

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РФ

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ПРАКТИКУМ ПО ДОМАШНЕМУ ЧТЕНИЮ **«UNSOLVED MYSTERIES»**

Практикум

Рекомендовано методической комиссией факультета международных отношений для студентов ННГУ, обучающихся по направлениям подготовки 030700 «Международные отношения», 032300 «Регионоведение» и специальностям 030701 «Международные отношения», 032301 «Регионоведение»

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Целью данного практикума является развитие необходимых навыков анализа текста и ведения дискуссии, а также речевой и языковой компетенций, языковой у студентов 1-го и 2-го курсов факультета международных отношений, изучающих английский язык как основной на продвинутом этапе обучения.

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Введение

Предлагаемый практикум по домашнему чтению может быть использован для развития навыков чтения, говорения и письма для студентов, владеющих средним уровнем (intermediate level) английского языка.

Все рассказы посвящены неразрешенным загадкам и представляют интересный сюжетный материал, что, в свою очередь, дает возможность учащимся выйти на обсуждение проблемных вопросов.

Все тексты сборника снабжены упражнениями на понимание содержания, фонетическими упражнениями, лексическим комментарием, вопросами для дальнейшей дискуссии, и письменными заданиями для составления эссе, газетной статьи или рассказа.

В качестве заданий на развитие лексики в упражнения по каждому тексту включены фразеологические глаголы и идиомы.

THE LOCH NESS MONSTER

Pronunciation

Note the pronunciation of the following words:

1. timid
2. mysterious
3. St Columba
4. Christianity
5. reference
6. frequency
7. descendant
8. glaciers
9. plesiosaur
10. hallucination

Warm-up

Work in groups, discuss the following questions:

1. What do you know about the Loch Ness Monster?
2. Do you believe in it? If yes, try to describe it according to the following features:
 - weight
 - colour
 - sex
 - age
 - what it consumes
3. Would you like to go underwater to see the monster?
4. Supposing the monster existed, would it be harmful or harmless to people and the environment?

Compare your answers with the class. Do they have anything in common?

Reading

Read the following text and answer the following questions:

1. According to the descriptions, what does the monster look like?
2. What explanation is there for Nessie's presence in Loch Ness?
3. What do scientists think about the Loch Ness Monster?

One afternoon in April 1933, as John Mackay and his wife drove along the newly-constructed road at the edge of Loch Ness, Mrs Mackay, looking across the waters of Scotland's biggest lake, suddenly cried out, 'John! "What's that?" 'Where?' 'Out there!' She pointed to the centre of the lake. Its usually quiet surface was strangely disturbed and covered with foam. Her husband stopped the car.

Suddenly a huge creature appeared. The Mackays stared as it moved about in the water, going under, then popping up again. Finally, after a few minutes, it disappeared under the water and the lake became calm once more.

That was the first appearance in modern times of the Loch Ness Monster, the name which was given to it by a newspaper reporter. Later, this timid, harmless creature became affectionately known as Nessie.

Since the Mackays' experience with the mysterious animal in 1933, more than 3,000 other people claim that they have seen Nessie. Some of them believe that the lake is inhabited by ten, twenty or more of these creatures. The interesting thing is that a similar description of Nessie is given by almost everyone:

Length – about fifty feet.

Body – thirty feet long, twelve feet around the middle .

Head – very small, compared with the body.

Neck – from four to seven feet long.

Skin – grey.

Flippers – two small ones at the front, two large ones at the back.

Tail – short and flat.

Although the Mackays are the first people in modern times to see the Monster, about 1400 years ago St Columba, the man who brought Christianity to Scotland, was supposed to have seen a 'water monster' in Loch Ness. Little or no reference was made to it during the next 500 years, although in the nineteenth century an occasional mention was made in books and newspapers.

'Why is it that since 1933 many people claim to have seen Nessie but, as far as is known, very few before then? One explanation is that shortly before that day in 1933 when the Mackays saw the Monster, a new road was constructed beside Loch Ness. In order to build the road the engineers blasted tons of rock into the lake. This evidently destroyed the animals' underwater home and forced them to swim about the lake in search of a new place to live. They rose to the surface with greater frequency after that.

We are told by experts that Nessie may be a descendant of the plesiosaurs, creatures that lived over seven million years ago. Geologists say that Loch Ness was once a part of the sea; then, during the Ice Age, it was closed off by glaciers and a lake was formed. Therefore, it is possible that the original monster family was caught in the new lake, unable to leave. Somehow the monsters survived and, to this day, their descendants continue to inhabit Loch Ness.

Just as there are people who believe in the Loch Ness Monster there are non-believers, too. Many of these are prominent scientists who demand further evidence. In spite of many eye-witness stories and remarkable photographs, scientists simply laugh off the idea that an unknown animal exists in Loch Ness. Here are some of their reasons:

- What people see on the surface of the lake are floating logs.
- Mass hallucination – the power of suggestion – has influenced people who
- Say they have seen Nessie.

- The Monster is fiction, nothing more than propaganda put out by the Scottish.
- Tourist Board.
- What people see are large otters.
- The claims are false ones, made by people who want to see their names in
- The newspapers.
- The pictures are photographs which have been cleverly touched up.
- Here are some of the counter-arguments made by the pro-Nessie people.
- Logs could not move in the water the way the Monster does.
- The Scottish Tourist Board has never exploited Nessie in any way.

Even a large otter could not disturb the surface of the water as Nessie does. Many highly-respected individuals have accepted the existence of an unknown creature in the lake; some even admit they have seen Nessie. Not everyone who claims to have seen the Monster is interested in publicity for himself or herself.

The search for Nessie goes on. Perhaps one day there will be sufficient proof that a monster does - or does not - exist in Loch Ness. Until now, however, that is not the case.

