the world would an ancient civilisation have spent years in the middle of the desert creating long lines and giant symbols, whose patterns are clearly visible only from the air? This is the mystery that has puzzled researchers for years. The 'Nazca Lines', which are located in the Nazca Desert in Peru, depict hundreds of different figures including sharks, monkeys and spiders. The pictures are believed to have been created between 400 and 850 AD, but why? Scholars have said the lines may have represented constellations or have had religious significance. More wild theories say the Incas were created by aliens and were sending strips for their aircraft. Personally, I think that's going too far! But seeing the drawings, I definitely couldn't stop wondering how on Earth an ancient people could have created such massive works of art without the ability of flight to see what they were creating."

### Great Pyramid of Giza, Egypt

**C John**

"Nothing prepares you for the sense of wonder and complete awe you feel the moment you set eyes on the Great Pyramid of Giza. The sheer size of the structure alone had me shaking my head in disbelief. To this day, no one knows how 5,000 years ago, people living along the Nile were able to move over 2 million stone blocks weighing up to 15 tonnes to a nearly 500-foot summit. But that's not all that will make your jaw drop. Whoever built it encoded geographical, mathematical and astronomical information into its structure. How they had the knowledge to do this and why they did it is a complete mystery. For example, the pyramid's four sides are perfectly aligned to true north, south, east and west. Why? Then, there's the mysterious fact that on one level of the pyramid, food does not decompose and dull razor blades become sharp again. The accuracy of the pyramid's workmanship is such that its base is almost completely level - it varies less than 15 mm in height over 13 acres! How did an ancient civilisation achieve such accuracy when architects today can't even do so? Some people believe the Great Pyramid was a structure for gathering, amplifying and focusing a mysterious energy field. Whatever its purpose, seeing it raises more questions than answers."

### Stonehenge, Britain

**D Laura**

"Visiting Stonehenge had long been a goal of mine and on my last trip to England I finally managed it. When I was finally confronted by the sight of these famous huge stones I was speechless and walking around them provoked some very strange feelings in me. I could sense these stones are very important and Stonehenge has some mysterious meaning. If only we could discover what it is! All we know for certain is Stonehenge is over 5,000 years old, was constructed in stages and many of its stones come from mountains in Wales, more than 240 miles away. How did they accomplish such a feat? Stonehenge seems to taunt us with its mystery. The stones are set up to align perfectly with the midsummer sunrise. Was Stonehenge a temple, a burial ground, an astronomical calendar or a healing site? Somehow I doubt Stonehenge will ever give up its secrets."

#### Check these words

- monoliths • guard • construct • (be) in the presence of
- exceed • constellation • religious significance
- landing strip • massive • awe • set eyes on • sheer
- shake head in disbelief • summit • encode • perfectly aligned • decompose • gather • amplify • raise questions
- confronted • provoke feelings • accomplish • feat • taunt
- burial ground • healing site

**5** Fill in: honour, clearly, complete, isolated, accomplish, shake, burial, landing, stone, civilisation.

1 ..... price

2 to ..... their ancestors

3 to ..... a feat

4 ..... ground

5 ..... visible

6 ..... strips

7 to ..... my head

8 ..... blocks

9 ..... mystery

10 ancient .....

**4** Match the words in bold to their meanings.

- can be seen • strange • achieve • show
- respect • distant • went beyond • flat
- importance • faced • be spread across

