



**Іноземна мова  
(англійська)  
за професійним  
спрямуванням**

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ОДЕСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ  
ІМЕНІ І. І. МЕЧНИКОВА

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**ІНОЗЕМНА МОВА (АНГЛІЙСЬКА)  
ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

*Навчальний посібник*

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Посібник створений на матеріалі останніх студій у галузі філософії та культурології. Містить професійно-спрямовані тексти з англомовних джерел та широкий спектр лексичних та комунікативних вправ. Метою посібника є формування стереотипних навичок роботи з філософським та культурологічним текстом для поглиблення знань з англійської мови, філософії та культурології зокрема.

Призначений для здобувачів вищої освіти ступеня “Бакалавр” I-II років навчання спеціальностей 033 Філософія, 034 Культурологія.

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**ПЕРЕДМОВА**

Навчальний посібник з англійської мови для студентів I–II курсів факультету історії та філософії, спеціальностей 033 Філософія та 034 Культурологія, денного та заочного відділення, має на меті ознайомити студентів з англійським термінополем їхньої спеціалізації, полегшити сприйняття матеріалу та створити цілісну професійну картину світу, конкретизувати та систематизувати подану інформацію.

Навчальний посібник охоплює змістовий модуль № 2 «Пошук та обробка інформації» («Searching for and processing information»), що є частиною навчальної програми до курсу «Іноземна мова (англійська) за професійним спрямуванням», розробленої на кафедрі іноземних мов гуманітарних факультетів Одеського національного університету імені І. І. Мечникова в 2017–2018 рр. Теми, розглянуті в посібнику, цілком корелюють з навчальними програмами спеціальностей 033 Філософія та 034 Культурологія.

За програмою «Іноземна мова (англійська) за професійним спрямуванням» на змістовий модуль № 2 відведено 270 годин для денної форми навчання: 134 години практичних занять та 136 годин самостійної роботи; для заочної форми навчання – 20 годин практичних занять та 40 годин самостійної роботи. Пропонований навчальний посібник розрахований на два семестри. Матеріал посібника укладено за тематичним принципом. Розподіл матеріалу за конкретними практичними заняттями залишається на розсуд викладача.

У посібнику представлено тексти професійної тематики, дотекстові, текстові та післятекстові завдання, що дозволяють здобути практичні навички оволодіння різними видами мовленнєвої комунікації в межах фахової діяльності філософів і культурологів та поза нею.

Мета завдань – удосконалення навичок оглядового та вивчаючого читання, розширення галузевого словникового запасу, розуміння оригінальної фахової літератури, розвиток умінь викладати отриману інформацію в узагальненому вигляді, а також навчити студентів вести бесіду на теми за спеціальністю.

Після завершення Модуля 2 студенти будуть здатні:

- 1) виокремлювати загальну та конкретну інформацію з першоджерел академічної та професійної спрямованості, ефективно використовуючи різноманітні стратегії читання; 2) розрізняти фактичну та непідтверджену фактами, важливу та менш важливу, доцільну та недоцільну інформацію в писемних джерелах, пов'язаних з навчальною та професійною діяльністю; 3) розпізнавати значення незнайомих слів в усному мовленні та друкованих текстах, пов'язаних з навчальною та професійною діяльністю, зважаючи на контекст та лінгвістичні засоби; 4) вирізняти головні ідеї, виокремлювати загальну та детальну інформацію з аудіо- та відеоресурсів у повсякденному, навчальному та професійному середовищах; 5) визначати мету та / або погляд мовця / автора у першоджерелах на навчальні / професійні теми.

Навчальний посібник може бути використаний на заняттях із студентами денної та заочної форми навчання, а також під час дистанційного навчання та для самостійної роботи студентів.

Під час укладання навчального посібника «Іноземна мова (англійська) за професійним спрямуванням» були використані наукові роботи з історії філософії та культурології сучасних іноземних видань.

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Навчальне видання

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## ІНОЗЕМНА МОВА (АНГЛІЙСЬКА) ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ

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## UNIT 1 WHAT IS PHILOSOPHY?

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Do you consider philosophy to be a difficult subject?
- What makes it easy / difficult?
- How did people learn philosophy in the past?
- What is the best way to acquire philosophy (read text-books, read works by famous philosophers, take part in discussion with fellow students and philosophers, etc.?)
- Can you explain why the exact nature of philosophy is still a matter of dispute?

### II. READING COMPREHENSION

**1. Read the text bellow about the definition of philosophy and answer the following questions.**

- What did you the early Greek philosophers think of philosophy?
- What method did the early philosophers utilize to reveal the theory?
- What sentence illustrates that development of a new discipline called “science” is a comparatively recent development?
- What method did subsequent philosophers use to devise their philosophical activity?
- What is the main presupposition of scientific activity?
- With the help of which method can knowledge of the world be acquired?

## WHAT IS PHILOSOPHY?

Although people in the Western World have philosophized for more than 2500 years, the exact nature of philosophy is still a matter of dispute. Philosophy began originally as a curious mixture of scientific, theological, magical and ethical explanation of the common and uncommon features of the world. The early Greek thinkers, such as Thales, Heraclitus, Anaxagoras, Pythagoras, and others, thought of philosophy as we now think of contemporary science. They assumed that through philosophical reflection the nature of the world would be revealed to them. Thales, for example, invented an ingenious hypothesis about the fundamental composition of the universe. He believed that all objects are variations of one basic ingredient — water. For water, he argued, if heated becomes steam, and thus all entities, which are gaseous, such as the atmosphere, can be described as rarefied water: water in its natural state is a liquid, and all things, which flow, must be made of it; and finally, if water is cooled sufficiently it becomes a solid, ice. It seemed plausible, therefore, that all solids must be

condensed forms of water. Thales, with a minimum amount of factual information, was able by reflection to devise an ingenious hypothesis to account for such diverse things as the gaseous, liquid and solid characteristics of the earth.

Subsequent philosophers, pursuing substantially the same method (i.e. reflection) devised even more striking theories. Democritus, for example, worked out a crude version of the atomic theory some 2000 years before careful investigation could produce any empirical confirmation of it. As mans curiosity about nature grew, and as knowledge of it increased, explanations became both more sophisticated and more satisfactory. In time, the study of nature became an activity, which broke away from philosophy, and a new discipline was developed called science. But this, it should be pointed out, is a comparatively recent development. Even as late as the nineteenth century, university courses in physics, for instance, were described as “natural philosophy”. Now science itself has been fragmented into a host of subdisciplines; each science, so to speak, has selected some aspect of nature for intensive study — physics, for example, deals with the nature of inanimate objects; botany with plants, astronomy with celestial phenomena, and so on. Nevertheless, all these scientific activities, as different as they are from one another, each utilize a common method: a method which is too complex accurately to be described here, but which not only employs reflection about the world, but more importantly which also involves the patient observation of and experimentation with it. The main presupposition of scientific activity is that it is only through such observation of, and experimentation with, the objects in the world (as well as reflection about them, of course) that we can acquire accurate information about the characteristics of these objects. Put briefly, knowledge of the world can be acquired only through the use of scientific method.

**2. Match the target words with their definitions. If you are unsure about a word’s meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. a matter of dispute
2. empirical confirmation
3. presupposition
4. sophisticated
5. pursue a method
6. ingenious hypothesis
7. argue
8. a host of subdisciplines
9. treat a concept
10. sufficiently
11. employ
12. assume

- a) to make use of;
- b) to give reasons for or against smth;
- c) the subject of discussion;**
- d) to create an unproved theory;
- e) complicated and refined;
- f) as much as needed;
- g) to suppose smth to be a fact;
- h) assuming smth to be true before it is proved;
- i) not attempting to deceive anyone or conceal smth;
- j) a large number of smth;
- k) to suppose something to be a fact;

13. acquire

14. devise a hypothesis

l) to consider smth in a certain way;

m) to obtain smth;

n) based on observation or experiment, not on theory.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Philosophy intends to give us knowledge about the world though it doesn't perform experiments, doesn't patiently observe behaviour of animate or inanimate natural objects.
- Only the philosophy can discover new facts for us.
- A method utilized by scientific activities involves only the patient observation of the world.
- It was quite evident that all solids would be condensed forms of water.
- Science was fragmented into subdisciplines by the ancient philosophers.
- Knowledge of the world can be acquired only through the use of empirical method.

**4. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- **dispute** discussion argument debate **decision**
- **feature** issue characteristic trait detail
- **assume** suppose approach believe presume
- **ingenious** original sensible sensitive intelligent
- **subsequent** following next after previous
- **pursue** continue follow prosecute track
- **sophisticated** refined complicated philosophical ordinary
- **employ** use employee engage utilize
- **confirmation** definition verification substantiation check

**5. Match these words as they occur in the text:**

- |                  |                    |
|------------------|--------------------|
| 1. sophisticated | a) explanations    |
| 2. utilize       | b) a common method |
| 3. subsequent    | c) philosophers    |
| 4. acquire       | d) information     |
| 5. ingenious     | e) hypothesis      |
| 6. employ        | f) reflection      |
| 7. contemporary  | g) science         |
| 8. diverse       | h) things          |



**6. Use an appropriate word or phrase from the box to complete each sentence.**

<i>revealed to,</i>	<i>common features,</i>	<i>a matter of dispute,</i>	
<i>pursuing,</i>	<i>substantially,</i>	<i>accurate,</i>	<i>acquire an information</i>

- What you need is ..... about these investigations as soon as possible.
- In ..... philosophy the human mind swings free.
- Nothing can be ..... understood without considering its relation to other things.
- The speculative approach to understanding the nature of philosophy is .....
- Could you find some ..... of these ideas?
- A member of the union committee ..... the press that the teachers were going on strike.
- Journalists are not always ..... in what they write.

**7. There are several definitions of philosophy and its mission. Do you agree with them? Add your ideas on philosophy and the image and mission of a philosopher.**

*“God orders me to fulfill the philosopher’s mission of searching into myself and other men ... I have nothing to do with physical speculations”.* **Socrates**, in *Plato Apology*

*“Philosophy is like measles. It must be caught from someone who is already infected. To learn to philosophize, you must try your luck arguing with a live philosopher”.* **Elmer Sprague**, *What is philosophy?*

*“Philosophy is a guide to life. It is an important part of life. But it is far from being the whole of life”.* **Edgar S. Brightman**, *An Introduction to Philosophy*.

**8. Write your opinion on philosophy as an academic subject.**

**UNIT 2**  
**ANCIENT PHILOSOPHY**  
**THE PROBLEMS OF PERMANENCE AND CHANGE**

**I. GETTING STARTED. Discuss the questions with your classmates:**

- Look at the picture and guess the name of the place depicted. Where is it? What do you know about this place?
- What were the problems the ancient philosophy considered in the early history of philosophy?
- Work in groups. Read the following names of ancient philosophers. What do you know about them? **Democritus, Aristotle, Zeno, Thales, Heraclitus, Parmenides**

**II. READING COMPREHENSION**

**1. Read the text bellow about the problem of permanence and change in ancient philosophy and answer the following questions.**

- What cannot change into anything without ceasing to be permanent?
- Who said that the concept of change itself was impossible?
- What is the atom according to Democritus?
- Which basic features of the world were Greek thinkers impressed with?
- Which of Greek philosophers was the theoretician of change?
- Why was everything in the cosmos in flux due to Heraclitus?
- Who tried to resolve the conflicts that has arisen between the theory of change and permanence?

**THE PROBLEMS OF PERMANENCE AND CHANGE**

The first metaphysical problem to be considered is one of the earliest in the history of philosophy, the problem of permanence and change. Beginning with the first philosopher we know of, Thales, Greek thinkers were impressed with two basic features of the world – the occurrence of natural change, and the continuance of certain apparently permanent conditions. However, certain difficulties appeared which suggested that the changing and the permanent features of the universe were incompatible. On the one hand, it was pointed out, if everything changed there could be nothing permanent; and on the other hand, if there was a permanent element of the universe, it could not change, could not account for alterations, and therefore could not be part of a system that involved change. The early Greek philosopher, Heraclitus, was the theoretician of change. Everything alters and changes, he insisted. One can never step twice into the same river, since it does not remain the same. The only permanence was not some

‘stuff’ or substance that remained constant, but rather the principle of law of change. Everything in the cosmos was in flux. It came into being and it passed away.

A later disciple of this philosophy of change, Cratylus, saw that if took this theory seriously, no permanence would be left, not even the permanence of the law of change. If everything changes, even the words we use, the meaning they have must be in constant flux, so that we cannot even have a constant language with which to describe the world in which we live. Beginning with the early Greek philosopher, Parmenides, an analysis was made of what could validly be said of the fixed, unchanging and unchangeable features of reality. If the universe consisted of some permanent, immutable base, he pointed out, then this constant element could not alter, move, divide, separate, and so on, since any of these properties would indicate change. Everything else in the world of flux, he, Parmenides, claimed, cannot belong to the real world, or the world of permanent Being. The Permanent cannot change into anything without ceasing to be permanent. “Being is, Non-being is not” and only the unchanging belongs to the world of Being.

His disciple, the famous Zeno of Elea, went still further. He sought to show that not only did the changing world have nothing to do with the Real, Permanent world, but that the concept of change itself was impossible. One of the most important metaphysical theories in the ancient world was the materialism of Democritus, who tried to resolve the conflicts that had arisen between the theories of change and permanence by offering a new conception of the fundamental characteristics of the real world. The basic features of his universe were both unchanging and unchangeable in one sense, and also constantly in flux in another. According to him the ultimate constituent of the real world was an indivisible physical unit, the atom (which originally meant “that which has no parts”, or “that which cannot be divided”). Each atom had fixed characteristics of form, shape. But, in addition to their unchangeable nature, the atoms were supposed to be in continual change of position, constantly moving through empty space. With this compromise between these philosophers, Democritus believed he could develop a theory about the nature of reality that could account for all we know about the cosmos.

## **2. Find the statements which are given in the text:**

- Parmenides claimed that any attempt to explain change or motion would lead to contradiction.
- The early Greek philosopher, Zeno, was the theoretician of change.
- Another of the great metaphysical theories to resolve the problem of change and permanence was that of Aristotle.
- Democritus believed that the atom was the ultimate constituent of real world.
- Zeno claimed that any attempt to explain change or emotion would lead to contradictions.
- The basic features of Aristotle’s universe were both unchanging and unchangeable in one sense, and also constantly in flux in another.

**3. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

**1. alteration**

- 2. permanence
- 3. occurrence
- 4. ultimate
- 5. substance
- 6. immutable
- 7. flux
- 8. constant
- 9. constituent
- 10. continuance
- 11. appear
- 12. therefore
- 13. involved
- 14. account for

- a) continuous change;
- b) that cannot be changed;
- c) to be the explanation of smth;
- d) the state or condition of continuing or remaining for along time;
- e) thus;
- f) any of the parts that make a whole;
- g) an event, a happening;
- h) the action or process of changing smth or of making a change;**
- i) taking part in or being part of smth;
- j) going on all the time;
- k) a particular type of matter;
- l) to come into view;
- m) last or final;
- n) the state of continuing to exist or operate.

**4. Find in the text words having a similar meaning:**

- to try \_\_\_\_\_
- to maintain \_\_\_\_\_
- to allow \_\_\_\_\_
- in motion \_\_\_\_\_
- stable \_\_\_\_\_
- to point \_\_\_\_\_
- to change \_\_\_\_\_

**5. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Parmenides claimed that any attempt to explain change or motion would lead to contradiction.
- The early Greek philosopher, Zeno, was the theoretician of change.
- Another of the great metaphysical theories to resolve the problem of change and permanence was that of Aristotle.
- Democritus believed that the atom was the ultimate constituent of real world.

**6. Use an appropriate word or phrase from the box to complete each sentence.**

<i>incompatible, in addition to, point out, insisted on, substance on the one hand, however, sense, in accounting for</i>
---

- Ethics, ....., is concerned with a popular sort of value, namely, the value as it applies to personal actions and relations.
- She ..... his taking immediate action to put this right.
- ..... the standard fields of philosophy some further areas should be mentioned.
- ..... the creation, Bohme leans on both the Torah and Paracelsus.
- His first response was to say 'no'. Later , ....., he changed his mind.
- His behavior that is totally ..... with the aims of the society.
- Their belief is not metaphysical in the narrower ..... because they deny that anything is real except a matter.
- I must ..... that further delay would be unwise.
- The ..... of God needs nothing outside itself for its existence.

**7. Give your arguments how the ideas of permanence and change were developing in ancient times.**

**8. Write a summary of the ideas of the lesson (about 50 words):**

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## UNIT 3 CULTURE OF PRIMITIVE SOCIETY

### I. GETTING STARTED. Discuss the questions with your classmates:

- How can you explain the notion “Culture”?
- Which forms of beliefs in primitive society do you know?
- Do these forms exist in modern society?

### II. READING COMPREHENSION

#### 1. Read the text bellow about primitive forms of religious beliefs and answer the following questions.

- What does the word “culture” generally refer to?
- Why did early European anthropologists label culture as “primitive”?
- What is contribution of primitive religious beliefs in human development?
- Name primitive forms of religion.
- What is the main idea of totemism?
- What do strong ancestral ties mean in totemism?
- Which form of primitive beliefs help people protect from evil and give good luck?
- Which form of primitive beliefs help people hunt and do enemies harm?
- Which form of primitive beliefs is the oldest known type of belief system in the world?
- In what way does any of these forms of primitive beliefs exist nowadays? (Give some examples).

### FORMS OF BELIEFS IN PRIMITIVE SOCIETY

The word “culture”, from the Latin root “colere” (to inhabit, to cultivate, or to honor), generally refers to patterns of human activity and the symbolic structures that give such activity significance. However, the term Primitive culture also incorporates ideas of society. Society and culture are similar concepts, but their scopes are different. A society is an interdependent community, while culture is an attribute of a community – the complex web of shifting patterns that link individuals together.

Early European anthropologists believed that cultures they encountered when they traveled to other continents were preserved in a state unchanged since “Stone Age”, paleolithic, or neolithic times. As a result they labeled them as “primitive”, from the Latin “primitivus” meaning “first of its kind”, referring to both the activity and the community of these peoples they were encountering.

Primitive religious beliefs played a positive role in human development,

contributed to social progress. They contributed to the accumulation of knowledge and production skills, they reflected the principles of collectivism, which was built by the original community, they asserted the moral norms that united society. Religion is human faith in supernatural forces and the existence of gods. The first religious beliefs appeared in the Middle Paleolithic (150-35 thousand years ago) in Neanderthals. Primitive forms of religion are: totemism, fetishism, magic, animism and shamanism. Totemism is a form of primitive religious ideas, which are the main idea of idea of supernatural connection between a certain group of people and some object, phenomenon of nature or type of animal or plant. This name comes from the word “totem”, “ototem” language of the tribe of the Algonquian peoples, the Indians of North America, it means “his family”. Such beliefs were also common among Aboriginal tribes of Australia. People of a certain clan or phratry find yourself with some related totem. Totemic plant or animal often prohibit to eat, and if they can, make sure certain magical ceremonies, at certain times and under certain conditions.

In totemism reflected production activity tribal communities as the main means of obtaining food were gathering and hunting, and there are strong ancestral ties. Attempts of knowledge of human nature directed to the flora and fauna, which depended on the welfare of these people, and existing ties of kinship between people transferred to the attitude to the world.

In terms of further development of the tribal system, increase the authority of elders and further development of ideas about life, its existence after it leaves the body led to the cult of ancestors. All the important events that took place in kind linked to the ancestors. The ancestors created tools, production techniques invented and skills established customs, their spirits now and keep in touch with the community, help or hurt descendants.

Fetishism (from “feitigo” – mascot) is adopting inanimate objects with supernatural properties. People believed that the fetish could protect from evil, give good luck. In the temple you can see the images and sculptures of gods, which gives the modern mansupernatural properties.

Magic (from Greek “mageia” – witchcraft) is a faith in the possibility to influence the surrounding world through fortune telling, spells, charms. According to primitive man, magic actions might help in the hunt or harm enemies. Animism (from Latin anima, “breath, spirit, life”) is the religious belief that various objects, places, and creatures possess distinctive spiritual qualities. Animism is the oldest known type of belief system in the world. It is still practiced in a variety of forms in many traditional societies. Animism is used in the anthropology of religion as a term for the belief system of many indigenous tribal peoples, especially in contrast to the relatively more recent development of organized religions. Although each culture has its own different mythologies and rituals, “animism” is said to describe the most common, foundational thread of indigenous peoples’ “spiritual” or “supernatural” perspectives. The animistic perspective is so widely held and inherent to most animistic indigenous peoples

that they often do not even have a word in their languages that corresponds to “animism” (or even “religion”); the term is an anthropological construct. Animism encompasses the beliefs that there is no separation between the spiritual and physical (or material) world, and that souls or spirits exist, not only in humans, but also in some other animals, plants, rocks, geographic features such as mountains or rivers, or other entities of the natural environment, including thunder, wind, and shadows.

**2. Match the target words with their definitions. If you are unsure about a word’s meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

- |   |  |
|---|--|
| <ol style="list-style-type: none"><li>1. <b>society</b></li><li>2. interdependent</li><li>3. community</li><li>4. encounter</li><li>5. refer</li><li>6. contribute</li><li>7. supernatural</li><li>8. tribe</li><li>9. ancestor</li><li>10. custom</li><li>11. ties</li><li>12. descendant</li><li>13. inanimate</li><li>14. indigenous</li></ol> | <ol style="list-style-type: none"><li>a. to relate to or describe smth / smb;</li><li>b. a person or an animal that has another as an ancestor;</li><li>c. that cannot be explained by the laws of science;</li><li>d. belonging naturally to a place; native;</li><li><b>e. a system in which people live together in organized communities;</b></li><li>f. a thing that unites people; a bond;</li><li>g. depending on each other;</li><li>h. not alive, esp. in the way that humans and animals are;</li><li>i. to meet someone or experience something without planning to;</li><li>j. a group of people of the same race and sharing the same language, religion, customs, etc., often led by a chief;</li><li>k. any of the people from whom smb. is descended, esp. those more remote than their grandfather or grandmother;</li><li>l. a traditional and generally accepted way of behaving and doing things;</li><li>m. the people living in one place, district or country, considered as a whole;</li><li>n. to give smth, to help a person or an organization.</li></ol> |
|---|--|



**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- The first religious beliefs appeared in the Early Paleolithic.
- Due to totemism the principle means of obtaining food were hunting and gathering.
- The word “totemism” comes from the Indians and means “his soul”
- Society is an independent community where culture isn’t a constituent of a community.
- People supposed that the fetish could attract evil and misfortune.
- The influence on the surrounding world through fortune telling, charms is Magic.
- Anthropologists use the term “animism” for the belief system of many indigenous tribal peoples, especially in contrast to the relatively more recent development organized religions.

**4. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- **refer** mention relate to describe **decide**
- **community** family commonwealth whole fraternity
- **tribe** state clan race family
- **contribute** consist redound subscribe donate
- **interdependent** interdental co-dependent inter-reliant mutually – dependent
- **ancestor** forefather researcher predecessor progenitor
- **indigenous** strange native-born aboriginal native
- **custom** law habit tradition convention

**5. Complete these sentences with a preposition from the box.**

<i>on</i> <i>to</i> <i>under</i> <i>from</i> <i>between</i>
---

- A lot will depend ..... how she responds ..... the challenge.
- The American Congress corresponds ..... the British Parliament.
- This paragraph refers ..... the events of the last year.
- She comes ..... a long line of actors.
- ..... existing conditions we should put off the meeting.
- Many changes took place ..... the two world wars.
- Her work has contributed enormously ..... our understanding of this difficult subject.
- Adults should protect young children ..... harm.