Comprehension check

I. Look back at the reading and find information to complete these sentences:

1. Scotland's largest inland body of water is _____.
2. In this century the Loch Ness Monster was first seen in _____.
3. The Monster is affectionately called _____.
4. Since 1933 the number of people who claim they have seen the Monster is about _____.
5. St Columba was famous for _____.
6. A plesiosaur is _____.
7. According to geologists, Loch Ness was formed by _____.
8. Scientists say that pictures taken of the Monster are _____.
9. Pro-monster people say the logs in the lake _____.
10. Supposedly some people make false statements about seeing the Monster because _____.

II. Answer the following questions:

1. Who eye-witnessed the first appearance of the Loch Ness Monster? When and where did it happen?
2. How many 'Nessies' existed according to some scientists?
3. What is St Columba famous for?
4. Why did people start claiming to have seen the monster more often after the year 1933 than before?
5. Is it possible to explain this phenomenon?
6. What did experts claim about the Nessie?

7. What arguments do believers and non-believers of Nessie's existence give in favour of their positions?

Word Study

I. Find in the text the words or phrases that mean the following:

1. to say that smth is true
2. to use explosives to break up rock
3. a person who sees smth happen
4. parts of a tree (cut into pieces by people)
5. many people seeing smth which is not there
6. to look at smth for a long time
7. extremely large
8. limbs (like arms and legs) used by sea animals for swimming
9. mass of ice moving down a mountain
10. fur-covered water animals
11. white mass of bubbles on top of water

II. Find the odd-one-out:

1. to bother – to daydream – to distract – to disturb
2. bashful – timid – coy – placid
3. tender – affectionate – obliging – devoted
4. complicated – mysterious – strange – magical
5. to suppose – to assume – to imagine – to assure
6. to use – to dominate – to manipulate – to exploit

III. Look through the following definitions, match each of them with one of the phrasal verbs from the brackets. Use the verbs in the examples of your own.

1. to dismiss smth as a joke
2. to produce
3. to continue
4. to appear suddenly
5. to change the appearance of smth

(pop up, laugh off, put out, touch up, go on)

Speaking

Make up the summary of the text (not more than 15 sentences), using these lexical units:

1. to disturb
2. timid
3. affectionately
4. mysterious
5. reference
6. to assume

7. a descendant
8. an eye-witness story
9. mass hallucination
10. a counter-argument
11. to exploit
12. publicity

Talking Point

I. Dialogue

One of you is either Mr or Mrs Mckay, the other one is a freaky tourist, totally crazy about the Loch Ness Monster. The tourist wants to learn as much as possible about the creature, that is why they are discussing all the details of its appearance and behaviour. (You can touch smth up or invent)

II. Role-play

Divide into two groups:

1. ardent believers of Nessie's existence (find as many arguments as possible that made you believe in it).
2. absolute 'anti-monster people'.

You have gathered together to hold a round-table discussion devoted to the question of Nessie's existence. Choose the Chairman who will be responsible for controlling the whole process. While this discussion you are to exchange your arguments and counterarguments. At the end of it sum up all the ideas, make the final conclusion.

THE ABOMINABLE SNOWMAN

Pronunciation

Note the pronunciation of the following words:

1. abominable
2. skeptical
3. Sasquatch
4. the Himalayas – Himalayan
5. Tibet – Tibetan
6. Canada – Canadian
7. colonel
8. species
9. BH Hudson
10. mountaineering

Warm-up

Work in groups, discuss the following questions:

1. Do you believe in such things as the Yeti, Aliens or Bigfoot?
2. What do you know about the Abominable Snowman?
3. Have you ever tried to imagine this creature? If no, then try it now and describe in accordance with the following features:
 - Height, weight
 - Appearance/ colour
 - Sex
 - Everyday activities

Compare your answers with the class. Do they have anything in common?

Reading

Read the following text and answer the following questions:

1. In what ways are the Yeti, Sasquatch and Bigfoot alike?
2. How many Abominable Snowmen have been captured?
3. How did this 'wild, hairy man' get the name of Abominable Snowman?
4. How did the early settlers of western America learn about Sasquatch and Bigfoot?

'It was quite tall and looked something like a man,' said the frightened girl; then she added, 'but not completely like a man.' The people of the little town in the mountains of Nepal listened carefully to the girl describing the 'thing' that had attacked her cows that afternoon as she was bringing them home from the pasture. 'It was covered with reddish-brown hair and had a large mouth with white teeth like a human's. Its fingers were thick, with very long fingernails. Its feet were like a man's

feet, but they were very large and covered with hair.' The villagers nodded to each other and said, 'The Yeti.'

Albert Ostmann, on a camping trip in western Canada, had placed his sleeping bag out under the stars and, being very tired, crawled in and dropped off almost immediately. A short while later he woke to realise that someone – or something was carrying him through the woods. He tried to get free but it was useless; whatever was carrying him was extremely strong. Some hours later the creature stopped and put him down. The 'thing' was about eight feet tall and covered with hair. Although it was night there was enough moonlight for Albert to see it quite well. Soon others like it appeared out of the woods. They all showed great interest in Albert, touching him and making strange sounds to each other. A few days later Albert was able to get away. He was convinced that he had been a captive of Sasquatch, a man-like creature that is believed to inhabit the mountains of western Canada.

One morning in October, 1958, a construction worker near Bluff Creek, California, turned from his work and found himself looking into the eyes of a strange being covered with hair. It apparently had no wish to harm the worker but was very curious and followed him wherever he went. The man finally got rid of the creature by giving it a big piece of chocolate. In western United States this relative of Canada's Sasquatch and Nepal's Yeti is called Bigfoot because he leaves a footprint in the snow about fourteen inches long.

The local names for this strange being are different but the descriptions are quite similar. It does not look enough like a man to be called human, but it is not completely animal either. It is taller than a man – about eight feet tall- and it is covered with reddish-brown hair; it walks upright, as a man does. Its head is long, rather cone-shaped, with facial features that are half human, half ape-like. Early explorers in the Himalayas referred to it as 'one of the wild, hairy men who live in the snow.'

