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# **КУЛЬТУРА АРКТИКА**

**УЧЕБНОЕ ПОСОБИЕ**

**Якутск 2009**

The Ministry of Culture of the Russian Federation  
The Federal State Educational Institution of Higher Professional Education  
“The Arctic State Institute of Art and Culture”

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**THE ARCTIC**  
**A CULTURAL READER**

Yakutsk 2009

Министерство культуры Российской Федерации  
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Целью данного учебного пособия является совершенствование  
навыков чтения и понимания иноязычного текста, а также расширение  
знаний читателя об особенностях окружающей среды, культуры и быта  
народов циркумполярной цивилизации.

Рассчитано на студентов ссузов и неязыковых вузов, на учащихся  
старших классов специализированных школ, а также на тех, кто изучает  
английский язык самостоятельно.

Алексеев В.И., Алексеева Л.Р., Григорьева В.В., Саввина С.Р.,  
Тимофеева Е.К., 2005.

## ПРЕДИСЛОВИЕ

Настоящее учебное пособие *The Arctic* включает тексты о культуре Арктики. К ним прилагаются лексические, грамматические, речевые упражнения и упражнения на понимание прочитанного. Пособие предназначено для широкого круга читателей, изучающих английский язык и интересующихся культурой Арктики: для учащихся старших классов специализированных школ и гимназий, для студентов средних и высших неязыковых учебных заведений, для желающих самостоятельно научиться читать и понимать иноязычный текст, а также для преподавателей английского языка в качестве дополнительного учебного материала. В первую очередь оно адресовано студентам Арктического государственного института искусств и культуры (АГИИК), т. е. для будущих специалистов в сфере культуры, поскольку его тематика соответствует профилю и специфике института. Арктический компонент, включенный в содержание цикла гуманитарных дисциплин АГИИК, предполагает использование настоящего пособия при изучении курса английского языка. Наличие арктического компонента в содержании образования обеспечивает более глубокое понимание места и значения циркумполярной культуры в мировой культуре, необходимости сохранения и бережного отношения к природе и культурному наследию Севера.

Учебное пособие состоит из шести разделов: *The Arctic Is Our Home* («Арктика – наш дом»), *“The Minorities Living in the Arctic”* («Народы, живущие в Арктике»), *“Trades of the Arctic Peoples”* («Традиционные занятия»), *“The Peoples of the Sakha Republic and Their Culture”* («Народы, живущие в Республике Саха и их культура»), *“Modern Actual Problems of the Arctic”* («Современные актуальные проблемы Арктики»), по 5-7 уроков (Units) в каждом разделе. К каждому уроку составлены следующие задания:

- Prereading questions (предтекстовые вопросы);
- A reading text (текст для чтения);
- Vocabulary work (словарная работа);
- Comprehension (понимание): Looking for Main Ideas (выявление основных идей);
- Comprehension: Looking for Details (поиск деталей);
- Grammar (Грамматика);
- Discussion (Обсуждение).

Пособие ставит своей целью развить навыки чтения и понимания литературы о культуре Арктики, а также расширить их экстралингвистические знания, знакомит с интересными фактами из истории освоения Арктики, особенностями ландшафта, климата, флоры и фауны. В него включен познавательный материал о коренных народах, их традиционных занятиях, праздниках и обычаях. В пособии рассматривается

вопрос об актуальных проблемах Арктики, что дает пищу для размышлений и обсуждения путей их решения.

Задания к текстам направлены на усвоение активной лексики уроков, понимание в текстах основных идей и деталей, развитие умений и навыков пользоваться грамматическими структурами и высказывать свои мысли о прочитанном. Предтекстовые вопросы затрагивают тему заданного текста, тем самым вызывают интерес читателя к его содержанию.

Тексты и задания расположены по мере возрастания их степени сложности. Например, в первый раздел включена тема «Имя существительное» по грамматике, в пятом рассматриваются условные предложения. Поэтому при работе над пособием желательно придерживаться последовательности. На ознакомительное чтение текста и выполнение заданий рекомендуется выделить по 40 минут.

Желаем успеха!

П – профессия (выбираю делом своей жизни):

Т – творчество,

И – искусство,

Ц – цивилизацию

А – Арктики.

The Arctic State Institute of Culture and Art was founded in 2000 in Yakutsk. It is now the only higher educational institution of culture and art of the Republic of Sakha (Yakutia). About five hundred students are being trained at the institute this academic year. They are future painters, designers, actors, stage directors, musicians, singers, dancers, specialists in folk art, applied informatics, information library technologies and management in the sphere of culture and art. Among the students of the institute are the representatives of almost all nationalities living in the republic. It is very important that the representatives of the indigenous peoples, so called, the Northern Minorities are studying here. There are many students from the Arctic districts (uluses) of the Republic of Sakha (Yakutia).

The symbol of the institute is the arctic bird. The Russian word “a bird” – “птица” is an acronym making the motto of the students of the institute.

In English, the motto is:

I choose as my life-work

Creativity,

Art and

Civilization of the

Arctic.

# Part I: THE ARCTIC IS OUR HOME

## Unit 1

### WHAT IS THE ARCTIC?

*What do you see in the picture?  
Do you know the origin of the name “Arctic”?  
How long do you think the Arctic Night lasts for in the Arctic?*

The Arctic surrounds the Earth’s North Pole, and includes the most northern parts of the Eurasian and North American continents, the whole Arctic Ocean with its islands and some parts of the Pacific and Atlantic oceans. Its area comprises about 17 million square miles (27 million square kilometers), so it is almost three times as large as the area of Europe. This vast territory stretches from the North Pole to the southern border of tundra. If you want to find the Arctic on a globe, look down at the top of it and you’ll see the Arctic Ocean in the centre, surrounded first by the seas with many islands, then by the continents. We can divide the Arctic into five parts according to their geographical location: European Arctic, Western Siberia, Eastern Siberia, Alaska and Canada’s North (and Greenland). There are four natural zones in the Arctic. These are ice zone, polar deserts, tundra and forest tundra.

The name “Arctic” comes from the Greek word *arctos*, which means a bear. It is connected with stars: the North Star, situated almost exactly over the North Pole, belongs to the constellation the Little Dipper [the Latin: *Ursa Minor*]. It also gave the name to the other polar region of our planet – the Antarctic, which means situated opposite (anti-) the Arctic.

The most important peculiarities of Polar Regions are a cold, severe climate and ice. Ice and ice: ice on the ground and under the ground, ice on the water and even under the water. Glaciers don’t melt away each year. But the climate is getting warmer and quantity of ice decreases gradually as we move away from the Pole. Another peculiarity of the Arctic is the phenomena of the Arctic night and the Arctic day. In winter the sun hides behind the horizon for half a year, and in summer it doesn’t leave the sky for the other half of the year. This happens because of the axis of the revolving planet is inclined at its northern end towards the North Star. The latitude at which we can observe Arctic Day and Night forms the Arctic Circle.

The darkness of Arctic Night is weakened by the Northern Lights (also called the Aurora Borealis or just the Aurora) and it becomes as light as under a full Moon. It’s a wonderful sight, which astonishes people with its magic beauty. The Northern Lights have forms of arcs, rays, crowns, curtains and they glitter with different colors in the night sky. The Northern Lights are an optical phenomenon in the upper layers of atmosphere. It is caused by the excitement of atoms in the atmosphere at a height of 37-622 miles (60-1000 km.) from the

ground. The Lights appear as a result of the interaction of space particles and the Earth's magnetic field. It lasts from some minutes to some days.

The Arctic region is inhabited by many minorities: the Even, Evenki, Nenet, Khanty, Mansi, Chukchi, Nanai, Eskimos, Nivkhi, Yukagir. They are the indigenous populations here. Their numbers are not large. It's clear that the local environment is not able to support a great number of people. Reindeer breeds and hunting have, however, been providing their existence for some millennia. Nowadays, the mode of life of the local population of the Arctic has partly changed, but it keeps its old cultural and economic traditions.

### VOCABULARY

**Complete the definitions. Give the letter of the correct answer.**

1. Parts of land surrounded by water are \_\_\_\_\_ .  
a. islands                      b. Iceland                      c. peninsula
2. Another word for *earth* is \_\_\_\_\_ .  
a. planet                      b. ground                      c. sand
3. The nation which was the first to inhabit a certain territory is \_\_\_\_\_ one.  
a. Indigenous                      b. local                      c. foreign
4. Stars in the sky form figures, which are called \_\_\_\_\_ .  
a. lights                      b. planets                      c. constellations
5. The word *to extend* is close to the word *to* \_\_\_\_\_ .  
a. stretch                      b. spread                      c. grow
6. A small indigenous population is a \_\_\_\_\_ .  
a. minority                      b. nation                      c. nationality

### COMPREHENSION

A. Looking for Main Ideas

**Answer the following questions**

1. Where is the Arctic situated on the Earth?
2. What is the origin of the name "Arctic"?
3. What phenomena can one observe in the Arctic?

B. Looking for details

**Give T if the sentence is true. Give F if the sentence is false.**



1. The Arctic's area comprises 17 million square miles. It is three times as large as Europe.
2. The territory of the Arctic extends from the North Pole down to the northern border of tundra.
3. The name "Arctic" is connected with the constellation Ursa Minor or the Little Dipper as the North Star is included in this constellation.
4. The climate of the Arctic Ocean's islands is warm and mild.
5. Arctic day and night last for some days, no more.
6. Reindeer breeding, hunting and fishing are the main trades of the Arctic minorities.

## GRAMMAR

**Complete the sentences with correct article. Use *a* or *the*. If no article is necessary, write X.**

**Example:**     The     Arctic Ocean is in     the     centre of   X   Polar Circle.

1. There is     ice everywhere in the Arctic.
2.     ice sheet covers     Greenland; that's why it is extremely cold there in     winter.
3.     Atlantic Ocean has an influence on     climate of     Arctic islands.
4.     Frederic Cook was     first to reach North Pole in 1908.
5. In 1596, William Barents managed to discover     Spits Bergen, but his ship was caught in     ice and he had to spend winter in     cabin built with     ship's materials.
6.     Evenkis are     most numerous People among the Arctic Minorities.

## DISCUSSION

**Discuss the answers to these questions with your classmates.**

1. What other phenomena of the Arctic environment do you know about?
2. Have you ever seen the Northern Lights? If "yes", what are your impressions?
3. Would you like to be a reindeer herder for a short period of time? Why?

## Unit 2

### ICE ZONE AND POLAR DESERTS IN THE ARCTIC

*What do you know about icebergs?  
Is it possible to solve the world's problem of fresh water by using icebergs?  
What settlements can icebergs supply with fresh water?*

The ice zone or the zone of permanent sea ice is located within the Central Arctic Ocean basin. Ground is covered with enormous glaciers there. The annual average air temperature in the ice zone is below 0° Celsius.

Glaciers greatly influence on the climate. One of the world's largest ice sheets is in Greenland, cooling the air over itself. That is why Greenland is considered to be one of the Poles of Cold in the world (the other two of them are Verkhoyansk and Oimyakon regions in Sakha Republic). The temperature has fallen to -65.5 degrees Celsius in winter.

In Franz Josef Land and Severnaya Zemlya, and on Shmidt, Ushakov, and Victory islands, the glaciers form continuous ice disks. They are called Moon Archipelagoes, because they look like the moon disks under sun's rays.

Glaciers crack and move down to the sea. Can you imagine what a great sight it is, when ice blocks crash down into the water with a terrible racket?

The enormous blocks of ice, broken off glaciers and drifting in seas, are called icebergs, that is ice mountains. Approximately 26 thousand icebergs break away from the Arctic ice cover every year and they travel to the South by water. The largest iceberg, 104 miles long (167 km.), was found in the Southern Ocean. Sea currents carry icebergs far away to the South and they become smaller and smaller as they melt. People watch them and admire their intricate forms and dazzlingly white color. Icebergs are not only beautiful but they are very useful for their filling the world's ocean with water. It is supposed that in future their use could solve the world's problem of fresh water. They could be delivered to big ports by sea and supply them with fresh water, with that of high quality moreover. Today in the USA the projects of icebergs' transportation to Los Angeles and other coast cities of South America, Africa and Australia are being developed.

Besides such use, on the contrary, icebergs are of great threat to ships since only an eighth or ninth part of a whole iceberg is seen above water. The larger part is sunk deep in water. Indeed, the gigantic passenger vessel *Titanic* was wrecked because of a collision with the underwater part of the iceberg in 1912. It was a great tragedy in human history because the accident took the lives of one and a half thousand people.

The ice-free parts of the islands are called "polar deserts". The air is as dry as in a desert. It is a land of boulders and rocks. The vegetation is very poor here: lichens chiefly. However, there are some flowers and even small trees in the polar desert: Arctic poppies, buttercups, dwarf birches and willows. In summer it's very cold in polar deserts, seldom rising above 0° C. The farther from the Pole the





let warmth through.

**T**

**F**

## GRAMMAR

**Complete the sentences with the correct constructions as.....as, not as .....as, the more.....the better.**

**Example:** The dampness of air in polar deserts is ...low ....in a desert.  
The dampness of air in polar deserts is as low as in a desert.

1. The vegetation in polar deserts is ...poor ...in a desert.
2. Winters are ... ..cold in the islands ...in the Arctic continent.
3. The (far) from the Pole the (warm) it is in summer.
4. The (far) from the Atlantic Ocean the (low) the temperatures are in winter.
5. The Arctic Night in the Arctic is ... long ...that in the Antarctic.
6. The (much) we know about nature the (good) we understand it.

## DISCUSSION

1. Have you ever been at the Pole of Cold?
2. Was it really cold there when you visited it? What was the temperature then?
3. Will you tell your classmates about your trip there?

## Unit 3

### THE WONDERFUL FAUNA OF THE ARCTIC ISLANDS

*What animal do you see in the picture?*

*What do you think it does with its tusks?*

*Have you ever seen the animals living in the Arctic islands?*

The Arctic fauna is very specific. It consists of animals that are not seen anywhere else in the world. The polar bear, the walrus, the beluga and various species of seals live among ice of the Arctic Ocean. Travelers have been struck by these animals and their extraordinary behavior since the time of the Arctic's discovery.

For instance, the walrus is a large mammal with the weight of about 1556-1778 Lb. (700-800 kg.) and a length of 10 to 13 feet (3 to 4 meters). The walrus has a small head, a massive body and a small tail. Its limbs are converted into flippers. There are 13-14 rows of "mustaches" on the upper lip, serving as an organ of touch. Adults have two powerful tusks in the upper jaw, the length of which reaches up to 32 inches (800 mm.) and are directed down. With the help of the tusks the walrus gets its food, digging in sand and searching for mollusks, climbs onto drifting ice floes, and uses them in fights as a weapon or defends from an enemy. The walrus swims and dives well in water but can hardly move on land, because it adapted to live in the sea better than on land. Gathering on the shore, walruses form rookeries consisting of hundreds and even thousands of animals. But, unfortunately, their number is becoming less and less from year to year because many of the animals died of hunger, cold and sea pollution. The walrus and other remarkable animals of the Arctic islands are under protection and included into the Red Book of the World's Union of Nature Conservation.

A wonderful world is of enormous colonies of birds that can be found on the vertical rocks, or cliffs, of the Arctic islands. Tens and hundreds of thousand of birds gather in these colonies. Birds nest on the rocks in a definite order. Each species occupies its own place: guillemots, fulmars, seagulls... Pomorbirds live highest of all; they are called sea troublemakers for good reason, because they steal and eat eggs and nestlings. They can also take other prey away. An unimaginable row is present in the bird colonies. People and some animals are afraid of being there. They risk being attacked and pecked by the birds.

In the mid-1970s, new inhabitants appeared on Vrangal Island and the Taimyr Peninsula. They were brought from Canada then. These are long-haired and shaggy animals called muskoxen. The musk ox is a large animal with short legs and a weight of up to 778-889 Lb (350 or 400 kg.) In the old times they lived all over the Arctic, but in the most of regions they died out, as people could hunt them very easily. The animal doesn't run away in danger: the herd takes up a round defensive position that works very well against wolves but not against humans with guns. They survived only in Greenland and Canada. Muskoxen were brought

to the delta of the Lena and the Anabar rivers of Yakutia in 1996. They adapted, as we know, and are doing well in their new conditions. Hunting them is strictly prohibited in many parts of the circumpolar world. In Canada, Inuit may hunt them. Muskoxen can, as well, become domestic animals.

## VOCABULARY

### What are the meanings of the underlined words?

1. The Walrus is one of the largest mammals of the Arctic.
  - a. animals that bear alive cubs and feed them with mother's milk.
  - b. animals that lay eggs.
  
2. The travelers to the Arctic were struck by the extraordinary view of the islands' animals.
  - a. People who explore new lands
  - b. People who go away to other lands
  
3. The zoologists have observed sea animals' behavior for a long time.
  - a. manner of action
  - b. playing
  
4. There are about four hundred seals on the rookery.
  - a. the place in the field where herds of animals graze.
  - b. the place on the shore where many sea mammals gather and live.
  
5. Muskoxen were brought to the delta of the Lena and Anabar rivers in 1996.
  - a. an end of a river
  - b. beginning of a river

## COMPREHENSION

### A. Looking for Main Ideas

#### Give complete answers to these questions.

1. What is the walrus famous for?

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2. Where do the bird colonies settle on the islands?

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3. When did muskoxen appear in Wrangel Island and in Taimyr Peninsula?

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## B. Looking for Details

Give **T** if the sentence is true, give **F** if the sentence is false.

	True	False
1. The walrus is a large sea animal, which lives only in water.	<b>T</b>	<b>F</b>
2. With the powerful tusks the walrus gets food, climbs on ice floes and defends itself.	<b>T</b>	<b>F</b>
3. Many animals of the islands are included in the Red Book of Nature Conservation, because their numbers are getting less and less.	<b>T</b>	<b>F</b>
4. Few birds settle on the rocks, many of them nest in grass.	<b>T</b>	<b>F</b>
5. At the mid-1970s muskoxen were brought to our country from Finland.	<b>T</b>	<b>F</b>
6. The muskoxen have adapted to the new conditions at the delta of the Lena and Anabar rivers very well.	<b>T</b>	<b>F</b>

## GRAMMAR

Put the **underlined nouns in singular into plural forms and make appropriate changes with the verbs and articles if necessary.**

**Example:** A musk ox emits a strong smell during rutting season.

Muskoxen emit a strong smell during rutting season.

1. An Arctic person must pay great attention to the ecology of the North.
2. The goose is one of the birds that fly to tundra's lakes every summer.
3. A child likes playing with snow.
4. There is no woman in the list of the Arctic's pioneers.
5. The information about the snowstorm was transmitted by radio.
6. The man's decision was to sail farther to the North.

## DISCUSSION

1. What interesting things do you know about the polar bear?
2. What does it hunt for?
3. Does it sleep in a lair in winter as the brown bear?



## Unit 4

### TUNDRA AND FOREST-TUNDRA

*Where do reindeer live?  
Have you ever ridden a reindeer?  
Why do dwarf trees grow in the tundra?*

Tundra landscapes are located on the northern outskirts of the Eurasian and North American continents, surrounding the Pole. Tundra occupies a long, wide territory, stretched along the coast of the northern seas. Because of the cold and unfavorable climate there are no forests in it at all. Cold, stormy winds blowing from the Arctic Ocean are disastrous for trees. So tundra is the northern forest-free lowland area. The surface is rather flat. Mountains in the tundra areas are not so high. The highest peak is in North America. It is Mount McKinley in Alaska, which rises to 2064 feet (6193 m.). The vegetation of the zone is poor, rootless plants chiefly grow in tundra: lichen and moss.

Though there are no forests, there are many forest plants: blueberries, cloudberries, cowberries, mosses. The scientists suppose that in the old times there were forests in the tundra zone. Then cold came and the forest disappeared but some forest plants adapted to the new conditions. They not only adapted, they also have brighter and more splendid blossoms than those in woods. There are also dwarf birches and willows in the tundra. In summer, the dwarf trees lie upon the ground or they hide behind moss from the cool winds. In winter their small size helps them not to get frozen under snow cover.

The climate of tundra is continental. It is about +10°C in July and about -38° in January. It doesn't often rain or snow there.

There are many lakes, streams, torrents and marshes in tundra. Thanks to a great quantity of water, tundra is a favorite place of birds for summer time. A great number of birds settle and nest here in that season: geese, ducks, swans, divers and others. And among them there is the white crane, the sacred bird of Sakha People. It is believed among them that one who has seen the white crane's dancing will be happy in all his life. In winter the birds fly far away to the South. In spite of cold there are some inhabitants in winter, well adapted to the severe conditions. The first to be mentioned is the reindeer, which migrates all year round. In summer reindeer herds run away from mosquitoes toward the ocean, and in winter they move into the woods to avoid the gusty Arctic winds. The reindeer generally feeds on Iceland moss. It can eat rodents and eggs as well.

Of predators there are the arctic fox, the wolf, the stoat, and the weasel. The birds, wintering in tundra are not many: the white owl, the grouse, and the pink seagull. There are a great number of rodents in tundra: lemmings, mice, but not many hares.

To the South from tundra there is another natural zone in the Arctic. It is forest tundra. Forest tundra forms transitional belt between tundra and taiga. It is

the zone where forests of willows, birches and larches grow by piles or along rivers. The climate of forest-tundra is milder than that of tundra. The vegetation is, therefore, richer and there are many trees, bushes, berries and flowers in the forests.

Summer is warmer and longer here than in tundra. The average temperature is +12° C in July. Summer lasts for about 50 days. Precipitation is more frequent in forest-tundra than in tundra. This causes excess moisture in the soil above the permafrost. So the ground is marshy and peat marshes are a typical feature of the forest-tundra landscape in summer.

### VOCABULARY

**Give equivalents to the underlined words.**

1. The climate of tundra is continental.
  - a. not equable
  - b. extreme
  
2. There are no forests in tundra at all.
  - a. mountains
  - b. woods
  
3. When cold came, the forests abated, because they couldn't stand the gusty Arctic winds.
  - a. disappeared
  - b. grew
  
4. The reindeer migrates all year round.
  - a. roams
  - b. goes away
  
5. The birds, wintering in the tundra, are not many.
  - a. spending summer
  - b. spending winter

### COMPREHENSION

1. Looking for main ideas

**Write complete answers for these questions**

1. What territory does tundra occupy?
  2. What plants can one see in tundra?
  3. What animals inhabit tundra and forest-tundra?
-

## 2. Looking for Details

**One word in each sentence is not correct. Cross out the word and write the correct word above it.**

1. Tundra is a mountainous region without forests.
2. Cold stormy winds blowing from the Atlantic Ocean are disastrous for trees.
3. Mount McKinley, which is higher than 2000 Ft, is situated in the North of Canada.
4. Scientists suppose that there was an ocean in the territory of tundra in the past.
5. You can see big trees and berries in the tundra landscape.
6. The swan is the sacred bird of the Sakha People, which migrates to tundra every summer.
7. Reindeer migrate to forests in summer.
8. The climate of forest-tundra is milder than that of taiga.

## GRAMMAR

**Complete the sentences using the correct form of the adjectives and adverbs in parentheses. Use either the comparative or superlative degree of comparison.**

**EXAMPLE:** The vegetation of forest-tundra is richer than that of tundra.  
(rich)

1. The climate of tundra is \_\_\_\_\_ than that of forest-tundra.  
(severe)
2. In the Arctic, snow covers the ground \_\_\_\_\_ than anywhere in the world.  
(long)
3. Each species of birds has its own place on the rocks; some of them nest \_\_\_\_\_, and others nest \_\_\_\_\_.  
(high) (low)
4. The reindeer is the \_\_\_\_\_ animal in tundra.  
(large)
5. Rodents are the \_\_\_\_\_ inhabitants of tundra.  
(numerous)
6. Precipitation is \_\_\_\_\_ in forest-tundra than in tundra.  
(frequent)

## DISCUSSION

**Discuss these questions with your classmates.**

1. What ecological problems are there in tundra?
2. Is its nature very invulnerable? Why?
3. What motor vehicles would you offer to use in tundra?

## Unit 5

### DISCOVERY OF THE ARCTIC

*Why do you think the Arctic attracted many explorers?  
What pioneers' names have remained on the map of the Arctic?  
Who reached the North Pole first?*

Mysterious lands of cold and ice, day or night for half a year, Arctic night with colored lights in the sky, the seas with amazing animals attracted travelers and explorers to the Arctic more and more. Overcoming extreme hardships and losses, they went yet farther and farther into the North and discovered cold Arctic lands, and plotted them onto the map. These were the representatives of different nationalities: the Americans D. Franklin and R. Peary, the Dutchman W. Barents, the Dane V. Bering, the Norwegians F. Nansen and R. Amundsen, the Italian U. Nobile and many others. Among them there were our compatriots: S. Dezhnev, F. Popov, F. Litke, S. Chelyuskin, the brothers Laptev, G. Sedov, V. Rusanov ... Many pioneers' names have remained on the map: the Bering Sea and the Bering Strait, the Barents Sea, the Laptev Sea, Chelyuskin Cape and so on.