**6. Use an appropriate word or phrase from the box to complete each sentence.**

<i>incorporated, developed, according to, took place, exist, similar concepts, refer to, spiritual, inanimate</i>
---

- ..... the beliefs of the Egyptians, earthly life was just a ‘bridge’.
- Sometimes “ontology” ..... the study of what might .....
- How does it relate to ..... such as truth, belief and justification.
- Physics deals with the nature of ..... objects.
- These events ..... in London.
- The modern world has lack of ..... values.
- Many of your suggestions have been ..... in the new plan.
- They ..... their own belief system with a variety of gods and goddesses .

**7. Find additional information about one of the forms of religious beliefs in the primitive society and be ready to retell.**

## UNIT 4 CULTURE OF ANCIENT EGYPT

### I. GETTING STARTED. Discuss the questions with your classmates:

- Which historical monuments and objects of Ancient Egypt do you know?
- What was the role of religion in Ancient Egypt?
- Can you name some gods and goddesses from Egyptian mythology?

### II. READING COMPREHENSION

#### 1. Read the text below about the Culture of Ancient Egypt and answer the following questions.

- Which period of the culture of Ancient Egypt is considered to be flourishing?
- Why was religion an integral part of the daily life of the Egyptians?
- What was the attitude of the Egyptians to “death”?
- What was earthly life according to the beliefs of the Egyptians?
- Which area was called the “Kings’ Valley”?
- Which nine parts of the “soul” due to the culture of Ancient Egypt do you know?
- What was called “forever home”?

### CULTURE OF ANCIENT EGYPT

Ancient Egyptian culture flourished between c.5500 BC with the rise of technology (as evidenced in the glass-work of faience) and 30 BC with the death of Cleopatra VII, the last Ptolemaic ruler of Egypt. It is famous today for the great monuments which celebrated the triumphs of the rulers and honored the gods of the land.

Religion was an integral part of the daily life of every Egyptian. As with the people of Mesopotamia, the Egyptians considered themselves co-labourers with the gods but with an important distinction: whereas the Mesopotamian peoples believed they needed to work with their gods to prevent the recurrence of the original state of chaos, the Egyptians understood their gods to have already completed that purpose and a mortal human’s duty was to celebrate that fact and give thanks for it. So-called “Egyptian mythology” was, in ancient times, as valid as any accepted religion in the modern day. It was understood that human beings were an important aspect of the creation of the gods and that each human soul was as eternal as that of the deities they revered. Death was not an end to life but a re-joining of the individual soul with the eternal realm from which it had come. The Egyptian concept of the soul regarded it as being comprised of nine parts: the *Khat* was the physical body; the *Ka* one’s double-form; the *Ba* a human-headed bird aspect which could speed between earth and the heavens; *Shuyet* was the shadow self; *Akh* was the immortal, transformed self, *Sahu* and *Sechem* aspects of the *Akh*; *Ab* was the heart, the source of good and

evil; *Ren* was one's secret name. An individual's name was considered of such importance that an Egyptian's true name was kept secret throughout life and one was known by a nickname. The famous Egyptian mummy (whose name comes from the Persian and Arabic words for "wax" and "bitumen", *muum* and *mumia*) was created to preserve the individual's physical body (*Khat*) without which the soul could not achieve immortality. According to the beliefs of the Egyptians, earthly life was just a "bridge", the residential buildings were considered temporary housing. Unlike them, "forever home" – temples and tombs were built extremely strongly. Temple was considered the god of housing, so the king and priests could enter it. By New Kingdom pharaohs were buried in tombs, in the rocks near Thebes, at a depth of about 90 m. This area was called the "KingsValley". The most famous is the tomb of Pharaoh Tutankhamun, one of the few that was not looted. Opening the tomb has enabled an idea about the material world the Egyptians: things they enjoyed, clothing. Ancient Egyptian statues were made of various stones. Less frequently they used wood, copper, gold and silver. The statues have different sizes – from very small to giant.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. flourish
2. ancient
3. honour
4. recurrence
5. bury
6. temple
7. immortal
8. eternal
9. revere
10. priest
11. realm
12. loot

- a) to place a dead body in a grave;
- b) a country ruled by a king or a queen;
- c) a building used for the worship of a god or gods, esp. in religions other than Christianity;
- d) to be successful, active or widespread;**
- e) a person whose fame lasts forever;
- f) a great respect for smb;
- g) belonging to times that are long past;
- h) a person who performs religious ceremonies in a religion which is not Christian;
- i) the fact or process of smth happening again;
- j) to feel deep respect or admiration for smth /smb.;
- k) to take goods from buildings, etc. left without protection.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Ab was the heart, the source of good and evil.
- Pharaohs were buried in the ground near the Thebes.
- A mortal human's duty wasn't to celebrate that fact and to be grateful for it.
- The Egyptians considered themselves to be aloof from the gods.
- The individual's physical body was called Khat.
- Which name of an individual was thought to be very important?
- Temple was considered the god of housing, so the king and priests could enter it. Akh was the mortal, transformed self.
- Akh was the mortal, transformed self.

**4. Use an appropriate word or phrase from the box to complete each sentence.**

<i>flourished, was considered, eternal, famous for, comprising, to preserve, looting, prevented, prevented</i>
--

- The Pythagoreans were ..... their games with numbers which showing the power of confusion.
- She managed ..... her sense of humour in a difficult situation.
- ..... life is after the death of the body.
- In Germany the baroque style of art..... in the 17<sup>th</sup> and 18<sup>th</sup> centuries.
- Your prompt action ..... a serious accident.
- Soldiers were killing and ..... wherever they went.
- That was a committee ..... people of widely different views.
- The painting was ..... as worthless, but it turns to be very valuable.

**5. What is a correlation of antropomorfism and zoomorfism? Retell about cults and traditions of mummification.**

**6. Do you agree with the experts who call Egypt "the gift of the Nile"? Explain.**

## UNIT 5 RELIGIOUS AND CULTURAL LIFE OF MESOPOTAMIA

### I. GETTING STARTED. Discuss the questions with your classmates:

- Where was Mesopotamia situated?
- Do you know what does the word “Mesopotamia” mean?
- How did the development of Mesopotamia contribute to other civilizations?

### II. READING COMPREHENSION

#### 1. Read the text bellow about religious and cultural life of Mesopotamia and answer the following questions.

- How was the area of Mesopotamia called?
- What was the purpose of a ziggurat?
- Who worked at the courts and the ziggurat?
- What areas made up each Sumerian city-state?
- What was a cuneiform?
- What was the centre of Sumerian life?
- What were the religious beliefs of the Sumerians?
- What made Sumerian priests very powerful?
- How did the Sumerian view of an afterlife differ from that of ancient Egyptians?
- Why do you think religion played such an important part in Sumerian life?
- What system of writing did the Sumerians develop?

### SUMERIAN CULTURE

The people who settled in southern Mesopotamia about 3500 BC were a short, stocky, black-haired people called Sumerians. Their area of Mesopotamia was known as Sumer. Sumerian civilization is the earliest known on Earth. For the first time, people began to control their physical environment. The Sumerians knew they had to control the twin rivers. The rivers flooded each spring. The Sumerians made the channels larger until they became canals. They used the water in the canals to irrigate their crops. There was no building stone and little timber in Sumer. One of the great cities of Sumer was Ur. The Sumerians were the first city-builders in this area of the world. Each Sumerian city was considered a state in itself, with its own god and government. Each city-state was made up of the city and the farmland around it. The Sumerians were very proud of their cities. Often, one city-state would go to war with another city-state. They fought over boundary lines and to prove which city-state was stronger. At the center of

each Sumerian city was a temple, called a ziggurat. The word “ziggurat” means “mountain of god” or “hill of heaven”. Each ziggurat was made up of a series of square levels. Each level was smaller than the one below it. Great stairways led to the top of a ziggurat, which was believed to be the home of the city’s chief god. Only priests could enter the home of the god. Around the ziggurat were courts. The courts and the ziggurat were the center of Sumerian life. Artisans worked there. Children went to school there. Farmers, artisans, and traders stored their goods there. The poor were fed there. All great events were celebrated in this area. The Sumerians believed that all the forces of nature, such as wind, rain, and flood, were alive. Because they could not control these forces, they viewed them as gods. In all, there were more than 3,000 Sumerian gods. The Sumerians believed that at first there were only male gods. Then female gods appeared. The male gods found they had to work very hard to please the female gods. The male gods decided that they needed servants to do their work. So, from the mud of the rivers, they made humans who would be their servants. The Sumerians believed that they were on Earth only to serve the gods. If the gods were unhappy with them, their crops would not grow and they would not live happy lives. Therefore, the goal of each Sumerian was to please the gods. Only priests, however, could know the will of the gods. This made Sumerian priests very powerful. For example, all land was owned by a city’s god. But priests controlled and administered the land in the god’s name. The priests also ran schools. Schools were only for the sons of the rich. Poorer boys worked in the fields or learned a trade. Schools were made up of rooms off the temple courtyards. They were known as tablet houses because their main purpose was to teach students how to write. They wrote with sharp-ended reeds on clay tablets about the size of a postcard. Sumerian writing was called cuneiform. It was made up of hundreds of markings shaped like wedges. Writing developed because people had to keep track of business deals. When people lived in villages, they knew everyone and could remember what goods they exchanged with whom. When cities arose, there were too many people and goods to remember. At first, the Sumerians used pictures to represent objects. Later, they used pictures to represent ideas. Still later, they used pictures to represent syllables. When a student graduated from school, he became a scribe, or writer. He worked for the temple, the palace, the government, or the army. Some scribes went to work for a merchant or set up their own businesses as public writers.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. cuneiform
2. tablet
3. settle
4. boundary
5. court
6. artisan
7. crops
8. purpose
9. wedge
10. syllable
11. scribe
12. merchant

- a) a person involved in trade;
- b) an intention, an aim;
- c) a dividing line;
- d) an ancient system of writing used in Persia and Assyria;**
- e) the official residence of a king or a queen;
- f) a flat block of stone with words cut or written on it;
- g) any of the units into which a word may be divided;
- h) a worker who is skilled at making things;
- i) a person who made copies of writings before printing was invented;
- j) to make one's permanent home in a country or an area as a colonist;
- k) agricultural plants in the fields;
- l) a piece of word that has one thick end.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Each Sumerian city was considered a state but without any government and god.
- Ziggurat was situated on the suburbs of the city.
- The priests also ran schools.
- Due to the Sumerians at first there were only female gods.
- After leaving school a student became a writer or a scribe.
- The Sumerians thought that all the forces of nature were alive.
- The main purpose was to teach students how to write.
- Priests didn't control and administrate the land.

**4. Complete these sentences with a proposition from the box.**

<i>over</i>	<i>from</i>	<i>below</i>	<i>up</i>	<i>of</i>
-------------	-------------	--------------	-----------	-----------

- Society is made ..... people of widely differing abilities.
- There were a lot of bridges ..... the river.
- The standards of his work is well ..... the average of his class.
- How do you know a fake ..... the original?
- There was no hope ..... his being elected?



**5. Use an appropriate word or phrase from the box to complete each sentence.**

*set up, proud of, graduated from, made up of, original purpose, environment, irrigate, run, to please, in exchange for*

- One should ..... desert areas to make them fertile.
- They were rather ..... being so successful.
- She's giving him French lessons ..... his teaching her English.
- Mr. Brown ..... Harvard with a degree in law.
- Animal bodies ..... cells.
- The shareholders want to have more say in how the company is .....
- Many people are concerned about the pollution of the .....
- Our main aim is ..... the customers.
- The building is no longer used for its .....
- The police ..... roadblocks on routes leading out of the city.

**6. Define the following notions:**

- city-state – \_\_\_\_\_
- artisans – \_\_\_\_\_
- ziggurat – \_\_\_\_\_
- cuneiform – \_\_\_\_\_
- scribe – \_\_\_\_\_

**7. Make comparisons:**

How would you compare the lives of women in the time of Sumer to the lives of women in the modern world?

## UNIT 6 CULTURE OF ANCIENT MIDDLE EAST

### I. GETTING STARTED. Discuss the questions with your classmates:

- Do you know about the birthplace of Islam?
- Which countries in the world profess Islam?
- Who is the founder of Islam?
- What holy book do Muslims rely on?

### II. READING COMPREHENSION

#### 1. Read the text below about emergence of Islam and answer the following questions.

- What is a sacred shrine that housed images of all the Arab Gods?
- What was the birthplace of Mohammed?
- What was Mohammed's duty?
- Why did Mohammed and his followers flee Mecca in 622?
- What year was the first year of the Muslim calendar? Why?
- What does the word "Islam" mean?
- What do "The Five Pillars of Islam" refer to?
- Do Muslims worship Mohammed as a god?
- What is the holy month of Ramadan?
- Does Islam have any formal church or clergy?

### EMERGENCE OF ISLAM

Arabia, the birthplace of Islam, is the largest peninsula in the world. It was a vital link that connected the Mediterranean world, Asia, and the east coast of Africa. Most Arabs were nomads who herded goats and camels.

They were loosely organized into tribes. Arab pilgrims travelled to Mecca, a town near the Red Sea, to worship at (the Kaaba, a sacred shrine that housed images of all the Arab gods. The Kaaba also housed a black stone – probably a meteorite – that the Arabs believed was sent from heaven. Mecca was the birthplace of Mohammed, the founder of Islam.

Mohammed was born about 570. His parents died when he was still a child, and he was raised by relatives who belonged to a poor but prominent Arab family. Little else is known about Mohammed's early life. At the age of 25, Mohammed married a wealthy widow who ran her late husband's business. With her help Mohammed became a successful merchant. Yet he was troubled by the violence and treachery he saw in the world. He often went into the desert to pray. Once, when he prayed, the angel Gabriel spoke to him, saying that God had chosen Mohammed as his prophet, and that Mohammed's duty was to proclaim

that Allah, or God, was the one and only God.

However the merchants and innkeepers of Mecca opposed him. They thought that his teaching about one God would destroy their income from the Arab pilgrims. Threatened with death, Mohammed and his followers fled Mecca in 622. They were welcomed at Yathrib, a rival commercial town on the Red Sea. Yathrib, later renamed Medina, became known as the City of the Prophet. In Medina, he gained power as both a religious and political leader. Muslims call Mohammed's journey from Mecca to Medina the hijrah, or departure. The year 622 was made the first year of the Muslim calendar. Before Mohammed died in 632, he worked to unite the Arabs. After his death, his followers carried the message of Islam in many directions and it spread with amazing speed.

*Teachings of Islam.* The word Islam means "submission". Muslims believe that they must submit their will to God. The Five Pillars of Islam refer to the essential duties of every faithful Muslim. First, and most important, is the belief in one God, Allah. Muslims do not worship Mohammed as a god. To them, he is a human who was the messenger of God. The second duty is prayer five times a day. Islam teaches concern for the poor, so, giving alms, an act of charity, is the third duty. The fourth duty is fasting during the holy month of Ramadan. The fifth pillar is the annual pilgrimage (hajj) to Mecca prescribed for every Muslim once in a lifetime – "provided one can afford it" and provided a person has enough provisions to leave for his family in his absence. About 20,000,000 persons perform the hajj each year. Islam has no formal church or clergy. All worshipers are considered equal. They may pray alone or assemble at a mosque, the Muslim meeting place. At the mosque, an imam leads the worshipers in prayer. Muslims rely on the Koran, their holy book, for guidance in all matters. The Koran became the basis for government and law throughout the Islamic world. The Koran was written in Arabic. As a result, Arabic became the universal language of Muslims from many different countries. Some teachings of Islam are similar to those of Judaism and Christianity. Muslims share the belief in one God. Mohammed accepted the Old and New Testaments as God's word. Like Jews and Christians, Muslims believe in a last judgment day, when people will be rewarded or punished, depending on how they conducted their lives. They also believe that Moses and Jesus were great prophets, but Mohammed, as God's final messenger, has the final authority.

**2. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Before Mohammed dying he worked to unite the Arabs.
- Mecca was known as the City of the Prophet.
- Islam has some formal churches.
- At the mosque only imam leads the worshipers in prayer.
- The Koran was written in Hebrew.
- Muslims believe in a last judgment day.
- All worshipers aren't considered equal.
- Some teachings of Islam are similar to those of Judaism only.

**3. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. <b>fast</b></li><li>2. mosque</li><li>3. pilgrim</li><li>4. shrine</li><li>5. clergy</li><li>6. judgment</li><li>7. Ramadan</li><li>8. charity</li><li>9. prophet</li><li>10. pray</li><li>11. submission</li><li>12. faithful</li></ol> | <ol style="list-style-type: none"><li>a. a punishment from God for doing smth wrong;</li><li>b. loyal to sb over a long period of time;</li><li>c. a person who travels to a holy place for religious reasons;</li><li>d. the ninth month of Muslim years when Muslims fast between sunrise and sunset;</li><li><b>e. period of going without food;</b></li><li>f. a person who teaches religion and inspired by God;</li><li>g. any place that is regarded as holy because of its associations with a special person or event;</li><li>h. the acceptance of defeat or of another power;</li><li>i. a building in which Muslims worship;</li><li>j. the people who have been officially made priests;</li><li>k. to offer thanks, make requests to God;</li><li>l. the money or help given in this way.</li></ol> |
|---|---|

**4. Read each target word and the list bellow it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• <b>prophet</b></li><li>• <b>submit</b></li><li>• <b>flee</b></li><li>• <b>proclaim</b></li><li>• <b>pray</b></li><li>• <b>treachery</b></li><li>• <b>charity</b></li><li>• <b>holy</b></li></ul> | <p>seer oracle <b>priest</b> prophesier<br/>suppose accept surrender give in<br/>escape run away flow get away<br/>allow declare announce pronounce<br/>ask praise request beg<br/>betrayal disloyalty trust deceit<br/>violence mercy alms beneficence<br/>sacred ordinary sainted blessed</p> |
|--|---|

**5. Use an appropriate word or phrase from the box to complete each sentence.**

*threatens, concerned with, authority, similar, prescribe  
destroy, duty, rely on, performed, submits*

- When war ..... people act irrationally.
- The manager ..... plans to the council for approval.
- It's not something I enjoy. I don't purely out of a sense of .....
- Her latest documentary is primarily ..... youth unemployment.
- You can't ..... fixed standards for art.
- Nowadays we ..... increasingly ..... computers to regulate the flow of traffic in the town.
- The play was first ..... in 1987.
- After discussing the new project we reached a ..... conclusion.
- He can speak with ..... on a great range of subjects.
- The rain forest is being systematically .....

**6. Express your own opinion:**

- Why do you think Islam spread with amazing speed nowadays?
- What ideas does Islam share with Judaism and Christianity?
- How does it differ from these two religions?

## UNIT 7 CHINESE CULTURAL TRADITIONS

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Which religious-philosophical traditions in Chinese philosophy do you know?
- What was the period of its origins?
- Which countries follow these traditions in their culture?

### II. READING COMPREHENSION

**1. Read the text bellow about Chinese cultural traditions and answer the following questions.**

- What schools of thought shaped Chinese traditions?
- What were the five basic relationships according to Confucius?
- What was based on Confucian principles?
- Why do you think Chinese rulers after Confucius adopted his ideas?
- How did Taoism differ from Confucianism?
- What was the major concern of Taoism?
- Which countries have found their way of Taoist philosophy and religion?
- How did Legalism differ from other Chinese philosophies?
- Why was Legalism an authoritarian philosophy?
- How could a stable society be created, according to the Legalists?

### SHAPING OF CHINESE TRADITIONS

Chinese philosophers, unlike Hindus or Buddhists, who wanted to free the individual soul from its cycle of rebirth, were concerned with this world. They sought ways of establishing a stable, orderly society.

Between 500 BC and 200 BC, three major schools of thought emerged: Confucianism, Taoism and Legalism.

*Confucianism.* Confucianism has sometimes been viewed as a religion and sometimes as a philosophy. It is the way of life propagated by Confucius, China's most influential philosopher, in the VI<sup>th</sup> – V<sup>th</sup> century BC, and followed by the Chinese people for more than two millennia. Confucius accepted traditional Chinese religious practices. He believed in the power of heaven, where the gods and ancestors' spirits lived. But his teachings were mainly concerned with life on earth. The goal of Confucianism was not the soul's salvation but order in society. Confucius was interested in ways to organize a good society. To him, a good society was one that preserved peace and order among individuals and between people and their government. As a result, Confucius offered a code of conduct for

individuals to follow in their social and political relationships. He set out five basic relationships that defined everyone's place in society. These were the relationships between ruler and subject; parent and child; husband and wife; older brother and younger brother; friend and friend. In each relationship, each individual had responsibilities or duties, towards the other. The Confucian code of conduct stressed virtues such as loyalty, courtesy, hard work, and kindness.

Chinese law was based on Confucian principles, and the idea of respect for elders dominated family life.

*Taoism.* Taoism, along with Confucianism, is one of the two major indigenous religious-philosophical traditions that have shaped Chinese life. Behind all forms of Taoism, stands the figure of its founder, Lao-tzu, traditionally regarded as the author of the classic text known as the Lao-tzu, or the Tao Te Ching ("Classic of the Way of Power"). Lao-tzu taught that the goal of life was to become attuned to the Tao ("The Way"). Lao-tzu believed a person reached harmony with nature not by using reason but through contemplation. His school later came to be called the Taoist school. Taoist philosophy stressed simplicity and a closeness to nature. It was concerned with ways of improving a person's life in this world rather than with saving souls. The basic ideal of Taoist religion is the attainment of bodily immortality. It was to be pursued by a series of individual practices: dietary control, gymnastics, good deeds, and meditation. Like Confucius, Lao-tzu was concerned with how to achieve a good society. Taoist philosophy and religion have found their way into all Asian cultures influenced by China, especially those of Vietnam, Japan, and Korea.

*Legalism.* Legalism was the third major Chinese philosophy. Of the various schools of thought that arose in China's classical age, legalism was the first to be accorded official favour. Through the influence of the philosopher Han Fei-tzu, who died in 233 BC it formed the ideological basis of China's first Imperial dynasty, the Ch'in (221 – 206 BC). Unlike Confucius, Han Fei Tzu was not interested in ethical conduct. He also opposed the Taoist emphasis on meditation. Legalism was an authoritarian philosophy, it taught unquestioning obedience to authority. To the Legalists, rule by law was far superior to the Confucian idea of rule by good example. The Legalists believed that political institutions should be modelled in response to the realities of human behaviour and that men were inherently selfish and shortsighted. The Legalists advocated government by a system of laws that rigidly prescribed punishments and rewards for specific behaviours. The brutal implementation of this policy by the authoritarian Ch'in dynasty led to that dynasty's overthrow and the permanent discrediting of Legalist philosophy in China.