But is it a 'wild, hairy man' or is it an animal? Is it a bear, walking on its hind legs? Could it be some kind of ape? Or is it, perhaps, a completely unknown species? All this, of course, assuming that the Abominable Snowman exists at all.

There are too many stories about people who say they have seen one of these beings, or at least its huge footprints, to dismiss it as pure imagination. At the same time, no one has ever been able to bring one back to civilization. In 1973 a Canadian newspaper offered \$100,000 to anyone who could capture a Sasquatch alive. So far no one has come forward to collect the reward.

The people of Tibet have known about the Yeti for centuries, but not until 1832 was its existence reported to the West. At that time an Englishman, BH Hudson, who was living in Nepal, wrote about the 'ape-like creature'. His description, however, was not good enough to convince westerners. They said Hudson was letting his imagination run away with him. What he saw, they said, was a monkey or a Himalayan red bear.

In 1887 a British doctor connected to the Indian Army Medical Corps reported seeing quite large, human-like footprints in Sikkim. Then, in the 1920s, a period of

great enthusiasm for mountaineering, explorers brought home details of Yetis in the Himalayas. They referred to them as Abominable Snowmen. This was an incorrect translation of Metch Kangmi, the Tibetan name, which really means 'disgusting snowman'. A western newspaper reporter used Abominable Snowman in an article and the name caught on.

Until 1921, when members of a British expedition on Mount Everest ran into a group of strange creatures, most of the reports about the Yeti had come from the natives. Colonel Howard-Bury, leader of the expedition, was rather sceptical when he saw the unusual footprints in the snow but finally declared they were marks made by the feet of wolves.

Some of the remote monasteries in Tibet possess Yeti relics, such as a dried scalp or a finger, but scientists refuse to accept them as sufficient evidence until they can be removed from the monasteries for examination in a laboratory. Until now the scientists have not been permitted to take them.

There are many anecdotes about people who have seen these strange individuals, or at least their footprints, in Nepal, Tibet, Canada and the United States. Perhaps they have seen some big animal, such as a bear, walking upright like a man. Maybe the footprints they saw were animal tracks that had been distorted by the heat of the sun on the snow. To the natives of Nepal the Yetis are supernatural beings and for that reason are placed in the same category as witches and ghosts. Legends about them have been part of the folklore of Himalayan villages for centuries. As far as North America is concerned, the Indians told early settlers of the West enough stories about big, hairy men living in the mountains to put them on the alert.

Do such creatures really exist? If so, are they men or animals, and if animals, what kind? Could they be a species completely unknown to us? Perhaps one day an Abominable Snowman will be captured and examined by scientists. Then we'll know.

Comprehension check

I. Complete these sentences by filling the gap with the correct word:

1. Albert Ostmann was on a _____ trip in Canada.
a. business b. camping c. fishing
2. The Yeti has a long _____ head.
a. human b. ape-like c. cone-shaped
3. The construction worker in California gave Bigfoot some _____.
a. chocolate b. money c. bread
4. In _____ some mountain climbers saw a group of Yetis on Mount Everest.
a. 1832 b. 1921 c. 1887
5. *Metch Kangmi*, a Tibetan name, means _____.
a. explorer b. European snowman c. disgusting snowman
6. Until 1921, most reports about the Yeti had come from _____.
a. explorers b. natives c. wolves
7. Yeti relics can be found in _____.

- a. monasteries b. laboratories c. museums
8. The Nepalese belief in Yetis places them in the same category as _____.
a. humans b. ghosts c. animals

II. Say if the following statements are true or false:

1. According to some people, the abominable creature was short, fat and absolutely bald.
2. Albert Ostmann was convinced to be a captive of Sasquatch.
3. In the end he couldn't get away and was eaten by the man-like creatures.
4. Bluff Creek managed to save his life with the help of a chocolate bar.
5. The Abominable Snowman is a special species of a human being, which has been scientifically proved.
6. There are many eye-witnesses of the Snowman as well as sufficient scientific proofs that the Bigfoot or the Sasquatch or the Snowman do exist.
7. The name 'Abominable Snowman' comes from Tibet.
8. Colonel BH Hudson was a true believer of the Snowman's existence.
9. Yeti relics are kept in some remote Tibetan monasteries, however westerners are rather skeptical about them.
10. Even though the Snowman's existence is open to question, legends about it have been part of the folklore of Himalayan villages for centuries.

Word Study

I. Define the following words, use them in your own sentences:

1. to nod
2. to walk upright
3. cone-shaped
4. features
5. hind legs
6. species
7. reward
8. relics
9. scalp
10. anecdotes
11. to distort
12. settlers

II. Study the following definitions, match each of them with one of the phrasal verbs from the brackets. Use the verbs in the examples of your own.

1. to become popular
2. to present oneself
3. to meet unexpectedly
4. to make smn/smith leave
5. to allow smn/smith to take control (eg: imagination)

6. to go to sleep

7. to escape

(to run away with, to drop off, to get away, to get rid of, to come forward, to catch on, to run into)

III. Find the odd-one-out:

1. abominable – unpleasant – disgusting – bellicose
2. to assure – to deceive – to convince – to persuade
3. disgusting – morose – gross – repulsive
4. gullible – cynical – skeptical – doubtful
5. to okay – to permit – to ban – to allow

Speaking

Make up the summary of the text (not more than 15 sentences), using these lexical units:

- abominable
- to drop off
- to get away
- to get rid of
- to convince
- disgusting
- skeptical
- sufficient evidence
- to catch on
- relics

Talking Point

Role-play

Divide into 2 groups of skeptics and believers. Choose the Objective Judge. The group of skeptics are sure that the stories about the Abominable Snowman are just a myth. However, the group of believers are convinced that the Snowman does exist. All of you are to prove your viewpoint. At the end the Judge is to choose the winner (the team that sounded more convincing).

