

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM, FAN VA  
INNOVATSIYALAR VAZIRLIGI**

**TOSHKENT DAVLAT SHARQSHUNOSLIK UNIVERSITETI**

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**ENGLISH**  
**(FOR STUDENTS MAJORING IN ANTHROPOLOGY)**

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Mazkur o'quv qo'llanma Toshkent davlat sharqshunoslik universiteti "Sharq sivilizatsiyasi va Tarix" fakulteti kunduzgi hamda kechki bo'limda ta'lim oluvchi ikkinchi bosqich talabalari uchun mo'ljallangan bo'lib, u kommunikativ tizim-faoliyat yondashuvi doirasida aloqa vositasi sifatida ingliz tilini tartibli, tizimli o'qitishni amalga oshiradigan ilmiy va uslubiy vositadir..

Qo'llanma 12-ta dars-mavzu, qo'shimcha matnlar, grammatik ma'lumotlar, inglizcha-o'zbekcha lug'at va ilovalardan iborat. Har bir dars-mavzu grammatik va leksik materiallarni o'rganish uchun "Reading" bilan boshlangan. Bu tematik asosiy matndagi leksik va grammatik qiyinchiliklarni soddalashtirishga qaratilgan.

Uslubiy nuqtai nazardan har bir bo'lim uchun vazifalar batafsil ishlab chiqilganligi, matnlar ustida ishlash bo'yicha ko'rsatmalar berilganligi, shubhasiz, talabalarda nutq faoliyatining barcha turlarini samarali va bir xil rivojlanishiga yordam beradi va ularda o'quv jarayoniga mustaqil ravishda tayyorgarlik ko'rish imkoniyatini yaratadi.

O'zbekiston Respublikasi oliy ta'lim, fan va innovatsiyalar vazirligi vazirligi tomonidan tasdiqlangan "G'arb tili (ingliz tili)" fanining o'quv dasturiga muvofiq tuzilgan.

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## UNIT 1. TASHKENT STATE UNIVERSITY OF ORIENTAL STUDIES

**Exercise 1. Before reading the text, answer the following questions.**

1. When was Tashkent State University of Oriental Studies established?
2. What career development resources are available to TSUOS students?
3. Do you have any prior knowledge about Uzbekistan or Central Asia? If so, what do you know about the region?



Tashkent State University of Oriental Studies (TSUOS) is one of the leading universities in Uzbekistan, specializing in the study of the languages, cultures, and history of the East, particularly the Middle East, Asia, and Central Asia. It is a prominent institution for students who wish to pursue degrees in Oriental studies, foreign languages, and regional studies, offering various programs that cater to the diverse needs of students interested in these fields.

## **Overview of Tashkent State University of Oriental Studies (TSUOS)**

**Established:** 1992 (in its current form, though its origins date back to 1943 as the Faculty of Oriental Languages at Tashkent State University).

**Location:** Tashkent, the capital of Uzbekistan.

**Motto:** The university emphasizes the promotion of knowledge of the East, especially languages, literature, history, and culture, providing students with an in-depth understanding of Asian and Middle Eastern civilizations.

**International Collaboration:** TSUOS collaborates with many leading universities and institutions across the world, particularly those in countries such as China, Japan, South Korea, India, Iran, Turkey, and Arab nations.

### **Faculties at Tashkent State University of Oriental Studies**

The university offers a wide range of academic faculties and programs, focusing primarily on Oriental studies. Here are the main faculties:

#### **1. Faculty of Oriental Languages**

**Languages Offered:** Arabic, Persian, Turkish, Japanese, Chinese, Korean, Hindi, and Urdu, among others.

**Programs:** Undergraduate, graduate, and postgraduate programs in Oriental languages and linguistics.

**Focus:** Linguistic skills, translation, interpretation, and cultural aspects of the languages taught.

#### **2. Faculty of History and Culture of the East**

Programs: Bachelor's and Master's degrees in the history, culture, and philosophy of Asian and Middle Eastern regions.

Focus: Ancient and modern history of the East, including the study of various civilizations and their cultural contributions.

Specializations: Indian studies, Arab studies, Central Asian studies, and Iranian studies, among others.

### **3. Faculty of International Relations and Regional Studies**

Programs: Undergraduate and graduate degrees focusing on international relations, diplomatic studies, and regional politics, with an emphasis on Asia and the Middle East.

Focus: Geopolitics, international law, regional diplomacy, and the foreign relations of Uzbekistan with neighboring Eastern countries.

### **4. Faculty of Law and Political Science**

Programs: This faculty provides legal education with a focus on international law, particularly in the context of Asian and Middle Eastern nations.

Focus: Students study both national and international legal systems, with a special emphasis on legal issues in Asian and Middle Eastern countries.

### **5. Faculty of Philosophy and Sociology**

Programs: Offers courses in philosophy, sociology, and social sciences with a focus on Eastern and Central Asian thought.

Focus: The development of social structures and philosophies in Asian societies, with an emphasis on Confucianism, Buddhism, and Islamic thought.

### **6. Faculty of Economics and Business in the East**

**Programs:** Offers undergraduate and postgraduate programs in economics, focusing on the economies of Asian and Middle Eastern countries.

**Focus:** Economic development, trade relations, and business practices in countries such as China, Japan, and the Middle East.

TSUOS is a leading center for research in the following areas:

**Oriental Studies:** Comprehensive studies of the languages, literatures, and cultures of Asia and the Middle East.

**Central Asian Studies:** In-depth research into the history, languages, and cultures of Central Asia, especially in the context of Uzbekistan and its neighboring countries.

**Islamic Studies:** The university offers a strong focus on Islamic philosophy, theology, and the history of Islamic civilizations, particularly in the Central Asian context.

**Political and Economic Studies of the East:** Research on the political and economic developments in Asian and Middle Eastern countries.

### **Active Student Life**

TSUOS students are highly involved in a wide range of academic, social, and extracurricular activities, which contribute to their personal development and cultural understanding:

#### **Cultural Activities:**

Students have opportunities to participate in cultural exchange programs, art exhibitions, and performances that highlight the diverse cultures of the East.



The university often organizes cultural festivals, language competitions, and film screenings related to Asian and Middle Eastern cultures.

### **Student Organizations:**

There are various student organizations that promote language learning, cultural exchange, and the exploration of Eastern philosophies and traditions. These include language clubs, cultural societies, and international student associations.

### **International Exchange Programs:**

TSUOS has strong connections with universities in Asia and the Middle East, offering students opportunities to study abroad or participate in exchange programs.

Some students take part in internships and language immersion programs in countries like China, Japan, Iran, and Turkey.

### **Research and Academic Conferences:**

Active students often participate in national and international conferences, where they present their research on topics related to Eastern studies, international relations, and regional history.

The university encourages students to engage in scholarly research projects, many of which are supported by faculty members.

### **Sports and Recreation:**

The university offers sports facilities, and students can join different sports clubs such as basketball, volleyball, and soccer.

Students also participate in wellness and fitness activities, as well as traditional sports from Eastern cultures.

### **Volunteering and Social Projects:**



Many students take part in community service and volunteering projects, which can involve language teaching, cultural awareness programs, or local development initiatives.

### Notable Alumni and Contributions

TSUOS graduates often go on to hold significant positions in diplomacy, academia, government, and international organizations. Alumni include ambassadors, diplomats, academics, and experts in international relations, often serving as cultural liaisons between Uzbekistan and Eastern countries.

Tashkent State University of Oriental Studies is a premier institution for anyone interested in learning about the languages, cultures, and societies of the East. With its diverse academic programs, active student life, and emphasis on international relations, it plays a key role in promoting cross-cultural understanding and cooperation in the region. If you're interested in pursuing studies in Oriental studies, foreign languages, or regional politics, TSUOS provides a comprehensive and engaging environment for personal and academic growth.

**Exercise 2. General Questions about the University. Discuss these questions in small groups.**

1. What is the mission of Tashkent State University of Oriental Studies?
2. What are the main academic programs offered at TSUOS?
3. What languages are taught at TSUOS?
4. Does TSUOS offer undergraduate, graduate, and postgraduate programs?

5. How does TSUOS contribute to the promotion of Oriental studies in Uzbekistan?
6. What are the university's primary areas of academic focus?
7. Is TSUOS a public or private institution?
8. What is the role of the Faculty of History and Culture of the East at TSUOS?
9. How does the Faculty of Philosophy and Sociology contribute to the study of Eastern thought and philosophy?
10. Are there any scholarships available for foreign or local students?

## **TOPIC: THE ANTHROPOLOGY OF CENTRAL ASIA**

Central Asia, a vast region at the crossroads of major civilizations, has a rich and diverse anthropological history. Encompassing the modern-day countries of Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, and Tajikistan, as well as parts of Afghanistan and western China, the region's history, culture, and people offer fascinating insights for anthropologists studying human societies, culture, and history. The anthropology of Central Asia explores the interaction between its indigenous peoples, nomadic traditions, settled agricultural societies, and the various empires and civilizations that have influenced the region over millennia.

### **Historical and Cultural Overview**

**Geographical and Historical Context:** Central Asia has long been a cultural and commercial bridge between East and West, connecting the civilizations of the **Middle East, South Asia, China,** and

**Russia.** The region's location along the **Silk Road** made it a key hub for trade, culture, and the exchange of ideas between different empires and peoples.

The earliest known inhabitants of Central Asia were **Indo-European nomadic groups**, such as the **Scythians** and **Sogdians**, who roamed the vast steppe regions. Over time, the area saw the rise and fall of powerful states, including the **Persian Empire**, **Mongol Empire**, **Timurid Empire**, and **Russian Empire**. Each of these civilizations brought new influences to the region, leaving traces in the language, religion, and material culture of the people.

**Nomadic vs. Sedentary Populations:** A key theme in the anthropology of Central Asia is the contrast between the nomadic and settled societies. The region has long been home to **nomadic pastoralists**, whose economy and social organization were traditionally centered around livestock herding. These nomadic groups, including the **Kazakhs**, **Kyrgyz**, and **Turkmens**, developed unique social structures, art forms, and spiritual practices adapted to life on the move.

In contrast, the sedentary societies in the region were centered around cities like **Samarkand**, **Bukhara**, and **Khiva**, which became centers of **Islamic learning** and **trade**. These cities were key players in the **Silk Road** network, where goods, ideas, and religious beliefs from the **Islamic world**, **China**, and **India** converged.

## **Key Themes in the Anthropology of Central Asia**

**1. Nomadic Cultures and Identity** The nomadic traditions of Central Asia have played a major role in shaping the identity of the

region's peoples. Nomadic societies have unique kinship structures, oral traditions, and political systems. Central Asia's **nomadic pastoralism** is rooted in the ability to manage large herds of livestock such as **horses, camels, sheep, and goats**, while moving across vast stretches of land in search of pasture.

### **Kinship and Social Organization:**

Nomadic societies in Central Asia are typically organized around extended family groups, with a strong emphasis on **patrilineal descent**. Kinship and alliances between families are crucial for survival and governance in harsh, expansive environments.

Leaders in these societies were often **tribal chiefs** or **khans**, who governed through consensus and informal authority, often based on **wisdom** and **valor**.

### **Cultural Traditions:**

**Oral traditions** and **epic poetry**, such as the **Manas epic** of the Kyrgyz, have preserved the history and values of Central Asian nomadic peoples for centuries. These stories celebrate the deeds of legendary heroes and warriors, promoting ideals of bravery, loyalty, and honor.

Traditional **yurts** (portable tents) are iconic symbols of nomadic life, representing the adaptability and resilience of these communities in the face of harsh environments.

**Religious and Cultural Syncretism** Central Asia's history of cross-cultural contact has resulted in a fascinating blend of religious and cultural traditions. The region is a melting pot of **Islam, Shamanism, Zoroastrianism, Buddhism, and Christianity**.

### **Islam in Central Asia:**

**Islam** arrived in Central Asia in the **8th century** with the expansion of the **Arab Caliphate**. Over time, it became the dominant religion in the region. However, **Islamic practices** in Central Asia often integrated local traditions, beliefs, and practices.

Central Asian Islam is unique in its emphasis on **Sufism**, with a long history of **mystical Islamic practices**. **Sufi orders**, such as the **Naqshbandi** and **Qadiri** orders, have played a major role in shaping both religious life and social organization in the region.

### **Shamanism and Folk Beliefs:**

Before the spread of Islam, many Central Asian peoples practiced **Shamanism**, and this tradition continues in some regions today. Central Asian shamans, often women, were believed to have the ability to communicate with spirits, heal the sick, and perform rituals.

Many Central Asians also follow **animist practices**, honoring natural spirits and worshipping sacred mountains, rivers, and trees, a belief system that has been integrated with Islamic practices over centuries.

### **Buddhism and Zoroastrianism:**

Buddhism spread into Central Asia from **India** along the **Silk Road** and had a strong influence, particularly in regions like **Bactria** (modern-day Afghanistan and parts of Uzbekistan). **Zoroastrianism**, the ancient religion of the Persian Empire, also left a legacy in the region, especially in terms of sacred sites and cultural practices.

**Post-Soviet Identity and Modern Anthropology** The collapse of the **Soviet Union** in 1991 drastically reshaped Central Asia's political, cultural, and social landscape. The five **Central Asian republics** gained

independence, but they faced the challenge of defining national identities in the post-Soviet era.

### **Nationalism and Ethnicity:**

The rise of **ethnic nationalism** after independence has led to the reassertion of traditional cultural values and the rediscovery of pre-Soviet histories. Many Central Asian nations, such as **Kazakhstan**, **Uzbekistan**, and **Kyrgyzstan**, have invested in reviving indigenous languages, folklore, and customs to build a sense of national identity.

The Soviet-era borders often divided ethnic groups, leading to tensions over language, identity, and political power. For example, the **Uzbeks**, **Kyrgyz**, and **Tajiks** have often been at odds over territory and resources, especially in areas like **the Fergana Valley**.

### **Cultural Revitalization:**

In recent years, there has been a push to revive **traditional crafts** (such as **carpet weaving**, **embroidery**, and **metalwork**), **cuisine**, and **music**, which are seen as important markers of national identity.

The influence of **globalization** and **Western culture** has also raised debates about the balance between preserving traditional cultures and embracing modernity.

## **Current Anthropological Issues in Central Asia**

**Environmental Challenges:** Central Asia faces significant **environmental challenges**, such as the **Aral Sea crisis**, **desertification**, and **water scarcity**. These issues have a direct impact on the livelihoods of local populations, particularly those dependent on agriculture and pastoralism.

**Migration and Urbanization:** As Central Asia's cities grow, there is a massive rural-to-urban migration, with many young people leaving traditional agricultural and nomadic lifestyles for urban areas. This transition is reshaping family structures, social roles, and community dynamics.

**Ethnic and Religious Tensions:** The legacy of Soviet-era policies of forced resettlement and ethnic mixing, as well as ongoing religious and ethnic identity struggles, continues to be a major issue in Central Asia. Tensions between **Uzbeks** and **Kyrgyz** in Kyrgyzstan, for example, are a reminder of the challenges faced in maintaining interethnic harmony in the post-Soviet space.

The anthropology of Central Asia is a dynamic and multifaceted field that delves into the region's rich history of migration, trade, religion, and culture. From the nomadic traditions of the steppes to the complex interweaving of religious and cultural practices, Central Asia offers anthropologists unique opportunities to explore how human societies adapt to diverse environments and external influences. Today, Central Asia is experiencing a period of rapid social change, as its peoples navigate the challenges and opportunities of independence and globalization. Through the study of this region, anthropologists gain valuable insights into the resilience of cultural identity in the face of historical upheaval and modern pressures.

### **Answer the questions**

1. What are the main nomadic cultures in Central Asia, and how have they shaped the region's identity?



2. How has Central Asia's role as a crossroads for trade and cultural exchange (e.g., via the Silk Road) influenced its anthropological development?

3. What was the significance of the ancient civilizations that once thrived in Central Asia, such as the Scythians, Sogdians, and Kushans?

4. How did the Islamic conquest of Central Asia in the 7th and 8th centuries alter the region's cultural and social practices?

6. How did the Soviet era impact the nomadic traditions in Central Asia?

7. How has Sufism influenced Central Asian religious practices, and how does it differ from other forms of Islam in the region?

8. How do ethnic groups like the Uzbeks, Kyrgyz, Kazaks, Tajiks, and Turkmen navigate issues of ethnic pride, discrimination, and cultural preservation?

9. How is globalization affecting the traditional lifestyles of Central Asia?

10. How do Central Asian societies balance their traditional ways of life with the forces of global capitalism, technology, and modernization?

11. What role does gender play in the anthropology of Central Asia?

12. How have women's roles in Central Asian societies evolved, and what challenges do they face in contemporary society?

13. How do anthropologists study the effects of urbanization in Central Asia?

14. How does the movement from rural areas to cities affect the social fabric, cultural practices, and traditional values of Central Asian people?

## GRAMMAR: NOUNS

### Nouns — Rules & Samples

A **noun** is a word that represents a person, place, thing, or idea. Nouns are one of the basic building blocks of sentences. There are several categories and rules related to nouns that help us use them correctly in sentences.

#### 1. Types of Nouns

##### 1. Common Nouns

A **common noun** is a general name for a person, place, thing, or idea.

**Examples:** city, teacher, dog, country, book

##### 2. Proper Nouns

A **proper noun** names a specific person, place, or thing and always begins with a capital letter.

**Examples:** Tashkent, Shakespeare, Mount Everest, Microsoft

##### 3. Concrete Nouns

A **concrete noun** refers to something that can be perceived by the senses (can be touched, seen, heard, etc.).

**Examples:** apple, music, car, dog, house

#### 4. Abstract Nouns

An **abstract noun** refers to an idea, quality, or state that cannot be physically touched or seen.

**Examples:** love, freedom, happiness, wisdom

#### 5. Countable Nouns

A **countable noun** refers to things that can be counted and has both singular and plural forms.

**Examples:** chair (chairs), book (books), child (children)

#### 6. Uncountable Nouns

An **uncountable noun** refers to things that cannot be counted, typically substances, concepts, or collective items.

**Examples:** water, advice, information, music, furniture

#### 7. Collective Nouns

A **collective noun** refers to a group of things or people considered as a single unit.

**Examples:** team, family, class, herd, group

### 2. Rules for Using Nouns

#### a. Singular and Plural Forms

1. **Singular Noun:** A singular noun refers to one item or person.

**Example:** cat, book, city

2. **Plural Noun:** A plural noun refers to more than one item or person.

Generally, to form the plural of a noun, add **-s** or **-es**:

**Example:** cats, books, cities, boxes

#### Rules for forming plural nouns:

Add **-s** to most nouns: cat → cats, dog → dogs.

Add **-es** to nouns ending in **s, x, z, ch, sh**: box → boxes, dish → dishes.

For nouns ending in **y** after a consonant, change **y** to **i** and add **-es**: baby → babies, country → countries.

For nouns ending in **f** or **fe**, change the **f** to **v** and add **-es**: wife → wives, leaf → leaves.

Irregular plurals: child → children, man → men, woman → women.

## **b. Possessive Nouns**

A **possessive noun** shows ownership or possession. To form the possessive of a noun:

For singular nouns, add **'s**:

**Example:** The cat's toy, Sarah's book.

For plural nouns ending in **s**, add only an **apostrophe**:

**Example:** The cats' toys (more than one cat owns the toys).

For plural nouns not ending in **s**, add **'s**:

**Example:** The children's toys (more than one child owns the toys).

## **c. Nouns as Subjects, Objects, and Complements**

1. **Subject of the Sentence:** The noun that performs the action or is the main focus of the sentence.

**Example:** **The dog** barked loudly. ("The dog" is the subject)

2. **Object of the Sentence:** The noun that receives the action or is affected by it.

**Example:** She reads **books**. ("Books" is the object)

**Complement:** A noun that follows a linking verb and renames or describes the subject.

**Example:** He is a **teacher**. ("Teacher" is the complement, describing "He")

#### **d. Articles and Nouns**

Articles are used with nouns to specify whether we are talking about a specific item or something in general.

**Definite Article "the":** Refers to a specific noun or a noun known to the listener/reader.

**Example:** **The** book on the table is mine.

**Indefinite Articles "a" and "an":** Used when referring to a non-specific noun.

**"A"** is used before a consonant sound:

**Example:** I saw **a** dog in the park.

**"An"** is used before a vowel sound:

**Example:** She is reading **an** apple.

### **3. Noun Samples in Sentences**

#### **1. Common Noun:**

**Sentence:** I bought a **book** yesterday.

**Explanation:** "Book" is a common noun because it refers to a general item.

#### **2. Proper Noun:**

**Sentence:** **Tashkent** is the capital of Uzbekistan.

**Explanation:** "Tashkent" is a proper noun because it is the name of a specific place.

#### **3. Concrete Noun:**

**Sentence:** The **tree** outside is very tall.

**Explanation:** "Tree" is a concrete noun because it can be seen and touched.

#### 4. Abstract Noun:

**Sentence:** **Happiness** is important to me.

**Explanation:** "Happiness" is an abstract noun because it represents a feeling or idea that cannot be touched.

#### 5. Countable Noun:

**Sentence:** I have three **books** on my desk.

**Explanation:** "Books" is a countable noun because it can be counted (three books).

#### 6. Uncountable Noun:

**Sentence:** She drank some **water**.

**Explanation:** "Water" is an uncountable noun because it cannot be counted directly (you cannot say "three waters" in this context).

#### Collective Noun:

**Sentence:** The **team** won the match.

**Explanation:** "Team" is a collective noun because it refers to a group of people considered as one unit.

### Summary of Key Points

- Nouns can be **common** or **proper**, **concrete** or **abstract**, **countable** or **uncountable**, and **singular** or **plural**.
- Nouns serve as the **subject**, **object**, or **complement** in sentences.
- Rules for pluralization, possessives, and article usage help to form grammatically correct sentences.
- Concrete nouns are things you can see or touch, while abstract nouns refer to concepts, feelings, or ideas.

## Exercise 1. Identify the Nouns

**Instructions:** Read the sentences below and underline the nouns. Identify if they are common, proper, concrete, abstract, countable, or uncountable.

1. **The teacher** explained the lesson about **history**.
2. **The dog** barked loudly when **the mailman** arrived.
3. I have **two apples** and **some water** in my bag.
4. **Hope** is a powerful feeling that drives people to achieve great things.
5. **Paris** is known for its beautiful architecture and rich culture.
6. **Love** can make us do incredible things.
7. We visited **London** during our summer holiday.

## Exercise 2. Plural Nouns

**Instructions:** Rewrite the following sentences, making the nouns plural.

1. I have a **book** in my bag.
2. The **child** is playing outside.
3. We need more **box** for our things.
4. The **woman** gave a speech at the conference.
5. My **friend** is coming over tomorrow.
6. The **fish** in the tank are very colorful.

## Exercise 3. Possessive Nouns

**Instructions:** Fill in the blanks with the correct form of the possessive noun.

1. This is (**Tom**) book.



2. We visited (**the teacher**) house last weekend.
3. The (**cat**) toys are scattered around the room.
4. Have you seen (**Sarah**) phone?
5. (**The children**) playground is next to the park.

#### Exercise 4. Countable vs. Uncountable Nouns

**Instructions:** Choose whether the noun in each sentence is countable or uncountable. Write "C" for countable and "U" for uncountable.

1. I need some **bread** for breakfast. \_\_\_\_
2. She gave me three **pencils**. \_\_\_\_
3. **Information** is key to solving the problem. \_\_\_\_
4. There are two **chairs** in the room. \_\_\_\_
5. Could you bring some **rice**? \_\_\_\_
6. He has many **friends** in his class. \_\_\_\_

#### Exercise 5. Complete the Sentences with the Correct Noun

**Instructions:** Choose the correct noun to fill in the blanks. Choose from the following nouns: **dog, happiness, team, water, book.**

1. I love reading a good \_\_\_\_\_ before bed.
2. They won the match because they played as a strong \_\_\_\_\_.
3. \_\_\_\_\_ is essential for survival in the desert.
4. The \_\_\_\_\_ was very friendly and followed me around the park.
5. \_\_\_\_\_ is something everyone strives for in life.

#### Exercise 6. Correct the Mistakes

**Instructions:** Find and correct the mistakes in the sentences related to nouns.

1. The childrens are playing outside.
2. I like eating two apple a day.
3. The fishes in the aquarium are beautiful.
4. My sister's has two dog.
5. This is a informations about the company.

### Exercise 7. Identify and Label the Type of Noun

**Instructions:** Identify the noun in each sentence and label it as **Common, Proper, Concrete, Abstract, Countable, or Uncountable**.

1. **Freedom** is essential for a happy life.
2. **Alice** is going to the **library** to study.
3. He bought two **books** from the store.
4. **The car** in the garage needs to be washed.
5. I need some **sugar** for the recipe.

### Exercise 8. Fill in the Blanks with the Correct Form of the Noun

**Instructions:** Use the correct form of the noun in parentheses to complete the sentence.

1. He is a great (**teacher**). His (**lesson**) are always interesting.
2. The (**child**) were playing with their (**toy**) in the yard.
3. I visited the (**museum**) to see the (**exhibit**) on ancient history.
4. The (**company**) is expanding its (**business**) in Europe.
5. The (**team**) trained hard for the (**competition**).

### Exercise 9. Collective Nouns

**Instructions:** Choose the correct collective noun to complete the sentences. Choose from: **group, team, family, flock, audience**.

1. The \_\_\_\_\_ cheered loudly during the concert.
2. Our \_\_\_\_\_ is going on vacation to the beach this summer.
3. The \_\_\_\_\_ of birds flew south for the winter.
4. The \_\_\_\_\_ won the championship after a tough season.
5. A \_\_\_\_\_ of people gathered outside the building.

## **SPEAKING TASK**

What is there in the picture? (people, things, animals, places, etc)

What is happening? (actions & weather)

What might be happening?

What could have happened before?

Where in the picture? (location/ position)



## UNIT 2. IN THE WORLD: THE GREAT WALL OF CHINA

**Exercise 1. Before reading the text, answer the following questions.**

1. Where is the Great Wall of China located?
2. How long is the Great Wall of China?
3. When and Who was built the Great Wall of China built?
5. What was the role of the Great Wall in protecting ancient China?

### **Key Points about the Great Wall of China**

**History and Construction:** The Great Wall was built over several centuries, beginning as early as the 7th century BC. It was constructed by different dynasties, with the most famous sections built by the Ming Dynasty (1368–1644).

**Purpose:** The Wall was primarily built for defense, to protect Chinese states and empires from invasions by nomadic tribes like the Mongols.

**Size and Scale:** The Great Wall stretches for about 13,170 miles (21,196 kilometers), making it the longest wall in the world.

**Cultural Significance:** The Wall is a symbol of China's historical power, determination, and ingenuity. It is also a UNESCO World Heritage site and attracts millions of tourists every year.

**Design and Structure:** The Wall was built with different materials, including stone, brick, tamped earth, and wood, depending on the region.



The **Great Wall of China** is one of the most famous and iconic structures in the world, symbolizing China's long history, strength, and ingenuity. Stretching over 13,000 miles across northern China, this monumental wall has stood for over two millennia, evolving from an ancient defensive barrier into a global symbol of endurance and human achievement. The Great Wall not only offers a glimpse into China's past but also remains a remarkable feat of architecture, engineering, and military strategy.

**Origins:** The construction of the Great Wall began as early as the **7th century BC** during the Warring States period. It was not a single wall but a series of walls built by different kingdoms to protect their borders from invasions. The most well-known sections of the Wall were built during the **Qin Dynasty** (221-206 BC) under Emperor **Qin Shi Huang** and later expanded during the **Ming Dynasty** (1368-1644).

**Purpose:** The primary purpose of the Great Wall was **defense**. It was designed to protect the Chinese Empire from invasions by nomadic tribes, particularly the **Mongols**, **Xiongnu**, and **Jurchens**, who lived in the northern regions.



**Length:** The Great Wall is over **13,000 miles (21,196 kilometers)** long, making it the longest man-made structure in the world.

**Construction Materials:** The materials used for the Wall varied depending on the region—**earth, stone, brick, and wood** were commonly used. In the northern deserts, **rammed earth** was used, while in mountainous areas, **stone** was more commonly employed.

**Watchtowers and Fortifications:** The Wall is not just a barrier but also includes **watchtowers, fortresses, and signal stations**. These served military purposes by allowing soldiers to monitor enemy movements and communicate with other sections of the Wall.

**Symbol of Strength and Perseverance:** The Great Wall is often viewed as a **symbol of China's strength**, determination, and historical resilience. It represents the will of the people to protect their land and culture against foreign threats.

**A UNESCO World Heritage Site:** In 1987, the Great Wall was designated as a **UNESCO World Heritage Site**, recognizing its cultural, historical, and architectural importance to humanity.

**Influence on Chinese Identity:** The Wall has become a significant part of China's national identity, representing both the military ingenuity of ancient China and the vast scale of the country's efforts to protect its people and territory.

**Labor Force:** It is estimated that millions of people, including soldiers, prisoners, and forced laborers, contributed to the construction of the Wall over centuries. The harsh conditions and dangerous work led to the death of many workers.

**Strategic Locations:** The Wall was not a single continuous structure but was built in various sections, depending on strategic needs. These sections were linked to form a comprehensive defense system that spanned mountains, deserts, and plains.

**Tourism:** Today, the Great Wall of China is one of the most visited tourist attractions in the world. Popular sections, such as **Badaling** and **Mutianyu**, have been restored and are open to visitors. Many tourists come to walk along its ancient paths, explore its watchtowers, and learn about the history behind this monumental structure.

**Preservation Efforts:** Over time, parts of the Great Wall have deteriorated due to natural erosion and human activities. Restoration and preservation projects are underway to protect the Wall from further damage while making it accessible to tourists.

**"The Wall is Visible from Space":** A common myth is that the Great Wall is visible from space with the naked eye. While it is an impressive structure, the Wall is not easily visible without aid, as it blends in with the natural terrain, especially from low Earth orbit.

**Single Continuous Wall:** Another misconception is that the Great Wall is a single, continuous wall. In reality, it is made up of multiple walls and fortifications built at different times by different dynasties.

**The Wall's Length:** If you walk the entire length of the Great Wall, it would take you about **18 months** to complete, walking 10 miles a day.

**Emperor Qin Shi Huang's Role:** The first Emperor of China, **Qin Shi Huang**, is often credited with unifying the various sections of the



Wall. However, much of the structure we recognize today was constructed during the **Ming Dynasty** (1368-1644).

**Watchtowers:** There are over **1,000 watchtowers** along the Wall, each serving a different military function, including housing soldiers, storing supplies, and offering a vantage point for surveillance.

**The Wall Was Not Always Successful in Its Purpose:** Despite its impressive size, the Great Wall did not always prevent invasions. For example, the **Mongols** managed to bypass the Wall in the 13th century, leading to the fall of the **Yuan Dynasty** in China.

The Great Wall of China is more than just a physical structure; it is a symbol of China's history, cultural strength, and military strategy. Spanning over 13,000 miles, this remarkable feat of engineering has withstood the test of time and remains an awe-inspiring part of the world's heritage. As both a historical monument and a modern-day tourist attraction, the Great Wall continues to inspire visitors with its sheer scale, beauty, and enduring significance. Whether looking at it from the perspective of defense, architecture, or cultural identity, the Great Wall offers countless insights into the ancient Chinese empire and its lasting legacy.

### **Answer the questions on the Great Wall of China**

1. Why was the Great Wall of China built?
2. What other purposes did the Great Wall of China serve, besides defense?
3. How did the construction of the Great Wall affect the people who built it?

4.What makes the Great Wall of China such an impressive architectural feat?

5.What features were built into the Great Wall to help defend it, such as watchtowers and gates?

6.Is the Great Wall of China still standing today? What is its condition?

7.Why is the Great Wall of China considered a UNESCO World Heritage Site?

8.Do you think the Great Wall of China was a good idea? Why or why not?

## GRAMMAR: PRESENT SIMPLE TENSE

The **present simple tense** is one of the most commonly used verb tenses in English. It is used to describe **regular actions, general facts, habits, routines, and things that are always true.**

### 1. Positive Sentences

In the present simple tense, the structure is:

**Subject + Base Form of Verb (V1)**

For example:

I **eat** breakfast every day.

She **works** at a hospital.

**Note:** For **he, she, or it** (third person singular), we add **-s** or **-es** to the verb.

She **plays** tennis on Sundays.

It **rains** a lot in April.

## 2. Negative Sentences

In negative sentences, we use **do not** (or **don't**) and **does not** (or **doesn't**) before the base form of the verb.

**Subject + do not/does not + Base Form of Verb (V1)**

Examples:

I **don't** like pizza.

He **doesn't** play football.

For **he, she, it** (third person singular), we use **doesn't** instead of **don't**.

## 3. Questions

In questions, we place **do** or **does** before the subject.

**Do/Does + Subject + Base Form of Verb?**

Examples:

**Do** you **like** music?

**Does** she **work** here?

For **he, she, or it**, we use **does**.

## When to Use the Present Simple Tense

### 1. Habitual Actions or Routines

We use the present simple tense to describe actions that are repeated or habitual, usually with time expressions like **always, usually, often, sometimes, never**, etc.

I **go** to the gym every morning.

She **drinks** coffee every day.

They **study** in the library on weekends.

We **never eat** fast food.

### 2. General Facts or Universal Truths

We use the present simple for facts that are always true, scientific facts, or things that are generally accepted as true.

The Earth **revolves** around the Sun.

Water **boils** at 100°C.

The sun **rises** in the east.

### 3. Descriptions and States

The present simple is also used to describe feelings, emotions, or states that are generally true or permanent.

I **feel** happy today.

She **likes** chocolate.

They **know** each other very well.

### 4. Instructions or Directions

The present simple can also be used to give instructions or directions, especially in recipes, manuals, and guides.

First, **mix** the flour and sugar.

You **turn** left at the traffic light.

**Boil** the water before adding the pasta.

### Examples of Present Simple Sentences

#### Affirmative Sentences (Positive):

I **live** in New York.

She **reads** books every evening.

The train **arrives** at 7:00 PM.

#### Negative Sentences:

He **doesn't** like vegetables.

They **don't** speak French.

My brother **doesn't** go to school on Saturdays.

### Interrogative Sentences (Questions):

**Do** you like swimming?

**Does** she play the piano?

**Do** they visit their grandparents often?

### Time Expressions with Present Simple

We often use the present simple with specific time expressions that refer to habits or routines. Some common time expressions include:

**always usually often sometimes rarely never**

**every day/week/month/year**

**on Mondays/Tuesdays**

**in the morning/afternoon/evening**

### Examples:

I **always** eat breakfast at 8:00 AM.

She **usually** goes to the gym after work.

They **never** go to bed before 11:00 PM.

### Spelling Rules for Verbs in the Third Person Singular

When we use the present simple tense with **he, she, or it** (third person singular), we usually add **-s** to the base verb. However, there are some spelling rules to follow:

#### 1. Add -s to regular verbs:

He **plays** soccer.

She **works** in a bank.

#### 2. Add -es if the verb ends in -s, -sh, -ch, -x, or -z:

She **watches** TV every evening.

He **fixes** cars for a living.

It **passes** quickly.

**3. Change -y to -ies if the verb ends in a consonant + y:**

He **studies** English at university.

She **carries** a heavy bag to work.

**4. Verbs that end in a vowel + y: just add -s:**

He **plays** the guitar.

She **enjoys** reading.