**2. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Three major schools of thought emerged between 500 BC and 200 AD.
- Confucius believed in the power of heaven when souls lived.
- He set out one basic relationship that defined everyone's place in society.
- The Tao was a force that could be defined.
- Han Fei Tzu was interested in ethical conduct.
- The followers of legalism believed that political institutions should be modeled in response to the realities of human behavior.
- Unlike Confucius, Lao-tzu was concerned with how to achieve a good society.
- Lao-tzu believed a person reached harmony with nature by using reason.

**3. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary.**

- |                  |  |
|------------------|--|
| 1. obedience     | a. to be in agreement with smth;   |
| 2. propagate     | b. doing what one is told to do;   |
| 3. reason        | c. a thing that is given or received in return for doing smth good, working hard;      |
| 4. obey          | d. to come to a conclusion through this process;                                       |
| 5. indigenous    | e. to tell smb / smth positively or confidently because they may have doubts about it; |
| 6. contemplation | f. to spread an idea, a belief, knowledge more widely;                                 |
| 7. pursued       | g. the action of punishing;  |
| 8. accord        | h. native;   |
| 9. efficient     | i. to do what one is told or required to do by so;                                     |
| 10. assure       | j. (of people) able to work well and without wasting time or resources;                |
| 11. punishment   | k. deep thought; meditation;   |
| 12. reward       | l. to follow or chase smb / smth in order to catch them.                               |



**4. Use an appropriate word or phrase from the box to complete each sentence.**

*to obey, accord to, were assured, propagate, courtesy, attuned to, governments, indigenous, implementation, inherently*

- This information doesn't ..... the evidence of earlier witnesses.
- Soldiers are trained ..... without question.
- He was ..... dishonest.
- Many religious leaders travelled overseas ..... their faith.
- They didn't even have the ..... to apologize.
- The ..... of the new program will be next year.
- Our ears are now ..... the noise of the new factory nearby.
- The Kangaroo is ..... to Australia.
- Foreign ..... have been consulted about this decision.
- We ..... that everything possible was being done.

**5. Express your own opinion:**

Which of the three philosophies do you think had a greater effect on later Chinese civilization? Why?

**6. Speak on one of the following topics or any other related one:**

- Confucius' life and activities
- The impact of Confucian thought
- Legalism and Confucianism compared
- Taoism: following "the Way"
- Chinese traditions in Modern China
- Chinese and other ancient philosophies

## UNIT 8 THE BEGINNINGS OF WESTERN ART TRADITIONS

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Can you tell where Greece and Italy are situated?
- Can you name any famous ancient buildings?
- Are there any traces of influence of ancient traditions in your city?

### II. READING COMPREHENSION

**1. Read the text below about ancient Greek Art and answer the following questions.**

- What does term the Western art refer to?
- What was the birthplace of Western civilization?
- Where did the Greeks seek perfect proportions?
- How did Greek statues and temples look like?
- What survived from ancient Greece?
- What three qualities did Greek architects value most?
- What was the Parthenon? On what sacred hill is this building located?
- What is a frieze?
- How did the designs on early Greek vases differ from those found on later examples?

### ANCIENT GREEK ART

The term Western art refers to art of the western hemisphere, specifically western Europe and North America. Western art includes the rich traditions of Ancient Greek and Roman architecture up through the groundbreaking movements and styles of Modern art. Greece was the birthplace of Western civilization. The influence of ancient Greek culture can be still seen today. The Greeks built temples in honor of their gods. The most outstanding example is the Parthenon in Athens. Even though the Parthenon was built over two thousand years ago, its grace and majesty still shine through today. It reveals that Greek architects valued grace, harmony, and precision above all else. The Parthenon stood with other temples on a sacred hill in Athens known as the Acropolis. To make the temple's exterior as attractive as possible, a handsome frieze was commissioned. A frieze is a decorative horizontal band running across the upper part of a wall. It showed the citizens of Athens delivering gifts to Athena. The relief sculpture that covered the area under the roof is missing. Many of the missing pieces are in foreign museums. The sculptor who directed work on the Parthenon frieze was a man named Phidias. Art historians agree that Phidias was among the greatest of all Greek sculptors. One of his masterpieces was a colossal statue of the goddess Athena, created for the Parthenon's interior. This

magnificent sculpture was adorned with gold and ivory. Sadly, this statue, like all of Phidias' works, has been lost. Our only knowledge of it comes through ancient written descriptions. The Parthenon is constructed as a rectangle, which is divided into two smaller rectangular rooms. The temple was made entirely of marble blocks cut and fitted without the use of mortar. The Greeks worked to create a logical, harmonious world. They sought perfect proportions in buildings, sculpture, and music by following the guidelines of mathematical proportion. Their artists produced statues that represented the Greek ideal of the perfect body. When they were new, Greek temples and statues were not the pure white we see today. The Greeks loved colour, and they painted their buildings and sculptures various hues. Time has since worn the paint away. Ancient Greek painters were more famous in their time than sculptors. Like sculptors, painters tried to make their pictures as lifelike as possible. Unfortunately, none of these paintings remain today. However, surviving pottery from ancient Greece was painted with designs and scenes. The pictures on these vases give us an idea of what Greek paintings would have looked like. The earliest Greek vases were decorated with bands of geometric patterns. Later, artists began painting human figures on vases. Often these were gods or popular heroes.

**2. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- The Parthenon was built over one thousand years ago.
- Greek architects valued grace, harmony, and precision above all else.
- There is a sacred hill in Rome known as the Acropolis.
- To make the temple's exterior as attractive as possible, a handsome frieze was commissioned.
- The frieze of the Parthenon showed the citizens of Athens delivering gifts to Zeus. Art historians agree that Phidias was among the greatest of all Greek philosophers.
- There was a statue of Athena inside the Parthenon.
- The Parthenon was made of mortar.
- The artists produced statues that represented the Greek idea of the perfect body.
- Italy was the birthplace of Western civilization.

**3. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>frieze</b></li> <li>2. aqueduct</li> <li>3. hue</li> <li>4. pottery</li> <li>5. temple</li> <li>6. hemisphere</li> <li>7. outstanding</li> <li>8. create</li> <li>9. rectangular</li> <li>10. precision</li> <li>11. exterior</li> </ol> | <ol style="list-style-type: none"> <li>a. a half of the earth;</li> <li>b. accuracy;</li> <li>c. a structure, one built like a bridge that carries water over a valley;</li> <li>d. famous;</li> <li>e. a variety or shade of colour;</li> <li>f. to make smth new or original;</li> <li>g. the outside of smth, especially a building;</li> <li>h. a building used for the worship of a god or gods in religions;</li> <li>i. pots, dishes made by hand with clay that is baked in an oven;</li> <li>j. having the shape of a rectangle;</li> <li><b>k. a picture at column.</b></li> </ol> |
|---|--|

**4. Use an appropriate word or phrase from the box to complete each sentence.**

*masterpieces, had worn away, ran across, values, included  
was adorned with, fitted, remains, directed, honoured*

- Her hair ..... with flowers.
- Many peoples try to preserve their traditional .....
- I ..... this quotation in a dictionary.
- At the National Gallery in London visitors can see a lot of ..... by famous artists.
- Detailed instructions ..... in the booklet.
- The President ..... us with a personal visit.
- The guide ..... our attention to another picture.
- Am I really ..... for the role of director?
- The inscription on the coin .....
- Only about half of the original workforce .....

## 5. Analyze the following words:

Example: Find two adjectives in the text which mean spacious, well lit.

Answer: open, airy.

- Find two nouns in the text, which mean three-dimensional work of art created out of wood, stone, metal, or clay by carving, welding, casting, or modeling.
- Find one adjective in the text, which means very good, beautiful or deserving to be admired.
- Find two verbs in the text, which mean to make something by putting bricks or other materials together.
- Find two adjectives in the text, which mean not knowing where it is.
- Find two adjectives in the text, which mean very pleasing in appearance or sound, or causing interest or pleasure.
- Find a noun in the text, which means a work of art such as a painting, film, or book, which is done or made with great skill, and is often a person's greatest work.

## UNIT 9 THE ART OF THE MEDIEVAL PERIOD

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- What do you know about the Medieval Period?
- Can you remember of any famous medieval buildings in your country or all over the world?
- Do you think the word Romanesque is in any way connected to Romans?
- Can you guess the meaning of word illumination?

### II. READING COMPREHENSION

**1. Read the text below about the Medieval Art and answer the following questions.**

- What is Romanesque style?
- When did the Romanesque period begin? When did it end?
- What did the interiors of Romanesque churches look like? Why did they look this way?
- What is Gothic style?
- What are stained glass windows?
- What is the difference between Romanesque and Gothic styles?
- When did the artists start signing their works?
- What does the Bayeux Tapestry depict?
- What events are depicted in the Bayeux Tapestry?
- What are the main characteristics of the Bayeux Tapestry?

### THE MEDIEVAL ART

The art of the Medieval Period can be divided into two main styles: Romanesque and Gothic. During that era, architecture found expression in magnificent churches. The Romanesque lasted from about 1050 to about 1150. The main forms of artistic expression during this time were architecture and the sculpture and stained glass windows used to ornament buildings. Illumination used to decorate manuscripts was also an important art form. These artworks were mainly used for religious buildings and books. The Romanesque style was inspired by the architecture of the early Roman Empire. Many new churches were built in Western Europe in a style of architecture similar to ancient Roman buildings. It was called Romanesque and featured buildings of massive size; solid, heavy walls; wide use of the rounded Roman arch; and many sculptural decorations. The style was very busy visually. It featured round arches and thick, heavy walls with few windows. Often, towers were added. Windows were

avoided because they would weaken the walls and could cause the heavy stone roofs to collapse. As a result, these churches were dark and somber inside.

The second period, the Gothic, lasted from about 1150 to around 1500. This new style, called Gothic, featured churches that seemed to soar upward, used pointed arches, and included stained-glass windows. But Gothic architecture did not emerge suddenly or without precedent. Precursors of Gothic can be found in Romanesque buildings as early as the late eleventh century, particularly in northern France and England. Stained glass is an artistic arrangement of colored glass pieces held in place with lead strips. Gothic architecture included pointed arches, which allowed for a more open and airy structure. This style was more gentle and fluid than the Romanesque style. By using stained-glass windows, Gothic builders changed the light that entered the churches into rich, glowing color. Gothic sculptors and painters sought more realistic ways to depict subject matter. After 1100, artists and musicians began to sign their names to their works. Also, the importance of secular art and music began to increase. Music and art produced for nonreligious purposes were becoming more available and more respected. One of the most intriguing Romanesque works of art is The Bayeux Tapestry, which depicts the Norman invasion of England in 1066. It is over 230 feet (70 metres) long and depicts 626 human figures, 190 horses, 35 dogs, 506 other birds and animals, 33 buildings, 37 ships and 37 trees or groups and trees, with 57 Latin inscriptions. Nothing is known for certain about the tapestry's origins. The first written evidence of the Bayeux Tapestry is in 1476. Such a piece of work probably involved several artists and a general designer who worked together. Although it is called a tapestry the work is actually an embroidery. We have no records of who the artists were, but most medieval embroidery was done by women. The Bayeux Tapestry is one of the few secular works of art. The events which are depicted in it are primarily historical, and they are shown from the Norman point of view. While the Latin text helps to explain the images, much of the story is told through the pictures themselves, and many of the details remain puzzling.

**2. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- The Gothic style was inspired by the architecture of the early Roman Empire.
- The Gothic period lasted from about 1150 to around 1500.
- There are a lot of Romanesque buildings in northern France and England.
- The Romanesque style used pointed arches, and included stained-glass windows.
- By using round arches, Gothic builders changed the light that entered the churches into rich, glowing color.
- Before 1100, artists and musicians did not sign their names to their works.
- Precursors of Gothic can be found in Romanesque buildings as early as the late thirteenth century, particularly in northern France.
- Many new churches were built in Eastern Europe in a style of architecture similar to ancient Roman buildings.
- Illumination used to decorate manuscripts was also an important art form.
- The events which are depicted in The Bayeux Tapestry are primarily historical, and they are shown from the Roman point of view.

**3. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. **arch**
2. secular
3. illumination
4. manuscript
5. Romanesque
6. last
7. inspire
8. feature
9. collapse
10. strip
11. fluid
12. depict
13. available
14. precursor

- a. the art of decorating a manuscript;
- b. to fall down;
- c. to show or represent sb\sth as a picture;
- d. to give a prominent part to sb;
- e. not concerned with spiritual or religious affairs;
- f. a style of building which was common in western and southern Europe from the 10<sup>th</sup> to the 12<sup>th</sup> centuries;
- g. a long narrow piece of smth
- h. a person or thing that comes before smb/ smth more important, larger;
- i. that can be obtained or used;
- j. smooth and elegant;
- k. an old document or book written by hand in the times before printing was invented;
- l. **a similar structure forming a passage or an ornamental entrance;**
- m. to fill smb with the ability.



#### 4. Analyze the following words:

Example: Find two adjectives in the text, which mean spacious.

Answer: well lit – open, airy.

- Find two verbs in the text, which mean to make something look more attractive.
- Find two adjectives in the text, which mean not connected with religious or spiritual matters.
- Find four nouns in the text, which mean a profession in the field of art.
- Find in the text as many as you can words that define forms of artistic expression.
- Find two adverbs in the text, which mean close to a particular time.

#### 5. Use an appropriate word or phrase from the box to complete each sentence.

<i>to last, used to, inspired, features, collapsed, arch secular, available, depicts, precursor</i>
---

- The film that ..... a new French actress will be on next month.
- He took up ..... art.
- The pyramids were built ..... forever.
- You will be informed when the book becomes .....
- The health ..... through lack of support.
- The artist ..... her against the background.
- They ..... visit galleries, exhibitions and theatres on Sundays.
- The lake District scenery ..... Wordsworth to write his greatest poetry.
- Small disturbances that were ..... of the revolution to come.
- Marble ..... is a famous London landmark.

#### 6. Provide synonyms for the following words (consult the text):

Example: manuscript – book. • decorate • church • dark • art

- form • era heavy • airy • nonreligious

#### 7. Speaking activity.

Follow the link <http://www.bayeuxtapestry.org.uk/> and examine the Bayeux Tapestry online, then get ready to express your opinion about it.

## UNIT 10 TECHNOLOGY AND SOCIETY

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- What aspects of our society have changed the most during the past fifty years?
- What is one important cause of social change?
- In what ways are societies today better or worse than they were 300 years ago? Give some examples.

### II. READING COMPREHENSION

**1. Read the text below about human societies and answer the following questions.**

- What do sociologists mean by the term ‘society’?
- Do you agree with this definition? Why or why not?
- What is evidence of early human societies?
- What did the Iceman’s tattoos symbolize?
- Which five types do sociologists divide societies into?
- What are hunting and gathering societies?
- What are the differences between Industrial and Agrarian societies?
- What is the current type of society?
- What impact does technology have on a society?
- What are the consequences of technological changes?

### HUMAN SOCIETIES – FROM THE ICEMAN TO US

“I thought at first it was a doll’s head”, said Helmut Simon, a German tourist who, in 1991, made one of the scientific finds of the century. Simon was hiking across a huge glacier in southwest Austria near the Italian border when he stumbled upon a familiar shape protruding from the melting ice. He soon realized that it was not a doll but a human body: the so-called “Iceman”, who died some 5,300 years ago, making him the oldest member of our species to be discovered essentially intact. Life has certainly changed in 300 years, and sociology was born out of a concern with this rapidly changing character of the modern, industrial world: with where we have come from and where we are heading. For sociologists, the term *society* means “all the people who interact in a defined space and share culture”. In this sense, both a continent like Europe and specific individual countries such as Norway or Japan may be seen as societies.

Even humans living thousands of years ago were members of early human societies. Evidence of this comes from the discovery of the Iceman. Examining the Iceman’s clothes, scientists were astonished at how advanced this “caveman’s” society was. Sociologists have identified great differences among

societies that have flourished and declined throughout human history. They have observed how societies change over centuries as the people in them gain greater ability to manipulate their natural environment. Societies with basic technology can support only a small number of people who enjoy few choices about how to live. Technologically complex societies while not necessarily “better” in any absolute sense develop large populations; people in these societies are likely to lead diverse, highly specialized lives. The greater the amount of technological skill and knowledge a society has, the faster the rate at which the society changes.

Technologically simple societies, then, change very slowly. In contrast to simpler societies, industrial, technologically advanced societies change so quickly that people witness remarkable transformations within their lifetimes. Again, consider some familiar elements of contemporary culture that would probably puzzle, delight, and possibly frighten people who lived just a few generations ago: fast food, faxes, mobile phones, computer games, artificial hearts, fiber optics, test-tube babies, and many, many others. Indeed, it is a strange modern world we live in even when compared with the world of the recent past. Sociologists divide societies into five types according to their technologies: (1) hunting and gathering societies, (2) horticultural and pastoral societies, (3) agrarian societies, (4) industrial societies, and (5) post-industrial societies.

Hunting and gathering societies use simple technologies to gather food from nature, such as hunting animals and picking berries. Horticultural and pastoral societies grow their own plants and raise animals to eat. Agrarian societies—which first appeared around the time of the Iceman—use technologies such as animal-drawn plows to farm on a larger scale. Agrarian societies were also the first to develop such technological innovations as irrigation, the wheel, writing, numbers, and expanded uses for metals. Industrial societies use technology that powers sophisticated machinery with advanced sources of energy. In industrial societies, people learn mechanical skills so that they can operate the machinery needed to produce material goods. Post-industrial societies like the ones many of us live in today have developed technologies that support an information-based economy. People in these societies create, process, store, and apply information through the use of computers, fax machines, satellites, and other forms of communication technology. Technology has a big impact on a society, but in itself it is neutral. People are the ones who decide how to use technology and whether it is used for good or bad purposes. Armed with the capacity to reshape the world, human societies must understand both the social benefits and problems caused by the desire for technological change. Furthermore, it is important to note that the five types of societies described above do not evolve from one type to another in an automatic process. In fact, in modern times, all of these societies may be said to coexist.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. <b>source</b></li> <li>2. diverse</li> <li>3. estimate</li> <li>4. encounter</li> <li>5. complex</li> <li>6. neutral</li> <li>7. item</li> <li>8. interact</li> <li>9. element</li> <li>10. contemporary</li> <li>11. generation</li> <li>12. consequences</li> <li>13. manipulate</li> <li>14. contrast</li> </ol> | <ol style="list-style-type: none"> <li>a) having many closely related parts or details;</li> <li>b) not supporting one purpose or cause above another</li> <li>c) <b>a thing, place, activity, that something comes from;</b></li> <li>d) different or varied;</li> <li>e) a single thing in a set, group or list;</li> <li>f) to judge an amount partly by calculating and partly by guessing;</li> <li>g) to meet someone or experience something without planning to;</li> <li>h) the average period of time between the birth of a person and the birth of that person's children;</li> <li>i) a basic or important part of something</li> <li>j) to talk or work together with others;</li> <li>k) to skillfully handle, control or use something;</li> <li>l) a difference;</li> <li>m) the results of a particular action or situation;</li> <li>n) belonging to the present time; modern.</li> </ol> |
|---|--|

**3. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>evolve</b></li> <li>• <b>global</b></li> <li>• <b>evidence</b></li> <li>• <b>symbolize</b></li> <li>• <b>transform</b></li> <li>• <b>furthermore</b></li> <li>• <b>eventually</b></li> <li>• <b>decline</b></li> <li>• <b>capacity</b></li> </ul> | <p>develop change <b>correct</b> grow</p> <p>limited international overall worldwide</p> <p>facts information proof belief</p> <p>be an emblem of change stand for represent</p> <p>change make over succeed alter</p> <p>in addition on the one hand also moreover</p> <p>finally sooner or later in the end in a short time</p> <p>go down improve weaken fall</p> <p>ability power progress competence</p> |
|---|---|

**4. Use an appropriate word or phrase from the box to complete each sentence.**

*encounter, evidence, to estimate, to concern with, in contrast, consequences, take it for granted, expanded, impact on*

- Her speech made a tremendous ..... everyone.
- Council officials ..... that the work would take three months.
- I ..... you have read this book.
- There is no need ..... yourself ..... this matter; we're dealing with it.
- He invested heavily in the property market just before the recession with disastrous .....
- When did you first ..... Buddhism?
- His modest business eventually ..... into a supermarket empire.
- Try ..... how much you will have to pay out over the coming year.
- ....., Sargent's film is more of a documentary.
- There is now further scientific ..... for this theory.

**5. Read the statements and indicate whether you agree (A) or disagree (D). Then discuss your opinions and reasoning with a partner.**

- Young people today are likely to encounter more difficulties in their lives than their parents did a generation ago.
- The globalization of contemporary culture will eventually destroy the uniqueness of diverse societies.
- Newspapers unfairly manipulate public opinion by printing one-sided news stories.
- Taking a position of neutrality I times of disagreement is a sign of weakness.

**6. Respond to the questions writing. Base your responses on the reading and your own personal experiences.**

- Describe three technological advances in recent years that have changed the society you live in.
- How are technologically advanced societies different from societies with simpler technologies? Give an example of how they differ.

## UNIT 11 EARLY INDIAN CULTURE

### I. GETTING STARTED

Discuss the questions with your classmates:

- How can you explain the notion “Culture”?
- Which forms of religious beliefs in India do you know?
- Who is the founder of Buddhism?
- Do these religions exist in other modern countries?

### II. READING COMPREHENSION

1. Read the text bellow about Hinduism and Buddhism and answer the following questions.

- What is the origin of Hinduism?
- What are defining characteristics of Hindu belief?
- What do the terms “Atman” and “Brahman” stand for?
- What is the goal of life, according to Hindu thought?
- What does the term “samsara” stand for?
- What does the term “moksha” mean?
- What does the law of karma determine?
- What are the three main Gods in Hinduism?
- Where and when did Buddhism come into being?
- What was the time characterized by?
- What are the “Three Jewels” of Buddhism?
- Why was he called the Buddha?
- What is the heart of Buddhist teaching?
- What did the Buddha teach about suffering and the way to overcome it?
- What is the ultimate goal of life due to Buddhism?

### HINDUISM AND BUDHISM IN INDIA

Much of India’s history can be understood through the interplay among its diverse religious groups because religion forms a crucial aspect of identity for most Indians. **Hinduism.** One of the many religions born in India is Hinduism, a collection of diverse doctrines, sects, and ways of life followed by the great majority of the population. The term «Hinduism», introduced in about 1830 by British writers, properly denotes the Indian civilization which evolved from an earlier sacrificial religious system, generally known as Vedism, or Brahmanism. Hinduism is both a civilization and a congregation of religions; it has neither a

beginning or founder, nor a central authority, hierarchy, or organization. In principle, Hinduism incorporates all forms of belief and worship without selecting or eliminating any of them. Hindus are inclined to revere the divine in every manifestation, whatever it may be, and are doctrinally tolerant. The defining characteristic of Hindu belief is the recognition of the Vedas as an absolute authority revealing fundamental truths about life and the place of the individual in the universe. Of fundamental importance of all Hindu thought is the belief in the unity of all life, which is reflected in the idea of soul. Hinduism teaches that every individual has a soul (atman), which is part of a larger universal soul (brahman). The goal of life, according to Hinduism, is to free the soul from its individual existence through reunion with brahman. The process of freeing the soul takes more than one lifetime.