THE MARY CELESTE

Pronunciation

I. Note the pronunciation of the following proper nouns:

1. The Amazon
2. Benjamin Briggs
3. Genoa
4. Italy
5. The Azores
6. Morehouse
7. Dei Gratia
8. Europe
9. Gibraltar
10. The Caribbean Sea
11. Abel Fosdyk

II. Watch the pronunciation of the following common nouns:

1. the horizon
2. to desert-deserted
3. violence
4. to mystify-mystifying-mystified
5. to abandon-abandoned
6. to doubt-doubted
7. a mutiny-a mutineer
8. a public enquiry
9. to fasten-fastened
10. to wreck-wrecked

Warm up

Work in groups, discuss the following questions:

1. Does the name *Mary Celeste* mean anything to you?
2. One of the most unusual mysteries of the sea is about this nineteenth-century sailing ship that one day left New York for Genoa, Italy. It never reached its destination. What do you think happened?

Compare your answers with the class. Do they have anything in common?

Reading

Read the text and answer the following questions:

1. Who was the youngest person aboard the Mary Celeste?
2. How many people were aboard the Mary Celeste when the Dei Gratia discovered it?

3. What was the most mystifying thing about the abandoned ship?
4. What finally happened to the Mary Celeste?

The name given to the ship when it was built in 1861 was The Amazon. Bad luck seemed to be with The Amazon from the start. During its first voyage in 1862 it was badly damaged. Then, while it was being repaired, the ship caught fire. Many similar accidents followed in the next several years. Finally The Amazon was sold and its name was changed to Mary Celeste.

The owners had difficulty finding men to sail on the newly-named ship because, the sailors said, it was unlucky. In the end, however, enough sailors were found to make up a crew. The master of the ship was Benjamin Briggs, an experienced captain.

On its first voyage as the Mary Celeste, in addition to an eight-man crew, the ship carried two passengers: the captain's wife Sarah and their two-year-old daughter Sophia. On the morning of 4 November, 1872, with a cargo of 1700 barrels of crude alcohol, it left New York and headed for Genoa, Italy. The weather that day was perfect.

Up to the time the Mary Celeste reached the Azores the trip was uneventful. Once past the Azores, however, the weather changed. Captain Briggs recorded in his logbook that there was a heavy wind storm, although it was not strong enough to alarm such an experienced sailor as Briggs. On 25 November only the weather conditions and the ship's course across the Atlantic were written down in the log, nothing more. That was the last entry ever made.

Ten days later, on 5 December, Captain Morehouse of the Dei Gratia, another ship sailing to Europe, observed a dark spot on the horizon. They soon saw that it was a ship but something about it was rather strange.

When the Dei Gratia came near enough, Captain Morehouse began to study the other ship through his telescope. He saw immediately that no one was steering the ship. In fact, he saw no signs of life at all!

Morehouse sent three men to discover what was wrong. As they approached the other ship the sailors were able to make out the name painted on the side: Mary Celeste. They realised immediately that the ship was deserted. There were no signs of any kind of violence aboard, however. They noticed, too, that the ship's one lifeboat was gone.

What they found below decks was even more mystifying. In the captain's cabin everything was in perfect order. On the captain's table was a breakfast tray, with the top of a boiled egg cut off, as though someone was about to eat it. The crew's section of the ship was equally in order.

The three sailors hurried back to their own ship to report to Captain Morehouse. He quickly came to the conclusion that the eleven people aboard the Mary Celeste had abandoned ship in a storm. The three sailors doubted this was the reason because, they said, they had seen no evidence of a storm. The captain then thought that perhaps there had been a mutiny. If that was true, said the sailors, why

would the mutineers leave the ship with their captives? Other suggestions were made but all of them were unconvincing. The mystery grew.

Something had to be done with the deserted ship. Captain Morehouse ordered the three sailors to sail it to nearby Gibraltar. The *Dei Gratia* went ahead and was already there when they arrived.

At Gibraltar the British authorities took charge of the *Mary Celeste* and ordered a public enquiry. They questioned Captain Morehouse and his crew closely.

Was it possible, they asked, that pirates had taken over the ship? If so, where were they? Nine barrels of the alcohol were empty. Had the crew been drinking this crude alcohol and gone crazy? Perhaps they had forced every one aboard to jump into the sea and then, in their madness, jumped in themselves. What about the missing lifeboat? Where was it? Had Captain Briggs, for some reason, ordered everyone to abandon ship? If so, why? None of the British investigators' questions found easy answers.

What mystified them more than anything was the fact that the *Mary Celeste* had been able to remain on course for ten days without anyone to steer it. The investigators decided that possibly someone had remained on board, steering the ship, after Captain Briggs made his final log entry on 25 November. If so, who was it and where was that person now?

On 10 March, 1873, the case of the *Mary Celeste* was officially closed. The missing lifeboat had not turned up anywhere. The eleven people who had supposedly been in it were never found.

Although the case was officially closed, interest in the *Mary Celeste* did not let up. People continued to talk about what might have happened. As late as 1913, forty years afterwards, explanations were still being given. One extraordinary explanation came in the form of a document discovered that year. It was written by a man named Abel Fosdyk, now dead, and revealed what he insisted had really happened.

According to Fosdyk, he had been an unregistered passenger on the *Mary Celeste*. During the voyage, he said, Captain Briggs ordered the ship's carpenter to construct a platform at the back of the ship for little Sophia to play on. For that purpose the carpenter had turned a big table upside down and fastened it to the deck. One morning the captain had an argument with the first mate about a man's ability to swim with his clothes on. To prove his point he jumped fully clothed into the sea and began to swim. The others aboard ship, in order to get a good view, climbed onto Sophia's platform. The weight of so many people caused the platform to collapse; they were all thrown into the sea. Sharks suddenly appeared and killed everyone except Fosdyk. He was somehow able to hold onto the remains of the collapsed platform and escape from the sharks. Eventually he was washed up on the shore somewhere in Africa.