Scandinavians were the first Europeans to settle in the Arctic. In the 7th and 8th centuries the Vikings got to the Shetland and Orkney islands. And then, in the 860s and 870s, they reached Iceland. In 982 Icelander Eiric the Red assembled a crew and set off to the West in search of lands first found in the 870s. Not having a compass and maps, he reached the world's largest island Greenland. Finding meadows covered with lush grass here, he named the place Greenland. Eiric settled down in the new land with his family and was hailed as its ruler. In fifteen years Eiric's son Leif sailed farther from Greenland with his flotilla and reached North America. He described so-called places as Helluwanland – “the land of stone slabs”, Markland – “the land covered with woods”, Vinland – “the land of grapes”. It's still unknown where these lands were.

In 1725 the Dane V. Bering, who was serving in Russia, headed the expedition to Kamchatka according to Peter the Great's order. The aim of the expedition was to find the way to China and India across the Arctic Ocean. In 1729 V. Bering found the strait between Asia and Alaska, which bears his name at present. The second expedition to Kamchatka under his leadership was organized

in 1733, which was later known as the Great Northern Expedition. Its main task was to explore the shores of the Arctic Ocean from the Pechora River to Chukotka and to check the possibility of sailing along the Siberian shores. The expedition consisted of four parties and many people took part in it. Among them there were C. Malygin, C. Muravyov, D. Oftsyn, F. Minin, V. Pronchishev, Khariton and Dmitriy Laptev, V. Chelyuskin, P. Lasinius and others. In 1741 the ship *Saint Peter* with the captain-commander Bering aboard was wrecked on the shores of an island in the Commander Island group, the captain and more than twenty members of the crew died of scurvy. And many other pioneers died of cold, hunger and disease after the loss of their ships in the ice. But the ten-year investigation placed the outline of the shores and islands of the whole gigantic Northern Coast on the map. The vast territories were explored and described during that time (1733-1743).

Great contributions to Arctic exploration were made by the Soviet investigators O. Schmidt, R. Samoylovich, V. Vize, V. Voronin and others who sailed in the icebreakers *G. Sedov*, *Krasin*, *Sibiryakov*, and *Litke* in 30-40s. They opened the Northern Sea Route that played and is still playing a very important role in the development of the world's science and Russia's economy. Since that time ships have used this route to deliver various cargoes to the north of Yakutia, Chukotka, Western Siberia, to islands and to drifting scientific stations as well.

In May of 1937, the first drifting scientific station under the leadership of Ivan Papanin was landed at the North Pole. Nowadays there are a lot of scientific stations on the shores and islands. Thanks to the work of these stations, the weather of the Arctic is under permanent observation. It's very important, because the atmospheric processes, which appear there, influence the whole planet's weather. From these stations, people can get information about weather in all corners of the world. And the stations also support the constant work of the Northern Sea Route. In the dark Arctic nights cargo ships use the route, led by the nuclear icebreakers *Arctica*, *Siberia* and others.

## VOCABULARY

**Replace the underlined words in the sentences with the words below.**

vessel	reached	stopped	headed by
house	airship	researchers	drawing

1. The Arctic explorers sailed farther and farther to the North, plotting lands onto the map.
2. In 1596 William Barents set off on his third and last sailing. He managed to discover Spits Bergen, but the ship turned out to be trapped by ice.

3. He had to spend the winter in a cabin made of the ship's remains, where he died.
4. In the 7th century Vikings got to the Shetland and Orkney islands.
5. In 1926 Raul Amundsen crossed the Northern Pole on a dirigible named "Norway".
6. The arguing over who reached the North Pole first hasn't ceased yet.
7. The Soviet investigators of the 30s and 40s made a great contribution to the Arctic exploration.
8. In May of 1939, the first drifting scientific station under the leadership of Ivan Papanin was landed at the North Pole.

### COMPREHENSION

#### A. Looking for Main Ideas

#### Give the letter of the best answer.

1. Eiric the Red named the place where he landed Greenland because he saw \_\_\_\_\_.  
 a. meadows covered with lush grass  
 b. high mountains with snow on the top  
 c. glaciers and snow
2. The main task of the Great Northern Expedition headed by Captain Bering was \_\_\_\_\_.  
 a. to reach the North Pole and explore it  
 b. to find the way to China and India across the Arctic ocean  
 c. to explore the shores of the Arctic Ocean from the Pechora River to Chukotka
3. Ships led by nuclear icebreakers travel the Northern Sea Route in order \_\_\_\_\_.  
 a. to meet people of other nationalities in the North  
 b. to deliver various cargoes in the north of Yakutia, Chukotka and Western Siberia  
 c. to exchange scientific discoveries with the northern countries

### LOOKING FOR DETAILS

#### Mark T if the sentence is true. Mark F if the sentence is false.

	True	False
1. The Arctic attracts explorers with its mysterious lands of cold and ice.	T	F
2. Many names of the pioneers remained on the map	T	F
3. Englishmen were the first to settle in the Arctic in the 7th century.	T	F

4. In 1729 V. Bering discovered the strait between Alaska and Asia that bears his name.	<b>T</b>	<b>F</b>
5. The Northern Sea Route was opened by Soviet explorers in the 1970s.	<b>T</b>	<b>F</b>
6. The scientific stations investigate the Arctic flora and fauna.	<b>T</b>	<b>F</b>

## GRAMMAR

**Replace the underlined nouns in the sentences with the correct pronouns.**

Some pioneers'	Eiric's	The airship's
Peter the Great's	my colleagues' and my	The girl's

1. Their names remained on the map.
2. His son Leif sailed farther from Greenland and reached the shores of North America.
3. Its pilot was Roald Amundsen who was the first to fly across the North Pole in 1926.
4. In 1725 the first expedition to Kamchatka was organized according his order.
5. To our mind it was Frederick Cook who reached the North Pole on April 21<sup>st</sup> in 1908.
6. Her admiration for the icebergs was so great that she decided to take some photos.

## DISCUSSION

**Discuss these questions with your classmates.**

1. Would you like to travel to the Arctic?
2. What will the aim of your traveling be?
3. What means of transport would you choose for that? A team of dogs, an icebreaker or a helicopter?

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## Part II: MINORITIES LIVING IN THE ARCTIC

### UNIT 1

#### The Arctic Peoples

*What do you know about the Arctic?  
What Arctic People do you know?  
Is it difficult to live in the Arctic?*

The Arctic regions, although varied in their physical and cultural characteristics, share many common features. This region is occupied by different nationalities. There are the Saami, the Even, the Eskimo, the Chukchi, the Aleut and many other nationalities in the Arctic. All these peoples are hunters, fishers and gatherers. Some are herdsmen. [Not all Eskimos (Inuit) and Aleut are reindeer herders and the peoples of North America never developed reindeer herding.] All of the inhabitants of these high-latitude lands are cultural minorities within their own countries. They eke out a marginal existence under very extreme climatic conditions. The Arctic is "marginal" to its inhabitants, especially to agriculture. The growing season for crops is too short and the soils mostly too poor. However, to the Arctic people, life in the Arctic is anything but marginal--indeed, the Arctic is heartland and home. Seen through its inhabitants' eyes, it is both familiar and secure, and it holds personal meaning that can scarcely be understood by an outsider. Photographs of the Arctic, with their vistas of treeless tundra, rocky outcrops seemingly devoid of vegetation, and of ice, snow, and overall barrenness, do not show how this region could offer anyone a secure way of life. However, all the Arctic peoples enjoy the benefit of ancestral or traditional knowledge and have



an appreciation of how to make a living, how to raise families successfully, and how to come to terms with an environment that at times can indeed be very demanding--even life threatening.

One of the serious impacts of settlement living involves the increased difficulty of accessing traditional wildlife and fish resources that may best be found at some distance from the place of permanent residence. Inhabitants of many Arctic communities have experienced a change in their customary diets. Diet is obviously important for health, with the healthiest food being the fresh local foods that the people adapted to eating over many generations. Any change in diet, especially the new foods that are of less nutritional quality or less esteem by the people who eat them, will produce negative effect upon people's health and sense of well-being. Flooding caused by hydro-electricity projects, road building undertaken to enable the construction of dams, mines, forestry and tourism all represent threats to hunting, herding, and fishing. Furthermore, contamination of the Arctic food chain by chemicals used in industries or agriculture great distances removed from the Arctic add to the concern of the Arctic peoples' ecological security and the safety of the food produced in their homeland.

## VOCABULARY

**Complete the sentences with one of the following words.**

herding	extreme	minorities
marginal	diet	outsider

1. Most of the inhabitants of these high-latitude lands are cultural \_\_\_\_\_ within their own countries.
2. They eke out a marginal existence under very \_\_\_\_\_ climatic conditions.
3. The Arctic is \_\_\_\_\_ to its inhabitants, especially to agriculture.
4. The Arctic is familiar and secure to the mind of its inhabitant and it holds personal meaning that can scarcely be understood by an \_\_\_\_\_.
5. The construction of dams and mines, and forestry and tourism all represent threats to hunting, \_\_\_\_\_ and fishing.
6. \_\_\_\_\_ is obviously important for health.

## COMPREHENSION

1. Looking for Main Ideas.

**Circle the letter of the best answer.**

1. The Arctic region shares many \_\_\_\_\_ features.
  - a) different
  - b) simple
  - c) common
2. This region is occupied by \_\_\_\_\_ nationalities.
  - a) different
  - b) one
  - c) no
3. The growing season for crops is too \_\_\_\_\_.
  - a) long
  - b) short
  - c) big

2. Looking for Details.

**Circle T if the sentence is true. Circle F if the sentence is false.**

	<b>True</b>	<b>False</b>
1. All the Arctic Peoples are hunters, fishers and gatherers.	<b>T</b>	<b>F</b>
2. The Arctic is "marginal" to industry.	<b>T</b>	<b>F</b>
3. The soil is too rich.	<b>T</b>	<b>F</b>
4. All Arctic people enjoy the benefits of ancestral knowledge and an appreciation of how to make a living.	<b>T</b>	<b>F</b>
5. The increasing difficulty of accessing traditional wildlife and fish resources is a very serious problem in the Arctic.	<b>T</b>	<b>F</b>
6. Flooding is caused by hydro-electricity projects.	<b>T</b>	<b>F</b>
7. The new foods that are of more nutritional quality will produce negative effects upon people's health and sense of well-being.	<b>T</b>	<b>F</b>

**Complete the sentences with the prepositions below.**

In            by            within            under            through            at

1. The Arctic regions vary \_\_\_\_\_ their physical and cultural characteristics.
2. The Arctic is occupied \_\_\_\_\_ different nationalities.
3. Arctic inhabitants are cultural minorities \_\_\_\_\_ their own countries.
4. They exist and make their living \_\_\_\_\_ very extreme climatic condition.
5. Seen \_\_\_\_\_ its inhabitants' eyes, it is both familiar and secure.
6. Hunting and fishing may be best found \_\_\_\_\_ some distance from the place of permanent residence.
7. Inhabitants of many Arctic communities have experienced changes \_\_\_\_\_ their customary diets.

**DISCUSSION**

**Discuss the answer to these questions with your classmates.**

1. What do you know about the Arctic people?
2. Can you describe the Arctic as marginal?
3. Is it good for the Arctic nature to build hydro-electricity stations, roads, mines, and forestry mills?
4. Diet is important for health. What kind of goods are necessary for Arctic peoples? Why?

**Unit 2**

**The Eskimos of Alaska and Canada.**

*Do you know any Eskimo?  
What traditions of the Eskimos do you know?  
Are there Eskimos in Russia?*

Eskimos live in Russia, Alaska, Canada and Greenland. The Eskimos are different. The name "Yupiiit", or "Yupik Eskimos", is the self-designation of the

people of western Alaska. They are members of the larger family of the Inuit culture that extends from Prince William Sound on the Pacific coast of Alaska to both sides of the Bering Strait and from there 6,000 miles north and east along Canada's Arctic coast into Labrador and Greenland. Within that extended family, they are members of the Yupik-speaking, not Inuit/Inupiaq - speaking, branch.

The abundance of fish and game in western Alaska allowed more settled life than in other parts of the Arctic. Like the northern Inuit, the YUPIIT were semi-nomadic but because of the rich environment they could remain within a relatively fixed range.

Along the coast, harvesting activity was focused on seals, walrus, beluga whales, ocean-going and fresh-water fish, migratory birds, small animals, berries, and greens. As people moved inland and upriver, sea mammals decreased in importance and salmon increased in importance. Upriver hunters also pursued larger animals, including moose, caribou, and bear. Trade between groups ensured that upriver residents were supplied with seal oil, and coastal residents had caribou skins for clothing.

Extended families lived together most of the year in winter villages divided residentially between a communal men's house and small sod houses occupied by women and younger children. Married couples or groups of hunters often moved to outlying camps for fishing and trapping during spring and early fall, gathering again after "freeze-up".

All men and boys older than five years of age ate their meals and slept in the *gasgi*, [use italics to show that the word is from another language] the social and ceremonial center of village life. When not away hunting, they spent their spare time there talking, carving, making and repairing tools. Good hunters were richly rewarded. The *nukalpiaq* ("good provider") was a man of considerable importance in village life. Social status and power accrued to those who could afford to give to others.

The YUPIIT enjoyed a varied and elaborate ceremonial season. Each ceremony emphasized a different aspect of the relationship between humans, animals, and the spirit world.

The Bladder Festival, along with related ceremonies, ensured rebirth and return of the animals in the coming hunting season.

During the Feast of the Dead, people elaborately fed and clothed living namesakes as a way to provide for and honour the souls of their departed relatives. The great Feast for the Dead served the same function within human society as the Bladder Festival did within animal society, expressing and ensuring continuity between the living and the dead.

The intra-village *Petugtag* and the inter-village Messenger Feast played on, exaggerated, and reversed normal social relationship between husband and wife and between host and guest. The Messenger Feast also served important social functions, including displays of status, social control, and redistribution of wealth. At the same time, it provided a clear statement to the YUIT (persons) of the animals, that hunters were once again ready to receive them. Finally, the masked dance

performed during *Agayuyaraq* dramatically re-created past encounters with spirits in order to elicit their participation in the future.

Together, these ceremonies embodied a cyclical view of the universe where by right action in the past and present reproduced abundance in the future.

## VOCABULARY

**What is the meaning of the underlined words? Circle the letter of the correct answer.**

1. The abundance of fish and game allowed more settled life than in other parts of the Arctic.
  - a) play
  - b) animals
  - c) insects
2. Along the coast, harvesting activity was focused on seals, walrus, beluga whales.....
  - a) insects
  - b) birds
  - c) mammals
3. Eskimo families lived in small sod houses.
  - a) houses made of wood
  - b) houses made of earth
  - c) houses made of stone
4. All men and boys older than five years of age had their meals and slept in the gasgi.
  - a) sport center
  - b) health center
  - c) social and ceremonial center
5. Eskimo men spent their spare time talking carving, making and repairing tools.
  - a) beds
  - b) drums
  - c) instruments

## COMPREHENSION

A.Looking for Main Ideas.

**Circle the letter of the best answer.**

1. The Yupiit are members of the larger family of \_\_\_\_\_ culture.

- a) Inupiaq
- b) Inuit
- c) Sakha

2. The Yupiit were \_\_\_\_\_ tribes.

- a) nomadic
- b) settled
- c) semi-nomadic

3. Upriver hunters also pursued larger animals, including moose, caribou and \_\_\_\_\_.

- a) tiger
- b) buffalo
- c) bear

4. Social status and power accrued to those who could afford to \_\_\_\_\_.

- a) give to others
- b) take from others
- c) go with others

**B. Looking for Details.**

**Circle T if the sentence is true. Circle F if the sentence is false.**

	<b>True</b>	<b>False</b>
1. The Eskimo live in Russia, Alaska, Canada, Greenland and China.	<b>T</b>	<b>F</b>
2. Because of the rich environment the Yupiit could remain semi-nomadic within a relatively fixed range.	<b>T</b>	<b>F</b>
3. As people moved inland and upriver, sea mammals decreased in importance and salmon increased in importance.	<b>T</b>	<b>F</b>
4. Groups of hunters seldom moved to outlying camps for fishing and trapping.	<b>T</b>	<b>F</b>
5. Good hunters were poorly rewarded.	<b>T</b>	<b>F</b>
6. Each ceremony emphasized a common aspect of the relationship between humans, animals and the spirit world.	<b>T</b>	<b>F</b>



in the *gasgi*.

6. A “good provider” \_\_\_\_\_ a man of considerable importance in village life.  
(be)

7. *Petugtaq* and the Messenger Feast \_\_\_\_\_ on, \_\_\_\_\_ and  
(play) (exaggerate)

\_\_\_\_\_ normal social relationships between husband and wife, and  
(reverse)  
between host and guest.

## DICUSSION

**Discuss the answer to these questions with your classmates.**

1. In what way do the lives of young people in Yupik communities today differ from those of Yupik youth living in more traditional times?
2. In what way do Yupik attitudes and beliefs toward animals differ from your own? Compare ceremonies of the YUPIIT and your own.
3. Discuss the role of hunting and fishing in the lives of the northern peoples.

## UNIT 3

### The Chukchi and Siberian YUPIIT of the Russian Far East

*What Arctic people live in the Russian Far East?*

*What is their main occupation?*

*Can you describe the environment of the Russian Far East?*

The Chukotka autonomous region of the Russian Federation is inhabited by several groups of Native and non-Native peoples. The Chukchi and Siberian YUPIIT constitute the two most numerous Native groups in the region. Some Chukchi also live in the Sakha Republic to the west and in the Magadan Province to the south. The name of Chukchi comes from the Chukchi term for "reindeer". The term "Siberian YUPIIT" came into use only recently and partly coincides with the self-designation "YUPIIGY".

Both the Chukchi and Siberian YUPIIT have inhabited Chukotka for several thousand years. The Chukchi language, which belongs to the Chukotka-



Kamchatkan language family, shows little dialect differentiation. The Siberian Yupiit speak an Eskimo language (part of the Eskimo-Aleut language family).

Coastal Chukchi and Siberian Yupiit are sea-mammal hunters. The most important animals, from an economic point of view, are walrus and several species of seal. During the open-water season, bowhead whales, which were extremely important socially and ritually, are hunted only from a few large villages situated on capes facing the open sea. A few settlements also specialized in hunting grey whales. During the winter sea-ice season, hunting was directed at seals. The gathering of tundra plants (berries and grasses) and the eggs of ducks, geese and other birds, as well as river fishing, were necessary, but auxiliary, subsistence activities in all coastal villages.

In the inland tundra region of Chukotka, the most important economic activity has long been herding the domestic reindeer. Herds were held by families, who worked to accumulate a large number of reindeer and then hired younger men to help tend the herds. The nature of tending domestic reindeer dictated that these family groups were mobile, migrating constantly in search of suitable pasture for their animals.

The cosmological views of Chukchi and Yupiit bear many similarities. Among both coastal and inland tundra peoples, the entire nonhuman environment was considered to be alive and endowed with the ability to act and speak. Animals and humans alive were considered to be persons possessing souls, and the boundary between these different categories of persons was easily crossed: animal persons could transform into human persons and vice versa.

Species of wild animals and trees, lakes and rivers were thought to have "owners" or "masters" -- spiritual entities controlling resources -- with whom humans had to maintain a respectful relationship in order to use the resources appropriately. Male and female shamans had privileged access to the spirit world, which allowed them to cure the sick, prevent misfortune and predict the weather.

Bowhead whales had the most prominent place in the rituals of the coastal hunters of the Chukotka Peninsula. The ceremony of boats, which marked the beginning of the hunting season in May, and the ritual greeting of a hunted whale were the major ceremonies. The central theme of the whale rituals among the maritime hunters of Chukotka was the resurrection of the animals, a ritual to guide them back to their "homelands". Seals and walrus, despite their major economic importance, played only a minor role in such ceremonies. However, a respectful attitude toward all game animals was observed, and the captured animals were treated as honored guests to the settlement, not merely as a resource to be harvested.

## VOCABULARY

**Complete the sentences with one of the following words.**

gathering of    inhabited    numerous  
herding reindeer    sea-mammal

1. The Chukchi and Siberian Yupiit constitute the two most numbered Native groups in the region.
2. The name Chukchi means domestic deer.
3. Both the Chukchi and Siberian Yupiit have occupied Chukotka for several thousand years.
4. Coastal Chukchi and Siberian Yupiit are walrus, seal, whale hunters.
5. Picking up tundra plants and the eggs of birds were necessary but auxiliary.
6. The most important economic activity has long been looking after the domestic reindeer.

### COMPREHENSION

3. Looking for Main Ideas.

#### **Circle the letter of the best answer.**

1. During the open-water season they hunt \_\_\_\_\_.
  - a) bowhead whales
  - b) walrus
  - c) seals
2. During winter sea-ice season they hunt \_\_\_\_\_.
  - a) bowhead whales
  - b) walrus
  - c) seals
3. Herds were held by \_\_\_\_\_.
  - a) students
  - b) families
  - c) hunters
4. Shamans were thought to cure the sick, prevent misfortune and predict the \_\_\_\_\_.
  - a) illness
  - b) weather
  - c) name
5. The hunting season begins in \_\_\_\_\_.
  - a) May
  - b) September
  - c) December

4. Looking for Details.

#### **Circle T if the sentence is true. Circle F if the sentence is false.**

	<b>True</b>	<b>False</b>
1. Some Chukchi live in the Sakha Republic to the west and in the Khabarovsk Krai to the South.	<b>T</b>	<b>F</b>
2. The term “Siberian Yupik” means “reindeer”.	<b>T</b>	<b>F</b>
3. These family groups were mobile, migrating constantly in search of suitable pasture for their animals.	<b>T</b>	<b>F</b>
4. The entire nonhuman environment was considered to be alive.	<b>T</b>	<b>F</b>
5. Species of wild animals and trees, lakes and rivers were thought to have “owners” or “masters”.	<b>T</b>	<b>F</b>
6. Grey whales had the most prominent place in the rituals of the coastal hunters of the Chukotka Peninsula.	<b>T</b>	<b>F</b>
7. The ritual greeting of a hunted whale was a major ceremony.	<b>T</b>	<b>F</b>
8. A respectful attitude toward all game animals was observed.	<b>T</b>	<b>F</b>
9. The captured animals were treated as a resource to be harvested.	<b>T</b>	<b>F</b>

## GRAMMAR

**The words in the sentences are not in the correct order. Rewrite the sentence with the words in the correct order.**

1. Is people several and native of inhabited groups by Chukotka non-Native.
2. The language the Chukchi family Chukotko-Kamchtkan to language of belongs.
3. Of animals species walrus were important the most and seals of several.
4. Yupiit bear similarities of many cosmological the Chukchi views.
5. Role and seals played a such in only walrus ceremonies minor.
6. Treated settlement captured the honored were as guests animals the to.

## DISCUSSION

**Discuss the answers to these questions with your classmates.**

1. How do future developments of reindeer herding and sea-mammal hunting influence the cultural fates of the Native peoples of Chukotka?
2. Are there any similarities and differences between Chukchi and Yupiit?
3. Discuss the beliefs of the Chukchi and Siberian Yupiit and your own.

## Unit 4

### The Finnish People and Kalevala

*What do you know about the Saami?  
Have you read the epic of the Finnish people?  
Are there the Finnish people in our republic?*

The Saami are the indigenous people of the Russian Kola Peninsula and northern Norway, Sweden and Finland. Although Saamiland was divided by national borders following the colonization of the North, the Saami emphasize that they are “one people in four countries”. They have their own language, their traditional styles of dress, their own distinctive handicraft work and their own unique form of singing—joiking--actually, in the words of the Saami author Johan Turi, a “way to remember”.

Although the Saami did not possess a written language before contact with Christian missionaries, their oral tradition is extensive and Saami authors have produced written classics.

The Kalevala [this is not thought of as Saami literature] became the national epic of Finland and one of the great epics of all mankind. Kalevala Day, February 28, is a national day of celebration of Finnish culture, which brings the Finns together in rejoicing and pride both in Finland and wherever else the Finns live.

The Kalevala has also inspired foreign scholars and artists, as well as amateurs of poetry. The Kalevala has been translated into more than thirty different languages, in total more than a hundred editions. The latest translation is into an African language, Pular (1983). The translations have also inspired Kalevala illustrators, which has only enriched the interpretations of the Kalevala.

The influence of the Kalevala on the culture of Karelia has been and still is very strong; a major proportion of the best material was collected from Russian Karelia.

We hope that the Kalevala can be accepted as a treasure with a very wide range. Kalevalic folk poetry was recorded by the Finnish collector among the

Finnish-speaking populations, mainly in the area of Finland in the 19<sup>th</sup> century, although many of the best materials were obtained from Ingria and White Sea Karelia on the Russian side of the border.

The Kalevala as an epic was created by a Finn, Elias Lonnrot, in the Finnish language and the Finnish people adopted it in a historical process as a cornerstone of their culture and national identity. The Kalevala became the national epic of Finland.

But as a work of art the Kalevala is also a generally human epic, for its content touches upon the basic values and problems of life across all borders and its esthetic values reveal themselves as representatives of highly different peoples and cultures. The Finnish national epic is part of the cultural property of all mankind. It is worth cherishing as a spiritual treasure of our own time and future generations

There have been numerous theories regarding the origins of the Saami. It was once thought that they might have become established in an ice-free strip of land along the North Sea coast during the close of the last ice age. Cultural anthropologists and linguists emphasize the characteristics that link the Saami eastward to other northern and reindeer herding peoples in Asia.