**Tell the class two things you have learnt about each place.**

**THINK!** Which place would you like to visit the most? Why? In three minutes write a few sentences. Tell the class.

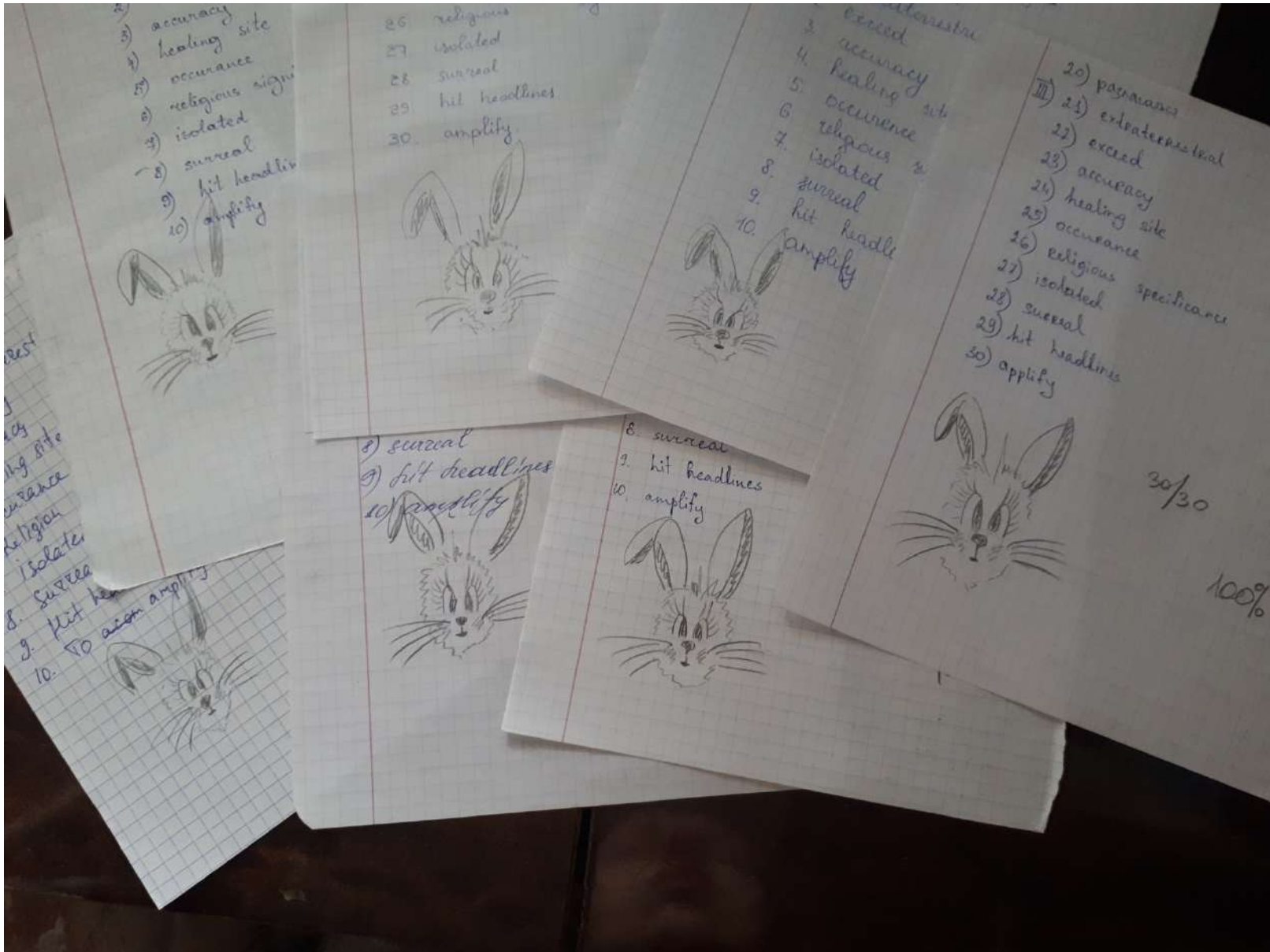
LESSON PROCEDURE				
Time	Teacher Activity	Learner Activity	Interaction T-S/S-S	Stage Aim
5	Warm up	Speculate on the quotation related to the topic and explain their point of view.	T-S	To help students get into mood for class
15	1. <b>Reading:</b> Check the text for home reading. 1.1 Ask questions concerning the text. 1.2 Check the task to the text.  1.3 Refer to the <i>Check these words</i> box and elicit the meaning of the words.	Give some information about the text. Find answers in the text.  Saying whether the statement is true or false.  Explain the words and phrases from the text.	T-S T-S T-S T-S	To check the tasks of CC7  To read for specific information Check the knowledge of the vocabulary from the text
10	2. <b>Listening:</b> Live coverage of UFO celebration Day 2.1 Play the recording and check Ss' answers 2.2 Go through the phonetic symbols 2.3 Play the recording for Ss to check their answers	Listen to the recording and choose the correct answers.  Elicit which word containing <i>-ough</i> matches each sound. Repeat chorally the sounds.	Ss (individually) T-S Ss	To listen for specific information  Practise the pronunciation
25	3. <b>Speaking:</b> Acting out a dialogue. 3.1 Read out the phrases in the list and give time to complete the dialogue. 3.2 Check Ss' answers 3.3 Split into pairs. Ask Ss to take roles and act out the dialogue 3.4 Direct Ss to the <i>Useful Language</i> box and explain the situation, draw the diagram on the board for Ss to follow. 3.5 Monitor the activity around the class and ask some pairs to act out the dialogue in front of the class 3.6 Direct Ss' attention to the pictures and ask to elicit a variety of statements around the class. 3.7 Play the recording.	Explain the phrases and fill them in.  Give the answers. Work in pairs and act out the dialogue.  Work in pairs and act out the dialogue for the situation presented.  Discuss the pictures in pairs.  Listen and compare their answers to the model answer.	T-S T-S S-S S-S S-S T-S	To complete a situational dialogue  To role play a dialogue  To role play a situational dialogue making suggestions and agreeing/disagreeing  To compare and contrast two pictures  To analyse a model answer
15	4. Language Knowledge. 4.1 Give Ss time to read	Complete the text with suitable words.	Ss (individually)	To read for cohesion and coherence