**Exercise 1. Fill in the blanks with the correct form of the verb in the present simple tense:**

1. I \_\_\_\_\_ (eat) breakfast every morning.
2. She \_\_\_\_\_ (work) in a hospital.
3. They \_\_\_\_\_ (go) to school by bus.
4. He \_\_\_\_\_ (like) pizza, but he \_\_\_\_\_ (not like) vegetables.
5. \_\_\_\_\_ you \_\_\_\_\_ (play) football on Sundays?
6. We \_\_\_\_\_ (study) English at school.

**Exercise 2. Correct the mistakes in the following sentences:**

1. She don't like chocolate.
2. They plays football every weekend.
3. He don't read books.
4. I eats lunch at 12:00 PM.
5. We doesn't go to the gym on Saturdays.

**Exercise 3. Fill in the blanks with the correct form of the verb in parentheses.**

1. She \_\_\_\_\_ (study) English every day.

2. We \_\_\_\_\_ (live) in a small town near the sea.
3. He \_\_\_\_\_ (not like) chocolate.
4. They \_\_\_\_\_ (go) to the gym three times a week.
5. I \_\_\_\_\_ (work) in a bank.
6. My brother \_\_\_\_\_ (play) soccer on Sundays.
7. It \_\_\_\_\_ (rain) a lot in autumn.
8. You \_\_\_\_\_ (be) always so helpful.
9. They \_\_\_\_\_ (not eat) vegetables.
10. She \_\_\_\_\_ (read) a book right now.

**Exercise 4. Make questions in the present simple tense.**

1. (you / like) coffee?
2. (she / go) to the office every day?
3. (they / play) football in the evenings?
4. (he / speak) Spanish?
5. (your sister / work) in a hospital?
6. (we / need) more time to finish the project?
7. (you / study) every weekend?
8. (it / snow) in winter where you live?
9. (they / enjoy) their holidays?
10. (you / have) any pets?

**Exercise 5. Correct the mistakes in the sentences.**

1. She don't like going to the cinema.
2. They plays football on Saturdays.
3. I doesn't understand this question.
4. We workes every day except Sunday.
5. He enjoy playing video games.



6. My parents don't goes to the market on Sundays.
7. She read books in the evening.
8. You never speaks loudly.
9. It rains usually in spring.
10. We don't goes to the park after school.

**Exercise 6. Complete the sentences with the correct form of the verb in parentheses.**

1. She \_\_\_\_\_ (enjoy) reading books in her free time.
2. I \_\_\_\_\_ (have) breakfast at 7:30 every morning.
3. They \_\_\_\_\_ (not / like) to swim in cold water.
4. My friends \_\_\_\_\_ (work) in different companies.
5. The sun \_\_\_\_\_ (rise) in the east.
6. We \_\_\_\_\_ (study) English at school.
7. He \_\_\_\_\_ (not / play) the guitar.
8. I \_\_\_\_\_ (go) to bed at 10 PM every night.
9. You \_\_\_\_\_ (need) a lot of practice to improve.
10. We \_\_\_\_\_ (not / live) in the city.

**Exercise 7. Choose the correct option.**

1. She \_\_\_\_\_ to the gym every morning.  
a) go b) goes c) going
2. They \_\_\_\_\_ their homework after school.  
a) does b) do c) doing
3. I \_\_\_\_\_ like pizza.  
a) don't b) doesn't c) not
4. \_\_\_\_\_ you like coffee?  
a) Does b) Do c) Are

5. He \_\_\_\_\_ to work by car.  
a) goes b) going c) go
6. My parents \_\_\_\_\_ live in the city.  
a) not b) doesn't c) don't
7. She \_\_\_\_\_ watch TV in the evening.  
a) don't b) doesn't c) isn't
8. We \_\_\_\_\_ go to the beach in summer.  
a) always b) never c) sometimes
9. The train \_\_\_\_\_ at 9 AM every day.  
a) arrive b) arrives c) arriving
10. They \_\_\_\_\_ work on Sundays.  
a) don't b) doesn't c) isn't

**Exercise 8. Fill in the blanks with the correct form of the verb.**

1. My brother \_\_\_\_\_ (like) to play chess.
2. I \_\_\_\_\_ (not/understand) the question.
3. They \_\_\_\_\_ (be) good at math.
4. We \_\_\_\_\_ (eat) dinner at 7 PM every day.
5. She \_\_\_\_\_ (study) at the library every evening.
6. You \_\_\_\_\_ (know) how to speak French.
7. It \_\_\_\_\_ (not / rain) much in this region.
8. I \_\_\_\_\_ (have) two brothers and one sister.
9. He \_\_\_\_\_ (visit) his grandmother every weekend.
10. The shop \_\_\_\_\_ (close) at 9 PM every day.

**SPEAKING TASK**

Describe a foreign country you have never been to.

**You should say:**

The capital of the country.

The location of the country.

The religion, culture and population of the country.

Where have you heard or learned about this country?

If you have any plan to visit this country in the future. If so why would you like to go there?

What tourist attractions does this country have?

The cultural distinction of this country.

Some major festivals of this country.

### **UNIT 3. EDITING ANTHROPOLOGY: TWO EXPERIENCES IN SPACE AND TIME**

**Exercise 1. Before reading the text, answer the following questions.**

1. What do you think "editing anthropology" means in the context of space and time?
2. How do "space" and "time" intersect to shape the field of anthropology?
4. How does the concept of "space" go beyond geography in anthropological fieldwork?
5. How do rural and urban spaces differ in terms of anthropological study?
6. What does "cultural time" mean, and how is it different from chronological time?

The practice of anthropology, especially when it involves studying human cultures, societies, and behaviors across different contexts, is

deeply influenced by the concepts of space and time. These two dimensions play a pivotal role in shaping anthropological research, interpretation, and presentation. "Editing Anthropology: Two Experiences in Space and Time" might refer to the way anthropologists edit or reframe their fieldwork and theoretical perspectives based on how they understand space (geography, culture, and social settings) and time (historical contexts, change, and development). This topic could involve exploring different methodologies and personal experiences of anthropologists working across different periods and locations, reflecting on how their findings, interpretations, and even personal biases are shaped by these two fundamental elements.

### **Anthropology and Space**

Space refers to the physical, geographical, and social dimensions in which cultures and societies exist. When anthropologists conduct fieldwork in different regions or cultural contexts, the understanding of space is critical.

**Cultural Geography:** The study of the relationship between people and their physical environment. For example, how communities adapt to their environments or how urbanization changes social behaviors.

**Spatial Practices:** How people use and navigate space within their community—this can include the organization of homes, cities, or sacred spaces, which are often critical components of ethnographic research.

**Colonialism and Space:** Colonial histories have significantly influenced how space is organized, occupied, and understood in

different societies. Examining post-colonial spaces can highlight issues of land ownership, migration, and social segregation.

*Example:* An anthropologist studying rural farming communities in Central Asia might compare the use of space in agricultural practices versus urban development in Tashkent, Uzbekistan.

### **Anthropology and Time**

Time, in anthropological research, involves understanding historical contexts, change, and continuity in cultures and societies.

**Historical Anthropology:** The study of human societies over time, exploring how traditions, customs, and behaviors evolve. Anthropologists may study the effects of past events, such as wars, migrations, or industrialization, on modern societies.

**Cultural Time:** Different societies have unique perceptions of time. For example, some cultures may view time as cyclical (e.g., agricultural cycles), while others may see it as linear (e.g., Western industrialized societies).

**Temporal Methods:** Anthropologists often use a long-term perspective in fieldwork to understand the depth of cultural practices. They might study the historical roots of current practices, or how past generations influence contemporary behavior.

*Example:* A researcher studying the transition of nomadic pastoralist societies in Mongolia may look at the historical timeline of Soviet influence and the post-Soviet shift in cultural and economic practices.

### **Editing Anthropology through Space and Time**

#### **Fieldwork in a Rural Village**

A researcher conducting fieldwork in a small rural village in the Andes might be faced with spatial and temporal challenges. The village's isolation can shape the researcher's view of space and influence their interpretation of local traditions. Over time, the researcher might realize that their ethnographic findings are deeply intertwined with their own positionality—how their understanding of space (city vs. rural) and time (modernity vs. tradition) affects their interpretations.

**Space:** The rural setting might lead the researcher to emphasize the importance of community and environmental factors in shaping cultural practices. The anthropologist might spend months or even years in the village to grasp how space (both physical and social) shapes local customs, rituals, and values.

**Time:** The passage of time reveals how the village has adapted to economic pressures, governmental policies, and migration patterns. Over years, the researcher may notice shifts in social structures, consumption patterns, and political engagement.

### **Urban Anthropology in a Megacity**

An anthropologist conducting research in a megacity like **Delhi** or **São Paulo** is dealing with a vastly different experience of space and time. The city's rapid pace of life, diverse population, and global connections create a dynamic space where cultural practices are constantly evolving. Here, space and time are more fluid and contested.

**Space:** Urban space is often fragmented. One neighborhood may be very different from another due to class, ethnicity, or migration patterns. The researcher may explore how different social groups occupy urban space, use it, or contest it.

**Time:** In a megacity, historical layers of colonialism, industrialization, migration, and globalization may leave deep marks on the urban landscape. The anthropologist might focus on how the present reflects the past and how different communities experience time (e.g., migration stories, memory of past events, or the pressure of modernity).

## **Challenges in Editing Anthropology: Two Experiences in Space and Time**

### **Ethical Challenges**

When editing anthropology, the anthropologist often has to make decisions about what to include and what to leave out in their work. They might be faced with questions of representation, especially if they are working with marginalized groups. Editing can be seen as a form of selective memory—emphasizing certain elements of space and time, while leaving others out.

How does an anthropologist navigate their position when researching a culture or group that might have historical trauma related to colonialism, migration, or conflict?

How do they deal with changing power structures and shifting perspectives on time and space?

### **Temporal Bias and Presentism**

Another challenge when working across different periods of time is the temptation to view the past through the lens of the present. **Presentism** is the act of interpreting historical events or cultural practices from the standpoint of contemporary values or norms.

For example, an anthropologist studying indigenous groups might be influenced by contemporary ideas of human rights or



environmentalism, potentially altering the way they interpret past behaviors.

In editing their research or writing, they might be conscious of how they use present-day language and perspectives to discuss cultures from different time periods.

### **Space and the Anthropologist's Positionality**

In fieldwork, the concept of space is not only geographical but also social. The space that an anthropologist occupies in a fieldsite influences the data they collect and the interpretations they make. Anthropologists must be aware of their own positionality within space—how their background, identity, and physical presence affect the people they study.

How does the space between the researcher and the community they are studying shape the knowledge produced?

How do changing locations—fieldwork in different countries or regions—alter their findings?

### **Editing Anthropology: Two Experiences in Space and Time**

can be seen as a reflection of the constant interplay between place (space) and historical context (time). Anthropology is not just a neutral, objective science; it is shaped by the space where research occurs and the time in which it is studied. The process of "editing" anthropological findings involves careful consideration of both space and time—recognizing that our interpretations of cultures and societies are never static. They are shaped by the ever-evolving contexts in which anthropologists find themselves. Understanding how space and time affect anthropology enriches the field, making it more self-aware and nuanced in its approach to studying humanity.

### **Answer the questions**

1. How does the concept of space shape an anthropologist's research? Can space influence the interpretation of cultural practices?
2. How does historical time affect the way anthropologists view change within cultures? Can an anthropologist remain neutral when studying the past?
3. What are some ethical challenges anthropologists face when editing their work based on their positionality in space and time?
4. In what ways do contemporary views of time and space influence our understanding of traditional or indigenous cultures?
5. How does the dynamic nature of modern cities challenge anthropologists' understanding of space and time in the present?
6. Can the experience of time in the field change the way anthropologists view cultural practices?

### **GRAMMAR: PREPOSITION: ON, IN, AT, TO**

Prepositions such as **on**, **in**, **at**, and **to** are used to indicate time, place, and direction in English. Although these prepositions have general rules, there are some exceptions and nuances in their usage. Let's break down the key differences and usage rules for these prepositions.

#### **Preposition "ON"**

##### **Time**

**Used with days and dates:**

**Days of the week:** *on Monday, on Tuesday, on Friday*

Example: *I have a meeting on Tuesday.*

**Specific dates:** *on January 1st, on Christmas Day, on my birthday*

Example: *The conference is on December 5th.*

## **Place**

**Used to describe surfaces:**

**On** refers to being positioned on a surface, a flat area, or an object:

Example: *The book is on the table.*

Example: *He put the keys on the shelf.*

**Public transportation:** *on the bus, on the train, on the plane*

Example: *She is on the bus right now.*

## **Preposition "IN"**

### **Time**

**Used with months, years, seasons, and long periods of time:**

**Months:** *in January, in March*

Example: *I was born in October.*

**Years:** *in 2024, in 1999*

Example: *They got married in 2000.*

**Seasons:** *in winter, in summer, in spring*

Example: *We travel in summer.*

**Centuries and long periods of time:** *in the 21st century, in the past, in the Middle Ages*

Example: *The building was constructed in the 18th century.*

## **Place**

**Used to describe enclosed spaces or locations:**

**Countries, cities, and large places:** *in London, in the park, in Italy*

Example: *I live in New York.*

**Rooms, buildings, and areas:** *in the room, in the house, in the office*

Example: *There is a computer in the kitchen.*

## **Preposition "AT"**

### **Time**

**Used with specific times, holidays, and festivals:**

**Specific time:** *at 5 o'clock, at noon, at midnight*

Example: *We will meet at 7 PM.*

**Holidays and festivals:** *at Christmas, at Easter, at New Year's*

Example: *We usually visit family at Christmas.*

### **Place**

**Used for specific points, places, or locations:**

**Specific locations:** *at the door, at the bus stop, at the station*

Example: *She is waiting at the bus stop.*

**Events and activities:** *at a party, at a meeting, at a concert*

Example: *I met him at a conference.*

## **Preposition "TO"**

### **Time**

**Used to indicate direction or a specific point in time:**

*to* is used to indicate a change in time or movement toward a particular point:

Example: *We work from 9 AM to 5 PM.*

Example: *I'll be there from Monday to Friday.*

### **Place**

**Used to indicate movement toward a destination:**

**Direction or destination:** *to the store, to the park, to London*

Example: *I am going to the supermarket.*

Example: *She travels to work by bus every day.*

Preposition	Used for Time	Used for Place	Used for Movement
ON	Days of the week, specific dates	Surfaces, public transport (e.g., on the bus)	—
IN	Months, years, seasons, long periods	Enclosed spaces (e.g., in a room, in a city)	—
AT	Specific times, holidays, festivals	Specific points or places (e.g., at the door)	—
TO	—	—	Direction or movement towards a place (e.g., go to the park)

## Examples for Practice

### Time:

#### 1. On:

I will visit you **on** Saturday.

The concert is **on** June 5th.

#### 2. In:

I was born **in** 1995.

He will arrive **in** the evening.

#### 3. At:

We will meet **at** 3 o'clock.

She always sleeps **at** night.

#### 4. To:

The museum is open **from** 10 AM **to** 6 PM.

He works **from** Monday **to** Friday.

### Place:

#### 1. On:

The cat is **on** the chair.

I put the book **on** the table.

#### 2. In:

She lives **in** Italy.

The keys are **in** the drawer.

#### 3. At:

I'll meet you **at** the station.

She's waiting **at** the bus stop.

#### 4. To:

I'm going **to** the store.

We are heading **to** the park.

**Exercise 1. Fill in the correct preposition (on, in, at, to)**

1. I met him \_\_\_\_ the restaurant.
2. The meeting is \_\_\_\_ 3 PM.
3. She arrived \_\_\_\_ the airport at 6 o'clock.
4. We usually travel \_\_\_\_ summer.
5. My birthday is \_\_\_\_ January 1st.
6. He works \_\_\_\_ a hospital.
7. The book is \_\_\_\_ the table.
8. I'm going \_\_\_\_ the gym after work.
9. They live \_\_\_\_ Paris.
10. I will see you \_\_\_\_ Monday.

**Exercise 2. Fill in the blanks with the correct preposition: "on", "in", "at", or "to".**

1. I will see you \_\_\_\_ 6 PM.
2. We are going \_\_\_\_ the park later.
3. The book is \_\_\_\_ the table.
4. She is \_\_\_\_ the kitchen right now.
5. I was born \_\_\_\_ 2000.
6. He left \_\_\_\_ 10 o'clock this morning.
7. My birthday is \_\_\_\_ May 5th.
8. They arrived \_\_\_\_ the airport an hour ago.
9. I'll be \_\_\_\_ the office all day.
10. We are traveling \_\_\_\_ Italy next summer.
11. The meeting is scheduled \_\_\_\_ Monday afternoon.
12. I met her \_\_\_\_ the bus stop.



13. He will return \_\_\_\_ two weeks.
14. We were \_\_\_\_ the cinema when it started raining.
15. The cat is sitting \_\_\_\_ the chair.
16. I'm going \_\_\_\_ the supermarket to buy some groceries.
17. She arrived \_\_\_\_ work early today.
18. They were waiting \_\_\_\_ the train station.
19. The dog jumped \_\_\_\_ the bed.
20. I've been living \_\_\_\_ New York for three years.

**Exercise 3. Choose the correct preposition (on, in, at, or to) for each sentence.**

1. We are meeting \_\_\_\_ the park at 3 o'clock.  
a) at b) on c) in
2. I left my keys \_\_\_\_ the kitchen counter.  
a) in b) on c) at
3. She is studying \_\_\_\_ the library this afternoon.  
a) in b) on c) at
4. The concert is \_\_\_\_ December 12th.  
a) at b) in c) on
5. I will see you \_\_\_\_ 9 AM tomorrow.  
a) in b) at c) on
6. I traveled \_\_\_\_ London for work last week.  
a) at b) to c) in
7. They arrived \_\_\_\_ the airport just before the flight.  
a) at b) in c) on
8. He is waiting \_\_\_\_ the bus stop for the bus.

a) in   b) at   c) on

9. I'll be \_\_\_\_ home all day, so call me anytime.

a) at   b) in   c) on

10. We arrived \_\_\_\_ the hotel at midnight.

a) in   b) on   c) at

**Exercise 4. Correct the mistakes in the sentences (if any).**

1. I have a meeting at Monday morning.
2. We are going to the cinema in the weekend.
3. She will come at the party tonight.
4. I met him on the airport last week.
5. They are living on Paris for a few months.
6. The museum opens in 9 AM tomorrow.
7. The cat is sitting at the table.
8. We will be at the office in 5 PM.
9. I am flying to London at Friday.
10. He's leaving to New York at next week.

**Exercise 5. Fill in the blanks with the correct preposition: "on", "in", "at", or "to".**

1. We are meeting \_\_\_\_ the park later.
2. I'll see you \_\_\_\_ 6 PM.
3. I arrived \_\_\_\_ the airport just in time.
4. She is sitting \_\_\_\_ the chair next to the window.
5. The meeting is scheduled \_\_\_\_ Tuesday morning.
6. They traveled \_\_\_\_ Paris for their vacation.
7. I'm going \_\_\_\_ the supermarket after work.
8. We had a picnic \_\_\_\_ the beach last weekend.

9. She lives \_\_\_\_ a small town in the countryside.
10. He will be \_\_\_\_ the office all day.
11. I met her \_\_\_\_ the party last night.
12. They arrived \_\_\_\_ London at 8 AM.
13. We usually go skiing \_\_\_\_ winter.
14. I'll be there \_\_\_\_ 10 minutes.
15. He's going \_\_\_\_ the bus stop to catch the bus.
16. The concert will take place \_\_\_\_ the stadium.
17. I saw her \_\_\_\_ the grocery store yesterday.
18. They have a meeting \_\_\_\_ the conference room.
19. My birthday is \_\_\_\_ March 17th.
20. The children are playing \_\_\_\_ the garden.

**Exercise 6. Correct the mistakes in the following sentences.**

1. We are going to meet at 6 PM **on** the park.
2. She is sitting at the chair **on** the table.
3. I will be there in 10 minutes **in** the evening.
4. They are traveling at London **in** the summer.
5. I left my wallet on the bus **at** the station.
6. They usually go skiing in winter **on** the mountains.
7. I'm meeting him **in** the office at 2 PM.
8. She is staying at a hotel **in** the city center.
9. We went to the movies **at** Friday night.
10. I'm planning to go to the beach **at** the summer.

**Exercise 7. Complete the sentences with the correct preposition (on, in, at, or to).**

1. We are planning to go \_\_\_\_ a road trip \_\_\_\_ the weekend.

2. I'll meet you \_\_\_\_ the entrance \_\_\_\_ the cinema.
3. They arrived \_\_\_\_ the airport early \_\_\_\_ the morning.
4. She works \_\_\_\_ a large company \_\_\_\_ the city.
5. He arrived \_\_\_\_ the bus stop just \_\_\_\_ time for the bus.
6. The kids are playing \_\_\_\_ the playground \_\_\_\_ the afternoon.
7. I'm going to visit my parents \_\_\_\_ the summer \_\_\_\_ next year.
8. He is sitting \_\_\_\_ the couch, reading a book.
9. I need to go \_\_\_\_ the store \_\_\_\_ the way home.
10. The party is \_\_\_\_ Christmas Eve, so I'll see you \_\_\_\_ the evening.

### **SPEAKING TASK: EDUCATION SYSTEM IN UZBEKISTAN**

1. What do you think about the changes in the curriculum in Uzbekistan's schools?
2. How important do you think it is for students in Uzbekistan to learn foreign languages?
3. What improvements do you think should be made in rural schools?
4. Why do you think vocational education is becoming more important in Uzbekistan?
5. How can universities in Uzbekistan improve their international reputation?

## UNIT 4. WAS KING TUT MURDERED ?

### Exercise 1. Before reading discuss the following questions.

1. What do you think: Was King Tut murdered, or did he die from natural causes?
2. Do you believe King Tut was murdered? Why or why not?

King Tutankhamun, often referred to as "King Tut," was an ancient Egyptian pharaoh who ascended to the throne at a young age and died suddenly at the age of 18 or 19. His tomb, discovered in 1922 by British archaeologist Howard Carter, was filled with treasures and provided an incredible glimpse into the wealth and rituals of ancient Egypt. However, the mystery surrounding his death has captivated historians, archaeologists, and the public for nearly a century.



**Was King Tut murdered?** Theories abound, and recent scientific findings have added new dimensions to this question. Let's explore the



different theories and evidence that support or challenge the idea that Tutankhamun's death was a result of foul play.

### **The Death of King Tut: What We Know**

**Age of Death:** King Tut died unexpectedly around 1323 BCE, just a few years after coming to the throne, at approximately 18 or 19 years old. He ruled for only 10 years.

**Initial Beliefs:** For many years, it was believed that Tut died from natural causes, possibly an infection from a broken leg or complications from malaria, which was suggested by the presence of the malaria parasite in his system.

**The Mummy's Condition:** King Tut's mummy was found with a partially broken leg and a generally poor physical condition. His health appears to have been compromised, which led many to believe he might have succumbed to disease or an accident. But the question of whether his death was an accident or something more sinister remained unresolved.



## **Theories About King Tut's Death**

### **Theory 1: Murder or Assassination**

Some researchers have suggested that King Tut was murdered, pointing to evidence of possible foul play. This theory is supported by a few key arguments:

**The Mummy's X-Rays and CT Scans:** In the 1960s and later in the 2000s, X-rays and CT scans of Tutankhamun's mummy were conducted. These scans showed that his skull had been damaged. Specifically, there was a fracture to the back of his head, which some researchers have speculated could be the result of a violent blow. This led to theories that Tut may have been struck in the head, either during a physical altercation or as part of a plot to assassinate him.

**The Timing of His Death:** Tut's sudden death at such a young age, just when he was about to reach adulthood, led to suspicions of foul play. If he had been poisoned or assassinated, it would explain the unexpected nature of his death, as there was no significant evidence of illness or chronic disease.

**Political Turmoil:** King Tut's reign was marked by instability, with Egypt recovering from the rule of his father, Akhenaten, who had introduced a controversial monotheistic religion. Some scholars suggest that King Tut may have been targeted by those who opposed his father's religious reforms or by rivals seeking power.

### **Theory 2: Natural Causes (Infection or Disease)**

Another leading theory is that King Tut died of natural causes, such as an infection resulting from his broken leg or complications from malaria. This theory is supported by the following:



**Broken Leg Infection:** When his tomb was first discovered, it was noted that King Tut had a broken leg. Some believe that the fracture became infected and that this infection could have led to his death. This would not have been unusual for the time, as even minor injuries could be fatal due to the lack of antibiotics and medical care.

**Malaria:** In 2005, a team of scientists led by Dr. Zahi Hawass conducted a study on King Tut's DNA and discovered that he had the malaria parasite in his system. Malaria was widespread in ancient Egypt, and it could have contributed to his premature death. The combination of a broken leg and malaria may have weakened his body to the point where he could no longer fight off the infection.

### **Theory 3: Genetic Disorders and Health Problems**

Some experts have suggested that King Tut's death could be attributed to genetic disorders, which were common among royal families due to incestuous marriages.

**Genetic Inbreeding:** King Tut's family tree was marked by inbreeding, as his father Akhenaten married his sister Nefertiti, and Tut's mother was likely his father's sister as well. This could have resulted in genetic defects, and studies on Tut's DNA have revealed that he had several genetic conditions that might have contributed to his early death, including a cleft palate, a clubfoot, and weakened bones.

**Health Issues:** These genetic issues could have caused physical weakness and vulnerability to diseases or infections, and this might explain why he died young despite seemingly having no external enemies or assassins.

### **3. New Evidence and Research**

In recent years, modern technology has provided new insights into the mystery of King Tut's death.

**CT Scans and DNA Analysis:** Recent CT scans have revealed more detailed images of his bones, including the damage to his skull and the fracture to his leg. However, researchers have been careful not to jump to conclusions, as they have also noted that the skull injury may not have been directly fatal and might have been caused by embalming practices or the mummification process itself.

**DNA Studies:** DNA analysis has also revealed that King Tut was likely suffering from multiple health issues, including a weakened immune system. Researchers have suggested that his death could have been the result of a combination of factors, including genetic diseases, infections, and possibly a broken leg that led to complications.

#### **4. Possible Motives for Murder**

If King Tut was indeed murdered, who would have wanted him dead, and why?

**Political Rivals:** The political climate during King Tut's reign was unstable. The transition from his father Akhenaten's controversial rule to the restoration of the traditional polytheistic religion was not smooth. Some have speculated that factions opposed to Akhenaten's reforms may have wanted to eliminate Tut in order to take control of Egypt.

**Court Intrigue:** There could also have been internal court politics at play. Tut had advisors and powerful individuals around him who may have had motives for either gaining power or aligning themselves with other factions.

#### **Murder or Natural Causes?**

The question of whether King Tut was murdered or died from natural causes remains unresolved. While the theory of an assassination has been suggested, especially based on the skull fracture, there is no definitive proof to support this. The idea that Tut's death was the result of a combination of natural causes, including infection from a broken leg and malaria, is still widely accepted.

Ultimately, the mystery of King Tut's death adds to his enigmatic legacy. While we may never know for sure whether he was murdered or died from natural causes, the debate continues to captivate historians and the general public, furthering the fascination with this iconic pharaoh.

**Answer the questions:**

1. How do you think the political instability of Egypt during his reign might have contributed to his death?
2. Do you believe modern science will ever uncover the full truth about King Tut's death?
3. What does King Tut's health condition tell us about the dangers of royal inbreeding in ancient Egypt?
4. How does the mystery of King Tut's death relate to other mysteries in ancient history?
5. If you were an archaeologist studying King Tut's tomb, what would you focus on to try to solve the mystery of his death?

## GRAMMAR: ADJECTIVES

### Types of Adjectives

Adjectives can be categorized into different types based on what they describe:

**Descriptive Adjectives:** These adjectives describe the qualities of a noun.

Examples: **big, blue, beautiful, tall**

Example sentence: She has a **beautiful** garden.

**Quantitative Adjectives:** These adjectives describe the quantity of a noun.

Examples: **some, many, few, several, all**

Example sentence: There are **many** books on the shelf.

**Demonstrative Adjectives:** These adjectives point to specific nouns.

Examples: **this, that, these, those**

Example sentence: **This** car is mine.

**Possessive Adjectives:** These adjectives show possession or ownership.

Examples: **my, your, his, her, their**

Example sentence: **My** dog is very friendly.

**Interrogative Adjectives:** These adjectives are used in questions to modify nouns.

Examples: **which, what, whose**

Example sentence: **Which** book do you want to read?

**Comparative Adjectives:** These adjectives compare two things, showing a higher degree of the adjective.

Examples: **bigger, smarter, more beautiful**

Example sentence: John is **taller** than Mike.

**Superlative Adjectives:** These adjectives describe the highest degree of a quality, usually comparing three or more things.

Examples: **biggest, smartest, most beautiful**

Example sentence: She is the **tallest** student in the class.

### **Rules for Using Adjectives**

**Position of Adjectives:** In English, adjectives typically come **before** the noun they modify.

Example: She wore a **red** dress. ("red" describes "dress")

However, adjectives can also come **after** linking verbs (e.g., **be, seem, appear**) when they are used as complements.

Example: The sky looks **blue**. ("blue" describes "sky" via the verb "looks")

**Order of Adjectives:** When you use more than one adjective to describe a noun, they usually follow a specific order. The typical order is:

**Quantity or number** (e.g., **three, many**)

**Opinion** (e.g., **beautiful, interesting**)

**Size** (e.g., **big, small**)

**Age** (e.g., **old, new**)

**Shape** (e.g., **round, square**)

**Color** (e.g., **red, blue**)

**Proper adjective** (e.g., **French, Italian**)

**Noun** (the noun being described)

Example: I have a **beautiful small old round red Italian** table.

**Adjective Agreement:** In some languages (like Spanish or French), adjectives must agree in gender (masculine or feminine) and number

(singular or plural) with the noun they modify. In English, adjectives do not change form based on gender or number, so they stay the same.

Example: I have **two big** dogs. (same adjective for both singular and plural)

### **Comparative Adjectives:**

Comparative adjectives are used to compare two things or people.

For adjectives with **one syllable**, add **-er** (e.g., **taller, smarter**).

Example: Sarah is **shorter** than Jane.

For adjectives with **two syllables**, you can add **-er** or use **more** (e.g., **happier** or **more careful**).

Example: This puzzle is **more difficult** than that one.

Example: He is **happier** than before.

For adjectives with **three or more syllables**, use **more** (e.g., **more beautiful, more intelligent**).

Example: This book is **more interesting** than the other one.

### **Superlative Adjectives:**

Superlative adjectives describe the extreme or highest degree of a quality, often comparing three or more things.

For adjectives with **one syllable**, add **-est** (e.g., **tallest, smartest**).

Example: John is the **tallest** in the group.

For adjectives with **two syllables**, you can add **-est** or use **most** (e.g., **happiest** or **most careful**).

Example: This is the **most difficult** exam I've ever taken.

Example: She is the **happiest** person I know.

For adjectives with **three or more syllables**, use **most** (e.g., **most beautiful, most intelligent**).

Example: This is the **most interesting** book I've read.

## Irregular Comparatives and Superlatives

Some adjectives do not follow the regular rules for forming comparatives and superlatives. These are called **irregular adjectives**.

**Good** → **better** → **best**

Example: She is the **best** student in the class.

**Bad** → **worse** → **worst**

Example: This is the **worst** movie I've ever seen.

**Far** → **further** → **furthest**

Example: He lives the **furthest** from here.

**Little** → **less** → **least**

Example: I have **less** time than you.

**Many** → **more** → **most**

Example: She has the **most** books in the library.

Here are some common adjectives with examples:

**Big / Small:** She has a **big** house. / This is a **small** dog.

**Tall / Short:** He is **tall**. / She is **short**.

**Beautiful / Ugly:** The sunset is **beautiful**. / The building is **ugly**.

**Old / New:** This is an **old** car. / I have a **new** phone.

**Happy / Sad:** He feels **happy** today. / She looks **sad**.

**Fast / Slow:** He is a **fast** runner. / The train is **slow**.

## Exercise 1. Choose the Correct Adjective

Fill in the blanks with the correct adjective:

1. The cat is very \_\_\_\_ (small/tall).
2. She is wearing a \_\_\_\_ dress (red/old).
3. This cake is the \_\_\_\_ of all (good/best).



4. He is a \_\_\_\_ student (smart/smarter).
5. The weather is \_\_\_\_ today (bad/worse).

### Exercise 2. Form the Comparative or Superlative

Change the adjective into its comparative or superlative form:

1. Happy → \_\_\_\_\_ → \_\_\_\_\_
2. Bright → \_\_\_\_\_ → \_\_\_\_\_
3. Tall → \_\_\_\_\_ → \_\_\_\_\_
4. Beautiful → \_\_\_\_\_ → \_\_\_\_\_
5. Small → \_\_\_\_\_ → \_\_\_\_\_

### Exercise 3. Identify the Adjective

Read each sentence and underline the adjective. Then, write what the adjective is describing.

1. She has a **beautiful** voice.
2. This is the **tallest** building in the city.
3. They live in a **big** house.
4. The **blue** car is mine.
5. It was a **cold** day yesterday.

### Exercise 4. Fill in the Blank with the Correct Adjective

Choose the correct adjective from the list to complete each sentence.

(big, happy, tall, old, beautiful)

1. He is the \_\_\_\_ person in our class.
2. My grandmother has a very \_\_\_\_ house.
3. The sky looks so \_\_\_\_ today.
4. This is the \_\_\_\_ tree in the park.
5. I feel very \_\_\_\_ today because it's my birthday.

### Exercise 5. Choose the Correct Comparative or Superlative Form

Choose the correct form of the adjective to complete each sentence.

1. This book is much \_\_\_\_\_ (more interesting / most interesting) than the one I read last week.
2. The giraffe is the \_\_\_\_\_ (tallest / taller) animal in the zoo.
3. My brother is \_\_\_\_\_ (funnier / funniest) than my sister.
4. This is the \_\_\_\_\_ (better / best) pizza I've ever eaten.
5. That movie was \_\_\_\_\_ (worse / worst) than I expected.

### **Exercise 6. Order of Adjectives**

Put the adjectives in the correct order in the sentence.

1. She bought a (beautiful / old / small) table.
2. They live in a (modern / big / luxurious) house.
3. I have a (yellow / new / small) bike.
4. The (two / black / leather) shoes are on the shelf.
5. He is wearing a (blue / cotton / comfortable) jacket.

### **Exercise 7. Fill in the Blanks with Comparative or Superlative Adjectives**

Complete the sentences with the correct form of the adjective in parentheses.

1. John is \_\_\_\_\_ (good) at math than Mark.
2. This is the \_\_\_\_\_ (exciting) movie I've seen this year.
3. My house is \_\_\_\_\_ (big) than yours.
4. Today is \_\_\_\_\_ (cold) than yesterday.
5. This is the \_\_\_\_\_ (beautiful) painting in the gallery.

### **Exercise 8. Fill in the Blank with the Correct Possessive Adjective**

Fill in the blank with the correct possessive adjective.

1. This is \_\_\_\_\_ (I) book.

2. \_\_\_\_\_ (She) car is very fast.
3. We have \_\_\_\_\_ (they) house in the countryside.
4. I like \_\_\_\_\_ (he) new jacket.
5. \_\_\_\_\_ (You) dog is very cute.

## **SPEAKING TASK**

When speaking about the kings of Egypt, you're diving into a rich history that spans thousands of years. Egypt was ruled by numerous pharaohs who played significant roles in shaping the civilization, building monumental structures, and influencing the world. For this speaking task, you can focus on discussing famous Egyptian kings, their achievements, and their legacies.

1. What were the achievements of the kings?
2. Which Egyptian king do you think had the greatest impact on history? Why?
3. How did the religious practices of the pharaohs influence their leadership?
4. Why do you think the tomb of King Tutankhamun became so famous?
5. How did the relationship between Cleopatra and Roman leaders change the course of history?
6. Who were the most famous Egyptian kings (pharaohs)?