## VOCABULARY

**Complete the sentences. Circle the letter of the suitable word.**

1. The Saami are a/an \_\_\_\_\_ people of the North.
  - a) indigenous
  - b) small
  - c) numerous
2. Joiking is a form of \_\_\_\_\_.
  - a) speaking
  - b) singing
  - c) reading
3. Their oral tradition is \_\_\_\_\_.
  - a) intensive
  - b) obvious
  - c) extensive
4. February 28 is Kalevala \_\_\_\_\_.
  - a) poem
  - b) day
  - c) song
5. Kalevala is the \_\_\_\_\_ epic of Finland.
  - a) national
  - b) traditional
  - c) state
6. The Kalevala has inspired foreign \_\_\_\_\_.

- a) schools
  - b) scholars
  - c) teachers
7. The translations have inspired \_\_\_\_\_.
- a) translators
  - b) readers
  - c) illustrators

## COMPREHENSION

1. Looking for Main Ideas.

**Write the questions to these answers.**

1. How many \_\_\_\_\_ ?

The Saami live in four countries.

2. What \_\_\_\_\_ ?

The language of the latest translation of the Kalevala was African.

3. Who \_\_\_\_\_ ?

Elias Lonnrot wrote the Kalevala.

2. Looking for Details.

**One word in each sentence is not correct. Cross out the word and write the correct answer.**

1. The Saami emphasize that they are “one people in six countries”.
2. They have their own language, their traditional styles of dress, their own distinctive handicraft work and their own unique form of dancing.
3. The Saami did not possess a written language before contact with Christian missionaries.
4. The Kalevala became the national emblem of Finland.
5. The Kalevala has been translated into more than fifty different languages.
6. Illustrators have only diminished the interpretations of the Kalevala.

## GRAMMAR

**Complete the sentences using the perfect tense form of the verbs in parentheses.**

1. There \_\_\_\_\_ numerous theories regarding the origin of the Saami.  
(be)

2. The Kalevala \_\_\_\_\_ foreign scholars and artists, as well as  
(inspire)  
amateurs of poetry.

3. The translations and illustrations \_\_\_\_\_ the interpretations of the Kalevala.

(enrich)

4. The influence of the Kalevala on the culture of Karelia \_\_\_\_\_ and still is very  
(be)  
strong.
5. The question \_\_\_\_\_ to what extent is the Kalevala a national epic.  
(be put)

## DICUSSION

**Discuss the answer to these questions with your classmates.**

1. What kinds of singing of northern peoples do you know?
2. Are there any other epic songs like the Kalevala in the North? Compare the Kalevala and the Olonkho.
3. Is the Kalevala a Finnish or a Russian people's epic?

## Unit 5

### The Cree of Canada

*Do you have any information about the James Bay Cree?  
Are they hunters or farmers?  
Do you know their beliefs?*

The James Bay Cree are a Native American people or the First Nation as they are called in Canada. The term "First Nation" indicates that their presence preceded those of the "Founding Nations" of Canada, mainly English and French.

The James Bay Cree speak dialects of Montagnais-Naskapi-Cree, an Algonquian language group, which stretches from the Montagnais on the Atlantic coast of Labrador to the Plains Cree of the western prairies. It is one of only three Indigenous languages of Canada that are spoken by enough people that its survival is not at risk.

Cree hunters express their responsibilities and also dependencies on the land through a series of territory stewards or "bosses". The steward and his spouse know the land intimately from years of use and they decide whether the game needs to be allowed to replenish itself. They also decide who and how many families will hunt on the land, which game they will try to catch and which they will allow to grow and reproduce.

Cree hunters have learned to live in this complex environment. In their world view, humans and their societies are part of a wider social universe. The world is

not so much filled with natural objects or things as it is made up of social beings or persons. For them, animals are willful beings; each species, with its own type of family, knowledge, habitual behavior and personality, and each animal is God's creation and has a soul. This way of thinking about the world not only extends to other living beings but to phenomena and objects such as snow, mountains, lightning and thunder, rocks and lakes. In the Cree world, each of these can be an active agent and therefore it is like a living being or a person. This way of thinking about the world is closely tied to an environmental ethic of respect and responsibility toward the environment. Cree hunters are very careful observers of their world. They have a knowledge of the lands on which they spend a lifetime of active hunting that is typically very detailed and accurate.

Scientific knowledge of the region, by comparison, is fragmentary and lacks historical depth, although it is useful, too, when used carefully. Indeed, the Cree and scientists agree on many things. Nevertheless, Cree hunters are often surprised that knowledgeable scientists often cannot see the ethical responsibilities that flow from their knowledge of the land. They are also surprised when scientists do not respond to the damage being done by developers and government officials by advising them to stop their actions.

## VOCABULARY

**Replace the underlined words in the sentences with the words below.**

means	in danger	bosses	creatures
vigilant	animals	surroundings	

1. The term "First Nation" indicates that their presence preceded those who arrived from Europe.
2. The Cree language is spoken by enough people that its survival is not at risk.
3. Cree hunters express their responsibilities and dependencies on the land through a series of territory stewards.
4. According to belief each species has its own type of family, knowledge, habitual behavior.
5. Cree hunters are very careful observers of their world.
6. They also decide which game they will try to catch.
7. Cree hunters have learned to live in this complex environment.

## COMPREHENSION

A. Looking for Main Ideas.

**Circle the letter of the correct answer.**

1. They call themselves "\_\_\_\_\_ Nation".
  - a) second
  - b) third



- c) first
2. It is one of the only three \_\_\_\_\_ languages of Canada that are spoken by enough people.
- a) second
  - b) foreign
  - c) indigenous
3. In their world view, humans and their societies are part of a wider social \_\_\_\_\_ .
- a) universe
  - b) space
  - c) region
4. \_\_\_\_\_ knowledge of the region is fragmentary and lacks historical depth.
- a) scientific
  - b) cultural
  - c) good

### 3. Looking for Details.

One word in each sentence is not correct. Cross out the word and write the correct answer.

1. The Cree are called the “Founding Nations”.
2. The James Bay Cree speak dialects of an English language.
3. The hunters decide whether the game will be hunted in the coming year or whether it needs to be allowed to replenish itself.
4. They think that animals are not active beings.
5. This way of thinking about the world extends only to living beings.
6. Knowledge of the land is not very detailed and accurate.
7. Cree hunters are often surprised that knowledgeable scientists can see the ethical responsibilities that flow from their knowledge of the land.

## GRAMMAR

**Make these sentences positive.**

1. The James Bay Cree are not a Native American people.
2. Cree hunters do not express their responsibilities and dependencies on the land.
3. Cree hunters have not learned to live in this complex environment.
4. They think that each animal is not God’s creation and has no soul.
5. In the Cree world, each of these things can not be an active agent.
6. The Cree and scientists do not agree on many things.
7. They are not surprised when scientists respond to the damage.

## DICUSSION

**Discuss the answers to these questions with your classmates.**

1. The Cree and environmentalists share a profound concern for the environment, but they do not always agree. What could environmentalists learn from the Cree about caring for the land?
2. What language or dialect do the Cree speak? Do you know it?
3. Discuss the Cree way of thinking about the world. Is it reasonable?

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## Part III: TRADE OF THE ARCTIC PEOPLES

### UNIT 1

#### HUNTING

*Who do you see in the picture?  
Have you ever seen a trapper?  
Is hunting a profession?*

Indigenous inhabitants of the North had the thousands of years of experience in hunting for the wild animals, water and forest birds. They knew well enough the biology of animals and birds and the peculiarities of the areas in which they lived and hunted.

Hunting had different directions and ways and depended on natural-climatic conditions. Also hunting depended on the demands for meals and other kinds of

hunting productions. All aboriginal northern nations-Evens, Evenks, Chukchas and Yukaghirs living in wild nature, hunting, fishing and reindeer breeding have their own old environment-friendly traditions. Just thanks to the respect and care of Mother-Nature, humans have survived in the North and preserved inhabited areas.

The indigenous peoples believed that this is a big sin to refuse a bequeath, to take from nature more than they need or hurt it, for which a human could be punished, deprived of his bag, food, roof and life itself by the highest Deity (Yakuts deity-Tanjara). In the case of irreparable damage to nature the Highest Powers could eliminate the whole clan.

As a rule only men went for hunting and trapping. But in Evens, Evenks, Chukchas and Yukaghirs women and children took part in hunting where needed for collective ways of hunting. In 17-28 th centuries Russian markets increased the demand for fur-bearing beasts. The valuable furs were sold, exchanged for other goods. The fur was used for paying the tax (yasak). Fur hunting gained the main economic meaning.

The trappers hunted the wild animals by stalking, persecutions, path finding, making an ambush and using battue. They often combined these ways. Nearly all Arctic indigenous peoples hunted wild reindeers on rivers while they were crossing rivers during their migration. When the reindeers reached the middle of the river hunters sailed on boats from their ambushes. They surrounded the herd of reindeers and speared them with the lances. Women, children and less experienced hunters stood on the bank of river and didn't allow the reindeers to reach the bank. Dead reindeers couldn't sink because of the thick fur was filled with air.

Hunters got animals by different sorts of traps: loops, crossbows, arbalests or complex of bows. They were installed near the path of the animals, the beast touched the rope, fixed on the path and arbalest shot at the beast. Most of the hunters hunted in such ways: fixed loops and caught elk, deer, bear, bobcat, fox and forest birds. Nowadays hunters have been using the traps (so called <mouth> made of logs). Certainly almost every trapper has a Siberian husky (Sakha dog), they are good helpers for hunting sables, squirrels, muskrats and other fur-bearing animals.

The ways of hunting of the Arctic indigenous peoples are the same because of the climatic conditions, flora and fauna. Lives are similar in many Arctic regions. Before hunting one should carry out the special ceremony, to ask the Spirit (Bayanay) the permission for trapping, ask the Spirit of the land and feed the fire with food which he had. This tradition has been preserved till nowadays, all hunters even amateurs keep to this custom.

Later with the appearance of guns many old traditional ways of hunting are not used but haven't been forgotten. Trapping the valuable fur animals is time—honored tradition nowadays. Now each hunter has his own Siberian husky, a skilled hunting dog is very valuable. Having such dog the hunter considers it as a reliable friend and a helper in the thick backwoods of taiga and the endless tundra. The hunting dog tirelessly follows elks, deer, foxes and sables etc, warns about dangers, lives with its master in their hunting house in taiga for the long hunting

season. The hunting dog is often considered as beloved member of the hunter's family.

Using all kind of cross—country vehicles and modern kinds of guns are the real danger for preserving the Northern flora and fauna. The tracks of these kinds of transports remain in taiga and tundra for long period of time and are restored only in tens of years. In order to preserve the nature and animals some parks such as the Sinsky and Olekminsky reserves have been created.

There are many amateur hunters in the Sakha Republic, they mainly go hunting in definite seasons: in spring and autumn for ducks and hares, certainly they hunt if the hunting season is allowed. Every amateur hunter and fisherman must be a member of the Society of Hunters and Fishermen and pays every year for membership .Each of them has the certification and also the license for keeping the hunting guns. If they want to hunt for big wild animals or go fishing using different kind of nets, they should have to buy the license for hunting an elk, a wild reindeer or some other animal and fishing.

As for the professional hunters, they have a definite and fixed area of hunting. No other trapper can hunt in this area.

## Vocabulary

**Complete the definition. Circle the letter of the correct answer.**

1. Hunting had different directions and ways, it depended on.....conditions.  
a) natural—climatic b) transport c) weather
2. In 17-18<sup>th</sup> centuries Russian markets increased the demand for.....  
a) fur—bearing beast, b) pigs, c) fishes
3. Nearly all the Arctic indigenous trappers hunted for wild reindeers .....during their migration.  
a) in prairie, b) on sea coast, c) in the river crossing.
4. Now each hunter has his own.....  
a) wolf, b) bear, c) husky.
5. When the reindeers reached the middle of a.....  
a) road, b) river, c) mountain.
6. Later with the appearance of .....,many old tradition ways of hunting aren't used but haven't forgotten.  
a) cars b) motor-sledge, c) fire gun.
7. The hunting dog warns a hunter about.....beforehand  
a) storm b) newcomers c) danger.

8. Every amateur hunter has a license for keeping a.....  
a) dog b) fishing—rod c) hunting gun.

## Comprehension

### A. Looking for Main ideas.

**Circle the letter of the best answer.**

1. Indigenous people of the North knew .....  
a) the taiga and endless tundra.  
b) the places where they wanted to hunt.  
c) the biology of animals and peculiarities of the area.
2. Women, children and inexperienced hunters.....  
a) didn't go hunting.  
b) stood on the shore and didn't allow deer's to reach the bank.  
c) floated out on a boat from their ambushes and killed reindeers with the lances.
3. The ways of hunting of many Arctic indigenous people are alike (similar) because of.....  
a) their life condition.  
b) the climatic conditions, flora and fauna.  
c) they all lived together early.

### B. Looking for details

**One word in each sentence is not correct. Cross out the wrong word and write the correct one.**

1. Nearly all Arctic indigenous people hunted wild reindeers on a river—crossing during their rest.
2. Later with the appearance of the bows many old traditional ways of hunting are not used but haven't been forgotten.
3. Now each hunter has his own Siberian husky , a good skilled hunting horse is very valuable.
4. The hunting dog tirelessly follows elks, deers, foxes, sables and rats.
5. Using all kinds of cross—country vehicles and modern kinds of guns is the real use for preserving the North flora and fauna.
6. The tracks of these transports remain in the taiga and tundra for long period of time and are restored only in tens weeks.
7. No one other trapper can live in hunter's area.

## Grammar

**Replace the italicized adverbial clauses of time by the appropriate form of the Participle using the model**

**Model:** *When appeared*-----the appearance of.

1. *When appeared* the fire gun many old traditional ways of hunting are not used.
2. They *stalked* the animal for a short distance.
3. The hunters waited for the wild reindeers *when they crossed* the river.
4. *When a hunter had* a good dog, he considered it as a helper in taiga.
5. *When people use* all kinds of cross—country vehicles, it is a real danger for the Northern fauna and flora.
6. *When fishermen use* different kinds of nets, they should buy fishing license.

**DISCUSSION**

**Discuss the answers of these questions with the students of your group.**

1. What interesting ways of hunting do you know?
2. What do the hunters have to do before hunting? What is the unwritten laws who goes to the forest.
3. What can you say about Sakha husky for a trapper?

**UNIT 2**

**FISHING**

*Have you ever seen a fisherman?*

*What fishing tool do you know?*

*Have you ever caught large fish? Would you tell us about it please?*

Fishing occupies an important place in the traditional trade among most northern people. It became a special trade almost in Neolithic period (the fifth—third thousand years before our era). Fishing is defined as one of the main material cultures of indigenous people living on the North Sea coast. Fish served as one of the main meals for people and for their draught-dogs. They made clothes and shoes from the fish's skin. The fish were caught during their seasonal migration from the seas up to the rivers and were preserved by salting, drying and freezing. This way of preserving fish and reindeer meat has been used for centuries and scraps were given to dogs.

Fishing tools such as bone fish-hooks, heads of harpoons were known in the north from Paleolithic times. The harpoons had three teeth, it has been used until nowadays with many indigenous north people. The fishermen use the harpoon

when they spear big fish in the crystal clean water using a torch in autumn nights standing on the bow of a boat. The northern fishermen speared pikes, white salmon, taimens and other noble fish.

From the ancient times the Northern indigenous people have been fishing with the use of fishing-rod, with long or short line. Dip nets are very popular among the north indigenous people, Sakha people made the nets of the horse's hair, they made nets for a very long period of time and took good care of it .

Fish caught by the nets were usually divided between all the inhabitants of the village, every old man, woman, and child could get their own share. The Nets were made for river fishing or the lake fishing. Sakha people use the nets for different kinds of fish, for big fishes and small ones. Certainly the cells of the nets are of a definite size, it depends on where you are fishing and what kinds of fish are you going to catch.

The crucian has been a very popular food in Sakha land for centuries. There are thousands of large and small, deep and shallow lakes in our area. Most of them have crucians, Sakha people fish in them in summer and even in winter when ice up to a meter or more thick covers the lakes. It is wonderful to watch when hundreds of young and old put down one or sometimes more fishnets under the thick ice. They do it very calmly without any noise. It is very complicated and hard work , the old and respected fishermen direct this process.

In spring time when the days are longer and warmer young fishermen go to the lakes and catch the crucians with the help of a landing—net so called in the Sakha language < kuyuur>. The northern people have many ways of catching fish. A good fisherman can always catch fish for the dinner table in any season, in any place, at any time and prepare them in different ways.

## VOCABULARY

**Compete the definitions. Circle the letter of the correct answer.**

1. The harpoons had \_\_\_\_\_teeth  
a) one, b) two, c) three.
2. The North fishermen speared \_\_\_\_\_  
a)white salmon, b) walrus, c) shark.
3. Sakha people made nets of \_\_\_\_\_  
a) Capron, b) nylon, c) horse's hair
4. Fishing became the special trade \_\_\_\_\_  
a) in the18 century, b) long ago, c) in Neolithic times.
5. Fishes were caught during their season of \_\_\_\_\_  
a) sleeping, b) migration, c) allowing

## COMPREHENSION

### A. Looking for Main Ideas

**Give complete answers to these questions**

1. What does fishing for the Northern people mean?
2. Give the examples of ways of fishing in ancient time and what ways of fishing are not used now. What peculiarities of fishing do you know?
3. What is the most popular kind of fishing in our area and what is the original way of fishing you have learned from this text?
4. What unusual method of fishing have Sakha people?

### A. Looking for Details

**Give T if the sentence is true, give F if the sentence is false.**

	True	False
1. The fish were caught during their migration from the sea up to the river.	<b>T</b>	<b>F</b>
2. The harpoons have five teeth	<b>T</b>	<b>F</b>
3. Harpoons have been used until nowadays with many indigenous Peoples.	<b>T</b>	<b>F</b>
4. The fish caught by the nets were usually divided only between The fishermen	<b>T</b>	<b>F</b>
5. The cells of the nets are only of one size	<b>T</b>	<b>F</b>
6. Northern people can catch fish in summer and even in winter.	<b>T</b>	<b>F</b>

## GRAMMAR

**Replace the infinitive in brackets by the appropriate form of the Participle II**

**Model:** to work----- having worked

1. (to catch) fishes the fishermen divided crucians between all inhabitants of the settlements.
2. (to light) the torch the fishermen stood on the bow of the boat.
3. (to make) the net from horse hair, old fisherman gave it to the skilled ones.
4. (to examine) some harpoons he chose the largest one.
5. (to dry) the part of the caught fish the fisherman put them into a box.
6. (to see) the shoal of fish in the crystal clean water the fisherman lit a torch.



## DISCUSSION

1. What new things have you learnt for yourself from the text?
2. What other ways of fishing do you know?
3. Have you ever seen winter fishing? (on TV)

## UNIT 3

### THE SEA MAMMAL HUNTING

*What species of sea mammal can you name?*

*Where do the hunters shoot the walrus?*

*Why do the indigenous peoples hunt for sea mammals?*

Sea mammal hunting is the trade of the north ocean inhabitants: Nenets—Novaya Zemlya, Sámi—The Kola Peninsular, Evens, Evenks, Nivkhs, Ulchs, but for Chukchies and Eskimo this kind of trade has been used for centuries. This trade developed the Northern Peoples common elements of culture. These indigenous Peoples hunted for seals, whales, walrus for to provide themselves with meat, oil, bones and skins. They used oil not only for food but for heating and lighting their dwellings. The skins of walrus were used for covering the boats and the dwellings, they sewed (made) waterproof coats from the guts. The large bones of whales and walrus were used in the building of dwellings. They made the grips of knives, dishes, amulets and decorations from the tusk of the walrus.

Part of the prey the hunters exchanged for reindeer meat and skins, enough quantity of meat and oil gave the opportunity to live in a definite place and to have a number of sledge dogs

They often built their dwellings in the mountains in order to watch the sea waiting for the appearance whales and walruses. Many villages were located not far from the walrus rookery. The hunters shoot walrus in spring and autumn in the open water or when the animals were lying on floating ice. In the second half of summer hunters shoot them on the shore in a rookery.

When the walruses and seals didn't get on a shore the hunters followed them in the sea by boats. The main tools of hunting were harpoons with floats (a missileing weapon with separating tips). The floats were inflated skins of seals. There were seven or eight hunters in each boat

Hunting whales was the great event for the whole village, it could feed all inhabitants. Hunters threw some harpoons into the whale. When the whale was tired and couldn't dive the followers killed it with lances. Certainly it was a very dangerous way of hunting. Before sailing to hunt the shaman and hunters perform the ritual ceremony of asking the permission of the spirit of hunting, spirit of the whale for hunting.

Chukchies and Eskimos hunted the seals all year round. Their dogs found the holes of the seals on the ice and a hunter waited for a seal to appear and beat it with the lance or shot at it. The meat of a seal and walrus are preserved by drying. It is very nourishing and necessary for indigenous living on the North shore.

## VOCABULARY

### What are the meanings of underlined words?

1. The walrus's oil was used for heating and lighting their dwellings
  - a) oil for engines
  - b) oil of animals
2. They often built the dwelling on the mountain
  - a) it is the house
  - b) it is the temporary built house
3. The hunting whales was the great event
  - a) it is killing a whale
  - b) it is the part of the body of whale
4. The harpoons had floats
  - a) they were the balls
  - b) they were the skins filled by air

## COMPREHENSION

### A. Looking for Main Ideas

#### Write questions for these answers

1. What did \_\_\_\_\_?  
The part of prey hunters exchanged for the reindeer's meat and skins.
2. What \_\_\_\_\_ for?  
The skins of walrus were used for covering the boats and dwellings.
3. What did \_\_\_\_\_?  
They used large bones of the whales in building of dwellings.
4. What was \_\_\_\_\_?  
The main tool for hunting the sea mammals was the harpoon.

### B. Looking for details

Circle T if the sentence is true. Circle F if the sentence is false.

	<b>True</b>	<b>False</b>
1. Sea—mammal hunting is the traditional trade of European Peoples.	<b>T</b>	<b>F</b>
2. This trade developed the common elements of culture for indigenous people of the North.	<b>T</b>	<b>F</b>
3. They hunted seals, whales and walrus for exchanging.	<b>T</b>	<b>F</b>
4. They often built their dwelling on the rocks in order to watch the sea.	<b>T</b>	<b>F</b>
5. Many villages were located far from the walruses rookery.	<b>T</b>	<b>F</b>
6. It was a very easy way of hunting.	<b>T</b>	<b>F</b>

## GRAMMAR

**Make the sentences complete using Past Continuous.**

1. Indigenous people of the North \_\_\_\_\_(to hunt) all year round.
2. They \_\_\_\_\_(to watch) the sea and \_\_\_\_\_(to wait for) the whales and walrus to appear.
3. The walruses \_\_\_\_\_(to lie) on the floating ice.
4. Shamans and hunters \_\_\_\_\_(to perform) the real ceremony before hunting.
5. Chukchies and Eskimos \_\_\_\_\_(to hunt) seals all year round.
6. Women \_\_\_\_\_(to dry) meat of seals and walrus the whole short summer.

## DISCUSSION

**Discuss the answers of these questions with students of your group.**

1. Whose trade is sea mammal hunting?
2. How do they use the meat, skin, bones of the sea mammals?
3. Why do they perform the ritual ceremony before sailing and hunting?

## UNIT 4

### REINDEER - HERDING

*Reindeer-farming is a very important trade for indigenous people, isn't it?*

*What does nomadic cattle-breeding mean?*

*What does the reindeer provide for indigenous people?*

Reindeer—breeding is the most stable branch of animal husbandry in the North. Arctic indigenous people: Sámi—in the North, Komi and Nenets in the North-east of the Europe, Khanty, Mansi, Kets in the West Siberia, Dolgans, Evenkis, Evens, Yukaghirs and the northern Yakuts in the Middle and East Siberia, Chukchies, Koryaks in the North East are reindeer herders.

Reindeer farming is an important lively hood for all these indigenous peoples. The reindeer provides all vital requirements of the Northern man, it defines the way of life ( nomadic) and the main way of culture (settling and dwelling, clothes, utensils and food, transport, society relationships, spiritual culture). Domestic large reindeer herding is the Northern variant of the nomadic way, it was formed in 18th century.

Earlier the state supported this branch of economy in the Arctic region. Nowadays most reindeer-breeding farms are the tribal societies and the number of reindeers has been reduced. The Sakha government's policy tries to support these tribal societies, to help in restoring the quantity of reindeers. As a rule the reindeer pastures are situated in the taiga, tundra and mountainous areas which are hard to get at. The shepherds have to live in these places far away from the settlements.

Reindeer herding is characterized as the seasonal nomadize: in summer to tundra, in winter to forest tundra. Because of the mosquitoes in the forest tundra in summer reindeer-breeders have to move with their family and the herds of reindeers to tundra from taiga. The constant North-sea winds drive away the mosquitoes so reindeers can graze calmly and accumulate oil for winter.