Closely connected to the doctrine of brahman-atman is the concept of samsara (“running around”), or transmigration of the individual soul through many forms of incarnation. Hindus believe that the soul passes through a series of rebirths. The law of karma determines a person’s fate in the next life. People acquire good karma by obeying caste rules. The Hindus worship many gods, the three main gods in Hinduism being Brahma (“the Creator”), Vishnu (“the Preserver”), and Shiva (“the Destroyer”).

Buddhism came into being in northeastern India during the period from the late VI<sup>th</sup> century to the early IV<sup>th</sup> century BC. It was a time of great social change and intense religious activity. Buddhism, like many of the sects that developed in India at the time, was constituted by the presence of a charismatic teacher; by the teachings this leader promulgated; and by a community of adherents. In the case of Buddhism this pattern became the basis for the Triratna (the “Three Jewels”) comprising Buddha (the teacher), dharma (the doctrine or teaching), and sangha (the community of believers) – in which Buddhists have traditionally taken refuge. According to Buddhist tradition, the founder of Buddhism, prince Siddhartha Gautama, was called the Buddha, or “the Enlightened One”, after he attained enlightenment, while he sat under the sacred tree, and found the knowledge he had been seeking. The Buddha discovered the “Four Noble Truths” which became the heart of Buddhist teachings. The first truth is that suffering and misery are universal. The second truth is that the cause of suffering is desire. The third truth is that the way to end suffering is to overcome desire. The ultimate goal of life is escape from desire in nirvana (dying out). Nirvana is the condition of wanting nothing. The fourth truth is that the way to escape pain and suffering is to follow the Middle Way, which offered practical guidelines that stressed right knowledge, intentions, speech, conduct, life-hood, and meditation. The Buddha taught the way to salvation that he had discovered. His disciples collected Buddhist teachings into sacred texts called the Tripitaka (Three Baskets of Wisdom). Buddhism reflected many Hindu beliefs. Both religions viewed the world as a place of sadness and suffering from which people wished to escape. In the early centuries of the Common Era, Buddhism spread rapidly into Central

Asia, China, Korea, Japan, and Southeast Asia. In India, Buddhism and Hinduism existed side by side for centuries and gradually absorbed ideas and images of each other. Eventually, Buddhism merged back into Hinduism.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. nirvana
2. karma
3. brahman
4. atman
5. samsara
6. charisma
7. meditation
8. salvation
9. promulgate
10. adherent
11. misery
12. escape
13. merge
14. enlightenment

- a) giving oneself up to serious (esp. religious) thought;
- b) great suffering or discomfort of mind or body;
- c) change gradually into smth else;
- d) the state of having been saved from sin and its consequences;
- e) **the state in which individuality becomes extinct by being absorbed into the supreme spirit; transcendent freedom;**
- f) capacity to inspire devotion and enthusiasm;
- g) the cycle of reincarnation;
- h) the inner Self of all beings; individual soul;
- i) to make smth widely known;
- j) a supporter of a party or set of ideas;
- k) the action of running away from a place or a difficult situation;
- l) great knowledge and understanding;
- m) the law of cause and effect, which states that what one does in his present life will have its effect in the next life.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Hinduism is both a civilization and a congregation of religions.
- It incorporates some forms of belief and worship selecting them.
- Vedas is an absolute authority discovering fundamental truth about life.
- Due to Hinduism every individual has a universal soul.
- The process of freeing the soul takes one lifetime.
- The Buddha discovered the “Three Noble Truths” which became the heart of Buddhist teachings.
- His disciples collected Buddhist teachings into sacred texts called the Vedas (Three Baskets of Wisdom).
- The final goal of life is to run away from desire in *nirvana* (dying out).
- As a result, Hinduism merged back into Buddhism.
- The term «Hinduism», introduced in about 1830 by American writers, properly denotes the Indian civilization which evolved from an earlier sacrificial religious system, generally known as Vedism, or Brahmanism.



4. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.

- **identity** coincidence **difference** sameness individuality
- **congregation** church group assemblage conformation
- **disciple** adherent follower principle supporter
- **acquire** inquire get obtain achieve
- **promulgate** accept declare proclaim announce
- **revere** adore discover respect venerate
- **absorb** soak up deny consume assimilate
- **worship** work homage adoration reverence

5. Complete these sentences with a preposition from the box.

*on to under between*

- A lot will depend ..... how she responds ..... the challenge.
- The American Congress corresponds ..... the British Parliament.
- This paragraph refers ..... the events of the last year.
- She comes ..... a long line of actors.
- ..... existing conditions we should put off the meeting.
- Many changes took place ..... the two world wars.
- Her work has contributed enormously ..... our understanding of this difficult subject.
- Adults should protect young children ..... harm.

6. Use an appropriate word or phrase from the box to complete each sentence.

*incorporated, developed, according to, took place, similar concepts, refer to, inanimate, spiritual, exist*

- ..... the beliefs of the Egyptians, earthly life was just a 'bridge'.
- Sometimes 'ontology' ..... the study of what might .....
- How does it relate to ..... such as truth, belief and justification.
- Physics deals with the nature of ..... objects.
- These events ..... in London.
- The modern world has lack of ..... values.
- Many of your suggestions have been ..... in the new plan.
- They ..... their own belief system with a variety of gods and goddesses.

7. Compare Buddhism and Hinduism. Discuss about similar and different features.

8. Write an essay about varieties of salvation in world religions.

## UNIT 12 EARLY CHINESE CIVILIZATIONS

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Which dynasties in Ancient Chinese Culture have you heard or read about?
- What Chinese customs and traditions do you know?
- Why is Chinese system of writing considered the most difficult in the world?

### II. READING COMPREHENSION

**1. Read the text below about ancient Chinese culture and answer the following questions.**

- What factors limited outside influence on Chinese civilization?
- How did geography help to shape China's view of the world?
- Where did the first Chinese civilization develop?
- Why was the Yellow River called the "River of Sorrows"?
- How did ancient Chinese view their gods?
- What customs and beliefs contributed to Chinese respect for the elderly?
- What beliefs did the Chinese develop under the Chou dynasty?
- How did the idea of the Mandate of Heaven encourage good government?
- How was the idea of the Mandate of Heaven used by Chou rulers?
- How did bureaucratic government develop in China?
- Why did the Chou dynasty decline?

### ANCIENT CHINESE CULTURE

China covers an immense area. Imposing geographic barriers encircle China. The Chinese considered themselves unique and believed that their land was the center of the universe. As a result, the Chinese developed a civilization quite different from others. Like the Aryans in India, the Chinese established traditions that endured for centuries. Thousands of miles northeast of India, in the Yellow River Valley of China, small farming villages formed the basis of the first Chinese civilization. However, this region of China suffers from both droughts and floods, and the Yellow River earned the title "River of Sorrows" for the death and destruction brought by its flooding. The Shang dynasty, the first of many families to rule China, was founded in 1600 BC and survived until 1122 BC. It gave its name to the earliest Chinese civilization.

The traditions and beliefs that emerged in Shang times shaped Chinese civilization for thousands of years. The Shang people believed that the gods and spirits controlled the forces of nature. They also believed that their ancestors

could influence the gods. Therefore, ancestor worship became central to Shang religion. Shang kings acted as priests, performing daily ceremonies to ask their ancestors for the favour of the gods. During the Shang dynasty, the Chinese developed a system of writing that used pictograms, or drawings of objects, and ideograms as symbols that expressed ideas or actions. Chinese writing included over 3000 symbols, or characters. As the language developed, the number of characters increased to over 50000. The Chinese writing system became so complicated that a person had to study for years in order to learn to read and write well. Until recent reforms simplified the system, every Chinese student had to learn at least 10000 characters.

In mathematics, the Shang developed a decimal system. Priest-astronomers devised a calendar with 12 months and 365 1/4 days. The Chou dynasty, which overthrew the Shang, lasted from 1122 BC to 256 BC, longer than any other in history. The new rulers kept many Shang laws and customs. Later they made their own contributions to Chinese civilization. To justify their seizure of power from the Shang, the Chou developed the idea of the «Mandate of Heaven». According to this belief a dynasty enjoyed heaven's blessing only as long as it governed wisely and justly. If a ruler was lazy, cruel or virtueless, heaven withdrew the mandate, or right to rule. A key part of the Mandate of Heaven was a ruler's responsibility to provide good government and put the well-being of the people above self-interest. The Chinese believed that natural disasters and invasions revealed a ruler's failure to please heaven. It was not considered a crime to rebel against a ruler who had lost the Mandate of Heaven. During the Chou dynasty, a feudal system emerged in China. The Chou ruler divided the land among powerful nobles, who, in exchange, owed loyalty, military service, and tribute to the king. Appointments to the key positions came to be based on a combination of merit and seniority. The majority of government employees were not relatives of the ruler, and some of them might not even be citizens of the state.

Local administration was entrusted to prefects, who served limited terms. Prefects were often required to submit annual reports to the court so that the ruler could judge their performance. Regional supervisors were sometimes dispatched to check the work of the prefects. All these features indicate the emergence of some new structure, which, though still crude, was the forerunner of the large and complex bureaucracy of later Chinese dynasties. Government bureaucracy has remained an important feature in China since Chou times. The Chou era was a time of economic growth. Peasants began to use fertilizers and iron tools. Under the Chou, trade expanded and cities grew. When the Chinese began to use metal coins, trade grew even faster. It was in the late Chou period that the so-called Hundred Schools of thought emerged (6<sup>th</sup>-3<sup>rd</sup> century BC), the six major philosophical schools being Confucianism, Taoism, Moism, Legalism, the School of Yin-Yang, and the School of the Dialecticians. Every school had its own Way, but the Way of Confucius (551 – 479 BC) and that of another traditional sage, Lao-tzu (VI<sup>th</sup> century BC), were the most prominent.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

- 1. forerunner**
2. dispatch
3. crude
4. to rebel
5. tribute
6. seniority
7. virtueless
8. withdraw
9. seizure
10. submit
11. supervisor
12. simplify
13. entrust
14. noble

- a) a person who has a high social rank, esp from birth;
- b) to make sth easy to do or understand;
- c) a person or thing that prepares the way for the coming of smb or smth else more important;**
- d) not having or showing moral virtue;
- e) to send smb / smth to a destination for a special purpose;
- f) to give responsibility for smb / smth to smb;
- g) not skillfully made; not prepared in much detail;
- h) to move or take smb / smth back or away;
- i) to protest strongly against smth;
- j) a person who supervise smb / smth;
- k) an act, a statement or a gift that is intended to show one's respect or admiration, esp. for a dead person;
- l) the action or an instance of seizing smth by force or legal authority;
- m) the state or fact of being senior in age, rank, etc;
- n) to give smth to smb / smth so that it may be formally considered or so that a decision about it may be made.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- The Shang dynasty, the first to rule China, was founded in 1600 BC.
- The Chinese developed a system of spelling that used pictograms, or drawings of objects, and ideograms as symbols that expressed ideas or actions.
- The ruler could judge the performance of prefects.
- The majority of government employees were relatives of the ruler.
- The Chou era was a time of economic growth.
- It was thought to be a crime to rebel against a ruler who had lost the Mandate of Heaven.
- The Chinese writing system became so easy that a person didn't have to study for years in order to learn to read and write well.
- The Shang people believed that the gods and spirits controlled the forces of human beings.
- It was in the late Chou period that the so-called Hundred Schools of thought emerged (VI<sup>th</sup>-III<sup>rd</sup> century BC), the four major philosophical schools being Confucianism, Taoism, and Moism.
- Every school had its own Way, but the Way of Moism (551-479 BC) and that of another traditional sage, Lao-tzu (V<sup>th</sup> century BC), were the most prominent.
- The Chou dynasty lasted from 1122 BC to 256 BC, shorter than any other in history.
- Government bureaucracy has remained an important feature in China since Chou times.

4. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.

- **forerunner** ancestor precursor predecessor **tracker**
- **withdraw** get out take out clear paint
- **entrust** expose impose confide rely
- **dispatch** post write load transmit
- **tribute** homage merit toll attribute
- **merit** miracle virtue excellence value
- **devise** contrive invent arrange diverse
- **endure** go on continue hold cry
- **destruction** devastation construction end demolition
- **employee** employer labourer clerk worker

5. Use an appropriate word or phrase from the box to complete each sentence.

*devised a scheme, making a merit of, the most prominent features, different from, suffering from, showing no favour to, contribution to, in exchange for, to last, tribute to*

- The company has ..... for redeveloping the city center this month.
- Her suggestion is ..... our consideration.
- In this painter's works there are ..... in the landscape.
- My tastes in fashion are widely ..... other people.
- She is ..... loss of memory.
- As an examiner she was completely fair, ..... any particular candidate.
- He made a very positive ..... the project.
- She is giving him French lessons ..... his teaching her English.
- The pyramids were built ..... forever.
- Her colleagues paid ..... her outstanding loyalty and commitment to the firm.

6. Speak on one of the following topics or any other related one:

- Outside influence on Chinese civilization.
- Shang ancestor worship. Shang-Ti cult.
- Shang customs and beliefs.
- Major achievement of Shang civilization.
- The idea of the Mandate of Heaven.
- Decline of the Chou dynasty.

## UNIT 13 EARLY JAPANESE CIVILIZATION

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Where is Japan situated?
- Which Japanese customs and traditions do you know?
- What do you know about religious beliefs in Japan?

### II. READING COMPREHENSION

**1. Read the text below about early Japanese culture and answer the following questions.**

- How did geography affect Japanese early life?
- How was early Japanese society organized?
- What were the religious beliefs of early Japanese? What are they called?
- What festivals did early Japanese celebrate?
- What were the most popular rituals performed by early Japanese?
- What did the Japanese build their shrines for?
- Which books compile the oral traditions of ancient Shinto?
- What is the core of early Japanese mythology?
- What is the most venerated Shinto shrine in Japan?
- What are the Three Sacred Treasures of Japan?
- Who is believed to have become the first Japanese emperor?

### EARLY JAPANESE CULTURE

In prehistoric times, groups of hunting and fishing people crossed to Japan from the Asian mainland. By the third century AD the Japanese developed their own culture. Although they adopted many ideas from the mainland, they were never overwhelmed by outside influences, in part because of their location.

Japan is an archipelago, a chain of islands, off the Northeast coast of Asia. The four main islands of Japan are Hokkaido, Honshu, Shikoku and Kyushu. The sea strongly influenced early Japanese life. The Japanese fished in the waters surrounding their islands. The Sea of Japan to the west was a barrier to invaders from the Asian mainland and thereby allowed the Japanese to develop largely on their own. Yet the sea also served as a highway for the Japanese, linking the islands to one another and to the mainland. The early Japanese were organized into *clans*, family groups who traced their origins to a common ancestor. Within the clan, people lived in extended families. Each family's position in society was inherited. A family inherited the right to be farmers, weavers, potters, or warriors

– the highest group in society. A clan was headed by a hereditary chief who was both a military and religious leader. The head of each clan was in charge of worshipping the clan's particular tutelary or guardian deity.

Though each clan made the tutelary deity the core of its unity, such deities were not necessarily the ancestral deities of the clan.

*Religious beliefs and mythology.* Ancient Japanese religious traditions were called *Shinto*, the way of the gods. Shinto is the natural indigenous religion of Japan. Ancient Shinto was polytheistic. People worshipped *kami* (gods or spirits), which they believed controlled the forces of nature. Japanese religious beliefs centred on respect for nature. People did not fear nature, rather, they were in awe of its unseen forces. All natural objects and phenomena used to be considered as having *kami*, so the gods of Shinto were uncountably numerous. *Kami* were manifested in, or took residence in, a symbolic object such as a mirror, in which form they were usually worshipped in Shinto shrines.

Gradually Shinto practices extended to the worship of ancestors.

Shinto is a religion of festivals and rituals. The prayer for good harvest in spring and the harvest ceremony in autumn were two major festivals. Divination, water purification, and lustration (ceremonial purification) became popular, and people started to build shrines for their *kami*. At shrines dotting the land, people offered gifts to the *kami* to ensure good harvests. Unlike Judaism, Christianity, Islam, and Buddhism. Shinto has no specific leaders, nor any books or scripture.

The *Kojiki* («Records of Ancient Matters») and the *Nihon shoki* («Chronicles of Japan») are regarded in a sense as sacred books of Shinto religion. They are books about the history and topography of ancient Japan. It is possible to construct Shinto doctrines from them by interpreting the myths and religious practices they describe. The core of the mythology consists of tales about the sun goddess *Amaterasu Omikami*, the ancestress of the Imperial Household, and tales of how her direct descendants unified the Japanese people under their authority. *Amaterasu's* chief place of worship is the *Inner Shrine (Naiku)* of Ise, the most venerated Shinto shrine in Japan. She is manifested there in a mirror that is one of the *Three Sacred Treasures* of Japan (the other two being a jeweled necklace and a sword). Japanese mythology says that they were first given by *Amaterasu* to her grandson god *Ninigi* whom she sent to earth from the High Celestial Plain. Another descendant of *Amaterasu*, *Jimmu*, is said to have become the first emperor of Japan.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

**1. kami**

2. shinto
3. purification
4. awe
5. divination
6. tutelary
7. hereditary
8. lustration
9. interpret
10. descendant
11. indigenous
12. polytheistic
13. worship
14. unify

- a) discovery of the unknown or the future by supernatural means; clever guess or forecast;
- b) respectful fear or wonder;
- c) spirits that early Japanese believed controlled the forces of nature;**
- d) ancient Japanese religious traditions;
- e) freeing from smth morally harmful, offensive or sinful;
- f) to join or link people or things together to form one unit;
- g) native;
- h) protecting and having authority over a person;
- i) a person or an animal that has another as an ancestor;
- j) believing in or worshipping more than one god;
- k) the act or ceremony of lustrating or purifying;
- l) the practice of showing respect for God;
- m) passed on from parent to child or from one generation to following generations;
- n) to explain what smth means.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Japanese religious beliefs centered on respect for nature.
- The Records of Ancient Matters and the Chronicles of Japan are regarded in a sense as sacred books of Shinto religion.
- Ancient Japanese religious traditions were called *Shinto*, the way of the ancestors.
- A clan was headed by a hereditary chief who was both a formal leader.
- The prayer for good harvest in spring and the harvest ceremony in autumn were two huge events.
- Gradually Shinto practices extended to the worship of predecessors.
- The *Kojiki* and the *Nihon shoki* are books about the history and topography of medieval Japan.
- The core of the mythology consists of tales about the sun goddess *Amaterasu Omikami*, the ancestress of the Imperial Household, and tales of how her direct descendants unified the Japanese people under their authority.
- The gods of Shinto were not numerous.
- Like Judaism, Christianity, Islam, and Buddhism, Shinto has no specific leaders, nor any books or scripture.
- People offered gifts to the kami to ensure good harvest.



**4. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one is done for you.**

- **awe** wonderment **duty** veneration reverence
- **divination** prophecy forecast division fortune-telling
- **hereditary** ancestral gifted inborn inherited
- **worship** adoration veneration deification performance
- **purification** purgation refinement clarification classification
- **manifest** believe demonstrate express show
- **indigenous** local original native foreign
- **unify** merge combine unite mix up
- **extend** stretch widen explain expand
- **core** gist corn essence heart

**5. Use an appropriate word or phrase from the box to complete each sentence.**

*ensure, has inherited, to adopt, morning worship  
 were manifested, hold her own, to overwhelm,  
 with authority, in charge of, saw sense*

- Please ..... that all the lights are switched off at night.
- This administration ..... many problems from the previous one.
- Congress voted ..... the new measures.
- ..... begins at 11 o'clock.
- We don't want ..... you with requests for information.
- These social tensions ..... in the recent political crisis.
- She can ..... against anybody in an argument.
- It's time the government ..... and abandoned this unworkable policy.
- He can speak ..... on a great range of subjects.
- He was left ..... the store while the manager was away.

**6. Speak on one of the following topics or any other related one:**

- Advantages and disadvantages of the geography of Japan.
- Organization of early Japanese society.
- Ancient Japanese religious beliefs.
- Early Japanese mythology.
- Early Japanese views of the world.
- Festivals and rituals in ancient Shinto.
- Compilations of the oral traditions of ancient Shinto.

## UNIT 14 PROTAGORAS AS A FATHER OF SOPHISM

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- What does the term sophist mean?
- What was its original meaning?
- What “younger” sophists do you know? What did they maintain?

### II. READING COMPREHENSION

**1. Read the text bellow about Protagoras’ philosophy and answer the following questions.**

- Who was the “father of sophism”?
- What did Protagoras claim? What works of Protagoras do you know?
- How was Protagoras’ dictum “the human being is the measure of all things” interpreted?
- Did the work of Protagoras *Contradictions* survive? What did he claim in it?
- How did Protagoras understand morality?
- What was Plato’s attitude to the sophists?
- Why was Protagoras so influential in Athens?
- Who carried further various aspects of Protagoras’ work and how?

In the V<sup>th</sup> century BC the term sophist meant a wise man or expert, or a sage. Gradually, however, the word came to be applied to a new profession. One of the most outstanding sophists was Protagoras. For four decades he travelled around the Greek states dispensing instruction. Protagoras established the sophistic tradition of teaching “virtue”. He became an influential friend of Pericles. His treatise *On the Gods* Protagoras started off with a statement which showed his lack of sympathy for the unpractical cosmic speculation; “I know nothing about the gods, either that they are or they are not, or what are their shapes. For many things make certain knowledge impossible — the obscurity of the theme and the shortness of human life”. Although reflecting an agnostic suspension of judgment which doubted the truthfulness of all Greek mythology, these words do not indicate that Protagoras was an atheist.

Protagoras is especially famous for another statement, declaring that “the human being is the measure of all things: of things that are, that they are; and of things that are not, that they are not”. There has been endless discussion about what he meant by this dictum. But what he intended to assert was, surely, not only the central position of human beings in the universe but also the relativity of all perceptions and judgments emanating from each individual person, or any

person you choose. This view also, implicitly, involved skepticism about the claims of any philosophy or science to universal validity. And so Protagoras' disciples forced this attitude to its logical conclusion by declaring that the whole range of orthodox opinions must be subject to fundamental re-examination and re-assessment. And the form of morality to which he was referring included the laws and customs of a city-state: it is the duty of a citizen to respect and obey these laws and customs. Protagoras believed that human beings are moral, and that morality meant conformity with the legislation and customs of one's state. He explained it in a work entitled *On the Original Condition of Humankind*. In this study he offered an optimistic outline of what he took to have been the origins of civilization, explaining what he wanted to say in the form of a myth. In his Protagoras Plato shows us Socrates who was going with a young friend to visit the distinguished sophist in order to enquire into the nature of the wisdom. Plato felt an extreme distaste for the sophists because he felt that they were more interested in intellectual and oratorical acrobatics than in the truth itself, confusing the force of reason with the power of the spoken word.

Nevertheless, Protagoras' outstanding intellect, and his success in Athens, had won him a profound influence on contemporary thought, inspiring progressives and conservatives alike.