VOCABULARY  
 READING  
 GRAMMAR  
 LISTENING  
 SPEAKING  
 WRITING  
 LANGUAGE FOCUS  
 PROGRESS CHECK

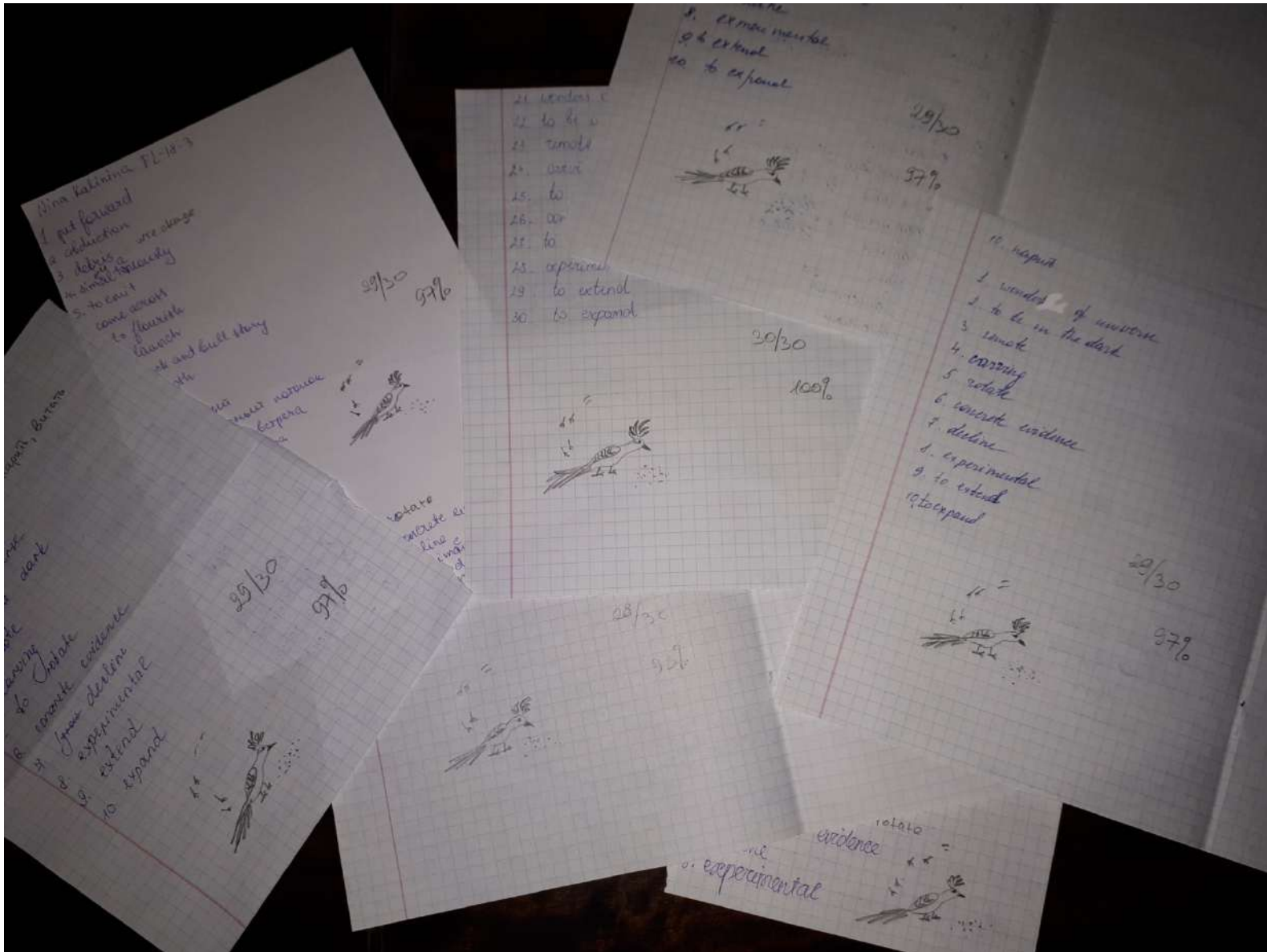




# DICTATION TRANSLATION 1



# DICTATION TRANSLATION 2



# ВІДКРИТИЙ УРОК ФЛ-18-9