## UNIT 5. SEARCHING FOR THE LOST CITY

### Exercise 1. Before reading answer the following questions.

1. Would you like to be an archaeologist and search for lost cities? Why or why not?
2. If you could search for any lost city in the world, which one would it be and why?
3. What do you think the greatest discovery about ancient cities has been in recent years?
4. How do you feel about the idea of discovering a city that has been hidden for hundreds or even thousands of years?

The search for lost cities is one of the most exciting adventures in archaeology. Throughout history, many great civilizations have built cities that were later forgotten, buried by the sands of time, or hidden deep in the jungles of the world. Some of these cities were once the heart of powerful empires, filled with wealth, knowledge, and culture. But over time, they were abandoned, lost, or destroyed. Today, archaeologists and explorers are working hard to uncover these forgotten places, piecing together clues from old maps, ancient texts, and modern technology.

One of the most famous stories of a lost city is the search for **El Dorado**, the legendary city of gold. For centuries, European explorers searched the jungles of South America for El Dorado, but it was never found. Many believe that the story was just a myth, created by the hopes

and dreams of treasure hunters. However, the search continues, and the legend of El Dorado still fascinates people around the world.

Another famous example is the lost city of **Troy**. For years, historians believed Troy was just a story from the ancient Greek epic, the *Iliad*. It wasn't until the 19th century that archaeologist **Heinrich Schliemann** discovered the ruins of a city in modern-day Turkey that matched the descriptions of Troy. Schliemann's discovery confirmed that Troy had been a real city, and the search for lost cities gained even more attention.

In more recent years, the search for lost cities has expanded to places like the dense forests of **Central America**. In the 1990s, archaeologists used high-tech tools, including **LiDAR (Light Detection and Ranging)**, to scan the jungle floor in search of hidden cities. They discovered **Maya cities**, like **Tikal** in Guatemala, once home to thousands of people and filled with impressive temples and pyramids. These cities had been hidden for centuries by thick vegetation, but technology helped archaeologists find them again.

Lost cities refer to ancient cities that were once thriving but became abandoned or forgotten. They may have been destroyed by natural disasters, wars, or environmental changes, or their locations may have been forgotten over time.

These cities often leave behind archaeological remains, such as ruins, buildings, artifacts, and other traces of human activity.

**El Dorado:** The mythical city of gold that drove European explorers to search the jungles of South America. While El Dorado may

have been a legend, the search for it sparked numerous expeditions and remains a symbol of treasure hunting and adventure.

**Troy:** The city made famous by Homer's *Iliad*, Troy was believed to be a fictional story until archaeologist Heinrich Schliemann discovered the ruins of a city in modern-day Turkey that matched the descriptions of Troy. This discovery changed the way people viewed ancient literature and archaeology.

**Pompeii:** A Roman city that was destroyed by the eruption of Mount Vesuvius in 79 AD. The volcanic ash preserved many buildings, artifacts, and even the remains of the people who lived there, giving us a unique snapshot of Roman life.

**Machu Picchu:** A lost city of the **Inca Empire** high in the Andes mountains of Peru. It was rediscovered by explorer **Hiram Bingham** in 1911. Though it was never truly "lost" to local people, it remained hidden from the outside world for centuries.

**Angkor:** The capital of the Khmer Empire, located in present-day Cambodia. The ancient city of Angkor, with its magnificent temples (such as Angkor Wat), was abandoned in the 15th century and later rediscovered by European explorers in the 19th century.

### **Theories Behind the Disappearance of Lost Cities:**

**Natural Disasters:** Some cities were abandoned or destroyed by earthquakes, floods, volcanic eruptions, or other natural disasters. For example, the ancient city of **Pompeii** was buried by volcanic ash.

**War and Conquest:** Many lost cities were destroyed in wars or invasions. For example, **Troy** is believed to have been destroyed during the Trojan War, which may have been a real historical event.

**Environmental Change:** Changes in climate, drought, or the depletion of resources can also lead to the collapse of civilizations. Some believe that the **Maya** cities in Central America were abandoned due to long periods of drought and environmental stress.

**Neglect and Abandonment:** Sometimes, cities were simply abandoned due to economic decline, social upheaval, or changing political circumstances.

### **The Role of Archaeology and Technology in Finding Lost Cities:**

**Archaeological Excavations:** Archaeologists play a crucial role in uncovering the history of lost cities. By carefully excavating ruins, studying artifacts, and analyzing ancient texts, they piece together the story of forgotten civilizations.

**LiDAR Technology:** Light Detection and Ranging (LiDAR) technology has revolutionized archaeology in recent years. By using lasers to map the ground beneath dense forest canopies, researchers have discovered hidden cities and structures, such as the lost **Maya cities** in the jungles of Central America.

**Satellite Imagery:** Advances in satellite technology have also helped archaeologists locate ancient sites from space. Satellites can reveal hidden ruins and even changes in vegetation that indicate the presence of ancient cities.

### **The Significance of Lost Cities:**

**Historical Knowledge:** The discovery of lost cities helps us understand ancient civilizations and their cultures. Each discovery teaches us about their technology, art, religion, and ways of life.



**Cultural Legacy:** Lost cities are often seen as symbols of a civilization's greatness and eventual decline. The ruins and artifacts left behind can be a powerful reminder of the fragility of human societies.

**Tourism and Preservation:** Many lost cities, such as **Machu Picchu** and **Angkor Wat**, have become important tourist destinations. This raises questions about how to balance preservation with the economic benefits of tourism. Some lost cities are still threatened by damage from human activity and environmental change.

The search for lost cities isn't just about finding treasure or ancient ruins; it's about learning more about the past and understanding how people lived in ancient times. Each discovery tells us something new about human history, from the cultures and technologies of ancient civilizations to the mysteries of their disappearance. As technology continues to improve, who knows what other lost cities may still be waiting to be uncovered?

### **Answer the questions**

1. Why do you think people are so fascinated by lost cities?
2. Do you believe the story of El Dorado could be true, or is it just a myth? Why?
3. How did technology like LiDAR help archaeologists find lost cities?
4. Why was the discovery of Troy so important for archaeology?
5. What do you think we can learn from finding lost cities and ruins?
6. Do you believe there are other lost cities out there that have yet to be discovered? Why or why not?

## GRAMMAR: PAST SIMPLE

The **Past Simple Tense** is used to describe actions that were completed in the past. It is one of the most commonly used verb tenses in English. Here are the rules and usage examples for the **Past Simple Tense**.

### Rules for Past Simple Tense

**Regular Verbs:** For most verbs, the past simple is formed by adding **-ed** to the base form of the verb.

**Example:**

**Play → Played**

**Walk → Walked**

**Clean → Cleaned**

**Irregular Verbs:** Some verbs do not follow the regular pattern and have their own unique past forms. These verbs must be memorized.

**Example:**

**Go → Went**

**Eat → Ate**

**See → Saw**

**Have → Had**

**Negative Form:** To make a negative sentence in the past simple, use **did not** (or **didn't**) + the base form of the verb.

**Example:**

I **did not** play tennis yesterday.

She **didn't** go to the party.

**Questions:** To form a question in the past simple, use **did** + the base form of the verb.

**Example:**

Did you play football yesterday?

Did they visit the museum?

## **Usage of Past Simple Tense**

### **1. Completed Actions in the Past:**

We use the past simple to talk about actions that started and finished in the past.

**Example:**

She **graduated** last year.

They **moved** to a new house two months ago.

### **2. A Series of Completed Actions:**

We use the past simple to describe a series of events or actions that happened one after another in the past.

**Example:**

I woke up, **got** dressed, and **left** the house at 8 AM.

### **3. Past Habits or Repeated Actions:**

We use the past simple to describe habitual actions in the past (often with adverbs like "always," "never," "often").

**Example:**

He **played** tennis every weekend when he was younger.

They **always went** to the beach in summer.

### **4. Facts or Generalizations in the Past:**

We use the past simple to express things that were true in the past but are not necessarily true now.

### Example:

People **believed** the Earth was flat.

The company **opened** in 1990.

### Affirmative Sentences:

I **visited** Paris last summer.

She **read** the book yesterday.

They **watched** a movie on Friday night.

### Negative Sentences:

We **didn't** travel abroad last year.

He **did not** finish his homework.

They **didn't** like the movie.

### Questions:

**Did** you **eat** lunch at school?

**Did** they **watch** the game last night?

**Did** she **study** for the test?

### Time Expressions Commonly Used with the Past Simple Tense

**Yesterday**

**Last (night, week, month, year, etc.)**

**In 2000, in 1990, etc.**

**Two days ago, three weeks ago, etc.**

**When I was younger**

**A long time ago**

**Exercises 1. Fill in the blanks with the correct form of the verb in the past simple:**

1. I \_\_\_\_\_ (play) football yesterday.

2. She \_\_\_\_\_ (go) to the supermarket last weekend.
3. We \_\_\_\_\_ (not watch) the movie last night.
4. He \_\_\_\_\_ (study) very hard for the exam.
5. They \_\_\_\_\_ (visit) their grandparents two weeks ago.

**Exercise 2. Make negative sentences:**

1. I / not / like / the food.
2. She / not / finish / her homework.
3. They / not / go / to the concert.
4. We / not / travel / abroad last year.
5. He / not / attend / the meeting yesterday.

**Exercise 3. Make questions:**

1. you / eat / dinner at home last night?
2. she / visit / her aunt last weekend?
3. they / go / to the park yesterday?
4. he / study / for the test last week?
5. we / see / the new movie yesterday?

**Exercise 4. Fill in the blanks with the correct form of the verb in the past simple.**

1. I \_\_\_\_\_ (visit) my grandmother last weekend.
2. They \_\_\_\_\_ (play) football in the park yesterday.
3. We \_\_\_\_\_ (not/go) to the party last night.
4. She \_\_\_\_\_ (study) for the test all afternoon.
5. He \_\_\_\_\_ (watch) a movie on TV last night.
6. They \_\_\_\_\_ (have) lunch at a new restaurant yesterday.
7. I \_\_\_\_\_ (buy) a new book yesterday.

8. We \_\_\_\_\_ (not/see) her at the concert last week.
9. He \_\_\_\_\_ (travel) to Paris last summer.
10. The students \_\_\_\_\_ (read) the book last week.

**Exercise 5. Choose the correct option.**

1. They \_\_\_\_\_ (go / went) to the beach last Saturday.
2. I \_\_\_\_\_ (did / did not) like the book I read.
3. She \_\_\_\_\_ (was / were) very tired after the long journey.
4. We \_\_\_\_\_ (eat / ate) dinner at a fancy restaurant last night.
5. I \_\_\_\_\_ (study / studied) for the test yesterday.

**Exercise 6. Fill in the blanks with the correct form of the verb in the past simple.**

1. I \_\_\_\_\_ (eat) a sandwich for lunch yesterday.
2. She \_\_\_\_\_ (play) soccer with her friends last weekend.
3. We \_\_\_\_\_ (not/like) the movie we watched last night.
4. They \_\_\_\_\_ (visit) their grandparents last summer.
5. He \_\_\_\_\_ (go) to the park after school yesterday.
6. My family \_\_\_\_\_ (have) a great time on vacation last year.
7. I \_\_\_\_\_ (study) English for two hours yesterday.
8. They \_\_\_\_\_ (not/travel) to the beach last summer.
9. She \_\_\_\_\_ (cook) dinner for her family last night.
10. We \_\_\_\_\_ (see) a great movie last weekend.

**Exercise 7. Complete the sentences using the correct form of the verb in the past simple.**

1. I \_\_\_\_\_ (clean) my room yesterday.
2. We \_\_\_\_\_ (walk) to school this morning.

3. She \_\_\_\_\_ (read) a book last night.
4. They \_\_\_\_\_ (watch) TV for three hours yesterday.
5. He \_\_\_\_\_ (visit) London last year.
6. My brother \_\_\_\_\_ (buy) a new computer last month.
7. I \_\_\_\_\_ (not/like) the film we watched last weekend.
8. We \_\_\_\_\_ (not/see) him at the party last night.
9. They \_\_\_\_\_ (eat) lunch at 12 o'clock yesterday.
10. She \_\_\_\_\_ (not/play) soccer last Saturday.

**Exercise 8. Choose the correct option (A or B).**

1. We \_\_\_\_\_ (A. didn't go / B. doesn't go) to the beach last summer.
2. He \_\_\_\_\_ (A. played / B. play) soccer with his friends yesterday.
3. I \_\_\_\_\_ (A. saw / B. see) a movie last night.
4. They \_\_\_\_\_ (A. didn't finish / B. don't finish) their homework last night.
5. She \_\_\_\_\_ (A. visited / B. visit) her grandmother last weekend.

**SPEAKING TASK.**

Describe the following pictures.







## UNIT 6. MYSTERIOUS ISLAND (WALKING WITH GIANTS)

**Exercise 1. Before reading the text, answer the following questions.**

1. What do you know about Easter Island? Have you heard about the Moai statues before? What do you think they are?
2. What are some theories you've heard about how the statues were moved? Do you believe any of them?
3. Think about the challenges of moving a massive stone statue. What kind of resources would be needed?

Rapa Nui (or Easter Island) is best known for its ancient statues, the Moai. For some, these giant statues are evidence that aliens once visited earth, and that these aliens made and moved the Moai. Scientists, however, have more earth-bound theories. Most scientists agree that the stone statues were built far away from where they were eventually placed. The question is, "How were they moved?"

In 1955, Norwegian adventurer and scientist Thor Heyerdahl suggested that the Moai were perhaps dragged on top of tree trunks. This would have been very hard work, but it's possible.

In 1970, William Mulloy, an American researcher, theorized that the Rapa Nui people used a giant V-shaped frame to carry the Moai. However, others suggested this was unlikely. Traditional stories say the statues "walked," so perhaps they were moved in a way that looked like walking.

In 1986, Czech engineer Pavel Pavel worked with Heyerdahl to come up with a way of moving a statue with a twisting motion. And a year later, Charles Love stood his Moai upright, and rolled it forward on a sled on top of wooden logs. But for many, this still didn't look like walking. So in 2011, Terry Hunt and Carl Lipo tried a new approach. They looked at the shape of the Moai statues standing along Rapa Nui's ancient roads and found that their bottoms were not flat.

As a result, they suggested another possible way the statues were moved. Perhaps three small groups of Rapa Nui moved the statue. Two groups to walk the statue forward, and one from behind to keep it standing. Hunt and Lipo tested their theory using a team of 18 people, and a specially-created 3-meter-high statue. It was a great success.

While no single theory has solved the puzzle of the walking Moai, they have provided interesting new ideas about this ancient mystery. Living on a remote, barren isle bestowed with few resources, the Rapanui needed to combine ingenious design with flawless sculpting to move the massive moai without any machinery.

The coastal winds whipped across my face as I craned my neck to see the 15 moai before me. Standing up to two storeys tall and with their backs to the choppy Pacific Ocean, the statues' empty eye sockets, once embellished with white coral and red scoria, gazed perennially across Easter Island. Their bodies were etched with enigmatic symbols, and their faces, with prominent brows and elongated noses, seemed both comfortingly human and formidably divine.

There are 887 moai scattered across Easter Island, or Rapa Nui as the islanders call it, and these 15 were standing on the Ahu Tongariki plinth, the largest ceremonial structure on the remote Chilean isle. Looking up at the overly large heads and legless torsos, I found it hard to imagine how these giant monolithic figures – which weigh up to 88 tons and were built at least 900 years ago – could have even got here. But it wasn't just me who was confounded: researchers have long puzzled over how these weighty moai were manually transported across the island.

Several theories have been proposed, including using logs to roll the statues and even the far-fetched belief of extra-terrestrial help. However, it seems that the secret lies in the marriage of ingenious design and flawless sculpting, which enabled these humanlike statues to stand upright and rock forward from side-to-side while being guided by ropes, granting the statues the ability to "walk".

The movement would have been similar to the shuffle of a refrigerator being moved in a standing position, with each side inching forward one at a time. "But the Rapanui [the Polynesian peoples indigenous to Rapa Nui] went beyond that and actually carved the base

of the statues and added certain angles in so that it was a better version for moving," explained Carl Lipo, an archaeologist specialising in the moai and lead author of a 2013 study into how the statues moved.



This was the first study that successfully "walked" a five-ton replica, and the walking theory it proposed "melds oral history and science", according to Ellen Caldwell, art history professor at Mt San Antonio College in California who has expertise in ancient Oceanic art.

She notes that walking statues are a part of Rapanui oral traditions, with the word "*neke neke*" in the Rapanui language translating to "walking without legs"; and says that it is this phrase and such oral histories that Rapanui elders and descendants recall when answering how the moai were moved across vast distances without any machinery. Rapanui childhood nursery rhymes also tell stories about the statues walking; and legends say that a chief with *mana*, or supernatural power, helped the moai to walk.

*There are plenty of ancestral songs and stories that talk about the moais walking*

"The oral tradition of the island talks about the moai walking from the place where they were made to their final destination on top of the alters," said Patricia Ramirez, who has lived on Rapa Nui since she was five and now works there as a tour guide. "Traditionally, the only way history was passed down on the island was through songs, through chants, through games and through poetry. There are plenty of ancestral songs and stories that talk about the moais walking."

However, although locals have long spoken of them walking, it took foreign scholars more than two centuries to accept this way of transporting the moai. "It's really been just Europeans and other researchers sort of saying, 'no, there must have been other ways, it couldn't have been that'," said Lipo. "There was no way we could think of moving the statues other than having lots of people. This turns out not to be true. The archaeological record really points to that."

Almost all the statues were created in the volcanic quarry of Rano Raraku before being transported to stone plinths (known as *ahus*) at different points on the isle's coastline. Lipo's study found that unfinished statues in the quarry and abandoned ones lying on the side of the island's roads – ie ones that needed to be moved – had wider bases relative to shoulder width compared to the statues standing on the *ahus*. They also significantly leaned forward by around 17 degrees, causing the centre of mass to be positioned just over the rounded front bottom edge. These adjustments allowed the statue to roll from side to side and be transported to their final spot.



"What's sort of stunning is that they're so far forward leaning, they couldn't stand up on their own because they would topple forward," he said.

These features indicate that the moai were modelled after "our own way of walking", said Lipo, explaining that when we walk, we rotate our hip and fall forward. "The Rapanui essentially created a structure that could do the same thing. As the statue leans forward, it falls and moves across the front to take a step forward."

Why the Rapanui chose to walk the statues rather than drag them or roll them on logs came down to practicalities, according to Lipo. The weight of the sculptures would have crushed the logs, while dragging such huge moai would have demanded enormous manpower. On a remote, barren island bestowed with few resources, walking the statues would have been an efficient method. "You see the engineering that went into being able to make and move the moai with the least cost. The Rapanui people did it within the constraints of the island, basically by cooperation and ingenuity," he said.

My walk from the Rano Raraku crater to Ahu Tongariki was just 800m in distance, but I wasn't trying to guide an 88-ton moai with a few ropes. Other statues I visited stood on ahus up to 18km away from the quarry, making my bike ride there seem a breeze compared to the feats the ancient Rapanui civilisations accomplished.



Creating walking statues would have been a trial-and-error process. About 400 statues remain in and around the Rano Raraku quarry in various stages of completion, an indication that the stone carvers used the valley as an artistic laboratory to experiment with different prototypes before hitting on one that could be efficiently moved, said Lipo. "It really documents the history of craftsmanship, experiments, attempts and failures," he added.

Once a statue was ready, it would be led out of the valley and guided towards its ahu. The ancient roads leading out of Rano Raraku were concave, which aided and supported the moai's side-to-side rocking movements. However, not all moai made it to their ahus – some lost balance along the way and tumbled off the roads. Visitors to the quarry will see the ruins of dozens of abandoned statues littering the outer slopes and roadsides; it's the best place on the island to get a sense of the immense number of moai created. Lipo's study found that



these fallen moai have breaks consistent with falls from a vertical standing position, strengthening the theory that they walked.

Despite scientific research answering many of the most puzzling questions about the moai, the lack of oral and written history keeps Rapa Nui shrouded in myth. But it's this element of mystery that lured me – and tens of thousands of other tourists each year – to this remote dot of an isle in the first place.

I pictured the 15 statues on Ahu Tongariki rolling side-to-side across the barren land, a celestial chant filling the air. Yet having walked the ancient unpaved roads of this south Polynesian island, these giant moai today stand unmoving and silent, their construction speaking volumes of the ingenuity of their past creators.

### **Answer the questions**

1. How was moai moved and How did the statues of Easter Island walk?
2. How were the giant statues moved from the quarry to the coast?
3. What are some possible ways the ancient Rapa Nui could have moved the moai statues?
4. What is the most convincing theory about how the Moai were moved? Why do you think so?
5. What are your thoughts on the idea that the Moai "walked"? Does the explanation seem believable?
6. Why do you think the Moai were built? What purpose did they serve?
7. What are some other mysteries surrounding Easter Island? What questions do you still have about the island and its people?

## GRAMMAR: PRESENT CONTINUOUS TENSE

The **Present Continuous Tense** (also known as the **Present Progressive Tense**) is used to describe actions that are happening **right now** or around the present time. It is also used for actions that are **temporary** or **in progress**.

The structure for the present continuous is:

**Subject + am/ is/ are + verb(-ing)**

**am** is used with **I**

**is** is used with **he, she, it**

**are** is used with **you, we, they**

**Examples:**

1. **I am eating** breakfast now. (The action is happening right now.)
2. **She is studying** for her exam. (The action is happening around the present time.)
3. **They are playing** football in the park. (The action is happening at this moment.)
4. **We are watching** TV at the moment. (The action is happening right now.)

**Actions Happening Right Now:**

We use the present continuous to talk about things that are happening at the **moment of speaking**.

**Example:**

She **is talking** on the phone right now.

I **am reading** a book.

**Temporary Actions or Situations:**

The present continuous can describe actions or situations that are temporary, but not necessarily happening at the exact moment.

**Example:**

He **is staying** with a friend for a few days.

They **are working** on a new project this week.

**Future Plans or Arrangements:**

We use the present continuous to talk about something that will happen in the near future, usually because it has already been arranged or planned.

**Example:**

We **are meeting** at 6 PM tomorrow.

I **am visiting** my grandmother this weekend.

**Repeated Actions (especially with "always"):**

The present continuous can express actions that are repeated but not regular, especially when the speaker feels that the action happens too often or unexpectedly.

**Example:**

She **is always complaining** about her job.

They **are always making** noise.

**Negative Form of Present Continuous**

To make a negative sentence in the present continuous, we add **not** after the verb **to be** (am/ is/ are).

**Subject + am/ is/ are + not + verb(-ing)**

I **am not eating** now.

She **is not studying** at the moment.

They **are not playing** football today.

## Question Form of Present Continuous

To form a question in the present continuous, we **invert** the subject and the verb **to be** (am/ is/ are).

**Am/ Is/ Are + subject + verb(-ing)?**

**Are you eating** lunch now?

**Is she studying** for the test?

**Are they playing** soccer?

## Common Time Expressions Used with Present Continuous

Now

Right now

At the moment

Today

This week

This year

Currently

These days

## Examples of Present Continuous in Sentences:

### Affirmative Sentences:

I **am watching** a movie.

She **is working** on her project.

We **are going** to the park.

### Negative Sentences:

I **am not playing** video games now.

He **is not studying** for the test today.

They **are not traveling** this summer.

### Questions:

**Are you coming** to the party tonight?

**Is she sleeping** at this hour?

**Are they working** today?

### Exercise 1. Fill in the blanks with the correct form of the verb in the present continuous.

1. She \_\_\_\_\_ (read) a book right now.
2. They \_\_\_\_\_ (play) football at the moment.
3. I \_\_\_\_\_ (not/understand) what you're saying.
4. We \_\_\_\_\_ (go) to the cinema later.
5. He \_\_\_\_\_ (work) in the garden right now.

### Exercise 2. Fill in the blanks with the correct form of the verb in the Present Continuous Tense.

1. I \_\_\_\_\_ (eat) dinner right now.
2. She \_\_\_\_\_ (read) a book at the moment.
3. They \_\_\_\_\_ (not/play) soccer at the moment.
4. We \_\_\_\_\_ (watch) a movie right now.
5. He \_\_\_\_\_ (study) for his exams this week.
6. My friends \_\_\_\_\_ (travel) to Japan this summer.
7. I \_\_\_\_\_ (not/work) today.
8. She \_\_\_\_\_ (take) a break right now.
9. We \_\_\_\_\_ (have) lunch at the moment.
10. They \_\_\_\_\_ (not/like) the movie they're watching.

### Exercise 3. Make the following sentences negative.

1. I am playing soccer.
2. She is watching TV.

3. We are eating pizza.
4. They are studying for the test.
5. He is reading a book.

**Exercise 4. Make questions using the Present Continuous.**

1. you / eat / dinner now?
2. she / play / the piano right now?
3. they / watch / a movie at the moment?
4. we / go / to the park today?
5. he / read / the newspaper right now?

**Exercise 5. Choose the correct option (A or B).**

1. I \_\_\_\_\_ (A. am working / B. is working) on a new project.
2. We \_\_\_\_\_ (A. are eating / B. is eating) lunch right now.
3. They \_\_\_\_\_ (A. are not studying / B. is not studying) at the moment.
4. She \_\_\_\_\_ (A. am playing / B. is playing) with her dog.
5. He \_\_\_\_\_ (A. are watching / B. is watching) a movie at the moment.

**Exercise 6. Fill in the blanks with the correct form of the verb in the Present Continuous.**

1. Right now, I \_\_\_\_\_ (write) an email to my friend.
2. She \_\_\_\_\_ (talk) to her teacher about the homework.
3. We \_\_\_\_\_ (not/plan) to go out this weekend.
4. He \_\_\_\_\_ (take) a walk in the park.
5. The children \_\_\_\_\_ (play) in the garden.

## **SPEAKING TASK**

Tell your name, age, and where you are from.

Talk about your family, hobbies, and your favorite activities.

Describe what you do in the morning, afternoon, and evening.

Use the present simple tense to talk about your usual activities.

## **UNIT 7. THE EVOLUTION OF HUMAN SOCIETIES: A JOURNEY THROUGH ANTHROPOLOGY**

**Exercise 1. Before reading the text, answer the following questions.**

1. What role did anthropology play in understanding the development of early human societies?
2. How did the agricultural revolution contribute to the rise of social complexity in early societies?
3. What role did religion and culture play in the organization of early human communities?
4. How did colonialism affect indigenous societies and their social structures?

The evolution of human societies is one of the most fascinating aspects of anthropology, providing a window into how humans have developed complex social structures, cultures, and ways of life. Through anthropology, we gain insight into the ways early humans adapted to their environments, created social bonds, and built the foundations of the civilizations we know today. This journey through time and human



development not only highlights our biological and cultural evolution but also emphasizes the diversity of human societies across the globe.

### **Early Human Societies:**

**Hunter-Gatherer Societies:** The first human societies were small, mobile groups that relied on hunting, fishing, and gathering wild plants for survival. These early humans lived in close-knit groups and developed shared cultures and customs.

**Key anthropological questions:** How did early humans organize their social structures? What were their roles in these societies? How did language, tools, and art evolve?

**Example:** The significance of the **Oldowan tools** (stone tools) in understanding early human survival.

### **The Agricultural Revolution:**

**Shift from Hunting to Farming:** The Neolithic Revolution (around 10,000 BCE) marked the transition from nomadic hunting and gathering to settled agricultural societies. This shift had profound effects on human social structures and cultures.

**Key anthropological questions:** How did the development of agriculture lead to the growth of permanent settlements? What role did social stratification begin to play in these early agricultural societies?

**Example:** The rise of early agricultural societies in Mesopotamia and Egypt.

### **The Formation of Complex Societies:**

**Urbanization and State Formation:** As agriculture advanced, surplus food production allowed for larger, more complex societies.

Cities, kingdoms, and states emerged, bringing with them systems of government, writing, religion, and trade.

**Key anthropological questions:** What factors contributed to the rise of cities and empires? How did trade networks shape early civilizations? What social hierarchies emerged in these complex societies?

**Example:** The development of cities like **Ur** in Sumer, **Thebes** in Egypt, and **Mohenjo-Daro** in the Indus Valley.

### **The Role of Culture and Religion:**

**Shared Beliefs and Practices:** Religion, rituals, and cultural traditions played a central role in shaping the identity of early human societies. From animistic beliefs to the rise of major world religions, culture has been an essential factor in social cohesion.

**Key anthropological questions:** How did religion help organize early societies? How did shared cultural practices and beliefs influence social order and governance?

**Example:** The role of **polytheism** in ancient Egypt and Mesopotamia.

### **Social Stratification and Inequality:**

**Class Systems and Power Dynamics:** With the rise of larger societies, there came an increase in social stratification. Economic and political inequalities emerged, as elites controlled resources and power while lower classes, slaves, and marginalized groups faced oppression.

**Key anthropological questions:** How did early human societies manage issues of power and inequality? What role did gender, class, and ethnicity play in shaping social hierarchies?

**Example:** The development of slavery in ancient civilizations like Rome and Egypt.

### **Colonialism and Global Exchange:**

**Impact of European Colonialism:** The colonial period (16th-20th centuries) dramatically reshaped societies across the globe. European powers spread their cultures, religions, and technologies, often at the expense of indigenous peoples and cultures.

**Key anthropological questions:** How did colonialism alter the social, economic, and political structures of colonized societies? What role did anthropology play in documenting and responding to these changes?

**Example:** The impact of colonialism on indigenous cultures in the Americas and Africa.

### **Modern Globalization and Cultural Exchange:**

**The Contemporary World:** Today, we live in an interconnected world where globalization has brought new challenges and opportunities for cultural exchange. Migration, technology, and communication continue to influence the evolution of human societies.

**Key anthropological questions:** How do contemporary global issues (like climate change, migration, and economic disparity) impact social structures? How is culture being preserved or transformed in the digital age?

**Example:** The rise of multicultural cities like **New York**, where diverse cultures and communities coexist and shape the future of society.

The journey through the evolution of human societies reveals the remarkable ways in which humans have adapted to their environments, created social bonds, and built civilizations. Anthropology allows us to study the diverse ways in which human societies have developed and provides a deeper understanding of the factors that shape our lives today. By looking at the past, we can better understand the challenges and opportunities that lie ahead for future generations.

**The role of anthropology in understanding cultural diversity** and the development of human societies.

**Human adaptation to different environments**, from the African savannas to the modern urban world.

**Technological advancements** and how they shaped the development of societies, from the invention of tools to the digital revolution.

**Social dynamics**, including family structures, gender roles, and social hierarchies.

The impact of **migration and exchange** on cultural and societal evolution, particularly through the spread of trade, ideas, and technology.

Human societies have evolved over millions of years, from small, nomadic bands of hunter-gatherers to complex, global civilizations. Anthropology, the study of human societies, cultures, and their development, offers a unique lens through which we can understand the dynamic processes that have shaped human life. This journey through anthropology traces the key stages in the evolution of human societies,

highlighting how early humans adapted to their environments, formed social structures, and created the foundations of modern civilization.

### **Early Human Societies: The Dawn of Culture and Cooperation**

The earliest human societies were small groups of nomadic hunter-gatherers, who lived in close-knit communities. These early humans relied on hunting animals, fishing, and gathering plants for survival. Their social structures were relatively simple, and survival depended heavily on cooperation, communication, and shared responsibilities. Early human societies were egalitarian, with minimal social stratification.

Anthropologists study the tools and artifacts left behind by these early humans to understand their lifestyles. One key discovery in this regard is the **Oldowan tools**, stone tools used by *Homo habilis*, an early human species. These tools mark one of the first technological innovations that enabled humans to hunt, gather, and process food more effectively. Through these tools, anthropologists gain insight into how early humans used their environment to survive and thrive.

### **The Agricultural Revolution: The Birth of Settled Societies**

Around 10,000 years ago, a dramatic shift took place: early humans began to domesticate plants and animals. This transition, known as the **Neolithic Revolution**, marked the shift from a nomadic, hunter-gatherer lifestyle to settled farming communities. This change fundamentally transformed human societies, enabling the development of larger, more complex settlements.

Agriculture allowed humans to produce surplus food, which led to population growth and the establishment of permanent villages and

towns. As societies grew in size and complexity, so did social hierarchies. Those who controlled the land, food, and resources gained power, leading to the development of early forms of government, religion, and social stratification.

For example, in ancient Mesopotamia, the rise of cities such as **Ur** and **Babylon** reflected the social and economic changes brought about by farming. These urban centers became hubs of trade, culture, and political power. The invention of writing, such as the cuneiform script in Sumer, further advanced the complexity of these societies, enabling record-keeping and communication.

### **The Formation of Complex Societies: Cities and States**

As agriculture spread, it gave rise to larger societies and the formation of cities and states. Early civilizations like those in Egypt, Mesopotamia, the Indus Valley, and China built monumental architecture, created legal systems, and developed complex religious beliefs. These societies were highly organized, with distinct social classes, including kings, priests, merchants, artisans, and laborers.

Anthropologists study these early civilizations to understand the evolution of social order, economic systems, and political structures. In ancient Egypt, for example, the pharaohs wielded absolute power, claiming divine authority. Their centralized government and advanced technologies, such as irrigation and writing, enabled Egypt to flourish for thousands of years.

The rise of cities also facilitated the development of trade, both within and between regions. Trade routes connected distant cultures, leading to the exchange of goods, ideas, and technologies. This

interconnectedness allowed for the spread of innovations, such as the wheel, metalworking, and the use of writing, across vast territories.

### **The Role of Religion and Culture: The Spiritual Foundations of Societies**

Religion has been a central component of human societies throughout history. Early humans often sought to explain natural phenomena and human existence through spiritual beliefs. These beliefs served not only as a means of understanding the world but also as a way to unite people, providing shared values and customs.

In many early civilizations, religion and politics were closely intertwined. In Egypt, for example, the pharaoh was considered both a political ruler and a divine figure, a living god who governed on behalf of the gods. Temples and religious rituals were central to daily life, and they reinforced the social order by promoting unity and loyalty to the state.

Anthropologists study the role of religion and culture in shaping societies. For instance, they examine how the ancient Greeks and Romans used mythology to explain human behavior and natural events, and how these stories became deeply embedded in the culture. The same can be said for other ancient civilizations, where gods and myths played a central role in social organization and political power.

### **The Rise of Social Inequality: The Development of Class Systems**

As societies grew more complex, social inequality began to emerge. The division of labor, the accumulation of wealth, and the concentration of political power led to the formation of distinct social classes. In



ancient Egypt, for example, there was a clear hierarchy with the pharaoh at the top, followed by priests, scribes, craftsmen, and laborers. Slavery was also common in many ancient civilizations, as conquered peoples were forced into servitude.

Social stratification became more pronounced as societies became more urbanized. The concentration of wealth and power in the hands of a few led to greater disparities between the elite and the common people. This inequality is a central focus for anthropologists, as they examine the social, economic, and political systems that perpetuated these class divisions.

## **Globalization and Modern Societies: The Interconnected World**

In the modern world, globalization has led to unprecedented levels of interconnectedness. Migration, trade, technology, and communication have made the world more integrated than ever before. Anthropologists study the effects of globalization on cultural identities, social structures, and economic systems.

While globalization has facilitated the exchange of ideas and goods, it has also created new challenges, such as cultural homogenization and the erosion of traditional ways of life. For instance, the spread of Western consumer culture and technology has impacted local traditions and values across the globe. However, anthropology also highlights the resilience of local cultures and their ability to adapt and thrive in the face of these challenges.