The reindeer provides the indigenous peoples with food, clothes and is used as the means of conveyance: reindeer meat is very tasty and nourishing. The reindeer herders usually set up their traditional dwellings covered by reindeer's fells. Certainly the fells are used for sewing not only the national clothes but for the everyday clothes. It is necessary to treat the fells carefully before sewing. The thick wool filled by air protects a man from the severe frost and wind in winter, no other clothes can replace the clothes made of reindeer's fells. The national clothes are decorated with fur ornaments and beads, winter boots made of reindeer legs fells are very warm and comfortable in the long and severe winter. The national dress differs from one region to another, making it possible to tell where the wearer's family is from.

Reindeer is the main means of conveyance in the North. It is indispensable in the tundra and forest-tundra. Its wide hoofs don't allow a reindeer to fall through the deep snowdrift. A reindeer is a tireless runner in the tundra and forest-tundra. The shepherds and hunters use different kind of gear and sledges, it depends on the area. They can use the harness of two or three reindeers, the kinds of sledges of one region are different from another, in summer one can ride a reindeer like a horse but using a special saddle.

Lassoing reveals a reindeer farmer's skills. A skilled reindeer herder can catch and stop a reindeer from a distance by lassoing the animal by one antler. A reindeer-herder teaches his son to throw the lasso from his childhood. Reindeer farmers take good care of reindeers, they round them up, count, mark, separate, slaughter and herd in a new pasture.

## VOCABULARY

### What is the meaning of the underlined words?

1. The reindeer provides all vital requirements of the North man.
  - a) the questions and problems
  - b) all necessary things for living
2. Nowadays the most reindeer-breeding farms are the tribal societies.
  - a) the collective farms
  - b) the relative society
3. Its fell is used for traditional dwelling.
  - a) It is reindeer's skin
  - b) It is fur skin of a reindeer
4. A large herd of reindeers
  - a) a small group of reindeers
  - b) hundreds of reindeers
- 5) its wide hoofs don't let reindeers fall through deep snow.
  - a) it's the legs of reindeers
  - b) it's the heels of a reindeer
6. The shepherds and hunters use different kind of gears and sledges.
  - a) for driving from hills.
  - b) the special thing to fix a reindeer.

## COMPREHENSION

### A. Looking for Main Idea

#### Circle the letter of the best answer

1. The shepherds have to live far away from \_\_\_\_\_
  - a) the settlements
  - b) dwellings
2. The reindeer pastures are situated in the tundra and forest tundra.

- a) farms
  - b) the place with land moss.
3. Reindeer meat is tasty and \_\_\_\_\_
- a) useless
  - b) nourishing
4. The national clothes are decorated with \_\_\_\_\_
- a) fur ornaments and beads
  - b) silver pieces
5. They can ride a reindeer like a horse but using a special \_\_\_\_\_
- a) chair
  - b) saddle
6. Lassoing reveals a reindeer herder's skills. A skilled reindeer farmer can catch and stop a reindeer from quite a distance by lassoing the animal by one \_\_\_\_\_
- a) head
  - b) antler

**B. Looking for details.**

**Circle T if the sentence is true . Circle F if the sentence is false.**

	<b>True</b>	<b>False</b>
1. Reindeer farming is the important livelihood trade for all these European people.	<b>T</b>	<b>F</b>
2. Nowadays the most reindeer farms are state farms.	<b>T</b>	<b>F</b>
3. The shepherds have to live in these places far away from the settlements.	<b>T</b>	<b>F</b>
4. The reindeer's meat is very tasty and nourishing.		
5. It's necessary to treat the fells carefully.	<b>T</b>	<b>F</b>
6. The national dress of indigenous people are alike for all Regions	<b>T</b>	<b>F</b>
7. The reindeer herders can use the gear of ten reindeers	<b>T</b>	<b>F</b>

**GRAMMAR**

**Make the sentences complete using the Present Continuous of the verbs in brackets.**

1. The shepherds .....(to live) in the places far away from the settlements.
2. They .....(treat)the fells carefully for a long time before sewing.
3. The shepherds .....(to ride) reindeers for whole summer.
4. The reindeer—breeder .....(to teach) his son to throw the lasso.
5. The state .....( to support) reindeer—breeding now.

## DISCUSSION

1. What interesting information about the reindeer—breeding have you learned from the text?
2. What problems do the reindeer-breeders meet nowadays?
3. What Arctic indigenous people do trade the reindeer herding?

## UNIT 5

### CATTLE AND HORSE BREEDING

*In what area of Yakutia is cattle and horse breeding represented?*

*What kind of food is made of milk?*

*What is difference between the Yakut horse and the European ones?*

From ancient times the traditional culture of Sakha people has been breeding cattle and horses . In the past the wealth of Sakha people stemmed out of their cattle and horses, their livestock that gave meat, milk and butter as did reindeer herds for indigenous people of the North.

There is no other Northern people who have been breeding cattle and horse in the North and even near the Arctic Circle except Sakha people. The Yakuts haven't lost the experience of breeding these domestic animals but have even scientifically increased this branch of agriculture recently. Traditional cattle and horse- breeding is fully represented in Amga, The Lena and the Viluy region.

From ancient times our ancestors have raised the best strains of cattle and horses, adapted for the severe climate in the North: the animals are have great endurance and they are unpretentious . Earlier the average number of cows for every Yakut family was about 10 or 20 cows and horses including young animals. During the Soviet time there were state farms in every village of the Sakha Republic and the number of cattle was huge. The productivity of animal husbandry was rather high, the agriculture and cattle-breeding was supported by the State. Nowadays the state farms have been disbanded, the cattle and horse breeding is the private business of the farmers. From early time Sakha people treated cattle with great respect, they prepared the hay during the short period of summer. The hay-making season usually begins at the end of June, ends in the middle of August. The

hay is laid in for the whole winter, farmers have been using all opportunities in the short summer to lay in the hay and gather as much as possible. The cows are held in cattle-sheds in the winter and in the summer cows are released in pastures. Yakut cows give more milk in summer than in winter. Different kinds of food are made of milk such as: butter, cream and other sour-milk foods. Yakut cow's meat is very tasty and nourishing.

Yakuts were named as *horse-men* by Russians. Yakut horses are a very unique domestic animals, Sakha people raised the unusual strains of horses which can graze all year round pawing grass under thick snow in winter and pasturing themselves in summer. The Sakha horse is not so large but very strong and tireless. Yakuts and their horses have a special relationship. In Sakha culture: in epos, olonkho, language, painting, the horse occupies a particular place. The horse is used for farming cartage with a sledge and riding with saddles. Yakuts take care of their horses all year round preparing for the long winter ahead, when food is scarcer, when winter is too severe. The horse's meat is tasty and nourishing, the scientists have approved that its meat takes out the radiation from the human organism. Sakha horses have been giving very oily milk from which the well-known national drink kumys is made. This drink is very useful for health.

Every Sakha family puts up a special pillar (*serge*) in their yard decorated with ornaments for tethering horses. Each *serge* differs from one family to another in its size and its ornaments. This pillar (named *serge*) symbolizes the welcome, hospitality and wealthy. Such *serge* is put up for each new Sakha family.

## VOCABULARY

**Complete the definition. Give the letter of the correct answer.**

1. There is no other Northern people who have been breeding cattle and horses in the North and even near the Arctic Circle except\_the\_\_\_\_\_
  - a) Finnish people
  - b) Sakha people
  - c) Russians
2. From the ancient times our ancestors raised the best\_\_\_\_\_of cattle and horses.
  - a) kind
  - b) strains
  - c) representatives
3. The hay is \_\_\_\_\_for the whole winter
  - a) made
  - b) laid in
  - c) got



4. The Yakuts and their horses have a special \_\_\_\_\_
  - a) relationship
  - b) treatment
  - c) seing
5. Yakuts take care of their horses all year round preparing for the long winter a head when food is \_\_\_\_\_
  - a) scarce
  - b) rich
  - c) enough
6. Sakha people have been making the national drink \_\_\_\_\_
  - a) kumys
  - b) yogurt
  - c) beer

## COMPREHENSION

### A. Write the question for these answers

1. What \_\_\_\_\_?  
From ancient times the traditional agriculture of Sakha people has been cattle and horse breeding from.
2. What kind \_\_\_\_\_?  
From ancient times our ancestors have raised the best strains of cows and horses, adapted for the severe climate of the North.
3. What is \_\_\_\_\_?  
The main work for cattle breeding is laying in the hay for the long Northern winter
4. How \_\_\_\_\_?  
From Russian original sources in the 18th century the Yakut were named as *Horse-men*.
5. What unique \_\_\_\_\_?  
Sakha people raised the unusual strains of horses which can graze on grass, pawing under deep snowdraft in winter for it
6. What does \_\_\_\_\_ mean?  
The decorated pillar in the yard of each Sakha family means hospitality, wealth and symbolizes welcome.

### B. Looking for details

**Circle T if the sentence is true. Circle F if the sentence is false.**

	<b>True</b>	<b>False</b>
1. In the past the wealth of Sakha people depended on their sheep.	<b>T</b>	<b>F</b>
2. Yakuts have lost the experience of breeding these domestic animals.	<b>T</b>	<b>F</b>
3. Hay making usually begins in early June and ends in July.	<b>T</b>	<b>F</b>
4. Yakuts take care of their horses all year round and prepare for long winter ahead.	<b>T</b>	<b>F</b>
5. Every Sakha family puts up a special pillar (serge) for tethering horses in their yard.	<b>T</b>	<b>F</b>

## GRAMMAR

**Put the verb in brackets into Present Perfect Continuous Tense.**

**Model:** (to take) – have been taking

1. From ancient times the traditional culture of Sakha people \_\_\_\_\_ (to breed) cattle and horses.
2. Sakha People \_\_\_\_\_ (to treat) to cows with great respect.
3. They \_\_\_\_\_ (to hold) cows in the cattle—sheds in winter.
4. The women \_\_\_\_\_ (to make) of milk different kind of milk foods.
5. Yakuts \_\_\_\_\_ (to have) a special relationship with the horses.
6. From ancient times Sakha People \_\_\_\_\_ (to put up) the serge .

## DISCUSSION

**Discuss the answer to these questions with your group—mates.**

1. What is the main trade of Sakha people from ancient time?
2. What does the sakha horses mean to our people?
3. What does the Pillar (serge) mean for Yakuts, when and in what occasions is it being put up?

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## **Part IV: PEOPLES LIVING IN THE SAKHA REPUBLIC AND THEIR CULTURE**

### **Unit 1**

#### **The Yukaghirs**

*What do the Yukaghirs from the Upper Kolyma Valley call themselves?  
How many Yukaghir people live in the Sakha Republic (Yakutia)?  
What is the traditional occupation of the Kolyma Yukaghirs?*

The Sakha Republic (Yakutia) is a magic country. There are thick backwoods of taiga and endless tundra, vast mountain chains and the boundless iced Arctic Ocean, numerous beautiful lakes and rivers.

The climate and wild natural environment defines the way of life and culture of the people living here, whose habits and customs are really unique.

The Yakuts, Yukaghirs, Evenks and Evens are the indigenous people of the Republic. They have deep common historic roots.

The Yukaghirs from the Upper Kolyma Valley call themselves Odul, those from the Alazeya call themselves Vadul, and those from the Indigirka call themselves Dutke, Dutkil and Buguch. The name “Yukaghirs” is considered to be a generic name of Tungus origin meaning the “icy or frozen people”. However there are also some other interpretations and the origin of the word is still unclear.

Today a small number of the Yukaghirs (1,097) live in the Nizhnekolymsk district of the Republic of Sakha (The Forest Yukaghirs or the Oduls).

Anthropologically the Yukaghirs belong to the Baikal group of the North-Asian race. Ethnologically they are indigenous people of Eastern Siberia. The genetically isolated Yukaghir language has been regarded as one of the Paleo-Asiatic languages. It has been hypothesized that the Yukaghir language is related to the Uralic languages. However the grammatical structure and the vocabulary of the Yukaghir language are so different from the modern Uralic languages that it is obvious that the Yukaghir separated from the common Uralic language earlier than 8,000 years ago.

The ancestors of the Forest Yukaghirs were hunters and fishermen who moved from place to place in search of food. Until the 18th century the main occupation of the Yukaghirs in the upper Kolyma Valley was hunting wild reindeer. Hunting occupies an important place on the upper Kolyma even today. While hunting they maintain one basic tenet: do not take from nature more than is needed.

For a long time the shamanistic tradition was kept alive despite conversions to the Russian Orthodox religion that began in the early 18th century after a church had been built in the fort of Zashiversk on the Indigirka river. From then onwards the Yukaghirs were given Russian names.

Now among the Yukaghirs are teachers, doctors, writers, scientists. The Yukaghirs are engaged in farming, hunting of fur animals, fishing, keeping reindeer, cattle (and horse) raising and gardening.

## Vocabulary

**Complete the definitions. Circle the letter of the correct answer.**

1. The subarctic evergreen forest of Siberia is ...  
a) wood. b) taiga. c) forest.
2. A treeless area located between the ice cap and the tree line of arctic regions is ... .  
a) desert b) steppe c) tundra
3. Something being the only one of its kind without equal or rival is ... .  
a) unique b) usual c) common
4. The natives living in a specific area or environment are ... people.  
a) newly come b) indigenous c) alien
5. A person more remote than a grandparent from whom one is descended is our ... .  
a) ancestor b) child c) parent
6. The main opinion, doctrine or principle considered as being true by an individual, a group or an organization is ... .

- a) interest    b) value    c) tenet

7. A list of words and phrases given in an alphabetical arrangement; defined or translated is ... .

- a) vocabulary    b) text    c) book

8. In the early 18th century the Yukaghirs were converted to the Russian Orthodox religion. They became ... .

- a) Buddhists    b) Moslems    c) Christians

## Comprehension

A. Looking for Main Ideas.

**Circle the letter of the best answer.**

1. The Yakuts, Yukaghirs, Evenkis and Evens are ...

- a) newly come peoples of the Sakha Republic (Yakutia).  
b) not really indigenous peoples of the Sakha Republic.  
c) indigenous peoples of the Republic.

2. The Yukaghirs from the Upper Kolyma Valley of the Sakha Republic (Yakutia) call themselves ...

- a) the Odul.  
b) the Vadul.  
c) the Dutke.

3. The ancestors of the Forest Yukaghirs were ...

- a) farmers.  
b) cattle (and horse) breeders.  
c) hunters and fishermen.

A. Looking for Details.

**One word in each sentence is not correct. Cross out the word and write the correct answer above it.**

1. In the Republic of Sakha (Yakutia) there are thick backwoods of taiga, endless tundra, vast mountain chains and the boundless iced Indian Ocean.

2. The name "Yukaghir" is considered to be a generic name of Yakut origin.

3. The Yukaghir language is related to the group of Turkic languages.

4. Until the 18th century the main occupation of the Yukaghirs in the upper Kolyma Valley was keeping wild reindeer.

5. Hunting doesn't occupy an important place in life of the upper Kolyma Yukaghirs now.

6. While hunting they maintain one basic tenet: take from nature more than is needed.
7. Conversion to the Russian Orthodox religion began in the early 20th century.
8. After conversion to Christianity the Yukaghirs were given their native names.

## Grammar

The word-forming types in the English language are:

1. Conversion (for example, a hand – to hand)
2. Affixation: Pre-fixation and Suffixation (to arrange – to disarrange – disarrangement)
3. Composition (a blackboard, sound-absorbing).

What type is used in the formation of each of the following words?

Backwoods, endless, beautiful, natural, really, interpretation, unclear, hunter, fisherman, occupation, teacher, writer, gardening.

## Discussion

**Discuss the answers to these questions with the students of your group.**

1. Do the climatic conditions and wild natural environment really influence the way of life and culture of people? How?
2. The Yukaghir population was considerably reduced in the 17th-19th centuries owing to epidemics, internal war and partly due to their assimilation by the Chukchi, Yakut, Even and Russian peoples. Is it important to preserve and develop the Yukaghir language and national culture nowadays? Why?
3. The Yukaghirs are considered to be a Northern Ethnic Minority. What are the problems the Northern Minorities face nowadays?

## Unit 2

### The Evens

*What administrative territories do the Evens inhabit in Russia?*

*What is the number of the Even population in Yakutia?  
What is the probable origin of the Even people?*

The self-designation of the Evens is, for a part of them, even or oven, and for another part orochel (“the reindeer people”). Formerly, the Evens were known as the Lamuts. This name can be seen in Russian sources of the 17th century. In the Even language “lamu” means the sea or a lake. The Yakuts called the Evens lomuk ~ lomut. The official name - the Even - goes back to 1930. The Evens inhabit a large territory in the Khabarovsk Krai, the Magadan region, the northern part of Yakutia, the Chukchi, and the Kamchatka Peninsulas in the Russian Federation.

Anthropologically the Evens belong to the Baikal (Paleo-Siberian) group of the Mongolian type. Compared with the Evenkis, the Evens are shorter and their skin is lighter.

The language of the Evens belongs to the northern group of the Manchu-Tungus languages. It has much in common with the Evenki language, and has often been considered as just a dialect. The differences can be observed in the vocabulary and in phonetics. The Even language can be divided into two dialects: the eastern dialect and the western dialect. In addition to these there is a small Arman dialect. The literary language is based on the Oli dialect belonging to the eastern group of dialects.

The origin of the Evens is closely associated with that of the Evenkis, and for a while the Evens were considered to be a territorial subgroup of the Evenkis. In the north of Yakutia they still live together. It is probable that the origin of the Evens did not lie with the Tungus, but that their way of life and language changed considerably under the influence of the Tungus. The Evens have developed as a result of the intermingling of Tungus and Yukaghir elements during the last millenium.

The Evens (Lamuts) receive a separate mention because though originally close to the Evenkis they are now considered to be a different people. The material culture of the Evens does not differ much from that of the Evenkis.

The majority of the Evens reared reindeer and hunted. A part of the Evens had reindeer pastures in the river basin of the Kolyma, the Omolon and the Indigirka, others had theirs in the area closer to the coast of the Okhotsk Sea. On the coast there was a semi-settled group of Evens whose main activity was fishing and hunting sea mammals. They used dogs, not reindeer, as draught animals. The basis of the economy of the Evens was the reindeer. They also hunted animals for fur (sables, foxes, squirrels). Hunting made 90 percent of their income.

Of the 11,657(according to the last population census in 2002) Yakutian Evens about 70 % could speak the Yakut language. In order to arrange the life of the Evens more efficiently the Even-Bytantai national district has been formed in Yakutia.

The first Even language text-books based on the Oli dialect were published in 1932. A number of comprehensive works on the Even language have been published. From the former Institute of the Northern Peoples in Leningrad came

the first writers and poets writing in their native language (N. Tarabukin, E. Cherkanov, V. Keimetinov, A. Krivoshapkin).

## Vocabulary

**Complete the definitions. Circle the letters of the correct answer.**

1. The act of self-indicating by giving a name or title to oneself is ...  
a) a self-designation    b) a registration    c) an observation.
2. To examine things so as to note their similarities or differences means...  
a) to show    b) to compare    c) to describe.
3. A regional variety of a language distinguished by pronunciation, grammar, or vocabulary is...  
a) a speech    b) a dialogue    c) a dialect.
4. The process of becoming mixed together is...  
a) intermingling    b) interference    c) interest.
5. A thousand-year period is...  
a) a century    b) an epoch    c) a millennium.
6. A ground on which the vegetation (as grass), eaten as food by grazing animals, grows is called ...  
a) a pasture    b) a territory    c) a land.
7. Animals used to pull or draw a load are ...  
a) fur animals    b) wild animals    c) draught animals.
8. Money or its equivalents received during a time period in exchange for labor or services, from the sale of goods or property is ...  
a) debt    b) income    c) loan.

## Comprehension

**A. Looking for main ideas.**

**Circle the letter of the best answer.**

1. Formerly, the Evens were known as ...  
a) the Tungus people.  
b) the Turkic people.



- c) the Lamut people.
2. The language of the Evens has often been considered to be a dialect of ...
    - a) the Yakut language.
    - b) the Evenki language.
    - c) The Buryat language.
  3. In order to arrange the life of the Evens more efficiently, the Even- Bytantai national ...
    - a) district has been formed in Yakutia.
    - b) settlement has been formed in Yakutia.
    - c) park has been formed in Yakutia.

### B. Looking for Details.

**One word in each sentence is not correct. Cross out the word and write the correct answer above it.**

1. In the Evens language “lamu” means the sea or a river.
2. The Evens inhabit a small territory.
3. Compared with the Evenkis, the Evens are taller.
4. The language of the Evens has little in common with the Evenki language.
5. The literary language is based on the Oli dialect belonging to the western group of dialects of the Even language.
6. The basis of the economy of the Evens was a horse.
7. About 70% of the Yakutian Evens could not speak the Yakut language.
8. The first Even language text-books were published in 1962.

## Grammar

**See the following word-forming patterns of the derivative nouns and adjectives and answer the question.**

### Nouns:

Stem + <b>er (or)</b>	– a <b>speaker</b> , a <b>sailor</b>
Stem + <b>er (or)</b>	– a <b>burner</b> , an <b>elevator</b>
Stem + <b>er</b>	– an <b>islander</b>
Stem + <b>ist</b>	– a <b>humorist</b>
Stem + <b>ing</b>	– a <b>building</b>
Stem + <b>ion (tion)</b>	– an <b>action</b> , a <b>translation</b>
Stem + <b>ment</b>	– <b>development</b>

Stem + <b>ness</b>	– darkness
Stem + <b>ity</b>	– stupidity
Stem + <b>age</b>	– a breakage
Stem + <b>hood</b>	– childhood
Stem + <b>ship</b>	– friendship

### Adjectives:

Stem + <b>less</b>	– waterless
Stem + <b>ful</b>	– powerful
Stem + <b>able, ible</b>	– drinkable, visible
Stem + <b>ive</b>	– successive
Stem + <b>ed</b>	– wooded
Stem + <b>y</b>	– watery
Stem + <b>ic</b>	– atomic
Stem + <b>ish</b>	– reddish
Stem + <b>al</b>	– formal
Stem + <b>ous</b>	– dangerous
<b>Un</b> + stem	– unimportant
<b>Im</b> + stem	– impure
<b>In</b> + stem	– incorrect
<b>Il</b> + stem	– illegal

What part of speech (a noun or an adjective) do the following words belong to?

Designation, official, federation, territorial, probable, considerable, original, majority, activity, fishing, hunting, national, comprehensive, writer.

### Discussion

**Discuss the answers to these questions with the students of your group.**

1. In order to arrange the life of the Evens more efficiently, the Even-Bytantai national district was formed in the Republic Sakha (Yakutia). Do you think that such formations are useful for preserving the population of the Northern Minorities, their languages, cultures and traditional trades?

2. What else do you consider should be done for preserving the Northern Minorities and their cultures?
3. Have you read any works (novels, poems, stories, articles, etc.) written by the Even writers, poets, public men? How do you like it?

## Unit 3

### The Evenkis

*Where do the Evenkis live in Russia?*

*What language group does the Evenki language belong to?*

*What enabled the Evenkis to become extremely mobile people?*

The Evenkis were formerly known as tungus. This designation was spread by the Russians, who acquired it from the Yakuts (in the Yakut language “tungus”) in the 17th century. The Evenkis have several self-designations (orochen, orochon, ile, mata, kilen) of which the best known is even, evenk. The last one became the official designation for the people in 1931.

The Evenkis inhabit a huge territory of the Siberian taiga from the River Ob in the west to the Okhotsk Sea in the east, and from the Arctic Ocean in the north, to Manchuria and Sakhalin in the south. The total area of their habitat is about 2.5 million square kilometres. According to the administrative structure, the Evenkis inhabit the Tyumen and Tomsk regions, the Krasnoyarsk Krai, the Irkutsk, Chita, and Amur regions, Buryatia and Yakutia (18,232 Evenks lived in Yakutia in 2002), the Khabarovsk Krai and the Sakhalin region.

Anthropologically the Evenkis belong to the Baikal or Paleo-Siberian group of the Mongolian type, originating from the ancient Paleo-Siberian people of the Enisei and up to the Okhotsk Sea.

The Evenki language is the largest of the northern group of the Manchu-Tungus languages, a group, which also includes the Even and Negidal languages. The basic vocabulary has much in common with the Mongolian and the Turkic languages, indicating a close relationship. In certain areas the influences of the Yakut and the Buryat languages are strong. The influence of the Russian language is general and overwhelming. The Evenki language varies considerably and is divided into three large dialect groups: the northern, the southern and the eastern dialects. These are subdivided into minor dialects. The written language was created in the late 1920s.

The original home of the Evenkis was situated in the vicinity of Lake Baikal, where the ancient Tungus groups have their origins.

The Evenkis inhabited areas of mountain taiga and, to a lesser degree, mountain tundra. The Evenkis have been the only Northern people to occupy mountainous areas of taiga. The Evenkis economy was based on hunting and rearing reindeer, which allowed them an exceptional rate of expansion. Their whole traditional culture supported this mobile way of living: they had light conical tents, excellent skis, and light and warm clothing. This mode of life and its associated objects form the so-called Tungus culture. According to some, it was the domestication of reindeer that enabled the Evenkis to become extremely mobile.