## 2. Try to attribute the opinion with the sophist who held it.

- *Protagoras stated that ...*
- *Prodicus of Iulis suggested that ...*
- *Antiphon came to the conclusion that ...*
- *Callicles declared that ...*
- *Thrasymachus of Chalcedon maintained that ...*

- a) ... it was natural for the stronger man to prevail over the weaker;
- b) ... religion is not natural, but had only come into existence as the response of human beings to their environment, the gods being man-made expressions of gratitude for the gifts that nature had provided to the human race;
- c) ... I know nothing about the gods, either that they are or they are not, or what are their shapes. For many things make certain knowledge impossible — the obscurity of the theme and the shortness of human life;
- d) ... justice is merely the interest of the superior and stronger — so that might is right;
- e) ... not only all Greeks but all human beings alike, are equal by nature, and act with entire selfishness, which is what ones own natural interest demands;
- f) ... the human being is the measure of all things: of things that are, that they are; and of things that are not, that they are not;
- g) ... human beings are moral, and that morality meant conformity with the legislation and customs of one's state.

### 3. Match the columns:

#### 1. Protagoras held that

2. Protagoras stated that
3. Protagoras claimed that
4. Protagoras believed that
5. Protagoras speculated on
6. Protagoras asserted that
7. Gorgias fastened on
8. Prodicus suggested that
9. Antiphon came to the conclusion that
10. Callicles declared that
11. Thrasymachus maintained that

- a) a moral sense has been implanted in every one of us but that this innate tendency in the right direction needs to be developed and strengthened by education;
- b) primitive human beings were worse equipped than wild beasts in the struggle for survival, so Zeus had commanded Hermes to bring them morality and a sense of justice, which started them along the path to political, social and cultural evolution;
- c) there are two potential antithetical arguments, one in favour and the other against;**
- d) human beings are moral, and that morality meant conformity with the legislation and customs of one's state;
- e) many things make certain knowledge impossible—the obscurity of the theme and the shortness of human life;
- f) the human being is the measure of all things;
- g) the importance of public speaking, as a means of ensuring a successful career;
- h) religion is not natural, but had only come into existence as the response of human beings to their environment;
- i) all human beings are equal by nature, and act with entire selfishness, which is what one's own natural interest demands;
- j) it was natural for the stronger man to prevail over the weaker;
- k) justice is merely the interest of the superior and stronger.

### 4. Debate the propositions of Protagoras:

- “There are two sides to every question”.
- “Man is the measure of all things”.

### 5. Imagine you are a sophist. Persuade your partners that:

- All human beings alike, are equal by nature, and act with entire selfishness which is what one's own natural interest demands.
- It is natural for the stronger man to prevail over the weaker.
- Justice is merely the interest of the superior and stronger.

## 6. Guess the meaning of the word according to its definition:

- any of a class of ancient Greek teachers of rhetoric, philosophy, and the art of successful living prominent about the middle of the V<sup>th</sup> century BC for their adroit subtle and allegedly often specious reasoning;
- the art of speaking or writing effectively;
- conformity to a standard of right, a particular moral excellence;
- a systematic exposition or argument in writing including a methodical discussion of the facts and principles involved and conclusions reached;
- a principle or position or the body of principles in a branch of knowledge or system of belief;
- a noteworthy statement as a formal pronouncement of a principle, proposition, or opinion, intended or regarded as authoritative;
- a convinced adherent of a school or individual;
- one who denies the existence of God;
- a usage or practice common to many or to a particular place or class or habitual with an individual; a long-established practice considered as unwritten law;
- a relatively high level of cultural and technological development; the stage of cultural development at which writing and the keeping of written records is attained, the culture characteristic of a particular time or place.

## UNIT 15

### SOCRATES' PHILOSOPHICAL VIEWS

#### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Which moral and philosophical questions did Socrates love to deal with?
- How do you account for the starting point of Socrates' philosophy?
- What were the relationships between Socrates and Plato?

#### II. READING COMPREHENSION

**1. Read the text below about Socrates' philosophy and answer the following questions.**

- Why our knowledge about Socrates is so scant?
- How come we know anything at all about Socrates? What are the main sources on Socrates? How reliable are they?
- What do we know about Socrates' life?
- What did Socrates claim? What was his theory about virtue? How far can it be defended?
- How did Socrates' views differ from the sophists' ones?
- What does the famous "Socratic method" presuppose?
- What was Socrates' attitude to religion?
- What do we know about Socrates' followers?
- What was Socrates' attitude to the Athenian government? Was he a democrat?
- What was Socrates accused of? Was Socrates put on trial for political reasons?
- Why did the jury vote for the death penalty for Socrates?
- What is Socrates' legacy?

#### SOCRATES

Socrates exercised a gigantic influence on younger Athenian thinkers, and on men of later generations. He provided the subject matter for a host of discourses, which survived, from his junior Xenophon and Plato who differ in what they say and think about Socrates. Xenophon makes him a commonsensical saint purveying wise views, while Plato, in his "dialogues" builds him up as the founder of his own idealistic philosophy. The historical reliability of descriptions of Socrates has been disputed for centuries. The most important of his opinions was the conviction that there is an eternal and unchanging absolute standard. In conformity with this, the achievement of "as good as possible" a condition for one's own soul — which Socrates saw as commanding the body — must be the

end-product of all one's endeavours. Socrates seems to have been the creator of the "teleological" approach, the belief that all nature works towards a purpose, which is later so clearly detectable in Plato and played such a dominant part in Aristotle's thought. Socrates' insistence on an absolute standard meant that he rejected the view that standards were relative, proposed by the sophists. He also believed that one must work hard if one wants to discover what is right and wrong — in other words, one must acquire knowledge; virtue (moral goodness) is knowledge, though one cannot be sure that he himself expressed it in precisely that provocative way. His insistence upon knowledge, his pioneer championship of the supremacy of the intellect, harmonizes with Aristotle's farther assertion that he innovated by seeking to arrive at definitions: even though he himself continued to insist that he knew nothing himself— that he was only a "midwife" who gave birth to knowledge in others. For instead of writing, or teaching, he adopted the famous "Socratic method" of cross-questioning everyone with whom he came into contact particularly young men. as Aristophanes pointed out.

His religious views were outwardly orthodox, for Socrates was scrupulous in his observances, according to "the usage of the city". However he applied his critical methods to some of the traditional beliefs of his time, notably foolish or immoral myths about the gods. Moreover, he claimed, on occasion, to be guided by a divine sign or voice. Whether this should be interpreted as an inner conscience or intuition or a mystic phenomenon, it was this sign that compelled him so urgently to philosophize.

Socrates had a devoted circle of friends and followers of varying types, ranging from respectable serious thinkers to destructive intellectual as Critias.

The most famous of the lawsuits was the trial of Socrates. Socrates had never thought highly of the democratic form of Athenian government, observing that its use of the lot was stupid — and that most would-be politicians did not know what they were talking about. There were those who defended his condemnation, and those who leapt to his defense and immortalized his last days. Plato held that Socrates was the first man ever to make people think about ethical questions and human behaviour does less than justice to his predecessors, it does appear to have been he who subjected these problems to critical analysis of an unprecedented quality and intensity, placing man at the centre of philosophical enquiry, and thus enlarging the horizons of the human spirit as few others have ever done before or since. He was not, of course, the first Greek questioner, but the supreme one.

His questioning assumed a peculiarly urgent character — he did not accept the relativism of the sophists, but believed that if one questioned hard enough there was an absolute truth somewhere to be found: and he was indifferent to everything except that.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. discourse
2. commonsensical
3. purvey
4. reliability
5. endeavour
6. reject
7. supremacy
8. assertion
9. orthodox
10. destructive
11. lawsuit
12. relativism
13. intensity
14. conformity

- a) behavior that confirm to established rules;
- b) to supply or make available food, services or information, especially as one's business;
- c) a long and serious treatment of a subject or writing;**
- d) the action of claiming or stating smth forcefully;
- e) the belief that truth is not always and generally valid, but can be judged only in relation to other things;
- f) having a practical good sense gained from experience of life, not by special study;
- g) generally accepted or approved;
- h) an attempt or effort;
- i) the process of bringing a dispute, claim;
- j) the state or quality of being intense;
- k) to refuse to accept or consider sth given or offered;
- l) causing much damage;
- m) a position of the highest power, authority or status;
- n) the quality of being reliable.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- One problem with any attempt to discover the “real” Socrates is that at times the accounts written about him are contradictory.
- Socrates was the founder of the idealistic philosophy.
- The period in which Socrates lived was called the Golden Age of Athens.
- Socrates upheld the doctrines of sophism.
- It was Socrates' habit to make his associates believe something that was not true.
- Socrates was an atheist.
- Socrates was a democrat and he took an active part in the political life of Athens.
- Socrates was always conscious of how much he knew, and claimed superiority to thinking people only in that he was aware of his own knowledge where they were not.
- Socrates was accused of impiety and sentenced to death.
- Socrates had a devoted circle of friends ranging from respectable thinkers to influential politicians, who helped him escape from Athens after the verdict.

**4. Find in the text antonyms to the following words:**

a sinner; to accept; an opponent; to overthrow; to support; to encourage; to acquit; stable; to agree; respect; average; careless, inexact.



## 5. Fill in the blanks with a word “historic” or “historical”.

- The ..... truthfulness of Platos’ “dialogues” is gravely suspected.
- The ..... reliability of descriptions of Socrates has been disputed for centuries.
- Herodotus regarded the Persian wars as the most important ..... event in the history of the ancient world.
- Acropolis is a ..... spot.
- Athens is rich in ..... buildings and traditions.
- Greece gave many ..... personalities to the world.
- It is a ..... fact that ..... writing originated in Greece.
- Marathon is a ..... battlefield.
- The ..... significance of the battles at Plataea and Mycale can’t be denied.
- The ..... veracity of this document is out of the question.

## 6. Use an appropriate word or phrase from the box to complete each sentence.

*defense, thirty tyrants, founder, to question, rational inquiry, virtue, orthodox, foundational, account, reliability, philosophical, deities, trial, to overthrow, accurate, to acquire assertion, to install, to outlaw, revived, to reject the view, to point out, inquiry, in conformity with, amnesty, observances, to corrupt, to execute, to arrive at the truth, associates, cross-questioning, to restore, comprehensive, the point lies elsewhere*

1. Socrates was the ..... of the history of ideas, but despite his ..... place, he himself actually wrote nothing. Most of our knowledge of him comes from the works of Plato (427—347), and since Plato had other concerns in mind than simple historical ..... it is usually impossible to determine how much of his thinking actually derives from Socrates. The most ..... of Plato’s writings on Socrates is probably The Apology. It is Plato’s ..... of Socrates’ ..... at his ..... in 399 BC (the word “apology” comes from the Greek word for “defense-speech” and does not mean what we would think of as an apology). It is clear, however, that Plato dressed up Socrates’ speech to turn it into a justification for Socrates’ life and his death. In it, Plato ..... some of Socrates’ most famous ideas: the necessity of doing what one thinks is right even in the face of universal opposition, and the need to ..... knowledge even when opposed. Socrates’ method of ..... consisted in ..... people on the positions they asserted and working them through questions into a contradiction, thus proving to them that their original ..... was wrong. Socrates sought to ..... through Socrates and Plato referred to this method of questioning as elenchus, which means something like .....
2. The one positive statement that Socrates seems to have made is a definition of ..... : “..... is knowledge.” If one knows the good, one will always do the good ..... anyone who does anything wrong doesn’t really know what the

good is. This, for Socrates, justifies tearing down people's moral positions, for if they have the wrong ideas about virtue, morality, love, or any other ethical idea, they can't be trusted to do the right thing.

3. Socrates ..... that standards were relative.

4. Socrates religious views were outwardly ..... for Socrates was scrupulous in his .....

5. The Athenian democracy was ..... and replaced by a group of men, subsequently known as the ....., who were ..... by Sparta. Two close Former ..... of Socrates had been involved in the tyranny. In the course of earning their name, the Tyrants ..... so many people that they lasted for only a year, though it was not until 401 that democracy was fully ..... . The ..... democracy granted a ..... . Only the surviving leaders of the oligarchic party were .....

6. The ..... of Socrates took place in 399 BC when he was nearly 70. The charges were that he refused to recognize the official gods of the state, that he introduced new ..... and that he ..... the young. But the .....

**7. Read these famous quotations by Socrates. Which one appeals to you most of all? Account for your choice. Choose one of them for an essay.**

- “As for me, all I know is that I know nothing”.
- “I know nothing except the fact of my ignorance”.
- “The only good is knowledge and the only evil is ignorance”.
- “By all means marry; if you get a good wife, you'll be happy. If you get a bad one, you'll become a philosopher”.
- “Do not do to others what angers you if done to you by others”.
- “I am not an Athenian or a Greek, but a citizen of the world”.

**8. Complete the following sentences.**

- Socrates claimed that ...
- Socrates upheld that ...
- Socrates insisted that ...
  - Socrates believed that .....
  - Socrates maintained that .....
  - Socrates stated that .....
  - Socrates considered that.....

**9. Guess the meaning of the word according to its definition.**

**Note the difference.**

- famous or important in history;
- having great and lasting importance;
- known or established in the past; dating from or preserved from a past time or culture;
- relating to, or having the character of history;
- based on history;
- used in the past and reproduced in historical presentations.

## UNIT 16 ARISTOTLE AND HIS WORKS

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Do you know about Aristotle's great achievements in science and philosophy?
- It is known that Aristotle developed his own system of education. What do you know about it?
- Can you give the titles of Aristotle's logical, scientific and esthetic works?

### II. READING COMPREHENSION

**1. Read the text bellow about Aristotle's philosophy and answer the following questions.**

- What were Aristotle's writings devoted to?
- What treatises by Aristotle do you know?
- What did Aristotle investigate in his treatise Politics? What problems are raised in it? How did Aristotle tackle them?
- What kind of state did Aristotle stand up for? Prove your point of view.
- How did Aristotle explain natural phenomena?
- Did Aristotle exert influence on philosophers of the ensuing epoch?
- What was Aristotle's enduring contribution to the world?
- What do you understand by Aristotle's "golden mean"?
- Under what limitations did Aristotle develop his philosophical work?

ARISTOTLE studied at Plato's Academy at Athens, where he remained for twenty years, first as a student and then as a teacher and researcher. Aristotle's writings were of unparalleled scope and dimensions; and out of a vast number of treatises no less than forty-seven have survived.

His Organon (Instrument, Tool) consists of six studies. Categories describes and classifies terms and phrases, offering ten basic forms of statements on Being. In the theoretical field, a group of fourteen of Aristotle's treatises known as the Metaphysics examines the nature of reality, that is to say its causes, the principles of existence, and the essential substance of the universe. Aristotle thought more deeply about the political structure of Greek society than anyone ever before, and wrote about the subject at great length. His Politics, remains the most ample and searching investigation into the political conditions of ancient Greece. The treatise approaches the topic from the viewpoint of the city state, which provided, Aristotle assumed, the fullest life for its individual citizens. Thus, they are biologically defined, as city-state beings, social animals whose natural, highest

goal is to live in a polis. A discussion of slavery, which follows, adopts the view that the servitude of slaves to the free, and of barbarians to the Greeks is condition of nature. Book II offers a historical survey of politics examining a number of 'model' constitutions, especially to Sparta, Crete and Carthage, and discussing various legislators. In contrast with degenerate and undesirable types (tyranny, oligarchy). Then Aristotle analyses various defects that damage political life, and the ways of eliminating them. It is taken for granted that every state includes, within itself; two parties, divided on economic lines, and perpetually at daggers drawn with one another. Like Plato, Aristotle regards education, under state control, as the first essential. Aristotle regards the city-state as the natural, optimum kind of self-sufficient society.

Citizenship would be restricted to a smaller minority than actually possessed this privilege at Athens; agricultural labourers and artisans and shopkeepers would not be allowed to become citizens at all, because manual labour makes a person coarse and leaves no time for a citizen's duties, which require leisure. The "natural slave" is another reactionary feature although Aristotle did qualify the severity of his definition by claiming that no Greek should enslave Greek. Poetics remains the earliest and the most important of all Greek contributions to literary criticism. It exercised a dominant influence upon the French classical drama of the seventeenth century. Aristotle also remarked, in more general terms, that "those whom indulgence in long discussions has rendered unobservant of facts are too ready to dogmatize from a few observations". This devotion to individual facts began to free the sciences from the domination of philosophy. Nevertheless, philosophers of the ensuing epoch relied on Aristotle extensively, and the debts owed to his work by Stoics and Epicureans have now been shown to be more substantial than was previously believed. An Aristotelian element also found its way into subsequent versions of Platonism, and this influenced early Christian thought. Indeed, Aristotle was the man who established the major and still accepted divisions of philosophy; and whereas Plato gave leading categories their names, Aristotle added numerous, more detailed, definitions. And it is from him that philosophers and scientists, of one generation after another, have derived their philosophical terminology which has entered into the inherited vocabulary of educated men and women, so that we employ these terms continually without any longer recalling their source. It is impossible to think of any whose contribution to the world was greater than Aristotle's.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary.**

1. scope	a) the opportunity to do or achieve smth;
2. ample	b) large in amount or value; considerable;
3. approach	c) to put a limit on oneself/smb/smith;
4. viewpoint	d) careful to obey laws or to keep customs;
5. servitude	e) a member of a body that makes laws;
6. legislator	f) enough or more than enough;
7. eliminate	g) to remove smb/sth that is not wanted or needed;
8. perpetually	h) rough or not polite;
9. restrict	i) an attitude, an opinion;
10. coarse	j) to cause smb/smith to be in a specified condition;
11. render	k) the state of being forced to work for others;
12. substantial	l) without interruption;
13. observant	m) concerned with literature;
14. literary	n) to come near to smb/smith in distance or time.

**3. Decide whether the following statements are true or false; correct the wrong ones.**

- Aristotle joined the Academy and studied under Plato, attending his lectures for a period of twenty years.
- At the death of Plato in 347, Aristotle succeeded to the leadership of the Academy.
- Aristotle was a politician and the dominant feature of his political advocacy was hatred of Macedonia in the person of Philip until his death and thereafter of Alexander the Great.
- Upon the death of Philip, Alexander succeeded to the kingship and prepared for his subsequent conquests. Aristotle's work being finished, he returned to Athens.
- When teaching at the Lyceum, Aristotle had a habit of walking about as he discoursed. It was in connection with this that his followers became known in later years as the peripatetics, meaning "to walk about".
- All the works by Aristotle came down to us intact.
- Aristotle was a great thinker but he limited himself only to philosophy.
- For Aristotle, the subject of metaphysics deals with the first principles of scientific knowledge and the ultimate conditions of all existence. More specifically, it deals with existence in its most fundamental state, and the essential attributes of existence.
- Aristotle stood aside from politics.
- According to Aristotle slavery is a natural institution because there is a ruling and a subject class among people related to each other as soul to body; however, we must distinguish between those who are slaves by nature, and those who have become slaves merely by war and conquest.
- Aristotle demanded that all the residents should be admitted to citizenship.
- Aristotle didn't make any attempt to investigate and explain natural phenomena.
- Aristotle's theories about drama influenced later playwrights, especially in France.
- Aristotle's works were held in the highest esteem in the Middle Ages.

**4. Use an appropriate word or phrase from the box to complete each sentence.**

*scholar, a resident alien, Peripatetics, to escape, researcher, thought, to regard, thinker, to found a school, field of knowledge, instruction, impiety, political structure, to survive, the nature of reality, scope, to investigate natural phenomena, to take charge of, in contrast with, to exercise a dominant influence, logical reasoning, anti-Macedonian, unparalleled scope and dimensions*

- Greek philosopher, ..... and physician, one of the greatest figures in the history of Western was born in Stagira, Macedonia. In 367 he went to Athens, where he was associated with Plato's Academy until Plato's death in 347 BC.
- He then spent time in Asia Minor and in Mytilene (on Lesbos). In 342 BC he was invited by Philip of Macedon to ..... the education of his son, Alexander Cater, the Great).
- He returned to Athens as a ..... in 335 BC and ..... (the Lyceum); his followers were called supposedly from his practice of walking up and down restlessly during his ..... and discussion.
- After Alexander's death (323 BC), there was a strong ..... sentiment in Athens; Aristotle was accused of ..... and perhaps with Socrates' fate in mind, ..... to Chalcis in Euboea, where he died the next year.
- Aristotle's writings represented an enormous, encyclopedic output over virtually every ..... : logic, metaphysics, ethics, politics, rhetoric, poetry, biology, zoology, physics, and psychology. They were of .....
- Their basis was ..... other ancient thinkers, Aristotle didn't ..... logic as a science. He examined the ..... wrote about the ..... of Greek society at great length. He tried to .... and explain the ..... . The bulk of the work that ..... actually consists of unpublished material in the form of lecture notes or students' textbooks; but even this incomplete corpus is extraordinary for its originality, systematization, and so phistication, and his work ..... a ..... on mediaeval philosophy (especially through St.Thomas Aquinas), Islamic philosophy, and indeed on the whole Western intellectual and scientific tradition.

**5. Debate the proposition of Shelley:**

“The period which intervned between the birth of Pericles and the death of Aristotle is undoubtedly, whether considered in itself or with reference to the effect which it has produced upon the subsequent destinies of civilized man, the most memorable in the history of the world”.

**6. Read these famous quotations by Aristotle. Choose one you like most of all and develop the idea in the essay of your own.**

- “All men by nature desire to know”.
- “Change in all things is sweet”.
- “Democracy arises out of the notion that those who are equal in any respect are equal in all respects; because men are equally free, they claim to be absolutely equal.”
- “Fear is pain arising from the anticipation of evil”.
- “Happiness depends upon ourselves”.
- “In a democracy the poor will have more power than the rich because there are more of them, and the will of the majority is supreme”.
- “Man is by nature a political animal”.
- “Men create gods after their own image, not only with regard to their form but with regard to their mode of life”.
- “Nature does nothing uselessly”.
- “Of all the varieties of virtues, liberalism is the most beloved”.
- “The roots of education are bitter, but the fruit is sweet”.
- “The worst form of inequality is to try to make unequal things equal”.
- “We make war that we may live in peace”.

## UNIT 17

### PLATO'S THEORY OF KNOWLEDGE

#### I. GETTING STARTED

**Discuss the questions with your classmates:**

- The name given Plato at birth was Aristocles. The title “Plato” he acquired later. Do you know what his title means?
- What were the main events of the dramatic period in the history of Athens, which might influence Plato’s development?

#### II. READING COMPREHENSION

**1. Read the text below Plato’s philosophy and answer the following questions.**

- What do we know about Plato’s life?
- What were Plato’s political views? What was his attitude to democracy?
- What problems are raised in Plato’s Republic?
- What is justice according to Plato? How did Plato imagine an ideal state?
- What emphasis did Plato place on education? What are the functions of education?
- What was Plato’s attitude to art, manual labour, property?
- What analogy did Plato draw between the state and the human soul?
- What is The Laws by Plato devoted to? How did Plato’s first-best state differ from the second one?
- What are Plato’s writings famous for? Why can’t we take anything written in them for granted?
- In what way do Plato’s early works on Socrates differ from the later ones?
- How did Plato develop Socrates’ doctrines?
- What does Plato’s Theory of Forms consist in?
- What was Plato’s contribution to the development of philosophy? What can he be criticized for?

PLATO belonged to an Athenian family that was aristocratic on both sides. After aspiring to become a poet, he became an adherent of Socrates and devoted himself to philosophy. He took some part in political life during the oligarchic revolution of the Thirty. But the subsequent democratic restoration, followed by the traumatic experience of Socrates’ condemnation to death, inspired him with disgust for democracy and for politics in general.