Fosdyk's story was considered to be too fantastic and left many questions unanswered. For one thing, why had he kept silent all these years? That in itself was a mystery.

During the next eleven years the *Mary Celeste* was sold seventeen times.

Finally, after 23 years of unfortunate existence, it was wrecked on some rocks in the Caribbean Sea. There it remained, slowly falling to pieces and thus ending its inglorious life in an equally inglorious way.

Comprehension check

I. Some of these statements about the *Mary Celeste* are true, others are false.

Decide whether each statement is true or false and correct the false ones:

1. In 1861 a ship named *The Amazon* was built; later its name was changed to *Mary Celeste*.
2. The *Mary Celeste's* cargo was 1700 barrels of crude alcohol.
3. The weather between New York and the Azores was stormy.
4. Captain Morehouse was master of the *Dei Gratia*.
5. Everything aboard the *Mary Celeste* was in perfect order.
6. Captain Morehouse's men sailed the *Mary Celeste* to the Azores.
7. British investigators thought maybe pirates had captured the people on the *Mary Celeste*.
8. After the case was officially closed in 1873 the public forgot all about the *Mary Celeste*.
9. According to Fosdyk the people aboard the *Mary Celeste* were killed by sharks.
10. During the last seventeen years of its life the *Mary Celeste* was sold eleven times.

II. Answer the following questions:

1. When was *the Amazon* built?
2. What happened to the ship during its first voyage?
3. Why was the ship's name changed to *the Mary Celeste*?
4. Why did the ship's owners have difficulty finding men to sail on *the Mary Celeste*?
5. Who became the captain of *the Mary Celeste*?
6. How many people were on its board on the first voyage?
7. Where did the ship head for in 4 November, 1872?
8. What cargo did *the Mary Celeste* carry?
9. Was the whole trip uneventful?
10. What was the last entry made by the captain in the logbook?
11. When did the captain Morehouse of *the Dei Gratia* spot *the Mary Celeste*?
12. Were there any signs of life on board *the Mary Celeste*?
13. What facts did the sailors of the *Dei Gratia* discover on board *the Mary Celeste*?
14. What conclusion was made up by captain Morehouse about *the Mary Celeste* after the ship was investigated?
15. Why did all the suggestions sound unconvincing?
16. Where was the deserted ship sailed to?

17. Who took charge of *the Mary Celeste* and ordered a public enquiry?
18. What fact mystified the British authorities about *the Mary Celeste*?
19. When was the case of *the Mary Celeste* officially closed?
20. Were the eleven people who had supposedly been in *the Mary Celeste* ever found?
21. Why didn't interest in *the Mary Celeste* let up after the case was closed?
22. What extraordinary explanation of the case of *the Mary Celeste* was given by Abel Fosdyk?
23. Was Fosdyk's story considered to be true and real?
24. What happened to the unfortunate ship in the end?

Word Study

I. Explain the meaning of the following words and word groups from the text:

1. a crew
2. uneventful
3. a logbook
4. an entry
5. to steer
6. a mutiny
7. a captive
8. to take charge of
9. to let up
10. a carpenter

II. Find the words and word groups in the text to the following definitions:

1. possessing skills and knowledge because you've done something many times (Par. A)
2. to make people worried about possible danger (Par. A)
3. to be able to see something (Par. B)
4. to go away from, leave (Par. B)
5. proof (Par. B)
6. not making you believe that something is true (Par. B)
7. without people (Par. B)
8. an official process intended to find out why something happened (Par. C)
9. to get control of (Par. C)
10. to discover (Par. D)
11. to break down (Par. D)
12. in the end (Par. D)
13. to be brought to shore (Par. D)

III. Use these words and word groups from the exercises above in the sentences of your own.

Writing

Pretend you are Abel Fosdyk writing the document that tells what, according to you, really happened aboard the *Mary Celeste* in November, 1872.

Talking Point

Choose one of the solutions and give reasons for the decision taken:

1. Fosdyk's description of what happened was true.
2. Captain Briggs ordered everyone to abandon the ship.
3. Pirates captured the *Mary Celeste*.

THE BERMUDA TRIANGLE

Pronunciation

Note the pronunciation of the following words:

1. Bermuda
2. The Cyclops
3. The Deering
4. The Graveyard
5. Florida
6. Puerto Rico
7. Barbados
8. Virginia
9. cargo
10. fuel
11. weird
12. gigantic
13. Navy
14. piracy
15. entire

Warm up

Work in groups, discuss the following questions:

1. What have you heard about the Bermuda Triangle?
2. The legend of the mysterious Bermuda Triangle is one of the strangest of all sea tales. Perhaps you know that ships and planes have been disappearing in this part of the Atlantic Ocean for many years. But do you know why?
3. Is there a logical explanation of the mystery:
 - UFOs
 - 'Strange force'
 - 'Holes' in the Earth Atmosphere
 - A time wrap
 - Sea monsters
 - Bad weather
 - Sea piracy

Compare your answers with the class. Do they have anything in common?

Reading

Read the text and answer the following questions:

1. What happened to the *Cyclops* and the *Deering*?
2. How many planes disappeared on 5 December, 1945?

3. What caused the public to start doubting reports about the Bermuda triangle?
4. What was Kusche`s final comment in his book about the Bermuda Triangle?

For hundreds of years weird things have been happening in that part of the Atlantic Ocean known today as the Bermuda Triangle. Until 1964 when an American writer used the term ‘Bermuda Triangle’ in a magazine article it was called, among other things, the Devil`s Triangle’, the Graveyard of the Atlantic, and the Triangle of Death.