The life of the Evenkis in taiga was based on winter hunting and summer fishing and their nomadic way of life harmonized with this cycle. Reindeer breeding was central to the existence of the Evenkis. Success in hunting was dependent on the existence of reindeer in a family. The Evenki fishermen at the Okhotsk Sea did not breed reindeer, and the Evenkis living beyond Baikal bred horses, camels and sheep instead. They travelled only twice a year -- in winter to the mountains and in summer to the steppes. In several locations on the Angara, on the upper reaches of the Lena and on the tributaries of the Amur the Evenkis were successful in cultivating land (they grew vegetables, and tobacco). As the Evenkis moved over an exceptionally large territory, they met various peoples and had to cope with different natural conditions. As a result, they often had to make changes in their way of life. However, they have still maintained the Tungus culture marking the Evenkis as different from all other Northern peoples.

## Vocabulary

### Complete the definitions. Circle the letter of the correct answer

1. The Evenkis inhabit a territory of great extent that is a ... territory.  
a) huge    b) small    c) high.
2. The environment in which an organism or biological population usually lives is ...  
a) a sphere    b) a habitat    c) a building.
3. To separate something into parts and group according to kind is ...  
a) to divide    b) to influence    c) to include.
4. The original home of the Evenkis was situated near Lake Baikal that is in the ... of Baikal.  
a) remoteness    b) distance    c) vicinity
5. The way of living when people traditionally roam from place to place is the ... way of living and the people can be called ... people.  
a) mobile    b) settled    c) nomadic
6. A manner or way of life is ... of life.  
a) a method    b) a part    c) a mode

7. Training or adapting an animal to live in a human environment and be of use to human being is ...  
a) domestication    b) wildness    c) slaughtering.
8. A river or a stream flowing into a larger river is ...  
a) a lake    b) a tributary    c) a pond.

## Comprehension

### A. Looking for the Main Ideas.

#### Circle the letter of the best answer.

1. The Evenkis inhabit a very ... .  
a) huge territory of the Siberian taiga.  
b) small territory near the Okhotsk Sea.  
c) limited territory in Sakhalin island.
2. The Evenkis have been the only Northern people ...  
a) to occupy the tundra territory.  
b) to occupy the Lena river valley.  
c) to occupy mountainous areas of taiga.
3. The Evenkis mode of life and its associated objects form the so-called...  
a) Mongolian culture.  
b) Tungus culture.  
c) Turkic culture.

### B. Looking for Details

#### One word in each sentence is not correct. Cross out the word and write the correct answer above it.

1. The former designation of the Evenkis as Tungus was taken from the Russian language and spread by the Russians in the 17<sup>th</sup> century.
2. The Evenkis became the official designation for the people in 1950.
3. The Evenki language is the smallest one of the northern group of the Manchu-Tungus languages.
4. The Evenki language varies considerably and it is divided into two large dialect groups.
5. The written language of the Evenkis was created in the early 1920s.

6. The whole Evenki traditional culture supported the mobile way of living: they had heavy conical tents, excellent skis and light warm clothing.
7. The life of the Evenkis in the taiga was based on winter hunting and summer haymaking and their nomadic way of life harmonized with that cycle.
8. As the Evenkis moved over an exceptionally large territory, they never met other peoples.

## Grammar

See the word-forming patterns of derivative verbs and compound words and do the following tasks.

### Verbs

Stem + <b>ize</b>	– to humanize, to filmize
Stem + <b>ate</b>	– to granulate
Stem + <b>en</b>	– to harden
<b>Re</b> + stem	– to reread
<b>Dis</b> + stem	– to disarrange
<b>Un</b> + stem	– to unfasten
<b>Over</b> + stem	– to overdo, to overwater
<b>Mis</b> + stem	– to mistake, to misunderstand

### Compound Words

<b>N + N = N</b>	<b>daylight</b>
<b>N + N-er = N</b>	<b>book-binder</b>
<b>N + N-er = N</b>	<b>grain-dryer</b>
<b>Ger. + N = N</b>	<b>freezing-point</b>
<b>N + Adj. = Adj.</b>	<b>vapourproof</b>
<b>N + PI (ing) = Adj.</b>	<b>sound-absorbing</b>
<b>N + PII (ed) = Adj.</b>	<b>man-made, gas-filled</b>
<b>Adj. + N + ed = Adj.</b>	<b>good-natured</b>

**N + like = Adj.      egg-like**

**Note:**

**N – a noun** - существительное

**Adj. – an adjective** - прилагательное

**PI (ing) – participle I** - причастие 1

**PII (ed) – participle II** - причастие 2

**Ger. – gerund** - герундий

1. What part of speech (a noun, an adjective, a verb) do the following words belong to?

Mountainous, exceptional, expansion, conical, domestication, nomadic, successful, various, condition, so-called.

2. Form nouns from the following verbs.

To know, to designate, to include, to develop, to relate, to influence, to vary, to consider, to divide, to create, to situate, to occupy, to associate, to write, to maintain, to differ.

## Discussion

**Discuss the answers to these questions with the students of your group.**

1. The Evenkis inhabit a huge territory of about 2.5 million square kilometers. What are your reasons of such a vast habitat of the people?
2. What are the main features of the Evenki traditional culture supporting their mobile way of living? Why was the nomadic way of life developed?
3. What are the advantages and disadvantages of the nomadic way of life from your point of view?

## Unit 4

### The Bear Feast

*What is the Bear Feast?*

*What is the origin of the Bear Feast?*

*What is the most important part of the Bear Feast rituals?*

The cult of a bear (a profound respect for a bear, worship) is typical for all the Northern peoples. The Yakut people respect a bear calling it “a grandfather”. Some of the Northern peoples (the Evens, Evenkis, Yukaghirs, et al.) have the special Bear Feast.

There are many myths concerning the origin of the Bear Feast and its rituals. For example, in the Evenki myth it is told about a girl, who once lost her way in the forest, fell into a bear lair and spent a winter there. In spring she came out the lair, managed to find the way home, returned to her parents and gave a birth to a bear-cub. The girl and her parents brought up the bear-cub like their son and grandchild. Later the girl married a man and gave a birth to a boy. The two brothers grew up and one day decided to compare their strengths. They fought and the younger brother killed the elder one. Before his death the bear-brother told the people all the rituals of a bear hunting, eating a bear’s flesh and rites of a bear burial.

The variants of the myth dealing with the blood relationship of people to a bear exist in the folklore of almost all the Northern peoples. For instance, in the Khanty and Mansi mythology there are stories about a woman, who was able to turn into a she-bear. The woman had two children-bear-cubs and a daughter. The mother-bear and bear-cubs were killed by hunters but before death the she-bear had time to order her daughter not to eat her flesh and asked the daughter to come to the appointed place at night. There the revived mother-bear told her daughter all the rituals of bear hunting, eating and burial.

In the Ket myth the same rituals are told to a girl by a young bear that fell in love with her but was killed by hunters chasing them.

Actually, the Bear Feast is a set of bear hunting rites. According to the Evenki traditions, a bear must be killed by the oldest of the hunters and has to be skinned by the hunter’s relative (nimak).

The Bear Feast usually lasts three days. The people play, dance and sing folk songs all the three days. The songs sung at the Bear Feast are about the bear, its life in the forest and about hunting the bear. Folk dances are the bear hunting dramatizations. Sometimes national sporting competitions take place, too.

At midnight “the raven’s cry” announces the beginning of the meal. The neck part of the bear’s flesh is cooked and eaten on the first day. On the second day the bear’s heart and entrails are cooked but separately from the flesh. On the third day the rest of the bear’s flesh and the bear’s head are eaten. As a rule, the meal begins at midnight. During the meal the eaters cry like ravens and call themselves “ravens” so as the bear’s spirit hears them and thinks that ravens are eating him and not people.

The bear’s skull is to be wrapped in birch-bark and buried. The bear’s skin is kept in the nimak’s family as one of the sacred things. The bear’s paw is hung at home as the protecting talisman or is given to a shaman



The rite of “renunciation” takes the most important part of the Bear Feast rituals. During this rite the hunters address the killed bear spirit asking it not to be angry with them as they are not guilty for the bear’s death.

## Vocabulary

**Complete the definitions. Circle the letter of the correct answer.**

1. A system of worship and a ritual is ...  
a) cult    b) respect    c) love.
2. A traditional story originating in a preliterate society dealing with supernatural beings, ancestors or heroes is ...  
a) a saying    b) a myth    c) a proverb.
3. A winter dwelling of a bear is ...  
a) a lair    b) a pit    c) a tent.
4. The young of a bear is ...  
a) a kitten    b) a puppy    c) a bear-cub.
5. The middle of the night is ...  
a) noon    b) midnight    c) midland.
6. An object that has the magic power to protect its bearer is ...  
a) a talisman    b) a present    c) a gift.
7. A ceremonial act is ...  
a) a custom    b) a tradition    c) a rite.
8. An act of rejecting something by announcement is ...  
a) report    b) renunciation    c) declaration.

## Comprehension

A. Looking for the Main Ideas.

**Circle the letter of the best answer.**

1. The cult of a bear is typical ...
  - a) for all the Northern peoples.
  - b) for none of the Northern peoples.
  - c) for all the peoples in the world.
2. In folklore of the Northern peoples there are various myths about their ...
  - a) blood relationship to a monkey
  - b) blood relationship to a horse
  - c) blood relationship to a bear.

3. The Bear Feast is ...
  - a) a public holiday
  - b) a folk feast
  - c) a family celebration.

#### B. Looking for Details.

**One word in each sentence is not correct. Cross out the word and write the correct answer above it.**

1. The Bear Feast is a set of a wild reindeer hunting rites that has deep mythological roots.
2. The Yakut people respectfully call a bear “a grandson”.
3. There are no Northern peoples myths concerning the origin of the Bear Feast rituals.
4. In one of the Evenki myths it is told about a girl, who lost her way in the forest and spent winter in a hare form.
5. The Bear Feast usually lasts three months.
6. At noon “the raven’s cry” announces the beginning of the bear’s flesh eating.
7. During the meal the eaters usually cry like ravens so as the bear’s spirit can find them.
8. The bear’s skull is wrapped in birch-bark and kept.

## Grammar

### Modal Verbs and Their Equivalent

**See the table of the modal verbs and their equivalents and do the following exercise.**

<b>can</b> <b>may</b> } + (without “ <del>to</del> ”) <b>Infinitive</b> <b>must</b>		
<b>CAN</b> <b>could</b>	Мочь, уметь (умение, физическая способность)	She can do it.
<b>to be able (to)</b>	БЫТЬ В СОСТОЯНИИ	She will be able to do it.
<b>MAY</b> <b>might</b>	МОЖНО (просьба в вопросит. предл.) (разрешение в утверд. предл.)	May I come in? You may take the book.
<b>to be allowed (to)</b>	ИМЕТЬ РАЗРЕШЕНИЕ	He was allowed to do it.

<b>to be permitted (to)</b>	(быть разрешенным, быть позволенным)	He was permitted to go there.
<b>MUST</b>	должен, обязан	She must do it.
<b>To have (to) to be (to)</b>	должен в силу обстоятельств должен в силу плана, договора	She has to do it. She is to do it.
<p><b>shall (should)</b> — должен  <b>will (would)</b> — хотеть  <b>need</b> — нужно, надо  <b>ought (to)</b> — следует, следовало бы, должен  <b>to be obliged (to)</b> — быть вынужденным</p>		

**Fill in the blanks with the necessary modal verbs or their equivalents.**

1. The origin of the Bear Feast ... (to be found) in the Northern peoples mythology.
2. In the Evenki myth it is told about a girl, who ... (to survive) spending a winter in a bear lair.
3. In spring she ... (to find) her way home.
4. A girl ... by her parents to bring up her bear-cub-son in the family.
5. According to the Evenki bear hunting tradition only the oldest of the hunters ... (to kill) a bear
6. The killed bear ... (to be skinned) by the hunter's relative.
7. The bear's flesh eating ... to start at midnight.
8. The rite of "renunciation" ... (to be considered) as the most important part of the Bear Feast rituals

**Discussions**

**Discuss the answers to these questions with the students of your group.**

1. There are the Northern peoples various myths about their blood relationship to a bear. Why do they relate themselves to a bear?
2. According to the Evenki traditions a bear is to be killed by the oldest of the hunters. Why? Do you think the hunters are afraid of bear's revenge?
3. The Bear Feast is traditionally accompanied by songs and dances. Do they only play the role of the holiday entertainment or do they have some special meaning in the set of renunciation rites?

**Unit 5**

**The Yakuts**

*What is likely the origin of the Yakut (Sakha) people?*

*Why do the Sakha people call their native land the Olonkho Land?*

*What is the essence of any olonkho?*

The Yakuts are the most numerous of the indigenous peoples of the Republic of Sakha (Yakutia). According to the latest population census in 2002 the number of the Yakuts living in the Republic of Sakha (Yakutia) is 432 290.

The Yakuts are most likely descended from a mixture of peoples from the area of Lake Baikal, Turkic tribes from the steppe and the Altay mountains and the indigenous peoples of Siberia, particularly the Evens and Evenks.

The Yakut language belongs to the Turkic group and consists of four mutually intelligible dialect groups.

The self-designation of the Yakut people is “Sakha”. Both designations of the people are reflected in the name of the Republic of Sakha (Yakutia). The Sakha people call their native land “The Sakha Sire”. They also call it the Olonkho Land. Olonkho is the Sakha national epos that contains all the richness of their folklore. Olonkho is considered to be the earliest epic relics of the Turkic peoples.

One of the main features of olonkho as a genre is its original history that is not real but fantastic one. The essence is that any olonkho is introduced as the history of the human tribe since the time a man settled the Earth or “The Middle World”. That is why the life and the struggle of the olonkho people, especially of the main hero, whose destiny is the personification of the fate of the human tribe itself, are described in all details.

Due to the significance of the events having been described in olonkho, it has a high style. At the beginning the events develop slowly but then, enlarging in its scale, they go over to the stormy stream of various meetings and collisions.

The olonkho used to be performed without any musical accompaniment by a narrator of the olonkho – olonkhusut. The monologues of the heroes are sung and the other part is recited rather fast in a singing voice. The olonkho is performed by one person, it is the one actor’s theatre.

“Njurgun Bootur, the Impetuous” which includes nine songs is the longest of the olonkhos, the most expressive and popular one. This famous epos was reconstructed on the basis of numerous folk tales by Platon Ojuunskiy (1893 - 1939) – the founder of the Sakha Literature. The Russian version of the epos created by Vladimir Derzhavin was first published in 1975. Here you have a small piece of the English version of the first song of the olonkho translated by Ruslan Skrybykin in 1995.

Here you can read and compare the Russian and English versions of the beginning of the first song of “Njurgun Bootur, the Impetuous” – the classical example of the Sakha Olonkho.

Behind the unattainable ridge  
Of the ancient year, filled with  
bereavements,  
Behind the changing back  
of the martial ancient year,  
behind the far widest side  
of the past disastrous year,  
long before people, who had  
face from the front,  
who had sensible bodies,  
who had two legs,  
heard of thirty five tribes  
of the Middle Established World,  
and the people had  
not known yet,  
if that tribes formed  
a family or they did not.  
Erenow, people with the  
reins at their backs,  
who had clairvoyant eyes,  
who formed the family of Kjun-aiyy  
named and spoke about  
thirty six tribes, which were  
kins of famous Arsan Duolay,

Далеко, за дальним хребтом  
Давних незапамятных лет,  
Где все дальше уходит грань  
Грозных, гибельных, бранных лет,  
Когда тридцать пять племен,  
Населяющих Средний мир,

Who was born in a shabby fur-coat,  
in the injurious low World,  
who was cone-shaped built,  
with sparse sharp teeth,  
tribes, which were descendants of  
famous old woman Ala Buuray,  
who was born with the  
stocks on her feet.  
Erenow, thirty nine tribes  
of Uluutuiar Uluu Toion, an old man,  
and Khotun Kuokhtuia, pouring the hard  
frost,  
born in side of the upper,  
unattainable sky, sung by oiуuns,  
became known as a family  
to people, who had the reins  
at their spines,  
who were the relations of Ajyy-khan.  
Long before the people made a tale  
about that tribes by  
their sharp, biting tongue,  
the Middle Established Motley  
World had been created.

(Translated by Ruslan Skrybykin)

И задолго до тех времен,  
Когда великий Улуу Тойон  
И гремящая Куохтуйа Хотун  
Еще не жили на хребте  
Яростью объятых небес,  
Когда еще не породили они

Тридцать пять улусов людских	Тридцать девять свирепых племен,
Не появились еще на земле;	Когда еще не заклили их
Задолго до той поры,	Словами, разящими, словно копье,
Как родился Арсан Дуолай,	Люди из рода айыы-аймага
Злодействами возмутивший миры,	С поводьями за спиной –
Что отроду был в преисподней своей	В те времена
В облезлую доху облачен,	Была создана
Великан с клыками как остроги;	Изначальная Мать-Земля.
Задолго еще до того,	
Как отродий своих народила ему	
Старуха Ала Буурай,	
С деревянной колодкой на ногах	(Translated by Vladimir Derzhavin)
Появившаяся на свет;	

## Vocabulary

**Complete the definitions. Circle the letter of the correct answer.**

1. The traditional beliefs, practices, legends, and tales of people, transmitted orally is ...  
a) a story    b) folklore    c) a song.
2. Extensive material wealth or great value or worth is ...  
a) richness    b) poverty    c) expensiveness.
3. Something remaining as a trace of an earlier culture is ...  
a) the rest    b) relic    c) a piece.
4. The heart of the matter or the most important element of something is ...  
a) the essence    b) triviality    c) a detail
5. Opposition of individuals, philosophies that will end in conflict is ...  
a) co-operation    b) co-existence    c) collision.
6. Someone who is very fast, marked by sudden energy can be called ...  
a) slow    b) strong    c) impetuous.
7. A person who has established the basis of something is ...  
a) a destructor    b) a founder    c) a participant
8. A form or variation of an earlier or original model, also a translation from another language is ...

- a) an example    b) a text    c) a version.

## Comprehension

### A. Looking for the Main Ideas.

#### Circle the letter of the best answer.

1. Olonkho is the Sakha national epos that is considered ...
  - a) to be the earliest epic relic of the Turkic peoples.
  - b) to be the modern folklore of the Turkic peoples.
  - c) to be the epic relics of the Tungus peoples.
  
2. The essence of any olonkho is that it is introduced as the history of the human tribe ...
  - a) since the last century.
  - b) since the time a man settled the Earth.
  - c) since the turn of the millennium.
  
3. “Njugun Bootur, the Impetuous” that includes nine songs is the most expressive of the olonkhos ...
  - a) but the shortest one.
  - b) and the longest one.
  - c) but not popular one.

### B. Looking for Details

#### One word in each sentence is not correct. Cross out the word and write the correct answer above it.

1. The history of the human tribe introduced in olonkho is quite real.
2. The life and the struggle of the main hero of the olonkho are usually described in general.
3. At the beginning of any olonkho the events develop quickly.
4. The olonkho used to be performed to the accompaniment of music.
5. Olonkhosut is the olonkho dancer.
6. “Njugun Bootur, the Impetuous” includes six songs.
7. This epos was reconstructed by Platon Ojuunskiy on the basis of numerous novels.
8. Vladimir Derzhavin is the creator of the English version of the olonkho “Njugun Bootur, the Impetuous”.

## Grammar

### Modal Verbs (can, may) and Their Equivalents

**Make sentences according to the models.**

Model A: I can carry this box.

(to speak French, to drive a car, to come early, to learn the rule, to have breakfast, to work for ten hours).

Model B: He could swim very well when he was young.

(to work much harder, to translate from English into Russian, to run quickly, to learn a long poem for ten minutes).

Model C: In six months he will be able to read English newspapers.

(to play chess better, to go on an excursion, to take an examination in History, to get up early in the morning, to buy a new bag).

Model D: May I open the window?

(to smoke here, to use the dictionary, to come to see you, to wait for you, to speak to you, to leave the room, to go home).

Model E: He said you was allowed to smoke.

(to stay here, to answer his question, to take this book, to read the text, to watch TV in the evening, to help your friend with his homework).

## Discussion

**Discuss the answers to these questions with the students of your group.**

1. The main feature of the Sakha folklore is a heroic epos called Olonkho. What is the importance and value of Olonkho for ethnography, history, literature and some other humanitarian sciences?

2. Olonkho used to be performed without any musical accompaniment by a narrator – olonkhusut. Olonkhusuts were highly regarded people. Could anyone be olonkhusut? What skills should olonkhusut have?



3. Olonkho was traditionally performed by one person only. Nowadays olonkhos (for example “Kyys Debiliye”) are performed on the theatre stage and many actors are engaged in the performance. Do you think it is necessary to preserve and follow traditional one-person narration or do you consider the presentation of olonkho as colourful theatre performance to be more interesting and understandable?

## Unit 6

### The Sakha National Festival - Yhyakh

*Traditionally when is the Yakut great festival Yhyakh celebrated?*

*What does Yhyakh usually begin with?*

*What is the meaning of the Sun welcome ritual?*

The 21st – 22nd of June are days of the national holiday in the Republic of Sakha (Yakutia). On these days the Yakut people celebrate their great national festival "Yhyakh".

A big, open field is chosen for the celebration, with freshly cut young birch rods driven into the ground. Between them is stretched a horsehair cord on which all manner of decorations are suspended - multi-coloured rags, birch-bark vessels and hunting trophies, such as the wings of ducks. Carved tethering posts (sergeler) are set into the ground, with the tallest at the eastern side of the field.

The Yhyakh usually begins with giving thanks to those Upper World powers that control the lives of the Sakha people. There is the ceremony of feeding the fire, addressing the spirits that protect horse-breeding, ritual sprinkling of grass and trees with kymys. The kymys drinking ritual is performed using a special goblet called “choron” that is a vase-shaped container traditionally made of wood, with three legs in the shape of horse hooves. Only when all these ceremonies have been performed can the feasting begin, with competitions and finally the round-dance "Ohuokhai" that marks the culmination of the ceremonies. Ohuokhai is a national dance, a unique creation of the Sakha people in which three forms of art are joined together: dancing, singing and poetry. It is a round-dance-and-song. Dancers perform ohuokhai in a big circle, arm in arm, hand in hand and with the left foot put forward, making rythmical graceful movements with their bodies, legs, feet and arms in the "sunrise" direction. The dance is accompanied by a leader's song, which is repeated by a choir of dancers (while dancing one of the dancers sings a lead song which is then repeated by the other dancers).

Young men compete in horse races, and take part in khapsagai (the Yakut wrestling), in which the combatants grasp each other by the shoulders and try to throw each other to the ground. Then the young men begin to jump national leaps

(kylyy, kuobakh, ystanga), where some leaps are made on both feet, others - using just one foot. Women and girls compete in the beauty of their national costumes.

At dawn the strongest participants welcome the Sun of a new day. This ritual symbolizes abolishment of sins and miseries. All Yhyakh activities last for two days and a night.

The Yakut national dishes are cooked and eaten at Yhyakh. They are mostly made of meat, fish and milk. The national dishes are highly appreciated not only for their taste but for highly nourishing qualities as well. The Yakut delicacy is horse flesh. It is not really horse but foal flesh that can be cooked in various ways. Many dishes are made of foal meat. The inner suet is called “khaha”. The dish that is made of boiled ribs is called “oyogos”. The Yakut people like “khaan”, i.e. blood sausage very much. The sausage is made of cow or foal’s blood. One of the most delicious dishes among the Yakuts is “tong”. Tong is usually made of freshly frozen raw foal flesh or raw fish (stroganina). It is so tasty that once you start you can’t stop eating it.

At Yhyakh you can also taste the dishes made of whipped milk cream and butter. The Yakuts call these dishes “kyeorchakh”, “kyebyer” and “chokhon”. Of cow milk they do “suorat” (sour milk) and “byppakh”. Of mare’s milk they do kymys.

## Vocabulary

**Complete the definitions. Circle the letter of the correct answer.**

1. To observe some occasion (a day or event) with ceremony or festivity is ...  
a) to celebrate    b) to play    c) to take part
2. To express gratitude to somebody is ...  
a) to give back    b) to give thanks    c) to give wishes
3. The highest point or degree of some process is ...  
a) culmination    b) height    c) hill
4. An organized group of singers is ...  
a) an orchestra    b) a band    c) a choir
5. One that takes part in something is ...  
a) a patron    b) a participant    c) a person
6. To recognize the quality of something and perceive it with aesthetic enjoyment is...  
a) to appreciate    b) to value    c) to understand
7. Something pleasing and appealing (especially a food) is ...  
a) a dish    b) a taste    c) a delicacy
8. To provide with food or other nutriment necessary for life and growth is ...  
a) to nourish    b) to care    c) to cook

## Comprehension

### A. Looking for Main Ideas.

#### Circle the letter of the best answer.

1. On the 21-22 of June the Yakut people celebrate Yhyakh that is ...
  - a) their great national festival.
  - b) the Yakutsk city festival.
  - c) the farmers' festival.
  
2. The Yhyakh traditionally begins with ...
  - a) the round-dance ohuokhai.
  - b) the giving thanks to the spirits that control and protect the lives of the Sakha people.
  - c) the sunrise welcome ritual.
  