### **A Continuing Journey**

The evolution of human societies is a complex and ongoing journey that has been shaped by a myriad of factors, including technology, environment, culture, and politics. Anthropology allows us to explore this journey, providing a deeper understanding of how human societies have evolved, adapted, and thrived over time. By studying the past, we gain insights into the challenges and opportunities that face human societies today—and the ways in which our shared human experience continues to shape the future.

Through anthropology, we learn that the story of human societies is not just a history of progress, but also a story of adaptation, cooperation, and survival. As we move forward into the future, understanding our past can help guide us in addressing the complex issues that shape the modern world, from inequality and environmental challenges to the preservation of cultural diversity.

**Answer the questions:**

1. In what ways has globalization impacted the cultural identity of contemporary societies?
2. What can the study of past human societies teach us about solving modern social and political issues?
3. How did the shift from a hunter-gatherer lifestyle to an agricultural society impact human social structures?
4. In what ways did the development of agriculture contribute to the formation of complex societies and urbanization?
5. What are some key technological innovations in early human societies, and how did they influence social evolution?

6. How did religion help in the organization and cohesion of early human societies?

7. What factors led to the emergence of social hierarchies and inequality in ancient civilizations?

8. How did the formation of early city-states, like those in Mesopotamia and Egypt, change the dynamics of human societies?

9. What were some of the cultural, social, and economic impacts of the Agricultural Revolution on human societies?

## GRAMMAR: PRESENT PERFECT TENSE

The **Present Perfect Tense** is used to describe actions or situations that began in the past and have relevance to the present moment. It is often used to express:

**Experiences** or actions that have happened at an unspecified time before now.

**Actions** that have occurred in the past, but their effect or result is still relevant.

**Actions** that started in the past and continue to the present.

### Affirmative Form:

Subject + **have/has** + past participle (verb 3)

I **have visited** Paris.

She **has finished** her homework.

### Negative Form:

Subject + **have/has** + **not** + past participle

I **have not (haven't)** seen that movie.

He **has not (hasn't)** written the letter yet.

### **Interrogative Form:**

**Have/Has** + subject + past participle?

**Have** you **visited** Paris?

**Has** she **finished** her homework?

### **Use of Present Perfect Tense**

#### **1. Unspecified Time Before Now (Experiences)**

The Present Perfect is used when the exact time of the action is not important or unknown.

#### **Example:**

I **have traveled** to many countries. (The exact times of travel are not mentioned.)

They **have seen** that movie before.

#### **Actions with Relevance to the Present Moment**

The Present Perfect shows that something happened in the past but has an impact on the present.

#### **Example:**

She **has lost** her keys. (She lost them in the past, and now she can't find them.)

We **have finished** our homework. (We finished it, and now we are done.)

#### **Actions that Started in the Past and Continue to the Present**

The Present Perfect can describe an action that began in the past and is still true now.

#### **Example:**

I **have lived** in this city for five years. (I started living here 5 years ago, and I still live here now.)

She **has worked** at this company since 2010.

### **Time Expressions with Present Perfect**

Some common time expressions used with the Present Perfect include:

**Ever** (at any time in your life)

**Have** you **ever** been to New York?

**Never** (at no time in your life)

I **have never** been to Japan.

**Just** (a short time ago)

They **have just** arrived.

**Already** (before now, often used in positive sentences or questions)

I **have already** eaten breakfast.

**Yet** (used in negative sentences and questions, referring to a time before now)

I **haven't** finished my work **yet**.

Have you done your homework **yet**?

**For** (a period of time)

We **have lived** here **for** 10 years.

**Since** (a point in time)

She **has worked** here **since** 2015.

**Recently** / **Lately** (in the recent past)

I **have seen** him **recently**.

**So far** (up to this time)

We **have sold** 500 tickets **so far**.

## Examples:

1. **I have finished my homework.** (This shows that the homework is done, and the result is still relevant now.)
2. **She has lived in Paris for five years.** (She began living in Paris five years ago, and she still lives there.)
3. **We have never been to Australia.** (The speaker has not had the experience of visiting Australia at any time in their life.)
4. **He has just left the office.** (He left very recently, and it is still relevant now.)
5. **They have been married since 2000.** (They got married in 2000, and they are still married now.)

## Common Mistakes in Present Perfect Tense

1. **Using Simple Past instead of Present Perfect:**

Incorrect: I **saw** him already.

Correct: I **have seen** him already.

2. **Omitting 'have' or 'has':**

Incorrect: She **finished** her homework.

Correct: She **has finished** her homework.

3. **Using specific time expressions like "yesterday," "last year," "in 1999" with the Present Perfect:**

Incorrect: I **have visited** London yesterday.

Correct: I **visited** London yesterday. (Use Past Simple for specific times.)

## Summary of When to Use Present Perfect Tense:

**Experience** (no specific time): I have eaten sushi.

**Change** over time: The town has changed a lot.

**Completed action** with present relevance: She has left the office.

**Actions that began in the past and continue in the present:**

They have known each other for years.

**Exercise 1. Fill in the blanks with the correct form of the verb in the Present Perfect Tense.**

1. I \_\_\_\_\_ (see) that movie before.
2. She \_\_\_\_\_ (finish) her homework already.
3. We \_\_\_\_\_ (visit) Paris three times.
4. They \_\_\_\_\_ (eat) all the cookies.
5. He \_\_\_\_\_ (never be) to Japan.
6. The students \_\_\_\_\_ (write) their essays for the last hour.
7. I \_\_\_\_\_ (read) five books this month.
8. You \_\_\_\_\_ (forget) to bring your book again!
9. My parents \_\_\_\_\_ (travel) to many countries.
10. I \_\_\_\_\_ (know) her for five years.

**Exercise 2. Choose the correct option.**

1. I \_\_\_\_\_ (have / had / have had) breakfast today.
2. She \_\_\_\_\_ (never / ever / already) visited Rome.
3. They \_\_\_\_\_ (just / yet / since) left the party.
4. We \_\_\_\_\_ (live / have lived / has lived) in this city for ten years.
5. He \_\_\_\_\_ (already / still / never) finished the report.
6. I \_\_\_\_\_ (see / saw / have seen) that film before.
7. She \_\_\_\_\_ (not / never / still) been to the zoo.
8. I \_\_\_\_\_ (buy / have bought / bought) a new phone recently.
9. They \_\_\_\_\_ (arrive / have arrived / arriving) just.



10. We \_\_\_\_\_ (not / yet / already) spoken to him.

**Exercise 3. Correct the mistakes in the following sentences.**

1. I has visited London twice.
2. She have already eaten her lunch.
3. We've live here for three years.
4. They has gone to the supermarket.
5. He've never seen such a beautiful painting.
6. I never have met his parents.
7. She's visited us last month.
8. You've just finished the test, right?
9. We have saw that film before.
10. I've written the email already, and I will send it tomorrow.

**Exercise 4. Write questions in the Present Perfect tense.**

1. (you / ever / visit / New York?)

---

2. (she / already / eat / lunch?)

---

3. (they / finish / their homework?)

---

4. (he / ever / be / to the UK?)

---

5. (we / meet / before?)

---

6. (you / read / the book yet?)

---

7. (they / see / the movie already?)

---

8. (she / call / you today?)

---

**Exercise 5. Complete the sentences with the correct form of the verb.**

1. I \_\_\_\_\_ (not / hear) from her lately.

2. We \_\_\_\_\_ (just / finish) our lunch.

3. They \_\_\_\_\_ (live) here for two years.

4. She \_\_\_\_\_ (never / be) to Australia.

5. I \_\_\_\_\_ (already / do) my homework.

6. He \_\_\_\_\_ (lose) his keys again.

7. We \_\_\_\_\_ (not / decide) yet about the trip.

8. My brother \_\_\_\_\_ (eat) all the chocolate!

**Exercise 6. Choose the correct form of the verb.**

1. She \_\_\_\_\_ (has / have) already eaten lunch.

2. I \_\_\_\_\_ (have / has) visited the museum many times.

3. We \_\_\_\_\_ (have / has) just finished our project.

4. They \_\_\_\_\_ (have / has) never traveled to Europe.

5. I \_\_\_\_\_ (have / has) seen that movie before.

6. He \_\_\_\_\_ (have / has) been sick for two weeks.

7. You \_\_\_\_\_ (have / has) worked hard today.

8. We \_\_\_\_\_ (have / has) known each other for years.

**Exercise 7. Put the words in the correct order to make Present Perfect sentences.**

1. (for / I / never / be / Paris) →

---

2. (eat / already / you / lunch / have?) →

---

3. (we / since / lived / 2005 / here) →

---

4. (he / finished / never / his homework) →

---

5. (have / they / traveled / around the world?) →

---

6. (already / they / buy / a new car) →

---

7. (you / see / the new movie / yet?) →

---

8. (she / not / visit / her grandmother) →

---

**Exercise 8. Answer the following questions in the Present Perfect Tense.**

1. Have you ever traveled to another country?

---

2. How many books have you read this year?

---

3. Have they finished their work yet?

---

4. What have you done today?

---

5. How long have you known your best friend?

---

6. Have you eaten lunch already?

---

7. Has your family lived in this city for a long time?

---

8. Have you seen the new movie yet?

---

**Exercise 9. Fill in the blanks with the correct form of the verb in the Present Perfect:**

1. I \_\_\_\_\_ (never / see) a movie like that before.

2. She \_\_\_\_\_ (already / finish) her project.

3. They \_\_\_\_\_ (live) in this city for three years.

4. We \_\_\_\_\_ (not / visit) the museum yet.

5. He \_\_\_\_\_ (write) three books so far.

6. My brother \_\_\_\_\_ (never / be) to Europe.

7. I \_\_\_\_\_ (just / eat) breakfast.

8. They \_\_\_\_\_ (not / arrive) yet.

9. She \_\_\_\_\_ (study) English for five years.

10. We \_\_\_\_\_ (see) that film twice.

## SPEAKING TASK

How do anthropologists study the evolution of human beings?

What are some important milestones in human evolution? (For example, the development of tools, the discovery of fire, the emergence of language, etc.)

How does cultural anthropology help us understand the way different societies live?

Can you give examples of unique cultural practices in different parts of the world?

Who are some famous anthropologists?

What discoveries have they made that helped change our understanding of human societies? (For example, the discovery of the remains of "Lucy" by Donald Johanson.)

How can anthropology help us in today's world?

Why is it important to study the diverse cultures and societies of the world today?

## UNIT 8. TRADITIONS AND RITUALS

**Exercise 1. Before reading the text, answer the following questions.**

1. What are the main differences between traditions and rituals?
2. Why do you think traditions and rituals are important in a society?
3. Have you ever experienced a ritual or tradition from another culture? How did it make you feel?
4. Why do you think some people may want to change or abandon traditional rituals?

**Traditions** and **rituals** are an essential part of every culture. They help define a society, preserve its history, and strengthen the bonds between people. While traditions are customs that are passed down from generation to generation, rituals are specific actions or ceremonies that often carry deep symbolic meaning and are performed regularly or on special occasions.

### **Traditions**

A **tradition** is something that people do in the same way year after year. These practices are often tied to culture, religion, or family values. Traditions can be big or small, but they are always important because they keep the connection between the past and the present.

For example, in many countries, **New Year's celebrations** are a time for families to come together. In some cultures, this involves special meals, firework displays, and even singing traditional songs. In others, the new year is welcomed with prayers, dances, or wearing specific clothes.

Traditions also include **festivals**. In India, the festival of **Diwali** celebrates the victory of light over darkness. People decorate their homes with oil lamps, exchange sweets, and wear new clothes. Similarly, in Japan, the **Cherry Blossom Festival** (Hanami) marks the arrival of spring. Families and friends gather under cherry trees to enjoy the flowers and picnic together.

These traditions, whether linked to religious holidays, seasonal changes, or historical events, serve to remind people of their roots and strengthen their identity.

## **Rituals**

A **ritual** is a sequence of actions or behaviors that are performed in a set way, often with a specific meaning or purpose. Rituals are important in many religions, as well as in daily life. Unlike traditions, which are often passed down over long periods, rituals can be individual or collective and can vary from place to place.

For example, in **Christianity**, the ritual of **baptism** marks the initiation of a person into the church community. This ritual involves the symbolic act of water being poured over the person's head, representing cleansing and rebirth.

In many **Indigenous cultures**, rituals are deeply connected to nature and the cycles of life. For instance, Native American tribes perform rituals to honor the earth, the animals, and their ancestors. **Sacred dances, offerings, and storytelling** are often part of these rituals, and they are performed to mark important events, like the changing of the seasons or a harvest.

Another example is the **wedding ceremony**, which is a ritual celebrated in nearly every culture. While the details may differ—such as the vows exchanged or the clothing worn—the idea of uniting two people in a ceremony of commitment is a ritual that transcends time and place.

## **The Importance of Traditions and Rituals**

Traditions and rituals play a vital role in society because they:



**Preserve Culture and History:** They help pass down important cultural values and historical knowledge. Through traditions, children learn about their heritage and identity.

**Create a Sense of Belonging:** Participating in rituals and traditions connects people to their communities. They help individuals feel that they are part of something larger than themselves—a family, a group, or a nation.

**Offer Comfort and Stability:** In times of change or uncertainty, traditions and rituals can provide a sense of comfort and consistency. For instance, during a funeral, the ritual of mourning helps people process grief in a supportive environment.

**Foster Unity and Connection:** By engaging in shared practices, people come together. Whether it's celebrating a national holiday or performing a religious ritual, these activities strengthen social bonds.

Traditions and rituals are an important part of human life. They reflect the values, beliefs, and history of a community, and they help individuals connect with one another. Whether through grand ceremonies or quiet family customs, these practices allow us to remember where we came from, celebrate the present, and look forward to the future.

### **Answer the questions**

1. Why do you think traditions and rituals are important in a society?
2. Can you name some traditional festivals or holidays celebrated in your country?

3. How do rituals help people feel a sense of belonging in a community?

4. What are some rituals that are performed in your culture or religion?

5. How do traditions help preserve cultural identity?

6. What role do rituals play in personal or family life? Can you give an example from your own life?

7. How do you think traditions and rituals influence the way people behave and interact with each other?

8. Do you believe traditions should be followed strictly, or should they evolve with time? Why?

9. How do rituals and traditions influence the way you celebrate important events, like holidays, achievements, or milestones?

10. Do you participate in any religious rituals? If so, how do these rituals affect your faith or beliefs?

11. How do you think technology and modern life impact traditional rituals? For example, are there virtual or online rituals today?

12. How would you explain the importance of rituals to someone from a different culture who doesn't practice them?

## GRAMMAR: PAST CONTINUOUS TENSE

The **Past Continuous Tense** is used to describe actions or situations that were ongoing in the past. It shows that something was in progress at a specific moment in the past or that two actions were happening at the same time.

**Affirmative Form:**

### **Subject + was/were + verb-ing**

(Use **was** for singular subjects (I, he, she, it) and **were** for plural subjects (you, we, they))

I **was reading** a book yesterday.

They **were playing** football when it started to rain.

### **Negative Form:**

### **Subject + was/were + not + verb-ing**

(Use **was not (wasn't)** or **were not (weren't)**)

I **wasn't** watching TV when you called.

We **weren't** studying at 9 PM last night.

### **Interrogative Form:**

### **Was/Were + subject + verb-ing?**

**Was** she **working** yesterday?

**Were** they **listening** to music when you arrived?

### **When to Use the Past Continuous Tense**

**Ongoing Actions in the Past** Use the Past Continuous to talk about actions that were happening at a particular moment in the past. These actions were in progress when something else happened.

### **Example:**

I **was studying** at 7 PM yesterday. (Action in progress at a specific time in the past)

They **were sleeping** when I called them.

### **Two Actions Happening at the Same Time**

Use the Past Continuous to describe two actions that were happening at the same time in the past.

### **Example:**

While I **was reading** the book, my brother **was playing** video games.

He **was cooking** dinner while she **was setting** the table.

### **Interrupted Actions in the Past**

The Past Continuous is often used to describe an action that was interrupted by another action (which is typically in the **Past Simple** tense).

#### **Example:**

I **was walking** to the store when it **started** to rain.

She **was talking** on the phone when the power **went** out.

**Background Information in the Past** You can use the Past Continuous to describe the background or circumstances of an event in the past.

#### **Example:**

It **was raining** heavily when we arrived.

The kids **were playing** in the park when I saw them.

### **Examples of Past Continuous Tense:**

#### **Affirmative:**

He **was studying** all night for the exam.

We **were watching** a movie when the phone rang.

#### **Negative:**

She **wasn't working** at the office last Friday.

They **weren't playing** football at 3 PM yesterday.

#### **Interrogative:**

**Was he cooking** dinner when you arrived?

**Were you waiting** for the bus at 8:30 this morning?

## Time Expressions with Past Continuous:

Some common time expressions used with the Past Continuous include:

### At that moment

I **was reading** at that moment.

### At + specific time

They **were talking** at 7 PM yesterday.

### While

**While** I **was cooking**, my friend **was cleaning** the house.

**When** (to show the interruption of one action by another)

I **was walking** when I **saw** a dog.

## Common Mistakes with the Past Continuous:

**Using the Past Continuous with stative verbs:** The Past Continuous is generally not used with **stative verbs** (verbs that describe a state or condition rather than an action), such as: know, like, love, believe, belong, etc.

Incorrect: I **was knowing** him for years.

Correct: I **knew** him for years. (Use Past Simple with stative verbs)

**Confusing with the Past Simple:** The Past Continuous emphasizes that an action was in progress, while the Past Simple describes a completed action.

Incorrect: I **was visiting** the museum yesterday.

Correct: I **visited** the museum yesterday. (Use Past Simple if the action is completed)

**Exercise 1. Fill in the blanks with the correct form of the verb in the Past Continuous tense:**

1. I \_\_\_\_\_ (read) a book when the doorbell \_\_\_\_\_ (ring).

2. She \_\_\_\_\_ (write) an email when I \_\_\_\_\_ (call) her.
3. We \_\_\_\_\_ (have) dinner at 8 PM yesterday.
4. They \_\_\_\_\_ (watch) TV when the lights \_\_\_\_\_ (go) out.
5. I \_\_\_\_\_ (not, sleep) when you \_\_\_\_\_ (arrive).
6. He \_\_\_\_\_ (not, study) when the teacher \_\_\_\_\_ (enter) the room.
7. While I \_\_\_\_\_ (drive), I \_\_\_\_\_ (see) a car accident.

**Exercise 2. Fill in the blanks with the correct form of the verb in the Past Continuous tense.**

1. I \_\_\_\_\_ (study) for my exam when my friend \_\_\_\_\_ (call) me.
2. They \_\_\_\_\_ (play) football when it \_\_\_\_\_ (start) to rain.
3. We \_\_\_\_\_ (have) dinner when the phone \_\_\_\_\_ (ring).
4. He \_\_\_\_\_ (not, listen) to music when I \_\_\_\_\_ (enter) the room.
5. While I \_\_\_\_\_ (watch) TV, my brother \_\_\_\_\_ (do) his homework.
6. She \_\_\_\_\_ (drive) to work when she \_\_\_\_\_ (see) an accident.
7. I \_\_\_\_\_ (read) a book when the lights \_\_\_\_\_ (go) out.
8. They \_\_\_\_\_ (not, sleep) when the earthquake \_\_\_\_\_ (happen).
9. It \_\_\_\_\_ (snow) heavily while we \_\_\_\_\_ (walk) to the station.
10. At 7 PM last night, I \_\_\_\_\_ (watch) my favorite show.

**Exercise 3. Correct the mistakes in the following sentences.**

1. He was playing the guitar when I arrived, but I didn't noticed him.
2. While they was cooking, the children was playing in the garden.
3. I was reading when my mom were calling me.
4. We were walking to the park when we was seeing a cat.
5. She was not studying at 10 PM yesterday, she was sleeping.

**Exercise 4. Choose the correct answer.**

1. I \_\_\_\_\_ (watch) TV when the power went off.  
a) was watching b) were watching c) watched
2. We \_\_\_\_\_ (play) soccer when it started to rain.  
a) was playing b) were playing c) play
3. While they \_\_\_\_\_ (wait) for the bus, it began to snow.  
a) were waiting b) was waiting c) wait
4. He \_\_\_\_\_ (not, sleep) when I came home.  
a) wasn't sleeping b) weren't sleeping c) didn't sleep
5. They \_\_\_\_\_ (study) for the exam when the teacher entered the room.  
a) were studying b) was studying c) studied

**Exercise 5. Choose the correct form of the verb in the Past Continuous tense.**

1. I \_\_\_\_\_ (watch) a movie when you called me last night.  
a) was watching b) were watching c) watched
2. They \_\_\_\_\_ (study) when the power went out.  
a) was studying b) were studying c) studied



3. While we \_\_\_\_\_ (wait) for the bus, it started raining.  
a) were waiting   b) was waiting   c) waited
4. She \_\_\_\_\_ (not, listen) to music when I entered the room.  
a) wasn't listening   b) weren't listening   c) didn't listen
5. He \_\_\_\_\_ (play) football when I saw him yesterday.  
a) was playing   b) were playing   c) played
6. At 7 PM last night, I \_\_\_\_\_ (have) dinner.  
a) was having   b) were having   c) had
7. The kids \_\_\_\_\_ (watch) TV when their parents arrived.  
a) was watching   b) were watching   c) watched
8. I \_\_\_\_\_ (read) a book when you came into my room.  
a) was reading   b) were reading   c) read
9. While he \_\_\_\_\_ (cook), she \_\_\_\_\_ (clean) the house.  
a) was cooking / was cleaning   b) were cooking / were cleaning  
c) was cooking / were cleaning
10. We \_\_\_\_\_ (not, sleep) when the alarm went off.  
a) wasn't sleeping   b) weren't sleeping   c) didn't sleep

**Exercise 6. Fill in the blanks with the correct form of the verb in the Past Continuous tense.**

1. I \_\_\_\_\_ (read) a book when the phone \_\_\_\_\_ (ring).
2. At 8 o'clock last night, we \_\_\_\_\_ (watch) TV.
3. While she \_\_\_\_\_ (cook), he \_\_\_\_\_ (set) the table.
4. They \_\_\_\_\_ (not, sleep) when I \_\_\_\_\_ (arrive).
5. We \_\_\_\_\_ (have) lunch when you \_\_\_\_\_ (call).
6. He \_\_\_\_\_ (work) in the garden when it \_\_\_\_\_ (start) to rain.

7. I \_\_\_\_\_ (study) for my test when the lights \_\_\_\_\_ (go) out.
8. She \_\_\_\_\_ (not, drive) when the accident \_\_\_\_\_ (happen).
9. While they \_\_\_\_\_ (play) football, we \_\_\_\_\_ (watch) them from the park bench.
10. I \_\_\_\_\_ (not, pay) attention when the teacher \_\_\_\_\_ (explain) the lesson.

**Exercise 7. Fill in the blanks with the correct form of the verb in the Past Continuous tense.**

1. I \_\_\_\_\_ (eat) dinner when the doorbell \_\_\_\_\_ (ring).
2. While they \_\_\_\_\_ (play) outside, I \_\_\_\_\_ (read) a book.
3. We \_\_\_\_\_ (walk) to the park when it \_\_\_\_\_ (start) to rain.
4. At 9 AM yesterday, I \_\_\_\_\_ (work) on my project.
5. My parents \_\_\_\_\_ (travel) to Paris last summer.
6. She \_\_\_\_\_ (not, study) when I called her.
7. They \_\_\_\_\_ (wait) for the bus when they \_\_\_\_\_ (see) the accident.
8. I \_\_\_\_\_ (watch) a movie when the power \_\_\_\_\_ (go) out.
9. We \_\_\_\_\_ (have) a conversation when you \_\_\_\_\_ (interrupt) us.
10. He \_\_\_\_\_ (drive) to work when his car \_\_\_\_\_ (break) down.

**Exercise 8. Read the following sentences and correct the mistakes related to the Past Continuous tense.**

1. She was not studying when I have called her.
2. While they was playing football, I was watching them from the bench.
3. I was reading a book when the teacher was entering the classroom.
4. We was eating dinner when the power went out.
5. He was cooking when I saw him at the supermarket.
6. They was waiting for the bus when the rain started.
7. At 8 PM, I was working on my project when you call me.
8. She was travel to Paris last summer.
9. I was not understanding the explanation when the teacher repeated it.
10. While I was walking to the store, I was seeing a dog run past me.

**SPEAKING TASK**

- Do you have a job right now?
- Do you enjoy your job?
- What responsibilities do you have at work?
- What is your typical day like at work?
- What would you change about your job?
- What job do you think you will be doing in five years?
- What skills and qualifications are required for this job?
- Do you get on well with your co-workers?
- Are there good work opportunities in your home country?

## UNIT 9. THE ANTHROPOLOGY OF CENTRAL ASIA: A CROSSROAD OF CULTURES AND TRADITIONS

**Exercise 1. Before reading the text, answer the following questions.**

1. What factors make Central Asia a “crossroad of cultures” and how has its geographical location influenced its cultural development?
2. How has the historical role of Central Asia as a hub along the Silk Road influenced its cultural exchanges with other regions?
3. What role did Sufism play in shaping Central Asia's religious and cultural traditions?
4. In what ways have traditional religious practices, such as ancestor worship or shamanism, persisted in post-Soviet Central Asia?

Central Asia, a vast and diverse region that spans several modern-day countries including Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan, and parts of surrounding countries like Afghanistan and China, has long been a crossroads of cultures, traditions, and civilizations. Its geographical position at the heart of Eurasia has made it a key intersection for nomadic empires, trade routes, and religious exchanges over millennia. The anthropology of Central Asia examines the rich cultural mosaic, the interplay of different peoples and traditions, and the historical forces that have shaped the region's unique social and cultural landscape.

Central Asia has historically been at the crossroads of East and West, linking the great civilizations of China, India, Persia, and the Greco-Roman world. This strategic position along the ancient Silk Road—an extensive network of trade routes connecting the

Mediterranean to East Asia—allowed for the exchange of not only goods such as silk, spices, and precious metals, but also ideas, technologies, and religious beliefs. Central Asia was, and remains, a zone of cultural hybridization where multiple ethnicities, languages, and belief systems coexisted, often blending to create new forms of cultural expression.

The region's anthropological significance lies in its role as a living museum of historical convergence. Central Asia has been home to numerous empires and nomadic tribes, such as the Scythians, Sogdians, Kushans, and more recently, the Mongols and the Timurids. These groups have each contributed to the complex social fabric of the region.

A defining feature of Central Asia's anthropological identity is the presence of nomadic cultures. The vast, treeless steppes of the region have shaped the lifestyles, economies, and social structures of its inhabitants for centuries. Nomadic pastoralism has been central to the survival and success of many Central Asian societies, including the Kazakhs, Kyrgyz, and Turkmen. These societies developed sophisticated systems of animal husbandry, particularly of horses, camels, and sheep, which were integral to their economic and cultural practices.

The nomadic way of life also fostered distinctive cultural practices such as yurt building, falconry, horse-riding, and traditional music, many of which remain a vital part of Central Asian heritage today. The communal, mobile lifestyle of nomads meant that kinship and family ties were extremely important, and social structures were often organized around clans and tribes. Despite the modernizing forces in the

region, these traditional practices continue to influence both rural and urban populations.

Central Asia is home to a remarkable variety of ethnic groups, each with their own language, customs, and history. These include Turkic-speaking peoples such as the Kazakhs, Uzbeks, and Uighurs, as well as Persian-speaking Tajiks, Slavic groups like the Russians, and smaller communities like the Pamiris and the Bactrians. The region's multi-ethnic composition is a result of its long history of migration, conquest, and cultural exchange.

Linguistically, Central Asia is equally diverse, with Turkic, Indo-Iranian, and Slavic languages spoken throughout the region. The spread of Islam after the 8th century added a layer of religious uniformity, but local religious traditions and practices—such as Shamanism, Zoroastrianism, and Buddhism—continue to persist in various forms.

Anthropologists studying these ethnic and linguistic differences focus not only on the outward markers of culture, such as language, dress, and religion, but also on how identity is constructed within these groups. Inter-ethnic relations in Central Asia have been shaped by historical movements of conquest, colonialism, and national boundaries drawn in the 20th century. The Soviet legacy in particular has had a profound impact on the region, with its policies of modernization, secularization, and social engineering affecting the cultural identities and traditions of the Central Asian peoples.

Religion has always been a powerful force in shaping the cultural landscape of Central Asia. Although Islam, particularly Sunni Islam, is the dominant religion today, the region has historically been home to a

variety of religious traditions, many of which have left lasting imprints on local practices.

Islam arrived in Central Asia through the spread of Arab and Persian influence in the 8th century. Over time, Islam became deeply embedded in the region's cultural fabric, but it also fused with pre-Islamic beliefs and practices. For example, Sufism, the mystical branch of Islam, has had a significant presence in Central Asia, particularly in regions like Uzbekistan and Tajikistan, where Sufi shrines and ritual practices are important centers of religious life.

Before Islam, Central Asia was home to a variety of belief systems, such as Zoroastrianism, Buddhism, and shamanic traditions. These belief systems left an enduring legacy in the region, particularly in the forms of local ritual practices, folk medicine, and festivals. Even today, many Central Asian communities observe pre-Islamic traditions, such as the worship of sacred mountains or the veneration of ancestors.

The anthropological study of Central Asia cannot ignore the profound impact of Soviet rule. From the 1920s to the 1990s, the Soviet Union sought to reshape the cultural, social, and economic landscape of Central Asia. This included efforts to suppress religious practices, promote Soviet nationalism, and implement centralized agricultural projects, many of which disrupted traditional ways of life.

At the same time, the Soviet period also brought significant modernization, with the construction of infrastructure, the establishment of universities, and the development of industries that created new forms of social organization. However, the collapse of the Soviet Union in 1991 left Central Asia in a state of transition, as newly independent



nations struggled to forge national identities while navigating ethnic, political, and economic challenges.

Post-Soviet Central Asia continues to grapple with issues such as nationalism, economic inequality, and the search for political stability. Anthropologists have explored how the region's diverse ethnic and religious groups have navigated these transitions, often facing tensions between traditional values and the forces of globalization, modernization, and state-building.

The anthropology of Central Asia offers a fascinating lens through which to explore the complex and multi-layered history of one of the world's most diverse regions. Central Asia's role as a crossroads of cultures and traditions has made it a unique space for cultural exchange, conflict, and synthesis. The region's rich ethnographic diversity, its nomadic heritage, and its historical experiences of empire, religion, and Soviet rule all contribute to its distinctive cultural identity. As Central Asia continues to evolve in the 21st century, understanding its anthropology is crucial for appreciating the profound historical and cultural forces that continue to shape this pivotal region.

### **Answer the questions**

1. How have nomadic traditions shaped the social structures, economies, and cultural practices of Central Asia?

2. How have the various empires (e.g., the Mongols, Timurids) shaped the cultural identity of Central Asia?

3. How did the spread of Islam influence the region's religious practices, and how did it interact with pre-Islamic beliefs in Central Asia?

4. How do the linguistic and ethnic diversity of Central Asia contribute to its social and political challenges?

5. What role does language play in the construction of ethnic identity in Central Asia?

6. How do the different ethnic groups in Central Asia navigate the tension between traditional cultural practices and state-driven national identities?

7. What is the significance of rituals, festivals, and folk art in maintaining cultural continuity in Central Asia?

8. How can the anthropology of Central Asia contribute to a better understanding of the region's future development, both culturally and politically?

9. What role do cultural heritage and traditions play in the nation-building processes of Central Asian countries today?

10. How can anthropologists help address the ethnic and cultural conflicts that arise in post-Soviet Central Asia?

## GRAMMAR: FUTURE SIMPLE TENSE

The **future simple tense** is used to talk about actions or events that will happen in the future. It is one of the most common ways to express future intentions, predictions, promises, or plans. The structure of the future simple tense is quite simple and follows the formula:

**Subject + will + base verb** (infinitive form without "to")

### Examples:

**I will study** tomorrow.

**She will visit** her grandmother next weekend.

**They will travel** to Japan next summer.

**We will meet** at the restaurant later.

### **How to Form the Future Simple Tense:**

#### **Affirmative Statements:**

**Subject + will + base verb**

Example: *He will arrive at 5 PM.*

#### **Negative Statements:**

**Subject + will not (won't) + base verb**

Example: *She will not (won't) come to the party.*

#### **Questions:**

**Will + subject + base verb?**

Example: *Will you help me with this?*

#### **Short Answers:**

**Yes, + subject + will / No, + subject + won't**

Example: *Yes, I will. / No, I won't.*

### **Uses of the Future Simple Tense:**

#### **Predictions:**

When we predict something will happen in the future.

Example: *It will rain tomorrow.*

#### **Spontaneous Decisions:**

When we make a decision at the moment of speaking.

Example: *I will have the chicken, please.*

#### **Promises:**

To express a promise to do something.

Example: *I will help you with your homework.*

## **Offers and Suggestions:**

To offer to do something or make a suggestion.

Example: *I will carry your bags for you.*

## **Future Facts:**

When stating facts about the future.

Example: *The sun will rise tomorrow morning.*

## **Examples in Different Contexts:**

### **Affirmative:**

I will call you when I arrive.

They will finish their project by next week.

### **Negative:**

She won't be able to attend the meeting tomorrow.

We won't go to the park if it rains.

### **Interrogative:**

Will you join us for dinner?

Will they be able to meet the deadline?

## **Time Expressions Often Used with the Future Simple:**

**Tomorrow**

**Next (week, month, year, etc.)**

**In the future**

**Soon**

**Later**

**In (two days, three weeks, etc.)**

## **Examples with Time Expressions:**

*I will call you **tomorrow**.*

*She will start her new job **next month**.*

*We will visit the museum soon.*

**Exercise 1. Fill in the blanks with the correct form of the verb in future simple tense.**

1. She \_\_\_\_\_ (travel) to Paris next summer.
2. I \_\_\_\_\_ (study) for the test tomorrow.
3. They \_\_\_\_\_ (arrive) at 6 PM.
4. We \_\_\_\_\_ (help) you with your project.
5. He \_\_\_\_\_ (not/come) to the party because he's busy.
6. I \_\_\_\_\_ (not/forget) your birthday.
7. My parents \_\_\_\_\_ (visit) us next week.
8. You \_\_\_\_\_ (see) the movie on Friday, right?

**Exercise 2. Rewrite the sentences using future simple tense.**

1. (I/decide) I will go to the gym tomorrow.
2. (She/visit) She is going to visit her grandmother this weekend.
3. (They/not/travel) They are not traveling to Italy next year.
4. (We/wait) We are going to wait for you outside.
5. (He/help) He will help you with your homework after school.
6. (You/study) You are going to study for the test, aren't you?

**Exercise 3. Choose the correct form of the verb (will or won't) to complete the sentences.**

1. I \_\_\_\_\_ be at the meeting tomorrow. (will / won't)
2. We \_\_\_\_\_ go to the beach if it rains. (will / won't)
3. They \_\_\_\_\_ like the new movie, I'm sure. (will / won't)
4. She \_\_\_\_\_ forget your birthday. (will / won't)
5. He \_\_\_\_\_ attend the event because he is out of town. (will / won't)

**Exercise 4. Write questions using the future simple tense.**

1. (you / go) \_\_\_\_\_ to the concert tonight?
2. (she / help) \_\_\_\_\_ me with my homework tomorrow?
3. (they / travel) \_\_\_\_\_ to the mountains next week?
4. (we / see) \_\_\_\_\_ each other soon?
5. (he / call) \_\_\_\_\_ his parents later?