Plato wrote a lot of works. Plato’s *Republic*, *Statesman* and *Laws* can be grouped together as his major statements on political matters. The monumental work known to us as the Republic ethics and politics and metaphysics in a spirit of creative passion. The theme is justice: what is it, and can we show that it is always beneficial to its possessor? Can we show that moral distinctions are based



upon a rational principle? Plato answers the questions by describing an imaginary state, to be regarded as the embodiment of justice, under the direction of a governing class, the guardians, presided over by a philosophical ruler, the “philosopher-king”. This state, which should be neither too rich nor too poor, must be based on the provision of an excellent education to the members of its dominant class, continually exposing them to the Good. Under Pythagorean influence, Plato believed that the mathematical sciences, led by arithmetic, should form the most prominent feature of this training. And then Plato goes on to develop his familiar analogy between the state and the human soul: the state is merely the soul, since, ethics cannot be distinguished from politics. The soul, like the community, possesses three parts, reason, the will and sensation. And just as the guardians have the task of ruling the state, so reason ought to rule the soul.

The *Laws* takes up Plato’s plan for the best constitution of a city. The *Republic’s* emphasis on education is reaffirmed, and the unity achieved by communism, too, remains a theoretical ideal, but is in practice abandoned, the family and its private property being recognized, subject to stringent regulations. Plato’s writings are famous for their presentation of Socrates, although nothing they say about him can be regarded as authentic since Plato was not trying to recount historical facts about Socrates but to honour his thoughts and his career as a framework and background for his own philosophical opinions.

Plato’s second group of writings goes deeper into logical and metaphysical theory. In his final works, they offer monologues. Socrates, by his questioning methods, had attempted to demonstrate the paradox that virtue, moral goodness, is knowledge, and Plato tried to explain what goodness is, and what kind of soul becomes good by understanding this. Such were the influences behind Plato’s *Theory of Forms* (Ideas), which pervaded so much of his thinking. These Forms are permanent, eternal realities, in contrast to the shifting, imperfect, material phenomena of the senses that echo and “participate in” them, or “imitate” them. In his later works Plato shows that the Forms are apprehended by the Soul, which is their ultimate partner both in the macrocosm, which is God, the cause and explanation of the universe, and in the microcosm, which is the individual human soul. This human soul is far more real than the body and, being immortal, has always existed and will continue to exist in Pythagorean transmigrations. Although Plato was anxious to provide a rational, intellectual foundation for these views, he was the sponsor of idealism: the doctrine of a material world formed and governed by something non-material, so that behind perceived phenomena there is a true, eternal, unchanging reality. With him began the central tradition of metaphysics; and he was also the forerunner of analytical philosophy.

In the *Republic* and the *Laws* Plato insists that people must be governed by Reason. Since that is not their natural inclination, they must be compelled, to move in the required direction, by the enforcement of controls. It is not people’s natural inclination. Plato realized, to obey the promptings of Reason, because they are dominated by emotion instead. Men are unequal, it appeared to him; so

educators are best advised to concentrate on the training of an elite — not of the masses which made up a democracy. And he felt a powerful distaste for what he regarded as the extreme democracy that governed Athens — the evil system that had executed Socrates, although later, paradoxically enough, this same system enabled Plato himself to teach in uninhibited safety for many decades, and to teach anti-democratic doctrines at that.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. **condemn**
2. embodiment
3. preside over
4. subject to
5. stringent
6. pervade
7. apprehend
8. perceive
9. compel
10. guardian
11. expose
12. aspire

- a) to become aware of smb/smth;
- b) to have a strong desire or ambition to gain or achieve smth;
- c) to criticize smb/smth;**
- d) to make smth visible;
- e) a person or thing that represents or is a typical example of smth;
- f) a person who guards or protects smth;
- g) to be responsible for a situation or be in charge when it happens;
- h) to understand smb/smth (or to arrest sb);
- i) to spread to and be perceived in every part of smth;
- j) to make sb do smth; to force sb;
- k) depending on smth as a condition;
- l) strict or severe.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- The most famous of Socrates' pupils was a poor young man named Plato.
- After the death of Socrates, Plato refuted much of his former teacher's doctrines and eventually founded his own school, the Academy, in 385. The Academy would become in its time the most famous school in the classical world, and its most famous pupil was Aristotle.
- However, Plato later began to develop his own philosophy and the Socrates of the later dialogues does more teaching than he does questioning.
- Plato made Socrates a mouthpiece for his own idealistic philosophy.
- The Republic is one of the single most influential works in Western philosophy. Essentially, it deals with the central problem of how to live a good life; this inquiry is shaped into the parallel questions (a) what is equality in the State, or what would an ideal State be like, and (b) what is an ideal ruler?

- The fundamental aspect of Plato’s thought is the theory of “ideas” or “forms”. Plato, like so many other Greek philosophers, was stymied by the question of change in the physical world. Plato claimed that all change, motion, and time were an illusion.
- Plato denied private property.
- Plato was a democrat.
- Plato was a forerunner of metaphysics.

**4. Use an appropriate word or phrase from the box to complete each sentence.**

*defense, unity, fundamental, universe, cosmos, analogy, to postulate, supreme, just state, virtue, rational, justice, the Good, material, soul, permanent, social class, absolute, philosopher, shifting, to assure, authentic, universe, caste, to enjoy, ideal state, reality, to raise (an issue), to perform functions, to recount historical facts*

The earliest group of dialogues, called Socratic, include chiefly the Apology, which presents the ..... of Socrates; the “Meno”, which asks whether ..... can be taught; and the “Gorgias”, which concerns the ..... nature of right and wrong. These early dialogues present Socrates in conversations that illustrate his main ideas — the ..... of virtue and knowledge and of virtue and happiness, though nothing written in them about Socrates can be regarded ..... as Plato was not trying to ..... . Each dialogue treats a particular problem without necessarily resolving the issue ..... . Plato was always concerned with the ..... philosophical problem of working out a theory of the art of living and knowing. Like Socrates, Plato began convinced of the ultimately harmonious structure of the ....., but he went further than his mentor in trying to construct a comprehensive philosophical scheme. His goal was to show the ..... relationship between the state, and the ..... In the “Republic” he shows how the operation of ..... within the individual can best be understood through the ..... of the operation of justice within the state, which Plato proceeds to set out in his conception of the ..... . However, justice cannot be understood fully unless seen in relation to the Idea of the ..... which is the supreme principle of order and truth. In the “Republic” and the “Phaedo” Plato ..... his theory of Forms. Ideas or Forms are the ..... immutable archetypes of all ..... phenomena, and only these Ideas are completely real; the ..... world possesses only relative ..... . The Forms ..... order and intelligence in a world that is in a state of constant flux. They provide the pattern from which the world of sense derives its meaning. The ..... Idea is the Idea of the ..... whose function and place in the world of Ideas is analogous to that of the sun in the physical world. The “Republic”, the first Utopia in literature, asserts that the ..... is the only one capable of ruling the ....., since through his study of dialectic he understands the harmony of all parts of the ..... in their relation

to the Idea of the Good. Each ..... or ..... happily ..... the ..... for which it is suited: the philosopher rules, the warrior fights, and the worker ..... the fruits of his labor.

**5. Complete these sentences with a proposition from the box.**

<i>into in until by due to of to upon</i>
---

- Plato’s teachings have been the most influential .... the history of Western civilization.
- Plato founded a school, the Academy, where he taught mathematics and philosophy ..... his death.
- His teaching was interrupted ..... two more visits ..... Syracuse (367 and 361 BC).
- Plato was a superb writer, and his works are part ..... the world’s great literature.
- Some ..... the dialogues and many the epistles attributed ..... him are known to be spurious.
- He touched ..... almost every problem that has occupied subsequent philosophers.
- The dialogues are divided ..... three groups ..... the probable order of composition.

**6. Read these famous quotations by Plato. Choose one you like most of all and develop the idea in the essay of your own.**

- “Ignorance is the root and the stem of every evil.”
- “Never discourage anyone...who continually makes progress, no matter how slow.”
- “No human thing is of serious importance.”
- “The price good men pay for indifference to public affairs is to be ruled by evil men.”
- “Wise men talk because they have something to say; fools, because they have to say something.”
- “You can discover more about a person in an hour of play than in a year of conversation.”
- “False words are not only evil in themselves, but they infect the soul with evil.”
- “Friends have all things in common.”
- “The direction in which education starts a man will determine his future life.”
- “There are three arts which are concerned with all things: one which uses, another which makes, and a third which imitates them.”

**7. Debate the Greek proverb:**

If all men were just, there would be no need of valor.

## UNIT 18 XENOPHON'S PHILOSOPHY OF RELIGION

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- What do we know about Xenophon's life?
- Which works by Xenophon do you know?

### II. READING COMPREHENSION

**1. Read the text below about XENOPHON's philosophy of religion and answer the following questions.**

- What were Xenophon's political opinions?
- Which works by Xenophon fall into a special category? What are they? What is the plot?
- How is Socrates presented in Xenophon's historical writings?
- What is Xenophon's *Anabasis* devoted to?
- What problems are raised in Xenophon's writings the *Education of Cyrus* and the *Hiero*?
- What do we know about Xenophon's *Hellenica*?
- Did Xenophon limit himself only to history? Illustrate your answer.
- How can Xenophon's work be assessed?
- What was his contribution to the further development of historiography?

The son of an upper-class Athenian, Xenophon as a young man, served in the cavalry during the final years of the Peloponnesian War. He got to know and admire Socrates, and shared his right-wing oligarchic tastes, which accounts for Xenophon's withdrawal from Athens after the oligarchic revolution of the Thirty had been overthrown, and democracy was restored. Xenophon was very proud to have known Socrates, although he was not a serious student. What he later had to say about his hero is just invention. Xenophon is also eager to plunge into the already abundant literary controversies about Socrates' trial and death, refuting by implication a certain Polycrates, who had asserted that Socrates only got what he deserved. As for Xenophon's surviving writings which do not concentrate on Socrates, the earliest of these pieces is *The Spartan Constitution*, written in c. 388. Here Xenophon expresses admiration for the stable governmental system of the Spartans, who had given him his home at Scillus. The *Education of Cyrus* is in effect one of the earliest of many Greek treatises "On Kingship". It is a sort of historical novel, with Cyrus II the Great of Persia (559—529) as its model hero; and Xenophon, while expressing admiration for the monarch and for the other Cyrus the younger with whom he had served, takes the opportunity to express his

own views on authority, organization, moral reform and family life. For centuries this discussion was regarded as his masterpiece. The *Hiero* seems to constitute a postscript to *The Education of Cyrus*. It takes the form of a dialogue between Hiero I of Syracuse and the poet Simonides of Ceos, who visited his court; the two men discuss whether an autocrat can lead a happy life and gain his subjects' support. Xenophon's *Hellenica* is a Greek history, in seven books, covering the period from 411 to 362, and professing to continue Thucydides. It was written at intervals between 403 and the years after 362, and its contents reflect the author's places of residence at those various epochs. Although he is not a Spartan propagandist, his sources and tastes exhibit a pro-Spartan bias. *On Ways and Means* or *On Revenues* proposes practical methods of increasing Athens' resources by the encouragement of commercial and industrial enterprises, according to a somewhat free version of the sensible, peace-orientated policies of the financier-politician Eubulus. The work seems to refer to the Third Sacred War, which started in 356. Xenophon had written earlier *On Hunting*, and now came *On Horsemanship* and the *Hipparchicus*. Both these essays are professionally competent contributions to military science, written during an epoch when that subject was fashionable. Xenophon's versatility was impressive — indeed he spread himself too widely. A man of deep reactionary political tastes, he held a simple belief in the virtues of strong leadership, which accounts for the various treatises in which he glorifies powerful leaders. As regards military life, he was not a soldier by training, but acquired considerable expert knowledge, especially in cavalry tactics, and this appears in the writings mentioned above. After his military career was over, he lived the life of an affluent landowner and the rural activities involved in such a position absorbed most of his interests. Xenophon was a generous, philanthropic man with an essentially optimistic outlook, but his frequent bouts of earnest moralizing reflect a lightweight amalgam of banal prejudice and pious superstition.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. cavalry
2. account for
3. plunge into
4. refute
5. constitute
6. postscript
7. bias
8. versatile
9. affluent
10. amalgam

- a) to be the explanation of smth;
- b) rich, wealthy;
- c) having or showing a deep respect for god and religion;
- d) an extra message added at the end of a letter after the signature;
- e) soldiers fighting on horses or in armoured vehicle;**
- f) to put smth into smth else quickly;
- g) an opinion that strongly favours one side in an

- 11. pious
- 12. revenue

argument or one thing in a group;  
 h) to prove smth to be wrong;  
 i) the total annual income of a state or an organization;  
 j) to be or form a whole;  
 k) a mixture or combination of people or things;  
 l) turning easily or readily from one subject, skill or occupation to another.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Xenophon was a helot.
- Xenophon was an eyewitness of the Peloponnesian War.
- Xenophon was a democrat and he was exiled from Athens by the oligarchic government of the Thirty Tyrants.
- Xenophon's historical writings are free from bias and invention.
- Xenophon was one of Socrates' devoted disciples but unlike Plato and others he didn't write anything about his great teacher.
- Xenophon shared pro-Spartan views though he was an Athenian.
- Oeconomicus, a treatise on the revenues of Athens, is designed to show how the public revenue of Athens may be improved.
- Xenophon only mentioned the facts without any critical approach and speculation.

**4. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- **refute**                    confute disprove rebut **refresh**
- **affluent**                poor wealthy rich prosperous
- **bias**                      idea bent prejudice partiality
- **revenue**                income proceed profit start
- **account for**            explain tell justify elucidate
- **pious**                    earthly godly holy religious
- **rural**                    rustic pastoral agricultural urban
- **controversy**            contention argument discussion contumacy
- **glorify**                bless simplify magnify praise
- **deserve**                be worth justify disobey merit

5. Use an appropriate word or phrase from the box to complete each sentence.

*mercenaries, barbarian, epoch, to increase resources, autocrat, military, to have an eye for, to profess, prejudice, to cover, to gain support, to deny, to occupy attention, treatise, downfall, rigorous views, prudent, to immortalize, charge of irreligion, superstition, to elevate, subjects, panegyric, robustly common-sensical, commonplace, revenues, bias, deficiencies, desirability of discipline, skirmishes, court*

The *Anabasis*, a history of the expedition of the Younger Cyrus, and of the retreat of the Greek ..... who formed part of his army. This work has ..... Xenophon. It was the first work which made the Greeks acquainted with some portions of the Persian Empire, and it showed the ..... of that extensive monarchy. The ..... of the retreating Greeks with their enemies, and the battles with some of the ..... tribes, are not such events as ..... the work to the character of a ..... history. The *Hellenica* is divided into seven books, and ..... the forty-eight years of the ..... when the History of Thucydides ends to the battle of Mantinea which marked Sparta's ..... . The *Agésilauis* is a ..... on Agesilaus II, king of Sparta, the friend of Xenophon. The *Hipparchicus* is a ..... on the duties of a commander of cavalry, containing military precepts. About the ..... among the troops Xenophon held .....

The *Respublica Lacedaemoniorum* is a ..... on the Spartan states, and the *Atheniensium* on the Athenian States. The *De Vectigalibus*, a treatise on the ..... of Athens, is designed to show how to ..... Athens' ..... . The *Memorabilia of Socrates*, in four books, was written by Xenophon to defend the memory of his master against the ..... of ..... and of corrupting the Athenian youth. It is entirely a practical work which combines its defense of Socrates with discussions on the subjects which have never ..... the philosopher's ..... . It ..... to show Socrates as he taught. The *Apology of Socrates* is a short speech, containing the reasons which induced Socrates to prefer death to life. Socrates emerges as a ..... person and a mouthpiece of Xenophon's tastes and limitations.

The *Hiero* is a dialogue between King Hiero and Simonides, who visited his ..... in which the king speaks of the dangers and difficulties incident to an exalted station, and the superior happiness of a private man. The two men discuss whether an ..... can lead a happy life and ..... his ..... . The *Hellenica* ..... the period from 411 to 362 and exhibits a pro-Spartan ..... . It can't be ..... that Xenophon had an ..... for a good scene and story but his frequent bouts of earnest moralizing reflect a lightweight amalgam of banal ..... and pious .....



**6. Read these famous quotations by Xenophon. Choose one you like most of all and develop the idea in the essay of your own.**

- “The sweetest of all sounds is praise”.
- “There is small risk a general will be regarded with contempt by those he leads, if, whatever he may have to preach, he shows himself best able to perform”.
- “Wherever magistrates were appointed from among those who complied with the injunctions of the laws, Socrates considered the government to be an aristocracy”.
- “Excess of grief for the dead is madness; for it is an injury to the living, and the dead know it not”.
- “A man’s praises have very musical and charming accents in the mouth of another, but sound very flat and untunable in his own”.
- “Policy goes beyond strength, and contrivance before action; hence it is that direction is left to the commander, and execution to the soldier, who is not to ask Why? but to do what he is commanded”.

## UNIT 19

### SOPHISTS' MATERIALISM OF NATURE AND LAW

#### I. GETTING STARTED

**Discuss the questions with your classmates:**

- When did the cultural status of Greece reach a high level?
- Which of the Sophists do you know?

#### II. READING COMPREHENSION

**1. Read the text below about the Sophists' materialism and answer the following questions.**

- What sciences resisted the inherited dogmas and techniques? Why?
- Why were the sophists called 'learned sages'?
- What core principles did the Sophists introduce into the philosophy?
- What did the Sophists base their theory on?
- What did the Sophists take as the foundation of their thought?
- Why did Aristotle speak out strongly against the Sophists?
- What else did the Sophists demand besides the liberation of the slaves?
- Who believed that the laws enslave many people contrary to the laws of nature?

Around the second half of the fifth century B.C., the cultural status of Greece reached a high level, partly through the influence of Asiatic culture. At this time individual sciences began to develop and to seek theoretic expansion. Scholars were making an effort to bring order into this new mass of knowledge.

Numerous schools sprang up, most of which were conducted in the traditional methods of philosophy and rhetoric, though some pedagogues courageously resisted the inherited dogmas and techniques. Like other teachers, these nonconformists were called sophists, i.e., "learned sages". The Sophists took as the foundation of their thought the division between nature and custom.

The division of rights into natural and statutory, which aimed at equal rights for all, must have been very humiliating to the aristocratic classes of Greece, with their philosophical systems of ethics. "The creator made all people free; Nature made no slaves", taught Aleidamas, the Sophist. And Hippias said, "I believe we are all of the same source, companions and citizens of nature, but the laws enslave many people contrary to the laws of nature".

Aristotle spoke out strongly against these rash Sophists who dared to consider slavery to be the unnatural and evil act of the ruling aristocracy. "Others, on the contrary", Aristotle said, "think that the power of the master over his slave is unnatural; according to them, the difference between the free man and the slave exists only because of the laws, for men are not different by nature and slavery is practiced by

force, not by right". Basing their arguments upon the fundamental materialism of nature and law, the Sophists demanded not only the liberation of the slaves, but equality of possession and education. While Plato philosophized about a divine republic and metaphysical justice in a state that condoned human slavery and inequality, the Sophist Protagoras taught: "Man is the sum of all things. I can know nothing of the gods, whether they exist or not". The writings of the former burden-carrier were burned and he himself had to flee for his life. The Sophists differed in their sharp deviation from philosophic ideology which they considered useless play, and in the use of biting sarcasm to make it a laughingstock. There were among them, to be sure, some who were insincere and unreliable.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. statutory
2. nonconformist
3. enslave
4. equality
5. possession
6. exclude
7. laughingstock
8. quibble
9. sage
10. corollary
11. occupation
12. excell
13. insincere
14. justice

- a) fixed, done or required by statute;
- b) to argue about small differences;
- c) not genuine;
- d) a natural or logical consequence or result;
- e) to be exceptionally good at smth;
- f) a person who doesn't conform to accepted behavior, the established religion;
- g) a person or thing that is mocked or treated as ridiculous;
- h) wise;
- i) the state of having, owing or controlling smth;
- j) right and fair behavior or treatment;
- k) to prevent sb from entering somewhere or being involved in smth;
- l) to make sb a slave;
- m) a job or profession;
- n) the state of being equal.

**3. Find in the text the synonyms / antonyms to the following words;**

*Synonyms:* foundation, to be directed at smth, to vary, scientists, to ground the arguments, useless game, power, bravely, condescending, to take a lot of pains to do smth, to require the liberation, the other way around.

*Antonyms:* conformists, equality, sincerity, reliability, evil, slave, owner, useful, sincere, similarity, few schools, natural rights, reliable.

**4. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Aristotle spoke for the Sophists and liked their teaching very much.
- The foundation of the Sophists thoughts were taken from the division of the society into males and females.
- It was according to the laws of nature to enslave some people by the others.
- The Sophists thought that the power of the master over his slave was natural.
- Any man is the sum of all things.
- Philosophic ideology and the Sophists had very much in common, including the views on slavery.
- The Platonists accused the Sophists of intellectual dishonesty.
- The Sophists propagated division of rights into natural and statutory.
- According to the text, some of the Sophists were insecure and hypocritical.

**5. Read each target word and the list bellow it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- **sage**                      **savant**    stranger    philosopher    mentor
- **justice**                      rectitude    fairness    honesty    reliability
- **quibbling**                      prevarication    sophism    cavil    agreement
- **slave**                      vassal    serf    helot    owner
- **demand**                      require    give    need    ask
- **equality**                      difference    likeness    equivalence    parity
- **possession**                      ownership    holding    occupation    position
- **burden**                      load    oppress    carry    encumber
- **deviation**                      deflection    departure    destruction    divergence
- **master**                      teacher    owner    instructor    doctor
- **destruction**                      downfall    end    building    ruination
- **conclusively**                      particularly    definitively    finally    decisively

**6. Prove that the following Aristotle’s statement was in sharp contradiction to that of the Sophists:**

“The power of the master over his Slave is natural”.

**7. Confirm or contradict the idea: “All men are created equal”.**

8. Use an appropriate word or phrase from the box to complete each sentence.

*in circulation, customs, the mass of, made him laughingstock,  
an influence, in an effort, equal rights, got a liberation, to spring up,  
the deep vision, the humiliating possibility*

- He faced ..... of his own forces disobeying his orders.
- It takes time to get used to another country's ..... .
- His attempt at DIY ..... of the neighbourhood.
- At last he has ..... from ignorance and self-deception.
- Women are demanding ..... and pay for work.
- Religion has been ..... for good in his life.
- Police say a number of forged banknotes are ..... .
- Union leaders have been invited to a meeting ..... to head off any further disputes.
- Today we are witnesses ..... of in society.
- Doubts have begun ..... in my mind.
- ..... workers do not want this strike.

## UNIT 20

### THE PYTHAGOREANS' THEORY ABOUT NUMBERS

#### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Whom do we call the Pythagoreans? Why?
- What do you know about Pythagoras?