3. At the Yhyakh young men usually compete ...
  - a) in motor races.
  - b) in reindeer races.
  - c) in horse races.

### B Looking for Details

#### One word in each sentence is not correct. Cross out the word and write the correct answer above it.

1. On the 21-22 of July the Yakut people celebrate their great national festival Yhyakh.
2. A big forest is chosen for the celebration.
3. The tallest serge is usually set into the ground at the western side of the field.
4. The kymys drinking ritual is performed using a special square-shaped goblet.
5. Dancing, singing and poetry are combined in the national round-dance "ohuokhai" that marks the culmination of competitions.
6. The Yakut khapsagai is a kind of athletics.
7. Women and girls compete in the beauty of their headgear.
8. The participants of Yhyakh take part in the ritual of the Moon welcome.

## Grammar

### The Modal Verb Must and Its Equivalent

#### Make sentences according to the models.

Model 1: You must be ready to answer all my questions.

(to come by 5 o'clock, to do this work, to clean your teeth every morning, to help your mother, to try it again, to see the doctor).

Model 2: She had to wait for a long time.

(to get ready for dictation, to look up the words in the dictionary, to do the work at once, to learn the rule by heart, to bring the magazine, to miss the lessons).

Model 3: You will have to explain the grammar rule once more.

(to get the necessary books, to rewrite the exercise, to send her a telegram, to speak to your English teacher, to go to bed now, to take the boy to the cinema).

Model 4: I was to come to the examination at 10 o'clock.

(to have classes at 11 o'clock, to have a short break, to have an English class on Tuesday, to have winter vacations in January, to come to school by 8.30, to clean the classroom on Saturdays).

## Discussions

**Discuss the answers to these questions with the students of your group.**

1. At the beginning of the Yakut national festival Yhyakh the ceremony of feeding the fire always takes place. What is the meaning of the ceremony? What is the origin of it?
2. In the Yakut mythology Djehegei-Aiyy is the superior being that protects horses and horse breeding. Why is Djehegei-Aiyy highly respected and worshipped by the Yakut people?
3. Ohuokhai is the Yakut national round-dance-and-song. People dance it in a circle making rhythmical movements and repeating the leader's song. Some people consider dancing of ohuokhai to be rather useful for human state of health. Do you think it can really influence the human health? How?

## Unit 7

### The National Clothes of the Peoples of the Republic of Sakha (Yakutia)

*Are the clothing traditions of the Northern peoples very rich?*

*Do the clothing traditions meet the requirements of natural and climatic conditions and the people's way of life in the North?*

*What materials are the Northern national clothes traditionally made of?*

In the vast territory of the Republic of Sakha (Yakutia) among more than one hundred nationalities, the indigenous peoples of the North live: the Yakuts, the Evenkis, the Evens and the Yukaghirs. The culture of each of these peoples has been formed over centuries. The reflection of their world outlook, aesthetics and character can be found in their style of making national dress.

The 8th-19th centuries Yakut national costume is the garments of the Northern Turkic cattle-breeders who had pagan beliefs.

The main materials for the Yakut clothes were the skins of domestic cattle and wild animals. As a rule, the dress had rich decorations that were of great importance as they had the magic meaning and could "protect" those people who wore such clothes. The Yakut mythology implied the vertical structure of the world, consisting of three parts - upper world, middle world and lower world. This structure was reflected in the national clothes. The upper world - the place where superior beings live - was symbolized by round elements, made of glass beads or by metal circle "sun"; these symbols were usually placed on the headgear and breast decorations. The middle world - the world of people - was conveyed by the lyre-like ornament (woman's element) in the adornments of the sleeves, in metal decorations and on the mittens. And, at last, the lower world - the world of the demons - was reproduced in the embroidery of the footwear by the theme "Tree of Life". This "Tree of Life" having its roots in the earth symbolized middle world's dependence on the lower world.

As to the clothes of the Evenkis, the Evens and the Yukaghirs, their ethnogenetic links, similar natural conditions of life, occupation and culture influenced the formation of clothes of the same type. These are parks, "koukhlyanka", "kamleya" - types of dress well suited for the nomadic life of hunters and reindeer-breeders. The practical use of these clothes didn't mean that it was not decorated - small balls and circles made of mammoth tusk and glass beads were used for the decoration.

If embroidery was used, it was usually placed near the seams and along the edges of the dress, in this way hindering penetration of demons into the dress.

The design of the clothes was considered to have the sacral force, giving the owner of the dress feeling of self-reliance and invulnerability, strength and courage. Thus, for example, representation of the sun or the ornament «spider» signified goodwill and had the protective function.

The Evenkis and the Yukaghirs used warm rich tones of red, yellow and green coloured glass beads. The Evens preferred the contrasting combination of deep golden-red colours of the suede and white-blue colours of glass beads.

The beliefs of the Northern peoples did not allow them to depict people, animals and birds anatomically correct. That is why such a big number of symbols and allegories are present in their clothes.

Peoples' memory has preserved the traditions of the national dress. These traditions give birth to new ideas of the modern designers.

## Vocabulary

**Complete the definitions. Circle the letter of the correct answer.**

1. A comprehensive view of the world, especially from a specified standpoint is ...  
a) a world power    b) a world outlook    c) a world war
2. One who is not a Christian, Moslem or Jew but a heathen is ...  
a) a pagan    b) an atheist    c) a Hinduist
3. Something as a hat or helmet that covers the head is called ...  
a) a headache    b) a headline    c) a headgear
4. Ornamentation of fabric with needlework is ...  
a) knitting    b) embroidery    c) appliqué
5. To enter or force one's way into is ...  
a) to penetrate    b) to come    c) to go
6. Incapability of being injured, damaged or wounded is ...  
a) independence    b) invisibility    c) invulnerability
7. Leather with a soft napped surface is ...  
a) skin    b) suede    c) fur
8. Symbolic representation is ...  
a) an allegory    b) a hyperbole    c) an epithet

## Comprehension

A. Looking for the Main Ideas.

**Circle the letter of the best answer.**

1. The national clothes of the indigenous peoples of the North had rich decorations...
  - a. that were meaningless
  - b. that had the protecting power
  - c. that had no special importance.
2. The Yakut mythology implied the vertical structure of the world, consisting of three parts ...
  - a) that was reflected in the national clothes

- b) that was symbolized by round elements of decorations
  - c) that was conveyed by the lyre-like ornament.
3. Close ethnogenetic links, similar natural conditions and occupation influenced the formation of the Evens, the Evenkis and the Yukaghirs clothes ...
- a) of the different types
  - b) of the same type
  - c) of unlike types.

**B. Looking for Details.**

**One word in each sentence is not correct. Cross out the word and write the correct answer above it.**

1. The reflection of the Northern indigenous peoples world outlook, aesthetics and character can be found in their experience of making hair.
2. The 8<sup>th</sup> – 19<sup>th</sup> century national costume of the Yakut people is the garments of the Northern Turkic cattle-breeders who had Moslem beliefs.
3. As a rule, the dress had few decorations.
4. The Upper World – the place where people live – was symbolized by round elements.
5. The round elements made of glass beads or by metal circle (“sun”) were usually placed on the headgear and the footwear decorations.
6. The cross-like ornament symbolized the Middle World.
7. The Even, the Evenki and the Yukaghir national costumes were well suited for the settled life of hunters and reindeer breeders.
8. The design and embroidery of the clothes were considered to take off its owner’s feeling of self-reliance and invulnerability.

**Grammar**

**The Word Order in the Sentences with the Modal Verbs**

**The Active Voice**

Утвердительное предложение	Pete	Can	do	this work.	
Отрицательное предложение	Pete	cannot (can't)	do	work.	
Разделительный вопрос	Pete	Can	do	this work,	can't he?
Вопрос к подлежащему	Who	Can	do	this work?	

Общий вопрос		Can	Pete		Do	this work?
	What	can	Pete		do?	
Специальные вопросы	What work	can	Pete		do?	

### The Passive Voice

		This work	can	be done	by Pete.	
		This work	cannot (can't)	be done	by Pete.	
		This work	can	be done	by Pete,	can't it?
		What	can	be done	by Pete?	
	Can	This work		be done	by Pete?	
Whom	can	This work		be done	by?	

**Translate the following sentences into English. Use necessary modal verbs or their equivalents. Mind the word order.**

1. Я не могу его ждать.
2. Можешь ли ты ответить мне на этот вопрос?
3. Кто может перевести это предложение?
4. Мы не могли добраться до университета к 9 часам.
5. Она не сможет научиться петь.
6. Я не смогу придти на следующее занятие по истории.
7. Вы можете придти позже.
8. Можно мне задать вам вопрос?
9. Вы можете подождать меня в коридоре.
10. Можно мне позвонить вам сегодня вечером?
11. Мы должны сделать домашнее задание к понедельнику.
12. Кто должен переписать диктант?
13. Я должен был встретить ее, но не смог.
14. Сегодня вам пришлось встать рано.
15. Она должна много работать над произношением.
16. Мне нужно будет позвонить домой.
17. Они должны были встретиться вчера вечером.
18. Ей пришлось придти на станцию метро еще раз.
19. Где мы должны остановиться?
20. Когда должен закончиться этот урок?

### Discussions

**Discuss the answers to these questions with the students of your group.**

1. Nowadays one can speak with confidence about the specific circumpolar culture that has enriched mankind with historic experience of human survival under the severe climatic conditions. What is the role of the national clothes in human abilities to survive in the North?
2. How are the creative abilities of the Northern peoples and their feeling of beauty reflected in the national clothes?



3. Do you think that the national dress should always remain unchanged or do you prefer the idea of designing modern national dresses on the base of traditional clothes?

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## **Part V: MODERN ACTUAL PROBLEMS OF THE ARCTIC PEOPLES**

### **Unit 1**

#### **Some Facts Concerning The State of Well-being in the Sakha Republic**

*What is average income in our Republic?*

*What is the standard of living in our Republic?*

*What diseases are considered to be socially caused?*

The territory of the Sakha Republic is 3.1 million square kilometers. One fifth of the world's diamonds are mined here. Our Republic produces 100 per cent of all diamonds in Russia and it occupies the second place in the amount of gold, the first in tin, antimony and mica. But only 20 per cent of the mined diamonds, 11.5 per cent of the gold and silver is kept in the Republic.

It is said that though the Republic has potential resources, the standard of living is only 74<sup>th</sup> in Russia. It is ironic to say that the Magadan region and the Sakha Republic were competing to be the 74<sup>th</sup> and not the 75<sup>th</sup>. Every person of the north territory gives three times as much income as the average Russian citizens. The north territory gives 1/5 of the income of the Russian Federation. The average salary in the north is only 1.4 to 1.8 more than in Russia. But the cost of a week's supply of food is 1.5 to 2.5 times more expensive.

On October 30, 1961, at 1200 feet above ground level in Newfoundland, the Minister of Defense of the former USSR exploded an H-bomb of 58 megatons. The super-powerful explosion spread nuclear radiation over the territory of Sakha. It was not known but now we do know. There were 12 nuclear explosions for so-called peaceful purposes in Sakha. During the space explorations, rocket launchers landed in the forests of Sakha and spread radiation.

The death rate is very high in the north, so longevity is very short compared with other parts of Russia. Almost all the people in the north suffer from lack of vitamins; in some regions of Sakha people get only 1 to 2 per cent of their physiological needs. There is a great spread of so-called socially caused diseases such as tuberculosis, alcoholism and drug addiction. The level of diseases transmitted by sexual way is also very high among young people (especially very dangerous viral diseases as B and C hepatitis).

In addition to that, plane tickets are more expensive, so people cannot go to the south to get medical treatment as they did before. On the Vilyui River the number of people with cancer is 1.5 to 2 times more than in Sakha (according to common knowledge), which already has the highest rate in Russia.

Because of no environmental protection, water is polluted, forests are damaged and the tundra is being destroyed. Only in the last five years steps have been taken to protect our natural habitat.

Before 1992, it was preferable to communicate only in the Russian language. In that year, the law was adopted by which other languages were encouraged. So now there are two official languages in the Republic, Sakha and Russian. According to the 2002 census, Sakhas – 443, 852; Evenkis – 18,232; Evens – 11, 657; Yukaghirs – 1,509.

In 1990 a new sovereignty of the Republic was declared and in 1992 a new Constitution was adopted. It was one of the first among the former autonomous Republics of the Russian Federation, yet other regions are taking similar actions. Nowadays the sovereignty is more declarative than real.

## **Vocabulary**

**Complete the sentences with one of the following words.**

average      citizens      spread  
exploration      nuclear      explosion

1. \_\_\_\_\_ earnings in Russia are about 6000 rubles a month.
2. Our children are taught to be good \_\_\_\_\_ at school.
3. There was the threat of \_\_\_\_\_ war during cold war period between the USSR and the US.
4. The \_\_\_\_\_ of the space shuttle Challenger shocked the nation.
5. The North Sea has been an important center for oil \_\_\_\_\_.
6. The fire \_\_\_\_\_ very quickly.

## Comprehension

### A. Looking for Main Ideas.

Circle the letter of the best answer.

1. \_\_\_\_\_ of the world's diamonds are mined in our republic.  
a) one third  
b) one fourth  
c) one fifth
2. It is said that though the Republic has potential resources, the standard of living is only \_\_\_\_\_.  
a) 73d in Russia.  
b) 74<sup>th</sup> in Russia.  
c) 74<sup>th</sup> in the world.
3. There were \_\_\_\_\_ for so-called peaceful purposes in Sakha.  
a) 12 nuclear explosions  
b) 3 nuclear explosions  
c) no any nuclear explosions.
4. In addition to that, plane tickets are more expensive, so people cannot go to the south \_\_\_\_\_.  
a) to have rest in resorts as they did before.  
b) to get medical treatment as they did before.  
c) to travel abroad as they did before.

### B. Looking for Details.

If the sentence is true, write T. If the sentence is false, write F.

1. Our Republic produces 100 per cent of all diamonds in Russia and it occupies the second place in the amount of gold, the first in tin, antimony and mica. \_\_\_\_\_
2. Every person of the north territory gives three times less income as the average Russian citizens. \_\_\_\_\_
3. The super-powerful explosion spread nuclear radiation over the territory of Sakha. \_\_\_\_\_
4. During the space explorations, rocket launchers landed in the forests of Sakha and spread radiation. \_\_\_\_\_

5. Almost all the people in the north suffer from lack of information; in some regions of Sakha people get only 1 to 2 per cent of their informational needs. \_\_\_\_\_
6. There is a great spread of so-called socially caused diseases such as tuberculosis, alcoholism and drug addiction. \_\_\_\_\_
7. Before 2000, it was preferable to communicate only in the Russian language. \_\_\_\_
8. Our republic was one of the first among the former socialist Republics of the Russian Federation which declared its own sovereignty. \_\_\_\_\_

## Grammar

### Conditional clauses

There are three types of conditional clauses in English:

1<sup>st</sup> type. **If + Present Simple + will (going to) + infinitive**

If you go to Moscow, you'll see the Red Square.

If you come in time, I'm going to be very happy.

(In these examples you see the real possibilities).

2<sup>nd</sup> type. **If + Past Simple + would + infinitive.**

If you went to Moscow, you would see the Red Square.

If I found 100 rubles in the street, I would keep it.

If I were you, I wouldn't do that. (глагол **to be** имеет форму **were** для всех лиц)

(In these examples you see not real possibilities, they are imagined)

3<sup>d</sup> type. **If + Past Perfect + would have + Past Participle**

If he had been thirsty, he would have drunk some water.

It would have been better if they had not come.

(In these sentences you see that situations in conditional clauses couldn't be fulfilled)

### Open the brackets according to the 1<sup>st</sup> and 2<sup>nd</sup> types of conditional clauses:

1. If I (be) you, I shouldn't do that. 2. If I (know) his language, I would speak to him. 3. If you (like) coffee, I will make you some. 4. Your flowers would grow better, if you (water) them more frequently. 5. If you (catch) that fish, you would be proud of your skill. 6. If you (be) less conceited, you would make more progress in English. 7. Would you mind, if I (come) a little later next Friday? 8. I wonder what (happen) if you told him what you thought of him? 9. If it (start) to rain, we should take our coats. 10. If you (make) a mistake the teacher will correct it.

## Discussions

Discuss the answers to these questions with the students of your group.

1. Why do think so extremely rich in resources region has so low standard of living?

2. Imagine what would happen if all mineral resources were kept and started work for our republic?
3. Is only the government responsible for all social problems?
4. Do you think we need more schools where children are taught in native languages? Why?
5. Why is the sovereignty more declarative nowadays than it was before?

## Unit 2

### Contemporary Issues of the North

*What are the main problems of world's political process?*

*Do you think The Sakha Republic is one of the most important regions of the Russian Federation?*

Today the world is divided into zones of political control of different political blocks and groups and their interaction forms the world's political process. The dominant of this process is the problem of the international safety, eliminating of war and terrorism from the human's life.

The problem of war does not only come down to existence of the war phenomenon. It is much bigger than the sphere of human's safety. We believe that first of all there must be appropriate conditions for a normal effective life which is a meeting point of relations between civilizations.

The Sakha Republic (Yakutia) is one of the most important regions from a strategic point of view of the Russian Federation because it is extremely rich in different mineral resources such as diamond, gold, oil, gas and coal. At the same time, the main treasure of the republic is its unique nature and peoples with their indigenous culture.

How do the present-day social, economic and cultural conditions guarantee a safety of human's life?

The intense development of the mining industry, the railroad line building in the nearest future to the capital of the republic Yakutsk, will probably lead to the further nature pollution and degradation of the indigenous way of life and as a result disappearance of national identity. It will also lead to decrease of the living standard in the countryside. Some of the laws are still declaratory towards the Northern Regions. There is an increasing disproportion of incomes and the financial supply is turned to the direction of the federal center.

In this connection we should be interested in such issues as overcoming estrangement of an individual from nature, reducing harmful effect of industry on nature; preserving the peoples' indigenous culture and at the same time

overcoming cultural ignorance; upbringing a generation which is professionally able to implement social, economical and cultural development of the republic in accordance with the world's standards.

The time of necessary changing of the North development policy itself has come. If the issues of the nature exploitation used to be of the main priority some decades ago then nowadays, the idea of preservation of the North has to be appeared. It is important that the nature resources are not exported but start to be used for development of the region. It is necessary to take definite measures that will guarantee compensation payments for the damage caused by industrial exploitation, aim them to preservation of the centuries-old culture of the indigenous peoples and control social security.

### **Vocabulary**

**Complete the definitions. Circle the letter of the correct answer.**

1. To separate something such as an area, group, or object into two or more parts is .....  
a) to cut b) to delete c) to divide
2. Correct or suitable for a particular time, situation, or purpose is .....  
a) appropriate b) right c) true
3. The situation in which people live or work, especially the physical things such as pay or food that affect the quality of their lives is .....  
a) level b) condition c) state
4. The state of being impossible to see or find is .....  
a) disappearance b) death c) lost
5. No longer feeling any connection with something that used to be important in your life is .....  
a) estrangement b) divorce c) break
6. A process in which materials or someone's skills are used effectively in order to gain an advantage or profit is .....  
a) use b) exploitation c) explosion
7. Things that are done in order to keep someone or something safe is .....  
a) guard b) safety c) security

### **Comprehension**

### **A. Looking for Main Ideas.**

Circle the letter of the best answer.

1. The dominant is the problem of the international safety, .....
  - a) eliminating famine and poverty from the human's life.
  - b) eliminating of war and terrorism from the human's life.
  - c) decreasing number of world population.
  
2. At the same time, the main treasure of the republic is its .....
  - a) collection of remains of prehistoric animals.
  - b) unique natural resources.
  - c) unique nature and peoples with their indigenous culture.
  
3. The time has come when it is necessary to .....
  - a) stop the development of the North.
  - b) change the North development policy itself.
  - c) begin the development of the North.

### **B. Looking for Details.**

One or two words in each sentence are not correct. Cross out the word and write the correct answer above it.

1. Today the world is divided into zones of political control of different political blocks and nations and their interaction forms the world's political process.
2. The Sakha Republic (Yakutia) is one of the least important regions because it is extremely poor in different mineral resources such as diamond, gold, oil, gas and coal deposits.
3. The intense development of the textile industry will be followed by the further nature pollution and further development of the indigenous way of life.
4. We should be interested in such issues as overcoming estrangement of an individual from nature and enlarging effect of industry on nature.
  
5. We should be interested in preserving the indigenous culture and at the same time overcoming cultural literacy.
6. If the issues of the nature exploitation used to be the priority ones then nowadays the idea of closing up of the North has to be reconsidered.
7. It is necessary to make indefinite structures, which will guarantee compensation payments for the damage caused by industrial exploitation,
8. We should be interested in upbringing a generation, which is professionally unable to implement social, economical and cultural development of the republic in accordance with the world's standard.

## Grammar

### Passive voice

**In passive sentences we use the correct tense form of be (is/ was/ has been/ will be etc.) + the Past Participle:**

The world **is divided** into zones of political control.

The financial supply **was turned** to the direction of the federal center.

The intense development of industry **will be followed** by nature pollution.

We often prefer the passive when it is not so important who or what did the action.

**Translate the following sentences into English. Use words in brackets.**

1. Выборы в нашей республике проводятся каждые пять лет (carry out).
2. Парламент республики называется Ил Тумэн (call).
3. В Ил Тумэн обычно представлены все народы, живущие на территории республики (present).
4. 27 сентября 1990 года была подписана декларация о Суверенитете Республики Саха (Якутия) (sign).
5. Из 12 подземных ядерных взрывов 11 были произведены в бассейне реки Вилюй (make).
6. В бассейне реки Вилюй были найдены огромные запасы золота и алмаза (find).
7. IV международные игры «Дети Азии» будут снова проводиться Якутске (held).

### Discussions

**Discuss the answers to these questions with the students of your group.**

1. Are you interested in the political situation of our country? What kind of political problems is the North facing nowadays?
2. What advantages and disadvantages may occur as the result of building the railroad line to the capital of our republic Yakutsk?
3. Do you see any examples of cultural ignorance in our republic? Are there any ways to solve such a problem?



## Unit 3

### Disunity of Humanity as a Root Cause of Ecological Problems

*Are there any ecological problems in our region?*

*Do you believe that ecological problems are often global in nature?*

*How do they influence people's life?*

The subsistence culture of indigenous peoples largely depends on the environment in which they live. Therefore, the survival of the indigenous culture depends on solving ecological problems.

Ecological problems have also plagued the United States. The culture of many indigenous groups *has been greatly affected* by man-made changes in the environment. For example, the Sioux Indians were historically dependent on the buffalo and after the destruction of this resource were forced to accept food from the government to survive. Their ceremonies, food supply, clothing, and subsistence life style were destroyed with the loss of the buffalo. These problems occurred because of the lack of unity between the Caucasian (White) and indigenous races. The dominant culture took indigenous lands without regard for the well-being of native groups. Land conquest *was driven* by greed, attitudes of superiority, and aggression.

Many sincere individuals, groups, and political entities have struggle with ecological problems. Solutions offered by most address the symptoms of the problems rather than the causes. Because of the lack of understanding of the root cause in the United States environmental groups buy land to preserve habitat; pursue political solutions, use educational approaches; create preserves and parks for endangered species; or any combination of the above. Few focuses on prerequisites for eliminating disunity such as: elimination of class, racial, or religious prejudice; equal rights for women and men, the elimination of extremes of wealth and poverty; or universal education.

Each environmental group has its own agenda, and controversy between groups is common. Although many groups do useful work, often in time their work *is negated* by other special interest groups.

Ecological problems are often global in nature and cannot be solved by the nation, republic, or province. Despite the best efforts of Sakha Republic or the state of Alaska, problems such as radioactive contamination do not respect borders. The Chernobyl disaster spread radioactive contamination across Russia and the northern hemisphere. In the North America, pollution from thousands of sources in the United States and Canada almost destroyed certain Great Lakes. Efforts by cities, states, and provinces in the US and Canada proved futile until a unified

cooperative effort was undertaken by the two countries. The Great Lakes *have been cleaned up* considerably as a result of a unified effort to solve this problem.

The root causes of ecological problems cry out for a spiritual solution. The elimination of greed, prejudice, injustice, and inequality are prerequisites for solving ecological problems. Many corporations worldwide pollute the environment without regard for others because it is less expensive than doing business in an ethical and environmentally safe way. Laws can go only so far when immorality becomes the rule. There are not enough inspectors, laws, courts, or police to protect the public from those who have no regard for their well-being. It is inconceivable, however, that a moral person would pollute without regard for other members of his species. Therefore, both spiritual and material education is a vital prerequisite to addressing this problem.

The establishment of the unity of humanity is the real solution to environmental problems. Ecological problems can always be traced to the lack of understanding that we are one humanity on one earth. Countries destroy the environment in one place without regard for the affects on the inhabitants or use a predominant share of the world's resources without regard for other nations. The inability of mankind to solve problems collectively results in wars, battles, and frequent conflicts. Mankind must evolve to a higher level of development where problems are dealt with globally and with an understanding of the unity of the human family. The indigenous peoples of the world often understand this and pray to the four directions symbolizing the coming together of the races of mankind. Each race must share its best since no race can survive alone. «The Earth is one country and mankind is its citizens». As previously mentioned by several speakers, the real solution to ecological problems is spiritual in nature.