**Exercise 5. Complete the sentences with the correct future simple form.**

1. They \_\_\_\_\_ (move) to a new house next month.
2. I \_\_\_\_\_ (call) you as soon as I get home.
3. We \_\_\_\_\_ (have) a picnic in the park tomorrow.
4. He \_\_\_\_\_ (take) the bus to work next week.
5. The weather \_\_\_\_\_ (be) nice tomorrow.

**Exercise 6. Correct the mistakes in the following sentences.**

1. I will not went to the party tonight.
2. She will comes to the meeting at 9 AM.
3. They will not to go on holiday next year.
4. Will you plays the piano tomorrow?
5. We will meeting you at the airport.

**Exercise 7. Complete the sentences using the correct form of the verb in future simple tense.**

1. I \_\_\_\_\_ (call) you when I arrive.
2. They \_\_\_\_\_ (not/attend) the meeting next week.
3. She \_\_\_\_\_ (visit) her grandparents next month.
4. We \_\_\_\_\_ (help) you with your homework later.
5. The weather \_\_\_\_\_ (be) warm tomorrow.

6. He \_\_\_\_\_ (not/forget) to bring the documents.
7. They \_\_\_\_\_ (leave) for the airport at 5 PM.
8. I \_\_\_\_\_ (buy) a new phone next month.

**Exercise 8. Choose the correct form of the verb.**

1. I \_\_\_\_\_ (will / won't) be there at 6 PM.
2. She \_\_\_\_\_ (will / won't) come to the party tonight.
3. We \_\_\_\_\_ (will / won't) go to the beach if it rains.
4. They \_\_\_\_\_ (will / won't) help you with the project.
5. He \_\_\_\_\_ (will / won't) forget to send the email.
6. I \_\_\_\_\_ (will / won't) be busy tomorrow.
7. You \_\_\_\_\_ (will / won't) regret this decision.
8. We \_\_\_\_\_ (will / won't) see each other again.

**Exercise 9. Correct the errors in the sentences.**

1. She will going to the store tomorrow.
2. I won't be able to help you next week.
3. Will they comes to the event on Saturday?
4. He will not arrives late.
5. We will buyed a new car soon.
6. I will send the report by tomorrow morning.
7. They will not attending the wedding this weekend.
8. Will she talk to you later?

**Exercise 10. Write questions in future simple tense.**

1. (you / help) \_\_\_\_\_ me with this task tomorrow?
2. (they / arrive) \_\_\_\_\_ at 7 PM?
3. (he / finish) \_\_\_\_\_ his work by Friday?
4. (she / go) \_\_\_\_\_ to the party next weekend?



5. (we / see) \_\_\_\_\_ the new movie tomorrow?
6. (you / need) \_\_\_\_\_ anything from the store?
7. (it / snow) \_\_\_\_\_ tomorrow?
8. (they / join) \_\_\_\_\_ us for dinner?

**Exercise 11. Fill in the blanks with will or won't and the correct verb.**

1. She \_\_\_\_\_ (not / go) to the meeting tomorrow.
2. We \_\_\_\_\_ (finish) the project by next week.
3. I \_\_\_\_\_ (attend) the conference next month.
4. They \_\_\_\_\_ (be) home this evening.
5. He \_\_\_\_\_ (play) football next weekend.
6. You \_\_\_\_\_ (regret) this decision, I'm sure.
7. I \_\_\_\_\_ (meet) her at the airport tomorrow.
8. We \_\_\_\_\_ (take) the train to the city.

**Exercise 12. Write sentences in the future simple tense.**

1. (I / help) \_\_\_\_\_ (you / travel) next summer.
2. (She / go) \_\_\_\_\_ to the doctor next week.
3. (We / visit) \_\_\_\_\_ the museum tomorrow.
4. (They / stay) \_\_\_\_\_ at a hotel near the beach.
5. (He / not / be) \_\_\_\_\_ at work next Monday.
6. (You / call) \_\_\_\_\_ me when you get home, right?

**Exercise 13. Match the questions with the answers.**

1. **Will you help me with the dishes?** a) Yes, I will.
2. **Will they visit the museum tomorrow?** b) No, they won't.
3. **Will he play football next weekend?** c) Yes, we will.
4. **Will we see you at the party?** d) No, he won't.

5. Will you come to the concert? e) Yes, I will.

**Exercise 14. Fill in the blanks with the future simple form of the verbs in parentheses.**

1. By this time next year, I \_\_\_\_\_ (finish) my studies.
2. Next month, we \_\_\_\_\_ (move) to a new city.
3. They \_\_\_\_\_ (arrive) at the airport at 10 PM.
4. I \_\_\_\_\_ (meet) my friends after work.
5. He \_\_\_\_\_ (help) us with the preparations for the event.

**SPEAKING TASK: DESCRIBE THE PHOTO.**



## UNIT 10. THE FLAT WORLD AND THE TOWER OF BABEL: A REFLECTION ON GLOBALIZATION AND HUMAN AMBITION

### Exercise 1. Before reading the text, answer the following questions

1. What does the story of the Tower of Babel symbolize in terms of human ambition and pride?
2. How do the concepts of the "flat world" and the "Tower of Babel" both deal with the idea of human unity and the potential dangers of pursuing it?
3. What role do communication and language play in both the "flat world" and the Tower of Babel story?

The **concept of the flat world** and the **Tower of Babel** are both metaphorical representations of human society's desire to break down barriers and unify people, yet they also offer a cautionary reflection on the complexities and potential consequences of such endeavors. The **Flat World** metaphor, popularized by Thomas Friedman in his 2005 book *The World Is Flat*, suggests that globalization has made the world more interconnected, allowing people and businesses to communicate and collaborate as if distance no longer matters. On the other hand, the **Tower of Babel** is a biblical story from the Book of Genesis, which serves as an allegory for human pride and ambition, and the consequences of trying to unify all of humanity under one language and one grand project.

While these two ideas may seem unrelated at first glance, they both reflect humanity's ongoing attempts to overcome divisions—geographical, cultural, and linguistic—and to build bridges between people. However, they also underscore the challenges and tensions that arise when such attempts are taken too far, or when the unity pursued is not inclusive of diversity.



### **The Flat World: Globalization and Its Impact**

The **Flat World** is a metaphor for the new, interconnected global economy brought about by advances in technology, communication, and transportation. In his book, Thomas Friedman identifies several key events and innovations that "flattened" the world, making it easier for people from different cultures and regions to collaborate, exchange information, and engage in economic activity as equals. These events include the rise of the Internet, the spread of personal computers, the growth of global supply chains, and the removal of barriers to trade and commerce.

Friedman argues that globalization has created a more level playing field, where businesses in distant corners of the world can compete on the same terms. With the rise of the **digital economy**, for example, workers from countries such as India, China, and the Philippines can perform tasks previously reserved for workers in wealthier nations. This flattening of the world means that anyone, anywhere, with the right skills, can participate in the global marketplace. However, while the idea of a flat world suggests a more egalitarian global society, it also exposes inequalities. The "flattening" process is not universal, as different nations, regions, and social groups have unequal access to the tools and resources necessary to participate fully in the global economy. The digital divide, for example, reflects the reality that not everyone has access to the technology or education that would enable them to take advantage of the opportunities created by globalization.

### **The Tower of Babel: Ambition and Division**

In contrast to the idealistic vision of a flat world is the **Tower of Babel**, a biblical story that is often interpreted as a warning against human pride and the dangers of attempting to build too great a unity. The story of the Tower of Babel appears in Genesis 11:1-9. It tells of a time when all people spoke a single language and worked together to build a tower that would reach the heavens. The ambition behind this grand project was not merely architectural but symbolic—the people sought to make a name for themselves and to defy the limits placed upon them by their Creator.



In response to this hubristic act, God intervened by scattering the people across the earth and causing them to speak different languages. This divine intervention not only led to the abandonment of the tower but also created the linguistic and cultural diversity that defines humanity today.



The **Tower of Babel** serves as a symbol of the dangers of unchecked human ambition. It speaks to the hubris of believing that unity and homogeneity can be imposed on a diverse world. Instead of fostering true collaboration and understanding, such efforts can lead to confusion, conflict, and the fracturing of societies. The Babel story suggests that there is wisdom in embracing differences and recognizing the limits of human power.

**Bridging the Flat World and Babel: Unity, Diversity, and the Limits of Ambition**

While both the **flat world** and the **Tower of Babel** involve efforts to create greater unity and connectivity, they reveal different attitudes toward human ambition, diversity, and the complexities of global integration.

**Ambition and Unity:** The **flat world** is driven by the belief that technological advances can bring humanity closer together, creating a single global community. The **Tower of Babel**, on the other hand, is a cautionary tale about the dangers of overreaching, of trying to impose a single vision of unity on a diverse world. In both cases, the desire for unity is strong, but the ways in which that unity is pursued can either foster growth or lead to division.

**Globalization and Cultural Diversity:** The flat world celebrates the idea of connecting people across boundaries, often ignoring the inherent challenges that come with maintaining cultural diversity. In contrast, the **Tower of Babel** story highlights the importance of linguistic and cultural diversity as a natural consequence of human society. The scattering of people and the diversification of languages, rather than being a punishment, could be seen as a way to ensure that human culture remains rich, varied, and resistant to homogenization.

**The Limits of Human Effort:** Both metaphors also deal with the limitations of human efforts to control or reshape the world. The **flat world** is not a perfect, frictionless utopia; it is a world of increasing interconnectivity but also growing inequality, where technological advancement often outpaces the ability of social structures and policies to address the challenges it creates. Similarly, the **Tower of Babel** shows that there are natural limits to human ambition. No matter how

hard we try to build our towers or connect the world, there will always be forces—whether divine, natural, or social—that prevent us from achieving complete unity or control.

### **Embracing Unity and Diversity**

The **Flat World** and the **Tower of Babel** are two sides of the same coin, each reflecting humanity's ongoing struggle to balance unity and diversity. The **flat world** offers a vision of interconnectedness that brings people closer together, but it also exposes the risks of inequality and homogenization. The **Tower of Babel**, on the other hand, cautions against the dangers of forced unity and reminds us of the value of cultural and linguistic diversity.

Ultimately, the challenge lies in finding a balance—embracing the opportunities of a connected world while respecting and celebrating the differences that make us unique. As we continue to navigate the complexities of globalization, we must heed the lessons of both the **flat world** and the **Tower of Babel**, understanding that true unity comes not from erasing differences, but from learning to live with them and build something meaningful together.

### **Answer the questions**

1. How does the flattening of the world benefit people and businesses in developing countries?
2. Can you think of examples where countries or individuals in remote regions have successfully entered the global market?
3. What challenges arise in a "flat world" despite the increased global interconnectedness?



4. In what ways does the "flat world" metaphor challenge traditional ideas about power, economics, and the role of nation-states?

5. What are the consequences of the attempt to create a single unified society in the Tower of Babel story?

6. In what ways does the Tower of Babel story caution against attempts to erase cultural, linguistic, or national differences?

7. In what ways do both the flat world and the Tower of Babel reflect human desires for connection, power, and control?

8. Can we learn anything from Babel's cautionary tale that might help us navigate the complexities of a flat world?

## GRAMMAR: PREPOSITIONS

Prepositions are words that show relationships between other words in a sentence. They often indicate time, place, direction, manner, cause, or instrumentality. Prepositions are usually followed by a noun or pronoun, forming a **prepositional phrase**.

### Prepositions of Time

These prepositions refer to time-related concepts such as dates, periods, or points in time.

**At:** used for specific times, holidays, and points of time.

Example: *She will arrive **at** 5 PM.*

Example: *He works **at** night.*

**On:** used for days and dates.

Example: *We will meet **on** Monday.*

Example: *The party is **on** July 4th.*

**In:** used for months, years, seasons, or longer periods.

Example: *She was born **in** June.*

Example: *They moved to London **in** 2020.*

Example: *He likes to travel **in** winter.*

## **Prepositions of Place**

These prepositions describe the location of something.

**At:** refers to a point or place.

Example: *She is **at** the bus stop.*

**In:** refers to an enclosed space or a place that is part of a larger area.

Example: *I live **in** New York.*

Example: *She is **in** the room.*

**On:** used for surfaces or locations at a higher level.

Example: *The book is **on** the table.*

Example: *They live **on** the second floor.*

**Under / Over:** describes something beneath or above something else.

Example: *The cat is **under** the table.*

Example: *There is a lamp **over** the desk.*

## **Prepositions of Direction/Movement**

These prepositions indicate movement or direction from one place to another.

**To:** indicates movement towards a destination.

Example: *I am going **to** the store.*

**Into:** refers to movement from outside to inside.

Example: *She walked **into** the room.*

**Onto:** movement toward a surface.

Example: *He jumped **onto** the platform.*

**From:** indicates the starting point of movement.

Example: *I'm coming **from** the airport.*

**Out of:** movement from the inside to the outside.

Example: *She walked **out of** the house.*

### **Prepositions of Manner, Cause, and Instrumentality**

These prepositions show the way something is done or the reason for an action.

**By:** means the method or agent.

Example: *She traveled **by** car.*

Example: *The letter was written **by** John.*

**With:** indicates an instrument or tool used to do something.

Example: *He cut the paper **with** scissors.*

Example: *She wrote the note **with** a pen.*

**For:** shows the purpose or reason.

Example: *This gift is **for** you.*

Example: *I did it **for** my family.*

**Because of:** used to explain the cause or reason for something.

Example: *We were late **because of** the traffic.*

### **Prepositions of Comparison**

These prepositions are used to compare one thing with another.

**Like:** used to indicate similarity.

Example: *She sings **like** an angel.*

**As:** used to show function or role.

Example: *He works **as** a teacher.*

### **Common Prepositional Phrases**

Prepositions are often part of set phrases that give specific meaning.

Some common prepositional phrases include:

- **At the moment**
- **In time**
- **On time**
- **By the way**
- **In advance**
- **At all**
- **In a hurry**
- **On purpose**
- **In charge of**

### **Examples of Prepositions in Sentences**

#### **Prepositions of Time:**

I will see you **at** 10 AM.

He went home **on** Friday.

We are going on vacation **in** July.

#### **Prepositions of Place:**

The keys are **on** the kitchen counter.

They live **in** Spain.

He stood **at** the door.

#### **Prepositions of Direction:**

She is walking **to** the store.

The cat jumped **onto** the roof.

We are moving **from** New York to Chicago.

#### **Prepositions of Manner, Cause, and Instrumentality:**

I called him **by** phone.

He fixed the car **with** a wrench.

She did it **for** her children.

### Prepositions of Comparison:

She is just as tall **as** her brother.

This shirt feels **like** cotton.

### Tips for Using Prepositions

Prepositions often don't translate directly between languages, so it's important to learn them in context.

Some verbs are always followed by specific prepositions. For example:

*She is interested **in** art.*

*I apologized **for** my mistake.*

Some prepositions are used with certain adjectives and nouns. For example:

*I'm afraid **of** spiders.*

*She is famous **for** her acting skills.*

### Exercise 1. Fill in the blanks with the appropriate prepositions from the options provided.

1. I will meet you \_\_\_\_ the airport at 3 PM.  
a) in b) at c) on
2. The cat jumped \_\_\_\_ the table and ran out the door.  
a) on b) off c) to
3. We traveled \_\_\_\_ car to the beach.  
a) by b) on c) with
4. He was punished \_\_\_\_ breaking the vase.  
a) for b) because of c) on

5. The children are playing \_\_\_\_ the yard.  
a) in b) at c) on
6. I'll call you \_\_\_\_ I arrive home.  
a) on b) when c) at
7. The book is \_\_\_\_ the shelf.  
a) on b) in c) under
8. She's really good \_\_\_\_ playing the piano.  
a) in b) at c) on
9. They moved to London \_\_\_\_ 2019.  
a) in b) at c) on
10. We walked \_\_\_\_ the park during our lunch break.  
a) in b) at c) through
11. He sat \_\_\_\_ the chair and started reading.  
a) on b) in c) under
12. She gave me a book \_\_\_\_ my birthday.  
a) for b) on c) at
13. I'm not sure if I'll be \_\_\_\_ the party tonight.  
a) in b) at c) to
14. I'm really looking forward \_\_\_\_ the concert next week.  
a) to b) for c) at
15. They walked \_\_\_\_ the street when they saw an accident.  
a) along b) through c) on
16. He is interested \_\_\_\_ learning French.  
a) in b) on c) at
17. We will arrive \_\_\_\_ the airport at 5 PM.  
a) on b) at c) in

18. This letter was sent \_\_\_\_ the post office.

- a) at   b) by   c) from

19. I put the keys \_\_\_\_ the drawer.

- a) in   b) on   c) at

20. She works \_\_\_\_ a marketing department.

- a) in   b) on   c) at

**Exercise 2. Fill in the blanks with the appropriate prepositions**

**after · on · by · from · to · of · at · with · into · besides**

1. Will meet you ..... the class?

2. Place the painting ..... the wall.

3. She dived ..... The pool.

4. .... soup she also likes to drink cold drink.

5. He goes to school ..... bus.

6. He is ..... Delhi.

7. He is born ..... rich parents.

8. He died ..... dengue.

9. My class gets over ..... 7 pm.

10. He went back home ..... His friends.

**Exercise 3. Draw a circle around the correct preposition in parentheses in the exercises below:**

**A) Place or Position or Direction**

1. Do you live (at, on) Bay Street (in, on) Newport?

2. I hung the picture (above, on) the fireplace.

3. She walked (in, into) the kitchen and put her packages (on, over) the table.

4. Is Jane (at, in) home? No, she is (on, at) the library.



5. Mary is sitting (in, on) the sofa (at, in) the living room.
6. Michigan is situated (in, between) Lake Michigan and Lake Huron.
7. While waiting for my train, I took a walk (around, across) the station.
8. A formation of twelve airplanes flew (over, on top of) our house.
9. The artist spends many hours (in, on) his studio (on, at) 50 Charles Street.
10. John found a note pinned (in, on) his door which said: "Meet me (at, in) the corner of Pine and Fifth Streets."
11. The Blake family lives (at, on) Third Street (in, on) Cleveland, Ohio.
12. Don't forget to put your return address (in, on) the envelope.
13. He sat (near, against) the camp fire.
14. Mr. Flanagan, who is (from, of) Ireland, is staying (at, to) his sister's home in Boston.
15. Someone has spilled ink (in, on) this rug and has burned a hole (in, on) that one.
16. The door was locked; so I shoved the letter (under, around) the door.
17. He piled the books (above, on top of) the table.
18. He arrived (in, at) Switzerland last week.
19. You are ahead of me. Your name is (above, at the top of) the list.
20. Your score on the examination is well (above, over) average.

## B) Time

1. Does the movie begin (at, on) 6:30? No, it will not begin (until, for) 9:00; so do not arrive (before, by) that time.
2. He asked me to come (at, in) noon.
3. We will go to Florida (since, during) the month of January.
4. The stores stay open (on, in) Mondays (until, for) 9:00p.m.
5. Mary has been in the United States (for, during) a year.
6. John has lived in France (for, since) two years.
7. I read (for, during) three hours, (at, from) 9:00p.m. (until, by) 12:00.
8. Did you meet Mr. Green (at, during) your stay in Savannah?
9. No, I did not see him because I was there (for, during) only two hours.
10. The train is (on, in) time. It will arrive (in, by) three hours.
11. Is your birthday (in, on) April? Mine is (in, on) April 7.
12. Come (by, on) 8:00 if you can; no one will be seated at the theater (after, since) 8:30.
13. I try to get to school (in, on) time to have a cup of coffee before my first class.
14. He will leave for Thailand (at, in) the end of August. There will be a farewell party for him (in, on) the twentieth of August.
15. Columbus discovered America (in, on) 1492.
16. The projector broke down twice (for, during) the showing of the film.
17. He had been waiting here (during, since) noon.
18. I received my bill (to, in) the middle of the month.

19. Can you be ready (by, on) six o'clock?
20. We plan to finish this project (around, until) the first of the year.

### **C) Miscellaneous**

1. We accept your kind invitation (by, with) pleasure.
2. I should like to read that book (by, of) Ernest Hemingway.
3. These oranges are sold (of, by) the dozen.
4. The door (of, at) the house is painted red.
5. He says he can communicate (by, of) mental telepathy.
6. Always sign important papers (by, in) ink.
7. Would you rather write (by, with) a pen or pencil?
8. Over one-third (of, in) the oranges are spoiled.
9. The first speech will be given (by, of) Mr. Steele.
10. Do you like to travel (by, in) bus?
11. He toured the country (in, by) a station wagon.
12. How would you like to go (by, with) us (by, in) our car?
13. This liquid smells (like, as) turpentine.
14. This cake is (for, to) lunch.
15. We always buy olive oil (of, by) the gallon.
16. The sound (of, by) rain lulls me to sleep.
17. It looks (like, as) a nice day.
18. It will take four yards (of, by) material to make this dress.
19. He always speaks (in, by) a loud voice.
20. Stanley took a temporary job (as, like) a chauffeur.

**Exercise 4. Draw a circle around the correct preposition in parentheses in the following paragraphs:**

1. John Doe, who graduated (of, from) the University of North Carolina two years ago, is now doing graduate work (in, on) engineering (at, to) Georgia Tech. He expects to receive his Master's degree (by, in) next June. After that, he plans to accept a job (as, like) a technician (by, with) an oil company (in, at) South America.

2. Jim was walking (across, over) the campus (in, at) noon when he met a friend whom he had not seen (since, during) summer. They stopped (in front of, around) the gymnasium and sat down (in, on) the steps. After they had talked (for, during) about ten minutes, Jim said, "I must go (toward, to) Jefferson Hall this semester. Why don't you drop by some afternoon (over, after) classes?"

3. Mr. Hill arrived in New York (on, in) May 10 (at, on) eight o'clock (in, on) the evening. He decided to call on his uncle who lived (on, in) Fifth Avenue. He got on a bus (at, of) the station and put his fare (on, into) the farebox. The bus was very crowded, so Mr. Hill had to stand up all the way. When he reached 85th Street, Mr. Hill got off the bus and walked a short distance (in, to) the apartment building (in, of) which his uncle lived. He knocked (at, in) the door (of, on) his uncle's apartment. He waited (for, during) a few minutes, but no one came (to, at) the door. He was disappointed to find no one (to, at) home. He didn't know where to go because his uncle had promised to reserve a room for him (at, by) a downtown hotel. He saw a bench (at, to) the end of the hall, and he sat down (on, in) it to wait for his uncle.

**SPEAKING TASK: Historical figure, such as Abraham Lincoln, Julius Caesar, or Cleopatra.**

1. Who was the historical figure you are discussing? Can you give a brief overview of their life and background?
2. What role did they play in shaping the political, social, or cultural landscape of their time?
3. Did they face opposition or conflict during their lifetime?
4. How did their leadership style impact those around them?
5. What were the key relationships in this person's life (family, friends, mentors, etc.)?
6. Has their reputation changed over time? Are they seen differently today than they were in their own time, or did historical views of them evolve?
7. What were Abraham Lincoln's main accomplishments as President of the United States?
8. What was Caesar's role in the fall of the Roman Republic and the rise of the Roman Empire?
9. How did Cleopatra rise to power in Egypt, and what challenges did she face as a female ruler?
10. In your opinion, what was this historical figure's greatest achievement or failure?
11. If you could ask this person one question, what would it be and why?

## UNIT 11. WOMEN SCIENTISTS IN HISTORY

### Exercise 1. Before reading answer the following questions.

1. In your opinion, what is the most significant contribution made by a woman scientist in history?
2. Why do you consider this contribution so important?
3. What role do women scientists play in addressing global issues such as climate change, disease, and technological innovation?
4. How can we inspire and support the next generation of female scientists?

### Women Scientists in History: Pioneers Who Shaped the World

Throughout history, many women have made groundbreaking contributions to the fields of science, despite facing societal barriers, limited access to education, and discrimination. Their resilience, intellect, and curiosity have paved the way for advancements in medicine, physics, chemistry, biology, and other disciplines. Here is a look at some of the most influential women scientists in history and their contributions.

#### Jane Goodall (1934–Present)

**Field:** Primatology, Ethology

Jane Goodall is one of the world's foremost primatologists and conservationists, best known for her groundbreaking study of **chimpanzees** in the wild. In 1960, Goodall began her research in **Gombe Stream National Park** in Tanzania, where she observed chimpanzees using tools, a behavior previously thought to be unique to humans. Her discoveries challenged long-held beliefs about the

differences between humans and animals. Goodall's work has had profound implications on our understanding of animal behavior, evolution, and the environment. She is also a tireless advocate for conservation and animal rights through her work with the **Jane Goodall Institute**.

### **Lise Meitner (1878–1968)**

**Field:** Physics

Lise Meitner was an Austrian-Swedish physicist whose work on nuclear fission played a key role in the development of nuclear energy. Meitner, along with her colleague Otto Hahn, discovered the process of **nuclear fission**, which led to the development of nuclear reactors and weapons. However, despite her pivotal contributions, Meitner was not awarded the Nobel Prize for this discovery—an omission widely regarded as one of the greatest injustices in the history of science. Nonetheless, her work has had a lasting impact on the fields of nuclear physics and energy.

### **Barbara McClintock (1902–1992)**

**Field:** Genetics

Barbara McClintock was an American geneticist who made pioneering discoveries in the field of **genetics**. She is best known for her discovery of **transposons**—“jumping genes”—which showed that genes are not fixed in place but can move within the genome. This groundbreaking work challenged existing theories of genetic inheritance. McClintock's work was initially met with skepticism, but she later received the **Nobel Prize in Physiology or Medicine** in 1983 for her discoveries. Her research has had far-reaching implications for genetic studies and biotechnology.



## Marie Curie (1867–1934)

**Field:** Physics, Chemistry

Marie Curie is one of the most famous women in science. Born in Poland, she moved to Paris to study at the Sorbonne, where she became the first woman to earn a degree in physics. Curie is best known for her work on radioactivity, a term she coined. She was the first woman to win a Nobel Prize and remains the only person to have won Nobel Prizes in two different scientific fields—Physics (1903, shared with her husband Pierre Curie and Henri Becquerel) and Chemistry (1911). Her pioneering work with the elements **radium** and **polonium** paved the way for the development of X-ray machines and cancer treatments. Her legacy in science continues to inspire generations of women and men.



*Marie Curie was the first female recipient of a Nobel Prize*

The examples I chose (I was spoiled for choice) are not confined to women working in chemistry, but also include a palaeontologist,



mathematician, marine biologist and astrophysicist; science does not have any absolute boundaries. I learned a great deal whilst researching this article. The lives and achievements of these women are inspiring and I hope that young women who read about them may themselves be inspired to consider a career in science as they begin to think about their future.

Women have made many truly significant and often dramatic contributions to science. Equally dramatic is the way in which the success of women in science increased during the 20th century. Based on a listing, from authoritative sources, of all scientists, irrespective of nationality, who have made game-changing advances throughout history, women account for less than 7% of the total. However, if the calculation is repeated for scientists born since 1900, almost 20% are women. I have no doubt that this very encouraging trend will continue.

Many obstacles have been placed before women in science over the years, although occasionally a source of encouragement and practical help intervened on their behalf.

Consider the case of Agnes Pockels (1862–1935). Agnes had been interested in science since childhood and wanted to study physics. However, she had no access to universities and could only find information from scientific literature through her younger brother, a student of the University of Göttingen. A single woman, Agnes looked after her sick parents at their home in Germany. She carried out the household chores, and, whilst washing up, she noticed the effects of oils, soaps and other household chemicals (today we would call them surfactants) on the surface tension of water.

Agnes devised an apparatus with which she could measure surface tension and in 1891, with the help of Lord Rayleigh (an eminent English scientist), published her first research paper, *Surface Tension*, in the journal *Nature*. Agnes continued to study surface phenomena and published several more scientific papers. She received the Laura Leonard award from the Colloid Society in 1931 and was granted an honorary PhD by the Braunschweig University of Technology. From washing up to becoming a recognised pioneer in the new field of surface science – quite a triumph!

In the 1930s, many women seeking to pursue a career in science had to endure inconveniences, restrictions and even humiliation compared with, and sometimes from, their male counterparts, a situation that sometimes continues to be an issue in the present day. I commend you to read the brilliant and moving biography of Rosalind Franklin by Brenda Maddox (published by Harper Collins) to gain an insight into some of these issues, as well as to learn the full inspiring story of an amazing life.

Many aspects of society changed during the second half of the 20th century, including attitudes toward women scientists. Obstacles based on outdated traditions, culture and outright prejudice began to disappear.

Women's contributions to science encompass mathematics, physics, chemistry, biology, biochemistry, astrophysics, palaeontology, embryology, medicine, nuclear science, archaeology, anthropology, psychology and environmental science (this list is far from exhaustive). And what magnificent achievements, what dedication, what outstanding ability have been demonstrated by women in science.

Even so, a recurrent theme has been that some women have not received the recognition and honours that their work deserved. I am very glad to venture the opinion that this is now no longer the case for women in science. Indeed, I firmly believe that science is an area where there can, and must, be true equality.

I want now to tell you a little about some of the women who have achieved at the highest level in science. However, this is not, in any way, to devalue the enormous contribution made by women, past and present, working in all aspects of scientific endeavour, whose names do not appear in rolls of honour; their work is equally essential.

I have chosen six women, a very difficult task because I was spoiled for choice, and very many equally eminent women scientists have not been included. This is because I have tried to select on the following criteria:

- Examples of women scientists from early to modern times
- Significance of achievement
- Illustrating the vast diversity of fields of research and discovery
- The real drama, excitement and astonishing discovery of science
- Direct relevance to our world and lives

Because this is a brief article, I have included only one example in any particular field of science.

### **Elizabeth Garrett Anderson (1836-1917)**

Elizabeth Garrett Anderson was a pioneering physician and political campaigner. She was the first Englishwoman to qualify as a doctor.

Female physicians were unheard of in 19th century Britain and her attempts to study at a number of medical schools were denied. In 1865

she passed the Society of Apothecaries examinations and gained a certificate which enabled her to become a doctor. The society then changed its rules to prevent other women entering the profession this way.

In 1866 she established a dispensary for women in London and in 1870 was made a visiting physician to the East London Hospital. Despite obtaining a medical degree from the University of Paris, the British Medical Register refused to recognise her qualification. In 1872, Anderson founded the New Hospital for Women in London (later renamed after its founder), staffed entirely by women.

Anderson's determination paved the way for other women, and in 1876 an act was passed permitting women to enter the medical professions. In 1883, Anderson was appointed dean of the London School of Medicine for Women, which she had helped to found in 1874, and oversaw its expansion.

In 1902, Anderson retired to Aldeburgh on the Suffolk coast. In 1908, she became the mayor of the town, the first female mayor in England. She was also a member of the suffragette movement and her daughter Louisa was a prominent suffragette.

### **Hertha Ayrton (1854-1923)**

Hertha Ayrton (née Marks) attended Girton College, Cambridge University where she studied Mathematics and received a B.Sc. degree from the University of London.

After University she worked as a private mathematics tutor for a time. She began her scientific studies by attending classes in physics at

Finsbury Technical College given by Professor William Ayrton, whom she married in 1885.

Ayrton assisted her husband with his experiments in physics and electricity, becoming an expert on the subject of the electric arc and published several papers from her own research in the Proceedings of the Royal Society of London and The Electrician. She published her widely acclaimed work *The Electric Arc* in 1902.

Ayrton was elected the first female member of the Institution of Electrical Engineers in 1899. In 1902 she became the first woman nominated a Fellow of the Royal Society of London, although because she was married she could not be elected to this distinction.

In 1904 Ayrton became the first woman to read her own paper before the Royal Society on 'The origin and growth of ripple-mark'. She received the Royal Society's Hughes Medal for her investigations in 1906.

### **Mary Anning (1799–1847)**

A fossil hunter and palaeontologist, Mary Anning became known worldwide for finds in Jurassic marine fossil beds. She searched in the Blue Lias cliffs on the English Channel around Lyme Regis. Her work changed scientific thinking about prehistoric life and the Earth's history.

Her searches were concentrated in the winter months, following landslides that often revealed fossils. The work was dangerous and she almost perished in 1831 in a landslide that killed her dog.

Mary discovered the first ichthyosaur skeleton, the first two plesiosaur skeletons and the first pterosaur skeleton outside Germany, as well as numerous fish fossils.



*Picture: Courtesy of the Natural History Museum, London*

Her father, a cabinetmaker, died when Mary was 11 years old; the family was poor and she struggled financially for most of her life. Because she was a woman, she was not allowed to join the Geological Society of London and did not always receive credit for her discoveries. She felt ill-used.

In 2010, the Royal Society included Mary Anning among the 10 British women who have most influenced the history of science.

### **Grace Hopper (1906–1992)**

Grace Hopper was an American computer scientist who attained the rank of Rear Admiral in the United States Navy. She was one of the first programmers of the Harvard Mk1 computer in 1944 and invented the first compiler for computer programming language (simply described, a compiler is a programme that transforms the language used to communicate with a computer into machine code with which the computer operates).



She also popularised the concept of machine-independent programming languages and consequently paved the way to development of COBOL (one of the earliest high-level programming languages).



*Picture: © United States Navy/James S. Davis*

Grace Hopper is credited with originating the term "bug" to describe computer glitches and very likely did originate "de-bugging" when she carefully removed a moth that was interfering with the internal components of a computer! The esteem in which the United States Navy held her contribution to computer science is evident by the fact that the Guided Missile Destroyer "Hopper" is named after her.

Grace Hopper graduated in mathematics and physics in 1928 and gained a PhD in mathematics from Yale University in 1934. She was appointed as associate professor of mathematics at Vassar College in 1941.



With the advent of World War II, she joined the US Navy Reserve, and, after training, was transferred to the Bureau of Ships Computation Project at Harvard University, where she continued until 1949, turning down a full professorship at Vassar so that she could remain as a research fellow with the Navy.

In 1949, Grace joined the team developing UNIVAC, the first commercially available computer. By 1952, she had an operational compiler (she said that no one would believe that this had actually been achieved) and in 1954 became the company's first director of automatic programming. In 1959, Grace Hopper was appointed technical consultant to the committee, which defined the new language COBOL.

From 1967 to 1977 Grace was director of the Navy Programming Language Group with the rank of Captain. During the 1970s she advised the Defence Department to replace large centralised computer systems with networks of small distributed computers.

Grace Hopper retired several times and was called back each time. She continued working until the age of 85 and was accorded more awards and honours than there is space to list in this brief article. She was buried with full military honours in Arlington National Cemetery.

As a footnote, the first computer programme was also written by a woman in 1843 (yes 1843!). Ada Lovelace (1815–52), daughter of Lord Byron, was a brilliant mathematician who wrote an encoded algorithm intended for processing by Charles Babbage's Analytical Engine (a mechanical computing machine). Unfortunately, Babbage died before the building of his amazing machine was finished.

### **Rachel Carson (1907–1964)**

In June 1962, a book titled *Silent Spring* was serialised in *The New Yorker*. The author was marine biologist Rachel Carson. The book raised concerns regarding the effects of human activity upon the environment. For example, driven by the demand for food, DDT was being used as an agricultural pesticide, resulting in its accumulation in food chains and damage to wildlife. DDT (dichlorodiphenyltrichloroethane) is a contact poison that was developed for use in World War II, to prevent the spread of diseases by insects.

*Silent Spring* acted as a wake-up call, prompting awareness of environmental issues in the United States.



*Picture: © US Fish and Wildlife Service*

Finally, DDT was banned, together with other pesticides that were dangerous to the environment. Rachel Carson's work led to the formation of the Environmental Protection Agency (an extremely powerful regulatory authority) in the US. She was posthumously awarded the Presidential Medal of Freedom.