You will see on the map that the region in question is an almost perfect triangle, with one point Bermuda, another the east coast of Florida, and the third one Puerto Rico. Since the beginning of the twentieth century many ships and planes have disappeared there without their crews ever being found.

In march 1918, a US Navy supply ship, the *Cyclops*, vanished while sailing from Barbados to Norfolk, Virginia; there were 309 men on board. No remains of the ship or its crew were ever found.

The sailing ship *Deering* was discovered abandoned near Cape Hatteras, North Caroline, on 30 January, 1921. Cape Hatteras is not in the Bermuda Triangle but the *Deering* had passed through that section of the Atlantic and it is supposed that the crew disappeared there.

Since 1945 the Bermuda Triangle has attracted the attention of the entire world. On 5 December of that year something happened that caused people everywhere to take interest in the region. It was on that day that Flight 19, a group of five US Navy planes, took off from Fort Lauderdale, Florida, on a routine training flight. The weather was perfect. For two hours everything went according to plan. Then the Navy Air Station at Fort Lauderdale began to receive unusual radio messages from Flight 19. The five planes were lost and their instruments were not functioning properly. Conversation among the pilots of the five planes seemed confused. At 4 pm, after the leader of the flight turned over the command to another pilot for no apparent reason, all communication with Flight 19 ended.

Something was definitely wrong with this group of five planes; search operations were started immediately. For several days planes flew over the area where Flight 19 had last been heard from. Then one of the search planes, a Martin Mariner, also disappeared. No trace of it or of the five planes that made up Flight 19 was ever found.

The rumours started. One was that during the final communication with Flight 19 the hysterical description of a gigantic flying saucer was heard. Another rumour claimed that one of the airmen on the flight was later found floating in a rubber life raft; he was talking wildly about a ‘weird airship’ that had captured the other men on Flight 19. None of the rumours was confirmed. In fact, there was no official explanation at all concerning the tragedy. Some people insisted that the authorities knew something they were not making public but that they were hushing up the incident.

After 5 December, 1945, the world became aware of the strange things

happening in the 'Triangle of Death'. Reports began to appear in the newspapers and on the radio about other unusual happenings. Between 1947 and 1973 over 140 ships and planes, with more than 1000 people aboard in total, vanished, leaving no evidence to show what had happened to them. Many explanations were given; few people were convinced by them. The most acceptable theory was that UFOs were collecting human specimens to examine. For some reason the Bermuda Triangle was where they entered the earth's atmosphere to do this.

Since 1960 many articles, even full-length books, have been written about the Bermuda Triangle. For a number of years the public was fascinated and read everything available on the subject. Then, in the late 1970s, people began to grow skeptical about the various things reported; they found them too fantastic to be true.

In 1975, a librarian, Lawrence D'Kusche, who was also an experienced pilot, wrote a book entitled *The Bermuda Triangle Mystery Solved*. In preparing his book Kusche went to the original records to learn what had actually happened. Unlike other writers on the subject he was not content to depend on the legends that had been reported for many years. He discovered to his own satisfaction that there were quite logical explanations for almost every one of the Bermuda Triangle mysteries.

According to Kusche, poor judgments on the part of the leader of Flight 19 and the Fort Lauderdale Navy Air Station had caused the tragedy. When the five planes took off from Fort Lauderdale the weather had been beautiful; within a short time it changed. Thus, the flight did not disappear on a sunny day, as most people thought, but on a stormy day. In the storm the planes ran out of fuel and dropped into the sea. As far as the search plane was concerned, the Martin Mariners had exploded in the air. It was not unusual, said Kusche, for these "flying gas tanks", as the Martin Mariners were sometimes called, to explode.

In another mysterious case the *Marine Sulphur Queen*, large ship carrying sulphur from Beaumont, Texas, to Norfolk, Virginia, disappeared in February, 1963. It was, according to Kusche, badly designed and its cargo had been improperly loaded. Very possibly it broke up in a stormy sea and went down so quickly that there was no time even to send a radio message.

Kusche's list of cases was long but he studied each one carefully and found what he considered to be logical explanations for all of them. He concluded his book with the statement that there is a great amount of sea and air traffic in this part of the Atlantic Ocean; for that reason the number of disappearances over the years has not, in Kusche's estimation, been excessive.

Not everyone accepts Kusche's theories, however, especially those who are convinced that extraterrestrial beings are responsible for the disappearance of the missing ships and planes. In any case, the Bermuda Triangle continues to be a mystery and will probably remain so for many years to come.

Comprehension check

I. Answer the following questions:

1. Who and when used the term 'the Bermuda triangle'?

2. Why is it a 'triangle'?
3. What is the Bermuda Triangle famous for?
4. Has any trace of disappeared planes and ships ever been found?
5. What happened to the *Cyclops* and the *Deering*?
6. What is Flight 19?
7. What may account for the disappearance of five US Navy planes?
8. What rumours started? Were they confirmed?
9. What official explanation was announced?
10. How many ships, planes, people vanished between 1947 and 1973?
11. What theories were introduced to explain this mystery?
12. Why and when did people begin to grow sceptical?

II. Look back at the reading and find information to complete these sentences:

1. The three points of the Bermuda Triangle are _____.
2. The *Cyclops* disappeared while sailing from _____.
3. On 5 December, 1945, Flight 19 took off on a _____.
4. No traces of Flight 19 were _____.
5. The most popular belief about the Bermuda Triangle was _____.
6. Lawrence D Kusche was a librarian as well as _____.
7. Kusche studied the disappearance carefully and concluded that _____.