## **Vocabulary**

**Complete the definitions. Circle the letter of the correct answer.**

1. The ability to live with very little money or food is .....  
a) subsistence b) will c) force
2. The quality of being better, more skillful, more powerful etc than other people or things is .....  
a) power b) superiority c) talent
3. A strong desire for more money, power, possessions etc or for more food, drink than you need .....  
a) greed b) eager c) wish
4. The act of defeating an army or taking land by fighting is .....  
a) win b) victory c) conquest
5. A way of solving a problem or dealing with a difficult situation is .....  
a) decision b) solution c) task
6. .... is a type of animal or plant that may soon no longer exist.  
a) rare b) endangered species c) unique
7. An unreasonable dislike and distrust of people who are different from you in some way, especially because of their race, sex, religion etc is .....

a) barrier b) hate c) prejudice

8. A sudden event such as a flood, storm, or accident which causes great damage or suffering is .....

a) tragedy b) disaster c) sorrow

9. Making a place or substance dirty and dangerous by adding something to it, for example chemicals or poison is .....

a) pollution b) dirt c) contamination

10. Too strange or unusual to be thought real or possible is .....

a) magic b) inconceivable c) unreal

## Comprehension

### B. Looking for Main Ideas.

Circle the letter of the best answer.

1. I will discuss \_\_\_\_\_ as a root cause of ecological problems.

a) divorce b) unity c) disunity

2. The \_\_\_\_\_ culture took indigenous people lands without regard for the well-being of native groups.

a) dominant b) minor c) indigenous

3. These problems occurred because of the lack of unity between the \_\_\_\_\_ and indigenous native races.

a) Chinese b) Caucasian c) Arabian

4. Once upon a time there was a great \_\_\_\_\_.

a) fire b) strive c) flood

5. Many were drowning while others were \_\_\_\_\_ out in anguish.

a) yelling b) crying c) laughing

6. Others collected food and items for \_\_\_\_\_ housing.

a) summer b) rest c) emergency

7. Radioactive \_\_\_\_\_ does not respect borders.

a) contamination b) pollution c) dirty

### C. Looking for Details.

If the sentence is true, write T. If the sentence is false, write F.

1. The survival of the indigenous culture depends on solving ecological problems. \_\_\_

2. Man-made changes are always progressive. \_\_\_

3. There were no class or racial prejudices in the former Soviet Union. \_\_\_

4. Land conquest is usually driven by greed, attitudes of superiority and aggression. \_\_\_

5. Controversy between environmental groups is common in Sakha too. \_\_\_

6. Solution of the cause of the flood will save more lives later. \_\_\_

7. Radioactive contamination respects state borders. \_\_\_

8. The indigenous peoples of the world pray to the four directions, symbolizing the coming together of the races of mankind. \_\_\_

9. Both spiritual and material education are a vital prerequisite to addressing the environmental problems.\_\_\_
10. Each race must share its best to solve the problems, since no race can survive alone.\_\_\_

## **Grammar**

### **Confused words**

#### **Many and much**

“Many” is used with plural (countable) nouns.

Don't say: My brother hasn't *much* book.

Say: my brother hasn't *many* books.

“Much” is used with singular (mass) nouns that have no plural.

Don't say: Is there *many* dust in the field?

Say: Is there *much* dust in the field?

**Note.** In affirmative sentences many and much are generally replaced by a lot (of), a great deal (of), plenty (of), a good deal (of), a great number (of), a large quantity (of) etc.

#### **Few and a few**

“Few” means “not many” and emphasizes the smallness of the number. It is distinguished from “a few” which means at least “some”.

Don' say: Although the question was easy, *a few* boys were able to answer it.

Say: Although the question was easy, *few* boys were able to answer it.

Don' say: Although the question was difficult, *few* boys were able to answer it.

Say: Although the question was difficult, *a few* boys were able to answer it.

#### **Little and a little**

“Little” means “not much” and emphasizes the smallness of the amount. It is distinguished from “a little” which means at least “some”.

Don't say: He slept *a little* and felt no better.

Say: He slept *little* and felt no better.

Don't say: He slept *little* and felt better.

Say: He slept *a little* and felt better.

### **Choose the write answer:**

1. As the guest did not speak clearly, ... students understood what he said.  
a) few    b) many    c) a lot of    d) a few
2. I have very ... time for reading and less for watching television.  
a) much    b) little    c) few    d) a little
3. How ... does losing your job really matter?  
a) many    b) much    c) little    d) few
4. .... people study Latin nowadays.  
a) many    b) much    c) few    d) a lot of

5. He cannot afford it as he has ....many left.  
 a) little    b) few    c) much    d) a little
6. .... people will admit their faults.  
 a) little    b) a few    c) few    d) much
7. We must save ... money for our journey home.  
 a) few    b) a few    c) a little    d) many
8. I have ... friends in Yakutsk who will help me.  
 a) few    b) a few    c) a little    d) little
9. Many sincere people h[ave struggled with ecological problems, but only ... focuses on disunity in the world.  
 a) a little    b) few    c) a lot of    d) much
10. There are .... apples in the basket, help yourself.  
 a) little    b) a little    c) a few    d) few

## Discussions

**Discuss the answers to these questions with the students of your group.**

1. How do you understand the word “ecology”?
2. How will elimination of greed, prejudice, injustice, and inequality lead us to solving ecological problems?
3. Why does the inability of mankind to solve problems collectively result in wars, battles, and frequent conflicts? Can you give any examples?
4. Why does the author consider that establishment of the unity of humanity is the real solution to environmental problems?

## Unit 4

*What do you know about The Soviet state policy of the Evenkis` enforced resettlement in villages?*

*Do you think if it is good for nomadic people to live within one village?*

*Was it of any use to separate children from their parents traveling far away with their reindeer herds?*

### VILLAGES AND THE THREAT TO THE EVENKI LIFESTYLES

Most of the contemporary social problems of Evenki communities are connected with the policy of enforced resettlement that was conducted by the

Soviet state all across Siberia from 1948 to 1967. Until that time, soviet teachers and administrators lived beside Evenki families, traveled with them, taught the children in mobile tent schools. After World War II, Soviet planners thought that it was important to make nomadic hunters and herders more “cultured” by building them stationary settlements, organizing their nomadic households into state farms, and constructing boarding schools. For the first time in their history, Evenkis began to experiment with living within the confines of one valley and one village.

In the early period of these changes, the investment of the state had many positive effects. For the first time Evenki children learned first to read and write in both Russian and Evenki and eventually achieved a full primary education. Many of these children grew up to be leaders in contemporary Evenki society. The early farms specialized in reindeer herding, hunting, and fishing. Because they were heavily subsidized by the state, the Evenkis were guaranteed employment and income. However, in the later phases of this campaign, which more radical, the majority of Evenki people were removed from the forests, and a cycle of dependence was created. In the 1960s, small villages of a few hundred Evenkis were forcibly combined into larger settlements of from 500 to 1,000 residents. The rationale behind these resettlement programs was that resettlement allowed the state to provide cost-effective social services, including health care, electricity, and education.

Life within the villages was not simple. In order to service the expanding array of technical services and facilities, many transient newcomers were invited from the Russian heartland to work as support personnel in these new settlements, for which they were paid good wages. By the mid-1970s, Evenkis found themselves occupying the lowest paid, most labor intensive job while newcomer engineers or teachers received the best housing and highest wages. This discrepancy was most startling when one compared the lifestyle of the Evenki elders, many of whom were forced to live in the crowded apartments of their children and grandchildren, with that of young Russian couples who were given spacious new housing. Although the goal of the village policy was to civilize Evenkis, the result was the creation of a disadvantaged and displaced workforce.

The most noticeable change in Evenki life with the creation of large villages was the loss of the Evenki language among the younger generation. Most Evenki children were forced to remain up to nine months a year in a boarding school while their parents, for the most part, traveled with the reindeer in large orbits around the settlement. As more and more Russian-speaking technical personnel and engineers were invited to work in the villages, the language that the children heard every day was Russian. Within many boarding schools, the Evenki language was taught only as a special subject. Evenki language teachers were obliged to teach with books written in the literary language – a dialect that often did not correspond with the way that families actually spoke at home. The Evenki language has four dialects, and the greatest differences are found along the Pacific Coast where many people find it difficult to understand the language printed in textbooks based on the central Evenki dialect, many adults today speak of their embarrassment at returning to

visit their parents during the summer months only to discover that they no longer understood each other.

A much more devastating effect of resettlement was the stress upon family structure. Not only did children suffer psychologically from being separated from their mothers and fathers, but their intensive education in the villages left them unfamiliar with the skills that they needed to live on the land. In Evenki traditional society, fathers and uncles taught young boys how to catch reindeer with lassos and how to hunt large game in a respectful manner. Women taught their daughters, daughters-in-laws, and nieces how to tend the camp, look after children, prepare food and clothing, and often how to hunt rabbits and set traps. Soviet planners had expected that office jobs and technical labor would soon replace traditional skills. However, a sad irony of the market reforms is that the only sustainable economy in the Evenki District today is hunting, trapping, and reindeer herding – an economy which Evenki youth now find themselves ill-prepared to face.

Although the Soviet policy of civilizing life in the taiga through hastily constructed villages generated inequalities, one could argue that it was a kinder policy than that found in many indigenous villages around the world where policies of genocide are actively practiced. The peculiarity of Soviet development policy was that it was an attack on indigenous lifestyles, not an attack on people. However, the fate of those who did not feel at home in the small, electrically lit apartments of a noisy village was one short step away from deliberate genocide.

(From the material of the fourth biannual congress of the Evenki political association held in Tura in September 1998).

## Vocabulary

Replace the underlined words in the sentences with the words below

Embarrassment	unfamiliar with	game	most labor-intensive
discrepancy	devastating	startling	goal

1. By the mid-1970 Evenkis found themselves occupying the lowest paid, hardest jobs.
2. The difference in the levels of life between newcomers and Evenkis was most striking.
3. Although the aim of the village policy was to civilize Evenkis, the result was the creation of a disadvantaged and displaced workforce.
4. Many adults today speak of their shame when they return to visit their parents they discover that no longer understood each other.
5. A much more destructive effect of resettlement was the stress upon family structure

6. Intensive education in the villages left children unknown the skills that they needed to live on the land.
7. Fathers and uncles taught young boys how to catch reindeer with lassos and how to hunt large animals in a respectful manner.

## COMPREHENSION

### A. Looking for Main Ideas

**Give complete answers to these questions.**

1. When was the Soviet policy of nomadic Peoples resettlement in villages held all across Siberia?
2. Why did the Soviet planners decide to make Evenkis settle within the confines of one valley and one village?
3. What were the negative effects of this policy?

### B. Looking for details

**If the sentence is true, write T. If the sentence is false, write F.**

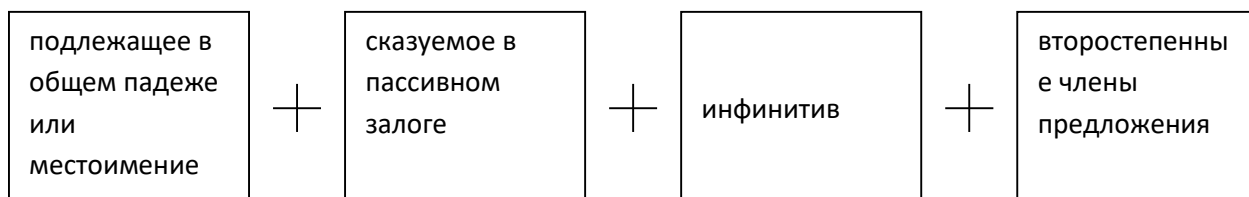
2. Before World War II Soviet teachers and administrators lived beside Evenki families, traveled with them, and taught the children in mobile tent schools.
3. After World War II Soviet planners thought that it was important to make nomadic hunters and herders more “cultured” by educating them in town schools.
4. The early farms specialized in reindeer herding, hunting and fishing.
5. Both Evenkis and newcomer teachers and engineers were equally paid good wages and lived in spacious new housing.
6. The most noticeable change in Evenki life was the loss of the Evenki language among the younger generation.
7. The Evenki language has no dialects and Evenkis from different regions can understand each other very well.
8. Intensive education in the villages made the children unfamiliar with their traditional skills.
9. Evenki youth now find themselves well-prepared to face the economy of the market relations.
10. The peculiarity of Soviet development policy was that it was an attack on indigenous lifestyles.



## GRAMMAR

### Complex Subject (Сложное подлежащее)

Структура предложения и перевод:



He is known to be researching this problem now.

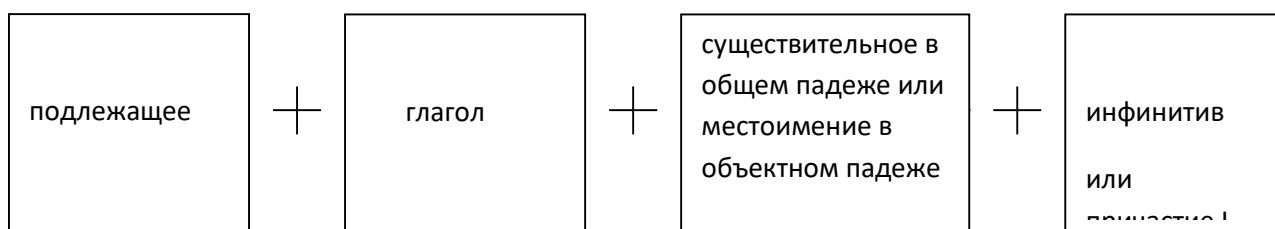
Известно, что он сейчас исследует эту проблему.

**Translate the following sentences into Russian paying attention to the construction of Complex Subject.**

1. The wolf and wild reindeer herds today are considered to be one of the herders' problems in the North.
2. Wild male reindeer are known to drive regularly females off from the domestic herds.
3. The experiment of the Minority's resettlement was expected to have positive results
4. Evenkis were supposed to become more "cultured" living in villages.
5. The Evenki language was said to have the threat to disappearing.

### Complex Object (Сложное подлежащее)

Структура предложения и перевод:



I want you to answer my question.

Я хочу, чтобы вы ответили на мой вопрос.

**Translate the following sentences into Russian paying attention to the construction of Complex Object.**

1. Scientists consider gold and other mining activities to be one of the sources of environmental destruction in tundra.
2. We wanted them to visit our town and to get acquainted with its life.
3. Have you ever seen him catching a reindeer with lasso?
4. Soviet planners expected Northern state farms to produce more meat and fish for the country.
5. I heard her get a job in a boarding school in one of the villages of the Arctic region.

## DISCUSSION

**Discuss the answers to these questions with the students of your group.**

1. Do you think that the nomadic Peoples in Siberia now must be subsidized by the state to survive and to follow their former lifestyle or not?
2. How do you think the Russian state can improve the situation of the North Minorities communities?
3. What's the reason of the Minorities' loss of their native language? And how can we solve this problem in the world?

## Unit 5

### Siberian Shamans

*What is a shaman?*

*Do you believe in healing side of shamanism and why?*

*Are there any differences between “white” and “black” shamans?*

The word «shaman» comes from the Evenki, a small Tungus-speaking group of hunters and reindeer herders in Siberia. It was first used only to designate a religious specialist from this region. By the beginning of the 20th century it was already being applied in North America to a wide range of medicine-men and medicine-women, while New Age practitioners today use the word widely for persons who are thought to be in any sort of contact with spirits.

The Siberian shaman's soul is said to be able to leave the body and travel to other parts of the cosmos, particularly to an Upper world in the sky and a Lower world underground. This ability is traditionally found in some parts of the world and not in others and allows us to speak of clearly shamanistic societies and cultures. A broader definition than this would include any kind of person who is in control of his or her state of trance, even if this does not involve a soul journey, as in Korea. There can be no shaman without a surrounding society and culture. Shamanism is not a single, unified religion but a cross-cultural form of religious sensibility and practice.

...There are astonishing similarities, which are not easy to explain, between shamanic ideas and practices as far apart as the Arctic, Amazonia and Borneo, even though these societies have probably never had any contact with each other. Many current interpretations emphasize the healing side of shamanism, but this is only one aspect of the shaman's work. Among other things, shamanism is a hunter's religion, concerned with the necessity of taking life in order to live oneself. The shamanic view of cosmic equilibrium is founded largely on the idea of paying for the souls of the animals one needs to eat, and in many societies the shaman flies to the owner of the animals in order to negotiate the price.

Among the Even of Siberia, the shaman was sent for only after all ordinary forms and methods of folk medicine had been tried. The functions of a physician were performed by various healers and members of the family. A range of medicines of vegetable and animal origin were a common part of any attempted treatment. The antlers of young reindeer were used as a general tonic, and the blood which spouts out from inside a young antler when it is first cut was considered especially valuable. Other popular medicines were a kind of fern called oir, ginseng, and poplar buds which were employed as a painkiller. For liver and stomach diseases, jaundice, dysentery, rheumatism, painful joints, abscesses and ulcers, the healers used bear's gall and musk, secretion from the stomach glands of the musk-deer. The services of the shaman were only turned to as a last resort.

Shamans are not the only healers in the community. They work alongside herbalists, midwives and bone-setters. Among the Yakut of northeastern Siberia the «white» shamans dealt only with the clean, auspicious gods the sky, while the

«black» shamans dealt with the demonic spirits of the lower world. The white shaman prayed instead of going into trance, and did not kill animals as sacrifices, but consecrated and released them at the yhyakh festival which marked the traditional New Year, on midsummer's day. The yhyakh declined under the influence of Christian and communist ideology, but has recently been revived.

## Vocabulary

**Complete the definitions. Circle the letter of the correct answer.**

1. A belief in the life of the spirit and usually in one or more gods is .....  
a) philosophy b) shamanism c) religion
2. A belief, custom, or way of doing something that has existed for a long time is .....  
a) habit b) tradition c) religion
3. A particular group of people who share laws, organizations, customs etc. is .....  
a) society b) team c) state
4. Near or around a particular place - .....  
a) circle b) environment c) surrounding
5. To discuss something in order to get an agreement, especially in business or politics is .....  
a) to chat b) to negotiate c) to agree
6. To include something as a necessary part or result is .....  
a) to involve b) to fill c) to add
7. Average, common, or usual, not different or special is .....  
a) plain b) ordinary c) simple
8. The situation, place, or physical matter from which something begins is .....  
a) source b) cause c) origin
9. Likely to be successful is .....  
a) auspicious b) happy c) beautiful

## Comprehension

### A. Looking for Main Ideas.

Circle the letter of the best answer.

**1. The word «shaman» comes from the Evenki, a small Tungus-speaking group of \_\_\_\_\_ in Siberia.**

- a) farmers and cattlemen
- b) hunters and reindeer herders
- c) herbalists and fishermen.

2. The Siberian shaman's soul is said to be able to leave the body and travel to other parts of \_\_\_\_\_.

- a) the country.
- b) the world.
- c) the cosmos.

3. Many current interpretations emphasize the \_\_\_\_\_ of shamanism, but this is only one aspect of the shaman's work.

- a) healing side
- b) teaching side
- c) harming side

4. Among the Even of Siberia, the shaman was sent for only after all ordinary forms and methods of \_\_\_\_\_.

- a) traditional medicine had been tried.
- b) folk medicine had been tried.
- c) innovational medicine had been tried.

### **B. Looking for Details.**

One word in each sentence is not correct. Cross out the word and write the correct answer above it.

1. New Age practitioners today use the word shaman widely for persons who are thought to be in any sort of contact with UFOs.
2. There can be no shaman without a surrounding society and forest.
3. Among other things, shamanism is a hunter's religion, concerned with the necessity of taking life in order to kill oneself.
4. A range of medicines of vegetable and fruit origin were a common part of any attempted treatment.
5. For liver and stomach diseases, jaundice, rheumatism, painful joints, abscesses and ulcers, the healers used bear's skin and heart.
6. Among the Yakut of northeastern Siberia the «white» shamans dealt only with the clean, auspicious gods in the sky, while the «black» shamans dealt with the demonic spirits of the upper world.
7. The white shaman prayed instead of going into trance, and did not kill animals as sacrifices, but consecrated and released them at the Yhyakh festival which marked the traditional New Year, on midnight's hours.
8. The Yhyakh increased under the influence of Christian and communist ideology, but has recently been revived.

### **Grammar**

#### **Past Perfect Tense**

We form the Past Perfect with **had + the Past Participle** (gone/ opened/ written etc.)

I *had* never *seen* so many people.

What *had* you *done*?

We *hadn't* *realized* it.

We use the past perfect to say that something had already happened before this time.

When I arrived at the party, Tom *had* already *gone* home.

George didn't want to come to the cinema with us because he *had* already *seen* the film twice.

They sent for the shaman only after they *had tried* all ordinary forms and methods of folk medicine.

### **Choose right tenses of verbs and translate each sentence:**

1. The train ... when I arrived at the station.  
a) went b) has gone c) had gone d) was gone
2. She ... the truth until you told her.  
a) didn't realize b) hadn't realize c) hadn't realized d) wasn't realize
3. When they returned home they saw that someone ... their window.  
a) have broken b) has broken c) had broken d) broke
4. After they ... dinner the children were asked to help their mother.  
a) had had b) has had c) have had d) had haved
5. A man went to the tree, took off his jacket, and put on his coat which he ... there  
a) hidden b) has hidden c) had hide d) had hidden

### **Discussions**

**Discuss the answers to these questions with the students of your group.**

1. Can you try to explain astonishing similarities between shamanic ideas and practices as far apart as the Arctic, Amazonia and Borneo, even though these societies have probably never had any contact with each other?
2. Do you consider shamanism to be a religion or a tradition? Why?
3. Why do you think during Soviet period of our country all Siberian shamans were in persecution? It is known that some of them were killed in jails.

4. Have you or any member of your family ever been cured by a shaman?  
When?

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1. Endangered Peoples of the Arctic. Struggles to Survive and Thrive. Edited by Milton M.R. Freeman—Greenwood Press. Westport, Connecticut. London, 2000. – 278 p.