## **Rosalind Franklin (1920–1958)**

Rosalind Franklin (Ros'ind as she liked to be called) is mainly remembered for "Photograph 51", a superb X-ray diffraction image of DNA, which was crucial in unlocking the secret of life itself. But there was so much more in the achievements of this amazingly talented woman whose life ended after only 37 years.

Born into quite an affluent Jewish family, Rosalind was notably clever as a child. At Cambridge University, she was outstanding in physical chemistry.

Her first research post was with BCURA (British Coal Utilisation Research Association), where she studied the porosity of different types of coal. The work was commercially important because of its industrial applications, and Rosalind achieved international recognition in this field.



*Picture: Courtesy of Jenifer Glynn*

The next (and most well-known) phase of her career involved the use of X-ray crystallography to produce images that provided insights into the structure of complex biological molecules. (It is worth digressing for a moment to explain that when a beam of X-rays is directed at a crystal, the beam is scattered and produces an image in the form of a pattern on a photographic plate; this pattern can be interpreted to provide information about the molecular structure of the crystalline substance). Rosalind worked with biophysicist Maurice Wilkins at King's College London, seeking to determine the structure of DNA. She developed a technique that provided very high quality images (some have described them as "beautiful"), which pointed to a helical structure for the DNA molecule. Rosalind was not prepared to draw premature conclusions and set aside the, now famous, Photograph 51 to continue with other work.

Photograph 51 was shown to James Watson, a geneticist, who was also working on DNA with biophysicist and neuroscientist Francis Crick. To James Watson the sight of Photograph 51 was a revelation; he recognised that the distinctive "X pattern" clearly indicated a helical structure for DNA. Rosalind was unaware that the photograph, which was the result of her research, had been shown to James Watson.

Watson, working with Crick, built a model of DNA based on the helical structure and published the discovery in the journal *Nature*. The massive importance of this work is that the structure of DNA holds the information, in a chemical code, for heredity, and also provides a mechanism by which this hereditary information is passed on through

generations. Watson, Crick and Wilkins were awarded the Nobel Prize in 1962.

Rosalind was already thinking of moving on. The third phase of her career involved research into the structure of tobacco mosaic virus. Her achievements in any one of her three main areas of research would be counted as a very successful life's work.

Death, from ovarian cancer, came too soon to Rosalind at age 37. She continued with her work almost until the end and did her utmost to conceal her illness from colleagues. She was so busy with her research that she could not really spare the time to die.

Rosalind loved outdoor pursuits, particularly walking on and climbing mountains. She travelled extensively, visiting overseas laboratories, lecturing and taking the opportunity to explore new countries. Rosalind lived in France for a time and spoke the language fluently. Throughout her life, she formed long lasting, firm friendships and was particularly good with children. Rosalind was respected and admired tremendously by students who worked under her guidance.

The Rosalind Franklin Building is a new world-class science facility at the University of Wolverhampton, a fitting recognition of an amazing life and her immense contribution to science. I would really like to have had the opportunity to meet her.

### **Mary Somerville (1780-1872)**

Mary Somerville's first scientific investigations began in the summer of 1825, when she carried out experiments on magnetism. In 1826 she presented her paper entitled "The Magnetic Properties of the Violet Rays of the Solar Spectrum" to the Royal Society. The paper

attracted favorable notice and, aside from the astronomical observations of Caroline Herschel, was the first paper by a woman to be read to the Royal Society and published in its Philosophical Transactions.

In 1827 Lord Brougham, on behalf of the Society for the Diffusion of Useful Knowledge, began correspondence with Mary, to persuade her to write a popularized rendition of Laplace's *Mécanique Céleste* and Newton's *Principia*. He hoped that she could reach a larger audience by communicating the concepts clearly through simple illustrations and experiments that most people could understand. Unsure of her qualifications, Mary undertook the project in secrecy, assured that, if she should fail, the manuscript would be destroyed and only those immediately involved would ever need to know. The *Mechanism of the Heavens* was a great success, probably the most famous of her mathematical writings. In recognition, a portrait bust of her was commissioned by her admirers in the Royal Society.

While in Europe in 1832-1833, she largely completed her second book, which was published in 1834. With *The Connection of the Physical Sciences*, which was an account of physical phenomena and the connections among the physical sciences, came new scientific distinctions. She and Caroline Herschel were elected to the Royal Astronomical Society in 1835, the first women to receive such an honour.

In 1848, at the age of sixty eight, Mary published yet another book. *Physical Geography* proved to be her most successful work yet and was widely used in schools and universities for the next fifty years.



Her last scientific book, *Molecular and Microscopic Science* was published in 1869, when Mary was eighty-nine.

### **Answer the questions**

1. As you read, pay attention to the challenges women scientists faced throughout history. How did these challenges vary across different time periods and cultures?
2. Note the different fields of science where women made significant contributions. What are some common themes or areas of focus?
3. Discuss the importance of recognizing women scientists in history. Why is it crucial to challenge the narrative of science as a male-dominated field?
4. How can we better support and encourage women in science today? What steps can be taken to ensure greater representation and equal opportunities?

## **GRAMMAR: MODAL VERBS ( CAN, MAY, MUST)**

Modal verbs like **can**, **may**, and **must** are used to express ability, permission, possibility, and necessity. Below is an explanation of how each of these modals is used, along with examples and exercises.

### **1. Can**

#### **Usage:**

**Ability:** To express someone's ability or skill to do something.

**Permission:** To ask for or give informal permission.

**Possibility:** To show that something is possible.

#### **Examples:**



**Ability:** "She **can** speak three languages."

**Permission:** "You **can** leave after the meeting."

**Possibility:** "It **can** get very hot in the summer."

## 2. May

### Usage:

**Permission:** To ask for or give formal permission (more polite than "can").

**Possibility:** To express a possibility in the future or present.

### Examples:

**Permission:** "You **may** go to the party, but be back by midnight."

**Possibility:** "It **may** rain tomorrow, so take an umbrella."

## 3. Must

### Usage:

**Necessity or Obligation:** To express something that is necessary or required.

**Strong Recommendation or Suggestion:** To give strong advice.

**Deduction:** To show something is certain or almost certain based on evidence.

### Examples:

**Necessity:** "You **must** wear a helmet while riding a bike."

**Recommendation:** "You **must** try the chocolate cake at this bakery—it's delicious!"

**Deduction:** "She **must** be the new manager because she's wearing the office badge."

**Exercise 1. Fill in the blanks with "can," "may," or "must."**

1. You \_\_\_\_\_ bring a friend to the event, but let me know beforehand.

2. I \_\_\_\_\_ swim when I was a child, but now I need lessons again.

3. We \_\_\_\_\_ leave the office early tomorrow since it's a public holiday.

4. She \_\_\_\_\_ be at the meeting already; her car is in the parking lot.

5. You \_\_\_\_\_ turn off your phone during the concert.

6. People \_\_\_\_\_ speak loudly in the library; it's a place of quiet study.

**Exercise 2. Choose the correct modal verb (can, may, must) for each sentence.**

1. You \_\_\_\_\_ finish your homework before you go out with friends. a) can b) may c) must

2. \_\_\_\_\_ I use your phone for a minute? a) Can b) Must c) May

3. He \_\_\_\_\_ play the piano very well. a) must b) can c) may

4. I \_\_\_\_\_ go to the gym after work today.

a) must b) may c) can

5. The weather is bad; you \_\_\_\_\_ stay home if you don't want to go out. a) may b) must c) can

6. You \_\_\_\_\_ submit the report by Friday, or you'll miss the deadline. a) may b) must c) can

**Exercise 3. Fill in the blanks with the correct modal verb (can, may, must).**

1. You \_\_\_\_\_ go to the party if you finish your homework first.

2. I \_\_\_\_\_ speak three languages fluently.

3. You \_\_\_\_\_ leave your shoes at the door before entering the house.
4. The children \_\_\_\_\_ play outside after school.
5. He \_\_\_\_\_ be at the office by now. The meeting started an hour ago.
6. We \_\_\_\_\_ park here; it's a reserved spot.
7. \_\_\_\_\_ I borrow your car tonight?
8. You \_\_\_\_\_ be at the airport two hours before your flight.
9. I \_\_\_\_\_ go to the store later, but I'm not sure yet.
10. You \_\_\_\_\_ come to the meeting tomorrow—it's very important.

**Exercise 4. Choose the correct modal verb (can, may, must) for each sentence.**

1. You \_\_\_\_\_ bring a friend to the event, but please let me know in advance. a) can b) may c) must
2. I'm sorry, but you \_\_\_\_\_ enter the building without an ID badge. a) may b) must c) can
3. The weather is so cold; we \_\_\_\_\_ wear jackets today.  
a) may b) must c) can
4. \_\_\_\_\_ I use your phone for a moment? a) Can b) Must c) May
5. You \_\_\_\_\_ eat dessert after dinner, but only if you finish your vegetables. a) must b) can c) may
6. The door is locked. You \_\_\_\_\_ have forgotten your key.  
a) must b) may c) can

**Exercise 5. Correct the errors in these sentences.**

1. You must go to the doctor if you are feeling sick.

2. She can play the piano when she was young.
3. May I going to the store later?
4. I can leave early tomorrow, it is a holiday.
5. You must not to smoke in this area.
6. He may attend the meeting if he is available.

**Exercise 6. Create your own sentences.**

1. Write a sentence using **can** to express ability.
2. Write a sentence using **may** to ask for permission.
3. Write a sentence using **must** to express a necessity or obligation.
4. Write a sentence using **may** to express possibility.
5. Write a sentence using **can** to ask for permission.
6. Write a sentence using **must** to give a strong recommendation or advice.

**Exercise 7. Fill in the blanks with the correct modal verb (can, may, must, could, might, have to).**

1. You \_\_\_\_\_ finish your homework before you can go out with your friends.
2. He \_\_\_\_\_ be at the meeting right now, but I'm not sure.
3. You \_\_\_\_\_ leave your jacket here if you don't want to carry it around.
4. I \_\_\_\_\_ speak French when I was younger, but I've forgotten most of it now.
5. If you're going to the grocery store, you \_\_\_\_\_ buy some milk for me.
6. She \_\_\_\_\_ be at the party already. Her car is parked outside.

7. We \_\_\_\_\_ go to the concert tonight because we have too much work to do.

8. They \_\_\_\_\_ want to go to the beach tomorrow, but it depends on the weather.

9. You \_\_\_\_\_ not touch the exhibits in the museum. It's strictly forbidden.

10. You \_\_\_\_\_ study for the test if you want to pass the course.

### Summary:

- **Can** is used for ability, informal permission, and possibility.
- **May** is used for more formal permission and to express possibility.
- **Must** is used for necessity, strong recommendations, and logical deduction.

### SPEAKING TASK

1. Do you think women scientists are still underrepresented in some fields today?

2. If so, what are the reasons behind this, and how can the scientific community change this?

3. What can we learn from the lives of women scientists who have been overlooked or forgotten by history?

4. How does the recognition of these women change our understanding of the history of science?

5. What steps can be taken to ensure that women scientists receive equal opportunities and recognition in today's research and academic institutions?

## UNIT 12. THE NOVELTY OF THE CENTURY: A REVOLUTION IN TECHNOLOGY AND SOCIETY

**Exercise 1.** Before reading discuss the following questions.

1. What is meant by the "novelty of the century"? How do you define "novelty" in the context of technological advancements?
2. How has the internet transformed the way we live and work? In what ways has the internet changed global communication?
3. How has the internet impacted industries like education, business, and entertainment?
4. What role do smartphones play in the digital revolution? What are the advantages and disadvantages of smartphones in modern society?
5. What are the positive and negative effects of social media on society? How has social media influenced global politics and social movements? What are some challenges related to privacy, misinformation, and mental health caused by social media?

The **novelty of the century** refers to a major innovation or breakthrough that not only marks a new era in technological advancement but also transforms society in profound ways. As we reflect on the 21st century, several key innovations stand out as defining milestones that have reshaped our world. Among these, the rise of **the internet** and **digital technology** stands as one of the most influential developments, changing nearly every aspect of human life. This "novelty" is not just about the invention of new tools, but about how those tools have redefined communication, commerce, education, and even our very way of thinking and interacting with the world.

## **The Internet: Connecting the World**

When the internet became publicly available in the early 1990s, it was clear that we were entering a new era. The internet began as a tool for scientists and academics to share research, but within a few decades, it evolved into a global platform that connects billions of people around the world. With the advent of smartphones, social media, and high-speed broadband, the internet has become an essential part of everyday life.

The novelty of the internet lies in its ability to connect people across vast distances almost instantaneously, creating a global community. Social media platforms such as Facebook, Instagram, and Twitter have allowed individuals to form new relationships, share ideas, and influence others in ways that were once unimaginable. Businesses have embraced e-commerce, allowing consumers to purchase goods and services from anywhere in the world with a few clicks.

Additionally, the internet has transformed education, with online courses and educational resources making learning accessible to people from all corners of the globe. Streaming services like Netflix, Spotify, and YouTube have revolutionized entertainment, offering on-demand content at the click of a button.

## **The Rise of Artificial Intelligence (AI)**

Another groundbreaking development in this century is the rise of **artificial intelligence (AI)**. AI has quickly moved from science fiction to real-world applications, with algorithms that can analyze data, learn from experience, and make decisions without direct human input. AI is already embedded in everything from self-driving cars to personal assistants like Siri and Alexa.



The novelty of AI lies in its potential to automate processes and tasks that were previously done by humans. In industries like healthcare, AI is being used to diagnose diseases, predict patient outcomes, and even develop new treatments. In finance, AI algorithms are helping investors make smarter decisions by processing vast amounts of data faster and more accurately than any human could. Even in creative fields, AI is being used to compose music, create artwork, and write news stories, leading to debates about the future role of human workers in an AI-driven world.

### **The Digital Transformation of Commerce**

The digital revolution has also radically transformed the way we buy and sell goods. The rise of **e-commerce** platforms like Amazon, Alibaba, and eBay has led to the decline of traditional brick-and-mortar stores. Shopping has become a global activity, with people able to purchase items from around the world and have them delivered to their doorsteps in a matter of days, if not hours.

The novelty of e-commerce is its sheer convenience, combined with an explosion of choices. Consumers can now compare prices, read reviews, and choose from an almost limitless variety of products with just a few taps on a screen. Online shopping has also transformed the way businesses interact with customers, enabling personalized recommendations, targeted advertising, and real-time customer service.

### **The Impact on Work and Employment**

The 21st century has also seen a shift in how people work. **Remote work**—once a rarity—is now a common practice, especially after the global COVID-19 pandemic, which forced millions of workers to adapt

to home offices and virtual collaboration. The novelty here is the shift away from the traditional office environment, with digital tools enabling people to work from virtually anywhere with an internet connection.

This transformation has had significant implications for cities, communities, and economies. As people are no longer tied to physical office locations, businesses are embracing a more flexible workforce, which could lead to long-term changes in the way offices are designed and how labor markets function. Moreover, the gig economy, characterized by freelance work and short-term contracts, has grown rapidly in the last decade, driven by platforms like Uber, Airbnb, and Fiverr.

### **The Environmental and Ethical Challenges**

As these technologies have developed, so too have the challenges they present. The novelty of the century brings with it **ethical dilemmas** and concerns about the future of privacy, data security, and job displacement. The advent of **big data** and the use of personal information by corporations and governments has raised questions about surveillance and privacy rights. Additionally, the rise of AI and automation has sparked debates about the future of work, with concerns that machines will replace human labor in many industries.

From an environmental perspective, the digital revolution also carries its own set of challenges. The growing reliance on electronic devices and data centers has increased demand for electricity and rare minerals. The environmental impact of the tech industry, from e-waste to carbon emissions, is an area of growing concern, leading to calls for more sustainable practices in technology development.

## **The Future: A Novelty in the Making**

Looking ahead, the novelty of the century is still unfolding. Emerging technologies such as **quantum computing**, **blockchain**, and **biotechnology** hold the potential to further revolutionize society. Quantum computing promises to solve complex problems far faster than today's most powerful supercomputers, potentially transforming fields like medicine, climate science, and cryptography. Blockchain technology is poised to redefine how we think about trust and transactions, with its decentralized ledger system already changing the way we handle financial transactions and digital assets.

Biotechnology and genetic engineering, meanwhile, are opening up new possibilities for personalized medicine, gene editing, and even the enhancement of human capabilities. The pace of technological change shows no signs of slowing, and we are likely to see even more groundbreaking innovations in the decades to come.

## **Smartphones: The Revolution in Communication and Connectivity**

The **smartphone** is another key novelty of the 21st century that has reshaped human interaction and daily life. While the first mobile phones were bulky, had limited functions, and were primarily used for voice communication, the advent of the smartphone has completely transformed how people work, socialize, and entertain themselves.

Smartphones combine a range of technologies: communication tools (such as calls, text, and email), navigation systems, cameras, gaming devices, and access to the internet. With a smartphone in hand, a person can accomplish almost any task—from checking emails to navigating an

unfamiliar city, ordering food, and even booking travel arrangements. Apps like **WhatsApp**, **Snapchat**, and **TikTok** have redefined communication, allowing people to connect instantly through text, video, and photos.

The novelty of smartphones is also seen in their role as all-in-one devices that have replaced a multitude of other gadgets. As smartphones continue to evolve, they are increasingly integrated with advanced **artificial intelligence (AI)**, making them even more intelligent and intuitive. In many ways, the smartphone has become an essential tool in modern life, acting as a window to the world around us.

### **Artificial Intelligence (AI): The Age of Machines That Learn and Think**

One of the most exciting and controversial novelties of the 21st century is the rise of **artificial intelligence (AI)**. AI systems are designed to simulate human-like intelligence and can perform tasks such as problem-solving, decision-making, and even creative work. What makes AI truly revolutionary is its ability to **learn** from experience, which enables it to improve over time without being explicitly programmed.

AI has already transformed numerous industries. In healthcare, AI-powered tools are being used to diagnose diseases, predict patient outcomes, and even assist in surgeries. In finance, AI algorithms can analyze vast amounts of data to make real-time investment decisions. In the automotive industry, **self-driving cars** are being developed, with the potential to radically change the way people commute and travel.

The novelty of AI lies in its potential to automate many tasks traditionally performed by humans, as well as to create new possibilities that were once thought to be the domain of science fiction. As AI continues to advance, it is expected to have an even greater impact on industries, jobs, and society as a whole. However, AI also raises questions about the future of work, ethics, privacy, and the potential risks of autonomous machines.

### **Social Media: A New Era of Connection and Influence**

Social media has redefined human relationships and social dynamics. Platforms like **Facebook**, **Instagram**, **Twitter**, and **YouTube** have not only created new ways for individuals to stay connected with friends and family but also opened up opportunities for brands, influencers, and political figures to communicate directly with large audiences.

The novelty of social media lies in its ability to democratize communication. Anyone with internet access can now share their ideas, opinions, and creative works with a global audience. It has shifted the power dynamics of communication away from traditional media and institutions, giving individuals a platform to voice their opinions and influence others.

Social media has also had a significant impact on politics, with movements like **#MeToo** and **Black Lives Matter** gaining traction through online activism. However, social media is not without its challenges. The spread of **misinformation**, online **harassment**, and concerns over data privacy have sparked debates about the ethical implications of these platforms.

## **The Future of the Digital Revolution: Quantum Computing, Biotechnology, and Beyond**

While the internet, smartphones, AI, and social media have already had an immense impact, the **novelty of the century** is far from over. Looking ahead, emerging technologies such as **quantum computing**, **blockchain**, and **biotechnology** are poised to further revolutionize society.

**Quantum computing** promises to solve problems that are currently beyond the reach of even the most powerful supercomputers, potentially transforming fields like drug discovery, material science, and climate modeling.

**Blockchain** technology, the foundation of **cryptocurrencies** like Bitcoin, is being explored for its potential to transform industries like finance, supply chain management, and digital contracts.

**Biotechnology** holds the potential for revolutionary advances in medicine, including **gene editing** (e.g., CRISPR), personalized medicine, and even the possibility of extending human lifespan.

### **A Century of Transformation**

The **novelty of the century** is not just about one breakthrough, but a series of interconnected innovations that have transformed the way we live, work, and interact. From the rise of the internet to the development of artificial intelligence, digital commerce, and remote work, the 21st century has seen a revolution in almost every aspect of human life. As we look toward the future, it is clear that technology will continue to shape our world, presenting new opportunities and challenges for

generations to come. The novelty of the century is not just about what has been achieved, but about what is yet to come.

### **Answer the questions**

1. How has digital technology changed the way we consume entertainment?

2. What is the impact of streaming services like Netflix, Spotify, and YouTube on traditional media outlets? How has the shift to digital entertainment affected the film, music, and gaming industries?

3. How has e-commerce changed the way we shop and do business? In what ways has online shopping affected traditional brick-and-mortar retail stores?

4. What ethical dilemmas arise from the advancements in digital technology?

5. What impact has the digital revolution had on education and learning?

6. What are some potential future innovations that could be considered the next "novelty of the century"?

### **GRAMMAR: WORD ORDER**

Word order refers to the arrangement of words in a sentence to convey clear meaning. In English, word order is very important because it can change the meaning of a sentence. There are several key rules to remember regarding word order, especially for declarative sentences, questions, and other sentence structures.



## Basic Word Order in Statements (Declarative Sentences)

The typical word order for **declarative sentences** in English is:  
**Subject + Verb + Object (SVO)**

### • Example:

"She (subject) eats (verb) an apple (object)."

"They (subject) finished (verb) their homework (object)."

The subject is the person or thing performing the action. The verb is the action, and the object is the recipient of the action.

## Word Order in Questions

In **yes/no questions** (questions that can be answered with "yes" or "no"), we usually invert the **subject** and **auxiliary verb** (or **modal verb**) at the beginning of the sentence.

### Example:

"Are you coming to the party?" (Auxiliary verb **are** comes before the subject **you**.)

"Can she speak Spanish?" (Modal verb **can** comes before the subject **she**.)

In **wh-questions** (questions that start with "who," "what," "where," "when," "why," or "how"), the word order follows this structure:

**Wh-word + Auxiliary verb + Subject + Main verb + Object**  
(Wh- word + Auxiliary verb + Subject + Verb + Object)

### Examples:

"Where (wh-word) is (auxiliary verb) he (subject) going (main verb)?"

"How (wh-word) did (auxiliary verb) they (subject) solve (main verb) the problem (object)?"

## Word Order in Negative Sentences

In **negative sentences**, the auxiliary verb **do/does/did** is used for the main verb when it's in the present or past tense (except with **modal verbs**). The word order remains **Subject + auxiliary verb + not + main verb**.

### Example:

"She does **not** like apples."

"They did **not** arrive on time."

For negative sentences with **modal verbs**, you simply add **not** after the modal verb.

### Example:

"I cannot (can't) understand the question."

"He should not (shouldn't) leave yet."

## Word Order with Adverbs

Adverbs usually come in a specific position within a sentence. They can go:

**Before the main verb** (but after auxiliary verbs):

"She **always** reads books in the evening."

"He **rarely** eats vegetables."

**At the beginning of the sentence** for emphasis:

"**Sometimes**, I go for a walk in the morning."

"**Never** have I seen such a beautiful sunset."

**At the end of the sentence:**

"I go to the gym **often**."

"They speak English **fluently**."

## Word Order with Time Expressions

Time expressions generally come at the end of a sentence, but they can appear at the beginning of a sentence for emphasis.

### At the beginning:

"In the morning, I drink coffee."

"On Mondays, we have meetings."

### At the end:

"I drink coffee in the morning."

"We have meetings on Mondays."

## Word Order in Imperative Sentences (Commands)

In **imperative sentences**, which give commands or instructions, the subject is usually **implied** and is therefore not mentioned. The verb comes first.

### Examples:

"Please close the door."

"Take your shoes off."

"Sit down."

If a negative command is given, **do not** or **don't** is placed before the verb.

### Examples:

"Don't speak loudly."

"Do not touch the screen."

## Word Order with Questions and Indirect Speech

When reporting questions in **indirect speech**, the word order changes. The structure of the question is modified to match a statement.

**Direct speech:** "Where is she going?"

**Indirect speech:** "He asked where she was going."

### **Word Order with Multiple Adjectives**

When using multiple adjectives before a noun, they generally follow a specific order. The usual order is:

**1.Opinion 2.Size 3.Age 4.Shape 5.Color 6.Proper adjective (nationality, material, etc.) 7. Purpose or qualifier**

#### **Example:**

"A lovely small old round green French wooden table."

"A beautiful big new black Italian leather jacket."

### **Word Order in Complex Sentences**

In **complex sentences**, which contain a main clause and one or more subordinate clauses, the word order follows the same basic SVO structure. The subordinate clause can be placed at the beginning, middle, or end of the sentence, but the word order in the subordinate clause remains the same as in a statement.

#### **Examples:**

"I will go to the store **because I need some milk.**"

"**Because I need some milk,** I will go to the store."

### **Common Word Order Mistakes to Avoid**

**Incorrect:** "I never seen that movie."

**Correct:** "I have never seen that movie."

**Incorrect:** "He speaks English good."

**Correct:** "He speaks English well."

**Incorrect:** "I went never to the market."

**Correct:** "I never went to the market."

**Exercise 1. Fill in the blanks with the correct word order:**

**1. (Subject + Verb + Object):**

She \_\_\_\_\_ (eat) an apple.

**2. (Wh-word + Auxiliary verb + Subject + Verb + Object):**

\_\_\_\_\_ you (like) the movie last night?

**3. (Subject + Auxiliary verb + not + Main verb):**

He \_\_\_\_\_ (not/finish) his homework yet.

**4. (Adverb placement):**

I \_\_\_\_\_ (always/go) to the gym in the morning.

**5. (Imperative sentence):**

\_\_\_\_\_ (close) the window, please!

**Exercise 2. Rearrange the words in each sentence to form a correct statement.**

1. always / I / coffee / in the morning / drink

2. we / next summer / will / visit / our grandparents

3. finish / homework / you / never / your

4. coming / he / back / is / soon

5. to / play / I / basketball / usually / with my friends

**Exercise 3. Choose the correct word order for each sentence.**

**1. (Question)**

\_\_\_\_\_ you like to go to the park after school?

a) Do / you    b) You / do    c) Are / you

**2. (Statement)**

She \_\_\_\_\_ a lot of books on history.

a) reads    b) read    c) is reading

3. **(Negative)**

They \_\_\_\_\_ (not / like) the movie.

- a) don't like   b) not like   c) doesn't like

4. **(Adverb)**

I \_\_\_\_\_ (often / watch) TV in the evening.

- a) watch often   b) often watch   c) watch usually

5. **(Imperative)**

\_\_\_\_\_ (to / you / help) me with this project?

- a) Can   b) Will   c) Do

**Exercise 4. Rewrite the following statements as questions.**

1. He will go to the store.
2. They are studying for the exam.
3. I have finished my homework.
4. She has a new job.
5. You like pizza.

**Exercise 5. Put the adjectives in the correct order before the noun in each sentence.**

1. She wore a (blue, beautiful, silk) dress to the party.
2. I bought a (delicious, big, chocolate) cake.
3. We saw an (interesting, old, French) movie last night.
4. He gave me a (small, brown, leather) wallet.
5. They live in a (spacious, modern, luxury) apartment.

**Exercise 6. Rewrite Sentences in Indirect Speech (Word Order in Indirect Questions)**

Change the following direct questions into indirect speech.

1. "What time does the train leave?"
2. "Where can I buy the tickets?"
3. "Who is going to the party?"

4. "Why are you late?"
5. "How do you make this cake?"

**Exercise 7. Fill in the blanks with the correct time expression and place it in the correct position in the sentence.**

1. I visit my grandmother \_\_\_\_\_ (often / in the summer).
2. \_\_\_\_\_ (on Fridays / we play soccer).
3. \_\_\_\_\_ (I / usually / eat breakfast at 7:00 AM).
4. We will leave \_\_\_\_\_ (tomorrow / in the morning).
5. \_\_\_\_\_ (I / go to the gym / in the evenings).

**Exercise 8. Put the words in the correct order to form a complex sentence.**

1. (when / he / will / she / come / back)
2. (because / we / to the party / not / could / go / I / was / tired)
3. (although / she / not / enjoy / liked / the movie / the evening)
4. (if / I / travel / I / next year / abroad)
5. (he / finished / after / dinner / the dishes)

**Exercise 9. Complete the sentences by filling in the blanks with the correct word order.**

1. (Although / she / was tired / she / went to work / early).
2. (If / we / late / don't hurry / we / arrive).
3. (He / that / the teacher / asked / whether / the student / the question / knew).
4. (We / that / the weather / bad / didn't go to the beach / because).
5. (After / I / my homework / I / the movie / watched).

**Exercise 10. Rearrange the words to form correct complex sentences.**



1. was / because / He / he / tired / went / early / to bed.
2. the city / after / we / left / met / the bus / at / stop / my friend.
3. I / won't go / unless / the weather / is / nice / we.
4. she / the answer / whether / knew / he / or not.
5. you / meet / if / can / him / in the office / tomorrow / he?

**Exercise 11. Fill in the blanks with the correct word order for each sentence.**

1. **(If / I / had / known / you / about / this)**, I would have helped you.
2. We will go to the beach **(if / weather / the / nice / is)**.
3. **(Although / difficult / was / it)**, I passed the exam.
4. **(When / you / finish / your / homework)**, you can go out with your friends.
5. **(After / they / ate / dinner)**, they went for a walk.

**Exercise 12. Choose the correct word order from the options provided.**

1. **I can't believe / you are moving to another city / after all these years.**
  - a) I can't believe after all these years you are moving to another city.
  - b) I can't believe you are moving to another city after all these years.
  - c) After all these years, I can't believe you are moving to another city.
2. **She missed the bus / because / was late / she.**
  - a) She missed the bus because she was late.
  - b) Because she was late, she missed the bus.
  - c) She missed the bus because was late she.
3. **The movie was interesting / although / a bit long / it was.**

- a) The movie although was interesting a bit long it was.
- b) The movie was interesting although it was a bit long.
- c) Although the movie was interesting, it was a bit long.

**4. He got an A in the class / after / he studied hard / he worked every day.**

- a) He got an A in the class after he worked every day he studied hard.
- b) After he studied hard, he worked every day and got an A in the class.
- c) After he worked every day, he studied hard and got an A in the class.

**5. When she woke up / he was already gone.**

- a) When she woke up, he was already gone.
- b) He was already gone when she woke up.
- c) He was gone when she woke up already.

**Exercise 13. Rearrange the following words to create a complex sentence. Add any missing words.**

- 1. I / if / you / would / know / have / this / about / helped / I / earlier.
- 2. the movie / we / although / enjoyed / it / was / a little long.
- 3. he / will / if / time / after / the meeting / you / see him.
- 4. the homework / I / when / the bell / finished / rang.
- 5. you / me / in the office / after / can / arrive / you / late.

**Exercise 14. Choose the correct word order for each conditional sentence.**

- 1. **If / I / had / known / about / this**, I would have helped you.
  - a) If I had known about this, I would have helped you.
  - b) I would have helped you if I had known about this.
  - c) If I would have known about this, I helped you.
- 2. **You / pass / you / study / hard.**

- a) You pass if you study hard.  
b) If you study hard, you will pass.  
c) You will pass if study hard you.
3. **If / they / taken / the train / would / they / have arrived** on time.  
a) They would have arrived on time if they have taken the train.  
b) If they would have taken the train, they have arrived on time.  
c) They would have arrived on time if they had taken the train.
4. **You / go / you / can / if / leave / now.**  
a) If you leave now, you can go.  
b) You can go if now you leave.  
c) If you leave now, can you go.
5. **If / we / go / it / raining / we / unless / stops.**  
a) We will go unless it stops raining.  
b) Unless it stops raining, we will go.  
c) We unless it stops raining, will go.

### **SPEAKING TASK. DISCUSS THIS QUESTIONS**

1. In what ways has technology created new types of jobs?
2. How does the growth of data centers and electronic waste affect the environment?
3. What role do you think digital technology will play in solving global challenges like climate change, healthcare, and poverty?
4. What are the limitations and challenges in using technology to address global problems?
5. Do you think the rapid pace of technological change is beneficial or harmful to society?

6.How do you think the digital revolution has influenced global culture and human interaction?

7.In what ways has digital connectivity altered cultural norms, values, and traditions?