Word Study

I. Match the words from the text with their definitions:

- | | | | |
|----|------------------|---|---|
| 1 | rumour | A | energy-producing material such as gas and oil |
| 2 | graveyard | B | Information or a story that is passed from one person to another and which may or may not be true |
| 3 | trace | C | from another planet |
| 4 | remains | D | ordinary, everyday |
| 5 | routine | E | too much |
| 6 | became aware | F | something left behind after, for example, an accident |
| 7 | Fuel | G | yellow strong-smelling substance used in industry and medicine |
| 8 | sulphur | H | cemetery, where the dead are buried |
| 9 | excessive | I | gained knowledge of something |
| 10 | extraterrestrial | J | evidence showing the presence of something |

II. Find the synonyms from the text:

odd/strange
 staff
 to disappear
 to leave/to give up
 to study/to analyze
 to blow up

III. Find the antonyms from the text:

available
to be content
sceptical
to take off
to find
gigantic

IV. Choose the word(s) with the closest meaning to the underlined words in the following sentences:

1. Lawrence Kusche investigated the incidents.
a) wrote a book about b) announced c) studied carefully
2. He said the disappearances were not mysterious.
a) real b) paranormal c) puzzled
3. Conversations among the pilots of the five planes seemed confused.
a) embarrassed b) perplexed c) mixed
4. During the final communication with Flight 19 the hysterical description of a gigantic flying saucer was heard.
a) disk b) dish c) spacecraft
5. The most acceptable theory was that UFOs were collecting human specimen to examine.
a) example regarded as typical b) kind c) variety

V. These phrasal verbs also come from the text. Match them with their definitions.

- | | |
|-------------|------------------------------------|
| 1 take off | A give control to another person |
| 2 turn over | B possess no more of something |
| 3 hush up | C sink to the bottom of the sea |
| 4 run out | D keep information from the public |
| 5 go down | E rise into the air |

Talking Point

I. Discuss the following questions:

1. Are you afraid of the Bermuda Triangle? Would you make a trip by plane or by ship through it?
2. Have you ever experienced something abnormal?
3. Can you recall other strange things that nobody could explain until now?

II. Imagine...

Complete the story

The Bermuda Triangle is mysterious. It might be for some, but not for me. I know what happened to all those ships. I know where the planes disappeared to. How do I know? Well, my ship vanished in the Bermuda Triangle. But I escaped to tell my story. And here it is, strange, but true...

ATLANTIS

Pronunciation

I. Note the pronunciation of the following proper nouns:

1. Plato
2. Solon
3. Hercules
4. Aristotle
5. Gibraltar
6. Canary Islands
7. Portuguese Islands
8. The Aegean Sea
9. The Minoan civilization
10. Mediterranean

II. Watch the pronunciation of the following common nouns:

1. tsunami
2. earthquake
3. meteorite
4. volcanic explosion
5. descendant
6. survivor
7. ancient
8. authentic

Warm up

Work in groups, discuss the following questions:

1. What do you know about Atlantis?
2. Dictionaries describe it as a legendary island located in the Atlantic Ocean. One day it disappeared into the sea. Choose and support one of the following explanations of the mystery:
 - Earthquake
 - Tsunami
 - Aliens
 - Meteorite
 - Volcanic explosion
 - Change of the World climate
3. Was Atlantis a legendary island or was it real?

Compare your answers with the class. Do they have anything in common?

Reading

Read the text and answer the following questions:

1. Where did Plato get his information about Atlantis?
2. Why are the Mayan and Incan civilizations mentioned here?
3. What caused the Minoan Empire to lose its power?
4. What is David Zink's theory?

It all started with the Greek philosopher, Plato. About 347 BC in two of his famous dialogues, Plato described a prosperous continent inhabited by people of great learning and culture. This continent, or island, was located beyond the 'Pillars of Hercules', which today we know as the Straits of Gibraltar. One day in 9600 BC, according to Plato, the island was destroyed by a volcanic explosion and a huge tidal wave. Overnight it sank to the bottom of the ocean. Only a few people escaped. The name Plato used in his dialogues for this island was Atlantis.

The story of the lost continent, as it is often called, was one told originally by a Greek statesman named Solon. He had heard of the island during a trip to Egypt in the sixth century BC and he found out all he could about it. What Plato wrote two centuries later was based on Solon's findings.

For thousands of years Plato's story of Atlantis was the only one; no one else wrote about it. The two dialogues were full of descriptive detail and the island and many of Plato's fellow Greeks were convinced the story was true. Others, however, including Plato's famous pupil, Aristotle, were not convinced. They did not go along with Plato but said it was an invention he used to illustrate his philosophy. Plato insisted that his account of Atlantis was completely authentic.

Since Plato's time millions of words have been written about Atlantis. There is wide variety of opinion, however, about the location of the island and the exact date that it blew up and sank into the sea. Some authorities on the subject claim that it was located beneath the Azores and that these Portuguese islands in the Atlantic are the tops of mountains on Atlantis. This coincides with what Plato believed. Others feel it is farther south, under the Canary Islands.

Certain French archaeologists have announced that the Sahara Desert in North Africa was once covered by an inland sea and that by digging in the sand of the desert we will find Atlantis.

Spanish authorities on Atlantis insist that it is somewhere off the coast of Spain. Russian scientists tell us that the lost continent is in the Caspian Sea. There are many other fascinating theories, too. They differ in many ways but all agree that on one basic point: long ago there existed a continent that that blew up one day and disappeared beneath the waves of the ocean.

In 1882 an American named Ignatius T Donnelly gathered together all the information he could find about the mysterious island and published it in *Atlantis: The Antediluvian World*. Today Donnelly's book is still considered the 'bible' Of Atlantis. The lost island, he reported, was where all the civilizations of the world, from Egyptian to Incan, originated. Survivors of the catastrophe in 9600 BC fled to

the lands east and west. Some of them reached what is now America. There exists the belief that among some people that Indians living in the Americas are descendants of these survivors. The Mayan and Incan cultures, according to this belief, developed from the original civilization of Atlantis. Incan and Mayan folktales relate the story of a people who escaped to America from a terrible disaster in a distant land.