#### II. READING COMPREHENSION

**1. Read the text bellow about the Pythagoreans' theory and answer the following questions.**

- What are numbers according to the Pythagoreans?
- What positive finite features do odd numbers bring in the world?
- Can numbers be evil? Why?
- How did the world come into being?
- What is the transmigration of souls and how is it connected with the “great year”?
- Which systems of thought did many Pythagoreans make an attempt to combine the teachings with?
- What is repeated in many things due to the Pythagoreans?
- Who was attracted by the Pythagoras' obscurities?
- What does it mean that the counter-earth was invented?
- Which systems of thought were not successful?
- What did the Pythagoreans consider to be wandering souls?
- What is in the center of the earthly sphere?
- What are these ten planets framed in by the Pythagoreans?
- Give any correlative words to “rest, good, light”.

“What are things?” the Pythagoreans ask. And they answer: “Things are numbers”. But since they find that the same phenomenon is repeated in many things, they continue: “Numbers are not things in themselves, but models in imitation of which things are made”. “One” is the beginning of all things.

“Ten” is the all-controlling leader of godly and human lives. Odd numbers are more perfect than even ones; they are better and more worthy. They are identical with the “finite”, while evil even numbers are identical with the infinite. One Pythagorean says that God is number seven; another that reason is seven. The number of the soul is six, that of the body four. Here is the famous Pythagorean table of opposite pairs: ● finite, infinite ● odd, even

- square, oblong    • one, many    • male, female    • right, left
- rest, motion      • straight, crooked    • light, darkness    • good, evil

The world came into being by attracting to itself two and absorbing the two into one. In the center of the earthly sphere is a fire which encircles the ten divine spheres. Nine of these spheres are those of the planets that were then known, but to bring the total up to the holy number, ten, another called the counter-earth was invented. These ten planets are framed in a glasslike hoop and revolve in unison about the flaming central fire. On the passing of the “great year”, creation repeats itself in every detail, including all personalities, experiences and events. Many Pythagoreans attempted to combine these and other teachings with the Eleatic, Heraclitean and atomic systems of thought, but they were not notably successful. Belief in the transmigration of souls was widespread among the Pythagoreans; they considered not only animals and plants, but even sun dust particles to be wandering souls. The wide popularity of the Pythagorean games with numbers shows the power of confusion in mystic terminology under the appropriate circumstances. Plato, in his later years, was attracted by the obscurities of Pythagoras.

**2. Match the target words with their definitions. If you are unsure about a word’s meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

**1. finite**

2. odd
3. even
4. worthy
5. widespread
6. particle
7. circumstance
8. obscurity
9. absorb
10. appropriate
11. encircle
12. unison

- a) leaving one remaining when divided by two;
- b) the state of not being well-known;
- c) saying, singing or doing the same thing at the same time as sb else;
- d) a very small bit or piece of smth;
- e) that can be divided by two;
- f) limited in extent;**
- g) to include smth;
- h) to form a circle round smth;
- i) deserving smth or to do smth;
- j) a condition or fact connected with an event or action;
- k) found or distributed over a large area or number of people;
- l) suitable, acceptable.

**3. Find in the text the synonyms to the following words and make up your own sentences with them:**

to go on, to be the same, to be located in a hoop, to rotate popularity, under suitable conditions, sense is number seven, vagueness, to make up, sacred spheres.

**4. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Nine of these spheres are those of the planets that were then known.
- The same phenomenon is repeated in one thing.
- Many Pythagoreans successfully attempted to combine these and other teachings with the Eleatic, Heraclitean and atomic systems of thought.
- The Pythagoreans believed in the transmigration of souls.
- The world came into being by attracting to itself one and absorbing it.
- In the centre of the earthly sphere is an abyss.
- The counter-earth planet is in the centre of the earthly sphere.
- The planets revolve randomly beside the flaming central fire.
- Evil even numbers are identical with the infinite.
- “Seven” is the all-controlling leader of godly and human lives.
- Odd numbers are more perfect than even ones; they are better and more worthy.
- On the passing of the “great year”, creation repeats itself in the whole object, including all personalities, experiences and events.

**5. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- |                       |                   |                   |                |              |
|-----------------------|-------------------|-------------------|----------------|--------------|
| • <b>experience</b>   | knowledge         | <b>occurrence</b> | practice       | argument     |
| • <b>notably</b>      | particularly      | far               | noticeably     | currently    |
| • <b>appropriate</b>  | proper            | right             | irregular      | apt          |
| • <b>infinite</b>     | final             | boundless         | limitless      | interminable |
| • <b>table</b>        | chart             | fable             | index          | columns      |
| • <b>revolve</b>      | resist            | turn              | rotate         | whirl        |
| • <b>circumstance</b> | condition         | situation         | case           | circulation  |
| • <b>identical</b>    | indistinguishable | same              | different      | alike        |
| • <b>obscurity</b>    | mysteriousness    | vagueness         | indistinctness | property     |
| • <b>attract</b>      | prevent           | invite            | captivate      | draw         |
| • <b>successful</b>   | fortunate         | comfortable       | prosperous     | victorious   |
| • <b>widespread</b>   | general           | common            | universal      | unknown      |



**6. Use an appropriate word or phrase from the box to complete each sentence.**

<p><i>is repeated, even, absorbed, in unison, to resist any attempt, a new system, considerable criticism, some of the detail, in obscurity, spread, numbers, to accept the honour, under the circumstances</i></p>
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- The programme ..... on Wednesday at 9 pm.
- 4, 6, 8, 10 etc are .....
- Use of computers ..... rapidly during that period.
- Farmers are certain ..... to reduce subsidies.
- The surrounding villages have been ..... by the growing cities.
- There is ..... for processing application forms.
- ..... he felt unable to accept their offer.
- The last verse will be sung .....
- She said she was not worthy ..... they had offered her.
- The overall composition of the picture is good but ..... is distracting.
- The new play has attracted .....
- After years of working ....., he at last found recognition.

**7. Explain the meaning of the following sentence:**

The wide popularity of the Pythagorean games with numbers shows the power of confusion in mystic terminology under the appropriate circumstances.

**UNIT 21**  
**PIERRE ABELARD AS A REPRESENTATIVE OF**  
**PLATONIC CATHOLICISM**

**I. GETTING STARTED**

**Discuss the questions with your classmates:**

- Is it true that Abelard's unfortunate love affair made him more widely known than his Platonic Catholicism?
- What are the most important contributions Pierre Abelard made to the world of philosophy?

**II. READING COMPREHENSION**

**1. Read the text bellow about Pierre Abelard's philosophy and answer the following questions.**

- Did the universals have any prehistoric existence? How was it?
- What was criticized in Abelard's theory by the Catholic Church? Why?
- He believed that the virginity of the Holy Mother was susceptible to logical proof, didn't he?
- What quality did Abelard's philosophy possess in contrast to blind Catholic disciplines?
- Why did the Church disapprove of Abelard's logical explanation of revelation?
- What did he preach?
- Why does his moral philosophy make a quite sympathetic impression?
- Why do we find a Platonic influence in his moral philosophy?
- In which work did he make an attempt to expose the contradictions on some points of Catholic dogma?
- Where did universals exist before and after the creation?
- How many arguments did Abelard draw up to overwhelm those who doubted these dogmas?

The most intriguing representative of Platonic Catholicism was the French cleric, Pierre Abelard (1079 – 1142), more widely known for his unfortunate love affair with Heloise. In his youth he had hearkened to both Roscellinus, the father of Nominalism, and William of Champeaux, the hard-headed protagonist of Realism. Choosing a compromise position, he preached neither the reality of universals nor the reality of single objects. Rather, he ascribed to universals a sort of prehistoric existence, declaring that before the creation they existed in the mind of God, whereas after the creation they subsisted in individual things. Such speculations regarding sacred dogma proved too daring for the Roman Church, however, and the poor preacher was persecuted relentlessly. The Church disapproved of Abelard's logical explanation of revelation, above all because it threatened the supernatural authority of Church dogma. But Abelard exhibited a regrettable tendency to place common sense above the authority of the Fathers, and in his "*Sic et Non*" even tried to expose their contradictions on

some of the most vital points of Catholic dogma.

Like many of his successors, however, Abelard failed to make a convincing plea for the investigation of true knowledge, for he went astray in his own fashion. It was his unstable, romantic character, his strong drive for honor and love and, not least, his jealous rivalry with other preachers rather than any genuinely revolutionary cry for common sense, which led to his persecution. After all, he was not veering from Catholic ground even in the act of trying to explain his position logically. He did not struggle against dogma for the sake of understanding; rather did he struggle with reason for the sake of dogma. Such remarks as that the trinal unity of God was known even to Plato, and that the Sybils emanated from the divine assumption of flesh, are as characteristic of Abelard as of his contemporaries. He believed that the trinity of God and the virginity of the Holy Mother were susceptible to logical proof, and drew up twenty-three tricky arguments to overwhelm those who doubted these dogmas. His moral philosophy, marked by a tendency to subjective piety, rather than blind Catholic discipline, makes a quite sympathetic impression. Here again we find a Platonic influence, while his logic and dialectic are derived directly from Aristotle.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

**1. intriguing**

2. preach
3. persecute
4. contradiction
5. subsist
6. emanate
7. piety
8. contemporary
9. plea
10. veer
11. regrettable
12. hearken
13. revelation
14. trinity

- a) the action of contradicting;
- b) that is or should be regretted;
- c) to treat sb in a cruel way, esp. because of political or religious beliefs;
- d) to listen to smb / smth;
- e) fascinating or mysterious;**
- f) to change direction or course, especially suddenly;
- g) to make a religious speech;
- h) to continue to exist;
- i) an appeal;
- j) of the time or period being referred to;
- k) the union of Father, Son and Holy Spirit as one God;
- l) the making known of smth that was secret or hidden;
- m) come or flow from smth / smb or from a place;
- n) strong belief in a religion, shown in one's worship and general behavior.

**3. Prove that** Abelard tried to persuade his contemporaries of the Holy Mother and the trinity of God's susceptibility by means of logics. Find the sentence to confirm this idea.

**4. Explain** why Pierre Abelard's philosophy was threatening for the Catholic Church.

**5. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Abelard's views were directly derived from Aristotle.
- Abelard made a convincing plea for the investigation and was set free.
- According to the philosopher, the beginning of all creation was the thought of God.
- Common sense was never placed above the authority of the Church Fathers.
- Plato in contrast to Abelard never mentioned the trinal unity of God.
- He struggled with reason for the sake of dogma.
- He believed that the trinity of God and the virginity of the Holy Mother weren't susceptible to logical proof.
- He preached both the reality of universals and the reality of single objects.
- In his "Sic et Non" Abelard tried to expose the contradictions on some of the most vital points of Catholic dogma.
- His logic and dialectic are derived directly from Plato.

**6. Use an appropriate word or phrase from the box to complete each sentence.**

<p><i>has authority over, have been persecuted, fashions in, subsists, emanated from, is derived from, widespread, for the sake of, ascribe, made a strong impression, preached</i></p>
---

- This pattern of industry still ..... in certain countries.
- There is ..... disapproval of his methods.
- Now she ..... the people she used to take orders from.
- They ..... the new doctrines throughout Europe.
- ..... art and literature come and go.
- You can't ..... the same meaning to both words.
- She argues ..... arguing.
- The word "politics" ..... a Greek word meaning "city".
- His first speech as president ..... on his audience.
- Throughout history religious minorities ..... for their beliefs.
- The latest scientific discoveries cast doubt on earlier theories.
- Many of these ideas originally ..... California.

**UNIT 22**  
**JAKOB BOHME AND HIS MODERN**  
**SPECULATIVE PHILOSOPHY**

**I. GETTING STARTED**

**Discuss the questions with your classmates:**

- What do you know about speculative philosophy?
- What do you think Jakob Bohme, Giordano Bruno and Rene Decartes have in common in philosophy?
- What opinions exist as to the origin of modern speculative philosophy?

**II. READING COMPREHENSION**

**1. Read the text bellow about Jakob Bohme's philosophy and answer the following questions.**

- Why are Bohme's descriptions of his travels in the celestial realm touched by his hallucination experiences?
- What object brought Bohme to the very centre of nature's secrets? When did it occur to him and under what influence?
- Was Bohme pleased to deal with the esoteric writing?
- What principles of God did Bohme express?
- Whom did he place to act in each kingdom?
- What Holly Trinity did Bohme confess?
- How is a man responsible for his future fate?
- Who is responsible for going to the heavenly kingdom or to hell due to the philosopher?
- What and whom did Bohme lean on in accounting for the creation?
- In what kind of writing was Bohme weak?
- What is the essence of his philosophy?
- Who is considered the father of modern speculative philosophy?

There is no unity of opinion regarding the fatherhood of modern speculative philosophy. Three metaphysicians contend for the title: the German shoemaker, Jakob Bohme, the Italian poet, Giordano Bruno; and the French mathematician, Rene Descartes. By his own confession, Jakob Bohme (1575 – 1624), in his boyhood suffered from hallucinations which recurred in later years. He relates how he had wandered for seven days in the celestial realm of divine happiness and was able to give a minute description of his experiences there. The sight of a tin vessel brought him to the very "*centro*" of nature's secrets. This revelation did not come to him,

however, until his head had been turned by the formulas of the theosophists, theologians and astrologers (Paracelsus). Moreover, Bohme had a weakness for the esoteric writings which were anything but scarce in his century; he gave full play to his love of the obscure in a cryptic language. The essence of his philosophy seems to be a fanatic belief in the three principles of God.

That is to say, God expressed Himself under three aspects: the kingdom of hell where the Devil rages as executioner, the kingdom of heaven where the heart of God soothes His wrath, and finally the world of earth. Leaving out the earth, we are confronted with the familiar Biblical landscapes of heaven and hell, which, according to the Apocalypse, emanate from the Father, the Son and the Holy Ghost, and are each divided into three parts, plus a mediary substance, fire. It is entirely in man's hands whether he goes to the heavenly kingdom or to hell. After death the soul cannot change its fate, which has been determined in this world. And while bad souls are tortured by evil spirits in the chambers of suffering, good souls fly blissfully heavenward without the remotest concern for those delivered to the Devil; that problem is left to the angels who are engaged in constant war with him.

On the day of resurrection, the good souls will be rewarded with bliss, while the evil souls and devils will be punished. In accounting for the creation, Bohme leans on both the Torah and the famous astrologer, alchemist and miracle-worker, Paracelsus (ca. 1493 – 1541).

On the third day of creation, the fire of lightning awakened the seven spirits. The powers of the seven spirits are invested in the stars. The task of these spirits is the creation of man. Bohme's search for a "primal ground," "the kingdom of light," and other abstract beings force one to relate him to Cabbalistic writings.

**2. Find in the text** the information about the future of good and bad souls, write it in 2 columns and explain why Bohme noted: "After death the soul cannot change its fate".

**3. Explain** what "sacred numbers" Bohme referred to in his writings and with whom or what they were associated.

**4. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

**1. hallucination**

2. speculative
3. realm
4. scarce
5. celestial
6. chamber
7. resurrection
8. bliss
9. primal
10. search
11. contend
12. cryptic
13. vomit
14. discernible

- a) a room;
- b) first or original;
- c) visible, noticeable;
- d) to struggle in order to overcome a rival, difficulties;
- e) the time of the Last Judgment when all dead people will become alive again;
- f) concerned with or formed as a result of speculation;
- g) to be sick;
- h) the belief that one is seeing or hearing smb/smth when no such person or thing is actually present;**
- i) not easily obtained and found only in small quantities;
- j) mysterious;
- k) a country ruled by a king or queen;
- l) perfect happiness;
- m) to look carefully in order to find smth/smb;
- n) of heaven.

**5. Read each target word and the list below it. One word in each list is not a synonym for the target word. Cross it out. The first one has been done for you.**

- **subsist**            exist live survive **fade**
- **regrettable**     pitiable    resistible sad unfortunate
- **persecution**    property oppression suppression tyranny
- **piety**             religion faith pity devotion
- **contemporary**   up-to-date temporary modern present-day
- **ingenuity**        resourcefulness cleverness skill ordinary
- **apologist**        protagonist defender supporter advocate
- **proof**             argument idea reason evidence
- **revelation**       announcement discovery revision disclosure
- **vital**              essential weak important lively
- **examine**         explore ask study analyze
- **perfection**       achievement superiority realization reflection

**6. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- It is entirely in God's hands whether a man goes to the heavenly kingdom or to hell.
- Good souls fly blissfully heavenward without the remotest concern for those delivered to the Devil; that problem is left to the angels who are engaged in constant war with him.
- Jakob Bohme is considered to be the father of modern speculative philosophy.
- According to Bohme's philosophy after death the soul cannot change its fate, which has been determined in this world.
- On the day of resurrection, the good souls will be rewarded with bliss, while the evil souls and devils will be punished.
- By his own confession, Jakob Bohme in his boyhood suffered from amnesia which recurred in later years.
- The essence of his philosophy seems to be a fanatic belief in the three principles of God.
- Bohme had the advantage in the esoteric writings which were anything but scarce in his century.
- Bad souls are always tortured by evil spirits in the chambers of suffering.
- The powers of the seven spirits are invested in the souls.

**7. Use an appropriate word or phrase from the box to complete each sentence.**

*the creation of, in a divided society, the essence, to confession, put the blame, the weakness, to relate, suffering for, speculative, the two concepts, engaged in, the realms, widely regarded*

- Her art captures of ..... our times.
- New evidence revealed ..... of the prosecution's case.
- I found it difficult ..... in my mind.
- I think, he is moving into ..... of fantasy.
- His conclusions are purely .....
- The prisoner was finally brought .....
- The article claims we are leaving .....
- He is ..... as one of our best young writers.
- Don't ..... for your own mistakes on other people.
- He made a rash decision and now he is .....
- He proposed ..... a travelling library service.
- Now he is ..... his first novel.



**UNIT 23**  
**PHILOSOPHY AND RELIGION OF**  
**THE AGE OF ENLIGHTENMENT**

**I. GETTING STARTED**

**Discuss the questions with your classmates:**

- What age is called “enlightenment”?
- Which features of enlightenment in literature, paintings or architecture can you single out?
- Name some representatives of the age of enlightenment.

**II. READING COMPREHENSION**

**1. Read the text below about philosophy of the age of Enlightenment and answer the following questions.**

- Why did philosophy and religion fall into hard times in the XVIII<sup>th</sup> century?
- How did the daring propaganda of liberty-loving students of social science influence philosophy?
- What tendencies dominated in the XVIII<sup>th</sup> century?
- Why are some intellectuals called ‘giants’? What did they fight against?
- Did all the people possess the spirit of liberalism and innovations? Why so?
- Who attacked metaphysics most of all?
- Did the human mind overcome numerous specializations in philosophy and religion?
- Who joined to fight against superstition?
- By whom was the renaissance of traditional philosophy accomplished?
- Why is this final epoch of philosophy shameful?

In the eighteenth century, philosophy and religion fell upon hard times. The success of the scientists and explorers of the preceding century, and the daring propaganda of liberty-loving students of social science, had begun to undermine the ancient foundations of metaphysics. In the face of the century’s impressive scientific achievements, the adherents of the old metaphysics ignored the temptation to fashion new theories in order to devote themselves to defending such traditional ideas as might still carry weight with their opponents. The eighteenth century, the century of the great liberators, ruthlessly sought to destroy every vestige of religious-metaphysical speculation. Men like Hume, Voltaire, Rousseau, Condillac, Collins, Tyndale – a whole army of intellectual giants – joined the fight against superstition. In its battle for life, superstition raised the familiar cry for tolerance, which the revolutionaries themselves had used against the

merciless wielders of dogmatism. But the ignorance which still reigned among the masses, still dominated by the forces of conservatism, prevented the spirit of an aroused Europe from using the victory in its hands. Religious dogmatism and metaphysical fantasy eventually resumed their authority. After the destructive attacks on metaphysics by Locke and Hume and the others, the renaissance of traditional philosophy was accomplished by professor Immanuel Kant. This final epoch of philosophy is all the more shameful because of the great and marvelous discoveries, which the sciences were unfolding during the same time.

One would suppose, after all that the human mind had discovered, invented and made available for the progress of man, that speculative philosophy and religion would have become a thing of the past. But no, they continue to weigh just as heavily on the society of our time.

**2. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

**1. enlightenment**

2. reign
3. resume
4. marvellous
5. explorer
6. undermine
7. destroy
8. adherents
9. temptation
10. superstition
11. prevent
12. ignorance
13. accomplish
14. vestige

- a) giving smb greater knowledge or understanding;
- b) a small remaining part of what once existed;
- c) a person who explores;
- d) to stop sb doing smth or to stop smth happening;
- e) a supporter of a party or set of ideas;
- f) a lack of knowledge or information about smth;
- g) to begin or continue smth after stopping for a time;
- h) to perform;
- i) to damage smth so badly that it no longer exists, works, etc;
- j) to be dominant;
- k) wonderful;
- l) to make smth weaker at the base;
- m) the action of tempting sb or a state of being tempted;
- n) to stop sb doing smth.

**3. Find in the text the synonyms / antonyms to the following words and make up your own sentences with them:**

*Synonyms:* hard, freedom, to ruin, all, struggle, famous, wonderful.

*Antonyms:* easy, new, opponent, great, merciful, death, knowledge, to stop.

**4. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- In the twentieth century, philosophy and religion fell upon hard times.
- The ignorance which still reigned among the masses, still dominated by the forces of conservatism, prevented the spirit of an aroused Europe from using the victory in its hands.
- Religious dogmatism and metaphysical fantasy eventually resumed their authority.
- Speculative philosophy and religion would have become a thing of the future.
- Men like Bohme, Voltaire, Rousseau, Aristotle joined the fight against superstition.
- The renaissance of traditional philosophy was accomplished by Immanuel Kant.
- The adherents of the old metaphysics ignored the temptation to fashion new theories in order to devote themselves to defending traditional ideas.

**5. Use an appropriate word or phrase from the box to complete each sentence.**

<p><i>prevented, fell upon, adherents, in the preceding, vestige, reigns, be accomplished by, tempting, had not undermined, an old superstition</i></p>
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- They ..... the retreating army and routed them.
- This point has been dealt with ..... paragraph.
- Repeated failure ..... his confidence.
- The movement is gaining more and more .....
- It is ..... to speculate about what might have happened.
- Not a ..... of the abbey remains.
- Chaos ..... supreme in our house.
- Such a result can only ..... hard work.
- Your prompt action ..... a serious accident.
- There is ..... that killing a spider brings you bad luck.

**6. Find three sentences in the text, which demonstrate the fight between ignorance and knowledge, progressive and regressive tendencies in the society.**

## UNIT 24

### THE ART OF CRAFTING

#### I. GETTING STARTED

**Discuss the questions with your classmates:**

- What crafts are you good at?
- What's your ever favourite craft?
- Do you make anything for your own home?
- How long have you been interested in handicraft?
- Where do you take your ideas and inspiration from?
- Have you ever been to any art exhibitions?

#### II. READING COMPREHENSION

**1. Read the text about the art of crafting bellow and answer the following questions.**

- When did crafts first appear?
- What sorts of skills do crafts require?
- Why does it take so much time to attain mastery in crafts?
- What makes crafts so popular among all sorts of people?
- Why is crafting considered as a profession in Asian countries mainly?
- Can waste materials be applied in crafts?
- What makes crafts useful in our life?
- What items can you make with your own hands?
- What advantages of crafting can you mention?
- Give your own definition to crafts?