TSUOS

## ANSWERS

UNIT 1	
<b>1.</b> 1. teacher (common, countable), history (abstract, uncountable) 2. dog (common, countable), mailman (common, countable) 3. apples (countable), water (uncountable) 4. hope (abstract, uncountable) 5. Paris (proper, concrete) 6. love (abstract, uncountable) 7. London (proper, concrete)	<b>2.</b> 1. I have <b>books</b> in my bag. 2. The <b>children</b> are playing outside. 3. We need more <b>boxes</b> for our things. 4. The <b>women</b> gave a speech at the conference. 5. My <b>friends</b> are coming over tomorrow. 6. The <b>fishes</b> in the tank are very colorful.
<b>3.</b> 1. This is <b>Tom's</b> book. 2. We visited <b>the teacher's</b> house last weekend. 3. The <b>cat's</b> toys are scattered around the room. 4. Have you seen <b>Sarah's</b> phone? 5. <b>The children's</b> playground is next to the park.	<b>4.</b> 1. <b>U</b> (bread is uncountable) 2. <b>C</b> (pencils are countable) 3. <b>U</b> (information is uncountable) 4. <b>C</b> (chairs are countable) 5. <b>U</b> (rice is uncountable) 6. <b>C</b> (friends are countable)
<b>5.</b> 1. book 2. team 3. water 4. dog 5. happiness	<b>6.</b> 1. The <b>children</b> are playing outside. (children is plural, no need for "s") 2. I like eating <b>two apples</b> a day. (apple → apples) 3. The <b>fish</b> in the aquarium are beautiful. (fish is the same in singular and plural) 4. My sister <b>has two dogs</b> . (sister's → sister, dog → dogs) 5. This is <b>information</b> about the company. (information is uncountable, no "s" needed)
<b>7.</b> 1. <b>Freedom</b> (Abstract, Uncountable) 2. <b>Alice</b> (Proper), <b>library</b> (Common, Concrete) 3. <b>books</b> (Common, Countable) 4. <b>car</b> (Common, Concrete) 5. <b>sugar</b> (Uncountable)	<b>8.</b> 1. teacher, lessons 2. children, toys 3. museum, exhibit 4. company, business 5. team, competition
<b>9.</b> 1. audience 2. family 3. flock 4. team 5. group	

UNIT 2	
<b>1.</b> 1. eat 2. works 3. go 4. likes, doesn't like 5. Do, play 6. study	<b>2.</b> 1. She <b>doesn't</b> like chocolate. 2. They <b>play</b> football every weekend. 3. He <b>doesn't</b> read books. 4. I <b>eat</b> lunch at 12:00 PM. 5. We <b>don't</b> go to the gym on Saturdays.
<b>3.</b> 1. studies 2. live 3. doesn't like 4. go 5. work 6. plays 7. rains 8. are 9. don't eat 10. reads	<b>4.</b> 1. Do you like coffee? 2. Does she go to the office every day? 3. Do they play football in the evenings? 4. Does he speak Spanish? 5. Does your sister work in a hospital? 6. Do we need more time to finish the project? 7. Do you study every weekend? 8. Does it snow in winter where you live? 9. Do they enjoy their holidays? 10. Do you have any pets?
<b>5.</b> 1. She <b>doesn't</b> like going to the cinema. 2. They <b>play</b> football on Saturdays. 3. I <b>don't</b> understand this question. 4. We <b>work</b> every day except Sunday. 5. He <b>enjoys</b> playing video games. 6. My parents <b>don't</b> go to the market on Sundays. 7. She <b>reads</b> books in the evening. 8. You never <b>speak</b> loudly. 9. It <b>usually</b> rains in spring. 10. We don't <b>go</b> to the park after school.	<b>6.</b> 1. enjoys 2. have 3. don't like 4. work 5. rises 6. study 7. doesn't play 8. go 9. need 10. don't live
<b>7.</b> 1. b) goes 2. b) do 3. a) don't 4. b) Do 5. a) goes 6. c) don't 7. b) doesn't 8. a) always 9. b) arrives 10. a) don't	<b>8.</b> 1. likes 2. don't understand 3. are 4. eat 5. studies 6. know 7. doesn't rain 8. have 9. visits 10. closes

UNIT 3		
<b>1.</b> 1. <b>at</b> 2. <b>at</b> 3. <b>at</b> 4. <b>in</b> 5. <b>on</b> 6. <b>in</b> 7. <b>on</b> 8. <b>to</b> 9. <b>in</b> 10. <b>on</b>	<b>2.</b> 1. at 2. to 3. on 4. in 5. in 6. at 7. on 8. at 9. at 10. to 11. on 12. at 13. in 14. in 15. on 16. to 17. at 18. at 19. on 20. in	
<b>3.</b> 1. a) at 2. b) on 3. a) in 4. c) on 5. b) at 6. b) to 7. a) at 8. b) at 9. a) at 10. c) at	<b>4.</b> 1. I have a meeting <b>on</b> Monday morning. 2. We are going to the cinema <b>on</b> the weekend. 3. She will come <b>to</b> the party tonight. 4. I met him <b>at</b> the airport last week. 5. They are living <b>in</b> Paris for a few months. 6. The museum opens <b>at</b> 9 AM tomorrow. 7. The cat is sitting <b>on</b> the table. 8. We will be <b>at</b> the office <b>at</b> 5 PM. 9. I am flying <b>to</b> London <b>on</b> Friday. 10. He's leaving <b>for</b> New York <b>next</b> week.	
<b>5.</b> 1. at 2. at 3. at 4. on 5. on 6. to 7. to 8. on 9. in 10. at 11. at 12. in 13. in 14. in 15. to 16. in 17. at 18. in 19. on 20. in	<b>6.</b> 1. We are going to meet <b>in</b> the park at 6 PM. 2. She is sitting <b>on</b> the chair <b>at</b> the table. 3. I will be there <b>at</b> 10 minutes <b>in</b> the evening. 4. They are traveling <b>to</b> London <b>in</b> the summer. 5. I left my wallet <b>on</b> the bus <b>at</b> the station. 6. They usually go skiing <b>on</b> the mountains <b>in</b> winter. 7. I'm meeting him <b>at</b> the office at 2 PM. 8. She is staying <b>at</b> a hotel <b>in</b> the city center. 9. We went to the movies <b>on</b> Friday night. 10. I'm planning to go to the beach <b>in</b> the summer.	
<b>7.</b> 1. We are planning to go <b>on</b> a road trip <b>in</b> the weekend. 2. I'll meet you <b>at</b> the entrance <b>to</b> the cinema. 3. They arrived <b>at</b> the airport early <b>in</b> the morning. 4. She works <b>in</b> a large company <b>in</b> the city. 5. He arrived <b>at</b> the bus stop just <b>in</b> time for the bus. 6. The kids are playing <b>on</b> the playground <b>in</b> the afternoon. 7. I'm going to visit my parents <b>in</b> the summer <b>next</b> year. 8. He is sitting <b>on</b> the couch, reading a book. 9. I need to go <b>to</b> the store <b>on</b> the way home. 10. The party is <b>on</b> Christmas Eve, so I'll see you <b>in</b> the evening.		



UNIT 4	
<b>1.</b> <ol style="list-style-type: none"> <li>small</li> <li>red</li> <li>best</li> <li>smarter</li> <li>worse</li> </ol>	<b>2.</b> <ol style="list-style-type: none"> <li>Happier → happiest</li> <li>Brighter → brightest</li> <li>Taller → tallest</li> <li>More beautiful → most beautiful</li> <li>Smaller → smallest</li> </ol>
<b>3.</b> <ol style="list-style-type: none"> <li><b>beautiful</b> (voice)</li> <li><b>tallest</b> (building)</li> <li><b>big</b> (house)</li> <li><b>blue</b> (car)</li> <li><b>cold</b> (day)</li> </ol>	<b>4.</b> <ol style="list-style-type: none"> <li><b>tallest</b></li> <li><b>old</b></li> <li><b>beautiful</b></li> <li><b>biggest</b></li> <li><b>happy</b></li> </ol>
<b>5.</b> <ol style="list-style-type: none"> <li>more interesting</li> <li>tallest</li> <li>funnier</li> <li>best</li> <li>worse</li> </ol>	<b>6.</b> <ol style="list-style-type: none"> <li>She bought a <b>small old beautiful</b> table.</li> <li>They live in a <b>big luxurious modern</b> house.</li> <li>I have a <b>new small yellow</b> bike.</li> <li>The <b>two black leather</b> shoes are on the shelf.</li> <li>He is wearing a <b>comfortable blue cotton</b> jacket.</li> </ol>
<b>7.</b> <ol style="list-style-type: none"> <li>better</li> <li>most exciting</li> <li>bigger</li> <li>colder</li> <li>most beautiful</li> </ol>	<b>8.</b> <ol style="list-style-type: none"> <li>my</li> <li>Her</li> <li>their</li> <li>his</li> <li>Your</li> </ol>

UNIT 5	
<b>1.</b> 1. played 2. went 3. didn't watch 4. studied 5. visited	<b>2.</b> 1. I did not like the food. 2. She did not finish her homework. 3. They did not go to the concert. 4. We did not travel abroad last year. 5. He did not attend the meeting yesterday.
<b>3.</b> 1. Did you eat dinner at home last night? 2. Did she visit her aunt last weekend? 3. Did they go to the park yesterday? 4. Did he study for the test last week? 5. Did we see the new movie yesterday?	<b>4.</b> 1. visited 2. played 3. didn't go 4. studied 5. watched 6. had 7. bought 8. didn't see 9. traveled 10. read
<b>5.</b> 1. went 2. did not 3. was 4. ate 5. studied	<b>6.</b> 1. ate 2. played 3. didn't like 4. visited 5. went 6. had 7. studied 8. didn't travel 9. cooked 10. saw
<b>7.</b> 1. cleaned 2. walked 3. read 4. watched 5. visited 6. bought 7. didn't like 8. didn't see 9. ate 10. didn't play	<b>8.</b> 1. A. didn't go 2. A. played 3. A. saw 4. A. didn't finish 5. A. visited

UNIT 6	
<b>1.</b> <ol style="list-style-type: none"> <li>1. is reading</li> <li>2. are playing</li> <li>3. am not understanding</li> <li>4. are going</li> <li>5. is working</li> </ol>	<b>2.</b> <ol style="list-style-type: none"> <li>1. am eating</li> <li>2. is reading</li> <li>3. are not playing</li> <li>4. are watching</li> <li>5. is studying</li> <li>6. are traveling</li> <li>7. am not working</li> <li>8. is taking</li> <li>9. are having</li> <li>10. do not like</li> </ol>
<b>3.</b> <ol style="list-style-type: none"> <li>1. I am not playing soccer.</li> <li>2. She is not watching TV.</li> <li>3. We are not eating pizza.</li> <li>4. They are not studying for the test.</li> <li>5. He is not reading a book.</li> </ol>	<b>4.</b> <ol style="list-style-type: none"> <li>1. Are you eating dinner now?</li> <li>2. Is she playing the piano right now?</li> <li>3. Are they watching a movie at the moment?</li> <li>4. Are we going to the park today?</li> <li>5. Is he reading the newspaper right now?</li> </ol>
<b>5.</b> <ol style="list-style-type: none"> <li>1. A. am working</li> <li>2. A. are eating</li> <li>3. A. are not studying</li> <li>4. B. is playing</li> <li>5. B. is watching</li> </ol>	<b>6.</b> <ol style="list-style-type: none"> <li>1. am writing</li> <li>2. is talking</li> <li>3. are not planning</li> <li>4. is taking</li> <li>5. are playing</li> </ol>

UNIT 9.	
<b>1.</b> <ol style="list-style-type: none"> <li>1. will travel</li> <li>2. will study</li> <li>3. will arrive</li> <li>4. will help</li> <li>5. won't come</li> <li>6. won't forget</li> <li>7. will visit</li> <li>8. will see</li> </ol>	<b>2.</b> <ol style="list-style-type: none"> <li>1. I will decide to go to the gym tomorrow.</li> <li>2. She will visit her grandmother this weekend.</li> <li>3. They won't travel to Italy next year.</li> <li>4. We will wait for you outside.</li> <li>5. He will help you with your homework after school.</li> <li>6. You will study for the test, aren't you?</li> </ol>
<b>3.</b> <ol style="list-style-type: none"> <li>1. won't</li> <li>2. won't</li> <li>3. will</li> <li>4. won't</li> <li>5. won't</li> </ol>	<b>4.</b> <ol style="list-style-type: none"> <li>1. Are you going to the concert tonight?</li> <li>2. Will she help me with my homework tomorrow?</li> <li>3. Will they travel to the mountains next week?</li> <li>4. Will we see each other soon?</li> <li>5. Will he call his parents later?</li> </ol>
<b>5.</b> <ol style="list-style-type: none"> <li>1. will move</li> <li>2. will call</li> <li>3. will have</li> </ol>	<b>6.</b> <ol style="list-style-type: none"> <li>1. I will not go to the party tonight.</li> <li>2. She will come to the meeting at 9 AM.</li> <li>3. They will not go on holiday next year.</li> </ol>

4. will take 5. will be	4. Will you play the piano tomorrow? 5. We will meet you at the airport
7. 1. will call 2. won't attend 3. will visit 4. will help 5. will be 6. won't forget 7. will leave 8. will buy	8. 1. will 2. won't 3. won't 4. will 5. won't 6. won't 7. won't 8. won't
9. 1. She will go to the store tomorrow. 2. I won't be able to help you next week. 3. Will they come to the event on Saturday? 4. He will not arrive late. 5. We will buy a new car soon. 6. I will send the report by tomorrow morning. 7. They will not attend the wedding this weekend. 8. Will she talk to you later?	10. 1. Will you help me with this task tomorrow? 2. Will they arrive at 7 PM? 3. Will he finish his work by Friday? 4. Will she go to the party next weekend? 5. Will we see the new movie tomorrow? 6. Do you need anything from the store? 7. Will it snow tomorrow? 8. Will they join us for dinner?
11. 1. won't go 2. will finish 3. will attend 4. won't be 5. will play 6. won't regret 7. will meet 8. will take	12. 1. I will help you travel next summer. 2. She will go to the doctor next week. 3. We will visit the museum tomorrow. 4. They will stay at a hotel near the beach. 5. He will not be at work next Monday. 6. You will call me when you get home, right?
13. 1. a) Yes, I will. 2. b) No, they won't. 3. d) No, he won't. 4. c) Yes, we will. 5. e) Yes, I will.	14. 1. will have finished 2. will move 3. will arrive 4. will meet 5. will help

UNIT 10	
1. 1. at 2. off 3. by 4. for 5. in 6. when 7. on 8. at 9. in 10. through	11. on 12. for 13. at 14. to 15. along 16. in 17. at 18. by 19. in 20. in

UNIT 11		
1.	1. may 2. could (past form of "can") 3. may 4. must 5. must 6. can	2. 1. c) must 2. c) May 3. b) can 4. b) may 5. b) must 6. b) must
3.	1. may 2. can 3. must 4. can 5. must 6. must 7. May 8. must 9. may 10. must	5. 1. You <b>must</b> go to the doctor if you are feeling sick. (Correct) 2. She <b>could</b> play the piano when she was young. (Use past ability: <b>could</b> instead of <b>can</b> ) 3. <b>May I go</b> to the store later? (Correct form: <b>go</b> instead of <b>going</b> ) 4. I <b>can</b> leave early tomorrow, <b>because</b> it is a holiday. (Add "because" for clarity) 5. You <b>must not smoke</b> in this area. (Remove <b>to</b> : "must not" is a direct negative obligation) 6. He <b>may</b> attend the meeting if he is available. (Correct)
4.	1. b) may 2. b) must 3. b) must 4. c) May 5. b) can 6. a) must	6. <b>Create your own sentences</b> (Sentences will vary, here are examples) 1. <b>Can</b> : "I <b>can</b> run 5 kilometers without stopping." 2. <b>May</b> : " <b>May</b> I use your phone to call my friend?" 3. <b>Must</b> : "You <b>must</b> wear a helmet while riding a bike." 4. <b>May</b> : "It <b>may</b> rain later, so take an umbrella." 5. <b>Can</b> : " <b>Can</b> I borrow your pen for a moment?" 6. <b>Must</b> : "You <b>must</b> try the chocolate cake at this bakery—it's the best!"
7.	1. <b>must</b> (necessity or obligation: You have to finish before you can go out.) 2. <b>might</b> (possibility: It's not certain, but it's possible.) 3. <b>can</b> (ability or possibility: You are allowed to leave it here.) 4. <b>could</b> (past ability: It refers to a skill in the past.) 5. <b>have to</b> (necessity: You need to do this.) 6. <b>may</b> (possibility: It's possible, but not certain.) 7. <b>must</b> (necessity: It's something they are obligated to do.) 8. <b>might</b> (possibility: It's uncertain whether they will go, depends on the weather.) 9. <b>must</b> (necessity or rule: A strict rule against touching the exhibits.) 10. <b>must</b> (necessity: You have to study to pass the test.)	

Unit 12	
<b>1.</b> 1. She <b>eats</b> an apple. 2. <b>Did</b> you <b>like</b> the movie last night? 3. He <b>has not finished</b> his homework yet. 4. I <b>always go</b> to the gym in the morning. 5. <b>Close</b> the window, please!	<b>2.</b> 1. I always drink coffee in the morning. 2. We will visit our grandparents next summer. 3. You never finish your homework. 4. He is coming back soon. 5. I usually play basketball with my friends.
<b>3.</b> 1. <b>a)</b> Do you like to go to the park after school? 2. <b>a)</b> She reads a lot of books on history. 3. <b>a)</b> They don't like the movie. 4. <b>b)</b> I often watch TV in the evening. 5. <b>a)</b> Can you help me with this project?	<b>4.</b> 1. Will he go to the store? 2. Are they studying for the exam? 3. Have you finished your homework? 4. Does she have a new job? 5. Do you like pizza?
<b>5.</b> 1. She wore a beautiful blue silk dress to the party. 2. I bought a big delicious chocolate cake. 3. We saw an old interesting French movie last night. 4. He gave me a small brown leather wallet. 5. They live in a modern spacious luxury apartment.	<b>6.</b> 1. He asked what time the train left. 2. She asked where she could buy the tickets. 3. He asked who was going to the party. 4. He asked why I was late. 5. She asked how to make this cake.
<b>7.</b> 1. I visit my grandmother <b>often in the summer</b> . 2. <b>On Fridays</b> , we play soccer. 3. <b>I usually eat</b> breakfast at 7:00 AM. 4. We will leave <b>tomorrow in the morning</b> . 5. <b>I go to the gym in the evenings</b> .	<b>8.</b> 1. When will she come back? 2. I couldn't go to the party because I was tired. 3. Although she liked the evening, she did not enjoy the movie. 4. If I travel abroad next year... 5. He finished the dishes after dinner.
<b>9.</b> 1. Although she was tired, she went to work early. 2. If we don't hurry, we will arrive late. 3. He knew that the student asked the question the teacher. 4. We didn't go to the beach because the weather was bad. 5. After I did my homework, I watched the movie.	<b>10.</b> 1. He went to bed early because he was tired. 2. After we left the city, we met my friend at the bus stop. 3. We won't go unless the weather is nice. 4. He knew whether she knew the answer or not. 5. Can you meet him in the office tomorrow if he's there?

## GLOSSARY OF ANTHROPOLOGICAL TERMS

### A

- **Acculturation:** The process by which one culture is modified through contact with or adoption of elements from another culture.
- **Adaptation:** The process by which organisms adjust to their environment to increase their chances of survival and reproduction.
- **Anthropocentrism:** The belief that humans are the central or most important element in the universe, often reflected in cultural perspectives that prioritize human needs over other species.
- **Archaeology:** A subfield of anthropology focused on the study of past human societies through material remains, including artifacts, architecture, and other physical evidence.
- **Artifact:** Any object made or modified by humans, often used in archaeological studies to understand past cultures.

### B

- **Bipedalism:** The ability to walk on two legs, a key characteristic of humans and some of their evolutionary ancestors.
- **Bureaucracy:** A system of government or organization characterized by a hierarchical structure, specialization of tasks, and a set of rules or procedures.

### C

- **Cultural Anthropology:** The branch of anthropology that studies contemporary human societies, cultures, and the way people live, interact, and understand their world.



- **Cultural Relativism:** The principle of understanding and evaluating a culture according to its own values and standards, rather than judging it by the standards of another culture.
- **Culture:** The shared beliefs, values, norms, practices, and material objects that characterize a group or society.
- **Ethnography:** A qualitative research method in cultural anthropology that involves the researcher immersing themselves in a community and documenting their experiences and observations.
- **Ethnocentrism:** The belief that one's own culture or ethnic group is superior to others.

## D

- **Darwinism:** The theory of biological evolution developed by Charles Darwin, emphasizing natural selection as the mechanism by which species evolve.
- **Diffusion:** The spread of cultural beliefs, practices, or technologies from one society to another.
- **Domestication:** The process by which humans breed and modify plants and animals to serve their needs, leading to the development of agriculture and animal husbandry.

## E

- **Evolution:** The process by which species of organisms change over time through mechanisms like natural selection, genetic drift, and gene flow.
- **Ethnology:** The comparative and analytical study of cultures, often based on ethnographic data from multiple societies.

- **Endogamy:** The practice of marrying within one's own social group, tribe, or community.

## F

- **Forensic Anthropology:** The application of anthropological principles and techniques to solve legal and criminal cases, often involving the identification of human remains.
- **Functionalism:** A theoretical approach in anthropology that views society as a complex system whose parts work together to promote solidarity and stability.

## G

- **Gender:** The social and cultural roles, behaviors, and attributes that a society considers appropriate for individuals based on their biological sex.
- **Genealogy:** The study of family history and descent, often used in anthropology to track ancestral lines and kinship structures.
- **Genotype:** The genetic makeup of an individual organism, which is inherited from both parents.

## H

- **Hegemony:** The dominance of one group over others, often through the control of cultural, political, or economic institutions.
- **Holism:** The approach in anthropology that emphasizes understanding human societies, behaviors, and cultures as interconnected wholes, rather than isolating individual parts.
- **Human Evolution:** The study of the biological and cultural development of humans and their ancestors over time.

## I

- **Indigenous:** Referring to the original inhabitants of a region, often used in anthropology to discuss the cultures and rights of native populations.
- **Intergenerational Transmission:** The passing down of culture, knowledge, values, and traditions from one generation to the next.
- **Intersectionality:** A concept that explores how various forms of social stratification, such as race, gender, class, and age, intersect and create complex layers of discrimination or privilege.

## J

- **Jargon:** Specialized language used by a specific group or community, often difficult for outsiders to understand.
- **Judgment:** In anthropology, judgment refers to the process of evaluating or interpreting cultural practices or beliefs, which can sometimes reflect an ethnocentric bias.

## K

- **Kinship:** The social relationships and systems that define familial connections and descent, including notions of marriage, family, and inheritance.
- **Kulture (Culture):** A term often used in historical anthropology to refer to the shared way of life and knowledge systems of a people.

## L

- **Language:** A system of communication that includes spoken, written, or signed words and gestures; language is central to cultural expression and transmission.

- **Linguistic Anthropology:** A subfield of anthropology that studies the relationship between language and culture, including how language influences social life.
- **Liminality:** A concept from anthropology that refers to the transitional stage in a ritual or process when an individual or group is between two states (e.g., adolescence, marriage, or rites of passage).

## M

- **Material Culture:** The physical objects, artifacts, and technologies created by a society, which provide insight into its values, beliefs, and way of life.
- **Matrilineal:** A kinship system in which lineage and inheritance are traced through the mother's side of the family.
- **Migration:** The movement of people from one location to another, often studied in anthropology in terms of causes, effects, and cultural impacts.

## N

- **Nationalism:** A political ideology that emphasizes the interests, culture, and identity of a particular nation or ethnic group, often leading to the creation or maintenance of a nation-state.
- **Neolithic Revolution:** The transition from nomadic, hunter-gatherer societies to settled agricultural societies, which significantly impacted human culture and society.

## O

- **Occidentalism:** A cultural, political, or social ideology that is critical of Western values, practices, or institutions.

- **Oligarchy:** A form of government or social structure in which power resides in the hands of a small, privileged group.

## P

- **Participant Observation:** A key ethnographic method where anthropologists immerse themselves in a community and observe and participate in daily life to gain deeper cultural insights.
- **Polytheism:** The belief in or worship of multiple gods, a common feature of many ancient and contemporary religions.
- **Postmodernism:** A theoretical approach in anthropology that critiques the objectivity of knowledge, emphasizing the role of power, perspective, and cultural bias in the construction of anthropological research.

## Q

- **Quantitative Research:** Research that involves the collection and analysis of numerical data to understand patterns and trends in human behavior and social phenomena.
- **Queer Theory:** An interdisciplinary approach that examines how gender and sexuality are socially constructed, emphasizing the fluidity and diversity of identities.

## R

- **Racism:** The belief that one race is superior to others, which has profound implications in cultural and social anthropology, particularly in terms of how power, identity, and privilege are structured.
- **Religion:** A system of beliefs, practices, and rituals related to the worship of a deity or deities, or a supernatural force.

- **Rite of Passage:** A ritual or ceremony that marks an individual's transition from one stage of life to another (e.g., birth, adulthood, marriage, death).

## S

- **Sapir-Whorf Hypothesis:** A theory in linguistic anthropology that argues that the structure and vocabulary of a language shape the way its speakers perceive and think about the world.
- **Social Stratification:** The hierarchical arrangement of individuals or groups in a society based on factors such as wealth, status, education, and power.
- **Symbolism:** The use of symbols to represent ideas, concepts, or beliefs in cultural practices, language, and rituals.

## T

- **Taboo:** A cultural or social prohibition against certain behaviors, actions, or topics, often tied to religious or cultural beliefs.
- **Tribe:** A social group or community with a shared culture, language, and often a common ancestry, traditionally seen as a larger extended family.

## U

- **Universalism:** The idea that there are universal values or principles that apply across all cultures and societies.
- **Urbanization:** The process by which societies become more urban, often involving migration from rural to urban areas, and changes in social and economic structures.

## V

- **Virtual Ethnography:** The study of cultures and societies in digital or online spaces, using ethnographic methods to understand online communities and interactions.
- **Vernacular:** The everyday language or dialect spoken by a particular group of people, often in contrast to formal or standardized language.

## W

- **Worldview:** The framework or lens through which individuals and cultures perceive, interpret, and understand the world.
- **Warfare:** The organized conflict between groups, which anthropologists study in terms of its causes, effects, and cultural impacts.

TSUOS



## READING TASK

### General Anthropology Topics:

#### 1. "CULTURAL DIVERSITY: UNDERSTANDING HUMAN SOCIETIES ACROSS TIME"

Cultural diversity is one of the defining features of humanity. It reflects the vast array of social practices, beliefs, languages, and ways of life that distinguish human societies across the globe. From the nomadic tribes of the Arctic to the bustling metropolises of Asia, cultural diversity offers a window into the rich tapestry of human experience. Understanding cultural diversity is essential not only for studying history and anthropology but also for fostering tolerance, respect, and cooperation in an increasingly interconnected world.

##### **What is Cultural Diversity?**

Cultural diversity refers to the existence of a variety of cultural or ethnic groups within a society, or between societies. This diversity is expressed in different ways, including:

**Language:** The hundreds of languages spoken across the globe reflect distinct ways of thinking, communicating, and interacting with the world.

**Customs and Traditions:** Different societies have their own rituals, ceremonies, and traditions, from religious practices to rites of passage, which often shape the way people live their daily lives.

**Values and Beliefs:** While certain values, like respect for elders or the importance of community, may be universal, every culture has its

own specific set of beliefs that guide individuals' behavior and societal expectations.

**Social Structures:** The way a society organizes itself—whether in terms of family, religion, government, or economic systems—varies widely across cultures. Some societies are organized around kinship groups, while others prioritize individualism or the collective good.

Cultural diversity does not only refer to differences between distant or isolated societies; it also exists within nations, cities, and even neighborhoods. Modern societies, with their interconnected global networks, are often composed of people with different ethnic, linguistic, and cultural backgrounds.

### **The Historical Context of Cultural Diversity**

Throughout history, cultural diversity has been shaped by migration, trade, colonization, and exploration. The movement of people, goods, and ideas has resulted in the blending of different cultures, creating new cultural identities and practices. Here are a few key historical events that have influenced cultural diversity:

**Migration and the Spread of Human Populations:** Early human migration out of Africa began around 70,000 years ago, and over millennia, humans spread across the globe. As people settled in different parts of the world, they adapted to various environments, creating diverse cultural practices suited to their surroundings.

**The Age of Exploration and Colonization:** Beginning in the 15th century, European explorers ventured to distant lands, encountering indigenous peoples with their own distinct cultures. While the European powers sought to expand their empires, the resulting contact led to the

exchange of goods, technologies, and ideas, as well as the forced migration and cultural assimilation of native populations.

**Globalization:** In the modern era, advances in technology, transportation, and communication have led to an unprecedented level of interaction between cultures. The spread of media, the internet, and travel have made it easier for people from different cultures to communicate, share ideas, and influence each other. However, this process of globalization has also led to concerns about cultural homogenization, as dominant cultures may overshadow smaller, indigenous cultures.

### **Cultural Diversity and Anthropology**

Anthropology, as the study of humans, is deeply concerned with cultural diversity. Cultural anthropology, in particular, seeks to understand how people in different societies live, think, and interact. Anthropologists study human societies across time and space, examining how cultural practices shape the ways people organize their lives, work, and relate to one another.

Key anthropological concepts that help us understand cultural diversity include:

**Cultural Relativism:** This is the idea that we should understand and interpret cultural practices within their own context, without applying our own cultural standards. Cultural relativism encourages respect for cultural differences, as it emphasizes that no culture is inherently superior to another.

**Ethnography:** The primary method of cultural anthropology, ethnography involves immersive fieldwork where anthropologists live

among and observe the people they study. This allows anthropologists to gain a deeper understanding of the everyday lives of people in different cultures.

**Cultural Change and Adaptation:** Cultures are not static; they evolve over time in response to external and internal factors. Anthropologists examine how cultures adapt to changes such as environmental pressures, technological innovations, and contact with other cultures.

### **The Importance of Cultural Diversity in the Modern World**

In today's globalized world, understanding cultural diversity is more important than ever. As migration patterns shift and people from different cultural backgrounds interact more frequently, the ability to navigate cultural differences has become essential. Here are a few reasons why cultural diversity matters:

**Promotes Tolerance and Understanding:** In multicultural societies, learning about other cultures helps reduce prejudice and stereotypes. By recognizing the value of different cultural perspectives, we can foster greater empathy and build more harmonious communities.

**Encourages Innovation and Creativity:** Cultural diversity brings a variety of perspectives, experiences, and problem-solving strategies. When people from different cultural backgrounds collaborate, they often produce more creative and innovative solutions to challenges, whether in business, science, or the arts.

**Preserves Human Heritage:** Every culture has its own unique history, traditions, and knowledge systems. By preserving and

respecting cultural diversity, we can ensure that the rich diversity of human heritage is maintained for future generations.

**Enhances Global Cooperation:** As the world becomes increasingly interconnected, the ability to work with people from diverse cultural backgrounds is critical. Understanding cultural diversity helps promote diplomacy, peacebuilding, and cooperation on global issues such as climate change, health, and trade.

### **Challenges of Cultural Diversity**

While cultural diversity brings many benefits, it also poses challenges. Some of these challenges include:

**Cultural Conflict:** Differences in cultural values and practices can lead to misunderstandings, discrimination, and even conflict. For example, debates about immigration policies or religious freedom often stem from cultural differences.

**Cultural Assimilation and Loss:** In some cases, minority cultures may be pressured to assimilate into dominant cultures, leading to the erosion of their unique cultural practices, languages, and traditions. This has been particularly evident in the history of colonization and globalization.

**Ethnocentrism:** Ethnocentrism, or the belief that one's own culture is superior to others, can create barriers to mutual understanding and respect. Overcoming ethnocentrism is essential for promoting cultural diversity and inclusivity.

Cultural diversity is a vital aspect of human existence, shaping our societies, values, and identities across time. From the earliest migrations of human populations to the globalized world we live in today, cultural

diversity has both enriched and challenged humanity. By studying cultural diversity through the lens of anthropology, we can better understand the complexities of human societies and foster a greater appreciation for the varied ways people live, think, and interact.

## **2.THE ROLE OF ANTHROPOLOGY IN UNCOVERING HUMAN HISTORY**

Anthropology is the study of humans, past and present, and serves as a powerful tool for understanding the complexities of human history. It examines the evolution of human beings, their societies, and cultures, shedding light on how humans have adapted to their environments, interacted with one another, and developed diverse ways of life. Through its various subfields—biological anthropology, cultural anthropology, archaeological anthropology, and linguistic anthropology—anthropology plays a crucial role in uncovering the story of human history and the ways in which societies have evolved over time.

### **Understanding Human Evolution through Biological Anthropology**

Biological anthropology (also called physical anthropology) is a subfield that focuses on the biological aspects of humans, including our evolutionary history. This branch of anthropology examines the physical development of humans from our earliest ancestors to modern Homo sapiens.

#### **Key contributions to human history:**

**Fossil Records and Human Origins:** Biological anthropologists study fossilized remains of early human ancestors (hominins) to understand the physical changes that have occurred over millions of years. Fossils provide insights into the development of human features, such as bipedalism (walking on two legs), brain size, and tool use, that distinguish us from other species.

**Evolutionary Theory:** Through the study of genetics and comparative anatomy, anthropologists trace the evolutionary process that led to the emergence of modern humans. By examining the genetic material of humans and other primates, they can reconstruct the evolutionary tree and understand when and how humans and apes diverged.

**Human Adaptation:** Biological anthropologists also study how humans have adapted to different environments over time. For example, they explore how human populations have evolved to survive in extreme climates, such as the cold of the Arctic or the heat of the desert. By understanding our biological past, anthropologists help us gain a deeper appreciation of the journey of human evolution and the factors that have shaped who we are today.

### **The Role of Archaeology in Revealing Ancient Societies**

Archaeological anthropology is one of the most vital subfields in uncovering the material remains of human societies. Archaeologists excavate artifacts, buildings, tools, and other remnants from ancient cultures to reconstruct the lives of past peoples and understand their societies.

**Uncovering Lost Civilizations:** Through archaeological digs, anthropologists have uncovered the remains of long-forgotten



civilizations. The ruins of ancient cities, like those of the Egyptians, the Mesopotamians, the Mayans, and the Greeks, provide critical insights into the political, social, and economic systems that existed in the past.

**Artifact Analysis:** Tools, pottery, artwork, and other artifacts tell us about the daily lives of past societies, including their trade practices, social hierarchies, religious beliefs, and technological advancements. These objects are like time capsules, offering glimpses into ancient ways of life.

**Dating and Chronology:** Techniques such as carbon dating, dendrochronology, and thermoluminescence allow archaeologists to establish timelines and understand the sequence of historical events. This helps us build a more accurate picture of human history and the rise and fall of ancient cultures.

Through these methods, archaeology uncovers the material foundation of human history, providing evidence of the environments, lifestyles, and cultures that shaped the development of civilizations.

### **Cultural Anthropology and the Study of Societies**

Cultural anthropology focuses on understanding the social structures, beliefs, practices, and values of contemporary and historical societies. By studying both living and past cultures, cultural anthropologists offer critical insights into how human societies have evolved and how cultural practices have influenced historical development.

**Ethnography and Fieldwork:** Cultural anthropologists often conduct ethnographic fieldwork, immersing themselves in different cultures to understand how people live, work, and interact. By learning from

modern-day societies, anthropologists draw comparisons with historical cultures, offering insights into cultural continuity and change over time.

**Rituals and Beliefs:** Understanding the rituals, beliefs, and social structures of different societies can help explain the rise of institutions like religion, governance, and economic systems. Cultural anthropology reveals how ancient practices—such as burial rituals, religion, and kinship systems—shaped the development of societies and contributed to historical change.

**Cultural Change and Diffusion:** Anthropologists also study how cultures change over time, including the influence of migration, trade, conquest, and globalization. By examining cultural diffusion (the spread of ideas and practices), cultural anthropologists trace how innovations, technologies, and social practices spread between different groups, shaping human history.

By studying the cultural foundations of human societies, anthropology helps us understand how historical events were influenced by cultural values and social dynamics.

### **Linguistic Anthropology and the Power of Language**

Linguistic anthropology is the study of language in relation to culture. Language is one of the most fundamental aspects of human life and is key to understanding human history. Linguistic anthropologists examine how languages have evolved, how they shape thought, and how language reflects cultural identity.

**Language and Thought:** Linguistic anthropologists explore how different languages shape our perception of the world. The Sapir-Whorf hypothesis suggests that the structure of a language influences the way

its speakers think about time, space, and reality, providing insight into how ancient cultures viewed their world.

**Language Evolution:** By studying the development of languages over time, anthropologists can trace human migration patterns and cultural exchanges. For example, changes in vocabulary and grammar can reveal contact between different societies or the spread of new ideas.

**Decoding Ancient Languages:** Linguistic anthropologists also work to decipher ancient scripts and languages, unlocking the knowledge and history embedded in texts. The decoding of hieroglyphs, cuneiform, and other ancient scripts has revealed invaluable information about lost civilizations.

Language is a key tool for understanding historical change, cultural identity, and social organization, making linguistic anthropology an essential part of uncovering human history.

### **Anthropology's Integrated Approach to History**

One of the greatest strengths of anthropology is its holistic, interdisciplinary approach to understanding human history. By combining insights from biological, archaeological, cultural, and linguistic anthropology, anthropologists piece together the complex puzzle of human history.

**Interconnectedness of Human Development:** Anthropology recognizes that human history cannot be fully understood through any single lens. Biological, cultural, and environmental factors all play a role in shaping human societies. For example, the development of agriculture, technological innovations, and social hierarchies all intertwined to create the civilizations we study today.

**Ethnographic Comparisons:** By studying both past and present cultures, anthropologists can make comparisons that reveal how societies have evolved. For example, understanding how contemporary hunter-gatherer societies function can offer insights into early human communities and the transition to agriculture and urbanization.

**Preserving Cultural Heritage:** Anthropology also plays a key role in preserving the cultural heritage of marginalized or endangered societies. By documenting languages, traditions, and customs, anthropologists help safeguard the history and identity of groups that may be at risk of disappearing.

Anthropology is indispensable in uncovering the story of human history. By examining the biological, cultural, archaeological, and linguistic aspects of human life, anthropology provides a comprehensive and multi-faceted understanding of how humans have evolved, adapted, and interacted throughout time. From the earliest hominins to modern societies, anthropology helps us understand the forces that have shaped human history, revealing the complexities and richness of human existence.

### **3. EXPLORING THE INTERCONNECTEDNESS OF CULTURE, SOCIETY, AND IDENTITY IN ANTHROPOLOGY**

Anthropology is a discipline that seeks to understand the full complexity of human beings—their cultures, societies, and individual identities. At the heart of anthropological study is the recognition that culture, society, and identity are deeply interconnected, influencing one

another in ways that shape the human experience. Through its various subfields—cultural anthropology, social anthropology, biological anthropology, and linguistic anthropology—anthropology offers insights into how these elements interact and evolve, helping us better understand what it means to be human.