## Glossary

### A

Abolishment – отмена, уничтожение

Abundance – изобилие, богатство

Access - доступ

According (to) – согласно, в соответствии

Adornment - украшение

Aesthetics - эстетика

Amateur - любитель

Amazing (adj.) - изумительный, чудесный

Ambush – засада

Ancestor – предок, прародитель

ancestors – предки

Ancestral – родовой, наследственный

Ancient - древний

Animal - животное

Announce – извещать, объявлять

Annual (adj.) - ежегодный

Antle – рога

Appointed – назначенный, указанный

Appreciate – высоко ценить

Area (n.) - площадь, участок, часть

Array- масса

Assemble (v.) - собирать, собираться

Astonish (v.) - изумлять, поражать

Auxiliary – добровольный, не обязательный

Average – средняя

Axis (n.) - ось

### B

Backwoods – лесные районы

Barrenness – пустошь, пустырь

Basin - бассейн

Be engaged – быть занятым, заниматься

Bead – бусина, бисерина

Bear - иметь

Bear-cub - медвежонок

Belong (to) – принадлежать, относиться (к)

Belt (n.) - полоса, пояс, ремень

Birch (n.) - береза

Birch-bark - береста

Blood - кровь  
Blossom (n.) - цветок, цветение  
Blueberry (n.) - голубика  
Boading school – школа-интернат  
Boat – лодка  
Boulder (n.) - валун  
Boundless - безграничный  
Breast - грудь  
Bring up - воспитывать  
Burial – погребение, похороны  
Bush (n.) - куст, кустарник  
Buttercup (n.) - лютик

### С

Cargo (adj.) - грузовой  
Caribou – олень карибу  
Cartage – гужевая перевозка  
Carving – резьба по кости  
Cattle - скот  
Cattle-breeder - скотовод  
Cattle-sheds – коровники  
Celebrate - праздновать  
Century – век, столетие  
Chain - связывать  
Chase - преследовать  
Cherish - лелеять  
Choir - хор  
Church - церковь  
Circle - круг  
Cloudberry (n.) - морошка  
Coincide - соответствовать  
Compare - сравнивать  
Compatriot (n.) - соотечественник  
Competition - соревнование  
Connect (v.) - соединять  
Consider (v.) - считать, полагать  
Constitute - составлять

Contamination – загрязнение, заражение  
Content - содержание  
Continuous - продолжительный, непрерывный  
Conversion – обращение (в какую-либо веру)  
Convey – выразить, передавать, сообщать  
Conveyance – передача  
Cool (v.) - остывать  
Cornerstone – краеугольный камень, основа  
Country vehicles – вездеходы  
Cowberry (n.) - брусника  
Crack (v.) – давать трещину, трескаться  
Crane (n.) - журавль  
Crash (v.) - обрушиваться  
Create – создавать, творить  
Crown (n.) - корона  
Cry – кричать, крик  
Currents (n.) - течение  
Curtains (n.) - занавес, шторы  
Custom – обычай

### D

Dazzlingly (adv.) - ослепительно  
Deal with – иметь дело с  
Decrease (v.) - уменьшать  
Defend (v.) - обороняться, защищаться  
Define – давать определение, характеристику  
Deliberate – неторопливый, медленный  
Deliver (v.) - доставлять  
Dependence - зависимость  
Depict - изображать  
Deprive – лишать  
Descend from – происходить из



Desert (n.) - пустыня  
Designation - определение  
Despite – вопреки, несмотря на  
Destiny – судьба, удел  
Devastating - разрушительный  
Develop (v.) - развивать,  
разрабатывать  
Devoid - лишенный  
Dig (v.) - копать, вырыть  
Dip net – опускать сеть  
Direct - направлять  
Disappear (v.) - исчезать  
Disastrous (adj.) - бедственный,  
гибельный  
Disband – распускать, разбегаться  
Discrepancy – расхождение, разрыв  
Disease (n.) - болезнь  
Distinctive – отличающийся  
Divide (v.) - делить, разделить  
domestic – домашние  
Domestic - домашний  
Draught-dog – ездовая собака  
Dwarf (adj.) - карликовый  
Dwelling – жилище

## **Е**

Edge – край, кромка  
Eke out – восполнять, прибавлять  
Elaborate – тщательно  
продуманный, подготовленный,  
сложный  
Elicit – выявлять, добиваться их  
участия в будущем  
Embarrassment – стыд, смущение  
Embroidery - вышивка  
Endow – обладать, наделять  
Endurance – выносливый  
Enlarge - увеличиваться  
Enormous (adj.) – огромный,  
громадный

Enrich - обогащать  
Entity - существо  
Entrails - внутренности  
Environment – окружающая среда  
Essence - сущность  
Esteem - оценка  
Exaggerate – увеличивать,  
подчеркивать  
Excellent - отличный  
Exceptional - исключительный  
Excess (n.) - избыток  
Excitement (n.) -  
возбуждение,оживление  
Existence - существование  
Expansion – расширение,  
распространение  
Explore (v.) - исследовать  
Extensive – обширный,  
распространенный

## **F**

Fall in love with – влюбиться в  
Feast – праздник, празднество  
Feed - кормить  
Feed on (v.) - пасться, кормиться  
Fells – шкуры  
Fishing tools – рыболовная снасть  
Flat (adj.) - плоский  
Flesh - мясо  
Flipper (n.) - плавник  
Float – поплавок  
Floe (n.) - льдина  
Flood - наводнение  
Foal - жеребенок  
Footwear - обувь  
For instance - например  
Formerly - прежде  
Fresh - свежий

Fulmar (n.) - глупыш  
Fur - мех, пушной

## G

Game - дичь  
Gathering – сбор, охота  
Gear – упряжка  
Generic – родовой, общий  
Genre - жанр  
Get frozen (v.) - замерзать.  
заморозиться  
Glacier (n.) - ледник  
Glass - стеклянный  
Glitter (v.) - блестеть  
Graceful - грациозный  
Grapes (n.) - виноград  
Graze – пастись  
Grip – рукоятки  
Grouse (n.) - куропатка  
Guillemot (n.) - чистик  
Guilty - виновный  
Gusty (adj.) - порывистый

## H

Habit - привычка  
Habitual – обычный, привычный  
Hail (v.) - провозглашать  
Handicraft - промысел  
Hare (n.) - заяц  
Harpoon – гарпун  
Have much in common – иметь  
много общего  
Headgear – головной убор  
Herd (n.) - стадо  
Herdsman - оленеводы  
Hide (v.) - прятаться  
Hinder – мешать, препятствовать  
Hire - нанимать

Hooves - копыта  
Horse-breeding - коневодство  
Possess – иметь, обладать  
However - однако

Husbandry – сельское хозяйство  
Husbandry – хозяйство  
Husky – лайка

## I

Icebreaker (n.) - ледокол  
Impetuous - стремительный  
Imply – включать в себя,  
предполагать  
Incline (v.) - наклонять, наклоняться  
Include (v.) - включать  
Include – включать в себя  
Income – доход, прибыль  
Indigenous – коренной, туземный,  
местный  
Inequality - неравенство  
Influence - влияние  
Influence (v.) - влиять  
Inhabit - населять  
Inhabit (v.) - населять  
Inhabitant - житель  
Inspire - вдохновлять  
Intelligible – понятный,  
вразумительный  
Interaction (n.) - взаимодействие  
Intermingle – смешивать(ся),  
перемешивать(ся)  
Internal - междуособный  
Intimately - лично  
Intricate (adj.) - причудливый  
Invulnerability - неуязвимость  
Irreparable – непоправимый  
Island (n.) - остров

## J

Jaw (n.) - челюсть  
Join – соединять

## L

Labor-intensive - трудоемкий  
Lair - берлога  
Laolage – запрягать  
Larch (n.) - лиственница  
lassoing reveals – ловить арканом  
Latitude (n.) - широта (*геогр.*)  
Layer (n.) - слой  
Lemming (n.) - лемминг  
License – лицензия, разрешение  
Lichen ( n.) - лишайник  
Limb (n.) - конечность  
Link - связь  
Livestock – обеспечение жизни  
Loop – петля  
Loss (n.) - потеря  
Lower - нижний  
Lush (adj.) - сочный, буйный (*о растительности*)  
Lyre-like – похожий на лиру, лироподобный

## M

Magic – магический, чудесный  
Maintain – поддерживать, сохранять  
Mammal - млекопитающий  
Mammoth - мамонт  
Mare - кобыла  
Marginal - суровая  
Marsh (n.) - болото  
Meadow (n.) - луг  
Melt (v.) - таять

Mention (v.) - упомянуть

Middle - средний

Misery – невзгоды, несчастья, страдания

Mittens - рукавицы

Moose - лось

Mosquitoes – комары

Moss (n.) - мох

Movement - движение

Multi-colo(u)red - многоцветный

Musk ox. - овцебык

Mustaches (n.) - усы

Mysterious (adj.) - таинственный, загадочный

## N

Narrator – рассказчик, сказитель

Nest (v.) - нестись

Nestlings (n.) - выводок

Nomadic - кочевой

Nomadize – кочевать

Nourishing - питательный

Nuclear (adj.) - ядерный, атомный

Numerous – большое количество

Nutritional – питательная ценность

## O

Observe – наблюдать, замечать

Observe (v.) - наблюдать, замечать

Obvious – очевидный, явный

Occupation - занятие

Occupation – занятие

Origin – происхождение, начало

Outcrop - порода

Outlying - береговой

Outskirt (n.) - окраина

Overcome (v.) - преодолеть

Overwhelm - подавлять

Owl (n.) - сова

## **P**

Pagan - язычник  
Particle (n.) - частица  
Particularly - особенно  
pasture – пастбища  
Pasture - пастбище  
Paw - лапа  
Peck (v.) - клевать  
Peculiarity (n.) – особенность  
Penetration - проникновение  
Peninsula - полуостров  
Permanent - постоянный  
Permanent (adj.) - постоянный  
Phenomenon - феномен  
Plot (v.) - наносить на карту  
Pomorbird (n.) - поморник  
Poppy (n.) - мак  
Population census – перепись населения  
Possibility (n.) - возможность  
Precede - предшествовать  
Precipitation (n.) - осадки  
Predator (n.) - хищник  
Prefer - предпочитать  
Preserve – сохранять, оберегать  
Prey (n.) - добыча  
Profound - глубокий  
Prohibit (v.) - запрещать  
Protect - защищать  
Protection (n.) - защита  
Proximity (n.) - близость  
Pursue – преследовать

## **Q**

Quality - качество  
Quantity (n.) - количество

## **R**

Racket (n.) - грохот  
Rag - лоскут  
Raven - ворон  
Raw - сырой  
Receive - получать  
Redistribution – передача, раздача  
Reflect (v.) - отражать  
Reflection - отражение  
Regard – рассматривать, считаться  
Reindeer - олень  
Reindeer – северный олень  
Relate – быть связанным, состоять в родстве  
Relics - реликвии  
Remain (v.) - оставлять  
Renunciation – отречение, отказ  
Replenish - пополнить  
Representative (n.) - представитель  
Reproduce – воспроизводить  
Resettlement - расселение  
Respect - уважение  
Responsibility - ответственность  
Restore – восстанавливать  
Resurrection - возрождение  
Reverse – обратный, противоположный  
Revive – оживать, воскресать  
Rib - ребро  
Rite - обряд  
Rodent (n.) - грызун  
Round - круглый  
Route (n.) - маршрут, путь

## **S**

Sacred - священный	Spear – копье
Sacred (adj.) - священный	Specie (n.) - вид животного
saddle – седло	Spirit - дух
Sail (v.) - плыть, идти под парусом, управлять ( <i>кораблем</i> )	Spiritual – духовный
Salmon – лосось	Spouse - помощник
Scarcely – едва ли	Sprinkling – обрызгивание
Scurvy (n.) - цинга	Startling - поразительный
Seagull (n.) - чайка	Steal (v.) - красть
Seal – морской котик	Stem out – происходить
seal – тюлени	Steward - распорядитель
Seal (n.) - тюлень	Stoat (n.) - горностай
Seam - шов	Stock up (v.) - запастись
Search – искать, поиск	Strains – породы
Self-designation - самоназвание	Strait (n.) - пролив
Self-reliance – уверенность в себе	Stream (n.) - течение
Semi-settled - полуоседлый	Stretch (v.) - простираться, тянуть, натягивать, растягивать
Separate – отделять, разделять	Subsistence – существование, пропитание
Serve (v.) - служить	Successful - успешный
Set off (v.) отправляться	Suede - замша
Settle (v.) - поселяться, осесть	Suet – нутряное сало
Severe (adj.) - суровый, жестокий	Suited - подходящий
Shallow – мелкий	Superior beings – верховные божества, небожители
Share – разделять, иметь	Supply (v.) - снабжать
Shopherds – петухи	Support – поддерживать
Shore (n.) - берег	Support (v.) - поддерживать
Sight (n.) - зрелище	Suppose (v.) – полагать, предполагать
Similar – подобный, похожий	Surface (n.) - поверхность
Sin - грех	Surround (v.) - окружать, окружить
Sink – тонуть	Survival - выживание
Sink (v.) – погружать, топить, тонуть	Survive (v.) - выживать
Skin - кожа	Suspend – вешать, подвешивать
Skull - череп	Sustainable - жизнеспособный
Slab (n.) – плита, пластина	
Slaughter – забой, убой	<b>T</b>
Sledge – сани	Tail (n.) - хвост
Sleeve - рукав	Take part (v.) - участвовать
Solstice (n.) - солнцестояние	Tasty – вкусный
Source - источник	

Tend - присматривать  
Tenet – принцип, доктрина  
Tethering post - коновязь  
Theme - тема  
Threat (n.) - угроза  
Tie - связывать  
Tool – снасть  
Torrent (n.) - ручей  
Trade – занятие  
Transient – мимолетный,  
временный  
Trap – охотиться с помощью  
капкана  
Treat – обрабатывать  
Tribal societies – родовые общины  
Tribe - племя  
Tributary – приток (реки)  
Troublemaker (n.) - разбойник  
Turn into – превращать (ся)  
Tusk - бивень  
Tusk (n.) - бивень

## U

Unfavorable (adj.) -  
неблагоприятный  
Unique – уникальный  
Unfamiliar - незнакомый  
Unpretentious – непретенциозный  
Upper – верхний

## V

Valuable – ценный  
Value - ценность  
Vary – изменять(ся), варьировать  
Vary - различаться  
Vast (adj.) - обширный,  
необъятный.  
Vegetation (n.) - растительность  
Vessel - сосуд  
Vessel (n.) - судно  
Vicinity – близость, поблизости, в  
окрестности  
Vistas – аллея, просека  
Vital requirements – жизненные  
требования

## W

Walrus - морж  
War - война  
Weaken (v.) - слабеть, ослаблять,  
смягчаться  
Weapon (n.) - оружие  
Weasel (n.) - ласка  
Whale – кит  
Whip – сбивать, взбивать (сливки)  
Wild - дикий  
Willful - волевой  
Willow (n.) - ива  
Wing - крыло  
World outlook - мировоззрение  
Wrap – завертывать, обертывать  
Wreck (v.) - потерпеть крушение

## Keys

## Part I

## **Unit 1**

Voc-ry: 1.a 2.b 3.a 4.c 5.a 6.a

Looking for Main Ideas: 1. Arctic occupies the territory from the North Pole to the southern part of tundra in the world. 2. The name *Arctic* comes from the Greek word *Arctos* which means a bear. 3. One can observe a cold and severe climate, Arctic day and Arctic night, Northern Lights in the sky, ice everywhere.

Looking for details: 1.T 2.F 3.T 4.F 5.F 6.T

Grammar: 1. X 2. An, X, X 3. The, the, the 4. X, the 5.X,X, a, the 6.The, the

## **Unit 2**

Voc-ry: 1.b 2.a 3.b 4.a 5.c 6.b 7.c 8.a

Looking for Main Ideas: 1.What territories are the ice zone and Arctic deserts located in? 2.What is the climate of the ice zone and Arctic deserts? 3. What is the use of icebergs?

Looking for details: 1.T 2.T 3.F 4.F 5.T 6.F 7.T 8.T

Grammar: 1.as,as 2.not as, as 3.The farther, the warmer 4.The farther, the lower 5.as,as 6.The more, the better

## **Unit 3**

Voc-ry: 1.a 2.b 3.a 4.b 5.a

Looking for Main Ideas: 1.The Walrus is famous for its enormous weight reaching up to 800 kg. 2.The bird colonies settle on vertical rocks and cliffs. 3. Muskoxen appeared in Vrangal Island and in Taimyr Peninsular in mid-1970s.

Looking for Details: 1.F 2.T 3.T 4.F 5.F 6.T

Grammar: 1.Arctic people 2.geese 3.Children 4.women 5. The information 6. The men's

## **Unit 4**

Voc-ry: 1.a 2.b 3.a 4.a 5.b

Looking for Details: 1.mountainous/flat 2.Atlantic/Arctic 3.Canada/Alaska 4.ocean/forest 5.big/small 6.The swan/The white crane 7.summer/winter 8.taiga/tundra

Grammar: 1.severer 2.longer 3.higher, lower 4.the largest 5.the most numerous 6.more frequent

## **Unit 5**

Voc-ry: 1. drawing 2.vessel 3. a house 4.reached 5.an airship 6.stopped 7.researchers 8.headed by

Looking for the Main Ideas: 1.a 2.c 3.b

Looking for Details: 1.T 2.T 3.F 4.T 5.F 6.F

Grammar: 1.Some pioneers 2.Eiric's 3.The Airship's 4.Peter the Great's 5.My colleagues and my 6.The girl's

## **Part II**

### **Unit 1**

Voc-ry: 1.minorities 2. extreme 3. marginal 4. outsider 5. herding 6. diet

Looking for Main Ideas: 1.c 2.a 3.b

Looking for Details: 1. T 2. F 3.F 4.T 5.T 6.F 7.F

Grammar: 1. in 2. by 3. within 4.under 5. through 6. at 7. in

### **Unit 2**

Voc-ry: 1. b 2. c 3. b 4.c 5. c

Looking for Main Ideas: 1. b 2. a 3. c 4. a

Looking for Details: 1. F 2. T 3. T 4. F 5. F 6. F 7. T 8. T

Grammar : 1. allowed 2. were 3. was focused 4. ensured, were supplied, had 5. ate, slept 6. was 7. played, exaggerated, reversed

### **Unit 3**

Voc-ry: 1.numerous 2 reindeer 3. inhabited 4. sea-mammal 5. gathering of 6. herding

Looking for Main Ideas: 1. a 2. c 3. b 4. b 5.a

Looking for Details: 1. F 2. F 3. T 4. T 5.T 6.F 7. T 8. T 9. F

Grammar: 1.Chukotka is inhabited by several groups of native and non-native peoples. 2.The Chukchi language belongs to the Chucotka - Kamchatkan language family. 3.The most important animals were walrus and several species of seal. 4.The cosmological views of Chukchi and Yupiit bear many similarities. 5.Seals and walrus played only a minor role in such ceremonies. 6.The captured animals were treated as honored guests to the settlement.

#### **Unit 4**

Voc-ry: 1.a 2. b 3. c 4. b 5. a 6. b 7. c

Looking for Main Ideas: 1. How many countries do the Saami live in? 3. What was the language of the latest translation of the Kalevala? 4. Who wrote the Kalevala?

Looking for Details. 1. four 2. singing 3. a written language 4. epic 5. thirty 6. enriched

Grammar: 1. have been 2. has inspired 3. have enriched 4. has been 5. has been put

#### **Unit 5**

Voc-ry: 1. means 2. in danger 3.bosses 4. creatures 5. vigilant 6. animals 7. surroundings

Looking for Main Ideas: 1.c 2.c 3.a 4.a

Looking for Details: 1. Founding Nation/First Nation 2. dialects of English/Montagnais-Naskapi-Cree, Algonquian language group 3. The hunters/The steward and his spouse 4. active/willful 5. only/not only 6.is not very detailed/is very detailed 7. can see/cannot see

Grammar: 1. The James Bay Cree are a Native American people. 2. Cree hunters express their responsibilities and dependencies on the land. 3. Cree hunters have learned to live this complex environment. 4. They think that each animal is God's creation and has no soul. 5. In the Cree world, each of these things can be an active agent. 6. The Cree and scientists agree on many things. 7. They are surprised when scientists do not respond to the damage.

### **Part III**

#### **Unit 1**

Voc-ry: 1.a 2.a 3.c 4.c 5.b 6.c 7.c 8.c

Looking for Main Ideas: 1.c 2.b 3.b

Looking for Details: 1.rest/migration 2.bows/guns 3.horse/dog 4.rats/muskrats 5.use/danger 6.in ten weeks/in 20 years 7.live/hunt

Grammar: 1. with the appearance of 2. stalking 3. during their crossing 4. having a good dog 5. using 6. using

#### **Unit 2**

Voc-ry: 1.c 2.a 3.c 4.c 5.b

Looking for Main Ideas : 1.T 2.F 3.T 4.F 5.F 6.T

Grammar: 1.having caught 2.having lit 3.having made 4.having examined 5.having dried 6.having seen

#### **Unit 3**

Voc-ry: 1.b 2.b 3.a 4.b

Looking for Main Ideas: 1. what did hunters exchange for their part of prey? 2. What were the skins of walruses used for? 3. What did they use in building dwellings? 4.What was the main tool for hunting sea mammals?

Looking for Details: 1.F 2.T 3.F 4.T 5.F 6.F

Grammar : 1. were hunting 2. were watching, were waiting for 3. were lying 4.were performing 5.were hunting 6.were drying

#### **Unit 4**

Voc-ry: 1.b 2.b 3.b 4.b 5.b 6.b

Looking for Main Ideas: 1.a 2.b 3.b 4.a 5.b 6.b

Looking for Details: 1.F 2.F 3.T 4.T 5.T 6.F 7.F



Grammar : 1.are living 2.are treating 3.are riding 4.is teaching 5.is supporting

### **Unit 5**

Voc-ry: 1.b 2.b 3.b 4.a 5.c 6.a

Looking for Main Ideas: 1. From what times has the traditional agriculture of Sakha people been cattle and horse breeding?

2. What kind of cow and horse strains have our ancestors raised from ancient time? 3. What is the main work for cattle and horse breeding for Sakha people? 4. How were the Yakuts named in Russian original sources? 5. What unique strain of horses did Sakha people raise? 6. What does the decorated pillar *Serge* mean for Sakha people?

Looking for Details: 1.F 2.F 3.T 4.T 5.T

Grammar: 1.has been breeding 2.have been treating 3.have been holding 4.have been making 5.have had 6.have been putting up

## **Part IV**

### **Unit 1**

Voc-ry: 1.b 2.c 3.a 4.b 5.a 6.c 7.a 8.c

Looking for Main Ideas: 1.c 2.a 3.c

Looking for Details: 1. Indian/Arctic 2.Yakut/Tungus 3.Turkic/Uralic 4. Keeping/hunting 5. doesn't occupy/occupies 6. take/do not take 7.20th century/18th century 8. native/Russian

Grammar: Pre-fixation: unclear.

Suffixation: endless, beautiful, natural, really, interpretation, hunter, occupation, teacher, writer, gardening.

Composition: backwoods, fisherman.

### **Unit 2**

Voc-ry: 1.a 2.b 3.c 4.a 5.c 6.a 7.c 8.b

Looking for Main Ideas: 1.c 2.b 3.a

Looking for Details: 1.a river/a lake 2.small/large 3.taller/shorter 4.little/much 5.western/eastern 6.a horse/a reindeer 7.could not/could 8.1962/1932

### **Grammar.**

Nouns: designation, federation, majority, activity, fishing, hunting, writer.

Adjectives: official, territorial, probable, considerable, original, national, comprehensive.

### **Unit 3**

Voc-ry: 1.a 2.b 3.a 4.c 5.a,c 6.c 7.a 8.b

Looking for Main Ideas: 1.a 2.c 3.b

Looking for Details: 1 Russian/Yakut 2.1950/1931 3.smallest /largest 4.two/three 5.early/late 6.heavy/light 7.haymaking/fishing 8.never met/met

Grammar: Nouns: expansion, domestication, condition.

Adjectives: mountainous, exceptional, conical, nomadic, successful, various, so-called.

Knowledge, designation, inclusion, development, relation, influence, variation, consideration, division, creation, situation, occupation, association, writer, maintenance, difference.

### **Unit 4**

Voc-ry: 1.b 2.a 3.b 4.a 5.c 6.c 7.b 8.c

Looking for Main Ideas: 1.a 2.b 3.b

Looking for Details: 1.real/fantastic 2.in general/in details 3.quickly/slowly 4.to the accompaniment of music/without any musical accompaniment 5.dancer/narrator 6.six/nine 7.novels/folk tales 8.English/Russian.

## **Part V**

### **Unit 1**

Voc-ry: 1.a 2.b 3.a 4.c 5.b 6.a 7.c 8.b

Looking for Main Ideas: 1.a 2.c 3.b

Looking for Details: 1.a wild reindeer/a bear 2.a grandson/a grandfather 3.no/many 4.a hare/a bear 5.months/days 6.noon/midnight 7.can/cannot 8.kept/buried.

Grammar: 1.can be found 2.was able to survive 3.could find 4.was allowed 5.may kill 6.has to be skinned 7.is to start 8.is to be considered.

### **Unit 2**

Voc-ry: 1.a 2.b 3.a 4.c 5.b 6.a 7.c 8.a

Looking for Main Ideas: 1.a 2.b 3.c

Looking for Details: 1.July/June 2.forest/field 3.western/eastern 4.square-shaped/vase-shaped 5.competitions/ceremonies 6.athletics /wrestling 7.headgear/costumes 8.the Moon/the Sun.

### **Unit 3**

Voc-ry: 1.b 2.a 3.c 4.b 5.a 6.c 7.b 8.a

Looking for Main Ideas: 1.b 2.a 3.b

Looking for Details: 1.hair/clothes 2.Moslem/pagan 3.few/rich 4.people/the superior beings 5.footwear/breast 6.cross-like/lyre-like 7.settled/nomadic 8.to take off/to give.

### **Unit 4**

Voc-ry: 1.c 2.b 3.a 4.b 5.b 6.a 7.b 8.c 9.a

Looking for Main Ideas: 1.b 2.c 3.a 4.b

Looking for Details: 1.contact with UFOs/spirits 2.a surrounding society and forest/culture 3.to kill oneself/to live 4.fruit/animal 5.skin and heart/gall and musk 6.upper/lower 7.midnight's/midsummer's 8.increased/declined

Grammar: 1.c 2.b 3.c 4.a 5.d

## **Part VI**

### **Unit 1**

Voc-ry: 1.a 2.b 3.a 4.c 5.b 6.b 7.c 8.b 9.c 10.b

Looking for Main Ideas: 1.c 2.a 3.b 4.a

Looking for Details: 1.T 2.F 3.F 4.T 5.T 6.T 7.F 8.T 9.T

Grammar: 1.d 2.b 3.b 4.c 5.a 6.c 7.c 8.b 9.b 10.c

## **Unit 2**

Voc-ry: 1.most labor-intensive 2.startling 3.goal 4.embarrasment 5.devastating 6.unfamiliar with 7.game

Looking for Main Ideas: 1.The Soviet policy of nomadic Peoples' resettlements in villages was held from 1948 to 1965 all across Siberia. 2.They thought that Evenkis would be more "cultured" and civilized. 3.The loss of the Evenki language among the younger generation, the stress upon family structure and others were the negative effects of the Evenkis' resettlement in villages.

Looking for Details: 1.T 2.F 3.T 4.F 5.T 6.F 7.T 8.F 9.T

## **Unit 3**

Voc-ry: 1.c 2.a 3.b 4.a 5.a 6.b 7.c

Looking for Main Ideas: 1.b 2.c 3.b

Looking for Details: 1.nations/blocks 2.poor/rich 3.textile/mining 4.enlarging/harmfull 5.literacy/ignorance

Grammar: 1.Elections are carried out every five years in our Republic. 2.The Parliament of the Republic is called Il Tumen. 3. Il Tumen is presented by all the people, who inhabit the territory of the Republic. 4.The Sovereignty Declaration was signed on September 27, 1990. 5.Huge diamonds and gold deposits have been found/were found in the Viluy basin. 6.The fifth International Games "Children of Asia"