Crafting is a human art that involves an entire gamut of creative activities that relate to making things with your own hands and skills. The art of crafting is probably as old as civilization itself. Several pieces of craft made of mud, clay and metals have been discovered in archaeological excavations around the world.

Crafting usually involves a combination of skills, practice, speed and patience. Just like any other art, the more you practice, the more skill, accuracy and speed you will acquire. It can take years to attain mastery in any craft. Some traditional crafting activities are passed down generations, and there are families that are involved in traditional crafts as a profession or as their means of livelihood. Crafting is the art of giving an expression to your imagination and creativity. It involves creation of three dimensional objects that are unique and exclusive in character.

There is a whole range of crafting activities that are in practice in many

parts of the world. The best part about crafting is that almost anyone pursues it, either as a hobby or even as a profession. In the advanced countries, the art of crafting is gradually fading away as a profession because it entails painstaking amount of handwork and consumes a lot of time to create just one piece of craft. Therefore, primarily crafting as a profession is pursued in developing countries of Asia, where the old and traditional craft skills are still practiced. They are known as “handicrafts” and have a huge demand in the western world as an item of Asian export.

In the west, nowadays crafting is pursued more as a hobby and a creative pastime than as a profession. Though a few people are able to create niche business opportunities in this line as well. The advantage with crafting is that it does not require a large investment or high technology. The business can be pursued from your home itself. Another advantage of the art of crafting is that it can use almost any material and turn it into a decorative piece of beauty. The waste materials at home can be recycled beautifully by using your crafting skills. Craft items can be made out of waste textile fabrics, leftover pieces of wood, metal scraps, clay, paper, canvas and even plants and many other materials. All it needs is your imagination and dedicated effort to produce a creative piece of craft.

You can use your crafting skills to save money in various ways, as well as, help the environment at the same time by recycling used materials. Whenever you need to do an attractive packaging for something, you can do it yourself instead of getting it done expensively from a gift store. You can make small gift items yourself that will be highly appreciated when you give them away on occasions. Greeting cards, invitation cards, decorations for parties, toys for children and showpieces for your home can be made using your own art of crafting. That will save you a lot of money each time, and provide you with the unique joy of having created something on your own.

**2. Match the target words with their definitions. If you are unsure about a word’s meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. craft
2. gamut
3. excavation
4. dimensional
5. pursue
6. provide
7. unique
8. item
9. opportunity
10. attain

- a) an activity involving a special skill at making things with the hands;
- b) a favourable time for doing smth;
- c) to give or devote oneself to a good course or purpose;
- d) the complete range or scale of smth;
- e) a single unit;
- f) to continue to be interested or involved in smth;
- g) to succeed in getting smth or to achieve smth;
- h) having the specified number of dimensions;
- i) to make smth available for sb to use by giving or lending it.

- 11. acquire
- 12. dedicate

- j) the activity of excavating smth;
- k) unlike anything else;
- l) to gain a skill, habit etc.

**3. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- The art of crafting is rather young.
- Crafts cannot be considered as means to earn money.
- The art of crafting is fading away in Western countries.
- Crafting always requires modern appliances.
- Craft items can be made of any material.
- Craft items are two-dimensional objects usually.
- Crafting helps you save your money.
- Crafts can bring you a lot of money.
- Crafting is not ecologically friendly.
- Not everyone can make a craft item.

**4. Use an appropriate word or phrase from the box to complete each sentence.**

*craft, to pursue her studies, with any accuracy, unique, provides, just acquired, the attainment, to advantage, a very advanced stage, two-dimensional*

- A writer only becomes a true writer by practising his .....
- She decided ..... after obtaining her first degree.
- A square is ..... and a cube is three-dimensional.
- It is impossible to say ..... how many people are affected.
- Human's psychological processes are .....
- The company has ..... a further 5% of the shares.
- The painting ..... us with one of the earliest examples of the use of perspective.
- ..... of her ambitions was still a dream.
- The picture may be seen ..... against a plain wall.
- Negotiations have reached .....

**5. Make up pairs of synonyms:**

*a) handwork, item, hobby, plus, eye-catching, to adorn, happiness, unique, shop; b) pastime, to decorate, store, attractive, handicraft, joy, piece, exclusive, advantage.*

**6. Prepare a report about one of the following topics:**

- Crafts in Our Life. • Crafts & Technologies. • Crafts & Environment.

## UNIT 25

### WHAT IS ART?

#### GETTING STARTED

**Discuss the questions with your classmates:**

- Can you easily answer the question “What is art”? Why? / Why not?
- Can the ancient people make art?
- Is it possible to teach animals to make art?

#### II. READING COMPREHENSION

**1. Read the text about art below and answer the following questions:**

- When did crafts first appear?
- What sorts of skills do crafts require?
- Why does it take so much time to attain mastery in crafts?
- What makes crafts so popular among all sorts of people?
- Why is crafting considered as a profession in Asian countries mainly?
- Can waste materials be applied in crafts?
- What makes crafts useful in our life?
- What items can you make with your own hands?
- What advantages of crafting can you mention?
- What kind of object is art?
- What is the definition of the word “aesthetic”?
- What does art exist for?
- Why are the precious examples of art kept in museums and churches?
- What man’s ability separates him from all other creatures?
- How can a man use his imagination?

Few questions provoke such heated debate, yet provide so few satisfactory answers. Without coming to any final conclusions, we can still bring some light to the problems. For art to us is, first of all, a word, that acknowledges both the idea of art and the fact that the art exists.

Art is made everywhere. Art is an aesthetic object. It is meant to be looked at, and appreciated for its intrinsic value. Its special qualities set art apart, so that precious examples have often been placed away from everyday life – in museums, churches or caves.

The word “aesthetics” is defined “that which concerns the beautiful”.

The ability to make art is the most distinctive man’s feature that separates him from all other creatures. Though all the living creatures have imagination, only men can tell one another about imagination in stories and

pictures. The record of man's earliest art is lost to us. Man has been walking the earth for some three million years. But the earliest prehistoric art that we know was made only about 25 000 years ago. It was undoubtedly the culmination of a long development, which we cannot trace.

Who were the first artists? In all likelihood they were shamans. With the shaman's unique ability to penetrate the unknown and his rare talent for expressing it through art, he gained control over the forces hidden in him and nature. Even today the artist remains a magician whose work can mystify and move us. Art represents its creator's deepest understanding and highest aspirations. Being inspired an artist creates a masterpiece. We can say with assurance, a masterpiece is any work of art that contributes to our vision of life and leaves us profoundly moved. Moreover it does so to many people over time and space. The scientific laws are useless in helping us to understand works of art. In other words, it withstands the test of time.

Art enables us to express our understanding in pictures. This way is worth a thousand words. But what is the meaning of art? What is it trying to say? Artists provide no clear explanation, but some regularly repeated symbols can be regarded as universal. Nevertheless, each particular culture having its specific meaning gives rise to the diversity of art.

Thus, art like language requires that we learn the style and outlook of a country, a period and an artist. The art imitating reality is easier to understand. But we know a great deal of works of art based on the leaps of the artists' imagination. Needless to say, artistic creation is too subtle. Only the artist himself can observe it fully, but he is so absorbed by it that he cannot explain it to us. What sets the real artist apart is not the desire to seek but the mysterious ability to find which we call talent, gift or genius. We must keep an open mind making attempts to understand the works of art. If we do so, we shall discover the real value of art: the more we know about art, the more we understand what it means.

**1. Fill in the correct word from the list given in the frame. Use the words only once.**

*aesthetic, mysterious, artistic, heated, intrinsic, living,  
precious, rare, scientific, final*

- ..... example
- ..... law
- ..... ability
- ..... value
- ..... creature
- ..... talent
- ..... creation
- ..... conclusion
- ..... object
- ..... debate



## 2. Enrich your vocabulary by useful expressions and idioms.

- to provoke heated debates;
- to come to the final conclusion;
- to bring some light to the problem;
- to set apart;
- to penetrate the unknown;
- to say with assurance;
- to withstand the test of time;
- to keep an open mind.

## 3. Complete the sentences with the expressions given above (in task 2).

- Shamans gained control over the forces hidden in him and in nature due to their unique ability .....
- We can ..... that the scientific laws are useless in helping us to understand works of art.
- Discussing the question “What is art?” we can only .....
- Those works of art that contribute to our vision of life and still impress us .....
- Being an aesthetic object and having its special qualities, art .....

## 4. Fill in the correct preposition, then choose any three and make sentences.

- art is based ... the leaps of imagination;
- an artist is absorbed ... it;
- the style and the outlook ... the country;
- say ... assurance;
- art contributes ... our vision of art;
- earliest art is lost ... us;
- to express ... art; art ... is first ... all a word;
- men can tell one another ... imagination ... stories and pictures;
- shaman gained control ... the forces hidden ... him and nature.

## 5. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.

1. aesthetic
2. culmination
3. imagination
4. magic
5. magician
6. masterpiece
7. talent
8. unique
9. value
10. genius

- a) something made or done with great skill; the best example;
- b) the degree of usefulness of something;
- c) **understanding and appreciating of what is beautiful, especially in the arts, music, nature;**
- d) act of controlling events by the pretended use of supernatural forces;
- e) having no like or equal; being the only one of its sort;
- f) the highest point;
- g) a person skilled in magic;

- h) the act or ability of forming mental images of objects;
- i) natural power or ability to do something very well.

**6. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- Art represents its creator's deepest understanding and highest aspirations.
- The less we know about art, the more we understand what it means.
- The word "aesthetics" is defined "that which concerns the ugly".
- Art like language requires that we learn the style and outlook of a country, a period and an artist.
- Artistic creation is too rough.
- Artists provide no clear explanation.
- The art imitating reality is harder to understand.

**7. Discuss with your partner.**

- Why do you think the specialists still cannot give a definite answer to the question "What is art"?
- How can you tell a work of art from any other object?
- The scientific laws cannot help us to find out works of art, can they?
- What is a masterpiece?
- What is art trying to say to us?
- What gives the rise to the diversity of art?
- Which trend of art is easier to understand: Realism or Impressionism?

## UNIT 26 ASSYRIAN ART

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- Is the art of pictorial story-telling easy to understand?
- What do you know about the Neo-Babylonian ruler Nebuchadnezzar?
- Why do you think a figure of lion is used as a symbol of power in many states?
- Why were military motifs used in decorative art?

### II. READING COMPREHENSION

**1. Read the text about Assyrian art below and answer the following questions.**

- Which achievements did Assyrian civilization use and reinterpret to its own features?
- What things is the palace decorated by inside?
- What is a pictorial story-telling type of art?
- Is Ishtar the goddess of love, war or victory?
- How long were the Neo-Babylonians the most powerful civilization when the Assyrian empire came to an end?
- Who was the best known of these Neo-Babylonian rulers?

The city-state of Assur was located on the upper course of the Tigris. Under the series of able rulers the Assyrian domain gradually expanded until it embraced not only Mesopotamia but the surrounding regions as well. At the height of its power, 1000 to 612 B.C., the Assyrian empire stretched from the Sinai Peninsula to Armenia.

Assyrian civilization used the achievements of the south but reinterpreted them to fit its own distinctive character. Thus, the temples and ziggurats they built were adapted from Sumerian models. But the palaces of the Assyrian kings were incredibly magnificent up to their own taste. The palace of Sargon II at Dur Sharrukin (the modern Khorsabad) was built in the second half of the eighth century BC. It was surrounded by a citadel with turreted walls that shut it off from the rest of the town. The citadel has two gates decorated with guardian demons. Awesome in size and appearance they were meant to impress the visitor with the power and majesty of the king. It is built in bricks and stone slabs decorated with low relief. Inside the palace is decorated by the long series of reliefs illustrating the conquests of the royal armies. Every event is described in detail.

We can see the earliest large-scale efforts at narrative in the history of art. Thus, the Assyrian artists developed an entirely new type of art so-called pictorial story-telling. The artist's results cannot be called beautiful but they achieved their main purpose to be clearly readable. The mass of descriptive details of military campaign in reliefs often leaves little space for the personal glorification of the king. The lion hunt reliefs were found in Nineveh. They show less graceful but energetic and more alive animals.

Despite the shallowness of the carving, the bodies have a greater sense of volume and weight. Images such as dying lioness are unforgettable. When the Assyrian empire came to an end, the Neo-Babylonians were the most powerful civilization but for a short period. The best known of these Neo-Babylonian rulers was Nebuchadnezzar, the builder of the Tower of Babel. The Neo-Babylonian masters not only used carved stone slabs and bricks as the Assyrians did but improved and turned them into baked and glazed bricks. This technique had been invented in Assyria but later it was widely used for surface ornament and architectural reliefs. Its effect becomes evident in Ishtar Gate, which has been rebuilt now from the thousands of individual glazed bricks in the State Museum in East Berlin. Everyone is amazed by the procession of bulls, dragons and other animals arranged in coloured ornamental bands.

## 2. Match the words to their opposites.

- |                |                |
|----------------|----------------|
| 1. alive       | a) suddenly    |
| 2. inside      | b) lessen      |
| 3. powerful    | c) pleasant    |
| 4. gradually   | d) exterior    |
| 5. shallowness | e) generally   |
| 6. readable    | f) immobile    |
| 7. expand      | e) depth       |
| 8. awesome     | f) defenseless |
| 9. in detail   | i) illegible   |

## 3. Fill in the correct preposition, then choose any three and make sentences.

- surrounded ... a citadel... turreted walls;
- shallowness ... the carving;     ● arranged ... ornamental bands;
- decorated ... low relief;         ● the achievements... the south;
- mass... descriptive details... the reliefs;     ● used ... surface ornament.

**4. Fill in the correct word from the list given in the frame. Use each word only once.**

<i>low, descriptive, energetic, glazed, ornamental, turreted, guardian, pictorial, surface, distinctive</i>
---

- |                   |                       |
|-------------------|-----------------------|
| ● ..... animals   | ● ..... story-telling |
| ● ..... details   | ● ..... bricks        |
| ● ..... ornament  | ● ..... band          |
| ● ..... character | ● ..... wall          |
| ● ..... demon     | ● ..... relief        |

**5. Enrich your vocabulary by useful expressions and idioms.**

- to be clearly readable;
- to describe in detail;
- pictorial story-telling;
- special genius of ancient art;
- to develop an entirely new type of art;
- to be widely used for;
- to fit one's own distinctive character.

**6. Complete the sentences with the expressions given above (in task 5).**

- Baked and glazed bricks ... architectural reliefs.
- The Assyrian masters were lucky to ... .
- The main aim of ... is to give a correct idea of the events happened in their history.
- Assyrian civilization reinterpreted Sumerian models ... .
- Looking at the Assyrian reliefs we feel again that ... for the portrayal of animals.

**7. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- When the Assyrian empire came to an end, the Neo-Babylonians were the most powerful civilization but for a short period.
- The citadel has one gates decorated with guardian demons.
- Nebuchadnezzar, the builder of the Tower of Babel.
- The mass of descriptive details of military campaign in reliefs often leaves little space for the personal glorification of the king.
- The Neo-Babylonian masters improved and turned carved stone slabs and bricks into baked and glazed bricks.
- The palace of Sargon II at Dur Sharrukin was built in the second half of the seventh century BC.
- Outside the palace is decorated by the long series of reliefs illustrating the conquests of the royal armies.

**8. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

1. shrine
2. cella
3. citadel
4. ziggurat
5. relief
6. pictorial
7. turret
8. slab
9. glaze
10. city-state

- a) the principal enclosed room of a temple, to house an image;
- b) a thin layer of translucent oil colour applied to a painted surface or parts of it in order to modify the tone;
- c) a fortress usually at the edge of the town;
- d) a small tower, esp. at the corner of a building or defensive wall;
- e) an autonomous political unit comprising a city and surrounding country-side;
- f) in ancient Assyria and Babylonia, a pyramid tower built of mud bricks and forming the base of a temple; it was either stepped or had a broad ascent winding around it;
- g) the projection of a figure or a part of a design from the background or plane on which it is carved or modeled;
- h) thick flat (usually square or rectangular) piece of stone;
- i) expressed in pictures; consisting of pictures;
- j) tomb or casket containing holy relics; altar or chapel with special associations or memory.

## UNIT 27 BYZANTINE ART

### I. GETTING STARTED

**Discuss the questions with your classmates:**

- What invention can be called an epoch-making one?
- Where is the building, named the Church of Holy Wisdom, situated?
- What domed structures in St. Petersburg can you name?
- Can you feel the difference between Christian and Byzantine art?
- What is good and bad of being an art patron?

### II. READING COMPREHENSION

**1. Read the text about Byzantine art below and answer the following questions:**

- Why is it difficult to differentiate Early Christian from Byzantine art?
- What style is associated with the imperial court of Constantinople?
- What was Constantinople famous for under the reign of Justinian?
- Why is this era called the Golden Age?
- What city can we find today a great number of monuments of the First Golden Age in?
- Why is the church San Vitale named the most important one of that period?
- What architectural features made San Vitale look strange?
- Can you name the plots of two main mosaics in San Vitale?
- What are the characteristic features of the ideal type of faces depicted in mosaics in San Vitale?
- What is the name of the survived monument of Justinian's period in Constantinople?
- What had happened to the Church of Holy Wisdom (Hagia Sophia) after the Turkish conquest?
- What element in church architecture is called a "pendentive"?
- Where and when was the dome on pendentives invented?
- What is the invention of an epoch-making importance?
- What element became a basic feature of Byzantine architecture?

There is no clear-cut division between Early Christian and Byzantine art. It could be argued that a Byzantine style (that is, a style associated with the imperial court of Constantinople) becomes visible within Early Christian art as early as the beginning of the V<sup>th</sup> century, soon after the effective division of the Empire. During the reign of Justinian (527 – 565) Constantinople became an artistic capital. Justinian himself was an art

patron; the works he sponsored or promoted have an imperial grandeur. That is the reason to name this era Golden Age. Architecture and Decoration. A lot of monuments of the First Golden Age have survived today not in Constantinople (where much have been destroyed) but in Italy in the town of Ravenna. Under Justinian Ravenna was the main fortress of Byzantine rule in Italy. The most important church of that time, San Vitale, was built in 526 – 547. It represents a type derived mainly from Constantinople. We can see its octagonal plan, with the domed central core. San Vitale is large and spacious. Below the clerestory the nave wall turns into a series of semicircular niches that came into the aisle and thus link it to the nave in a new and intricate way. The aisle itself has a second story (the galleries for women). The windows were fixed on every floor, which flood the interior with light. A cross-vaulted compartment for the altar is usually backed by an apse, toward the east and have a narthex on the other side (that is rather odd and nonsymmetrical). We are struck by a strange character of San Vitale. San Vitale is famous for two mosaics hanging above the altar. No doubt, they were designed in the imperial workshop. We can see Justinian and his empress Theodora accompanied by officials at the service. The interior space of the church endows the figures with the air of exaltation. Though all the figures have individual likenesses, they represent the ideal type of faces and bodies. Hagia Sophia or the Church of Holy Wisdom. It is considered to be the masterpiece of the First Golden Age and one of the great creative triumphs of any age. It was built in 532 – 537 by the architect Anthemius of Tralles and Isidorus of Miletus. After the Turkish conquest in 1453 it became a mosque (the four minarets were added), and the mosaic decoration was hidden under whitewash.

The design of Hagia Sophia presents a unique combination of elements: it has a longitudinal axis of an Early Christian basilica, but the central feature of the nave is square compartment crowned by a huge dome. It turns the nave into a great oval.

The dome rests on four arches. The transition from the square formed by these arches to the circular rim of the dome is achieved by spherical triangles called pendentives. Where or when the dome on pendentives was invented we do not know. Hagia Sophia is the earliest building with such type of dome. So it was the invention of an epoch-making importance.

From that time on, the dome on pendentives became a basic feature of Byzantine architecture.



## 2. Match the words to their synonyms.

- |                |                  |
|----------------|------------------|
| 1. compartment | a) covering      |
| 2. whitewash   | b) borrowed      |
| 3. intricate   | c) edge          |
| 4. visible     | d) separate part |
| 5. rim         | e) center        |
| 6. derived     | f) admiration    |
| 7. transition  | g) clear-cut     |
| 8. exaltation  | h) very detailed |
| 9. core        | i) change        |

## 3. Fill in the correct word from the list given in the frame. Use each word only once.

*Byzantine, semicircular, art, octagonal, interior, creative, epoch-making, intricate, spherical, cross-vaulted*

- |                      |                    |                  |
|----------------------|--------------------|------------------|
| • ..... architecture | • ..... importance | • ..... triangle |
| • .....compartment   | • ..... triumph    | • ..... niche    |
| • ..... plan         | • ..... wave       | • ..... patron   |
|                      | • ..... space      |                  |

## 4. Enrich your vocabulary by useful expressions and idioms.

- the invention of epoch-making importance
- a unique combination of elements;
- to have an imperial grandeur;
- to be struck by smth;
- a circular rim of the dome;
- the greatest creative triumph (of any age);
- the dome on pendentives.

## 5. Complete the sentences with the expressions given above (in task 4).

- Hagia Sophia is considered to be ... .
- The works which Justinian sponsored and promoted ... .
- The dome on pendentives was ... .
- We ... San Vitale.
- From the time on ... became a basic feature of Byzantine architecture.
- Where and when ... was invented we do not know.
- The design of Hagia Sophia presents ... .

**6. Fill in the correct preposition, then choose any three and make sentences.**

- derived mainly ... Constantinople;      • flood the interior ... light;
- endow the figures ... the air ... exaltation;      • ... the time ... ;
- turn the nave ... a great oval;      • is achieved ... spherical triangles;
- crowned ... a huge dome; hidden ... whitewash;
- the transition ... the square formed ... these arches ... the circular rim ... the dome;
  - turn ... the mosaics ... the interior space ... the church.

**7. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by reading the passage. Then check your dictionary. The first one has been done for you.**

**1. axis**

2. whitewash
3. dome
4. minaret
5. narthex
6. mosque
7. rim
8. clerestory
9. pendentives

- a) a tall slender tower with balconies from which Moslems are summoned to prayer by the chant of the Muezzin;
- b) one of the spherical triangles which achieves the transition from a square or polygonal opening to the round base of a dome;
- c) the transverse entrance hall of a church, sometimes enclosed but often open on one side to a preceding atrium;
- d) a row of windows in the upper part of a wall that rises above an adjoining roof, built to provide direct lighting;
- e) a round roof resembling a hemisphere, built on a circular or many-sided base;
- f) a Moslem temple or place of worship;
- g) a straight central line around which parts of a plan are symmetrically arranged;**
- h) the outer edge or border of something;
- i) to paint walls or buildings white.

**8. Mark these statements T (true) or F (false) according to the information in the text. Find the part of the text that gives the correct information.**

- On the dome pendentives became a basic feature of Byzantine architecture.
- San Vitale is famous for one mosaics flanking the altar.
- The windows were fixed on the second floor, which flooded the interior with light.
- After the Turkish conquest in 1453 Hagia Sophia became a mosque and the mosaic decoration was hidden under whitewash.
- We can see Justinian and his empress Theodora accompanied by officials at the service.
- The interior space of the church endows the figures with the air of exaltation.
- Hagia Sophia is the latest building with such type of dome.
- We do not know where or when the dome on pendentives was invented.

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