### **Culture: The Foundation of Human Experience**

Culture is often described as the shared beliefs, practices, values, customs, norms, and material objects that define a group of people. It is the lens through which we view and interpret the world, influencing everything from our language to our social relationships, our art, and our daily routines. Culture shapes our understanding of right and wrong, beauty and ugliness, success and failure. It is transmitted through socialization—taught and learned from one generation to the next—and provides a framework for individuals to navigate their lives within a group.

Culture is not static; it evolves over time in response to changes in the environment, technological advances, and interactions with other cultures. Cultural anthropologists study these changes and the ways in which cultures adapt to new challenges. For example, the shift from agricultural to industrial societies significantly transformed cultural norms around work, family, and community life. In modern times, globalization has led to the diffusion of cultural practices across national borders, blending traditions and creating new cultural expressions.

The richness and diversity of human cultures are fundamental to anthropology. Each culture offers unique insights into the ways people construct meaning in their lives. Whether through art, religion, language,

or customs, culture is the foundation on which societies are built and on which individual identities are shaped.

### **Society: The Structure of Human Interaction**

Society refers to the organized groupings of individuals that share common institutions, norms, values, and social relationships. While culture shapes the "content" of a group's life, society is concerned with how people interact, how power and resources are distributed, and how relationships are structured.

Anthropologists often focus on the social structures that exist within societies—such as kinship, politics, economics, religion, and education—because they play a key role in shaping individuals' roles, responsibilities, and experiences within a group. For example, in a society with a patriarchal structure, gender roles are rigidly defined, often placing men in positions of power while limiting the roles of women. Conversely, societies with more egalitarian structures may emphasize collective decision-making and shared responsibility.

Social organization is also central to understanding human diversity. Anthropologists study how different societies organize their communities, how they distribute power and wealth, and how they maintain social order. By looking at the relationship between individuals and larger social structures, anthropologists can gain insight into the complexities of human behavior.

Importantly, society is both shaped by and shapes culture. The two are inseparable. Society provides the framework for cultural practices to unfold, and culture, in turn, influences the way society functions. For example, a society's economic system will shape cultural practices

around work, labor, and wealth. In turn, cultural values—such as the importance of individual achievement or the value of community—can influence the development of societal systems and norms.

### **Identity: The Personal Experience of Belonging**

Identity is the personal sense of self that is shaped by both individual experiences and the broader cultural and social context in which one lives. It is how individuals perceive themselves and how they are recognized by others. Identity is multifaceted, encompassing aspects such as ethnicity, gender, nationality, religion, and class. It is also shaped by the roles people occupy within society—whether as family members, workers, citizens, or community leaders.

Anthropology offers valuable insights into the ways in which identity is constructed and negotiated. Cultural anthropologists study the social processes that influence the formation of identity, including family dynamics, socialization, education, and experiences of discrimination or marginalization. An individual's identity is not formed in isolation but is constantly negotiated in relation to others and the cultural context in which they live.

Identity is also shaped by power dynamics within society. For example, in a society where certain groups hold more power than others, individuals from marginalized communities may experience challenges in asserting their identity. This can lead to feelings of alienation or disempowerment. Alternatively, identity can also be a source of empowerment, as individuals and groups assert their cultural and social identity in the face of oppression or exclusion.



Moreover, identity is not fixed—it is fluid and dynamic. People can experience shifts in their identity based on life experiences, social changes, or exposure to new cultural influences. For instance, migration or travel can challenge established notions of national identity or ethnicity, while the rise of global social movements can alter perceptions of gender or race. As such, identity is both a personal and a social construct, shaped by individual agency and societal influences.

### **The Interconnectedness of Culture, Society, and Identity**

The relationship between culture, society, and identity is deeply intertwined and mutually reinforcing. Each element influences the others in ways that shape both the individual and the collective experience. Culture provides the content—the symbols, practices, and values—that societies use to organize themselves. Society, in turn, is the structure that governs how individuals interact, how power is distributed, and how cultural norms are enforced. Identity is the personal experience of belonging to that culture and society, and it is shaped by both personal agency and social forces.

For example, an individual's identity may be shaped by cultural practices (such as language, religion, or rituals), the social roles they occupy (such as being a parent or a student), and the larger social structures within which they live (such as class, race, or gender). An individual's experience of being part of a specific cultural group—such as an ethnic or religious community—will be shaped by how that community is structured within society and by the larger political and social context in which it exists.

Additionally, the interaction between different cultures and societies over time—through migration, colonization, globalization, or trade—has led to the development of hybrid identities. For example, an immigrant might blend aspects of their cultural heritage with those of the society they move to, creating a new, hybrid identity. These processes of cultural exchange and transformation are central to understanding how identity is fluid and adaptable.

### **Anthropology's Role in Understanding Human Diversity**

Anthropology provides a unique lens through which we can explore the interconnectedness of culture, society, and identity. By studying these elements together, anthropologists offer insights into how human beings create meaning and navigate their lives within complex social systems. Through ethnographic fieldwork, historical analysis, and cross-cultural comparison, anthropologists reveal how cultures shape our identities and how societal structures influence cultural practices.

Moreover, anthropology's emphasis on cultural relativism—the idea that we should understand and interpret cultures on their own terms—challenges us to move beyond ethnocentric perspectives. It encourages us to appreciate the diversity of human experience and to recognize that there is no single “correct” way to live. This approach fosters empathy and respect for the variety of cultural expressions and social structures that exist in the world.

In today's globalized world, understanding the interplay between culture, society, and identity is more important than ever. Issues such as migration, human rights, gender equality, and social justice all intersect with questions of cultural identity and social belonging. Anthropology's

holistic approach provides a valuable framework for addressing these challenges, helping us understand not only who we are but also how we can build more inclusive and equitable societies.

#### **4. HUMAN ORIGINS: HOW ANTHROPOLOGY EXPLORES THE ROOTS OF OUR SPECIES**

Understanding the origins of humanity is one of the most profound and intriguing pursuits of anthropology. As a discipline dedicated to studying human beings—past and present—anthropology offers valuable insights into where we come from, how we evolved, and what makes us distinct from other species. By combining fields like biological anthropology, archaeology, and genetics, anthropology uncovers the story of human origins, tracing the roots of our species from ancient ancestors to the present day. This exploration not only deepens our understanding of human evolution but also provides key insights into the development of culture, society, and identity.

##### **The Beginning of Human Evolution**

The story of human origins begins millions of years ago with the emergence of early hominins—our distant ancestors. Through the fossil record and genetic evidence, anthropologists have pieced together a narrative of human evolution that traces the gradual changes that led to the rise of *Homo sapiens*.

**Hominins:** The term "hominin" refers to the group that includes humans and our closest extinct relatives. The evolutionary path that led to modern humans diverged from the common ancestor we share with

chimpanzees about 6-7 million years ago. Early hominins, like *Australopithecus*, exhibited both ape-like and human-like traits. They were bipedal, walking on two legs, which is one of the key characteristics that distinguishes humans from other primates.

**The Development of Tool Use:** One of the critical milestones in human evolution was the development of tool use. Early human ancestors, such as *Homo habilis*, are associated with the first stone tools, which marked the beginning of a new era in survival and adaptation. Tools enabled hominins to hunt, process food, and protect themselves, leading to more complex ways of life. Over time, the tools became more sophisticated, demonstrating growing intelligence and dexterity.

**The Evolution of the Brain:** Another pivotal aspect of human evolution is the increase in brain size. The genus *Homo*, which includes species like *Homo erectus* and *Homo sapiens*, is characterized by an increasingly larger brain relative to body size. This larger brain enabled cognitive abilities such as problem-solving, language, and abstract thinking—traits that would ultimately set *Homo sapiens* apart from other species.

### **Key Stages in Human Evolution**

Anthropologists have identified several key stages in the evolution of humans that are supported by fossil evidence and genetic data. These stages highlight the gradual changes that led to the emergence of modern humans.

**Australopithecus (4 to 2 million years ago):** The earliest hominins, such as *Australopithecus afarensis* (famously represented by "Lucy"), were small-brained, upright walkers. They lived in Africa and are

considered some of the first hominins to exhibit bipedalism. Despite their primitive features, they displayed evidence of social behavior and tool use.

**Homo habilis (2.4 to 1.4 million years ago):** Often considered the first species in the genus *Homo*, *Homo habilis* had a larger brain than *Australopithecus* and is associated with the first stone tools. These early humans were likely still reliant on scavenging but had developed greater cognitive abilities that allowed them to adapt to a variety of environments.

**Homo erectus (1.9 million years ago to around 400,000 years ago):** *Homo erectus* represents a major evolutionary leap, with a much larger brain and the ability to control fire, create more advanced tools, and migrate out of Africa. This species is considered the first to leave Africa and spread across Eurasia, adapting to diverse climates and environments.

**Neanderthals (about 400,000 to 40,000 years ago):** Neanderthals, a closely related human species, lived in Europe and western Asia. They had a robust physique, large brains, and made tools, hunted large game, and even had complex burial practices. Recent studies show that modern humans and Neanderthals interbred, and many people of non-African descent today carry traces of Neanderthal DNA.

**Homo sapiens (modern humans):** *Homo sapiens* is the only surviving species in the genus *Homo* today. Anatomically modern humans first appeared around 300,000 years ago in Africa. Over time, *Homo sapiens* spread across the globe, developing advanced tools, social structures, and eventually, civilizations. Our species' capacity for language, culture,

and technology has allowed us to dominate the planet, but it has also led to significant environmental and societal challenges.

### **The Role of Fossils in Understanding Human Origins**

Fossils are central to the study of human origins. The physical remains of ancient hominins—such as bones, teeth, and footprints—provide essential clues about the evolutionary development of our species. Archaeologists and paleoanthropologists carefully excavate and analyze these fossils to understand the anatomy, behavior, and environment of ancient humans.

**Fossil Evidence:** Fossils of early humans and their ancestors have been found in various parts of the world, but Africa remains the primary region where the earliest hominins are discovered. For example, *Lucy*, one of the most famous fossil discoveries, was found in Ethiopia and is one of the best-preserved early hominin skeletons.

**The "Out of Africa" Theory:** Genetic and fossil evidence strongly supports the theory that modern humans originated in Africa and later migrated to other parts of the world. Fossil evidence suggests that early humans began to spread out of Africa around 70,000 years ago, eventually populating Europe, Asia, and the Americas.

**Comparing Fossil Finds:** Fossils also help anthropologists understand the relationships between different species of early humans. By comparing skeletal structures, researchers can track the gradual changes in anatomy and behavior, offering insight into how these species adapted to their environments and interacted with one another.

### **Genetics: Tracing Human Evolution at the Molecular Level**



Advancements in genetic research have provided new and powerful tools for understanding human evolution. The study of DNA allows anthropologists to trace the lineage of modern humans and uncover the genetic variations that have shaped our development.

**Mitochondrial DNA:** One of the most important breakthroughs in the study of human origins came with the analysis of mitochondrial DNA (mtDNA), which is inherited exclusively from the mother. By studying mtDNA, scientists have traced the common ancestor of all modern humans, known as "Mitochondrial Eve," to a population in Africa that lived around 200,000 years ago.

**Genetic Evidence of Human Migration:** Genetic data has also revealed the migration patterns of early human populations. By comparing the genetic differences between modern populations, anthropologists can map out the routes early humans took as they migrated out of Africa and settled in different parts of the world.

**Neanderthal and Denisovan DNA:** Genetic analysis has shown that modern humans share a small amount of DNA with Neanderthals and Denisovans, two other ancient human species. This interbreeding provides important information about human evolution and the way these species coexisted and interacted.

### **The Interdisciplinary Nature of Human Origins Research**

The study of human origins is highly interdisciplinary, drawing on multiple fields of study. Biological anthropology, archaeology, genetics, and even geology work together to uncover the story of human evolution.



**Archaeology:** Archaeologists uncover and study artifacts from ancient human societies, providing crucial context for understanding how early humans lived, worked, and interacted with their environments. Tools, weapons, and other artifacts reveal not only technological advancements but also social structures and cultural practices.

**Paleoanthropology:** This subfield of anthropology is specifically concerned with the study of ancient human fossils. Paleoanthropologists use fossil evidence to reconstruct the physical appearance, behavior, and social life of early hominins, linking it with genetic and archaeological findings to create a more complete picture of human evolution.

**Environmental and Ecological Context:** The environment in which early humans lived played a crucial role in shaping their evolution. Geologists and paleoecologists study ancient climates, landscapes, and ecosystems to understand how environmental factors influenced human development, migration patterns, and survival strategies.

The exploration of human origins is an ongoing process, and anthropology continues to offer new insights into how we came to be. By studying the fossils, genes, tools, and cultures of our ancestors, anthropologists are gradually reconstructing the complex story of human evolution. The research is far from complete, and new discoveries—whether they involve ancient fossils, new genetic data, or breakthroughs in technology—continue to reshape our understanding of where we come from and how we became who we are.

In the end, the study of human origins is not just about tracing the past but also about understanding our place in the world today. By learning more about the evolutionary journey of our species, we gain a

deeper appreciation for the shared history that connects us all, as well as the diverse ways in which humans have adapted to their environments and created meaning in their lives.

## **5. THE SILK ROAD: ANTHROPOLOGICAL INSIGHTS INTO THE CULTURAL EXCHANGE OF CENTRAL ASIA**

The Silk Road, one of the most significant trade routes in human history, served as a bridge between East and West, linking ancient civilizations across continents. Stretching over 4,000 miles from China in the east to the Mediterranean in the west, the Silk Road was not just a network of trade routes for goods, but also a conduit for the exchange of ideas, culture, technology, and religion. Central Asia, often referred to as the heart of the Silk Road, played a crucial role in facilitating this vibrant cultural exchange. Anthropology provides a unique lens through which we can understand the lasting impact of the Silk Road on human societies, exploring how it shaped cultural interactions, identities, and social structures in the region and beyond.

### **The Geography and Historical Significance of the Silk Road**

The Silk Road was not a single road but a network of interconnected trade routes that spanned both land and sea. It included the famous land routes that passed through Central Asia, as well as maritime routes linking ports across the Indian Ocean. The land routes traversed diverse landscapes, from the vast deserts of Central Asia to the towering mountains of the Himalayas, and connected numerous cultures

and civilizations, including the Chinese, Indian, Persian, Arab, and Roman empires.

Central Asia, with its cities such as Samarkand, Bukhara, and Merv, became key hubs along these routes. Located at the crossroads of Europe, Asia, and the Middle East, this region was home to many different peoples who interacted through trade, diplomacy, and cultural exchange. For centuries, Central Asia was a melting pot of different cultures, languages, and traditions, where East met West and where diverse ideas and technologies were shared, adopted, and adapted.

### **Cultural Exchange and the Role of Anthropology**

Anthropology, as the study of human societies and cultures, offers profound insights into how the Silk Road facilitated cultural exchange and shaped the development of civilizations. The movement of goods, people, and ideas along the Silk Road had far-reaching effects on art, religion, language, technology, and even social norms.

**Language and Communication:** One of the most immediate effects of the Silk Road's cultural exchange was the spread of languages. Central Asia became a melting pot of languages, with Persian, Arabic, Turkic, Mongol, and Sanskrit spoken by different peoples along the route. Traders, travelers, and diplomats needed to communicate across cultural and linguistic barriers, leading to the development of lingua franca—common languages used for trade and diplomacy, such as Middle Persian and later, Chagatai Turkic.

**Religious Diffusion:** The Silk Road played a pivotal role in the spread of major world religions. Buddhism traveled from India to China, Korea, and Japan, while Islam spread from the Arabian Peninsula to Central

Asia and beyond. Central Asia, particularly cities like Samarkand and Bukhara, became important centers of Islamic scholarship and culture. The exchange also included the transmission of Zoroastrianism, Manichaeism, and even Christianity, as religious communities interacted, debated, and sometimes coexisted. The mutual influence of these religions shaped not only the spiritual life of the region but also its art, literature, and social values.

**Art and Architecture:** The Silk Road was a conduit for the exchange of artistic styles, materials, and techniques. Central Asia became a center for the fusion of artistic traditions from China, Persia, India, and the Greco-Roman world. For instance, the famous *Silk Road* motifs, such as the swirling floral designs found in the decorative arts, are a testament to the blending of Iranian, Indian, and Chinese influences. Architectural styles also merged, as seen in the monumental buildings of Central Asian cities, which feature elements of Persian, Byzantine, and Islamic architecture. The spread of silk, porcelain, and other luxury goods also fueled artistic innovation and cross-cultural influences in pottery, textiles, and sculpture.

**Technology and Knowledge Transfer:** The Silk Road was not just a route for material goods but also a conduit for technological exchange. Central Asian scholars, often working within Islamic institutions, translated and preserved ancient Greek, Indian, and Persian scientific texts, and in turn, developed their own contributions to mathematics, astronomy, medicine, and engineering. For example, the astrolabe, a key tool in astronomy and navigation, was passed from the Islamic world to Europe through Central Asia. Similarly, paper-making, which originated

in China, spread to the West through the Islamic world, revolutionizing communication, administration, and culture.

### **Social and Cultural Impacts in Central Asia**

The people of Central Asia were not mere passive recipients of foreign influences; they actively engaged with, adapted, and transformed the ideas, goods, and traditions that flowed through the region. Anthropology provides a window into the ways that Central Asian societies negotiated their identities and social structures in the face of such diverse influences.

**Nomadic and Sedentary Societies:** Central Asia has historically been home to both nomadic pastoralists and sedentary civilizations, and the Silk Road brought these two ways of life into closer contact. The nomadic Turkic, Mongol, and Persian peoples, who dominated the steppes and deserts of the region, interacted with the more sedentary agricultural societies of cities like Samarkand and Bukhara. These interactions led to the exchange of goods, such as horses and camels, which were vital for trade, as well as cultural practices, including the adoption of urban architectural styles by nomads and the introduction of nomadic military techniques into sedentary societies.

**Cultural Hybridity:** The constant exchange of goods and ideas along the Silk Road led to the development of what anthropologists call "cultural hybridity"—the blending of cultural elements from different traditions. In Central Asia, this hybridity is reflected in everything from cuisine (a fusion of Chinese, Persian, and Turkic ingredients and cooking methods) to clothing (a mix of Chinese silks and Persian wool) to musical instruments (combining Eastern and Western styles). This

blending of cultures created a unique, dynamic regional identity in Central Asia, where diverse traditions coexisted, adapted, and influenced one another.

**The Impact of Empires:** The political landscape of Central Asia was shaped by the rise and fall of various empires, such as the Persian Empire, the Mongol Empire, and the Timurids, all of which utilized the Silk Road for military, economic, and cultural expansion. The Mongol Empire, under leaders like Genghis Khan, had a particularly profound impact, facilitating trade and cultural exchange across vast territories. The patronage of scholars, artists, and merchants by rulers such as Timur (Tamerlane) in the 14th century further encouraged the growth of Central Asian cities as centers of learning, culture, and commerce.

**Trade Goods and Cultural Identity:** Central Asia's role as a hub for the exchange of goods along the Silk Road also influenced the cultural identities of the people living in the region. Traders carried valuable commodities, such as silk, spices, precious stones, and metals, which not only enriched the local economy but also created a shared sense of cultural prestige. The accumulation of wealth and the ability to control the flow of goods helped elevate the status of Central Asian cities, making them cosmopolitan centers where people from various ethnic and cultural backgrounds could meet, trade, and interact.

### **Legacy of the Silk Road in Modern Central Asia**

The legacy of the Silk Road can still be seen in the cultural landscapes of Central Asia today. The cities that once flourished along the route, such as Samarkand, Bukhara, and Khiva, continue to be centers of cultural heritage and tourism, attracting visitors from around the world



who are drawn to their historical significance. Modern Central Asia, which encompasses parts of Kazakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan, and Tajikistan, still carries the traces of its rich, diverse past.

**Cultural Revitalization:** In recent years, there has been a resurgence of interest in the cultural heritage of the Silk Road, as many countries in Central Asia look to reclaim their historical identity and reconnect with their past. Efforts to preserve ancient sites, restore monuments, and promote traditional crafts and practices are helping to revive the region's Silk Road heritage.

**Continued Intercultural Exchange:** Central Asia continues to play a role as a crossroads of cultures, with ongoing economic, cultural, and diplomatic exchanges between East and West. The modern-day Belt and Road Initiative, a Chinese-led infrastructure project, is seen as a revival of the Silk Road's legacy, fostering new connections between China, Central Asia, and Europe.

The Silk Road was not just a physical route for trade but a vast network of cultural exchange that profoundly shaped the societies it touched. Through anthropology, we can gain deeper insights into how the peoples of Central Asia contributed to—and were transformed by—the exchange of goods, ideas, and technologies. The Silk Road helped to create a dynamic, cosmopolitan region where cultures blended, identities evolved, and human history was shaped in ways that continue to resonate today. The legacy of the Silk Road remains a testament to the enduring power of cross-cultural exchange in shaping the course of human civilization.



## **6. ANTHROPOLOGY IN THE AGE OF MIGRATION: EXPLORING HUMAN MOVEMENT AND CULTURAL CHANGE**

Migration is one of the oldest and most significant aspects of human history. From the earliest nomadic tribes to the modern waves of refugees and migrants, human movement has shaped societies, cultures, and the course of history in profound ways. Today, as the world becomes increasingly interconnected, the study of migration has never been more relevant. Anthropology, with its focus on human societies, cultures, and behaviors, provides invaluable insights into the causes, processes, and impacts of migration, as well as the cultural changes that accompany it.

In this era of global migration, anthropologists examine the dynamics of human movement from a variety of perspectives, including historical, social, economic, and cultural. Through these lenses, anthropologists explore how migration alters identities, challenges social structures, and fosters cultural exchange. By studying migration, anthropology helps us better understand the complexities of human experience and the ways in which communities adapt to and transform in response to the flow of people across borders.

### **The Changing Landscape of Global Migration**

Migration is not a new phenomenon. Human populations have always moved in response to changing environmental conditions, economic opportunities, or political pressures. However, the scale, speed, and

nature of migration today are unprecedented. Several key factors have contributed to the increase in migration, including:

**Globalization:** Advances in technology, transportation, and communication have made it easier than ever for people to move across borders. Air travel, the internet, and social media connect distant regions of the world, fostering economic and cultural exchanges that were not possible in the past.

**Conflict and Displacement:** Wars, civil conflicts, and persecution have forced millions of people to flee their homes in search of safety and stability. Refugee movements, particularly in regions like the Middle East, Africa, and South Asia, have created global migration patterns that demand humanitarian attention and international cooperation.

**Economic Opportunities:** Many people migrate in search of better economic prospects, particularly from low-income to high-income countries. This includes labor migration, as well as educational migration, where students travel abroad for higher education and career opportunities.

**Climate Change:** Environmental changes, such as droughts, flooding, and rising sea levels, are increasingly displacing people from their ancestral lands. This new type of "climate migration" is emerging as one of the most significant challenges of the 21st century.

### **Anthropological Perspectives on Migration**

Anthropology provides a multi-dimensional perspective on migration, examining not just the reasons why people move but also how migration reshapes societies, cultures, and individuals. Anthropologists use various methods, including ethnography, participant observation, and interviews,

to study the lived experiences of migrants and the transformations occurring in both the migrants' home and host societies.

### **Historical Context and Human Movement**

Anthropology helps us understand migration in a historical context. By studying past migrations, anthropologists can trace the movement of peoples, ideas, and cultures over time. Whether looking at the migration of agricultural societies, the movements of the great nomadic empires (like the Mongols or Huns), or the forced migrations resulting from slavery and colonization, history reveals the long-standing effects of migration on human civilization. Understanding these historical patterns helps contextualize current migration trends and challenges.

### **Cultural Exchange and Hybridization**

One of the most significant consequences of migration is cultural exchange. As people from different cultures come into contact, they share and borrow ideas, traditions, languages, and technologies. This exchange can lead to cultural fusion, resulting in new hybrid identities. A classic example is the influence of African, European, and Indigenous cultures in the Americas, where migration led to the creation of new cultural forms, from cuisine to music, dance, and religious practices.

In the contemporary world, migration continues to foster cultural diversity in cities and regions. Migrants bring their languages, food, customs, and belief systems with them, contributing to the pluralistic nature of modern societies. Anthropologists are particularly interested in how migrants adapt to new cultural environments, how they maintain ties to their heritage, and how they negotiate their identities in the face of shifting cultural landscapes.

## **Social Networks and Transnationalism**

In the age of migration, people often maintain strong connections to their countries of origin while establishing new lives in their host countries. This transnationalism refers to the creation of social networks that span across national borders, allowing migrants to stay connected to their homeland through communication, travel, and remittances. Anthropologists study how these transnational networks influence both the migrants' integration into their new communities and their continued attachment to their cultural roots.

Transnationalism also affects economic practices. For instance, many migrants send remittances (money) back home to support their families, invest in their communities, or fund development projects. These financial flows can play a significant role in the economy of both the sending and receiving countries.

### **Identity, Belonging, and Citizenship**

Migration often involves a complex process of identity negotiation. As individuals move across borders, they may encounter new systems of belonging, such as citizenship, ethnicity, and nationality. For many migrants, the question of "Who am I?" becomes intertwined with questions of legal status, ethnic identity, and belonging to a particular nation-state.

Anthropologists explore how migrants navigate these complex identity issues, and how their sense of belonging evolves in response to their experiences in new cultural contexts. The concept of "diaspora" is often used to describe communities that maintain strong connections to their homelands while living in different parts of the world. The idea of

belonging can be fluid, shifting over time as individuals or groups build new homes and adopt new cultural practices.

### **Impact of Migration on Host Societies**

Migration does not only affect the migrants themselves but also the societies that receive them. Anthropologists study how the influx of new populations influences social dynamics, economics, and cultural norms in the host countries. Migration can lead to both challenges and opportunities for the receiving societies.

### **Cultural Tensions and Integration**

The arrival of migrants can sometimes lead to cultural tensions, particularly in societies that are not accustomed to diversity. Issues such as language barriers, employment discrimination, and differences in social practices may lead to misunderstandings or conflict. However, many host societies also experience cultural enrichment, as migrants contribute to the local culture through food, music, festivals, and artistic expression.

### **Economic Contributions and Labor Markets**

Migrants play a crucial role in the economies of host countries, often filling labor gaps in sectors such as agriculture, construction, healthcare, and services. By contributing to the workforce, migrants help sustain economic growth and innovation. Many countries rely on migrant labor to maintain their economic stability, particularly in industries that are less attractive to native workers.

### **Political and Social Policies**

The presence of migrants often leads to debates about citizenship, immigration policy, and national identity. Anthropologists examine the

ways in which governments and societies respond to migration through laws and policies. These policies may include programs for migrant integration, the granting of legal status or asylum, and the protection of migrants' rights.

### **Social Solidarity and Multiculturalism**

On the positive side, migration can foster social solidarity and encourage the development of multicultural communities. Anthropologists study how host societies build systems of support for migrants, from social services to community organizations that help facilitate cultural exchange and inclusion. Multiculturalism can lead to a greater understanding of diversity, resulting in policies that promote equality, tolerance, and human rights.

### **The Future of Migration and Anthropology's Role**

The future of migration is shaped by a range of global challenges, including political conflicts, climate change, economic inequality, and demographic shifts. Anthropology will continue to play a vital role in understanding these challenges and their implications for human societies.

In an increasingly globalized world, migration will remain a key driver of cultural change. Anthropologists will need to address new questions related to the rights of migrants, the impacts of technological advancements (e.g., digital migration), and the evolving nature of cultural identities. As the world continues to experience significant movement of peoples, anthropology provides essential insights into how migration transforms human societies and how people adapt, integrate, and maintain their sense of identity in an ever-changing world.

Anthropology in the age of migration provides essential insights into the complexities of human movement and the cultural transformations it triggers. By examining migration from historical, social, and cultural perspectives, anthropologists help us understand the multifaceted impacts of human mobility on both migrants and host societies. In a time of increasing migration flows, anthropology offers a crucial framework for understanding how migration shapes cultural identities, social structures, and the global human experience. As we move forward, anthropology will continue to provide a critical lens through which to explore and address the challenges and opportunities posed by migration in the 21st century.

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## COMPREHENSION QUESTIONS

1. What was the Silk Road and why is it significant in human history?
2. How did Central Asia function as a crucial hub in the network of the Silk Road?
3. In what ways did the geography of Central Asia influence its role in the Silk Road?
4. What is the relationship between the land and maritime routes of the Silk Road?
5. What role did Central Asian cities like Samarkand, Bukhara, and Merv play in the exchange of goods and ideas?
6. How did the Silk Road facilitate cultural exchange beyond the trade of goods?
7. What languages were spoken in Central Asia as a result of the cultural exchanges on the Silk Road?
8. How did the spread of religions such as Buddhism, Islam, and Zoroastrianism shape the cultural landscape of Central Asia?
9. What are some examples of how art and architecture in Central Asia were influenced by the cultures along the Silk Road?
10. How did the transfer of technological knowledge, such as the development of the astrolabe and paper-making, affect both East and West?
11. How does anthropology help us understand the effects of cultural exchange along the Silk Road?
12. What is meant by "cultural hybridity," and how is this concept reflected in the societies of Central Asia?

13. How did the interaction between nomadic and sedentary societies influence the development of Central Asia?

14. What was the role of the Mongol Empire in facilitating trade and cultural exchange along the Silk Road?

15. How did the exchange of goods on the Silk Road contribute to the cultural identity of Central Asia?

16. What factors contributed to the cultural and economic prosperity of Central Asian cities during the Silk Road era?

17. How do you think the exchange of ideas and technologies along the Silk Road affected the way societies viewed each other?

18. What can we learn from the history of the Silk Road that might be applicable to modern-day global trade and cultural exchange?

19. In what ways has the legacy of the Silk Road influenced modern-day Central Asia, and how do people today preserve this heritage?

20. How might the modern-day Belt and Road Initiative be seen as a continuation of the Silk Road's historical legacy?

21. Do you think the Silk Road played a more significant role in the spread of goods or in the exchange of culture and knowledge? Why?

22. How might the interactions along the Silk Road have helped shape modern Central Asian identities and culture?

23. Why do you think Central Asia, particularly cities like Samarkand and Bukhara, became key centers for cultural and intellectual exchange?

24. What do you think is the most important legacy of the Silk Road today, and how can we learn from it?

## LIST OF IRREGULAR VERBS

Base Form	Simple Past	Past Participle	Tarjimasi
Awake	awoke	awoken	
Be	was, were	been	
Bear	bore	born	
Beat	beat	beat	
Become	became	become	
Begin	began	begun	
Bend	bent	bent	
Beset	beset	beset	
Bet	bet	bet	
Bid	bid/bade	bid/bidden	
Bind	bound	bound	
Bite	bit	bitten	
Bleed	bled	bled	
Blow	blew	blown	
Break	broke	broken	
Breed	bred	bred	
Bring	brought	brought	
Broadcast	broadcast	broadcast	
Build	built	built	
Burn	burned	burned	
Burst	burst	burst	
Buy	bought	bought	
Cast	cast	cast	
Catch	caught	caught	
Choose	chose	chosen	
Cling	clung	clung	

Come	came	come	
Cost	cost	cost	
Creep	crept	crept	
Cut	cut	cut	
Deal	dealt	dealt	
Dig	dug	dug	
Dive	dived/dove	dived	
Do	did	done	
Draw	drew	drawn	
Dream	dreamed/dreamt	dreamed/dreamt	
Drive	drove	driven	
Drink	drank	drunk	
Eat	ate	eaten	
Fall	fell	fallen	
Feed	fed	fed	
Feel	felt	felt	
Fight	fought	fought	
Find	found	found	
Fit	fit	fit	
Flee	fled	fled	
Fling	flung	flung	
Fly	flew	flown	
Forbid	forbade	forbidden	
Forget	forgot	forgotten	
forego (forgo)	foregone	foregone	
Forgive	forgave	forgiven	
Forsake	forsook	forsaken	
Freeze	froze	frozen	
Get	got	gotten	

Give	gave	given	
Go	went	gone	
Grind	ground	ground	
Grow	grew	grown	
Hang	hung	hung	
Hear	heard	heard	
Hide	hid	hidden	
Hit	hit	hit	
Hold	held	held	
Hurt	hurt	hurt	
Keep	kept	kept	
Kneel	knelt	knelt	
Knit	knit	knit	
Know	knew	know	
Lay	laid	laid	
Lead	led	led	
Leap	leaped/leapt	leaped/leapt	
Learn	learned	learned	
Leave	left	left	
Lend	lent	lent	
Let	let	let	
Lie	lay	lain	
Light	lighted/lit	lighted	
Lose	lost	lost	
Make	made	made	
Mean	meant	meant	
Meet	met	met	
Misspell	misspelled	misspelled	
Mistake	mistook	mistaken	

Mow	mowed	mowed/mown	
Overcome	overcame	overcome	
Overdo	overdid	overdone	
Overtake	overtook	overtaken	
Overthrow	overthrew	overthrown	
Pay	paid	paid	
Plead	pled	pled	
Prove	proved	proved/proven	
Put	put	put	
Quit	quit	quit	
Read	read	read	
Rid	rid	rid	
Ride	rode	ridden	
Ring	rang	rung	
Rise	rose	risen	
Run	ran	run	
Saw	sawed	sawed/sawn	
Say	said	said	
See	saw	seen	
Seek	sought	sought	
Sell	sold	sold	
Send	sent	sent	
Set	set	set	
Sew	sewed	sewed/sewn	
Shake	shook	shaken	
Shave	shaved	shaved/shaven	
Shear	shore	shorn	
Shed	shed	shed	
Shine	shone	shone	

Shoe	shoed	shoed/shod	
Shoot	shot	shot	
Show	showed	showed/shown	
Shrink	shrank	shrunk	
Shut	shut	shut	
Sing	sang	sung	
Sink	sank	sunk	
Sit	sat	sat	
Sleep	slept	slept	
Slay	slew	slain	
Slide	slid	slid	
Sling	slung	slung	
Slit	slit	slit	
Smite	smote	smitten	
Sow	sowed	sowed/sown	
Speak	spoke	spoken	
Speed	sped	sped	
Spend	spent	spent	
Spill	spilled/spilt	spilled/spilt	
Spin	spun	spun	
Spit	spit/spat	spit	
Split	split	split	
Spread	Spread	spread	
Spring	sprang/sprung	sprung	
Stand	Stood	stood	
Steal	Stole	stolen	
Stick	Stuck	stuck	
Sting	Stung	stung	
Stink	Stank	stunk	



Stride	Strode	stridden	
Strike	Struck	struck	
String	Strung	strung	
Strive	Strove	striven	
Swear	Swore	sworn	
Sweep	Swept	swept	
Swell	Swelled	swelled/swollen	
Swim	Swam	swum	
Swing	Swung	swung	
Take	Took	taken	
Teach	Taught	taught	
Tear	Tore	torn	
Tell	Told	told	
Think	Thought	thought	
Thrive	thrived/throve	thrived	
Throw	Threw	thrown	
Thrust	Thrust	thrust	
Tread	Trod	trodden	
Understand	Understood	understood	
Uphold	Upheld	upheld	
Upset	Upset	upset	
Wake	Woke	woken	
Wear	Wore	worn	
Weave	weaved/wove	weaved/woven	
Wed	Wed	wed	
Weep	Wept	wept	
Wind	Wound	wound	
Win	Won	won	
Withhold	Withheld	withheld	

Withstand	Withstood	withstood	
Wring	Wrung	wrung	
Write	Wrote	written	

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