Early in the twentieth century attention turned to yet another explanation of Atlantis: Santorini, an island in the Aegean Sea. In ancient times this was called Thera and was part of the Minoan Empire. Scholars note similarities between Atlantis and the Minoan civilization, which was centered at Knossos on the island of Crete. This was a powerful empire until about 1400 BC when a disastrous explosion caused much of Santorini to disappear into the sea. The tidal wave that followed reached Crete, destroying much of its coastline. This weakened the Minoan Empire, which depended on sea trade. It never got back its former strength as a Mediterranean power.

A great difference in time can be seen here. According to Solon's account Atlantis disappeared in 9600 BC, but Santorini was destroyed in 1400 BC. There is a simple explanation for this great difference: Solon read the numerical symbols in the Egyptian records incorrectly. He read 100 as 1000. If we remove one zero we can then read every number in Solon's story of Atlantis quite differently; the destruction of Atlantis thus took place about 900 years before Solon's time, not 9000 years; this places the tragic event in the fifteenth century BC, which is when Santorini was destroyed.

More recently an American visionary, Edgar Cayce, looked into the past and said he saw Atlantis. Although he had never read Plato's dialogues his description of the lost continent was similar to the one written 2300 years before in Athens. Cayce said that in his vision he saw Atlantis located near North Bimini, an island in the Bahamas. He predicted that in 1968 or 1969 some temples of the ancient kingdom would be found there.

In 1968 a deep-sea diver, J Manson Valentine, came upon the ruins of some ancient buildings while swimming underwater off the coast of North Bimini. Since then other divers have explored the area. They declare that the 'buildings' Valentine saw were not made by man but were formed by nature.

In 1975 and again in 1977 expeditions conducted by David Zink in the same area brought blocks of stone to the surface. Zink insisted that because of the way these blocks had been formed and placed one on the top of the other, they could only be man-made. Until now no one has been able to dispute this theory.

Where Atlantis was located has been the subject of many arguments, but, for the moment all that has been claimed, either for or against the existence of Atlantis, from Plato's day to the present, has been speculation. The mystery of the lost continent remains unsolved.

Comprehension check

I. Answer the following questions:

1. When and who first wrote about Atlantis?
2. How long ago did Atlantis exist according to Plato?
3. Where was the continent located?
4. What happened to Atlantis in 9600 BC?
5. What were Plato's dialogues based on?
6. Did Plato describe the continent in details?
7. Who wasn't convinced that the Plato's story was true?
8. Has anything else been written since Plato's time?
9. What book is still considered the 'bible' of Atlantis? Why?
10. Is there any connection between the Mayan and Incan cultures and Atlantis?
11. What explanation of the mystery was popular in the 20th century?

II. Look back at the reading and find information to fill the gaps in these sentences.

1. A Greek named _____ first brought the story of Atlantis from Egypt.
2. Plato's pupil _____, did not believe that Atlantis existed.
3. Some authorities believe that the _____ are the tops of mountains on Atlantis.
4. French archaeologists think that Atlantis lies beneath the _____.
5. _____ say it is in the Caspian Sea.
6. A book by Ignatius T Donnelly is considered the _____ of Atlantis.
7. Santorini is an island in the Aegean Sea that was formerly named _____.
8. The Minoan civilization was centered at Knossos, on the island of _____.
9. Edgar Cayce believed Atlantis was located near _____, in the Bahama Islands.
10. David Zink brought _____ of stone to the surface of the water which, he said, were man-made.

Word Study

I. Match the words from the text with their definitions:

- | | |
|---------------|---|
| 1 tidal wave | A Under |
| 2 sank | B to fall to pieces |
| 3 authentic | C to burst |
| 4 beneath | D a building where people go to worship |
| 5 fled | E to correspond exactly |
| 6 visionary | F to live in a certain area or place |
| 7 diver | G something which has never been made before, the process of creating something new |
| 8 dispute | H big, destructive movement of water in the ocean |
| 9 speculation | I ran away |

10	to explode	J	someone who can see into the future
11	to inhabit	K	true, real
12	invention	L	disappear under the surface of water
13	temple	M	a person who swims underwater
14	to ruin	N	to argue about
15	to coincide	O	when you guess about the possible causes or effects of something without knowing all the facts

II. Find the synonyms from the text.

- to break, to smash
- to break away, to get away
- confirmed
- to affirm, to assert
- captivative
- fatal

III. Find the antonyms from the text.

- top
- to disappear
- close (adj.)
- difference
- to weaken
- tiny
- fake

IV. Fill in the gaps with the appropriate words from the text:

1. The movie has a _____ ending, in which the son dies and the father is left alone.
2. He was lucky to establish a new _____ business. Now he has everything he wants.
3. Strong wind was only a _____ of the catastrophe.
4. There were only two _____ of the plane crash.
5. The road _____ is slippery after the icy rain.
6. The author beautifully _____ his story with colour photographs.

V. These phrasal verbs also come from the text. Match them with their definitions:

- | | | | |
|---|---------------|---|-----------------------|
| 1 | find out | a | find by accident |
| 2 | go along with | b | take possession again |
| 3 | blow up | c | agree with |
| 4 | get back | d | discover |
| 5 | come upon | e | explode |

Talking Point

Discuss the following questions:

1. Why do some refer Atlantis as an Empire?
2. Who were the Atlanteans? Argue the following: *“The original Atlanteans were of extra-terrestrial origin and came to Earth over 50 thousand years ago. They were of human shape, but not modern earth humans as we are. They were very tall, blond and fair skinned...* If that so, could half Europeans be from outer space?
3. If they are labeled as the super-civilization, what do you think was so super about them? Language, technology or something else?
4. Do you know any legend of your country? Make a presentation.

ПРАКТИКУМ ПО ДОМАШНЕМУ ЧТЕНИЮ «UNSOLVED MYSTERIES»

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